



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

Distr.: General
22 August 2013

Original: English

ADVANCE UNEDITED VERSION

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

Fifty-sixth session

30 September – 18 October 2013

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 fifty-sixth 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) will, at its fifty-fifth session, examine the national reports of the following countries: Andorra, Benin, Cambodia, Colombia, Republic of Moldova, Seychelles, Saint Vincent and the Grenadines and Tajikistan.

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. 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 2008-2013, UNESCO's bi-annual Programme and Budget document, UNESCO's organization-wide Priority Gender Equality Action Plan for 2008-2013 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 55th session

Andorra

6. Andorra is not a party to the UNESCO Convention against discrimination in Education of 1960 and did not report to the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education.

7. Article 6 of the Constitution of the Principality of Andorra of 1993 guarantees the equality of all persons before the law and no one may be discriminated against on grounds of birth, race, sex, origin, religion, opinions or any other personal or social condition. Public authorities shall create the conditions such that the equality and the liberty of the individuals may be real and effective.

8. According to Article 20 of the Constitution, all persons have the right to education, which shall be oriented towards the dignity and full development of the human personality, thus strengthening the respect for freedom and the fundamental rights. The Constitution further recognizes the freedom of teaching and of establishing teaching centres. Parents have the right to decide the type of education for their children. They also have the right to moral or religious instruction for their children in accordance with their own convictions.

9. Under the Law on Education of 1993, education in Andorra is considered as a priority and as a tool for social and civic cohesion. The objective of education is inter alia, to promote and encourage the development of the pupils' personality, to transmit the scientific, technical, humanistic, artistic and ethical knowledge, encourage the social and civic integration and participation, educate children and youth in the spirit of diversity, in the exercise of tolerance and liberty, the democratic principles and pluralism. The law confirms the principle that everyone has the right to basic education and the right to access to superior levels of instruction. The basic education is free and compulsory for children between 6 and 16 years. Non-obligatory forms of education are also free of charge in public educational institutions. The law recognizes the coexistence of different educational systems, both public and private, in the structure of the educational system in Andorra. The Law also recognized the principle of integration of and special attention to pupils with special educational needs. After compulsory education, students can choose General studies in a High School or professional/vocation studies. Andorran system is a multilingual system where Catalan, French and Spanish are languages used as teaching languages. English is also taught as a foreign language. Public University of Andorra is offering 4 present Bachelor degrees and a wide range of long-distance studies through the Spanish UOC University.

10. Within the Participation Programme, UNESCO supported the project submitted by the Andorra National Commission for UNESCO titled "Creation of a site for training of women in information and communication technologies in the Socio-communal center in Gouveia, Cape Verde". The project aims at establishing a computer lab in the community center for technical and vocational training for women living in rural communities. The computer lab is expected to train some 60 women in producing crafts, and to provide some other 20 young women with self-enterprising skills. The project was approved as highly relevant to UNESCO's Priority Gender Equality in its components of empowering women through ICT competencies and media and information literacy for women and girls, as well as through gaining skills for self-sustainable livelihood through technical and vocational education and training.

11. It is worth noting that the Ambassador of the Principality of Andorra to UNESCO is a woman (Ms. Maria Ubach Font).

Benin

12. Benin is State Party to the 1960 UNESCO Convention against discrimination in Education since 1963. Benin also responded to the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education. In the summary report on the results of the consultations submitted to the Executive Board it was acknowledged that Benin had achieved significant accomplishments with respect to ensuring universal access to education. There are important measures and actions implemented and/or planned to ensure equitable access to

basic and continuing education do that the basic learning needs of all young people and adults are met through elimination of illiteracy and equitable access to appropriate learning and life skills programmes in Benin. Benin has also been saluted for placing special emphasis on gender equality and equity in education. Also the report noted that Benin had introduced special measures with regard to the provisions of Article 2 of the Convention, for ensuring gender parity and gender equality in education. As regards the application of the Convention and Recommendation with a focus on EFA as UNESCO's priority, Benin had clearly indicated concrete measures taken in the country to that end.

