

Distr.: General
16 May 2017

Original: English

ADVANCE UNEDITED VERSION

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

Sixty-seventh session

3-21 July 2016

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-seventh 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 67th session, to be held from 3 to 21 July 2017 in the United Nations Office at Geneva, will examine the national reports of the following countries: Barbados, Costa Rica, Italy, Montenegro, Niger, Nigeria, Romania and Thailand.
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 67th session

Barbados

6. Barbados has been a party of the UNESCO Convention against discrimination in Education of 1960 since 24 June 1975. The country did respond to the Eight Consultation of Member States on the Implementation of the Convention and the Recommendation against Discrimination in Education (2011-2013). In its report on the measures taken in the implementation of the Convention, Barbados reported, inter alia, on policies in place on free school books, on free transportation of pupils, and on provision of free school meals.
7. Under Section 11 of the Constitution of Barbados of 1966 as amended up to 2007, every person in Barbados is entitled to the fundamental rights and freedoms of the individual, that is to say whatever his race, place of origin, political opinions, colour, creed or sex, but subject to respect for the individual rights and freedoms of others and for the

public interest. Section 23 provides for protection from discrimination, indicating that “(a) no law shall make any provision that is discriminatory either of itself or in its effect; and (b) no person shall be treated in a discriminatory manner by any person acting by virtue of any written law or in the performance of the functions of any public office or any public authority.

8. According to the Education Act, education is free in public educational institutions (although fees and other charges may be payable as the Minister may prescribe) and is compulsory for children between ages 5 and 16 years old. Education is accessible to all, regardless of age, sex, wealth, ethnic or racial background. The education system in Barbados has four main levels - Pre-Primary/ Early Childhood, Primary, Secondary and Post-Secondary/ Tertiary. The pre-primary level caters to students between the ages of 3 and 5 years, while the primary level includes students in the 5 to 11 age group. The secondary level generally caters to students in the 11 to 16 age group.

9. Equitable access to primary and secondary education for boys and girls is facilitated by the prevalence of co-education in the system. This policy has been widely instituted since the late 1970s and early 1980s. As a result, school places are equitably accessible to both boys and girls.

10. The Special Needs Education Services of the Ministry of Education ensure that provision is made for students experiencing any of the following challenges: autism, visual impairment, speech and language impairment, learning difficulties, mental challenges and giftedness. The Special Needs Education Services focus on the identification of students for placement through multidisciplinary evaluation. Provision is made for students to be assisted with devices such as hearing aids. Special needs education is addressed in three ways: in the regular classroom, in the special classroom in the regular school, and in the special unit or special education school.

11. The Ministry of Education administers and regulates all matters pertaining to education in Barbados. Policy is formulated by the political directorate and is executed by a technical team led by the Chief Education Officer, and by an administrative team headed by a Permanent Secretary, who serves as the Chief Accounting Officer.

12. Through the global project Gender-Sensitive Media Indicators (GSIM, UNESCO encourages media organizations, particularly those which are public service institutions, to address gender inequalities. Empowerment through the media includes action to empower women in and through the media both in their operations and editorial work, such as promotion of multi-dimensional, non-stereotyped portrayal of men and women. More than 40 media institutions, journalism training and NGOs in over 30 countries have applied the GSIM, including in Barbados.

Costa Rica

13. Costa Rica has been a party of the UNESCO Convention against discrimination in Education of 1960 since 10 September 1963. The country did respond to the Eight Consultation of Member States on the Implementation of the Convention and the Recommendation against Discrimination in Education (2011-2013). Among the measures taken in implementation of the Convention, Costa Rica reported, inter alia, on provision of programmes for young people who have left school as well as providing skills development programmes integrating groups of the population without educational qualifications into the labour market, as well as development of continuing education centres. The country also reported on providing flexible educational pathways which take into account that adult learners may have to combine study with work or other responsibilities.

