

Distr.: General
2 August 2017

Original: English only

ADVANCE UNEDITED VERSION

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

Sixty-eighth session

23 October-17 November 2017

Item 6 of the provisional agenda

**Implementation of articles 21 and 22 of the Convention on the
Elimination of All Forms of Discrimination against Women**

**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 (UNESCO)**

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-eighth session, reports on the implementation of the Convention in areas falling within the scope of their activities.

I. Introduction

1. The Committee on the Elimination of Discrimination against Women (CEDAW), at its 68th session, to be held from 23 October to 17 November 2017 in the United Nations Office at Geneva, will examine the national reports of the following countries: Burkina Faso, Democratic People's Republic of Korea, Guatemala, Israel, Kenya, Kuwait, Monaco, Nauru, Norway, Oman, Paraguay and Singapore.

2. As a specialized agency of the United Nations, 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 UNESCO's Medium-Term Strategy for 2008-2013, gender equality has been designated as one of the two global priorities of the Organization and continues to be global priority for the period 2014-2021. The Priority Gender Equality is pursued through a two-pronged approach, (i) gender specific programming and (ii) mainstreaming of gender equality perspectives in all of UNESCO's fields of competence.

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 (CEDAW). Article 10 of the Convention provides that "the 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 UNESCO's mission and represents an integral part of its constitutional mandate.

4. UNESCO's efforts to promote women's empowerment, women's rights and gender equality are guided by UNESCO's Medium-Term Strategy for 2014-2021, UNESCO's quadri-annual and bi-annual Programme and Budget documents, UNESCO's organization-wide Priority 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 (CEDAW), the Beijing Platform for Action as well as resolutions and international and regional instruments relevant to UNESCO's areas of action.

5. UNESCO's commitment to pursue the priority 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 the senior management and the 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 UN bodies, regional bodies, IGOs, NGOs, private foundations and private sector partners that support women's empowerment and gender equality initiatives.

II. Measures taken by UNESCO to implement the provisions of CEDAW in the countries to be considered at the 68th session

Burkina Faso

6. Burkina Faso has been a party of the UNESCO Convention against discrimination in Education of 1960 since 4 September 2012. The country did respond to the Eighth Consultation of Member States on the Implementation of the Convention. The country reported having a clear constitutional and legislative framework that enshrines the right to education as well as the principle of non-discrimination; that constitutional laws and legislative texts prohibiting discrimination in education have been adopted; that progressive expansion of a free and compulsory education system is in place with increased access and educational opportunities for all and at all levels, especially for vulnerable populations; etc. In particular, the country reported on policies on free school books and on development of

centers for continuing education and policies that aim to help teachers with housing. In 2012 Burkina Faso adopted National Strategy to Accelerate Girls' Education 2012-2022.

7. Article 1 of the Constitution of Burkina Faso of 1991 as amended up to 2012, proclaims that all the Burkinabe are born free and equal in rights. All have an equal vocation to enjoy all the rights and all the freedoms guaranteed by the Constitution. Discrimination of all sorts, notably those founded on race, ethnicity, region, color, sex, language, religion, caste, political opinions, wealth and birth, are prohibited.

8. Article 18 of the Constitution guarantees the right to education: Education, instruction, professional training, work, social security, housing, sport, leisure, health, protection of Maternity and of Infancy, assistance to the aged or handicapped persons and those in social cases, and artistic and scientific creation, constitute the social and cultural rights recognized by the Constitution which sees to their promotion.

9. The Education Act, section 3 guarantees that 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.

10. In accordance with the Education Guidelines Act, the education system of Burkina Faso aims at ensuring the development of the spirit of solidarity, integrity, fairness, justice, loyalty, tolerance and peace. The system also aims at cultivating the respect for others, especially gender equity, and cultural diversity. Pre-primary education is for children from 3 to 6 years, it lasts for 3 years and is not compulsory. Basic education is compulsory for all children of Burkina Faso aged between 6 and 16 (from the first year of primary education to the third). Basic public education is free. Basic education comprises of primary and post-primary (secondary) education. Primary education starts at 6 years and lasts for 6 years, organized in three cycles. Secondary education starts at 12 years and lasts for two, three or four years depending on the courses chosen (general, technical or professional). The higher education functions on the principle of long studies, varying from two, three and five years and is organized in public universities and institutes.

11. Several gender equality related projects within UNESCO programmes have been implemented in Burkina Faso. The project "Promoting literacy programmes and non-formal education programmes of good quality in the Sahel countries" aimed at strengthening the national capacities of the Sahel countries with an illiteracy rate of more than 50% to scale up in relevant and gender-sensitive quality literacy programs. The project encouraged new education policies and practices in Burkina Faso through the lens of gender equality and women's empowerment. In addition, the project considered the specific circumstances and needs of women and girls with no or low literacy skills in the implementation and scaling-up of gender responsive literacy policies, plans and actions.

12. The project "Reinforcement of the national capacities for training of teachers in Burkina Faso" supported the strengthening of the capacities of teachers and educational managers in Burkina Faso, through several activities including: 1) training of trainers on different pedagogical techniques; 2) the use of information and communication technologies (ICT) to improve the quality of teaching and learning; 3) training of managers of teacher training institutions on planning, monitoring and evaluation and human resources management. The project expected systematic revision of national policies and programs for professional development of education staff *inter alia* from gender perspective.

13. The project "Promotion of the access to information and media for girls and young women from the rural and urban communities in Burkina Faso" is focused on the role of women in economic development in line with increasing interest among civil society in Burkina Faso. Through ICT and Knowledge Societies' Fora, the project aimed at integrating gender equality strategies and practices for the capacity building of women and girls. The project also reinforced gender-inclusive access to information and knowledge.

Democratic People's Republic of Korea

14. Democratic People's Republic of Korea is not a party of the UNESCO Convention against discrimination in Education of 1960. The country however did respond to the

Eighth Consultation of Member States on the Implementation of the Convention. The country reported having a clear constitutional and legislative framework that enshrines the right to education as well as the principle of non-discrimination in education and that there is progressive expansion of a free and compulsory education.