13. Article 26 of the Constitution of Benin provides for everyone equality before the law without any distinction on the basis of origin, race, sex, religion, political opinion or social status. Men and women are equal in their rights. The state protects the family and particularly mothers and children, persons with disabilities and elder persons.

14. Article 13 of the Constitution of Benin of 1990 stipulates that the state provides education for the youth through public schools. Primary education is compulsory and the state ensures gradually education free of charge in public educational institutions. The religious communities and institutions can also provide education. Private schools, be they confessional or secular, can be open with the authorization and under the control of the state and can benefit from subventions from the state under the conditions as required by law.

15. The Law on education of 2003 specifies that the education ensure to everyone the possibility to learn and understand the modern world and its scientific, cultural and national values; that the education is open to all positive and useful innovations and takes into account the civic instruction, ethics, education for peace and for human rights, environment. The law particularly underlines the importance of the education of girls and of individuals and children with difficulties. The state ensures progressively education free of charge in public educational institutions and guarantees equality of chances, gender equality and interregional balance in education. The government particularly encourages the enrolment of girls in schools. In 2006 the government declared that pre-school and primary education are free of charge and that all public school receive subventions for their functioning.

16. UNESCO implemented the extrabudgetary project in Benin titled "Support to the Training and Capacity building in the areas of Household Management for Young Girls and Young Mothers for their Empowerment". The project falls within the government's policy of reinforcement of the professional training in line with the needs of the labor market. Also, in the framework of the national policy on literacy which aims at eradicating illiteracy, the project broad objectives are to promote literacy and the education of young women and young girls, to ensure to out-of-school young mothers and young girls access to a programme of functional literacy and competencies in household management toward their self-autonomy. The project also supports the reinforcement of human resources in order to promote the autonomy of out-of-school young girls and young mothers and improve the productivity of the national economy in line with the Benin's poverty reduction strategies. It also responds to the vision of the partnering NGOs to provide within a period of two years capacity building and training for 120 young girls and young mothers in the areas of functional literacy, skills and competencies in household management in order to facilitate their social reinsertion and self-autonomy.

17. Within the Participation Programme, the Benin National Commission for UNESCO submitted two projects directly relating to Priority Gender Equality. The first project titled "Access of Fulbe women spouses of farmers-stockbreeders of great ruminants of Central Benin to sustainable development education", aims at supporting access of farmers' wives from rural areas to trainings on sustainability issues related to their local contexts. The second project "Women and the development of the traditional music in Benin" aims at

promotion of peace, tolerance, traditional values of the Benin society, social justice, human rights and environment.

18. Within the Fellowship programme 9 fellowships were granted to women from Benin in total amount of 96,284 US\$ for research on themes such as "Municipal development and management of micro-enterprises", "Teacher training in basic education", "Advanced technologies for irrigation and farmers' associations for water management", and "Agricultural entrepreneurship and integration of gender consideration into sustainable development".

Cambodia

19. Cambodia is not party to the UNESCO Convention against discrimination in Education, of 1960 and has not reported to the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education.

20. Article 65 of the Constitution of Cambodia of 1993 as amended in 1999 stipulates that the State shall protect and upgrade citizens' rights to quality education at all levels and shall take necessary steps for quality education to reach all citizens. Under Article 67, the state undertakes to establish a comprehensive and standardized educational system throughout the country that shall guarantee the principles of educational freedom and quality to ensure that all citizens have equal opportunity to earn a living. Under article 68, the state provides free primary and secondary education to all citizens in public schools and citizens receive education for at least nine years.

21. The Education Law was promulgated in December 2007. Article 31 stipulates that every citizen has the right to access quality education of at least nine years' duration in public schools free of charge. The Ministry in charge of education shall gradually prepare the policy and strategic plans to ensure that all citizens obtain quality education as stipulated by the law.