14. The Constitution of Costa Rica of 1949, with amendments up to 2011, contains several anti-discrimination provisions. Article 33 stipulates that “all persons are equal before the law and no discrimination whatever contrary to human dignity may be practiced.” Article 95 of the Constitution indicates that “guarantees for the appointment of authorities and candidates of political parties, in accordance with democratic principles and without discrimination based on gender.” Article 68 declares that “there shall be no discrimination with regard to wages, benefits or working conditions between Costa Ricans and foreigners, or with respect to any group of workers.”

15. Concerning the right to education, under Articles 77-84 of the Constitution, public education is organized as a complete process correlated in its various cycles, from the preschool to the university. Preschool education and general basic education are compulsory. In the public system, these levels and the diversified education level are free of charge and supported by the Nation. For the State education, superior education included, the public expenditure will not be inferior to the annual eight percent (8%) of the gross domestic product, in accordance with the law. The State facilitates the pursuit of higher education by persons who lack monetary resources. The freedom of teaching is guaranteed, however, all private educational centers are under the inspection of the State. The State provides food and clothing for indigent pupils, in accordance with the law. The State sponsors and organizes the education of adults, destined to combat illiteracy and to provide [a] cultural opportunity to those who wish to improve their intellectual, social and economic condition.

16. The education in Costa Rica is divided in 3 cycles: pre-education (before 7), primary education (from 7 to 12), and secondary school (from 12 to 18), which leads to higher education. Preschool and basic education are free to the public. Elementary and secondary school are both divided in two cycles. Since 1869, education is free and compulsory.

17. For the period 2014-2015, two gender equality related projects within UNESCO programmes have been implemented in Costa Rica. The project entitled "Strengthening Capacities of UN in gender mainstreaming and Human Rights Based Approach in Costa Rica" aimed to strengthen the capacity of UN staff on gender mainstreaming and Human Rights Based Approach (HRBA) in Costa Rica. UNESCO with the Coordination of the United Nations Inter-agency Gender Group (GIG) promoted and enriched the analysis and delivery of UN programmes and activities. Both trainings on gender and HRBA developed action plans to be implemented by UN agencies and recommendations to be presented to the UNCT.

18. The project entitled "Gender-based discrimination, gender based violence and sexism in public spheres in Costa Rica: gender equality and women rights perspectives in the media" aimed to propose guidelines and recommendations on actions, mechanisms and public policies necessary to promote a culture of advertising in the country that respects women's rights and gender equality.

Italy

19. Italy has been a party of the UNESCO Convention against discrimination in Education of 1960 since 6 October 1966. The country, however, did not respond to the Eighth Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education (2011-2013).

20. The Constitution of the Italian Republic of 1946, as amended up to 2012, contains several anti-discrimination provisions. Article 3 of stipulates that all citizens are invested with equal social status and are equal before the law, without distinction as to sex, race, language, religion, political opinions, and personal or social conditions. It is the responsibility of the Republic to remove all economic and social obstacles which, by limiting the freedom and equality of citizens, prevent the full development of the individual and the participation of all workers in the political, economic, and social organization of the country. Under Article 37, female labor enjoys equal rights and the same wages for the same work as male labor. Conditions of work must make it possible for them to fulfill their essential family duties and provide for the adequate protection of mothers and children. Article 51 guarantees that all citizens of either sex are eligible for public office and for elective positions on conditions of equality, according to the requisites established by law.

21. The fundamental educational principles, sanctioned by the Constitution of Italy, are the following: the freedom of education and the duty of the state to provide a network of educational establishments of every type and level and open to everyone with no discrimination of any type. Thus, Article 33 of the Constitution guarantees the freedom of art and science and the teaching thereof. The Republic sets forth general rules for education and establishes State schools for all kinds and grades. Entities and private persons have the right to establish schools and institutions of education, without impositions from the State.