15. Article 63 of the Constitution of the Democratic People's Republic of Korea (DPRK) of 1948 as amended in 1998, states that in the DPRK the rights and duties of citizens are based on the collectivist principle, "One for all and all for one", while under Article 65 citizens enjoy equal rights in all spheres of State and public activities. Article 66 guarantees to all citizens who have reached the age of 17 the right to elect and to be elected, irrespective of sex, race, occupation, length of residence, property status, education, party affiliation, political views or religion. In addition, Article 77 accords to women an equal social status and rights with men; the state affords special protection to mothers and children by providing maternity leave, reduced working hours for mothers with many children, a wide network of maternity hospitals, crèches and kindergartens, and other measures; the state provides all conditions for women to play a full role in society.

16. Article 73 of the Constitution guarantees the right to education, by stating that citizens have the right to education. This right is ensured by an advanced educational system and by the educational measures enacted by the State for the benefit of the people. Articles 43 through 49 of the Constitution establishes the basic principles of education. The state has the duty of the to put into practice the principles of socialist education and raise the new generation to be steadfast revolutionaries who will fight for society and the people, to be people of a new communist type who are knowledgeable, morally sound and physically healthy. The state gives precedence to public education and the training of cadres for the nation and combine general education with technological education, and education with productive labor. The state develops an 11-year universal and compulsory education, which includes one-year preschool education, in accordance with the trend of modern science and technology and the practical requirements of socialist construction. The state trains technicians and experts in different forms of study while working, and by improving the scientific and theoretical levels of technical education and education on social science and basic science. The State provides education to all pupils and students free of charge and grant allowances to universities and colleges students. The state strengthens social education and provides all available conditions to working people for study. The State maintains all children of preschool age in crèches and kindergartens at state and public expense.

17. DPRK has an 11-year compulsory education, comprising of 1 years of obligatory preschool education (from the age of 4 to 5), 4 years primary school (from 6 to 10) and 6 years of secondary school (from 11 to 16). Pupils who have finished the 11-year compulsory education are given specialized post-secondary education either in regular higher education system (specialized high schools or university and other colleges) in a duration lasting from 3 to 5 years, or in in-service education system (factory college, farm college, fishermen's college, factory specialized high school, and night course in regular college) in a duration from 3 to 6 years. School education, social education, adult education and all other forms of education are provided at the state's expense.

18. The project entitled "Establishment of the Technical and Vocational School for Skilled Women Mushroom Workers" aimed at providing technical and vocational education and training (TVET) for skilled women mushroom workers in the Central Mushroom Institute to strengthen women's position and role in their social and economic activities, to improve the nutritional status of the people, and to provide favorable opportunity for local women to take part in socio-economic activities. To achieve this goal the project organized workshops, training courses, equipment purchase, and textbook publication all related to skilled female workers for mushroom cultivation.

19. The project "Establishment and operation of technical and vocational training centre for women involved in fish farming", aims at giving short-term technical and vocational training course to workers, especially women workers, concerning to fish farming to improve their technical and intellectual capacity and enhance their responsibility and role in production and technical management. Among the specific objectives of the project are the following: short-term training for field workers, so as to improve their knowledge and

technical skills and to ensure the need of skilled workers for fish farms in a relatively short span of time; to strength the TVET system of fish farming by including special scientific research institutions and high grade experts in the system and introducing up-to date information and good practices on modern fish farming; to promote participation of women in social and economic activities and increase their incomes, contributing to the achievement of MDG and the sustainable development. The project, based on the human and material resources of the Central Institute of Aquaculture Science, is being implemented in way of providing trainees selected from fishing farms of the country with 3-6 months short term technical training. In view of annual need of skilled workers, it is planning to train about 60-100 persons a year. The target trainees of the project are women (mostly maiden) who had completed secondary education.

Guatemala

20. Guatemala has been a party of the UNESCO Convention against discrimination in Education of 1960 since 4 February 1983. The country however did not respond to the Eighth Consultation of Member States on the Implementation of the Convention.

21. Under Article 4 of the Constitution of Guatemala of 1985 as amended in 1993, all human beings in Guatemala are free and equal in dignity and rights. The man and the woman, whatever their civil status may be, have equal opportunities and responsibilities. No person can be subject to servitude or to another condition that diminishes his or her dignity. Article 50 guarantees the equality of the children by stating that all children are equal before the law and they have the same rights; any discrimination is punishable.

22. Articles 71 through 81 elaborates the right to education: The freedom of education and of educational criteria is guaranteed. It is the obligation of the State to provide and facilitate education to its inhabitants without any discrimination whatsoever. The foundation and maintenance of cultural educational centers and museums is declared to be of public utility and necessity. Education has as its primary objective the integral development of the human person, the knowledge of reality and national and universal culture. Education, instruction, social development and the systematic teaching of the Constitution of the Republic and of the human rights are declared to be of national interest. The family is the source of the education and the parents are entitled to choose what is to be taught to their minor children. The State may subsidize the gratuitous private educational centers and the law will regulate what is relative to this matter. The private educational centers shall function under the inspection of the State and they are obligated to fulfill, at least, the official study plans and programs. As cultural centers they will be enjoy the exemption of all types of taxes and assessments. Religious education is optional in the official establishments and can be taught during ordinary hours, without any discrimination. The State will contribute to the maintenance of religious education without any discrimination.

23. The Guatemala citizens have the right and the obligation to receive initial, pre-primary, primary and basic education, within the age limits established by the law. The education provided by the State is gratuitous. The State will provide and promote scholarships and educational credits. Scientific, technological, and humanistic education constitute objectives that the State must guide and develop permanently. The State shall promote special education, diversified education and extracurricular education. Literacy is declared to be of national urgency and it is a social obligation to contribute to it. The State organizes it and promote it with all the necessary resources. The administration of the educational system is decentralized and regionalized. In schools established in regions with a predominantly indigenous population, the education is provided preferentially in a bilingual form. The State recognizes and promotes science and technology as fundamental bases of national development. The law establishes norms for what is pertinent. The titles and diplomas, of which the issuance corresponds to the State, have full legal validity. The rights acquired for the exercise of professions accredited by said titles must be respected and no provisions of any kind that limit or restrict these rights may be issued.

