



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

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

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Item 6 of the provisional agenda*

Implementation of articles 21 and 22 of the Convention

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

**Report of the United Nations Educational, Scientific and
Cultural Organization****

Summary

In accordance with article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, the specialized agencies of the United Nations have been invited to submit to the Committee on the Elimination of Discrimination against Women, at its sixty-second session, reports on the implementation of the Convention in areas falling within the scope of their activities.

* CEDAW/C/62/1.

** The present document was submitted late owing to delayed inputs from other sources.



I. Introduction

1. At its sixty-second session, the Committee on the Elimination of Discrimination against Women will examine the national reports of the following countries: Lebanon, Liberia, Madagascar, Malawi, Portugal, Russian Federation, Slovakia, Slovenia, Timor-Leste, United Arab Emirates and Uzbekistan.

2. As a specialized agency of the United Nations, the United Nations Educational, Scientific and Cultural Organization (UNESCO) contributes to the building of peace, the alleviation of poverty, sustainable development and intercultural dialogue through education, the sciences, culture and communication and information. In accordance with the UNESCO medium-term strategy for 2008-2013, gender equality was designated as one of the two global priorities of the Organization and it continues to be a global priority for the period 2014-2021. The gender equality priority is pursued through a two-pronged approach, (a) gender-specific programming and (b) mainstreaming of gender equality perspectives in all of the UNESCO fields of competence.

3. UNESCO has a major role and responsibility within the United Nations system for the implementation of the Convention on the Elimination of All Forms of Discrimination against Women. Article 10 of the Convention 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...”. The right to education is at the very heart of the UNESCO mission and represents an integral part of its constitutional mandate.

4. Efforts by UNESCO to promote women’s empowerment, women’s rights and gender equality are guided by its medium-term strategy for 2014-2021, its organization-wide gender equality action plan for 2014-2021, which supports and guides the implementation of its global priority of gender equality, the Convention on the Elimination of All Forms of Discrimination against Women, the Beijing Platform for Action and UNESCO biennial and quadrennial programme and budget documents, as well as resolutions and international and regional instruments relevant to its areas of action.

5. The UNESCO commitment to pursuing the priority of gender equality is facilitated by the Division for Gender Equality in the Office of the Director-General. As the UNESCO focal point for gender equality, the Division provides policy guidance and recommendations to senior management and programme sectors for mainstreaming gender equality considerations in UNESCO policies, strategies and programmes; carries out capacity-building; monitors gender parity and work-life balance within the secretariat and develops and establishes partnerships with other United Nations bodies, regional bodies, intergovernmental organizations, non-governmental organizations, private foundations and private sector partners that support women’s empowerment and gender equality initiatives.

II. Measures taken to implement the provisions of the Convention in the countries to be considered at the sixty-second session

Lebanon

6. Lebanon is party to the UNESCO Convention against Discrimination in Education of 1960 and ratified it on 27 October 1964, but did not report to the seventh consultation of UNESCO member States on the implementation of the Convention and the recommendation against discrimination in education.

7. Under article 7 of the Constitution, all Lebanese are equal before the law. They enjoy equal civil and political rights and are equally bound by public obligations and duties without any distinction.

8. Article 10 guarantees that education shall be free insofar as it is not contrary to public order and morals and does not affect the dignity of any religions or sects. There is to be no violation of the right of religious communities to have their own schools, provided they follow the general rules regulating public instruction, which are issued by the State.

9. Since at least 1955, the Government of Lebanon has adopted a policy of providing free education for all children at the primary level. In 1998, primary education up to the age of 12 became mandatory. Children with disabilities have the same right to an education and the Government covers all expenses in that regard.

10. In Lebanon, English or French with Arabic are taught from the early years in schools. The literacy rate in Lebanon is one of the highest in the Middle East region and is among the highest in the world. Education is compulsory from 6 to 15 years, being the basic education phase. It is divided into five cycles split into three phases: preschool education, basic education and secondary education, the latter ending with a baccalaureate or a “professional certificate”, both of which grant access to tertiary education.

11. Five years of primary education is mandatory and is available free to all Lebanese children. Intermediate education is a four-year cycle, consisting of grades 6-9 for intermediate schools and 1-4 years for vocational schools. Three different tracks are offered at this level: lower secondary is a four-year academic course designed to prepare the student for the baccalaureate examination; the upper primary track consists of three years similar to lower secondary and a fourth year of preparation for entering vocational schools or teacher training institutes; and vocational study is a three-year practical course for less skilled trades. At the end of the cycle, students receive an academic, technical, or professional certificate.

12. Secondary education is intended to help students attain intellectual maturity and obtain the knowledge necessary to choose the appropriate field of higher education compatible with their capabilities, preparing them to pursue such a field of study. It consists of grades 11-13 for academic programmes, or 1-3 years for vocational programmes. Three tracks are available at that level. The secondary normal track consists of three-year training programmes for prospective primary and intermediate school teachers. The Baccalaureate I certificate is awarded to students who pass the official examination given at the end of the twelfth school year and the Baccalaureate II is awarded to students who pass official examinations

at the end of the thirteenth school year. The Baccalaureate II certificate is necessary for admission to institutions of higher education. Many of the courses taken during the thirteenth year are comparable to those at the college freshman level. Palestinian refugees in Lebanon have limited access to public secondary education and most of them are not able to afford the high cost of private secondary education. The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) operates three secondary schools in Beirut, Saida and Tyre. The schools operated by UNRWA partially offset the absence of educational opportunities available at the secondary school level.

