



Convention on the Rights of the Child

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Committee on the Rights of the Child

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Item 4 of the provisional agenda

Consideration of reports of States parties

List of issues in relation to the fourth periodic report of the State of Eritrea

Addendum

Replies of the State of Eritrea to the list of issues*

[Date received: 23 April 2015]

Introduction

1. The State of Eritrea hereby submits its response to the request by the Committee on the Rights of the Child, sixty-ninth session, 18 May–5 June 2015, item 4 of the provisional agenda, consideration of reports of States parties, to submit updated information (10,700 words maximum) to supplement its fourth periodic report.

Part I

2. The State Party takes note of the Committee's request for the provision of detailed information on the resources allocated to the implementation of children's rights and to explain the measures taken to counter corruption in the State party (para. 1).

3. In this regard, the State Party does not have a separate fund allocated for the implementation of Children's rights. However, it would like to inform the Committee that substantial amounts of resources are allocated for the implementation of programmes and activities associated with the promotion of Children's rights through various sectoral/thematic areas, including health, education, protection, welfare and recovery, integration, recreation, sports and cultural activities. The following table on a few sectors is

* The present document is being issued without formal editing.



intended to illustrate the firm commitment of the Government of the State of Eritrea during 2012–2014, despite its meagre resources and economic difficulties.

Table 1
Financial resources (Nakfa) allocated towards children’s rights through various sectors during the recent three years (2012–2014)

<i>Year</i>	<i>Health services</i>	<i>Sports and leisure</i>	<i>Education</i>	<i>Welfare and protection</i>	<i>Information</i>
2012	381,578,542	13,110,468	619,082,630	113,237,552	121,335,000
2013	363,751,886	13,170,056	838,514,945	119,112,048	134,418,643
2014	466,927,416	15,401,734	888,364,981	121,298,215	123,018,576
Development					
2012-2014	241,820,000	N/A	107,630,000	6,773,820	N/A
External source					
2012-2014	2,222,764,424	N/A	325,966,310	128,664,970	N/A
Total	3,676,842,268	41,682,258	2,779,558,866	489,086,605	378,772,219

Source: Gathered from MOH, MOE, MOLHW, MOI and Sports Commission, 2015.

4. For a poor developing country like Eritrea, this level of resource allocation is high. Eritrea made this investment in spite of the unjust and illegal sanctions imposed on it by the United Nations Security Council.

5. The State Party refers to the Committee’s request on whether there is any intention to set up an independent body to receive and effectively address individual complaints by children (part I, para. 2). The Government is of the opinion that the existing legal institutions are competent enough to receive and effectively address individual complaints by children, and therefore it has no intention to create an independent body or structures that duplicate the judicial functions in place.

6. The Committee has asked for information on any measures taken towards explicitly incorporating the right of the child to have his or her best interests taken as a primary consideration into the legislative, executive and judicial branches of power, by inter alia, including reference to the best interests of the child in legislation regarding child custody, child protection, adoption and juvenile justice (part I, para. 3).

7. In Eritrea a person is regarded a minor prior to attaining the age of 18 years. As such, until such a person attains majority at 18 years, he/she is placed under a guardian for his/her personal care and under a tutor for his/hers pecuniary interests and administration of his/her property. He/she is protected not to be bound by the juridical acts he/she performs except in the cases provided by law. The law provides certain provisions which indicate that the interests of children are taken into consideration in determining issues affecting their rights and this is further elaborated on some of the issues such as custody, child protection, adoption and juvenile justice.

8. Concerning custody, the law states that the father and mother during their marriage are jointly guardians and tutors (custodians) of their minor children. In the event that a dispute arises on the issue of custody and maintenance, the law has provided a general provision which dictates that they shall be regulated having regard solely to the interest of the children (Transitional Civil Code Art. 681)b. Custody may be a duty, but sometimes, for different reasons, it may be regarded as a right by those who claim they deserve to have custody of a minor. In such cases, to determine who should have custody of a minor it is only the interest of the minor that has to be taken into consideration, not that of anybody

who claims custody over him/her. This principle appears in various provisions of the Transitional Civil Code of Eritrea.

9. When the father and the mother of a minor are not alive, there are a class of people in a determined order to whom the law appertains the function of guardian and tutor. When any relative of the minor by affinity or consanguinity applies to the court that the functions of the guardian and tutor be accorded to him/her and not to other persons who should perform such functions by virtue of law the court may allow or dismiss such application having regard solely to the interest of the minor (Transitional Civil Code Art. 211). A mother or father has the right to stipulate by will as to who should exercise the functions of guardian and tutor of his/her child and may impose restrictions and conditions (Transitional Civil Code Art. 207). The court may revoke or modify the restrictions or conditions when the interest of the minor so demands. This shows that the interest of the child is put even above the will of a father or mother.

10. On protection of the child, under the Transitional Civil Code of Eritrea, the interests of a child are protected even before the minor is born when his interest so demands. An unborn child is considered to be born, if his/her interest so requires, provided that he/she is born alive and viable (Transitional Civil Code Art. 2). This means that a child merely conceived has the right to claim certain rights. But they can be enforced on the condition that he is born alive and viable.

11. Before attaining majority a child is protected through different organs for his/her personal care and his/her pecuniary interests and the administration of his/her property. The provisions of the Transitional Civil Code of Eritrea Arts. 204-338 all provide the detailed rules on the protection of personal care and pecuniary interests of minors. The law treats in detail the powers and duties of the person vested with these powers and the rights of the child. The law clarifies who has the duty to exercise these functions and emphasizes the mandatory nature of these functions. It has put in place the mechanisms for enforcing the protection of the minor and the persons and institutions through which these functions can be exercised. The law goes to the extent of removing a parent from exercising the function of a guardian and a tutor when the interest of the minor requires it (Transitional Civil Code Arts. 230/233). When the functions of a guardian and a tutor are not exercised for the benefit of the minor any person who is a relative by consanguinity or affinity or the public prosecutor may apply to the court for discontinuance of the guardianship (Transitional Civil Code Art. 234/1). When the court removes a person as a guardian or tutor it proceeds with the appointment of a new guardian or tutor. In doing so it consults the family council of the minor and may even consult the minor when it thinks fit. In making its decision the court is not bound by the information it gets but solely by the interests of the minor (Transitional Civil Code Art. 235).

12. The minor is not bound by any juridical acts he/she performs but may be held liable extra-contractually to the extent that he/she has been unlawfully enriched from an act which was declared void because of minority (Transitional Civil Code Arts. 313/317). These being major examples, it is fair to conclude that under the Transitional Civil Code of Eritrea that the person and property of the minor are well protected.

13. Regarding adoption under the Transitional Civil Code of Eritrea the contract of adoption is irrevocable. Once entered into it, it may not be revoked for whatever reason. Hence it requires the approval of the court for its validity. In considering whether to approve a contract of adoption the court has to take into account the interest of the child only. Article 805 of the Transitional Civil Code of Eritrea clearly provides that adoption may not take place unless there are good reasons for it and it offers advantages for the child. Under the Transitional Civil Code of Eritrea adoption is strictly regulated to ascertain that it is done in order to ensure the interests of the minor, taking into account all the

circumstances of the case, excluding the interests of the adopting parents or the parents of origin.