24. The primary objective of education in Guatemala is the integral development of the human being, the knowledge of reality and national and universal culture. In this regard, according to The Peace Accords, signed in 1996 between the Government of the Republic

of Guatemala, the Unidad Revolucionaria Nacional Guatemalteca (URNG) and the United Nations, education in Guatemala works as a medium for the transmission and development of intercultural values and cultural knowledge in a multilingual and multicultural society. Inclusiveness and interculturality are the core value to be promoted through education in Guatemala. In line with this educational principle, the policy of inclusive education for the population with special educational needs within a framework for equality of opportunity and conditions facilitates the development of their physical, intellectual skills for their full participation in society.

25. In compliance with the Constitution, Article 1 of the Governmental Agreement 226-2008 reiterates that the public service of education (pre-primary, primary and secondary) is free and covers the age group of 6 to 14.

26. Primary education is compulsory for children aged between 6 and 14. It comprises six year of study divided into two cycles of three years each. Through the primary education curriculum students are expected to learn a culture of peace and to respect for human rights, the value of culture and different views of people. Secondary education comprises a basic cycle of general education in duration of three years and a cycle of professional education in duration of three years. The diploma obtained after the second cycle allows to practice a professional activity or to continue education at the university level. While the basic cycle of the secondary education is compulsory, the professional cycle is optional. The higher education is organized in state public universities and in private universities and its duration is from 3 to 6 years depending on the programme.

27. Several gender equality projects have been implemented in Guatemala. The project entitled "SAQUILAJ B'E: A clear path to assert the Rights of Indigenous Adolescent Girls in Guatemala" has been designed to promote the rights of adolescent girls, particularly indigenous adolescent girls, by focusing on pregnancy prevention. The project aimed at empowering indigenous adolescent girls to become leaders and be able to fully participate in decision making process on issues affecting their lives.

28. The project entitled "Peace and human rights education in Mexico and Guatemala to promote peaceful co-existence and intercultural understanding" aimed at developing innovative strategies and tools to support education decision makers and practitioners in addressing school violence and promoting peaceful co-existence and active citizenship. Education policies, processes and practices were developed, implemented and evaluated through the lens of gender equality and empowerment.

29. The project entitled "Latin America and Caribbean Programme for HIV and Health Education" was to provide high quality technical support to Member States in Latin America and Caribbean. Sexuality education, the prevention and mitigation of homophobic bullying, and the integration and incorporation of lessons such as citizenship education, life skills, gender education were carried out within this project.

30. The project entitled "UBRAF Guatemala: Support to Comprehensive Strategy on Sexuality Education and Violence Prevention" aimed at developing human resource capacities in the Ministry of Education and civil society for implementation and sustainability of the Comprehensive Strategy on Sexuality Education and Violence Prevention.

31. The project entitled "Roadmap for the development of an inclusive and innovative public policy for the human rights and full development of the most disadvantaged and the poorest groups, including persons with disabilities living in poverty in Guatemala" supported the development of national roadmap for the formulation of inclusive and innovative public policies for the human rights and full development of persons with disabilities, living in poverty and marginalized. Especially the project had an emphasis on gender in both the participation of women in defining the roadmap and to the content of the roadmap.

32. The project entitled "Consolidating Peace in Guatemala through Citizens Formation and Community Security" aimed at promoting the participation of youth and women in prevention efforts, especially in decision-making process, for citizen security and sustainable development for peaceful society. The gender equality dimension was duly

integrated in the public youth policies, as well as in community building and democratic processes

33. Through a strategic partnership with Southern Mexico to conserve archaeological heritage sites, the project entitled “Joint activity with UNESCO's Mexico Office, for sharing best practices in risk management and conservation of cultural heritage” aimed at enhancing women’s and girls’ access to and participation in cultural life, including cultural heritage, creative expression and enjoyment of cultural goods and services.

34. The project entitled “Digital skills training for women journalists working in community radio in Guatemala” focused on 45 women journalists from community radio in Guatemala to build their capacities on the use of ICT and digital journalism.

Israel

35. Israel has been a party of the UNESCO Convention against discrimination in Education of 1960 since 22 September 1961. The country did not respond to the Eighth Consultation of Member States on the Implementation of the Convention.

36. According to the Basic Laws of Israel, the fundamental human rights in Israel are founded upon the recognition of the value of the human being, and the principle that all persons are free. It stipulates equality and prohibits discrimination by stating that there shall be no violation of the life, body or dignity of any person as such, and all persons are entitled to protection of their dignity.

37. School attendance is mandatory and free for children from age 6 to 18 in Israel. Formal education starts in primary school (grades 1-6) and continues with intermediate school (grades 7-9) and secondary school (grades 10-12). The national education system consists of 5 levels: pre-primary, primary, secondary, post-secondary and higher education. It is divided into 6 years of primary education (grades 1-6), 3 years of lower-secondary education (grades 7-9) and 3 years of upper-secondary education (grades 10-12). About nine percent of the post-primary school population attend boarding schools. The multi-cultural nature of Israel's society is accommodated within the framework of the education system. Accordingly, schools are divided into four groups: state schools, attended by the majority of pupils; state religious schools, which emphasize Jewish studies, tradition, and observance; Arab and Druze schools, with instruction in Arabic and special focus on Arab and Druze history, religion, and culture; and private schools, which operate under various religious and international auspices.

38. The UNESCO project “Programme of University Cooperation - "Masters on Social Sciences and Humanitarian Affairs" represents an initiative for the promotion of mutual understanding through academic cooperation and for stimulating dialogue in the Middle East, through academic exchanges and cooperation amongst faculty and students from Israeli and Palestinian universities. The level of inclusiveness of public policies assessed through the use of a gender lens was one of the components of the project.

39. The second project “Networks of Mediterranean Youth - NET-MED Youth Project” aimed at mainstreaming youth issues and priorities across national decision-making and policy implementation in 10 European Neighbourhood Policy (ENP) South countries by building capacities of youth and youth organizations and promoting their active engagement in the development and implementation of national policies and strategies on youth issues. Among other objectives, the project provided support and guidance to formulate gender responsive public policy outlines.

Kenya

40. Kenya is not a party of the UNESCO Convention Against Discrimination in Education of 1960.

41. Under Article 27 of the Constitution of Kenya of 2010, every person is equal before the law and has the right to equal protection and equal benefit of the law. Equality includes the full and equal enjoyment of all rights and fundamental freedoms. Women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres. The State shall not discriminate directly or indirectly

against any person on any ground, including race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth. A person shall not discriminate directly or indirectly against another person on any of the grounds. To give full effect to the realisation of the rights guaranteed under this Article, the State shall take legislative and other measures, including affirmative action programmes and policies designed to redress any disadvantage suffered by individuals or groups because of past discrimination.

