



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

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

**Forty-sixth session**

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Item 5 of the provisional agenda\*

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

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

**Note by the Secretary-General**

**United Nations Educational, Scientific and Cultural Organization**

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\* CEDAW/C/2010/46/1.



## I. Introduction

1. The Committee on the Elimination of Discrimination against Women will, at its forty-sixth session, examine the national reports of the following countries: Albania, Argentina, Australia, Papua New Guinea, Russian Federation and Turkey.

2. Article 22 of the Convention on the Elimination of All Forms of Discrimination against Women invites specialized agencies to submit reports on the implementation of the Convention in areas falling within the scope of their activities, accounting for recent activities, policies and programmes implementing article 10, on education (in the case of the United Nations Educational, Scientific and Cultural Organization (UNESCO)) and related articles.

3. The Universal Declaration of Human Rights (1948) assigns two basic functions to education. First, it stipulates that “education shall be directed to the full development of the human personality” and, secondly, that “it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace” (article 26, para. 2). Despite the commitments made by Member States to the Universal Declaration of Human Rights and the other more recent human rights instruments, much work remains to be done to further more just and harmonious societies. Human rights abuses and violent conflicts persist in which women and girls remain the principal victims. This kind of violence occurs not only at the international and national levels, but also in local communities and school environments. Exclusion from education and from fundamental human rights is one of the most powerful obstacles standing in the way of democracy and peace.

4. The right to education is at the very heart of the mission of UNESCO and is an integral part of its constitutional mandate. The Constitution of UNESCO expresses the belief of its founders in “full and equal opportunities for education for all”.

5. UNESCO normative action for the implementation of the Convention against Discrimination in Education (1960) contributes to promoting equality of educational opportunities among boys and girls. Basic education for girls and women has also been an important element in the vision for education developed by the International Commission on Education for the twenty-first Century, as set out in its report submitted to UNESCO entitled *Learning: The Treasure Within* (1996), in which it is stated that “Education is a human right and an essential tool for achieving the goals of equality, development and peace. Non-discriminatory education benefits both girls and boys and thus ultimately contributes to more equal relationships between men and women. Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change”.

6. UNESCO has a major role and responsibility within the United Nations system in the field of the right to education, and for the implementation of the Convention on the Elimination of All Forms of Discrimination against Women, which provides that “States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education ...” (article 10).

## **II. UNESCO general activities to implement the Convention within the organization itself**

7. As a specialized agency of the United Nations, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.

8. In accordance with the UNESCO medium-term strategy for 2008-2013, gender equality has been designated as one of two global priorities of the organization (the other one being Africa). This “priority gender equality” is pursued through a two-pronged approach: (a) gender-specific programming; and (b) gender mainstreaming with action in education, the sciences, culture and communication and information. The new Director-General of UNESCO, Ms. Irina Bokova, has, moreover, made gender equality one of the principal priorities of her mandate and is strongly engaged in pursuing this commitment through substantive programmes and concrete action in all UNESCO fields of competence.

9. UNESCO efforts to promote women’s empowerment, women’s rights and gender equality are guided by the Beijing Platform for Action, the Convention on the Elimination of All Forms of Discrimination against Women, resolutions and international and regional instruments relevant to UNESCO areas of action, the UNESCO medium-term strategy for 2008-2013, the UNESCO biannual programme and budget document, as well as the UNESCO house-wide Priority Gender Equality Action Plan for 2008-2013 which supports and guides the implementation of its global priority, gender equality. The Action Plan was adopted by the Executive Board of UNESCO at its 181st session in April 2009 and by the General Conference at its 35th session in October 2009. The Action Plan contains information on strategic actions by programme sectors pertaining to gender equality with corresponding expected outcomes and performance indicators for 2008-2013, principal elements of implementation, monitoring and reporting on action in support of gender equality and institutional mechanisms for the pursuit of gender equality in the organization, with a focus on capacity development, accountability and the representation of women and men at decision-making levels in the secretariat.

10. More specifically, the Division for Gender Equality is responsible for initiating, facilitating and monitoring all actions pertaining to women’s empowerment and gender equality at headquarters and in the field. The Division has over 40 gender focal points — one in each programme sector and one in almost every field office throughout the world, as well as in several of the national commissions for UNESCO. The Division for Gender Equality has the following responsibilities: providing policy implementation guidance for gender-specific programming and gender mainstreaming within UNESCO; forging, within UNESCO, its member States and at the regional and global levels, political commitment to gender equality and monitoring the implementation of priority gender equality in UNESCO programmes; supporting capacity-building in UNESCO and its member States, in particular by developing holistic and multidisciplinary approaches to contribute to the achievement of internationally agreed development goals, specifically gender equality (Goal 3); coordinating cutting-edge policy research on gender equality issues in selected areas pertaining to UNESCO fields of competence in order to provide informed policy advice to member States and improve the evidence base of public policy; developing and establishing

partnerships with other United Nations entities, international and regional intergovernmental organizations, major international non-governmental organizations, private foundations and private sector partners that support women's empowerment and gender equality initiatives; conducting orientation and training programmes to increase the competence and skills of UNESCO staff at headquarters and field offices to plan, implement and monitor gender-responsive and gender-transformative initiatives; promoting gender balance within the UNESCO secretariat; and monitoring the UNESCO Priority Gender Equality Action Plan for 2008-2013.