14. Children, like any other Eritrean citizens, do enjoy rights to express that their opinions and their views are respected. Article 14 of the Transitional Civil Code guarantees the right of everyone to think and express his/her views or ideas. Article 304 of the Transitional Civil Code requires that a child be consulted in important matters concerning him/her if he/she is capable of discernment and is at least fifteen years old. With regard to approval of the adoption of a child, courts are duty-bound by the provisions of Article 804(2) of the Transitional Civil Code to hear the adopted child himself/herself if he/she is above ten years of age before making their decisions on the contracts of adoption. Therefore, the law gives reasonable chances to the child to be adopted to express his/her views over the undergoing plan for his/her adoption, and this is adhered to before the court finally approves the contract.

15. Article 275 of the Transitional Civil Code requires the personal consent of the child himself/herself for the acknowledgement of a child born out of wedlock. He/she may freely revoke such acknowledgement as long as he/she remains under the age of eighteen years and during the year following the cessation of his/her minority unless it was authorized by his guardian.

16. Pursuant to Article 1 of the Transitional Civil Code of Eritrea, a human person becomes a subject of rights starting from the moment of birth. As mentioned above, there are, however, exceptional situations where the law considers a merely conceived child as though he/she is born. Article 2 of the Transitional Civil Code protects the best interests of a child merely conceived, by considering him/her born where his/her interest so requires. This right is granted to a merely conceived child when his/her interest so demands on condition that he/she is born alive and viable. The best interest of a child begins to apply, therefore, before the birth of the child. In situations where a succession is opened from which the merely conceived child could have benefited if he/she were born, or when it is necessary to consider the merely conceived child as born for the sake of accepting a donation, the law could protect the best interests of the child. Unless it is to his/her best interest, he/she is not considered as a person until he/she is born.

17. Article 199 of the Transitional Civil Code provides that a child shall be placed under the authority of a guardian as regards the proper care of his/her person; and as regards matters concerning his/her pecuniary interests and the administration of his/her property he/she is to be represented by a tutor. This protection of the law imposed in favour of a minor is clearly intended to ensure that adults do not take advantage of the minor's immaturity. The best interests of the child are, therefore, protected by putting in place the organs of guardianship and tutorship. Where third parties enter into a contract with a child and payments are made, such payments are considered null and the child is not bound to make any repayment where he/she has not benefitted (Article 316 of the Transitional Civil Code).

18. The interests of the child prevail over the testamentary statements of his parents where his/her interests so require. In this regard, the provisions of Article 209 of the Transitional Civil Code can be cited to the extent that it empowers the court to revoke or modify restrictions or conditions imposed by the surviving parent on the powers of the guardian or tutor of the child where the interests of the child so require.

19. Where a guardian or tutor is to be appointed by the court to protect the interests of a child, Article 211 of the Transitional Civil Code requires the court to decide the matter having regard solely to the interests of the child.

20. Where the court has to appoint or remove a person as guardian or tutor of a child, Article 235 of the Transitional Civil Code requires that it has to decide having regard solely to the interests of such a child.
21. In cases of divorce, the family arbitrators are required to decide custody and maintenance of children born of the marriage having regard solely to the best interests of such children pursuant to the provisions of Article 681 of the Transitional Civil Code.
22. Pursuant to the provisions of Article 805 of the Transitional Civil Code, adoption is required to give advantage to the adopted child for it to take place. In order to ensure that the contract of adoption is entered into in the best interests of the child, a contract of adoption is required to be approved by the court, if it is to have legal effect. In furtherance of ensuring that the best interests of the child are given paramount regard, the legislator specifically requires the court to hear the adopted child himself/herself before making its decision where the child is over ten years of age (Article 804(2) of the Transitional Civil Code). This requirement is clearly put to ensure the best interests of the child.
23. Regarding the principle of the Best Interest of the child in the context of the administration of juvenile justice, Eritrea believes that the aim of the administration of justice should be corrective rather than punitive. Thus the administration of juvenile justice is guided by the spirit and motive to rehabilitate the children in conflict with the law and protect their interests. The provisions for the adequate and competent representation of the child, including appointing a lawyer by the court for a child is intended to serve the best interests of the child.
24. With reference to the Committee's request for detailed information on the measures taken to prevent and combat stigmatization and discrimination of children, in particular of girls, children from nomadic communities, children from ethnic minorities, children with disabilities, children affected by HIV/AIDS, tuberculosis or noma, and Lesbian, Gay, Bisexual, Transsexual (LGBT) children (part I, para. 4) the Government of the State of Eritrea has upheld these principles ever since the armed struggle for liberation. It had fought to eliminate any form of discrimination based on ethnicity, race, religion, sex, or any other differences in the society. To a large extent, it had succeeded to bring together the various segments of the population into the fold of the armed struggle to fight together in unity, for the same national programme, namely that of liberating the people not only from foreign occupation, but also from all forms of domestic prejudices and discrimination. The principle and practice of unity in diversity is a unique hallmark of the achievements of the Government of the State of Eritrea.
25. The principle of non-discrimination among adults and children is enshrined in the Constitution, various policies of government institutions and the Transitional Civil Code and Transitional Penal Code of the country. The programmes on the control of HIV/AIDS and other communicable diseases stress the elimination of prejudice and discrimination as a core principle and extensive campaigns to raise awareness have been conducted and still continue. Impressive changes have been achieved in this regard.
26. The campaign against stigmatization and discrimination of girls has been going on for the last 30–40 years at different levels of the Eritrean society and among the various social groups. Various studies were undertaken to identify the underlying causes of girls' discrimination. The campaign has been carried out mainly by the National Union of Eritrean Women (NUEW), National Union of Eritrean Youth and Students (NUEYS), National Confederation of Eritrean Workers (NCEW), People's Front for Democracy and Justice (PFDJ), Ministry of Education (MOE), Local governments and the various faith-based organizations.
27. In schools gender awareness is incorporated in the curriculum. For example, in a grade five Tigrigna grammar text book chapter five discusses gender and work under the

title “children and work”. The chapter tries to explain that there is no work that is particularly assigned for girls or boys.

28. The MOE addresses any stigmatization or discrimination which nomadic children might encounter in accessing education by running nomadic schools. In 2013 there were 67 nomadic schools that enrolled about 7,200 children. The schools and different civil society organizations have been working hard to convince parents and the other members of the communities to let the children stay in school and to build their confidence.

29. The Eritrean National Association of the Blind (ERNAB), The National Association of the Deaf (ERNAD), Eritrean National War Disabled Veterans Association (ENWDVA), the Association for persons with Autism and Down’s Syndrome and the other civil society organizations have been encouraging parents with disabled children to send their children to school. The associations have also been working among the general public to accept and cooperate with children with disabilities. In schools children are encouraged to accept disabled children and to help them when in need. On the other side disabled children were encouraged to integrate with the other children.