13. Tertiary education in Lebanon consists of technical and vocational institutes, university colleges, university institutes and universities. The Lebanese University is the only public institution. Lebanon has 41 nationally accredited universities, several of which are internationally recognized.

14. The project on training young media professionals on investigative and election coverage through a gender-based approach targets young media professionals from all media outlets in Lebanon in taking a gender-based approach while covering elections. Through the project UNESCO continues to provide capacity-building to young journalists and, in particular, will focus on both investigative journalism and covering elections, thus contributing to the efforts of young journalists to comply with international norms and ethics, as well as a high standard in terms of output.

15. The objective of the project on strengthening the empowerment of young women and men and their engagement, particularly in democratic processes, in order to promote intercultural dialogue and social inclusion is to encourage an intercultural and inter-confessional dialogue among youth in order to reconcile youth in a context of violence and conflict. The programme assists young people to accept different and diversified opinions, promotes the culture of discussion and contributes to the dismantling of artificial barriers in the education of young people settled by families, by social background or by communities, as well as barriers between the rural and urban environments.

16. The project on supporting gender equality in education currently being implemented aims to address gender discrimination in education and contribute to the achievement of the Millennium Development Goals and “Education for all” goals related to gender equality in the country. Despite the progress made towards gender equality, the living conditions of women and girls are still undermined by discriminatory practices, legal shortfalls, cultural attitudes and enduring stereotypes. The major challenges identified in the field of education include discrepancies in access to education and educational choices, mostly affecting women and girls in rural areas and particularly in higher education, the persistence of gender stereotypes in education and high illiteracy rates.

Liberia

17. Liberia has been party to the 1960 UNESCO Convention against Discrimination in Education since 1962, but did not respond to the seventh consultation of UNESCO member States on the implementation of the Convention and the recommendation against discrimination in education.

18. Article 11 of the Constitution (as amended in 1986) guarantees the principle of equality. All persons are born equally free and independent and have certain natural, inherent and inalienable rights, among which are the right of enjoying and defending life and liberty, of pursuing and maintaining the security of the person and of acquiring, possessing and protecting property, subject to such qualifications as provided for in the Constitution. All persons, irrespective of ethnic background, race, sex, creed, place of origin or political opinion, are entitled to the fundamental rights and freedoms of the individual, subject to such qualifications as provided for in the Constitution. All persons are equal before the law and are therefore entitled to the equal protection of the law.

19. Article 6 of the Constitution states that because of the vital role assigned to the individual citizen under the Constitution for the social, economic and political well-being of Liberia, the State will provide equal access to educational opportunities and facilities for all citizens to the extent of available resources and emphasis will be placed on mass education and the elimination of illiteracy.

20. The Education Law of 1973, as amended in 2002, recognizes the right of all Liberian children to education. According to the law, school attendance is compulsory for all children between the ages of 6 and 16. The law compels parents to send their children to a recognizable school or be fined and also prohibits the collection of tuition fees in public primary and secondary schools. The Education Law mandates the Government to finance public education.

21. Pre-primary education is for children aged between 2 and 6 and, in general, covers three years of school. Elementary education is for children aged between 6 and 11+ and lasts for six years. Secondary education lasts for six years: junior secondary (grades 7-9) and senior secondary education (grades 10-12). At the end of grade 9, students take an exam and those who pass are eligible to enter senior high school. Post-secondary education is provided at the college of business and public administration, colleges of education, universities, professional institutions and polytechnics. At the university level, a certificate programme lasts 9 to 12 months, while those seeking a diploma will study for two or three years for completion. Bachelor degree programmes normally last four years (three in the case of law and five in the case of engineering and geology). The minimum duration of master's degree programmes is one year on a full-time basis (but normally two years).

22. Several UNESCO programmes involving education and women's rights are being implemented. The project on advancing the rights of adolescent girls seeks to empower 250 marginalized and vulnerable adolescent girls by ensuring that they are enrolled and retained in safe and girl-friendly schools and mentored in life skills and future opportunities. Out-of-school girls are targeted primarily through literacy, numeracy and meaningful skills development for livelihoods, using the first tranche of funds. Those activities have been kick-started with sensitization and awareness campaigns and the development of standards for the provision of health services for adolescent girls. Harmful traditional practices, such as female genital mutilation and child marriage, are being addressed through community dialogue and engagement with health workers and traditional leaders.

23. The overall goal of the project on capacity-building for women community radio journalists is to enable them to participate effectively in their profession alongside their male counterparts. The project offers a comprehensive and inclusive training programme to build the capacity of women working in community radio

and develop them to be able to occupy managerial positions through a three-week computer and programme production and presentation training course, two weeks of hands-on training in reporting on women, peace and security and gender. An internship with Monrovia-based media institutions and training for senior reporters and managers will help to reduce gender disparities in the newsroom.

24. The project on developing transformative leadership training for women in Africa aims to increase women's participation in decision-making institutions in Africa. One of the causes of their underrepresentation is that women themselves feel that they lack the appropriate skills and confidence to participate and to take on leadership roles. The project involves three universities in Africa (University of the Gambia, University of Ghana and University of Liberia), in collaboration with Rutgers University (United States of America), to develop a curriculum that can be used for training women in those countries for leadership roles. Following the piloting of the project in the three countries, it is expected that the curriculum will be made available more widely across Africa and will be translated into French and other languages, as appropriate.