42. Under Article 43 of the Constitution, education is a fundamental right which must be provided to every Kenyan, according to the following principles of Constitution: political equality; national unity; social justice and human dignity; freedom of religion and conscience; freedom from ignorance and disease; equal opportunities for all citizens, irrespective of race, religion, sex or colour; equitable distribution of the national income; and the promotion and preservation of the cultural heritage. The general goal of education in Kenya is to prepare and equip citizens to function effectively in their environment and to be useful members of society.

43. Government of Kenya has a vision for the education sector by 2030: 1) to have globally competitive quality education, training and research for sustainable development, 2) to provide, promote, and coordinate the provision of quality education, training and research for the empowerment of individuals to become responsible and competent citizens who value education as a lifelong process. To achieve this vision, four strategies in access, quality, equity, science, and technology/innovation have been identified and practiced.

44. The Education Act of 1968, revised in 1980, assigned the responsibility for education to the Ministry of Education and instituted various organs for the organization and management of education at all levels. The Sessional Paper No. 1 of 2005 stipulates policies and strategies the government will undertake and implement in order to address the challenges facing education and training. The Sessional Paper No. 5 of 2005 makes provision for gender equality and development policy to promote equality within all sectors of national development including education.

45. The national education system has evolved over time, with major changes having been instituted in the 1980s. In 1984, the '7-4-2-3' structure was replaced with the '8-4-4' structure and system, which introduced a broad-based curriculum at every level. The 8-4-4 system was intended to make education more relevant to the world of work and thus produce a skilled and high-level work force to meet the demands of the economy. This structure is intended to offer learners with equal opportunities to advance to the highest level of learning either through the academic or technical and vocational education and training. Basis education and training is of 14 years, comprising of pre-primary (2 years), primary (8 years) and secondary and technical and vocational (4 years). Higher education consists of undergraduate and postgraduate (masters and doctoral) programmes.

46. Several gender equality related projects within UNESCO programmes have been implemented in Kenya. The project entitled "Addressing Gender Based Violence in Schools in Kenya" aimed at strengthening the capacity of key actor in the education sector to prevent and respond to sexual and gender based violence (SGBV) within the sector and in particular in school environment, support the development, refinement and enactment of relevant laws, policies, strategies, enhance awareness among citizens and support advocacy for behaviour change programmes related to SGBV as well as relevant mechanisms for addressing GBV as a human rights issue. The project also aimed at establishing a coordinated approach in response to cases of SGBV by establishing partnerships with relevant service providers.

47. The project entitled "Strengthening capacity to combat Drought and Famine in the Horn of Africa (Ethiopia, Kenya, Somalia): Tapping groundwater resources for emergency water supply" was designed to identify the groundwater systems resilient to drought in order to facilitate improved access to clean drinking water for emergency situations and for long term needs as response to climate change. In the process of implementation of the programme, it aimed at promoting effective participation of women in high-level processes shaping the science agenda and science policies.

48. The project entitled “Joint Programme on Gender Equality and Women's Empowerment in Kenya” aimed at promoting gender equality in areas that are priority for both the UN in Kenya and the Kenya Government: 1) Establishment of a National Gender Research and Documentation Centre for Kenya; 2) Revision of the gender in education policy; 3) incorporation of gender equality issues in the national science technology and innovation policy; 4) Generating information on Alternative Dispute Resolution Mechanism for Kenya; 5) Empowering women groups through training on entrepreneurial skills.

49. The project entitled “Enhancing capacity of Women Groups in Arid and Semi-arid regions of Kenya on Rain Water Harvesting” aimed to help to reduce the charge of water collection by women and to provide water for small irrigation for income generation. In order to assist women at community level to tap into the potential of rain water harvesting, women were trained and empowered on simple techniques of rain water harvesting for domestic water supply and small scale irrigation activities for food consumption and income generation.

50. Through the project “UNAIDS/UBRAF - East and Southern Africa Programme for HIV and Health Education” UNESCO supported government and ministries to accelerate the implementation of their commitments on HIV prevention, the training of educators, the review and implementation of policies to address stigma and discrimination, bullying and gender based violence.

51. The project entitled “Strengthening Comprehensive HIV and AIDS Response in the Education Sector in Kenya” targeted young people below the age of 24 who constitute one of the most at risk group in the country in order to prevent new infections and mitigate the impact of HIV. The project aimed at developing, implementing, and evaluating education policies, processes and practices through the lens of gender equality and women's empowerment.

52. The project entitled “Support the National Council for Science and Technology to mainstream gender in STI in higher learning and research institutions” aimed at improving the STI Policy system and governance through capacity building in policy formulation and implementation strategies for mainstreaming gender in national science technology and innovation policy to enhance socio-economic development of Kenya.

53. The project entitled “Revision of Gender in Education Policy for Kenya” was to review the Gender Policy in Education so that it is in line with the Constitution, national and education-specific legislative frameworks, the new policy framework, namely the Sessional Paper No. 14 of 2012.

54. Within the framework of the UN Joint Programme on Gender equality and Women Empowerment in Kenya, the project entitled “Empowering Women through Media and ICTs” aimed at contributing towards gender and governance with capacity building for journalists on gender responsive reporting. Furthermore, economic empowerment among women was promoted by supporting the running of radio messages in community radio stations and telecentres to enhance visibility for women entrepreneurs in Siaya and Bungoma Counties and fulfilled their information needs. The project also worked on reducing gender based violence and more specifically cybercrime.

55. The project entitled “support to women in the mining sector in Kenya” aimed at building the capacity of women in the mining sector in Kenya to empower them with skills to form cooperatives and associations to address the issues that impact on equal gender representation in the sector.

Kuwait

56. Kuwait has been a party of the UNESCO Convention against discrimination in Education of 1960 since 15 January 1963. The country did respond to the Eighth Consultation of Member States on the Implementation of the Convention. The country reported to have a clear constitutional or legislative framework that enshrines the right to education, to uphold the principle of non-discrimination in education as well as to support progressive expansion of a free and compulsory education system. In particular, the country

reported on the importance of formal qualifications in their societies and, consequently, they have institutionalized a pathway for adults to complete primary and secondary education, centralizing examinations, as well as instituting national monitoring procedures, etc.