22. Concerning general education policy principles and objectives as defined in the Education Strategic Plan 2009-2013, providing education opportunities to all Cambodian children is central to the Government's poverty reduction and socio-economic development plans. The implementation of this plan is linked to imparting a culture of peace, respect for human rights and dignity, respect for the principles of freedom, democracy and justice, and installing a culture against violence, drug use, child and women trafficking and social discrimination. The main goal is to develop an inclusive, easily accessible and high quality service, which is available to all, independent of wealth, gender, ethnicity and mental and physical aptitude. The education policy framework acknowledges that the need for education and training systems is critical to enable economic growth, improved employment prospects and income-generating opportunities. Within this framework special emphasis is placed on the quality of education that also contributes to better family health and nutrition, improved family planning and a well-entrenched democratic system. In order to attain the objective of developing mental and physical qualities of children, the schools are encouraged to develop in the students the spirit of self-confidence, self-reliance, responsibility, solidarity and respect towards the law and human rights.

23. In Cambodia UNESCO is implementing the extrabudgetary project "Supporting development of education strategic plan 2014 – 2018" with strong gender equality components aiming, at strengthening Cambodian national capacities to prepare and manage inclusive, rights-based education sector plans and policies that are gender sensitive and assure equitable access to education. The objective of another extrabudgetary project being implemented with other UN partners "Strengthen and scale up sexuality education for young people through educational settings and empower MSM through more effective HIV

response” is to ensure that the education systems' responses to HIV and AIDS are gender-sensitive.

24. Within the Fellowships programme, two fellowships were granted to women from Cambodia in a total amount of 29,000 US\$ for research in the area of sustainable renewable energy power generation.

Colombia

25. Colombia is not party to the 1960 UNESCO Convention against discrimination in Education, but reported to the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education in the parts related to the Recommendation only. The summary report on the results of the consultation submitted to the Executive Board acknowledged that amongst some other Member States Colombia furnished detailed elements relating to inclusive education, including the elimination of discrimination in education against disabled persons, and focus, in the majority of cases, on integration of disabled children in regular schools. Under the Article 3 of the Convention and Recommendation relating to the issue of admission of pupils to educational institutions at all levels, information provided by Colombia highlights the assistance granted by public educational authorities to educational institutions. The summary reports also acknowledges that by taking systematic measures, particularly in relation to access to education, generally discrimination in education based on grounds specified in the Convention and Recommendation is outlawed in Colombia. The report also notes that in Colombia policies were developed with the objective of extending access to education for populations from rural areas, populations displaced by violence and separated by armed conflict, ethnic populations, border populations and children with disabilities.

26. According to Article 5 of the Constitution of Colombia of 1991, the state recognizes, without any discrimination whatsoever, the primacy of the inalienable rights of the individual and protects the family as the basic institution of society. Article 13 states that all individuals are born free and equal before the law and are entitled to equal protection and treatment by the authorities, and to enjoy the same rights, freedoms, and opportunities without discrimination on the basis of gender, race, national or family origin, language, religion, political opinion, or philosophy. The state promotes the conditions necessary in order that equality may be real and effective and to that effect adopts measures in favor of groups which are discriminated against or marginalized. The state especially protects those individuals who on account of their economic, physical, or mental condition are in obviously vulnerable circumstances and sanctions any abuse or ill-treatment perpetrated against them.

27. Under Article 43, women and men have equal rights and opportunities. Women cannot be subjected to any type of discrimination. During their periods of pregnancy and following delivery, women will benefit from the special assistance and protection of the state and will receive from the latter food subsidies if they should thereafter find themselves unemployed or abandoned. The state will support the female head of household in a special way.