11. UNESCO primarily addresses the following types of violence against women: interpersonal violence within and outside of schools; trafficking in women; and women in conflict and post-conflict situations (including the use of rape as a weapon of war). Activities cover various fields of education; the natural sciences; the social and human sciences; culture; and communications and information. A two-pronged approach to discrimination and violence against women has been developed:

(a) *A behavioural approach.* Through education and with the help of information and communications technology, UNESCO seeks to build commitment to peace and non-violence in the minds of men and women. This includes the promotion of gender-sensitive human rights education and non-violent conflict resolution approaches. The UNESCO human rights education programme seeks to bring about a profound reform of education in order to transform attitudes and behaviours that condone violence. It touches upon curriculum development, in-service and pre-service training, textbooks, methodology, classroom management and the organization of the education system at all levels;

(b) *A structural approach.* UNESCO looks at the structural causes of violence against women and seeks to encourage holistic and culturally appropriate policy responses towards their elimination.

12. UNESCO has undertaken research on the causes and social structures that foster discrimination and violence against women. As part of its research activities for the review and appraisal of the implementation of the Beijing Platform for Action, UNESCO produced a conceptual framework for qualitative and quantitative information on women's empowerment. One of the seven sets of indicators pertains to women's bodily integrity and health, including data on the prevalence of female genital mutilation; sexual abuse of women; and physical abuse of women by an intimate partner. A research programme on women's rights for peace and security in post-conflict democracies was launched in 2009 to develop policy recommendations that address obstacles to women's full participation in and contribution to peace and security in post-conflict countries.

13. Following the signature of the inter-agency statement on eliminating female genital mutilation (February 2008), a multisectoral initiative to act upon the commitments made is under preparation.

14. In November 2009, the UNESCO office in Beijing sponsored the Institute of Anthropology at the Renmin University of China in the initiation of a one-day advocacy forum and campaign to mark the International Day for the Elimination of Violence against Women. The project provided a platform for experts from Government and civil society organizations to discuss the topic of domestic

violence. Furthermore, it successfully raised awareness among university students of the issue through a variety of lively campaigns, including debate and drama. In December 2009, the same UNESCO office, together with the United Nations country team, launched a project on “Preventing and responding to domestic violence in China through a multisectoral approach”. The project was supported by the United Nations Trust Fund in Support of Actions to Eliminate Violence against Women and coordinated a host of United Nations agencies and national partners. UNESCO has the lead role in conducting baseline surveys to identify risks and needs in preventing and responding to domestic violence, and in developing a pilot programme for training community leaders in the prevention of violence against women.

15. In education, UNESCO is following up the development of a project on school-related gender-based violence in six post-conflict countries in Africa. The project is in line with the Secretary-General’s study on violence against young girls and boys, and consists of several stages. First, in-depth studies and national workshops will be organized to bring together key actors in each target country. Secondly, on the basis of the results, agreed courses of action, solutions and recommendations will be developed and applied at the regional level. At a later stage, the project will be further developed to cover South-South and international cooperation.

16. In the area of communication and information, numerous activities were conducted in post-conflict countries, where an emphasis was put on women’s involvement in conflict resolution, peacebuilding and reconstruction through better access to information. In this context, safety training for women journalists against violence and specific threats to foster the security of women journalists in conflict and post-conflict situations is strongly supported.

17. To prevent violence against women and girls, UNESCO is also promoting women’s access to the labour market in specific fields of cultural activities, such as creativity in crafts, literature and cultural industries. Emphasis is placed on technical and vocational training for women that addresses specific areas of cultural creation, as well as on the promotion of women’s entrepreneurship in crafts and cultural industries in terms of access, production and marketing with a view to enhancing new employment opportunities. Action to heighten the socio-economic impact of small craft enterprises will give priority to women craft workers. Support is provided to women entrepreneurs through capacity-building and training, notably through successful programmes such as the Award of Excellence for Handicrafts and the “Design Social Network”.

18. UNESCO has created a digital Kazakh- and Russian-language library in Kazakhstan as an important step towards the promotion of human rights education for all through the opening of public information services. The library gives women free access to databases which contain more than 1,000 legal documents related to human rights issues, including violence against women. The library has a particular focus on rural population and vulnerable groups. There is also an online legal service which answers questions related to domestic violence, marriage and family, gender policy issues and maternity. The digital library was designed to serve as an awareness-raising and educational tool to promote the implementation of the Convention on the Elimination of All Forms of Discrimination against Women.

19. UNESCO has implemented a project in Santa Cruz, Bolivia, entitled “Training of female radio reporters to prevent violence”, in association with the local non-governmental organization “Casa de la Mujer”. Two training workshops were conducted with women and men on existing legislation against domestic violence and human trafficking, and forty 30-minute radio programmes were produced by participating radio stations.

20. UNESCO, the United Nations Population Fund (UNFPA), the United Nations Children’s Fund (UNICEF), the United Nations Development Fund for Women (UNIFEM), the International Labour Organization and the World Health Organization (WHO) recently signed the United Nations joint Statement on Accelerating Efforts to Advance the Rights of Adolescent Girls. The Statement expresses a common vision among the signatories to intensify their agencies’ support to advancing policies and programmes that empower the hardest-to-reach adolescent girls, in particular those aged 10 to 14 years. For UNESCO, it furthers the organization’s commitment to the promotion of gender equality as one of its two global priorities. The Statement was launched on 3 March 2010 in New York, during the fifty-fourth session of the Commission on the Status of Women.