25. Within the UNESCO participation programme, the project on the prevention of violence against women through a series of workshops involving various actors, addresses the root causes of the violence against women in Liberia, such as poverty, lack of education, health and social protection facilities, as well as negative cultural traditions and the post-conflict situation. It is intended to raise awareness and build capacities for addressing domestic violence and other forms of violence against women. Also within the programme, the project on literacy and skills training for rural market women has as its objective to conduct literacy and skills training for 500 rural market women to help them develop the skills to manage their markets properly. The proposal is consistent with approaches which advocate for closer integration of literacy and skills development. The focus on rural market women is appropriate for addressing gender disparities in the country.

Madagascar

26. Madagascar has been a party to the 1960 UNESCO Convention against Discrimination in Education since 1964, but has not reported to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

27. Under article 6 of the Constitution of 2010, all individuals are equal before the law and enjoy the same fundamental freedoms protected by the law without discrimination based on gender, the level of instruction, wealth, origin, religious belief or opinion. The law favours the equal access to and participation in public employment of women and men and equal participation in political, economic and social life.

28. Articles 23 to 25 of the Constitution guarantee the right to education. Every child has the right to instruction and to education under the responsibility of his or her parents with respect for their freedom of choice. The State engages itself to develop professional training. It organizes public education, free of cost and accessible to all. Primary education is obligatory for all. The State recognizes the right to private education and guarantees the freedom to a private education as long as it is in accordance with the law and standards are equivalent to those in public

education. Private education establishments submit to a fiscal regime within the conditions established by the law.

29. The Government has begun various education reforms including the Madagascar Action Plan and “Education for all” Plan, the objective being to achieve general primary school enrolment and advance the quality and efficiency of the educational system. A memorandum of agreement between Norway and Madagascar was signed in 2005 in support of strengthening the basic education system. However, government spending on education is only between 2.6 and 2.9 per cent of GDP, which is lower than the average of 5.1 per cent in sub-Saharan Africa.

30. According to the Education Law of 2008, basic education is compulsory: it starts at the age of 6 and lasts for nine years. Secondary education lasts for three years. There is also a vocational secondary school system. Higher education is provided by universities and professional institutes.

31. Several UNESCO programmes involving education and women’s rights are being implemented. The overall goal of the project on capacity-building for the advancement of women’s rights is to support the implementation of the national action plan on gender and development in its multiple facets, including enhancement of the participation of women in the economic life of the country, improvement in the legal and social conditions of women in society, combating violence against women and increasing women’s capacity for participation in political life and decision-making. Within the project, a series of multilayered training sessions were organized for women teachers and researchers at university and secondary education levels, for women leaders of women’s associations and other civil society organizations and for selected groups of women, in particular young women between the ages of 16 and 30 years.

32. The project on functional literacy training for young women and the establishment of centres for professional training aims to reinforce the skills and means for sustainable development jointly implemented by eight specialized agencies of the United Nations. In the area of literacy, communities will be sensitized to the need for acquiring literacy skills for young women and for working with the centres for literacy skills training. Also, local literacy committees will be established to ensure that follow-up actions are undertaken. Approximately 50 centres with trained local teachers would each be able to deliver courses to up to 1,500 women annually, taking into account the particularities of local situations.

33. The project on strengthening capacity development within the framework of a sector-wide approach to comprehensive HIV and sex education is designed in collaboration with national partners as a response to the number of predetermined capacity gaps to be addressed by the United Nations system through the United Nations Development Assistance Plan 2011-2015 in the United Republic of Tanzania and the United Nations Development Assistance Framework/Joint United Nations Programme on HIV and Aids (UNAIDS) project in the Comoros, Madagascar, Mauritius and Seychelles. The project aims to strengthen the provision of effective and comprehensive life skills-based HIV and sex education curricula for youth in school. The project focuses on building the capacity of curriculum developers to design effective HIV and sex education curricula and improve the quality of school HIV and sex education programmes.

34. The project on fostering excellency in media training and gender-sensitive journalism to combat gender-based violence contributed to the enhancement of media monitoring of gender involving the digital collection and dissemination of investigative news articles on gender-based violence for documentation, research purposes and maintenance of qualitative data on gender-based violence in Madagascar, such as the creation of a digital library containing media-related investigative stories to provide evidence-based qualitative information on gender-based violence. In the same area, the project on capacity development of media stakeholders to promote professionalism, gender equality and media and information literacy is designed and implemented in cooperation with various stakeholders in East Africa. Targeted interventions address gender equality and the media by using the UNESCO gender-sensitive indicators for media. Media and information literacy activities are also been undertaken in cooperation with youth organizations.

Malawi

35. Malawi is not party to the 1960 UNESCO Convention against Discrimination in Education, but responded to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education. According to the report of Malawi, there is a regulatory framework in the country for private educational institutions in order to ensure equality of educational opportunities and there are policies aimed at cost-sharing and private initiatives with regard to education for all at all levels of education. Special emphasis is placed on gender equality and equity. The report also reflects accomplishments with respect to ensuring universal access, namely, compulsory primary schooling available free of charge and without discrimination or exclusion. The free primary education programme is intended to ensure that education provision does not exclude children on account of poverty and social or economic marginalization. Moreover, there are important measures and actions being implemented and planned to ensure equitable access to basic and continuing education, so that the basic learning needs of all young people and adults are met through the elimination of illiteracy and equitable access to appropriate learning and life skills programmes. Malawi has also implemented adult literacy programmes and life skills programmes for out-of-school children. The report also provides information on the education policy framework for minimum educational standards as regards the rights of parents/legal guardians to provide religious and moral education to their children and to choose educational institutions.

36. Article 20 of the Constitution of 2006 guarantees the principle of equality. Discrimination against persons in any form is prohibited and all persons are, under any law, guaranteed equal and effective protection against discrimination on grounds of race, colour, sex, language, religion, political or other opinion, nationality, ethnic or social origin, disability, property, birth or other status. Legislation may be passed addressing inequalities in society and prohibiting discriminatory practices and the propagation of such practices and may render such practices criminally punishable by the courts.