28. According Article 27, the state guarantees freedom of teaching at primary and secondary level, training, research, and professorship. Article 67 stipulates that education is an individual right and public service that has a social function. Through education individuals seek access to knowledge, science, technology, and the other benefits and values of culture. The Colombian citizens are to be educated in the spirit of respect for human rights, peace, and democracy, and in the use of work and recreation for cultural, scientific, and technological improvement and for the protection of the environment. The state, society, and the family are responsible for education, which is mandatory between the

ages of five and 15 years and which minimally includes one year of preschool instruction and nine years of basic instruction. Education is free of charge in the state institutions, without prejudice to those who can afford to defray the costs. Under Article 68 individuals may create educational institutions under the conditions as established by law. Parents have the right to select the type of education for their minor children. In state institutions, no person may be obliged to receive religious instruction. The members of ethnic groups have the right to training that respects and develops their cultural identity. The eradication of illiteracy and the education of individuals with physical or mental deficiencies or with exceptional capabilities are special obligations of the state.

29. As far as higher education is concerned, Article 69 guarantees the autonomy of the universities, which are to administer and govern themselves through their own bylaws, in accordance with the law. The law establishes special regime for state universities. The state facilitates scientific research in the public and private universities and will offer special conditions for their development. The state assists those financial arrangements that make possible the access of all individuals qualified for advanced education.

30. On the basis of the Constitution, the General Law on Education of 1994 further defines the modalities, structures and processes for attaining the objectives of the education in Colombia.

31. UNESCO implemented in Colombia the extrabudgetary project “Strengthening the Women's Network of the Colombian Federation of Journalist”. Within this project some 90 women-journalists were trained in order to enhance their capabilities of enhancing gender equality best practices and influencing a gender-sensitive news agenda at their work. The project also strengthened the network of women journalists (FECOLPER Women's Network) through the capacities of its current and new members of analyzing and addressing ongoing gender equality issues. Finally, the project provided an on-line training module through FECOLPER's website on a permanent basis.

32. Within the Fellowship programme, 7 fellowships (some of them in the framework of the UNESCO/L'OREAL International Fellowships for Young Women in life Sciences) were granted to women from Colombia in a total amount of 92,720 US\$. The fellowships were granted for research in the areas such as “Marine Biology – Increase and dispersal of excavating sponge on Caribbean coral reefs”, “Phylogeography and present connectivity of the sea cucumber *Isostichopus badionotus* populations”, “Sustainable and Renewable Energy Power Generation”, “Cancer Genomics Molecular Profiling of Stage II and II Breast cancer in Latin America.”

Moldova

33. Moldova is party to the 1960 UNESCO Convention against discrimination in Education since 1993, but has not reported for the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education.

34. Article 35 of the Constitution of the Republic of Moldova of 1994 guarantees the right of access to education. The right of access to education is put into effect through the compulsory comprehensive public school system, “lyceal” (public secondary school) and vocational education, as well as the higher education system, and other forms of instruction and training. The State ensures under conditions established by law the right of each person to choose his/her language in which teaching will be effected. State public education is free. Higher education institutions have the right to be autonomous. The access to “lyceal” (public secondary school), vocational and higher education is equally open to all and is based on personal merit. The State ensures under the law the freedom of religious

education. The State ensures a lay education. Parents have the right of choosing an appropriate educational background for their minor children.

35. According to the Law on Education (last amended in 2010) the education system and the state educational policy are based on the principles of humanism, accessibility, adaptability, creativity and diversity. Education is a national priority and is democratic, open, flexible and based on the national culture and universal values. The main objectives of education are to: contribute to the harmonious development of the individual and of his/her intellectual and physical capacities and skills; develop skills and attitudes needed for socialization and professional achievements; foster the respect for human rights and freedoms; prepare students for a responsible life in a spirit of understanding, peace, tolerance, gender equality and friendship among all peoples, nations and religions; foster the respect for parents, for the national identity, language and cultural values as well as for those of other peoples; and raise responsibility towards the environment. Under the Law, the State guarantees the right to education, regardless of nationality, gender, age, origin and social status, political affiliation or religious beliefs. Compulsory education covers nine years (general secondary education, grades 1-9). Also, one year of pre-primary education (preparatory groups) is compulsory for children aged 5 years.