The law, in fixing the rights and obligations on non-state schools which request parity, must ensure to these schools full liberty and to their pupils scholastic treatment equivalent to that of pupils in state schools. State examinations are prescribed for admission to the various kinds and grades of schools or at their graduation and for qualifications to exercise a profession. The institutions of higher learning—universities and academies—have the right to establish their own regulations within the limits established by the laws of the State. Under Article 34, schools are open to all. Elementary education is imparted for at least eight years, [and] is obligatory and free. Capable and deserving pupils, even without financial resources, have the right to attain the highest grades of education. The Republic makes this right effective through scholarships, payments to families and other provisions, which must be attained through competitive examination.

22. The main features of the national educational systems and practices in Italy is that Italian school and the university systems aim to ensure equal access to all young people and promote processes of social mobility especially in disadvantaged areas of the country. The general objective of the educational process in the public school system is the achievement of the eight key competences for lifelong learning: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; and cultural awareness and expression.

23. The pre-primary school (*scuola dell'infanzia*) is for children between the ages of 3 and 5 years, including children with special education needs and learning difficulties, and is not compulsory. Attendance is free of charge in public sector preschools. Primary education lasts five years and attendance is compulsory for all children aged 6-10. According to Law 53/2003 and the Decree 59/2004, the reformed school system consists of two cycles: The lower secondary school (*scuola media*) is part of the first cycle of schooling and is for pupils aged 11-13. Lower secondary education lasts three years and is compulsory and free of charge. The first two years of the upper secondary education are compulsory for all students since 2006. It consists of six types of lyceum specialized in arts, classical studies, scientific studies, foreign languages, music and dance and humanities. It offers five-year programmes divided into two two-year cycles and a final year. Technical schools offer five-year programs mainly in the fields of services, industry and handicraft and vocational education and training courses of three years' duration. Tertiary education comprises universities, polytechnics, non-university higher education institutions in the field of the arts (academies, conservatories), and other higher technical training institutions offering courses lasting two to four semesters and leading to the award of the diploma of higher technical training.

Montenegro

24. Montenegro has been a party of the UNESCO Convention against discrimination in Education of 1960 since 26 April 2007 (under "notification of succession"). The country did respond to the Eighth Consultation of Member States on the Implementation of the Convention and the Recommendation against Discrimination in Education (2011-2013). The country reported, inter alia, on policies for free school books and free transportation of pupils, on updated registration systems for school children to better monitor that they receive a primary education, on measures to allow children without citizenship access the formal education system by giving them the right to compulsory education, on integration of human rights education into the curriculum, on measures taken to improve ICT in education, on policies of adopting individual curriculum for children with special needs, programmes for young people who have left school as well as providing skills development programmes integrating groups of the population without educational qualifications into the labour market, as well as on policies so that learning outcomes outside school can be recognized within the formal educational system.

25. The Constitution of Montenegro of 2007 contains several provisions on the principle of equality and non-discrimination. Articles 17-19 guarantee that all shall be deemed equal before the law, regardless of any particularity or personal feature; that the state shall guarantee the equality of women and men and shall develop the policy of equal

opportunities; and that everyone shall have the right to equal protection of the rights and liberties thereof. Under Article 8 direct or indirect discrimination on any grounds shall be prohibited; regulations and introduction of special measures aimed at creating the conditions for the exercise of national, gender and overall equality and protection of persons who are in an unequal position on any grounds shall not be considered discrimination.

26. Article 75 of the Constitution guarantees the right to education. Elementary education is obligatory and free of charge. The autonomy of universities, higher education and scientific institutions is guaranteed. Article 76 guarantees the freedom of scientific, cultural and artistic creation. The freedom to publish works of science and arts, scientific discoveries and technical inventions is guaranteed, and their authors are guaranteed the moral and property rights. Under Article 77, the state encourages and supports the development of education, science, culture, arts, sports, physical and technical culture. The state protects the scientific, cultural, artistic and historic values.

27. Education in the Republic of Montenegro aims to provide the possibility for comprehensive individual development regardless of the sex, age, social and cultural background, national and religious affiliations and physical conditions; meet the needs, interests, demands and ambitions of individuals for lifelong learning; develop the awareness, the need and the capabilities for the maintenance and the improvement of human rights, legal state, natural and social environment, and multiethnic diversity; develop the awareness on national affiliation to the Republic of Montenegro, its culture, tradition and history; enable individuals' involvement in work and activities in line with their capacities; facilitate the process of integration into Europe. A law in 2004 has been adopted specifically addressing the rights and needs of children with disabilities (the Law on Education of Children with Special Needs).