21. UNESCO also looks at the structural causes of violence against women and seeks to encourage holistic and culturally appropriate policy responses towards their elimination. UNESCO, UNIFEM and the Social Science Research Council recently announced the launch of a new online forum, “The Fourth Wave: Violence, Gender, Culture and HIV in the 21st Century”, to discuss the gendered structural inequalities that have a direct bearing on women’s and girls’ vulnerability to HIV. The online forum will precede the forthcoming research publication, *The Fourth Wave: Violence, Gender, Culture and HIV in the 21st Century*, on the relationship between gender, violence and HIV.

22. As a member of the Joint United Nations Programme on HIV/AIDS (UNAIDS), UNESCO is involved in several research projects related to violence against women. Examples include a research project to consolidate existing evidence from the peer-reviewed literature on the intersections between gender-based violence and the HIV/AIDS epidemic (led by UNFPA in cooperation with the Harvard School of Public Health). UNESCO also participates in a research project led by WHO which focuses on the link between HIV and intimate-partner violence as well as sexual violence against women. The UNESCO Regional Office in Santiago was involved in the development of the baseline assessment conducted in Chile as part of the United Nations joint programming pilot initiative.

23. The Division for Gender Equality organized the following conferences and events:

(a) A side event dedicated to the theme “Gender and biodiversity” as part of the UNESCO International Year of Biodiversity Science Policy Conference. The purpose of the side event was to showcase the pivotal role of gender in addressing biodiversity challenges and why it merits special consideration in the formulation of conservation policies, strategies and projects at all levels. The objective was to highlight the need to raise awareness of the gender-differentiated practices and knowledge related to biological resources and the necessity of recognizing that women and men have particular needs, interests and aspirations, and that they make different contributions to the conservation and sustainable management of biodiversity;

(b) An online discussion on the theme “Gender equality, education and training”. The interactive forum explored and analysed emerging developments, challenges and policy issues related to these important areas. The online discussion contributed to the 15-year review of the implementation of the Beijing Platform for Action at the fifty-fourth session of the Commission on the Status of Women, held from 1 to 12 March 2010, and was designed to catalyse debate, to analyse progress and to provide an important interactive forum where perspectives, successful initiatives and information were shared;

(c) A “Gender and Climate Forum” as part of World Climate Conference 3. The Forum explored the linkages between gender and climate issues to inform the discussions of the Conference. The discussion focused on the development of a new framework for climate services closely linked to the needs and expectations of communities and societies at every level, in which the gender dimensions of climate change have to be taken into account;

(d) The “UNESCO Forum on Gender Equality” series of seminars. In line with the focus on priority gender equality in the medium-term strategy for 2008-2013, the seminars are organized on a regular basis, and focus on various topics pertaining to women’s empowerment and gender equality, with a view to bringing more attention to gender equality issues in relation to UNESCO domains and to raising awareness of the importance of promoting women’s empowerment and achieving gender equality. The most recent seminars focused on the themes “Beijing: 15 years after”, which explored the progress which has been made in the 12 critical areas of action of the Beijing Platform for Action adopted at the Fourth World Conference on Women in 1995, and “The creators of Quebec and the wider world”, which gave expression to women’s cultural and creative diversity and underlined the shared commitment of the artists to women’s empowerment and women’s advancement.

24. Within the framework of the celebrations of International Women’s Day 2010 at UNESCO headquarters, the following international round tables were organized by the Division for Gender Equality:

(a) *8 March 2010*. The international round table on “Beijing + 15”, in keeping with the United Nations system theme for 2010, focused on the Fourth World Conference on Women, held in Beijing in 1995, its agenda, progress and future directions, including the UNESCO role in upholding and implementing the Beijing Declaration and the Platform for Action. High-level and influential women, some of whom shaped the discussions and the outcome of the Conference in 1995, attended the round table (Gertrude Mongella, Secretary-General of the Beijing Conference, Patricia Licuanan, Chair of the Main Committee that drafted the Beijing Platform for Action, and others);

(b) *8 March 2010*. In collaboration with the Permanent Delegation of Spain to UNESCO and the delegation of the European Union to the Organization for Economic Cooperation and Development (OECD) and UNESCO, the round table on “Women and science: challenges to be” focused on the European experience and the efforts made by the States members of the European Union to promote women in science, as well as on the important role of UNESCO and progress made in this area. The high-level panellists included well-known scientists and researchers, politicians and managers;

(c) *12 March 2010.* In collaboration with the OECD Development Centre, UNESCO co-hosted an international workshop entitled “Gender equality and progress in societies”. The workshop charted policies and developed a common understanding on the best ways to measure and address remaining gaps in gender equality. The four sessions covered the following themes: (i) economic reasons for empowering women; (ii) innovative ways of measuring progress in gender equality; (iii) case studies on the relation between gender equality and culture; and (iv) gender equality and the progress of societies: a road map for action. The participants included high-level policymakers, government representatives, representatives of donor agencies and gender-equality experts, as well as development practitioners from international organizations, non-governmental organizations and research institutes;

(d) *16 March 2010.* In collaboration with the African Women’s Development and Communication Network (FEMNET), the round table on “Freedom of information and women’s rights in Africa” launched a resource book aimed at encouraging the participation of African women in the effective implementation of the freedom of information frameworks in their respective countries. Presented as a fundamental right, freedom of information was discussed in relation to women’s well-being. Information was circulated on crucial themes, such as HIV/AIDS, sexual and reproductive health, education, food security, gender violence and income-generating activities.