36. Moldova adopted its National Strategy on Gender Equality for the period 2009-2015 in the context of radical social transformations at international and national levels and on the conviction that gender equality constitutes a fundamental human rights principle, a significant indicator of democracy and an essential element of social justice. The adoption of this document was essential considering both the national need for practical gender equality action plan and the country's international commitments. To promote the National Strategy on Gender Equality in Moldova, UNESCO supported a project within the Participation programme titled "Promotion and Protection of Women's Human Rights and of Gender Equality through Debate" (2010-2011), which included a national conference and a series of seminars and public debates for teachers and young people in Moldova. The project, supported within UNESCO Participation Programme, had the following objectives: Informing about 1,000 high school students about the crucial international women's rights problem, namely gender inequality and discrimination against women and about the laws applied on the national, regional and international levels to combat these phenomena; Informing about 1,000 high school students about international standards in the field, including the Convention on the Elimination of Discrimination against Women (CEDAW); Empowering about 2,000 high school students (direct and indirect beneficiaries) to use the peer instruction methods to raise the awareness of their communities, through various educational public events; Engaging young people in specific educational events (1 national seminar, 10 workshops, 4 debate tournaments and 40 public debates); and Providing training to about 40 teachers and educators in interactive participatory methodologies. These objectives were pursued through expert meetings for preparation of information packages, seminars for teachers-debate coaches, seminars for youth, public debates.

37. In addition, experts from Moldova participated in the UNESCO Regional Forum "Gender Equality as a Millennium Value" (December 2012, Russia, Kaluga, Moscow), which became a platform for research-policy dialogues on gender equality in the context of the Millennium Development Goals (MDGs) and the post-2015 framework. The agenda of the Forum included the experts' roundtable "Gender equality: regional specific features on the post-Soviet area: Examining status and defining tasks" and the Regional Conference "The value of gender equality in the post-Soviet space in a comparative perspective". At the experts' roundtable the UNESCO keynote presentation on the MDGs, the post-2015 framework and Gender equality perspectives was followed by questions and discussions on gender equality, women's empowerment, women's rights, their full participation in the political, economic and social life, vulnerable populations including women and girls living with disabilities and/or HIV and AIDS, indigenous women, women migrants, etc. At the

Regional Conference on the third day of the Forum, the UNESCO keynote presentation on the MDGs, the post-2015 framework and Gender equality perspectives, which had been revised for the general public, was followed by the experts' presentations. The presentation of the expert from Moldova concerned ethnic, regional and religious differences and mechanisms of exclusion in Moldova.

38. Another activity in Moldova directly related to gender equality and supported by UNESCO is the participation of an expert from Moldova (Professor Simion CAISIN) to the International Conference "UNESCO Chairs Partnership on ICTs use in Education", organized within the XIV International Forum «Modern information society formation - problems, perspectives, innovation approaches» on 2 – 6 June, 2013 in St.-Petersburg, Russian Federation. The expert from Moldova presented his report "ICT and Pedagogical Innovations in Inclusive Education (Eastern Partnership case study)" stressing the revision of textbooks, programmes and teaching methods with a view to elimination stereotyped concepts, in particular gender related stereotypes, in the field of education.

Seychelles

39. Seychelles is Party to the 1960 UNESCO Convention against discrimination in Education since 2010. At the time when the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education was launched, Seychelles was not Party to the Convention and therefore did not report thereto.

40. The Constitution of Seychelles of 1993 (Article 27) guaran every person the right to equal protection of the law and the enjoyment of the rights and freedoms without discrimination on any ground except as is necessary in a democratic society. This, however, does not preclude any law, programme or activity which has as its object the amelioration of the conditions of dis-advantaged persons or groups.