28. Pre-school education comprises nurseries and kindergartens. Nurseries provide childcare services for children up to 3 years of age. Kindergartens cater to children aged 3-6. Preschool education is not compulsory.

29. The compulsory primary education programme lasts eight years for children aged 7-15; it comprised two four-year cycles: grades 1-4 (classroom teachers) and grades 5-8 (subject teachers). At the end of primary education, successful students are awarded the certificate of completed primary school. External assessments of pupils' achievements are conducted in the third, sixth and ninth grades.

30. Secondary education is offered in gymnasia, combined secondary schools (offering general and vocational education), vocational schools and art schools. Gymnasia and art schools (music, art, and ballet) offer four-year programmes. Vocational schools offer students two- (lower level), three- and four-year (middle level) programmes preparing for work and further education. At the end of secondary education students sit the matura exam (academic or technical).

31. Higher education is provided at the public university, which comprises faculties/academies and higher institutes, and private higher education institutions. In accordance with the new Law on Higher Education of 2003, bachelor's degree programmes (academic and applied) at the undergraduate level last three to four years (five years in the case of pharmacy; six years in the case of medicine). The Law on Higher Education organizes the higher education system in three cycles in line with the Bologna process.

32. A gender equality related project within UNESCO programmes has been implemented in Montenegro under 37 C/5: The project entitled "Gender and Heritage - Conference on the Inclusion of Gender in Cultural Heritage Management in Montenegro" aimed to raise the awareness of national experts in cultural heritage and key policy makers in cultural heritage sector about the implementation of gender-sensitive policies in cultural heritage management in Montenegro. To achieve this goal, the project aimed to organize several conferences with the theme of Gender and Cultural Heritage Management, and round tables with the title of "Recommendation on the Montenegrin Women's Museum Founding and the Inclusion of Gender in Cultural Heritage Management in Montenegro."

Niger

33. Niger has been a party of the UNESCO Convention against discrimination in Education of 1960 since 16 July 1968. The country, however did not respond to the Eighth Consultation of Member States on the Implementation of the Convention and the Recommendation against discrimination in education (2011-2013).

34. Article 8 of the Constitution of Niger of 2010 states that the Republic of Niger is a State of Law and that it assures to all equality before the law without distinction of sex, or of social, racial, ethnic or religious origin. All particularistic propaganda of a regionalist, racial or ethnic character, all manifestation of racial, social, sexist, ethnic, political or religious discrimination, are punished by the law. Under Article 10, all Nigeriens are born and remain free and equal in rights and in duties. However, the access of certain categories of citizens to electoral mandates, to elective functions and to public employments may be favored by particular measures specified by the law. More specifically, under Article 22, the State sees to the elimination of all forms of discrimination concerning women, young girls and handicapped persons. The public policies in all the domains assure their full development and their participation in the national development. The State takes, among others, measures to combat the violence done to women and children in public and private life. It assures to them an equitable representation within the public institutions through the national policy concerning gender and the respect for the quotas. Finally, under Article 4, in the exercise of the power of the State, personal power, regionalism, ethnocentrism, discrimination, nepotism, sexism, the clan spirit, the feudal spirit, slavery in all its forms, illicit enrichment, favoritism, corruption, racketeering and the influence-trafficking are punished by the law.

35. Article 17 guarantees that each one has the right to the free development of his personality in its material, intellectual, cultural, artistic and religious dimensions, provided that he does not violate the rights of others, or infringe the constitutional order, the law or morality. Under Article 23, the State and the other public collectivities, through their public policies and their actions, see to the promotion and to the access to a quality, gratuitous and public education.