57. Article 29 of the Constitution of the State of Kuwait of 1962 guarantees that all people are equal in human dignity and in public rights and duties before the law, without distinction to race, origin, language, or religion. Personal liberty is guaranteed.

58. Article 13 of the Constitution states that Education is a fundamental requisite for the progress of society, assured and promoted by the State. Under Article 40 the right to education for Kuwaitis is guaranteed by the State in accordance with law and within the limits of public policy and morals. Education in its preliminary stages is compulsory and free in accordance with the law. The law lays down the necessary plan to eliminate illiteracy. The State devotes particular care to the physical, moral, and mental development of the youth.

59. According to Law No. 1 of 1965, education is compulsory and free of charge for all Kuwaiti children, from the first grade of primary education (age 6) to the end of the intermediate or preparatory level. This law makes it incumbent on the State to provide school premises, books, teachers and all that is necessary in terms of human and material means to guarantee the success of compulsory education. Law No. 4 of 1987 provides the general legal framework for public education (school education up to the end of the secondary level). While all previous legislation aimed at regulating one particular aspect of the education system, this law stressed constitutional principles governing education in the State of Kuwait. Foremost among them is the principle that all citizens have a right to education, that education aims to protect and develop the young, ensure social progress, and that it is to be provided free of charge to all citizens by government schools.

60. Education in the State of Kuwait is a right for all citizens and its overall goal is to prepare individuals to become active, thoughtful members of society in both private and public life. the role of education is: to strike a balance between safeguarding the State's cultural identity and preparing citizens to meet changes within the country and at regional and international levels; to provide basic skills; to prepare citizens to meet technological advancements; and to prepare students for practical life.

61. Preschool education (kindergarten) is not compulsory but is provided free to Kuwaiti citizens. The entry age is usually 4 years and the duration of the programme is two years. Until 2003 primary education lasted four years (grades 1 to 4). Since 2004/05, the duration of primary education is five years (grades 1 to 5). Primary education is compulsory and children are admitted at age 6. Intermediate or preparatory education (lower secondary) lasts four years and also is compulsory. Students who successfully complete this cycle are awarded the intermediate school certificate, granting access to secondary education. General secondary education lasts for three years. The general secondary school certificate gives access to higher education, which is organized either as post-secondary technical training and education, or as university level education (bachelor, master and doctoral degrees).

62. In 2005 Kuwait adopted the Education Strategy 2005-2025. The strategic targets and goals envisaged in the Strategy include: contributing to the achievement of interaction with the current age requirement of freedom of thought and response to the dynamics of change without conflict with the cultural identity of the society; and contributing to enhancing the values of faith in the importance of dialogue and respect for human rights.

63. The project entitled "Enhancing Access to Secondary Education and Quality Results for Youth Affected by the Syria Crisis in Lebanon (EASE II)" was implemented by UNESCO in Kuwait. The project aimed at expanding the support for access to secondary school-age youth for their continued learning in post basic education as well as by supporting the Lebanese Ministry of Education and Higher Education to develop a 'bridging alternative learning programme' to support Syrian refugee youth to transit to secondary education. The project has strong gender equality and girls' empowerment components as it is aiming at expanding access for girls to education in the context of Syria Crisis.

Monaco

64. Monaco has been a party of the UNESCO Convention against discrimination in Education of 1960 since 28 August 2012. The country however did not respond to the Eighth Consultation of Member States on the Implementation of the Convention.

65. Article 17 of the Constitution of Monaco of 1962 as amended in 2002 stipulates that all Monegasques are equal before the law and there is no privilege among them.

66. Article 27 of the Constitution guarantees free primary and secondary education to Monegasques.

67. Education in Monaco is mandatory for children from the group of 6-16 years old for about 10 years. The education curriculum in Monaco follows closely the French system, and the diplomas obtained are the same. The main difference is that the learning of the Monegasque language, the history of Monaco and of Monegasque culture is included in elementary schools. Primary education is disseminated through ten, state-run schools, which includes 7 primary and 3 nursery schools. The secondary education is disseminated through colleges like the Lycee Albert providing diploma courses in accounting, secretarial studies, followed by hotel training, commercial studies by the Technical Lycee, the College of Monte Carlo, and finally by the Charles College which provides vocational training. The rate of success to pass the French National Baccalaureate examination is close to 90%.

Nauru

68. Nauru is not a party of the UNESCO Convention against discrimination in Education of 1960, but the country did respond to the Eighth Consultation of Member States on the Implementation of the Convention and Recommendation against discrimination in Education of 1960. The country reported having a clear constitutional or legislative framework that enshrines the right to education as well as the principle of non-discrimination; that constitutional laws and legislative texts prohibiting discrimination in education have been adopted; that progressive expansion of a free and compulsory education system is in place with increased access and educational opportunities for all and at all levels, especially for vulnerable populations; etc.

69. The Nauru Education Act of 2011 affirms that every child has the right to education. Nauru's education system is directed towards the full development of the human personality. There are 11 years of compulsory education starting at the age of six. Primary school comprises six years, secondary school also of six years, each with cycles of four and two years. School curriculum and extra-curricular activities 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. The Nauru Ministry of Education and Training is responsible for equal and easy access to free education and training to provide for the development and growth of Nauru. As part of the National Sustainable Development Strategy (NSDS), the Nauru Education and Training Reform Package combats declining literacy and numeracy rates and attempts to improve primary and secondary school attendance, as well as establishing the National Curriculum Committee, the National Moderation Committee and the Curriculum, Accreditation Statistics and Exams Unit (CASE).

70. The UNESCO/ UBRAF project called “: Strengthening the responses of National Education Systems to HIV/AIDS and STIs in Pacific Island Countries” implemented in Nauru aimed at strengthening the provision of HIV/AIDS/STI education in schools to reduce young people's vulnerabilities to HIV and other sexually transmitted infections (STIs) and to address stigma and discrimination against key affected populations and people living with HIV. Along with comprehensive HIV and sexuality education, one of the objective of the project was to promote healthy lifestyles, gender equality, and human rights.