37. Article 13 of the Constitution guarantees gender equality through full participation of women in all spheres of society on the basis of equality with men; the implementation of the principles of non-discrimination and such other measures

as may be required; and the implementation of policies to address social issues, such as domestic violence, security of the person and lack of maternity benefits. In addition, article 24 explicitly guarantees the rights of women: they have the right to full and equal protection under the law and have the right not to be discriminated against on the basis of their gender or marital status. Women are accorded the same rights as men in civil law, including equal capacity to enter into contracts; acquire and maintain rights in property, independently or in association with others, regardless of their marital status; acquire and retain custody, guardianship and care of children and make decisions that affect their upbringing; and acquire and retain citizenship and nationality. On the dissolution of marriage, women have the right to a fair disposition of property that is held jointly with a husband and to fair maintenance, taking into consideration all the circumstances and, in particular, the means of the former husband and the needs of any children. Finally, any law that discriminates against women on the basis of gender or status is invalid and legislation is to be passed to eliminate customs and practices that discriminate against women, particularly practices such as sexual abuse, harassment and violence, discrimination in work, business and public affairs, and deprivation of property, including property obtained by inheritance.

38. Article 13 of the Constitution defines the most general objectives of the national education policies: to provide adequate resources to the education sector and devise programmes to eliminate illiteracy; make primary education compulsory and free to all citizens; offer greater access to higher learning and continuing education; and promote national goals, such as unity and the elimination of political, religious, racial and ethnic intolerance.

39. Under article 25 of the Constitution, all persons are entitled to education. Primary education consists of at least five years of education. Private schools and other private institutions of higher learning are permissible, provided that such schools or institutions are registered with a State department in accordance with the law and the standards maintained by such schools or institutions are not inferior to official standards in State schools.

40. Education provision in Malawi is shared among the central Government, local governments, voluntary agencies and the local communities in which the schools are situated. Primary education is free but not yet compulsory and is considered a part of the basic education system. Primary education runs from 6 to 13 years. It is organized into three cycles: infant (standards 1-2), junior (standards 3-5) and senior (standards 6-8). The primary education programme culminates in the primary school leaving certificate examination. That examination is also used as a selection tool to allocate the limited number of places in the secondary schools.

41. Secondary education lasts four years, divided into two stages of two years. The first stage (forms 1 and 2), or junior cycle, prepares students for the junior certificate examination. The second stage (forms 3 and 4), or senior cycle, culminates in the Malawi school certificate examination. Technical and vocational education and training is provided in technical colleges and community-based training centres and by private commercial training providers and the apprenticeship training system, combining on-the-job training with instruction in the colleges. The colleges offer two parallel programmes, a two-year craft programme leading to a Grade 2 Trade Test certificate and the four-year apprenticeship programme run by the Technical, Entrepreneurial and Vocational Education and Training Authority, leading to a

Grade 1 Trade Test and a Malawi Crafts certificate. Under the new unified system, there are several types of secondary schools: (a) day and boarding schools, which are operated directly by the Government; (b) grant-aided schools, which are operated by religious organizations with government assistance; (c) community day secondary schools, which are funded and supported by school committees with a little government support; (d) private schools; (e) designated schools (mostly for expatriates); (f) night secondary schools and distance education, for those who were unable to attend secondary school for a particular reason.

42. Post-secondary education (higher education) courses vary in length, depending on the type of training programme. Admission to university is based on individual performance in secondary schools and university entrance examinations. Programmes leading to a certificate usually last one year, diploma programmes are normally four years (five years in the case of medicine and engineering). Programmes leading to a postgraduate diploma last two years.

43. Several UNESCO programmes involving education and women's rights are being implemented in Malawi. The joint United Nations programme on adolescent girls in Malawi aims to enhance the participation of girls in secondary school in science and mathematics, improving their performance in those disciplines and improving gender-sensitive pedagogy in science and mathematics for secondary school teachers.

44. The project on supporting comprehensive education sector responses to HIV and sexual and reproductive health in Botswana, Malawi, Zambia and Zimbabwe advocates and provides technical support for the inclusion of sex education in the teacher training package on life skills education. UNESCO provides technical and coordinating support in the capacity-building of curricula developers in life skills and sexuality education, review and field testing of the curricula, formulation of the teacher education policy for pre-service teachers in universities, strengthening the capacity of pre- and in-service teachers in life skills and sexuality education, development of materials and textbooks on life skills and sexuality education and ensuring that the specific needs of young people, especially girls, are addressed in the education sector policies and in the national HIV response. Strategic information is safeguarded through monitoring support of the roll-out of the sex education curricula. Furthermore, within the context of the joint United Nations programme for adolescent girls, UNESCO supports the improvement of education outcomes for adolescent girls in school in the targeted area, advocating for girls to remain in school.

45. The project on building capacity for human rights and gender reporting in Malawi targets young journalists, of whom 50 per cent are women. The Malawi United Nations Development Assistance Framework aims to support five key democratic accountability and justice institutions in developing strategic plans for implementation to further promote and protect human rights, participatory democracy and access to justice for vulnerable groups — children, women, people living with disability and the poor. The project, organized with the Malawi Institute of Journalism and in close collaboration with other United Nations agencies, is a national training workshop for journalists to reinforce reporting on human rights and gender. In the same area, the overall goal of the project on incorporation of gender-sensitive provisions into the editorial policies of media houses in Malawi was to analyse the editorial policies of media houses, in order to identify gaps in

gender-sensitive reporting and to culminate in and feed into a seminar of journalists from media houses held to discuss and develop provisions on gender-sensitive reporting. Both the report of the analysis and that of the seminar have been disseminated widely among media houses in Malawi.