25. UNESCO also organized several art exhibitions with international artists, a screening of the film “The Disaster of the adolescent mothers”, a documentary which showed how early marriage and health concerns are interrelated in the Niger, and a concert, in cooperation with the International Organization of la Francophonie, that featured music from Haiti, Mali and Tunisia.

### **III. Measures taken by UNESCO to implement the provisions of the Convention in the countries to be considered at the forty-sixth session**

#### **A. Country-specific reports: UNESCO initiatives/projects**

##### **Albania**

26. Albania has been a party to the UNESCO Convention against Discrimination in Education since November 1963.

##### **Constitutional framework**

27. Article 57 of the Constitution of Albania of 1998<sup>1</sup> guarantees the right to education for girls and boys and women and men alike. According to this article, mandatory primary education and general high-school education in public schools is free of charge. The article provides that mandatory school education is determined by the law, and the autonomy and academic freedom of higher education institutions

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<sup>1</sup> See <http://www.president.al/english/pub/doc/Albanian%20Constitution.doc>.

are guaranteed by law. In addition, article 20 guarantees the right of persons belonging to national minorities to study and be taught in their mother tongue.

### **Legislative and administrative framework**

28. Schooling is available to everyone under equal conditions, and the resources are provided from the State budget. The basic legal instruments concerning education include the Pre-University Education Act No. 7952 of June 1995 (amended in 1998), the Normative Provisions for Public Schools, the Labour Code of the Republic of Albania (1995), the Private Education Act (1995) and the Higher Education Act No. 8461 of 25 February 1998.<sup>2</sup>

29. Special education constitutes an integral part of the education system and is regulated by the Law on Pre-university Education. Special education is organized according to the type of disability of the child. According to the Law on Gender Equality in Society of 7 January 2004 (article 8)<sup>3</sup> the activities undertaken by educational and scientific institutions will be considered discriminatory if these institutions apply different admission criteria for schooling or study programmes for girls and boys, in creating curricula or in assessing knowledge with regard to women and men, and if they award different opportunities of choice to women and men regarding subjects of studies and/or training.

30. Regarding the quality of education, all primary and secondary schools suffer as a result of a lack of computers, overhead projectors, television sets, slide projectors, cassette decks and modern classrooms and teaching materials for the teaching of physics, chemistry, biology, technical subjects and physical education. To upgrade the quality and relevance of pre-university education, curriculum and textbook reforms have been initiated with the aim of completing the implementation of the revised curriculum of basic education by 2010 and of secondary education by 2015. Efforts to improve the quality of teaching include the development of competencies for teachers, a teacher accreditation system and the introduction of an in-service training programme and reforms in pre-service training.

### **Policies**

31. The National Education Strategy 2004-2015 focuses on pre-university education. The strategy identifies four priority areas: (a) reforming and strengthening management capacity (governance); (b) improving the quality of the teaching and learning process; (c) financing pre-university education; and (d) capacity-building and human resource development. The strategy is expected to help strengthen performance and serve as a basis for concerted efforts to achieve better learning outcomes in a more equitable and efficient manner for girls and boys alike.

<sup>2</sup> See <http://www.ibe.unesco.org/fr/dans-le-monde/europe-et-amerique-du-nord/albanie/profile-of-education.html>.

<sup>3</sup> See <http://www.lexadin.nl/wlg/legis/nofr/eur/lxwealb.htm>; <http://www.aidharmonisation.org.al/skedaret/1141146500-02Law9198OnGenderEqualitySociety.doc>.

**Education**

32. With the financial assistance of the Ministry of Foreign Affairs of Italy, a project promoting human rights and democracy education was established in Albania in 2001.

33. The first phase of the project, on “Intercultural and human rights education in Albania (2001-2003)”, contributed to establishing a solid basis for the introduction of human rights education in the country. The ongoing second phase, from 2005, on “Promoting quality education for all: human rights and democracy education in Albania”, is aimed at further promoting a climate of respect for human rights and the practice of democracy in all educational establishments.

34. In collaboration with UNESCO, courses for the training of female trainers, entitled “Women for cultural and economic development in the Balkans”, have been implemented. The main objectives are to ensure follow-up of the UNESCO High-level Conference on Strengthening Cooperation with South-East Europe and to train female trainers in the Balkans region, with particular emphasis on the following countries: Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia and the former Yugoslav Republic of Macedonia. The courses are expected to result in the creation and implementation of five national training projects for female trainers on cultural and economic development, placing emphasis on women’s action and needs; increase awareness of women’s role in the reconstruction of a country; rebuild international solidarity, both within the region and in bordering areas; and increase women’s participation in business activities in the field of eco-cultural tourism.

35. Progress has been made over the years in tackling the issues of domestic violence and women’s political participation. In 2006, the Government of Albania adopted the country’s first legislation on domestic violence. The current focus is on preparing related sub-legislation to ensure the law’s full implementation at the national and local levels. The Government also adopted the National Strategy on Gender Equality and Domestic Violence in December 2007. One of the key priorities of the strategy is to eliminate gender gaps in education by ensuring girls’ and women’s access to quality education and by promoting gender equality in curricula and textbooks.