36. The educational policy of Niger aims at elimination of all sorts of discrimination in education and by guaranteeing the right to education and insisting on practices of access to education for all girls and women as a precondition for their participation in the economic, social and cultural development of the country. The goal of the educational system is to provide learning opportunities to women and men in order for them to be able to live in dignity their civil and professional life, to be responsible and capable of taking initiatives, for adaptation, for creativity and solidarity. The educational system guarantees to all young people equal access to education and aims at eradication of the illiteracy, development of research de base and the applied research.

37. The educational system comprises of primary education, secondary education and higher education. The primary education starts at the age of 6 and lasts for 6 years. The first cycle of the secondary education lasts for 3 years and offers two kinds of diplomas – general and technical (professional). The higher education is organized in two public universities, higher professional schools and institutes.

38. Two gender equality related project within UNESCO programmes has been recently implemented in Niger. The project entitled “Reversing the gender lag in Niger's educational system” aimed to improve girls and women's participation in education in order to strengthen Niger's educational system for sustainable socio-economic development. More specifically it contributes to: (1) enhancing the learning environment to make it more girl-friendly and conducive to learning; (2) building female classroom teachers' capacity to make them role models for girls; (3) building the institutional capacity of school administration to ensure implementation of plans/strategies, policies and programmes related to gender; (4) raising key education actors' awareness about gender through information and advocacy; and (5) enhancing girls' school retention.

39. The project entitled “Identification and implementation of innovative industrial branches for empowerment of girls” aimed at developing gender sensitive vocational

trainings to foster a favourable environment for strong participation of girls in technical education and industries.

Nigeria

40. Nigeria has been a party of the UNESCO Convention against discrimination in Education of 1960 since 18 November 1969. The country did respond to the Eighth Consultation of Member States on the Implementation of the Convention and the Recommendation against Discrimination in Education (2011-2013). Nigeria reported, inter alia, on measures taken to strengthen the schools own capacity for self-evaluation.

41. Section 42 of the Constitution of the Federal Republic of Nigeria of 1999 guarantees the right to freedom from discrimination, by stating that a citizen of Nigeria of a particular community, ethnic group, place of origin, sex, religion or political opinion cannot be subjected to any restrictions or accorded any privilege or advantage to which citizens of Nigeria of other communities, ethnic groups, places of origin, sex, religious or political opinions are not made subject. Further, Section 17 guarantees that the State shall direct its policy towards ensuring that all citizens, without discrimination on any group whatsoever, have the opportunity for securing adequate means of livelihood as well as adequate opportunity to secure suitable employment.

42. Section 17 of the Constitution guarantees the right to education by stating that Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels; it shall promote science and technology; it shall strive to eradicate illiteracy. In order to achieve these goals, the Government shall provide free, compulsory and universal primary education; free secondary education; free university education; and free adult literacy programme.

43. The guiding principle of education in Nigeria is the equipping of every citizen with such knowledge, skills, attitudes and values as to enable him/her to derive maximum benefits from his/her membership in society, lead a fulfilling life and contribute to the development and welfare of the community. More recently, and in the spirit of promoting basic education, there is a plan to provide every child with a nine-year schooling up to the end of the junior secondary level. The national educational aims and objectives for all levels of education are: a) the inculcation of national consciousness and national unity; b) the inculcation of correct types of values and attitudes for the survival of the individual and the Nigerian society; and c) training for understanding the world around.

44. The management of education is dictated by the country's political structure based on federalism. Consequently, the administrative mechanism devolves some power to the state and local governments.

45. Pre-primary education is for children aged 3-5 years. Attendance is not compulsory. However, parents are strongly encouraged to register their children in pre-primary educational centers while the government is expected to provide such centers of good quality. Primary education lasts six years and caters to children aged 6-11+ years. Primary education is compulsory and is part of basic education. According to the new curriculum structure for the nine-year basic education programme, primary education comprises two cycles: lower basic education (grades 1-3), and middle basic education (grades 4-6). Secondary education is divided into two three-year cycles: junior secondary education, or the upper cycle of nine-year compulsory basic education, culminating in the Basic Education Certificate Examination; and senior secondary, leading to the Senior School Certificate Examination. Tertiary and higher education is provided at colleges of education, universities, polytechnics and colleges of technology, ranging from one and a half years to six years of studies.