41. Article 33 Constitution of Republic of Seychelles guarantees the Right to education. The State recognizes the right of every citizen to education and with a view to ensuring the effective realization of this right undertakes to provide compulsory and free education in state schools, for a period ten years. Educational programmes in all schools are aimed at the complete development of the person and afford, on the basis of intellectual capability, every citizen equal access to educational opportunities and facilities beyond the period of compulsory education. Parents have the right to choose whether to send their children to a State or private school. Education is compulsory up to the age of 16, i.e. the education system of Seychelles provides full access to ten years of general education, and is free through secondary school up until age 18. Students must pay for uniforms, but not for books or tuition. On September 17, 2009, the University of Seychelles was established. There are currently 175 students based on two campuses.

42. Since its independence, education in the Seychelles has been guided by the following policy concerns: education for all, education for life, and education for social and national development. The numerous reforms that followed independence were driven by the egalitarian principles of providing equal opportunities, the humanitarian principles of social justice and the educational principles of experiential learning. They were spearheaded by structural changes such as "zoning" where all children had to go to school in their residing districts, by innovations in the secondary school, and the establishment of the polytechnic as the centre for further education. These reforms were consolidated by expansion of the infrastructure to accommodate new schools, development of support services, and the continued renovation of teacher education.

43. Among the activities in the Seychelles UNESCO implemented an extrabudgetary project titled "Enhancing human capacities development programmess for higher education

institutions, government, industry, and civil society for the Management of National STI systems". Within this project gender equality considerations were taken into account in order to strengthen the gender equality perspectives in science policy design, to promote women scientists as role models and to support young women scientists. The project also raised the awareness of the key role of women as holders and transmitters of indigenous and local knowledge. Finally the project contributed to fostering the gender-responsive approaches for sustainable development, including renewable energy and biodiversity conservation.

44. Within the Fellowship programme, in total 9 fellowships were granted to women from Seychelles in a total amount of 105,774 US\$ for research in the following areas: "Development of the municipalities and the management of micro-enterprises", "Environmental Science", "Educational Methodologies - Youth At- Risk: Preventing Student Dropouts and Facilitating Reintegration", and "Agricultural entrepreneurship and the integration of gender in the sustainable development".

Saint Vincent and the Grenadines

45. Saint Vincent and the Grenadines is Party to the 1960 UNESCO Convention against discrimination in Education since 1985 but did not respond to the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education.

46. Article 1 of the Constitution of Saint Vincent and the Grenadines of 1979 guarantees the principle of non-discrimination by stating that every person is entitled to the fundamental rights and freedoms, whatever his race, place of origin, political opinions, color, creed or sex, but subject to respect for the rights and freedoms of others and for the public interest.

47. The Constitution does not contain provisions on education, so that the educational system is entirely a matter of legislation – the Education Bill of 2005 as the main instrument that governs, organizes, administers and regulates education in the state. Paragraph 4 of the Bill describes the general objectives of education in terms that the system of education is designed, as far as possible, to ensure that the intellectual and vocational abilities, aptitudes and interests of students find adequate expression and opportunity for development. Paragraphs 14 through 17 of the Bill regulate the right to education. Subject to available resources, all persons in Saint Vincent and the Grenadines are entitled to receive an education appropriate to their needs. Primary and secondary education is free but not compulsory for students under 18 years of age. The state provides for every person who resides in Saint Vincent and the Grenadines education free of charge until 18 years of age either in educational programme offered by a public school or an assisted private school or by means of directing the students to enroll in an educational programme offered by a private school (in the latter case the state pays the tuition fees on behalf of the student). The state also provides special education for students with special education needs, as well as in particular circumstances permits students to undertake a home education programme. The education consists of pre-primary, primary, secondary and tertiary levels.

48. The government of St Vincent and the Grenadines regards education as a social development institution essential for quality production, order, progress, reduction of poverty and development of individuals and society. Hence, the constant feature of the educational policy in Saint Vincent and the Grenadines has been that education is a fundamental human right and all citizens should be enabled to achieve a basic required minimum standard; that education should not be limited to age, time and place but should be a lifelong process which goes from beyond normal school; and that all forms of education whatever the content should be developed to meet the varying needs of the

population. The government supports all public schools by providing full funding to schools without religious affiliation and partial funding to schools that are affiliated with churches. All schools throughout St. Vincent and the Grenadines follow a common curriculum determined by the government. Primary and Secondary education in the country is free, but not compulsory. This is seen as the major factor for the mounting illiteracy problem facing St Vincent and the Grenadines. Less than one half of the country's children attend secondary school. This is of great concern given the high rate of unemployment among youths.