46. Within the UNESCO participation programme, the project on capacity-building for women members of the boards of community radios in Malawi has been designed with the aim of exposing female board members to both theoretical and practical administrative and managerial experience of community radio. The project involves imparting theoretical skills and knowledge through a training seminar to be organized mainly for female members of the boards of the community radio stations, in close cooperation with community radios in South Africa, thus promoting South-South cooperation.

Portugal

47. Portugal is party to the 1960 UNESCO Convention against Discrimination in Education since 1981 and responded to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education. The report from Portugal provides detailed information on national-level action for expanding the opportunities for lifelong learning and opportunities created by way of implementation of the Comprehensive Law on the Education System and the new opportunities initiative (2005). Portugal has undertaken a variety of initiatives aimed at reducing school drop-out rates and increasing the opportunities available for vocational training. It reported the creation of the appropriate pedagogical and didactic conditions for teaching in every field of both know-how and human relations in such a way as to ensure that students enjoy equitable conditions in terms of access to the curriculum and academic success.

48. Article 13 of the Constitution guarantees the principle of equality. It states that every citizen possesses the same social dignity and is equal before the law. No one is to be privileged, favoured, prejudiced, deprived of any right or exempted from any duty on the basis of ancestry, sex, race, language, place of origin, religion, political or ideological beliefs, education, economic situation, social circumstances or sexual orientation.

49. Article 68 stipulates that women have the right to special protection during pregnancy and following childbirth, and female workers also have the right to an adequate period of leave from work without loss of remuneration or any privileges. The law regulates the granting to mothers and fathers of an adequate period of leave from work, in accordance with the interests of the child and the needs of the family unit.

50. Under article 73, everyone possesses the right to education and culture. The State promotes the democratization of education and the other conditions needed for an education conducted at school and through other means of training to contribute to equal opportunities, the overcoming of economic, social and cultural inequalities, the development of the personality and the spirit of tolerance, mutual understanding, solidarity and responsibility, to social progress and to democratic participation in public life. Acting in cooperation with the media, cultural associations and foundations, cultural and recreational groups, cultural heritage associations, residents'

associations and other cultural agents, the State promotes the democratization of culture by encouraging and ensuring access by all citizens to cultural enjoyment and creation. The State stimulates and supports scientific research and creation and technological innovation in such a way as to ensure their freedom and autonomy, reinforce competitiveness and ensure cooperation between scientific institutions and businesses.

51. Dealing specifically with education, article 74 guarantees that everyone has the right to education and the right to equal opportunities and to access to, and success in, schooling. In implementing the education policy, the State is charged with ensuring universal, compulsory and free basic education; creating a public, and developing a general, preschool system; guaranteeing permanent education and eliminating illiteracy; guaranteeing every citizen access to the highest levels of education, scientific research and artistic creation according to his or her capabilities; progressively making all levels of education free of charge; inserting schools into the communities they serve and establishing links between education and economic, social and cultural activities; promoting and supporting the access to education of disabled citizens and supporting special education when necessary; and ensuring that immigrant children receive adequate support to enable them to effectively enjoy the right to education.

52. Under article 75, the State creates a network of public education establishments that covers the needs of the whole population. The State recognizes and inspects private and cooperative education, as laid down by law. Article 76 guarantees equal opportunities to access higher education with due regard for the country's needs for qualified staff and to raising its educational, cultural and scientific level.

53. Between 1974 and 2004 democracy was consolidated in Portugal and educational policies that were bold and financially demanding were pursued. The aim was to give citizens high levels of schooling at all teaching levels. Those educational policies led to a significant increase in the number of students and teachers at all levels of schooling and to the construction and equipping of educational structures previously unheard of in Portuguese history. Consequently, many reforms were carried out in that period to the organization and curricular content of education and teacher training was diversified and improved at all educational levels. School enrolment started to increase at all levels from preschool to higher education and the level of compulsory school attendance improved. The consolidation of those changes, despite some political instabilities and discontinued reforms, resulted in a school network well adapted to the school age population.

54. Basic education is compulsory and free of charge. It lasts for nine years divided into three stages of four, two and three years respectively.

55. Secondary education — public, private and cooperative — is optional and consists of a three-year cycle after completion of the third cycle of basic education. There are two types of courses: general courses and technical/vocational courses, which provide instruction in the technical, technological and professional fields and in the Portuguese language and culture. The possibility of moving between courses is guaranteed. The teaching of technical, technological or artistic courses is provided by vocational schools and special schools for education in the arts. Upon completion of secondary education, students receive a *certificado de habilitações do ensino secundário/diploma do ensino secundário*, which is one of the conditions for access to higher education.

56. The higher education system consists of public universities, polytechnical schools and a number of private or cooperative institutions of higher education. Students who have successfully completed the three years of secondary education and have a secondary school diploma, or legally equivalent qualification, may apply. Depending on what type of higher educational establishment they apply to, students may also have to pass either a national examination organized by the Directorate-General of Higher Education or an entry examination set by the institution. Graduate qualifications may be a bachelor's degree, which requires three years of study, or a licentiate degree, needing four to six years.