Norway

71. Norway has been a party of the UNESCO Convention against discrimination in Education of 1960 since 8 January 1963. Norway responded to the Eighth Consultation of Member States on the implementation of the Convention. The country reported having a clear constitutional or legislative framework that enshrines the right to education as well as the principle of non-discrimination; that constitutional laws and legislative texts prohibiting discrimination in education have been adopted; that progressive expansion of a free and compulsory education system is in place with increased access and educational opportunities for all and at all levels, especially for vulnerable populations; etc. In particular, the country reported on offices of Ombudspersons that deal with discrimination in education; provision of free pre-primary education for economically disadvantaged families as a means to encourage learning at an early age and facilitate integration into primary education; institutionalized pathways for adults to complete primary and secondary education; policies so that learning outcomes outside school can be recognized within the formal educational system; teaching pedagogies directed to the individualization of learning; measures to allow people without legal documents to access the formal education system, including equal rights to study in higher-level institutions as nationals provided that necessary prerequisites are fulfilled. Concerning immigrants Norway reported having launched educational initiatives targeting their respective immigrant populations, mostly dealing with language programmes and aiming at facilitating immigrant integration into society.

72. The principle of equality in terms of educational provision has a long tradition in Norway, and the government's vision of society encompasses a nation of tolerance and mutual respect, a society free of discrimination, where citizens master the art of living together, and where everyone may feel included and safe, regardless of cultural origin, political conviction or religious belief. High-quality education and training available to all is a basic precept of the educational policy. The guiding principle is to improve educational standards for the whole population by means of sector-wide improvement and consolidation of the system.

73. According to the Education Act of 1998, last amended in 2011, education and training in schools and training establishments shall, in collaboration and agreement with the home, open doors to the world and give students and apprentices historical and cultural insight and anchorage. Education and training shall be based inter alia on fundamental values and traditions, such as respect for human dignity and nature, on intellectual freedom, equality and solidarity, values that also appear in different religions and beliefs and are rooted in human rights. Education is to promote democracy, equality and scientific thinking. Every individual has a potential for learning, and the education system must ensure that this potential is utilized to the full amount, to the benefit of the individual and society. The education system gives all individuals the same opportunities to obtain knowledge, skills and attitudes that are important for being able to live a good life and become an active contributor in society. According to this Act, 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 is not to be considered in the application process.

74. Under the Kindergarten Act, pre-primary education takes account children's age, level of functioning, gender, social, ethnic and cultural background. Furthermore, it has a responsibility to promote gender equality in their educational practice. Cultural diversity also is reflected in Kindergartens. Within the framework of the implementation of the Compulsory School Reform (known as Reform '97), compulsory education was extended from nine to ten years and the starting age was lowered from 7 to 6 years. The Education Act No. 61 of 17 July 1998, last amended in May 2011, upholds the right and obligation to ten years of primary and lower secondary education, and the statutory right to three years of upper secondary education. The Education Act stipulates that pupils with special needs are not only entitled to instruction, but also to be integrated into the ordinary ten-year

compulsory school. Higher education is organized in a three-cycle degree structure (three years bachelor's, three years master's and three years doctoral degrees).

Oman

75. Oman is not a party of the UNESCO Convention against discrimination in Education of 1960. The country also did not respond to the Eighth Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in Education.

76. Under Article 12 of the Basic Statute of Sultanate of Oman of 1996 as amended in 2011, justice, equality and equal opportunities between the Omanis are the pillar of the society guaranteed by the State. Article 17 stipulates that all citizens are equal before the law and share the same public rights and duties. There shall be no discrimination amongst them on the ground of gender, origin, colour, language, religion, sect, domicile, or social status.

77. Article 13 stipulates that education is a cornerstone for the progress of society which the state fosters and endeavours to spread and make accessible to all. Education aims to raise and develop the general cultural standard, promote scientific thought, kindle the spirit of research, respond to the requirements of economic and social plans, build a generation that is physically and morally strong and takes pride in its nation and heritage and preserves its achievements. According to these provisions, the state provides public education, works to combat illiteracy and encourages the establishment of private schools and institutes under its supervision.

78. The Omani educational system starts with several types of non-compulsory pre-school education for children up to 6 years. Basic education is compulsory and free of charge and lasts ten years organized into two cycles – the first cycle covering grades 1-4 and the second cycle covering grades 5-10. Secondary education lasts three years and is organized in vocational training centers and general secondary education schools. Higher education is organized either in state universities or in several specialized post-secondary colleges and institutes offering bachelor's, master's and doctoral degrees.

Paraguay

79. Paraguay is not a party of the UNESCO Convention against Discrimination in Education of 1960. The country also did not respond to the Eighth Consultation of Member States on the Implementation of the Convention and of the Recommendation against discrimination in Education.

80. Articles 46 and 47 of the Constitution of Paraguay of 1992, last amended in 2011, establishes that all the inhabitants of the Republic are equal in dignity and rights. No discriminations are admitted and the State guarantees to remove the obstacles and prevent the factors that maintain or propitiate them. The protections established concerning unjust inequalities would not be considered as discriminatory factors, but as egalitarian factors. The equality is guaranteed as equal access to justice; equality before the laws; equality in access to the non-elective public functions; and equal opportunities in the participation of the benefits of nature, of the material assets, and of the culture.

81. Article 48 is entirely dedicated to the equality of rights of men and women. It stipulates that men and women have equal civil, political, social, economic and cultural rights. The State will promote the conditions and will create the adequate mechanisms for, making equality real and effective, by leveling the obstacles that prevent or hinder its exercise and facilitating the participation of women in all areas of the national life. Under Article 88, no kind of discrimination will be admitted between the workers for motives of ethnic, gender, age, religion, social status and political or syndical preferences. The work of persons with limitations or physical or mental incapacities will be especially protected. Article 89 stipulates that the workers of both sexes have the same labor rights and obligations, but maternity will be subject to special protection, that will include the assistance services and women may not be terminated during the pregnancy, or as long as the leaves of absence for maternity continue.