49. Within the Participation Programme a project submitted by the National Commission for UNESCO "Promoting life-long learning through improved literacy, information technology and social development" promoted some of the Global Priority Gender Equality expected results, such as: enhancement of the quality of secondary education to expand equal access and ensure retention of girls and boys.

50. Within the Fellowship Programme, 4 fellowships were granted to women from Saint Vincent and the Grenadines in total amount of 36,000 US\$ for research in the area of education for the project "Educational Methodologies Youth At-Risk: Preventing Student Dropouts and Facilitating Reintegration".

Tajikistan

51. Tajikistan is Party to the 1960 UNESCO Convention against discrimination in Education since 1992. However, Tajikistan did not respond to the Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education.

52. Article 17 of the Constitution of the Republic of Tajikistan of 1994 guarantees that all persons are equal before the law. The government guarantees the rights and freedoms of every person regardless of ethnicity, race, sex, language, faith, political beliefs, education, or social or property status. Men and women have equal rights.

53. According to Article 41 each person has the right to education. General basic education is obligatory. The government guarantees free high school, trade, and, in accordance with ability and on a competitive basis, specialized high school and university education. Other forms of education to be provided are determined by law.

54. The relevant Legislation in the field of education is the Law on Education of 1993, partially amended in 1994, 1995, 1996, 1997, 2003, and 2004); Law on Primary and Vocational Education" (2003); and Law on Higher and Postgraduate Professional Education". Education in Tajikistan consists of four years of primary school followed by two stages of secondary school (lasting five and two years, respectively). Attendance at school is mandatory from age seven to seventeen.

55. Tajikistan's educational system suffers from a depleted infrastructure and an acute shortage of teachers at all levels. The state-supported education system remains in place, but the poor condition of the national economy and years of civil war sharply reduced government's funding of education. Recently, many private lyceums and colleges have gained high popularity. For the last 10 years education has become a main priority for establishing a national welfare and the literacy level in Tajikistan has been significantly increased. Since 2005 several incremental efforts have been made by the Government of Tajikistan to reform the education system. Important measures have been undertaken attempting to redefine state policy in the field of education. These reforms have aimed at updating the education system, ensure equal access to education, address gender issues in education, improve the quality of education, and address the issue of poverty reduction through increased levels of literacy of the population.

56. The Government of the Republic of Tajikistan adopted its National Strategy for Education Development (2006-2015) according to which, education is considered as one of its national priorities and wishes to see a stable, functioning education system that is able to achieve standards of access and quality in conformity with international norms. The vision for the development of the education system for Tajikistan is therefore to establish a system of education for the citizens of the country that provides universal access to quality education to all children and young people of the country. Ensuring equal opportunity and access to education for children with special needs such as from rural areas, with disabilities, and especially talented children. Also ensuring gender parity at all levels of education. The priority of the Government of Tajikistan in education is general secondary school education. Based on the above vision a clear mission statement has been formulated by the Ministry of Education as “to ensure the effective and efficient delivery of education services and access to relevant and quality education for all”. While reforms are just beginning to come into fruition, progress is slow due to the country’s almost constant state of national emergency. Currently, Tajikistan is making steady progress for achieving the international targets for education (EFA goals and MDG) except in Early Childhood Education and gender equality in secondary education levels.

57. Within the Participation Programme UNESCO supported in Tajikistan the project “Improving skills and methodological support for tutors and primary school teachers on inclusive education” with strong emphasis on gender parity and gender equality in education. Also within the Participation programme, UNESCO supported the project “Training of women in ancient craft of Tajikistan”. The project aimed at creating employment opportunities and safeguarding the national craft heritage and thus contributing to the design and implementation of gender sensitive cultural policies at country level. Also within the Participation Programme the Tajikistan National Commission for UNESCO proposed the project “Support of innovative center for early childhood development and preschool education for children from disadvantaged families, especially girls”. This project is meant to contribute to the strengthening of national capacities for preparation and managing inclusive, rights-based education sector plans and policies that are gender sensitive and assure equitable access to education.