**Science**

36. To assist the Government in developing gender-sensitive policies in scientific fields, UNESCO and its Regional Bureau for Science and Culture in Europe conducted a study on stereotypes of women scientists in Albania, which was published in 2007. The conclusions of the study showed that the absence of policy mechanisms for the effective implementation of existing laws on equal opportunities for women and men has resulted in significant gender inequalities. The study also highlighted the need to develop and implement gender-sensitive policies that would help women scientists to balance their work and family life. The promotion of science among young girls and boys, and the creation of a database and a network of Albanian women scientists, are other areas that could be further developed to improve women’s career paths in scientific fields.

## **Argentina**

37. Argentina has been a party to the UNESCO Convention against Discrimination in Education since October 1963. However, the Government of Argentina declares that it does not consider itself bound by article 29, paragraph 1, of the Convention on Elimination of All Forms of Discrimination against Women, which reads: “Any dispute between two or more States Parties concerning the interpretation or application of the present Convention which is not settled by negotiation shall, at the request of one of them, be submitted to arbitration. If within six months from the date of the request for arbitration the parties are unable to agree on the organization of the arbitration, any one of those parties may refer the dispute to the International Court of Justice by request in conformity with the Statute of the Court”.

### **Constitutional framework**

38. The federal organization of the country makes the Argentine legal system complex. Public education is governed by the Constitution, national and provincial laws, decrees issued by the executive and provincial governments and the national and ministerial decisions of provincial governments. According to article 14 of the Constitution of the Argentine Nation of 1994, the citizens have the right and freedom to learn and to teach.

### **Legislative and administrative framework**

39. In 2003, the Argentine Government initiated the process of rebuilding the country’s institutionalism within a constitutional democratic framework in the aftermath of political, social and economic upheaval. The educational system was not unaffected by this crisis: inequality in educational conditions for female and male students and poor labour and salary conditions for teachers greatly reduced the opportunities for young Argentines.<sup>4</sup> The National Education Law broadens the responsibility of the State, ratifying its obligation to provide all Argentine women and men with a permanent, integral and quality education and guaranteeing their equal and free exercise of this right. In addition, the law establishes a unified structure with compulsory basic education for children aged 5 to 13, as well as compulsory teacher training and evaluation for all girls and boys. The Ministry of Education develops policies for the promotion of gender equality in education to reduce marginalization and discrimination based on gender, socio-economic status, culture, ethnicity or any other factor (articles 79-83).

40. The new Education Financing Law was adopted in 2005<sup>5</sup> to address investment in education. According to article 3, the State consolidated budget shall increase gradually until it reaches by 2010, 6 per cent of gross domestic product. In addition, the law created the National Programme of Teachers’ Salary Compensation, aimed at helping to compensate for inequalities in female and male teachers’ salaries.

41. Argentina has launched an original media initiative to promote equal access to education for women and men. A special television channel was created with the

<sup>4</sup> National report to the forty-eighth session of the International Conference on Education, Geneva, 2008, available at [http://www.ibe.unesco.org/National\\_Reports/ICE\\_2008/argentina\\_NR08.pdf](http://www.ibe.unesco.org/National_Reports/ICE_2008/argentina_NR08.pdf).

<sup>5</sup> Law No. 26.075, available at [http://www.hweb.me.gov.ar/doc\\_pdf/ley\\_finan\\_educ26075.pdf](http://www.hweb.me.gov.ar/doc_pdf/ley_finan_educ26075.pdf).

aim of developing high-quality educational television programming. The channel targets teachers, students and women and men who are outside the educational system, and offers programmes on professional and technical education, literacy teaching and primary and secondary education completion. Established by National Decree No. 533/05 in 2007, the channel, “Encuentro”, aims at introducing new information and communication technologies into schools, in particular those concerned with promoting gender equality issues.

### **Policies**

42. With the objective of promoting gender equality and inclusion, the Ministry of Education has created a National Department of Socio-Educational Policies to respond to issues relating to education and social exclusion by creating incentive scholarships for young girls and boys in situations of extreme social vulnerability. Among the actions of this programme are: “Volver a estudiar” and “Todos a estudiar”, which are aimed at girls and boys aged 6 to 18; “PNIE Rural”, which assists rural children who have dropped out of school; and “PNIE Judicializados”, which gives support to students with civil and criminal trials, whether they are institutionalized or not. A programme on “Core learning priorities” was established by the Federal Council to fight gender inequality.

### **Culture**

43. One aspect which is too often neglected is the socio-cultural dimension of violence against women. Gender-based discrimination, ingrained in many cultures, increases the vulnerability of women to other forms of discrimination and exploitation. The challenges in tackling that dimension require the formulation of culturally appropriate responses to prevent trafficking. The UNESCO Office in Uruguay (cluster Office to Argentina) has conducted a project on human trafficking, with special emphasis on women and girls who are members of ethnic minorities. The key strategy of the project has been to provide linguistically and culturally appropriate information to the most vulnerable populations, and the methodology has been used to produce information campaigns in other regions.

### **Communication and information**

44. The communication and information sector initiated and supported the production of a 25-minute DVD documentary film, entitled “Women trafficking”, that investigates the social and cultural contexts of trafficking in women in the regions of Latin America and South-East Europe. The documentary focuses on trafficking in women and girls in those regions, victims’ profiles, trafficking routes, the results of international and regional counter-trafficking initiatives, the results of government involvement and national plans of action, as well as good practices and gaps in the work of specialized non-governmental organizations and international organizations. Furthermore, it presents repatriation and reintegration approaches.