30. In addition, the Sports Commission of Eritrea sponsors various sports activities among the children with disabilities. The blind have sports teams in rope racing and goal ball, the deaf play football and children with Autism and Down’s Syndrome play volleyball. This is watched by normal children and encourages the disabled children to socialize and it reduces stigmatization and isolation.

31. The National Bdho Association (NBA), the Association for People Living with HIV and AIDS (PLWHA) and other civil society organizations have conducted concerted campaigns to educate the public at different levels and among the various social segments to fight stigma and discrimination against people infected or affected by HIV/AIDS. In schools HIV and AIDS is integrated through the Life Skills Education. Various Information Communication and Education (IEC) materials are also distributed among girls, boys, women and men as part of the awareness campaign.

32. LGBT is not an issue as the practice is unknown among Eritrean children. Thus there was no need to campaign against discrimination of LGBT.

33. The State party refers to the Committee’s request for details on the requirement for children in the final year of schooling to attend military training camps to complete high school education. The Committee also alleges that there are “reports about forced conscription of children into the military service, and that a number of under-18s are currently serving in the Eritrean Defence Force, as well as about the frequent practice of Giffa and requests the State Party on that report (part 1, para. 5).

34. With reference to the Committee’s statement (para. 5) the State party denies issuing such reports in the fourth periodic report on which the Committee listed issues and comments for consideration. If the Committee is referring to reports outsourced elsewhere, the State Party demands that the Committee refrain from delving into unofficial and hostile sources rather than the official documents it claimed to have considered in its sixty-ninth session. Therefore, the State Party rejects the allegations the Committee has made against the State party which in an offensive language was crushed outside the United Nations norm.

35. On the issue of the final year of high school: students who successfully complete their 11th grade in their respective villages, towns and cities, are required to attend the Warsay Yikealo Secondary School in Sawa in order to complete their secondary education and sit for university (college) entrance exams. The Warsay Yikalo Sawa High School constitutes part and parcel of the high school educational program of the Ministry of

Education and is totally administered and run by the Ministry of Education Warsay Yikealo Branch.

36. The motive for the establishment of the Warsay Yikealo Secondary School is to bring together all secondary school completing students who have had varying educational and social exposures and have come from diverse ethnic, geographic and cultural backgrounds to one centre where they exchange different experiences and thus strengthen their unity in diversity. It has also the advantage of giving them the same final preparatory plain field to compete fairly in the School Leaving Exam and thus to make up for the unequal environments they have had in the schools where they had attended up to grade 11. It must also be noted that the other secondary schools in the country do not have adequate classroom space to accommodate all of these students.

37. The State Party wishes to explain that Sawa is no more a military camp as when it also used to be a training centre for National Service recruits. It has long been converted into a learning institution for academic education and vocational training.

38. At the outset, the Government of the State of Eritrea is deeply concerned with questions and expressions that are defamatory and do not go hand in glove with United Nations language. Phrases such as Giffa, shoot to kill policy and forced conscription are defamatory and the Committee should not indulge in such defamatory phrases collected from anti-Eritrea elements. It is central to note that the army in Eritrea is highly disciplined. As in any other country, any member of the army is subject to certain disciplinary behaviour and disposition and anyone who deserts or is unwilling to go back to his unit is obliged to do so and this is essential to any army not only to the army in Eritrea.

39. The State Party also wishes to declare that its military conscription is in compliance with the laws of the country where it is clearly stated that eligibility for military conscription and National Service recruitment demands the fulfilment of at least 18 years of age.

40. Reference is made to the statement of the Committee (part I, para 6) where it requests the former to comment on the reported shooting of 13 children at the border in September 2014 and as well asks it to indicate what measures are taken to discontinue the current "shoot to kill" policy. It further invites comments on reports "according to which children captured whilst trying to flee the country are held without charge or trial, are subjected to torture, including sexual abuse, are sometimes given extra-judicial prison sentences and taken to military training camps".

41. The preceding paragraph is also an extension of the defamation campaign against the State Party. The Committee makes the imprudent allegation that there is currently a "shoot to kill policy" in Eritrea. The remaining statements whereby the Committee asserts that there are "reports of shooting 13 children at the border in September 2014, as well as children captured whilst trying to flee the country are held without charge or trial, are subjected to torture, including sexual abuse, are sometimes given extra judicial prison sentences and taken to military training camps". The State party categorically denies the existence of the stated practices.

42. There is no "shoot to kill policy" in Eritrea; this is simply defamation and has been addressed in relation to paragraph 5 by way of general comment. No child is tortured and subjected to sexual abuse and other harassments. There is a high degree of accountability in such occurrences. There is a Military Court within the Special Court to adjudicate military offences. Accordingly, unlike what has been termed as "shoot to kill policy", a number of individuals were held accountable for failing to observe the rules of effecting arrest and other military laws and are serving their prison terms.

43. The strongly bonded Eritrean society and its societal values do not allow perpetrators to go unpunished and even in the general society, crimes related to sexual abuse are very rare and severely punishable if proved. There are some cases where some soldiers were punished for up to 15 years of imprisonment for rape. The main objective of the National Union of Eritrean Women is safeguarding the interests of fellow Eritrean women and it is continuously engaged in awareness raising and assisting victims in bringing perpetrators to justice, if any.

44. With reference to the Committee's statement (part I, para. 7) the allegation "children are abducted by the military and with the help of the State party's border surveillance smuggled", is a total misrepresentation of facts and unfounded. Indeed, the Government of the State of Eritrea has brought many perpetrators to justice and has recently acceded to the Convention against Transnational Organized Crime" and its Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children (Palermo Protocol). There are also regional and international attempts and coordination to curb such heinous crime. In fact, Eritrea is the victim and not the culprit. The networks of human trafficking and smuggling in persons are highly organized and their syndicates are clandestine. The main motive is to lure the educated and youth to incapacitate the Government. The Government has acceded to the Convention and its Protocol with a firm belief to work with partner governments and the United Nations Office on Drugs and Crime to prevent this phenomenon.

45. The State party refers to part I, paragraph 8, where the Committee asks for information on any measures taken to ensure that children's views are given due consideration in all questions concerning them, and for further detailed information on the statement in paragraph 127 of the State party's fourth periodic report that "Eritrean children who come from different ethnic groups have opportunities to air their views and opinions in situations where these are heard and respected".

46. Children, like any other Eritrean citizens, do enjoy rights to express that their opinions and to have their views respected. Article 14 of the Transitional Civil Code guarantees the right of everyone to think and express his/her views or ideas. Article 304 of the Transitional Civil Code requires that a child be consulted in important matters concerning him/her if he/she is capable of discernment and is at least fifteen years old. With regard to approval of the adoption of a child, courts are duty-bound by the provisions of Article 804(2) of the Transitional Civil Code to hear the adopted child himself/herself if he/she is above ten years of age before making their decisions on the contracts of adoption. Therefore, the law gives reasonable chances to the child to be adopted to express his/her view over the undergoing plan for his/her adoption, and this is strictly adhered to by court before it approves the contract.