Russian Federation

57. The Russian Federation has been party to the 1960 UNESCO Convention against Discrimination in Education since 1962, but did not respond to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

58. Article 19 of the Constitution guarantees the principle of equality in general and between men and women in particular. It states that all people are equal before the law and courts. The State guarantees the equality of rights and freedoms of man and citizen, regardless of sex, race, nationality, language, origin, property and official status, place of residence, religion, convictions, membership in public associations, and also of other circumstances. All forms of limitation of human rights on social, racial, national, linguistic or religious grounds are banned. Men and women enjoy equal rights and freedoms and have equal possibilities to exercise them.

59. Article 43 guarantees everyone the right to education. Guarantees are provided for general access to free preschool, secondary and higher vocational education in State or municipal educational establishments and at enterprises. Everyone has the right to receive on a competitive basis a free higher education in a State or municipal educational establishment and at an enterprise. The basic general education is free of charge. Parents or those acting as such are to enable their children to receive a basic general education. The Russian Federation establishes federal educational standards and supports various forms of education and self-education.

60. Article 44 guarantees the freedom of literary, artistic, scientific, technical and other types of creative activity and teaching, as well as the right to participate in cultural life and use cultural establishments and to have access to items of cultural value.

61. Under the Law on Education of 1992 and subsequent amendments the management of the education system is under the responsibility of the State and of municipal bodies. The State education policy is based on the following principles: the humanistic nature of education, the priority of human values, human life and health, and free development of personality; civic education, hard work, respect for human rights and freedom, love for the environment, homeland and family; the unity of federal and cultural and educational space; the secular nature of education in the State and municipal educational establishments; freedom and pluralism in education; the democratic, public nature of education management; and the autonomy of educational institutions.

62. Primary school is compulsory and free of charge. The principal language of instruction in all State-accredited schools is Russian. Citizens have the right to receive education in their own mother tongue and choose the language of instruction within the range of possibilities offered by the education system and depending on the decision of the owner(s) of the educational establishment.

63. General secondary education includes basic secondary education (or lower secondary), covering grades 5 to 9; complete or “profile” education (grades 10 and 11) and initial/basic vocational education, which normally lasts three years after basic secondary education. Upon completion of basic secondary education, students sit a final exam and, if successful, receive the certificate of basic general education, which gives access to a complete general secondary education (or profile education), initial/basic vocational education or institutions providing middle-level professional education.

64. In post-secondary/tertiary education, non-university higher education (or middle-level professional education) is provided in vocational training and technical education institutions and colleges, the latter being a new type of institution introduced in 1989 offering advanced middle-level professional programmes, normally lasting one year after the completion of a technical or professional programme. Institutions of middle-level professional education offer three- to five-year programmes consisting of vocational and general education (after grade 9), two to three year vocational programmes (after grade 11) and advanced training programmes requiring one additional year of study (only offered by colleges).

Slovakia

65. Slovakia has been party to the 1960 UNESCO Convention against Discrimination in Education since 1993 and responded to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education. Slovakia has furnished details relating to inclusive education and its concern regarding the elimination of discrimination in education against disabled persons and the integration of disabled children in regular schools. The report provides information on secondary education, which is generally available and accessible to all. Technical and vocational secondary education is also generally available and accessible. Slovakia reported on national efforts for directing education towards strengthening the respect for human rights, promoting understanding, tolerance, friendship among all nations and peace, as well as on actual measures taken in this respect — for example, the development of a strategy and concept for human rights education and proposed steps for their implementation. As regards the rights of national minorities to carry out their own educational activities, Slovakia reported on the implementation of those standards for Roma, in particular with respect to the availability of teaching in the mother tongue of the students.

66. Article 12 of the Constitution guarantees the principle of equality. It states that people are free and equal in dignity and their rights. Basic rights and liberties are inviolable, inalienable, secured by law and unchallengeable. Basic rights and liberties are guaranteed to everyone regardless of sex, race, colour of skin, language, creed and religion, political or other beliefs, national or social origin,

affiliation to a nation or ethnic group, property, descent, or other status. No one must be harmed, preferred or discriminated against on those grounds.

67. Article 42 guarantees the right to education. Everyone has the right to education. School attendance is compulsory and its period and age limit are defined by law. Citizens have the right to free education at primary and secondary schools and, based on their abilities and the resources of society, at higher educational establishments. Schools other than State schools may be established and instruction in them provided under conditions defined by law. Such schools may charge a tuition fee. A law will specify under which conditions citizens who are engaged in studies are entitled to assistance from the State. Article 34 specifically guarantees to national minorities the right to education in their own language.

68. Article 43 of the Constitution guarantees the freedom of scientific research and in the arts. The rights to the results of creative intellectual activity are protected by law. The right of access to the cultural heritage is guaranteed under conditions defined by law.

69. The current education system has been shaped by successive changes in the legislation since 1990. The Education Act of 1990 abolished the monopoly of the State in education, enabled the establishment of private and church-affiliated schools and reformed the general secondary education system. The 1998 amendment to the Act introduced 10 years of compulsory schooling. In 2008 a new education law was adopted which defines the terms, objectives and principles of the educational and training process, the division of powers among individual entities involved in the process and their control powers, the conditions of admission to study, the system of school faculties, the merging of secondary vocational schools into secondary specialized schools and the preparation of education programmes and syllabuses. The major responsibility for education at the central level rests with the Ministry of Education. The National Education Institute is responsible for curriculum development for general education (including general subjects in vocational education and training schools) and is also responsible for defining the framework curricular documents (or State educational programmes) at the national level.

70. Pre-primary education is provided by kindergartens, which are designed for children aged from 3 to 5. Preschool is not compulsory and is normally provided on a fee-paying basis. In accordance with the 2008 Education Act, one year of pre-primary education before starting compulsory education should be provided free of charge.