### **Australia**

45. Australia is not a party to the UNESCO Convention against Discrimination in Education.

### **Constitutional and legislative framework**

46. The Commonwealth of Australia Constitution Act (1990) does not contain any relevant articles for the right to education. However, the Federal Government, in cooperation with the State and Territory governments, has played an increasing role in promoting gender equality in education. Some value perspectives within schooling, including the curriculum, are supported by legislation. In particular, the Racial Discrimination Act (1975), the Sex Discrimination Act (1984), the Affirmative Action Act (1986), the Human Rights and Equal Opportunity Act (1986) and the Age Discrimination Act (2004) protect the rights of all Australians against unfair treatment on the basis of gender, race, marital status, age, pregnancy and family and career responsibilities. Every state government has its own Education Act, making provision for education. School is compulsory until the age of 15 in three of the eight states, with the remaining states having compulsory schooling until the ages of 16 or 17 years.<sup>6</sup>

47. The 2008-2009 education budget provided for the number of scholarships to be doubled to 88,000 by 2012. The aim is to give more women and men with a low income, those from remote areas and indigenous people the chance to participate in higher education by providing financial assistance for education-related costs and costs of accommodation.

48. The National Indigenous English Literacy and Numeracy Strategy (NIELNS) was launched in 2000 as an element of the Indigenous Education Strategic Initiatives Programme. The objective of NIELNS is to achieve literacy for indigenous girls and boys at levels comparable to those achieved by other young Australians. Moreover, in 2007, a policy on Northern Territory Emergency Response was created to measure initiatives which address such issues as indigenous access and participation in education and indigenous children victims of sexual abuse, with an emphasis on girls. In April 2008, all Australian Governments, through the Council of Australian Governments, agreed to a set of targets to improve educational outcomes for indigenous girls and boys. The Australian Government's early childhood agenda has driven a number of important initiatives since December 2007, including ensuring gender equality and universal access to preschool for all girls and boys.

### **Culture**

49. In 2009, UNESCO welcomed an indigenous representative from the Onemulla Yamatji community in Australia for a two-week stay at headquarters, within the framework of the Indigenous Fellowship Programme organized in concert with the Office of the United Nations High Commissioner for Human Rights. She notably participated, with other fellows, in a dialogue session facilitated by UNESCO programme staff on gender equality in the context of indigenous and minority issues.

50. UNESCO commissioned a study from Katerina Martina Teaiwa, a young researcher from the National Australian University, entitled "Cultural Policy Profile: Pacific". The study reviewed and identified policies and programmes related to

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<sup>6</sup> National report to the forty-eighth session of the International Conference on Education, Geneva, 2008, available at [http://www.ibe.unesco.org/National\\_Reports/ICE\\_2008/australia\\_NR08.pdf](http://www.ibe.unesco.org/National_Reports/ICE_2008/australia_NR08.pdf).

culture, diversity, intercultural dialogue and sustainable development in the Pacific region within the framework of the UNESCO global effort to elaborate a new cultural policy framework. It also included gender-specific policy recommendations, such as the mainstreaming of a code of ethics on cultural and gender sensitivity across sectors.

### **Papua New Guinea**

51. Papua New Guinea is not a party to the UNESCO Convention against Discrimination in Education.

#### **Constitutional framework**

52. The Constitution of Papua New Guinea of 16 September 1975<sup>7</sup> does not specifically provide the right to education. Nevertheless, the preamble stipulates that the people of Papua New Guinea call for “education to be based on mutual respect and dialogue, and to promote awareness of our human potential and motivation to achieve our National Goals through self-reliant effort”. According to article 55 of the Constitution, all citizens have the same rights, privileges, obligations and duties, irrespective of gender, race, tribe, place of origin, political opinion, colour, creed or religion. The same article also provides for the equal participation of women citizens in all political, economic and social activities.

#### **Legislative and administrative framework**

53. The main laws regulating the education system are the Education (Amendment) Act of 1995, which established the new structure of the education system; the Teaching Service (Amendment) Act of 1995; and the Organic Law on Provincial and Local-level Governments of 1995. There are no legal provisions regarding free or compulsory education, or any age limits set.<sup>8</sup>

#### **Education policy**

54. The National Education Plan was released in 1995, on the basis of which four broad educational programmes were developed, including the Education Access and Expansion Programme, aimed at providing basic schooling for all girls and boys. The major objectives are to provide education to disadvantaged girls and boys; ensure free compulsory primary education by 2015 and equal access to appropriate learning and life skills for young girls and boys and women and men; achieve a 50 per cent improvement in adult literacy by 2015; eliminate gender disparities in education by 2015; and improve the quality of education with measurable learning outcomes.

55. Labour force participation and employment rates for women in the rural sector are very high by international standards, especially in the five Highlands provinces. Most women are engaged in agriculture and/or fishing for household consumption and thus, technically, they are employed. However, in 2000, only 5.3 per cent of all employed women had a wage job (compared with 15.2 per cent of men). The ratio of girls in primary school was 94.0 per cent in 1990 and declined to 90 per cent in

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<sup>7</sup> See [http://www.paclii.org/pg/legis/consol\\_act/cotisopng534](http://www.paclii.org/pg/legis/consol_act/cotisopng534).

<sup>8</sup> See <http://www.ibe.unesco.org/fr/dans-le-monde/asie-et-pacifique/papouasie-nouvelle-guinee/profile-of-education.html>.