46. Three gender equality related project within UNESCO programmes have been implemented in Nigeria. The project entitled "empowerment of Girls and Women through the Use of ICTs in Literacy and Skills Development in Nigeria" aims to create access for 60,000 girls and women in Rivers State and Federal Capital Territory (FCT) to acquire basic literacy and life skills by supporting them to learn to read, write and life skills. The beneficiaries are those who cannot read or write because they did not attend school or dropped out of school so early so that they have not acquired the basic literacy skills, in

particular girls in semi-urban low-performing Junior Secondary Schools who are at risk of dropping out of school. The implementation of the project consists of a mix of delivery modes combining traditional face to face contact and distance education through radio and television as well as mobile applications.

47. The project entitled “Capacity building training for women journalists on gender and leadership in Nigeria” aimed at organizing training for thirty female journalists from media organizations to acquire knowledge to work effectively alongside their male counterparts and engage their communities in gender sensitive reporting by sharing information that is cardinal to women's development and involvement and disseminate this information within the period of the project and after training.

48. The project entitled “UNESCO Support to Elections in Nigeria: Promoting Women Participation and Safety of Journalists”, which was part of a UNDP project "Democratic Governance and Development," aimed to implement activities on the safety of journalists in accordance with the agency's role in coordinating implementation of the UN Plan of Action on Safety of Journalists; and another component of Gender and Transformative Leadership.

Romania

49. Romania has been a party of the UNESCO Convention against discrimination in Education of 1960 since 9 July 1964. The country did respond to the Eighth Consultation of Member States on the Implementation of the Convention and the Recommendation against Discrimination in Education (2011-2013). The country reported, inter alia, on policies for free school books and free transportation of pupils, provision of free school meals, on measures to allow children without citizenship access the formal education system by giving them the right to compulsory education, development of continuing education centres; on providing flexible educational pathways which take into account that adult learners may have to combine study with work or other responsibilities and provision of financial support for adult learning; on policies so that learning outcomes outside school can be recognized within the formal educational system.

50. Article 4 of the Constitution of Romania of 1991 as amended in 2003, stipulates that Romania is the common and indivisible homeland of all its citizens, without any discrimination on account of race, nationality, ethnic origin, language, religion, sex, opinion, political adherence, property or social origin. Further, under Article 16, citizens are equal before the law and public authorities, without any privilege or discrimination; access to public, civil, or military positions or dignities may be granted, according to the law, to persons whose citizenship is Romanian and whose domicile is in Romania. The Romanian State shall guarantee equal opportunities for men and women to occupy such positions and dignities.

51. Article 32 guarantees the right to education: The right to education is provided for by the compulsory general education, by education in high schools and vocational schools, by higher education, as well as other forms of instruction and post-graduate refresher courses. Education of all grades shall be in Romanian. Education may also be conducted in a foreign language of international use, under the terms laid down by law. The right of persons belonging to national minorities to learn their mother tongue, and their right to be educated in this language are guaranteed; the ways to exercise these rights shall be regulated by law. State education shall be free, according to the law. The State shall grant social scholarships to children or young people coming from disadvantaged families and to those institutionalised, as stipulated by the law. Education at all levels shall take place in state, private, or confessional institutions, according to the law. The autonomy of the Universities is guaranteed. The State shall ensure the freedom of religious education, in accordance with the specific requirements of each religious cult. In public schools, religious education is organized and guaranteed by law.

52. Article 3 of the new Education Law lists the main principles governing education and lifelong learning, namely: equity, quality, relevance, efficiency, decentralization, public accountability, intercultural dialogue, preservation of the Romanian national identity and cultural values, equality of chances, university autonomy and academic freedom,

transparency, social inclusion, learner-centered education, parental participation and accountability, and recognition of the rights of persons belonging to national minorities.