47. Article 275 of the Transitional Civil Code requires the personal consent of the child himself/herself for acknowledgement of a child born out of wedlock. He/she may freely revoke such acknowledgement as long as he/she remains under the age of eighteen years and during the year following the cessation of his/her minority unless it was authorized by his guardian.

48. Through the Parents, Teachers and Students Association, children have the opportunity to express their views on matters that affect their schools, discipline, and general school management.

49. Concerning paragraph 127 of the fourth periodic report, it should be read that the various ethnic groups have different customary laws and traditions in respecting the views of the child in matters concerning him/her, including in situations of divorce, marriages, etc. Some of the ethnic societies are liberal in their interaction with children where they

allow children to participate in discussions with adults, while others are conservative and do not include children in discussions of family or community matters.

50. The State party refers to the Committee' request (part I, para. 9) for information on the steps taken to re-initiate the birth registration system, as well as on the availability of mobile registration units, especially in rural and remote areas, placing particular focus on access by nomadic communities, internally displaced persons and persons living in refugee camps.

51. Birth registration in urban areas has been re-instated and the new born is directly registered within 90 days of his/her birth with the municipal registration offices by presenting a certificate of immunization card, (baptism certificate for Christians) and municipality registration number given by local administration. In rural areas registrations are done with the religious institutions and recently local administrations have, albeit incomplete, started registering. Nothing has been done with respect to nomadic communities and internally displaced persons living in refugee camps. Birth registration of the Somali refugees in the Umkulu camp is done by the health facility, Office of Refugee Affairs (ORA) and UNHCR. There are no mobile registration units in the country.

52. With regard to the Committee's query (part I, para. 10) on corporal punishment, the Committee asked on any progress made towards abolishing the "right of correction or discipline" and the "right to administer lawful and reasonable chastisement". It also asked for any awareness-raising efforts on alternative measures targeting families.

53. No recent revision of the Civil and Criminal codes has been made and, therefore, there was no progress made towards formally abolishing the text on the "right of correction or discipline and the right to administer lawful and reasonable chastisement". But the practice of corporal punishment is virtually non-existent.

54. Awareness raising campaigns have been conducted alongside with the promotion of the provisions of the Convention. On occasions of international Children's Day in December families and the society at large have been given messages on the wrongness of corporal punishment.

55. The MoE has published a training manual on avoiding corporal punishment in Eritrean schools. This manual was published in February, 2010. The manual states that corporal punishment violates human rights, physical integrity and human dignity. Moreover, it reiterates the Committee's calls on State Parties to take appropriate measures to ensure the protection of children from all forms of violence, injury, abuse and neglect. It stipulates that school discipline be administered in a manner consistent with the dignity of the child and children's right to the best possible health care. As stated in the manual, the main purpose is to empower school teachers and other staff with relevant knowledge and skills to manage and discipline their classes and their schools at large without the use of physical violence. The MoE has subsequently been providing extensive training on creating awareness among teachers on avoiding corporal punishment in schools.

56. The MOE has been educating parents and the community at large to stop corporal punishment. Awareness raising campaigns have been going on through the Parent Teacher and Student Association (PTSA) of every school in the country. The PTSAs raise the issue of corporal punishment in monthly meetings called by community administrators. School directors sensitize parents and other community members on the opening and closing day of their specific schools, on school days and during festivals. The various civil society organizations in the country are also involved in the anti-corporal punishment endeavour.

57. Concerning steps the Committee asked for information on any step taken to criminalize marital rape, and the measures taken, if any, to eliminate gender-based

violence, as well as the number of shelters, including in remote and rural areas, that women and children who are subjected to violence can have access to (part I, para. 11).

58. As a male dominated patriarchal society the existence of marital rape is obvious. However, women are not empowered enough to bring such crimes that are committed in their private sphere of their lives into the surface. None of the Eritrean courts have dealt with such issues to date and no research has been conducted to probe on the prevalence and severity of the problem.

59. There are no formal shelters in urban or rural areas to host victims of gender based violence. In the event of such family based violence, the aggrieved party seeks shelter in relatives' or friends' homes, rather than in institutional shelters. The extended family system gives victims the necessary protection in such situations.

60. In part I, paragraph 12, the Committee requested for further detailed information on the measures taken to strengthen the implementation of Proclamation No. 158/2007 banning Female Genital Mutilation (FGM), mentioned in paragraph 211 of the State party report, including a National Plan of Action or increased information campaigns. It also requested elaboration on the measures taken towards ensuring re-training and alternative sources of income for FGM practitioners.

61. The struggle to combat the practice of Female Genital Mutilation (FGM) dates back to the 1980s. Since then various assessments to find out the prevalence and understand the reason for practicing it, the hazards that result from practicing it, etc. have been conducted. Intensive anti-FGM campaigns and advocacy work that triggered the criminalization of the act through Proclamation 158/2007 were going on throughout the country. After the practice was officially criminalized, several anti-FGM committees have been formed at various levels of the administrative structures. At national level the members of the committee include the Ministry of Health (MOH), Ministry of Labour and Human Welfare (MOLHW), Ministry of Information (MOI), Ministry of Education (MOE), National Union of Eritrean Women (NUEW) and the various civil society and faith-based organizations.

62. At the regional level the committee is composed of the MOH, MOE, MOI, MOLHW, NUEW and civil society organizations including faith based organizations. At the sub-regional level the committee includes the representative of MOH, MOE, Local Government and civil society organizations. At the community level the committee is made up of the village administrator, the MOH representative in places where there are health facilities and school directors, where there are schools, and civil society organizations.

63. The committee's main aim is to popularize Proclamation No. 158/2007, which bans FGM and to create awareness among the population. The work of the committees is continuing to date. The law-enforcement bodies conduct surveillance, in collaboration with the community members and bring any one violating the proclamation to justice. Several offenders who conducted or collaborated in the practice of FGM were fined with money and imprisonment sentences.

64. The Committee requested (part I, para. 13) information on the measures taken for the implementation of Proclamation No. 1/1991 prohibiting child marriage under the age of 18 years and citing reference to paragraph 208 of the State party's report sought clarification on whether there is any intention to abolish the legal exception of 14 years for girls and 16 years for boys to the minimum age of marriage. The State party affirms that it has never accepted child marriage. Paragraph 208 of the State party's fourth periodic report was trying to indicate that traditional practices of under 18 years aged marriages have persisted especially in rural areas, and no sufficient deterrent measures have been taken against them. EPHS 2010 found out that 13% of women 20-24 years old married at the age of 15 years and 41% married at the age of 18 years. The corresponding rate for men's first marriage at 15 and 18 years of age are respectively 1% and 3%.

65. Regarding the Committee's question (para. 14) on the safeguards currently in place to avoid the sale of children through illegal adoptions and of any steps taken towards ratification of the Hague Convention on the Protection of Children and Co-operation in Respect of Inter-country Adoption.