2001. In secondary school it was 72 per cent in 1990, improving to 77 per cent in 2001. The proportion of women holding seats in parliament improved slightly from zero per cent in 1990 to 0.9 per cent (1 member) in 2005.

### **Education**

56. At every level of education, more men are represented than women, and cultural factors have been found to be the major obstacle to an increase in the participation of women.<sup>9</sup> Access to informal education and training programmes is even more difficult for women who are illiterate. The illiteracy rate among women is estimated at around 60 per cent. Higher enrolment of girls exists in regions where single-sex education was provided in the past by missions. The Gender Equity in Education policy (Department of Education, 2003) provides a framework of principles and practices to improve the lives of all children and promote equality between girls and boys in education.

### **Communication and information**

57. A workshop on the theme “Advancing the Pacific Women in Media Action Plan” was organized by UNESCO and the Secretariat of the Pacific Community in 2007. It was a practical, highly interactive event designed to help media practitioners examine how they make decisions on gender equality and human rights-related issues. The Action Plan contains useful recommendations for media practitioners in the region.

### **Russian Federation**

58. The Russian Federation has been a party to the UNESCO Convention against Discrimination in Education since 1962.

59. In its cluster countries — Armenia, Azerbaijan, Belarus and the Republic of Moldova — the UNESCO Moscow Office plays a crucial role in promoting education for all, the Millennium Development Goals and other global development agendas. The Office’s educational activities are directed at advocating and supporting the countries’ efforts to improve quality in education for all with the focus on increasing access to high-quality early childhood care and education; fostering capacity development and policy formulation on inclusion and quality learning enhancement; and raising technical-vocational education and training and sustainable development agendas in the Community of Independent States.

60. Much attention is paid to HIV/AIDS preventive education, the use of information and communication technologies in education, cultural and linguistic diversity in education, the needs of indigenous populations and the rehabilitation of education systems in post-conflict contexts. The UNESCO Moscow Office, through the development of UNESCO National Education Support Strategy documents in the cluster countries, develops road maps for targeting the UNESCO response to the identified needs and priorities of the member States, based on the country’s educational development priorities and in synergy with the United Nations and development agencies.

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<sup>9</sup> Brouwer, Harris and Tanaka (eds.), *Gender Analysis in Papua New Guinea*, UNESCO and the World Bank (1998).

**Legislative and administrative framework**

61. The Federal Law on Education No. 3266-1, adopted on 10 July 1992, provided the basic foundations for a radical change in the education system. One of the most important provisions of this Law was the elimination of the State monopoly on education. It gives the right of establishing educational institutions to federal and local bodies; domestic and foreign enterprises and institutions; domestic and foreign public and private foundations; public organizations and churches, registered within the boundaries of the Russian Federation. The Law on Education also stipulates that general education schools should establish compensatory classes for young girls and boys who do not adapt to school. Until recently, they were enrolled in normal classes and usually dropped out very quickly. Some of them were then placed in special (corrective) educational institutions which were often very harmful to their development.

**Policies**

62. The new socio-economic and political context of the Russian Federation required a radical transformation of the educational system. The most important goal of the reform was the creation of basic conditions for the transition from a unified and standardized educational system to an open one. In August 2001, the State Council of the Russian Federation approved the Concept of Modernization of Russian Education until 2010. Its main strategic goals are ensuring access to education and continuing education for girls and boys, improving the quality of education, enhancing the efficient use of material and human resources and developing governance mechanisms for public education.

63. The Russian State standard and the programmes of secondary general education provide for the study of social science by young girls and boys, including a section on human rights. This subject is studied for five years.

**Turkey**

64. Turkey is not a party to the UNESCO Convention against Discrimination in Education.

**Constitutional framework**

65. Turkey has detailed provisions on the right to education in the Constitution which can be interpreted to relate to basic education. According to article 42, "Right and Duty of Training and Education", of the Constitution: no one shall be deprived of the right of learning and education (1); training and education shall be conducted along the lines of the principles and reforms of Atatürk, on the basis of contemporary science and educational methods, under the supervision and control of the State (3); primary education is compulsory for all citizens of both sexes and is free of charge in State schools (5); and the State shall provide scholarships and other means of assistance to enable students of merit lacking financial means to continue their education (7). The State shall take necessary measures to rehabilitate those in need of special training so as to render them useful to society. The provisions of international treaties are reserved.

### **Legislative and administrative framework\***

66. The aims and basic principles of the Turkish national education policy are contained in the Basic Law on National Education, No. 1739, dated 1973, which also constitutes the basis for other legislation in education. Some of those principles are as follows:

- Educational institutions are open to all, regardless of race, gender or religion
- Individuals are oriented towards programmes or schools, depending on their interests, talents and abilities
- Everybody is entitled to basic education
- Equal opportunities shall be provided for everybody
- General and vocational education of individuals should continue for a lifetime
- Democratic culture, a scientific approach and school-family cooperation shall be developed

67. In accordance with article 2 of the Primary Education and Training Law, No. 222, which states that “Primary education is given at primary education institutions; primary education is compulsory for girls and boys at primary education age and free of charge in state schools”, free educational opportunities are offered at preschool, primary and secondary education institutions and course books are distributed free of charge.

### **Policies**

68. Turkey has carried out innovative efforts to increase standards in the educational system, such as reaching the goal of 100 per cent school attendance in 32 provinces, where a pilot project was initiated for 5-year-old girls and boys, and 40 per cent across the country, by 2010. The schooling rate was increased to 96.5 per cent in 2008/09 and equal access for girls and boys was enhanced; the dropout rates for young girls in compulsory education have been reduced; education facilities for handicapped girls and boys have been improved, and the number of handicapped girls and boys attending special education schools and rehabilitation centres reached 210,000 in 2008/09.