53. Education is free at all levels and a ten-year compulsory education programme consisting of four years of primary education, and two phases of lower secondary education, i.e. four-year gymnasium (grades 5 to 8) and two additional years either in the lower cycle of the lyceum (grades 9 and 10) or in arts and trades schools providing vocational education.

Thailand

54. Thailand is not a party to the UNESCO Convention against discrimination in Education of 1960 and the country did not respond to the Eighth Consultation of Member States on the Implementation of the Convention and the Recommendation against Discrimination in Education (2011-2013).

55. Section 27 of the Constitution of the Kingdom of Thailand of 2017 states that all persons are equal before the law and shall enjoy equal protection under the law. Men and women shall enjoy equal rights. Unjust discrimination against a person on the grounds of the difference in origin, race, language, sex, age, disability, physical or health condition, personal status, economic or social standing, religious belief, education or political view that does not violate the provisions of this constitution, or any other ground shall be prohibited. Measures determined by the State for the purpose of eliminating an obstacle or promoting ability of a person to exercise his or her rights or liberties as other persons, or for the purpose of protecting or facilitating children, women, elderly persons, persons with disabilities, or disadvantaged persons shall not be deemed as unjust discrimination.

56. Section 43 of the Constitution guarantees the right to education: every person shall enjoy the equal right to receive basic education for the duration of not less than twelve years; such education shall be of quality and shall be provided free of charge. Under Section 30, every person shall have both the duty and the right to receive education and training.

57. The National Education Act of 1999 as amended in 2002, stipulates that education aims at the full development of the Thai people in all aspects (...) The learning process aims at inculcating sound awareness of politics; democratic system of government under a constitutional monarchy; ability to protect and promote their rights, responsibilities, freedom, respect of the rule of law, equality, and human dignity. Education provision is based on the following principles: (i) lifelong education for all; (ii) all segments of the society to participate in the provision of education; and (iii) continuous development of the learning process.

58. Depending on the local conditions, there are three types of pre-primary education available for children aged 3-5: preschool classes, kindergartens and childcare centres. Primary education is compulsory, lasts six years and the entry age is 6. Secondary education is divided into two cycles: lower and upper secondary, each one lasting three years. Higher education is provided at universities, technical institutes, professional and technical colleges, and teachers' colleges. Higher education is divided into two levels: lower than degree level or associate degree/higher certificate of education or in vocational/technical education.

59. Several gender equality related project within UNESCO programmes have been implemented in Thailand. The project entitled "Addressing the HIV prevention needs of young transgender and males who have sex with males in Thailand" aimed to improve access to sexual and reproductive health information, and links to appropriate services for young transgender and males who have sex with males. Among the objectives of this project was to reduce the stigma and discrimination, including homophobia and transphobia, to provide redress to those experiencing stigma and discrimination, as well as to reduce new HIV infections among young transgender and males who have sex with males.

60. The project entitled "Thailand: Assessing Gender-Sensitivity in Thai Public Media" aimed to encourage Thai PBS and subsequently other media organizations in Southeast

Asia to make gender equality issues transparent and comprehensible to the public, as well as to analyze their own internal policies and practices with a view to take necessary actions for change.

The project entitled “MIL for Strengthening Thai Community with the Participation of Women and Youth in a Sustainable Community Radio in Thailand” aimed at promoting freedom of women and youth's expression through Thai community radios and paving the way for them to access information and knowledge. The project was designed to offer training to community radios from five regions of Thailand, within the framework of media and information literacy with a particular focus on women and youth. A series of workshops targeting 100 participants (60 women and 40 men) covered topics such as media and information literacy (MIL), legal, economic and technical aspects of community radios in order to promote the role of women and youth through media and to adopt corresponding programming guidelines. The project also foresaw the adoption of UNESCO's MIL Curricula and its integration into a standard manual of community radio producers in Thailand.