66. So far adoption of orphans in Eritrea is limited to Eritrean citizens as the best option. There is no case of adoption granted to foreigners. The rationale is that adoption serves the best interest of the child if he/she grows within one's own culture. In every village there are community based rehabilitation volunteers and in every sub zonal administration there are child wellbeing committees who are fully committed to enhance the implementation of the Convention and monitor and redress any wrong doing against children inside their communities. Their sole aim of ensuring the safety and wellbeing of children. Thus the sale of children through adoption is not at all a threat.

67. Reference is made to part I, paragraph 15, where the Committee asks for information on the measures taken to include children with disabilities into all sectors of society, including the school environment, and to undertake long-term awareness-raising programmes in order to combat negative social attitudes against children with disabilities.

68. Efforts have been made to include disabled children in the schools through the enrolment in Special Schools of the deaf and the blind. The Ministry of Education has developed a strategy to integrate children in regular schools. The associations for various disabled persons carry out advocacy campaigns against the discrimination of persons with disabilities. Aside from the long-standing association for the disabled persons, a recent association for people with autism and Down's syndrome has been established which in turn has opened several schools in different towns have started to enrol and pay special attention to such children.

69. The State party refers to part I, paragraph 16, and in order to reduce the high maternal and neonatal mortality and the number of children suffering from stunted growth it has developed a National Policy on Infant and Young Child Feeding (July 2013), Early Childhood Care and Education (April 2010) and a National Strategic Plan of Action for Nutrition (2012–2016). Efforts are going on to expand the mother and child health service giving facilities and paediatric service giving facilities and develop human resources required to deal with the issues.

70. With reference to the Committee's request on measures to tackle Noma (part I, para. 17) the case is not known in Eritrea and therefore, the State party had no reason to ask partners such as the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF) for help and support to combat the disease.

71. Regarding the Committee's question (part I, para. 18) on efforts made to combat poverty, including close collaboration with external partners such as UNICEF or WHO, the State party believes that poverty can be tackled primarily through local development initiatives.

72. The Government has been taking several initiatives including the preparation of the Poverty Reduction Strategy Paper (2004) and undertaking multi-pronged development actions in agriculture, fisheries, industries, human resources and infrastructure. The government has also drafted five years National Indicative Development Plan 2014–2018 (NIDP). For the poor communities there have been several micro-credit programmes providing assistance. The Development and Investment Bank also supports investment and development initiatives by individuals. In addition, the State party is working in close cooperation with the United Nations system in Eritrea under the Strategic Partnership and Cooperation Framework (SPCF) 20113–2016.

73. Regarding the Committee's question (part I, para. 19) on the measures taken to increase the number of children currently attending school and to improve access to school by children from nomadic communities, in particular regarding the provision of sufficient learning materials, qualified teachers as well as safe drinking water and sanitation. Please also provide information on the outcome of the measures taken to increase girls' school attendance and achievement, mentioned in paragraph 341 of the State party report, and indicate the number of girls who have benefitted from these measures. Please also indicate any efforts made towards providing all schools with gender-sensitive sanitation facilities to prevent girls from missing school when they menstruate.

74. The Education Sector strategic priorities aim at equitable access by focusing on the basic education of children from disadvantaged communities. Four zobas namely, Anseba, Gash Barka, Northern Red Sea and Southern Red Sea have been identified as the areas at disadvantage. The overall objective of the proposed programme is to contribute to the equitable access, quality education and capacity development in the Ministry of Education, as well as to assist the realisation of EFA goals as well as Millennium Development Goal 2 and Millennium Development Goal 3 by 2015.

75. The specific objectives aim at creating access to 45,900 children by 2015. Children targeted in this program will include both genders from nomadic communities, children who are out of school due to various factors, and children with special educational needs. The action has three components namely:

A. Equitable access

76. (a) Increase equitable access to basic education by enrolling at least 40,000 out-of-school children in disadvantaged communities. This will be achieved by:

- Conducting initial training of teachers and facilitators from minority groups after completing Grade 10 to undergo teacher education and training for deployment to their respective communities as teachers. These will comprise 700 elementary and 100 ECD teachers, 50 SNE teachers, 120 CEE facilitators and 750 adult literacy trainers.

77. (b) Provide and/or improve learning spaces by constructing:

- 520 low cost semi-permanent classrooms for school age children and CEE centres; and 8 additional SNE classrooms in 4 existing elementary schools in the four zobas;
- Equip 25 existing resource centres to assist children with disabilities;
- Expand the Keren school for the deaf with 2 new classrooms and dormitory facilities;
- Construct 100 additional classrooms for ECD in 25 existing elementary schools to enrol 5,000 preschool children;
- Construct a boarding school for middle and secondary level students for the Bidawiyet communities in the Kerkebet sub-zoba, in one of the most remote rural areas of the country.

78. (c) Provide teaching-learning resources to the new schools and CEE centres:

- Supply learning and school materials;
- Procure and distribute chalkboards, desks, cupboards, etc.;

- Procure SNE facilities for the 3 existing SN schools as well as the 8 new classrooms in elementary schools for the deaf and the blind and the 25 disability friendly resource rooms to cater for 480 children with other types of disabilities;
- Procure 1,200 essential school health kits for first aid, eye charts, height measurement poles and scales for weight measurement;
- Revise, print and distribute adult literacy materials for 30,000 adult learners and consolidate community reading rooms and reading corners;
- Sensitize communities to encourage school enrolment by involving all stakeholders and employing various strategies.

B. Improved quality education

79. (a) Improving quality of teaching – learning, through:
- Equipping teachers with additional skills and targeting the distribution of curricula resources for elementary, middle school and adult literacy.
80. (b) Curriculum, support system and literacy and post literacy programs:
- Enhancing mother tongue education;
 - Introducing formative changes in existing textbooks as a result of evaluation studies;
 - Preparation, printing and familiarization of textbooks and teachers guides for the formal and non-formal sub-sectors;
 - Reprinting of textbooks;
 - Strengthening and consolidating the school support system for schools (science kits for 200 middle schools, enhance school libraries, support the proper functioning of science laboratories in secondary schools) and CEE centres;
 - Enhance ECD by disseminating relevant tools, including ELDS, guidelines, procurement of materials, etc.;
 - Provide solar powered ICT resources for rural disadvantaged schools;
 - School based mentoring and coaching of teachers in appropriate pedagogy for difficult contexts;
 - Train school health focal personnel in first aid, child friendly services, monitoring growth and referral to health-care facilities;
 - In-service training to upgrade existing teachers in three summer sessions of two months duration each; thus upgrade 200 female teachers to the diploma level;
 - Train science teachers in schools that receive science kits;
 - Training in ICT for school directors, teachers and schools that receive IT equipment, ICT master trainers;
 - Refresher courses to strengthen the skills of teachers (in Multi-grade teaching, SNE and inclusive education, gender sensitive pedagogy, etc.)