69. Efforts have been made to promote and encourage girls’ and women’s access to education. Within the context of an open educational system, learning opportunities are offered to those who have not completed their primary education or received secondary education, or who have graduated from secondary education but dropped out of higher education. Vocational courses are organized for girls and women who were left out of the formal educational system to allow them to gain skills and knowledge in various vocational fields. In cooperation with UNESCO and UNICEF, a schooling campaign for girls was launched in 10 provinces, including the Eastern and South-eastern Anatolian provinces, and then launched in the rest of the country. With this campaign, the schooling of 175,541 girls was ensured, a 5.8 per cent rise.

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\* Extracted from the report submitted by Turkey for the seventh consultation of Member States on the implementation of the UNESCO Convention and the Recommendation against Discrimination in Education.

70. Various national campaigns have also been organized in close cooperation with non-governmental organizations, the private sector and the media. Under the “Father, Send Me to School” campaign, the re-inclusion of girls became possible with the help of broad-based national campaigns. Dormitories were opened, and scholarships granted for girls. With the implementation of the recent “Mother-Daughter at School” campaign, illiterate mothers and daughters have a chance to become literate, with free literacy courses offered in public training centres.

71. Within the context of the national project on the training of teachers on discrimination and violence against women, carried out by the Ministry of Education and Amnesty International, seminars have been organized for teachers in the provinces of Ankara, Istanbul, İzmir and Diyarbakır.

72. In order to encourage schooling of children, financial resources (YTL 18.00 and YTL 22.00, respectively, for boys and girls in primary education and YTL 28.00 and YTL 39.00, respectively, for boys and girls in secondary education) are paid monthly to the mothers of families who do not have social security. Within the context of conditional cash transfers implemented by the Ministry of Interior Affairs, financial assistance is offered in the fields of health, nutrition and education for poor parents to enable them to send their daughters to school.

**B. Longitudinal and comparative gender-parity educational statistics for all countries reporting for the forty-sixth session**

73. Tables 1 to 3 present data on the gross enrolment rate at the primary, secondary and tertiary levels, by country.

Table 1  
Primary education

Year	Gross enrolment ratio, primary, female			Gross enrolment ratio, primary, male			Gross enrolment ratio, primary, total			Gender parity index for gross enrolment ratio, primary		
	2007	2006	2005	2007	2006	2005	2007	2006	2005	2007	2006	2005
Albania	..	..	..	..	..	..	..	..	..	..	..	..
Russian Federation	97	97	94	97	97	95	97	97	94	1.00	1.00	1.00
Turkey <sup>a</sup>	95	94	93	100	98	99	98	96	96	0.95	0.95	0.95
Australia	105	103	102	105	103	102	105	103	102	1.00	1.00	1.00
Papua New Guinea	..	50	51	..	59	61	..	55	56	..	0.84	0.84
Argentina	..	114	112	..	116	114	..	115	113	..	0.98	0.99

Source: UNESCO Institute for Statistics (<http://www.uis.unesco.org>), as at 11 May 2010.

<sup>a</sup> UNESCO Institute for Statistics estimate.

Table 2  
Secondary education

Year	Gross enrolment ratio, secondary, all programmes, female			Gross enrolment ratio, secondary, all programmes, male			Gross enrolment ratio, secondary, all programmes, total			Gender parity index for gross enrolment ratio, secondary, all programmes		
	2007	2006	2005	2007	2006	2005	2007	2006	2005	2007	2006	2005
Albania	..	..	..	..	..	..	..	..	..	..	..	..
Russian Federation	83	83	84	85	84	85	84	84	84	0.98	0.98	0.99
Turkey <sup>a</sup>	74	73	69	90	88	84	82	81	76	0.82	0.83	0.82
Australia	145	146	145	151	154	152	148	150	148	0.96	0.95	0.96
Papua New Guinea	..	..	..	..	..	..	..	..	..	..	..	..
Argentina	..	90	90	..	80	81	..	85	86	..	1.12	1.11

Source: UNESCO Institute for Statistics (<http://www.uis.unesco.org>), as at 11 May 2010.

<sup>a</sup> UNESCO Institute for Statistics estimate.

Table 3  
**Tertiary education (ISCED 5 and 6)**

Year	Gross enrolment ratio, ISCED 5 and 6, female			Gross enrolment ratio, ISCED 5 and 6, male			Gross enrolment ratio, ISCED 5 and 6, total			Gender parity index for gross enrolment ratio, tertiary		
	2007	2006	2005	2007	2006	2005	2007	2006	2005	2007	2006	2005
Albania	..	..	..	..	..	..	..	..	..	..	..	..
Russian Federation	87	84	..	64	62	..	75	73	..	1.36	1.36	..
Turkey	32	30	..	42	40	..	37	35	..	0.77	0.76	..
Australia	84	81	..	66	64	..	75	73	..	1.28	1.27	..
Papua New Guinea	..	..	..	..	..	..	..	..	..	..	..	..
Argentina	..	82	..	..	54	..	..	68	..	..	1.52	..

Source: UNESCO Institute for Statistics (<http://www.uis.unesco.org>), as at 11 May 2010.

Note: ISCED = International Standard Classification of Education.