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

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, primary, gender parity index (GPI)	Gross enrolment ratio, secondary		Gross enrolment ratio, secondary, gender parity index (GPI)	Gross enrolment ratio, tertiary		Gross enrolment ratio, tertiary, gender parity index (GPI)
		Female (%)	Male (%)		Female (%)	Male (%)		Female (%)	Male (%)	
Barbados	2009	100.94	100.16	1.01	104.08	102.39	1.02	104.34	47.30	2.21
	2010	100.56	98.89	1.02	102.16	101.65	1.00	95.85	43.89	2.18
	2011	98.46	98.37	1.00	105.53	101.74	1.04	90.58	40.34	2.25
	2012	..	..	..	..	..	..	..	..	..
	2013	..	..	..	..	..	..	..	..	..
	2014	94.17	93.12	1.01	110.68	107.88	1.03	..	..	..
	2015	..	..	..	..	..	..	..	..	..
Costa Rica	2009	115.83	118.18	0.98	101.94	97.45	1.05	..	..	..
	2010	115.82	118.11	0.98	104.34	100.12	1.04	..	..	..
	2011	114.93	116.98	0.98	106.69	102.52	1.04	52.60	41.97	1.25
	2012	113.66	115.41	0.98	110.11	105.88	1.04	54.90	43.97	1.25
	2013	111.11	112.53	0.99	117.99	111.43	1.06	55.10	45.11	1.22
	2014	110.29	111.27	0.99	123.61	117.19	1.05	58.78	47.52	1.24
	2015	109.50	110.13	0.99	125.57	120.71	1.04	60.94	46.62	1.31
Italy	2009	102.08	103.31	0.99	100.20	101.21	0.99	78.96	55.23	1.43
	2010	101.60	102.66	0.99	101.49	102.90	0.99	78.15	54.81	1.43
	2011	100.99	102.30	0.99	101.67	103.61	0.98	78.18	54.74	1.43
	2012	100.30	101.39	0.99	100.66	102.64	0.98	76.64	53.98	1.42
	2013	101.44	102.32	0.99	101.38	103.36	0.98	74.23	53.20	1.40
	2014	101.08	101.98	0.99	101.46	103.73	0.98	73.48	53.22	1.38
	2015	..	..	..	..	..	..	..	..	..
Montenegro	2009	111.30	113.65	0.98	99.38	98.09	1.01	57.97	44.48	1.30
	2010	105.77	107.72	0.98	101.42	100.07	1.01	61.84	49.21	1.26
	2011	95.35	95.47	1.00	92.56	92.36	1.00	..	..	..
	2012	95.41	95.16	1.00	91.80	91.00	1.01	..	..	..
	2013	..	..	..	..	..	..	..	..	..
	2014	..	..	..	..	..	..	..	..	..
	2015	93.33	95.22	0.98	90.31	90.37	1.00	..	..	..

Niger	2009	52.66	66.43	0.79	8.91	14.81	0.60	0.77	2.19	0.35
	2010	56.84	69.64	0.82	10.88	16.18	0.67	0.82	2.22	0.37
	2011	60.86	73.38	0.83	11.24	17.46	0.64	0.86	2.27	0.38
	2012	63.25	75.26	0.84	12.48	18.66	0.67	0.90	2.62	0.34
	2013	64.17	76.03	0.84	13.60	20.02	0.68	..	..	..
	2014	65.02	75.94	0.86	15.56	22.08	0.70	..	..	..
Nigeria	2015	66.82	77.92	0.86	17.24	24.24	0.71	..	..	..
	2009	80.60	89.19	0.90	36.43	41.27	0.88	..	..	..
	2010	80.92	88.35	0.92	41.17	46.38	0.89	8.12	10.78	0.75
	2011	87.40	92.97	0.94	41.87	48.27	0.87	8.30	11.76	0.71
	2012	90.79	92.48	0.98	44.93	48.50	0.93	..	..	..
	2013	92.83	94.48	0.98	53.48	57.82	0.93	..	..	..
	2014	..	..	..	..	..	..	..	..	..
2015	..	..	..	..	..	..	..	..	..

Data extracted on 12 Dec 2016 17:15 UTC (GMT) from UIS.Stat

Legend:

+: National Estimation

‡: UIS Estimation