58. Within the activities of the UNESCO Institute for Information Technologies in Education in Moscow, a Tajikistan based IITE School coordinator (Ms. Jamila Obidova) participated at the Round Table “Experience of ICT and innovation methods application in organizing of educational process in UNESCO Associated Schools – participants of the Pilot project “Learning For the Future” carried out within the framework of the International Conference in Kazan, Russian Federation in May 2013, where she presented her report “ICT as one of the leading methods of girls’ education and mindset development in Tajikistan”.

Gross enrolment ratio female and male - gender parity index

Data	Year	Gross enrolment ratio		Gross enrolment ratio		Gross enrolment ratio		Gender parity index for gross enrolment ratio		Gender parity index for gross enrolment ratio
		Primary	Secondary	Primary	Secondary	Tertiary	Primary	Secondary	Tertiary	Primary
		Female	Male	Female	Male	Female	Male	Female	Male	Female
Andorra	2008	...	...	86	81	13	9	...	...	1.07
	2009	...	...	87	82	...	...	...	...	1.06
	2010	...	...	89	85	...	...	...	...	1.05
	2011	...	...	88	86	...	...	...	...	1.03
Benin	2008	108	129	...	...	...	...	0.83	...	...
	2009	114	134	...	...	6	15	0.85	...	0.38
	2010	117	135	...	...	...	...	0.87	...	...
	2011	120	137	39	64	...	...	0.87	0.6	...
Cambodia	2008	121	130	(**)41	(**)48	5	10	0.94	(**)0.85	0.53
	2009	122	130	...	...	8	14	0.94	...	0.57
	2010	124	130	...	...	10	16	0.95	...	0.6
	2011	122	129	...	...	11	18	0.95	...	0.62
Colombia	2008	120	120	95	86	35	36	0.99	1.1	0.99
	2009	120	121	99	90	38	36	1	1.1	1.05
	2010	114	116	101	92	41	37	0.98	1.1	1.09
	2011	110	114	102	93	45	41	0.96	1.09	1.1
Moldova	2008	(*) 93	(*) 95	(*) 90	(*) 87	(*) 47	(*) 33	(*) 0.98	(*) 1.03	(*) 1.45
	2009	(*) 93	(*) 94	(*) 90	(*) 88	(*) 45	(*) 32	(*) 0.98	(*) 1.02	(*) 1.39
	2010	(*) 93	(*) 94	(*) 89	(*) 87	(*) 44	(*) 33	(*) 1	(*) 1.02	(*) 1.34
	2011	(*) 93	(*) 94	(*) 89	(*) 87	(*) 45	(*) 34	(*) 0.99	(*) 1.02	(*) 1.35
Seychelles	2008	117	114	119	104	...	...	1.02	1.14	...
	2009	117	116	122	108	...	...	1.01	1.13	...
	2010	117	117	125	114	...	...	1	1.09	...
	2011	113	113	131	117	4	1	1	1.12	3.38
Saint Vincent and the Grenadines	2008	104	113	114	102	...	...	0.92	1.12	...
	2009	102	110	112	107	...	...	0.93	1.04	...
	2010	101	109	109	106	...	...	0.93	1.02	...
	2011	...	...	...	...	...	...	...	...	...

Tajikista										
n	2008	100	104	80	92	16	33	0.96	0.87	0.5
	2009	100	104	81	92	17	32	0.96	0.88	0.52
	2010	100	104	81	93	17	32	0.96	0.87	0.52
	2011	98	102	82	94	16	31	0.96	0.87	0.52

Missing Values: (...) data not available () National estimation(**) UIS estimation*