71. Basic education (primary and lower secondary school) is compulsory and children normally enrol in school at age 6. Education in the basic school lasts nine years. Since 2011, it has been the practice for students who have completed grade 9 to sit the national external test in mathematics and language prepared by the National Institute for Certified Educational Measurements. It is expected that in the future the results from testing will be taken into account for admission into secondary school. Upon successful completion of basic education, students receive a certificate.

72. Secondary education is provided by three main types of school: gymnasia, secondary specialized schools and conservatories. The standard duration of gymnasia is four years (for basic school leavers). Upon completion of upper general secondary education, students sit the *matura* examination and, if successful, they

receive the school-leaving certificate, which gives access to higher education. Secondary specialized schools prepare students not only for vocational occupations, but also for higher education. The duration of programmes leading to the *matura* examination is four to five years, while three- to four-year programmes leading to the certificate of apprenticeship are also available. Two- and sometimes three-year training programmes leading to the qualifications for trades and vocational occupations are also offered (mainly for basic school low achievers, or those who do not complete the basic education programme).

73. In higher education, bachelor's degree programmes generally last six to eight semesters. Master's, engineer and doctoral (medical and veterinary branches) degree programmes last 8 to 12 semesters. Postgraduate (PhD) degree programmes last six semesters. Part-time programmes are usually longer (1 or 2 additional semesters). The new Higher Education Act of 2002 introduced bachelor's, master's and doctoral degree programmes in accordance with the Bologna process.

Slovenia

74. Slovenia has been party to the 1960 UNESCO Convention against Discrimination in Education since 1992 and responded to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education. Its report furnished detailed elements relating to inclusive education and the country's concern regarding the elimination of discrimination in education against disabled persons and the integration of disabled children into regular schools. Information was also provided on the special educational rights for the Italian and Hungarian minorities, in particular the availability of teaching in the mother tongue of the students.

75. Article 14 of the Constitution guarantees equality before the law. Everyone is guaranteed equal human rights and fundamental freedoms irrespective of national origin, race, sex, language, religion, political or other conviction, material standing, birth, education, social status or any other personal circumstance.

76. Article 57 of the Constitution guarantees the right to education and schooling. Freedom of education is guaranteed. Primary education is compulsory and is financed from public funds. The State creates the opportunities for citizens to obtain a proper education.

77. Article 58 guarantees the autonomy of universities and other institutions of higher education and article 59 guarantees the freedom of science and the arts.

78. Education in Slovenia is under the responsibility of the Ministry of Education and Sport. The Ministry has the authority to decide on administrative matters related to pre-university education and education for ethnic minorities. At the beginning of 2005, responsibility for science and higher education (universities) was transferred to the newly created Ministry of Higher Education, Science and Technology. The 210 municipalities, usually through their departments of social affairs, administer preschools, basic education and music schools, although it is the national Government, particularly in the case of primary (basic) schools, that pays the salary of school employees and covers almost 50 per cent of the operating costs.

79. Preschool education is not compulsory and caters to children between 1 and 5 years of age. It is provided by preschool education institutions (on a fee-paying

basis) and pre-primary classes in basic schools. All children are expected to receive one year of preschool education before their entry into primary school. Until the end of the 1990s, compulsory primary education lasted eight years. The new nine-year primary education programme divided into three three-year cycles was introduced in 1999/2000 and fully implemented by 2003/04. Children attend primary school at age 6.

80. Secondary education is offered in gymnasia (general, classic and professional) and the duration of programmes is four years, preparing students for further studies. Technical and professional schools offer four-year programmes mainly focusing on professional or practical training. There are also vocational schools. Gymnasium studies end with the *matura* examination, an externally assessed examination in five subjects (three compulsory and two elective subjects), while students in technical, professional and vocational schools sit the vocational *matura* examination, a partly externally assessed examination in four subjects.

81. In higher education, post-secondary vocational education colleges, established in 1996, offer vocationally oriented programmes lasting two years, leading to a professional diploma. Graduates can enrol in the second year of a professionally oriented higher education programme if the higher education institution providing that type of study allows such arrangements. Higher education is offered in universities and professionally oriented higher education institutions.

Timor-Leste

82. Timor-Leste is not party to the 1960 UNESCO Convention against Discrimination in Education and did not report to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

83. Article 16 of the Constitution guarantees the principle of universality and equality. All citizens are equal before the law, exercise the same rights and are subject to the same duties. No one may be discriminated against on grounds of colour, race, marital status, gender, ethnic origin, social or economic status, political or ideological conviction, religion, education or physical or mental condition.

84. Article 17 specifically guarantees equality between women and men. Women and men have the same rights and duties in all areas of political, economic, social, cultural and family life.

85. Article 59 of the Constitution guarantees the right to education and culture. The State recognizes and guarantees that every citizen has the right to education and culture and it is incumbent upon it to promote the establishment of a public system of universal and compulsory basic education that is free of charge, in accordance with its possibilities and in conformity with the law. Everyone has the right to equal opportunities and education and vocational training. The State recognizes and supervises private and cooperative education. The State ensures the access of every citizen, in accordance with their abilities, to the highest levels of education, scientific research and artistic creativity. Everyone has the right to cultural enjoyment and creativity and the duty to preserve, protect and value cultural heritage.