82. Article 73 of the Constitution guarantees the right to education. It stipulates that all persons have the right to complete integral and permanent education. The objectives of education are as follows: full development of the human personality; promotion of freedom and peace, social justice, solidarity, cooperation and integration of peoples; respect for human rights and democratic principles; affirmation of the commitment to the country in terms of cultural identity and intellectual, moral and civic formation; the elimination of educational content of discriminatory character. The eradication of illiteracy and the preparation for work are permanent objectives of the educational system. Article 74 guarantees the right to learn and the equal opportunities to access the benefits of the humanistic culture, of science, and of technology, without any discrimination. It also guarantees the freedom to teach, as well as the right to a religious education and the ideological pluralism. Under Article 76, elementary school education is obligatory and free of charge in public schools. The organization of the educational system is an essential responsibility of the State, with the participation of different educational communities including the public and private sectors, as well as schools and extracurricular areas.

83. Paraguay has a 6-3-3 formal education structure. Primary school has an official entry age of six and a duration of six grades. Secondary school is divided into two cycles: lower secondary consists of grades 7 - 9, and upper secondary consists of grades 10 - 12. Basic education refers to primary and lower secondary. Basic education is compulsory and free of charge in public schools. According to the General Law of Education, the basic education provides guidance for attention to diversity and for gender equality aiming at forming students who can accept their sexuality and respect equal relationships between different genders in their personal and social development without any gendered stereotypes. Technical and vocational education in Paraguay exists through two main curricula: The "Bachilleratos Técnicos" and the "Formación Profesional Media". The "Bachilleratos Técnicos" lasts 3 years and leads to the "Bachiller Técnico" which grants a direct access to tertiary education. Out of the formal education system, a curriculum exists for people over 15 years old: vocational training, initial professional training, and professional Training, with various entry requirements and programmes, offered by both public and private institutions. Higher education is organized in more than ten universities offering various programmes for bachelor's, masters' and doctoral degrees.

84. Two UNESCO gender equality related projects were implemented in Paraguay. The first project is entitled "IPDC: Paraguay – capacity building awareness raising for community radios on women's participation". The project aimed at promoting social, political and economic participation of women in society by fostering the generation of adequate information for community radio programming, using a rights-based approach that reflects a true and valued image of women and unmask the power relations between men and women.

85. The second project entitled "Paraguay: Gender equality promotion through the experimental use of gender sensitive indicators for media, its policies and products". The project collaborated with the three major newspapers and aimed at sensitizing and mobilizing media, and related organizations, about the importance of promoting gender equality in a clear and understandable way for their audience. The project focused on analysis of the country's internal policies, practices and products based on the resource developed by UNESCO, namely Gender Sensitive indicators for Media, which helped visualize their strengths, as well as aspects that must be changed and improved.

Singapore

86. Singapore is not a party of the UNESCO Convention against discrimination in Education of 1960. The country also did not respond to the Eighth Consultation of Member States on the Implementation of the Convention and on the Recommendation against Discrimination in Education.

87. According to Article 12 of the Constitution of Singapore of 1965, last amended in 1999, all persons are equal before the law and entitled to the equal protection of the law; there shall be no discrimination against citizens of Singapore on the ground of religion, race, descent or place of birth in any law or in the appointment to any office or employment under a public authority or in the administration of any law relating to the acquisition,

holding or disposition of property or the establishing or carrying on of any trade, business, profession, vocation or employment.

88. Article 16 of the Constitution guarantees the right to education and stipulates that shall be no discrimination against any citizen of Singapore on the grounds of religion, race, descent or place of birth in the administration of any educational institution maintained by a public authority, in the admission of pupils and students or in the payment of fees; in the use of financial aid from public funds - whether or not maintained by a public authority and whether within or outside Singapore.

89. The mission of the Education Service of Singapore is to mould the future of the nation, by moulding the people who will determine the future of the nation. The Service will provide children with a balanced and well-rounded education, develop them to their full potential, and nurture them into good citizens, conscious of their responsibilities to family, society and country. The education system aims to nurture every child and help all students discover their talents, realize their full potential, and develop a passion for lifelong learning. National education aims to foster strong bonds among students and develop in them a deep sense of belonging and commitment to family, community and country. Children ought to know their own cultural heritages and mother tongues. At the same time, they must learn to understand and respect the different racial, religious, cultural, and language backgrounds of their fellow citizens.

90. The legal framework for education in Singapore is defined in the Education Act of 1985 and the School Regulations of 1990. The Compulsory Education Act was passed by Parliament in October 2000 and compulsory education has been implemented from January 2003. According to the Act, a child of compulsory school age is one who is above the age of 6 and who has not yet attained the age of 15. Preschool education is provided in kindergartens for a three-year programme for children aged 4-6. Primary education caters to children starting at the age of 6 and lasts six years. It consists of four-year foundation stage (grades 1-4) and two-year orientation stage (grades 5 and 6). Primary education has been compulsory since 2003. Secondary education is organized in two main courses: Normal Course and Express Course, both of them offering four-year programmes. Post-secondary and higher education is organized in pre-university junior colleges offering two-year programmes and centralized institutes offering three-year programmes, as well as in polytechnics offering three-year specialized technical education. Universities offer degree and postgraduate studies in a wide range of disciplines for bachelor's, master's and doctoral degrees.

Annex

Educational statistics for countries reporting to the Committee on the Elimination of Discrimination against Women at its sixty-eighth 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		
		Female (%)	Male (%)	gender parity index (GPI)	Female (%)	Male (%)	gender parity index (GPI)	Female (%)	Male (%)	gender parity index (GPI)
Burkina Faso	2009	72,78	82,18	0,89	17,28	23,21	0,74	2,29	4,75	0,48
	2010	73,93	81,61	0,91	18,93	24,78	0,76	2,31	4,82	0,48
	2011	77,86	84,61	0,92	20,87	26,72	0,78	2,74	5,52	0,50
	2012	80,94	86,35	0,94	23,20	28,59	0,81	3,01	6,07	0,50
	2013	83,28	87,20	0,96	25,96	30,69	0,85	3,14	6,37	0,49
	2014	85,09	88,65	0,96	28,23	32,37	0,87	..	..	..
	2015	86,08	89,87	0,96	32,22	35,06	0,92	..	..	..
	2016	..	..	..	..	..	..	..	..	..
Democratic People's Republic of Korea	2009	99,97	99,81	1,00	102,05	102,07	1,00	20,56	40,77	0,50
	2010	..	..	..	..	..	..	..	..	..
	2011	..	..	..	..	..	..	..	..	..
	2012	..	..	..	..	..	..	..	..	..
	2013	..	..	..	..	..	..	..	..	..
	2014	..	..	..	..	..	..	..	..	..
	2015	..	..	..	93,91	92,90	1,01	19,82	35,97	0,55
	2016	..	..	..	..	..	..	..	..	..
Guatemala	2009	115,00	119,50	0,96	55,79	58,84	0,95	..	..	..
	2010	115,23	118,73	0,97	61,02	65,22	0,94	..	..	..
	2011	113,94	116,87	0,97	61,30	66,14	0,93	..	..	..
	2012	108,95	112,35	0,97	61,74	66,35	0,93	..	..	..
	2013	105,56	109,47	0,96	61,78	66,48	0,93	18,88	17,77	1,06
	2014	101,59	105,52	0,96	61,50	65,51	0,94	..	..	..
	2015	99,75	103,76	0,96	63,33	67,86	0,93	23,55	20,17	1,17
	2016	..	..	..	..	..	..	..	..	..
Israel	2009	103,19	102,63	1,01	103,11	100,93	1,02	70,68	54,49	1,30