C. Capacity building

81. (a) Improve the management and monitoring capacity of the Ministry and middle and lower level education authorities by training the staff and by enhancing EMIS:

- Monitor and follow up EMIS data collection process at zoba and sub-zoba levels and provide technical support;
 - Training national, zoba & sub-zoba staff in monitoring and follow-up, for EMIS;
 - Conduct regular training for school directors in school mgt, finance and EMIS;
 - Training existing zoba and sub-zoba staff in educational planning, financing and management;
 - Training national and zoba staff in educational research methodology.
82. (b) Disseminate Policies:
- Finalize, print and disseminate the National Education Policy, School Health Policy, SNE Policy, and other Guidelines, Standards and Regulations of the Ministry.
83. (c) Conduct targeted research and studies to:
- Update institutional knowledge base;
 - Disseminate findings and recommendations of curriculum impact study and the study of the effectiveness of Mother Tongue Education
 - Conduct Monitoring of Learning Achievement (MLA III)
 - Strengthening and expanding the reach of LAPG
 - Tracer study of CEE graduates who joined formal education
84. The reference in paragraph 341 of the fourth periodic report to gender sensitive sanitation facilities indicates to the separate toilets for female students and staff, as well as male students and staff members were part of the efforts being undertaken by the MOE to enhance the participation of females in education. The absence of such facilities in the schools discouraged girls from going to school.
85. With reference to the question (part I, para. 20), the Committee mentioned “reports” whose sources are not disclosed on students not allowed to sit for their school leaving exams or receive the school leaving certificates are denied access to further education for refusing to participate in military training. The State party declines to comment on defamatory and unfounded statements such as this.
86. The State party refers to part I, paragraph 21, of the Committee’s statement on the situation of street children and reports indicating several cases of street children being rounded up and imprisoned and beaten by police. Here again the statement is untrue. However, it has to be mentioned that there is a programme to assist street children to become reunited with their families through the provision of economic support, training in vocational skills.
87. Concerning the Committee’s request for information (part I, para. 22) on measures taken to prevent and combat child labour, the fourth periodic report of the State party has already given (para. 377) the legal measures taken in the Labour Proclamation No. 118/2001. In addition, the Ministry of Labour and Human Welfare has a labour inspection unit which visits enterprises and tries to ensure that the provisions of the Labour Proclamation are being observed. The Maetot (Committee’s “mahtot”) probably refers to the summer work campaigns organized by the Ministry of Education for secondary school students. This activity is not child labour as there is no employment involved. It is simply a socializing and coaching activity in order to prepare and familiarize them with the world of work.
88. The State party refers to the Committee’s request (part I, para. 23) for information on measures taken, if any, towards establishing a specialized juvenile justice system or

courts for children. Although the justice system in Eritrea pays special attention to the interests of children yet there is no specialized system of courts for children. But within the existing system children are given due and special consideration.

89. Under the Transitional Penal Code of Eritrea (Art. 52) children under the age of 12 are not criminally responsible for their acts. When such children commit a crime appropriate measures are taken by the family, school or guardianship authority. Children aged of 12–15 are considered under the Transitional Penal Code of the State of Eritrea as young offenders but are not subject to the same punishment as adult offenders and they are not kept in custody with other adult offenders. In assessing its sentence the court strives to ensure the best possible treatment of the child (Transitional Penal Code Art. 53/34).

90. Procedurally they are not subject to the ordinary process of investigation and conviction as adult offenders. Art 171-180 of the Transitional Penal Code provides special procedures for young offenders. Whenever a young offender is suspected of or caught while committing a crime, the law orders that he/she be directly taken to the nearest court by the police, the public prosecutor, guardian, parent or the complainant. Except in the case of specific grave crimes, where the court orders the public prosecutor to frame a charge, no charge is framed against the young offender. The court hears the case in chambers where no one is present except the witness and the punishment prescribed for young offenders is different from that for the adults. The punishments the court may order are admission to a curative institution (Transitional Penal Code Art. 162), supervised education (Transitional Penal Code Art. 163), reprimand or censure (Transitional Penal Code Art. 164), school or home arrest (Transitional Penal Code Art. 165), admission to a corrective institution (Transitional Penal Code Art. 166). They are enforced with a view to rehabilitating the young offender and may continue until he/she attains the age of 18.

91. So in Eritrea the justice is a special one which takes into consideration the special interests of young offenders.

Part II

In this section the Committee invited the State party to briefly (three pages maximum) update the information presented in its report with regard to:

New bills or laws, and their respective regulations:

92. Recently Eritrea has introduced:

- Proclamation No. 175/2014: The Anti-Money Laundering and Combating Financing of Terrorism Proclamation.

New institutions (and their mandates) or institutional reforms

93. The National Association of Intellectual/Developmental Disability of Eritrea has the following mandate:

- Conduct community awareness raising campaigns;
- Increase participation of individuals, families and communities to build development with the principle of self-reliance;
- Safeguarding and advocating for the rights of individuals and families coping (living) with Intellectual/Developmental Disability as well as striving to ensure delivery of services compatible with their conditions;

- Endeavouring to ensure a better quality of life and opportunities for Eritrean individuals and families coping (striving to cope with the ever-present challenges of living) with Intellectual/Developmental Disability;
- Give public services related to their problems to children living with Intellectual/Developmental disability;
- Develop skill and capability of the members of the association.

Recently introduced policies, programmes and action plans and their scope and financing

94. The following have been introduced:

- National Policy on Infant and Young Child Nutrition, July 2013;
- Health Sector Strategic Development Plan, 2012-2016. The total budget is ERN 5.3 billion and USD, 269.7 million which is equivalent to ERN 4.045 billion;
- The Comprehensive National Disability Policy in Eritrea. Theme: sharing equal opportunity. December 2014, Asmara, Eritrea;
- National Gender Action Plan (NGAP): 2015-2019 by the National Union of Eritrean Women (NUEW);
- National Policy on Children. 2014;
- Eritrea National Strategic Plan on HIV/AIDS/STIs (ENASP 2008–2012).

Objective

95. The NGAP aims to promote equal opportunities for all females and males and increase the capabilities of women, men, girls and boys of all backgrounds in order to allow them to participate in having access to and control over resources that would enable them to contribute in building a sustainable, supportive and appropriate economic, legal, social and political system.

Recent ratifications of human rights instruments

96. The Government of the State of Eritrea has acceded to:

- Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment. September 2014;
- Convention against Transnational Organized Crime. September 2014;
- Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children (known as the Palermo Protocol), supplementing the United Nations Convention against Transnational Organized Crime. September 2014;
- African Union Convention Governing the Specific Aspects of Refugee Problems in Africa. 25 April 2012;
- Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa. 25 April 2012;
- African Union Convention on Preventing and Combating Corruption. 25 April 2012;
- African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa (Kampala Convention). 25 April 2012.

Part III

Data, statistics and other information, if available

97. Regarding the consolidated budget information (para. 24) for the last three years on budget lines regarding children and social sectors, by indicating the percentage of each budget line in terms of the total national budget and gross national product and geographic allocation.