	2010	104,48	104,03	1,00	103,31	100,87	1,02	..	..	..
	2011	105,23	104,75	1,00	102,75	100,70	1,02	75,16	58,88	1,32
	2012	105,84	105,36	1,00	102,11	100,07	1,02	77,34	58,65	1,32
	2013	104,64	104,37	1,00	102,55	100,56	1,02	76,30	56,71	1,35
	2014	104,37	103,99	1,00	102,66	101,11	1,02	76,17	56,68	1,34
	2015	105,13	104,44	1,01	103,00	101,98	1,01	75,47	54,57	1,38
	2016	..	..	..	..	..	..	..	..	..
Kenya	2009	112,04	114,48	0,98	57,37	63,47	0,90	3,34	4,75	0,70
	2010	..	..	..	..	..	..	..	..	..
	2011	116,89	116,22	1,01	..	..	..	..	..	..
	2012	116,47	115,79	1,01	65,17	70,09	..	..	..	..
	2013	..	..	..	..	..	..	..	..	..
	2014	111,58	111,22	1,00	..	..	..	..	..	..
	2015	108,68	109,26	0,99	..	..	..	..	..	..
	2016	..	..	..	..	..	..	..	..	..
Kuwait	2009	103,96	99,50	1,04	90,24	96,65	0,93	..	..	..
	2010	104,88	100,89	1,04	90,63	96,47	0,94	..	..	..
	2011	108,54	105,19	1,03	90,65	95,94	0,94	..	..	..
	2012	107,40	104,66	1,03	95,33	89,84	1,06	..	..	..
	2013	105,32	103,12	1,02	96,23	89,16	1,08	33,08	20,42	1,62
	2014	103,03	102,36	1,01	98,91	88,87	1,11	..	..	..
	2015	..	..	..	102,72	88,21	1,16	..	..	..
	2016	..	..	..	..	..	..	..	..	..
Monaco	2009	..	..	..	..	..	..	..	..	..
	2010	..	..	..	..	..	..	..	..	..
	2011	..	..	..	..	..	..	..	..	..
	2012	..	..	..	..	..	..	..	..	..
	2013	..	..	..	..	..	..	..	..	..
	2014	..	..	..	..	..	..	..	..	..
	2015	..	..	..	..	..	..	..	..	..
	2016	..	..	..	..	..	..	..	..	..
Nauru	2009	..	..	..	..	..	..	..	..	..
	2010	..	..	..	..	..	..	..	..	..
	2011	..	..	..	..	..	..	..	..	..
	2012	96,53	93,81	1,03	77,46	80,93	0,96	..	..	..
	2013	..	..	..	..	..	..	..	..	..
	2014	100,40	109,54	0,92	83,44	81,88	1,02	..	..	..
	2015	..	..	..	..	..	..	..	..	..
	2016	..	..	..	..	..	..	..	..	..
Norway	2009	99,28	99,04	1,00	110,42	112,90	0,98	90,50	55,57	1,63

	2010	99,12	98,90	1,00	112,39	114,02	0,99	90,37	56,06	1,61
	2011	99,35	99,20	1,00	112,41	113,52	0,99	90,04	56,81	1,58
	2012	100,03	99,64	1,00	109,94	111,45	0,99	90,11	57,14	1,58
	2013	100,29	100,38	1,00	111,22	114,70	0,97	91,87	61,15	1,50
	2014	100,12	100,16	1,00	110,62	114,46	0,97	91,37	62,99	1,45
	2015	100,29	100,54	1,00	111,13	114,75	0,97	91,49	62,76	1,46
	2016	..	..	..	..	..	..	..	..	..
Oman	2009	99,98	106,65	0,94	95,32	107,12	0,89	..	..	..
	2010	..	..	..	..	..	..	..	..	..
	2011	104,99	104,13	1,01	98,34	105,50	0,93	..	..	..
	2012	106,64	107,02	1,00	100,32	99,02	1,01	..	..	..
	2013	113,78	108,19	1,05	102,32	93,98	1,09	..	..	..
	2014	114,06	107,92	1,06	..	..	..	..	..	..
	2015	111,18	107,44	1,03	107,87	100,98	1,07	..	..	..
	2016	..	..	..	..	..	..	..	..	..
Paraguay	2009	102,29	105,66	0,97	69,20	65,84	1,05	44,02	30,50	1,44
	2010	101,84	105,94	0,96	70,20	66,52	1,06	41,24	29,13	1,42
	2011	101,00	104,82	0,96	72,40	68,45	1,06	..	..	..
	2012	104,27	107,64	0,97	79,05	74,19	1,07	..	..	..
	2013	..	..	..	..	..	..	..	..	..
	2014	..	..	..	..	..	..	..	..	..
	2015	..	..	..	..	..	..	..	..	..
	2016	..	..	..	..	..	..	..	..	..
Singapore	2009	..	..	..	..	..	..	..	..	..
	2010	..	..	..	..	..	..	..	..	..
	2011	..	..	..	..	..	..	..	..	..
	2012	..	..	..	..	..	..	..	..	..
	2013	..	..	..	..	..	..	..	..	..
	2014	..	..	..	..	..	..	..	..	..
	2015	..	..	..	..	..	..	..	..	..