98. Such data is not readily available.

99. With reference to paragraph 25 of the Committee's request to provide updated (disaggregated by age, sex, ethnic origin, national origin, geographic location, and socio-economic status) statistical data on the following:

(a) Children in military camps

100. There are no children in military camps.

(b) Child recruitment into the national forces

101. There are no children recruited in the national forces. The minimum recruitment age is 18 years.

(c) Children being killed or captured while trying to escape the State party

102. There are no children that were killed or captured while trying to escape the country.

(d) Child marriage

103. Although it is known that child marriage is practiced in the remote areas of the country, its magnitude is not known as no research has been conducted. According to the EPHS 2010 the median age at first marriage for women in age group 45–49 is 17 years, which is increasing slightly with the subsequent lower age groups to the level of 19 years for women in age group 20–24; indicating that the younger generations are getting married later.

104. According to the same survey marriage in Eritrea occurs relatively earlier for women. Among women age 25–49, 20 percent were married by age 15, 49 percent were married by age 18, and 64 percent were married by age 20. The median age at first marriage among women age 25–49 (18 years) has remained the same in the last eight years. Accompanying the overall trend to later marriage is an especially marked decline in the proportion of women marrying at very young ages.

105. The proportion of women married at the age of 15 has apparently declined; it is 27 percent among women age 45–49 compared to only six percent among women aged 15–19, indicating a shift towards later marriage. Among men aged 30–49, the percentages married at the ages of 15 and 18 were one and three percent, respectively (EPHS 2010).

(e) Female genital mutilation

Table 2
Prevalence of FGM by age

Age	% of women circumcised
15–19	68.8

<i>Age</i>	<i>% of women circumcised</i>
20–24	79.1
25–29	84.9
30–34	88.4
35–39	90.4
40–44	93
45–49	93.1

Source: EPHS, 2010.

106. As can be observed from the table above the prevalence of Female Genital Mutilation (FGM) is lower among the young than among the older ones. The prevalence among women in the age bracket of 45–49 is 93.1. Whereas, the prevalence of FGM among those who are within the age range of 15–19 is 68.8. The prevalence of FGM since the legal abolition of the practice is by now believed to have drastically decreased. A lot of positive attitudinal and behavior change has been achieved against the practice of FGM and according to EPHS 2010 nearly four-fifths (77 percent) of Eritrean women and 82 percent of men believe that there is no benefit in female circumcision. The progress on the reduction of Female Genital Mutilation is more vivid for the younger generation which is only 33 and 12 per cents for under fifteen and five years of old respectively.

(f) Children hurt or killed by encountering unexploded devices and the number of children sensitized on this topic

Table 3
Children hurt or killed by landmines and unexploded ordinances 2006–2012

<i>Year</i>	<i>Females</i>		<i>Males</i>		<i>Injured</i>	<i>Killed</i>	<i>Total</i>
	<i>Age in years</i>		<i>Age in year</i>				
	<i><18</i>	<i>>18</i>	<i><18</i>	<i>>18</i>			
2006	2	4	9	19	25	9	34
2007	16	8	28	18	53	17	70
2008	6	7	21	30	42	22	64
2009	0	6	9	23	30	8	38
2010	3	7	11	21	37	5	42
2011	1	4	1	15	19	2	21
2012	0	6	7	19	25	7	32

Source: Eritrean Demining Authority, 2015.

107. Data on children sensitized on the topic is not available. However, it should be noted that mine safety actions and education are regularly provided by the Eritrean Demining Authority to children and adults residing in mine risky areas.

Children deprived of family environment

(a) Children separated from their parents

108. There was no recent study and therefore there is no recent data available.

(b) Children separated from their parents because of their parents' forced conscription into military service

109. There are no such recorded incidents. Military conscription or assignment to any other occupation or duty of parents per se does not cause separation of children from their parents. It is hard to assume that a certain profession or occupation is a cause of separation for children from parents.

(c) Children living in child-headed households

Table 4

Children deprived of family environment living in child-headed households

Age	2008			2009			2010		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
10-14	89	80	169	14	20	34	12	16	28
15-17	43	48	91	20	29	49	16	23	39

Source: Ministry of Labour and Human Welfare, 2010.

(d) Orphans placed in institutions (orphanages)

Table 5

Orphans placed in orphanages/institutions

Age	2011			2012			2013		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
0-4	13	6	19	13	10	23	22	17	39
5-9	30	33	63	54	60	114	56	53	109
10-14	77	69	146	44	52	96	37	49	86
15-17	27	39	66	67	491	116	47	60	107
Total	147	147	294	178	171	349	162	179	341

Source: Ministry of Labour and Human Welfare, 2013.

(e) Orphans placed with foster families

Table 6

Orphans placed with foster parents

Age	2011			2012			2013		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
0-4	106	131	237	25	29	54	104	102	206
5-9	290	348	638	99	94	193	250	249	499
10-14	508	384	892	130	104	234	309	264	573
15-17	359	275	634	60	43	103	140	112	252
Total	1,263	1,138	2,401	314	270	584	803	727	1,530

Source: Ministry of Labour and Human Welfare, 2013.

(f) Orphans adopted domestically or through inter-country adoptions

Table 7
Orphans adopted

Age	2011			2012			2013		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
< 1 year					4	4	2	1	3
1-4	2	4	6	2	3	5	1	4	5
5-9				1	3	4	1	1	2
10-14					1	1			
Total	2	4	6	3	11	14	4	6	10

Source: Ministry of Labour and Human Welfare, 2013.

Children with disabilities**(a) Children with disabilities living with their families**

Table 8
Children with disabilities living with their parents

Age	2005			2006			2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
0-4	404	242	646	317	150	467	228	157	385
5-9	4,455	2,803	7,258	4,604	3,069	7,673	4,585	3,241	7,826
10-14	5,921	3,449	9,370	5,813	3,876	9,689	5,627	4,256	9,883
15-17	3,521	2,325	5,846	3,757	2,506	6,263	3,732	2,670	6,402
Total	14,301	8,819	23,120	14,491	9,601	24,092	14,172	10,324	24,496

Source: Ministry of Labour and Human Welfare, 2005-2007.

(b) Children with disabilities placed in institutions

Table 9
Children with disabilities placed in orphanages/institutions

Age	2005			2006			2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
0-4	4	1	5	6	2	8	3	2	5
5-9	32	14	46	22	10	32	18	8	26
10-14	70	49	119	68	47	115	63	41	104
15-17	51	42	93	57	39	96	42	34	76
Total	157	106	263	153	98	251	126	85	211

Source: Ministry of Labour and Human Welfare, 2005-2007.

(c) Children with disabilities attending regular schools

Table 10

Children with disabilities in regular schools by type of impairment and gender

Year	Visual impaired		Hearing impaired		Mentally handicapped		Physically handicapped		Total
	Female	Total	Female	Total	Female	Total	Female	Total	
2010/11	3,264	7,272	1,367	3,257	266	678	489	1,310	12,517
2011/12	2,964	6,607	1,273	3,224	301	726	408	1,196	11,753
2012/13	2,551	5,951	1,340	3,277	315	855	425	1,265	11,348

Source: MoE Eritrea: Basic Education Statistics 2010/11-2012/13.

(d) Children with disabilities attending special schools

Table 11

Special Needs Education Enrolment by Sex & Year

Academic Year	School						Total
	School for the Blind			School for the Deaf			
	Total	Female	Female%	Total	Female	Female%	
2008/09	69	20	28.9	131	58	44.3	200
2009/10	54	12	22.2	175	63	36.0	229
2010/11	48	11	22.9	136	69	50.7	184
2011/12	52	15	28.8	124	61	49.2	176

Source: MoE Eritrea: Basic Education Statistics 2008/09-2011/12.

(e) Disabled children out of school

110. There has not been any recent survey on disabled children out of school.

(f) Children abandoned by their parents

111. There was no survey of disabled children abandoned by their parents.

112. Disaggregated data on education for the last three years (2010/11–2012/13)

(g) Enrolment rates in pre-primary, primary, middle and secondary schools

Table 12

Pre-primary level of education: Gross and Net Enrolment ratios, gender by years

Years	Enrolment			GER			NER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010/11	23,648	22,456	46,104	33.8	35.2	34.5	22.0	22.9	22.4
2011/12	23,378	22,595	45,973	30.8	32.3	31.5	19.5	20.2	19.9
2012/13	23,797	22,691	46,488	24.6	24.9	24.8	20.6	20.8	20.7
Total	70,823	67,742	138,565	NA	NA	NA	NA	NA	NA

Source: MoE Eritrea: Basic Education Statistics 2010/11-2012/13.

Table 13
Elementary school: Enrolment, GER and NER by sex and years

Years	Enrolment			GER			NER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010/11	172,153	139,584	311,737	92.0	81.3	86.9	66.3	69.0	63.3
2011/12	184,404	149,841	334,245	104.2	93.0	99.0	79.7	73.4	76.8
2012/13	192,118	157,534	349,652	107.8	96.7	102.5	83.4	78.7	81.1
Total	548,675	446,959	995,634	NA	NA	NA	NA	NA	NA

Source: MoE Eritrea: Basic Education Statistics 2010/11-2012/13.

Table 14
Middle School Enrolment, GER and NER by sex and years

Years	Enrolment			GER			NER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010/11	85,939	68,588	154,527	66.7	56.2	61.6	39.3	35.8	37.6
2011/12	93,116	74,812	167,928	72.3	62.1	67.3	39.7	36.8	38.3
2012/13	86,586	68,940	155,526	74.4	64.3	69.5	29.6	29.1	29.3
Total	265,641	212,340	477,981	NA	NA	NA	NA	NA	NA

Source: MoE Eritrea: Basic Education Statistics 2010/11-2012/13.

Table 15
Secondary Schools: Enrolment, GER, NER and sex by years

Years	Enrolment			GER			NER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010/11	57,309	42,684	99,993	39.5	29.5	34.5	27.9	22.4	25.2
2011/12	54,936	40,216	95,152	36.3	27.0	31.7	24.4	19.8	22.1
2012/13	62,881	47,488	110,369	37.9	30.0	34.1	24.4	21.0	22.7
Total	159,090	109,158	268,248	NA	NA	NA	Na	NA	NA

Source: MoE Eritrea: Basic Education Statistics 2010/11-2012/13.

(h) Flow rates: Promotion, dropout and repeater rates in primary, middle and secondary schools

Table 16
Elementary school flow rates by sex and years

Year	Drop-Out			Promoted			Repeaters		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010/11	5.4	4.3	4.9	82.5	85.5	83.8	12.1	10.3	11.3
2011/12	5.5	4.3	5	81.1	84.2	82.5	13.4	11.5	12.6
2012/13	5.4	4.1	4.8	80.7	84.4	82.4	13.8	11.5	12.8

Source: MoE Eritrea: Basic Education Statistics 2010/11-2012/13.

Table 17
Middle school flow rates by sex and years

Year	Drop-Out			Promoted			Repeaters		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010/11	6.3	4.4	5.5	81.1	86.9	83.7	12.6	8.8	10.9
2011/12	7.2	4.9	6.2	76.9	84.3	80.2	15.9	10.8	13.6
2012/13	7.2	4.5	6	75.9	85	80	16.9	10.4	14

Source: MoE Eritrea: Basic Education Statistics 20010/11-2012/13.

Table 18
Secondary school flow rate by sex and years

Years	Drop-out			Promoted			Repeated		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010/11	8.1	7.5	7.8	79.5	84.3	81.5	12.4	8.2	10.6
2011/12	9.9	8.3	9.2	77.8	84.2	80.5	12.3	7.5	10.3
2012/13	9.4	7.7	8.7	76.9	85.2	80.5	13.7	7.1	10.9

Source: MoE Eritrea: Basic Education Statistics 2010/11-2012/13.

(i) Number of children from nomadic communities in school

113. In 2013 there were 67 nomadic schools enrolling 7,200 students.

(j) Pupil-teacher ratios

Table 19

Elementary schools: enrolment, teachers and pupil-teacher ratio by years

<i>Year</i>	<i>Enrolment</i>	<i>Teachers</i>	<i>Pupil/teacher ratio</i>
2010/11	311,737	7,704	40
2011/12	334,245	8,166	41
2012/13	349,652	8,680	40

Source: MoE Eritrea: Basic Education Statistics 2010/11-2012/13.

Table 20

Middle school, enrolment, teachers and pupil-teacher ratio

<i>Year</i>	<i>Enrolment</i>	<i>Teachers</i>	<i>Pupil/teacher ratio</i>
2010/11	154,527	3,707	42
2011/12	167,928	3,867	43
2012/13	155,526	3,905	40

Source: MoE Eritrea: Basic Education Statistics 2010/11-2012/13.

Table 21

Secondary schools: enrolment, teachers and pupil-teacher ratio

<i>Year</i>	<i>Enrolment</i>	<i>Teachers</i>	<i>Pupil/teacher ratio</i>
2010/11	99,993	2,561	39
2011/12	95,152	2,845	33
2012/13	110,369	3,076	36

Source: MoE Eritrea: Basic Education Statistics 2010/11-2012/13.

Conclusion

114. The State party believes that it has adequately responded to the comments and questions the Committee had raised on issues arising from the review of the State party's fourth periodic report.

115. In conclusion, the State party would like to reaffirm its commitments to pursue to implement the rights and welfare of Eritrean Children as long as resources and time permit albeit the fact that Eritrea's territorial integrity has been violated by Ethiopia and the United Nations continuous to impose its sanctions which are preventing the State party from further improving the welfare of the Eritrean Children. The State party, therefore, calls to the United Nations to lift the sanctions based on unfounded incrimination and pave the way for Eritrea to fully focus on Promoting the rights and welfare of the Children in Eritrea.