86. The violence that gripped Timor-Leste in 1999 virtually destroyed an already weak education system. Since the restoration of civil order, the school system has been slowly reconstructed. Schools in many districts still function on an ad hoc basis, with many classes held outside. During the period administered by the United Nations Transitional Administration in East Timor, significant efforts were put into restoring some normality to the school system. Indonesian was replaced as the language of instruction by Tetum or local dialects. Through international cooperation, many donors were able to fund the reconstruction of school buildings. In that period, a new type of school was developed. Each district centre received trust account funds to build a joint primary-junior secondary school, or *escola basica*, on one campus. During the period of reconstruction, thousands of volunteers, both Timorese and international, brought children together, restored school campuses, refitted classrooms and served as teachers.

87. Today most children attend primary school and 82 per cent progress to secondary school. However, almost 8 per cent of children aged 7 to 14 are engaged in some kind of employment. The adult literacy rate is 51 per cent, with great inequalities between males (59 per cent) and females (43 per cent). Nowadays, education is provided in the national language of Tetum, and Portuguese and English are the secondary languages.

88. Prior to 2008, Timor-Leste had used a 6-3-3 formal education structure. Nowadays it has a 9-3 formal education structure. In principle, basic education is free and compulsory. Basic education has an official entry age of six and a duration of nine grades. Basic education is subdivided into three cycles with a 4-2-3 structure. Secondary school consists of grades 10 to 12. The system is structured so that the primary school cycle lasts six years, lower secondary lasts three years and upper secondary lasts three years. Timor-Leste has a total of 350,000 pupils enrolled in primary and secondary education. Of these pupils, about 242,000 (69 per cent) are enrolled in primary education. However, it is notable that approximately 13 per cent of youth have no formal education and 16 per cent of youth have attained at most incomplete primary education, meaning that in total 29 per cent of those who are 15 to 24 year of age have not completed primary education.

89. Timor-Leste University started in 2000. It is an important part of the education system and conducts classes in political science, economics, education and agriculture.

90. Within the UNESCO participation programme, a project on reducing violence against women has been designed and implemented in Timor-Leste. The project aims to change the mindset in local communities, based on the reality that the number of cases related to gender violence is still high in Timor-Leste and the patriarchy system is still dominant in society, which allows men to decide on behalf of the women at the domestic level and in the public sphere. Violence against women is an international problem that creates a negative impact on women and children and psychological frustration, exploitation and social stereotypes. In Timor-Leste, as a post-conflict country, efforts need to be made to prevent gender-based violence. The project involves work with male groups from two villages and one district to promote gender equity, targeting rural areas to promote and increase the knowledge of male groups related to gender equality and the prevention of violence against women.

91. Also within the UNESCO participation programme, a project on the weaving tradition of the Ema Kemak consists of community participatory research work in which community members, mostly women, are encouraged to reflect on ancient traditional practices and to assist in their documentation. That process contributes to the safeguarding of the intangible cultural Kemak heritage and provides an opportunity for the community to engage in the wider context of the nation in showcasing their art.

United Arab Emirates

92. The United Arab Emirates is not party to the 1960 UNESCO Convention against Discrimination in Education and did not report to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education.

93. Article 14 of the Constitution stipulates that equality, social justice, ensuring safety and security and equality of opportunity for all citizens are the pillars of society. Further, under article 25, all persons are equal before the law, without distinction between citizens of the Union in regard to race, nationality, religious belief or social status.

94. Article 17 of the Constitution stipulates that education is a fundamental factor for the progress of society. It is compulsory in its primary stage and free of charge at all stages within the Union. The law prescribes the necessary plans for the propagation and spread of education at various levels and for the eradication of illiteracy. Under article 18, private schools may be established by individuals and organizations in accordance with the provisions of the law, provided that such schools are subject to the supervision of the competent public authorities and their directives.

95. The Ministry of Education is responsible for the general education, literacy and adult education programmes. Higher education is under the responsibility of the Ministry of Higher Education and Scientific Research. Special education schools are under the responsibility of the Ministry of Social Affairs. Schools are licensed by the relevant educational zone in the Emirate in which they operate. The Ministry of Education oversees all emirate-based education councils and authorities.

96. Preschool (kindergarten) is not compulsory, covers two years and accepts children from the age of 4. Basic education is compulsory and the admission age for primary school is 6. Until 2000, primary education lasted six years for children aged 6 to 11. It included two stages: junior primary (grades 1 to 3, class-teacher system) and senior primary (grades 4 to 6, subject-teacher system). Starting in 2000/01, a new system of basic education has been introduced, with the first cycle (primary education) covering grades 1 to 5. Over 40 per cent of pupils attend private schools, most of them offering instruction in English or other foreign languages. Overall, private schools implement more than 17 different curricula.

97. Under the new structure introduced in 2000/01, the second cycle of basic education covers grades 6 to 9. General secondary education lasts three years and is for ages 15 to 17. After a common first year of core subjects, students can choose between the science and arts tracks. Technical education comprises three main streams: technical, agricultural and commercial. At the end of the general and

technical secondary stages, students receive the secondary school-leaving certificate or the technical secondary diploma after passing a general examination.

98. Higher education is offered at universities, higher colleges of technology and other higher education institutes. Students who apply through the National Admissions and Placement Office to study at the United Arab Emirates University, higher colleges of technology or Zayed University are required to take the common educational proficiency assessment, which consists of two tests in English and mathematics.

Uzbekistan

99. Uzbekistan has been party to the 1960 UNESCO Convention against Discrimination in Education since 1997 and also responded to the seventh consultation of member States on the implementation of the Convention and the recommendation against discrimination in education. The report of Uzbekistan contains detailed information demonstrating the implementation of national laws/education policy and the extent to which they correspond to the provisions of the Convention. In relation to the issue of admission of pupils to educational institutions at all levels, information provided by the report highlights the legal and administrative measures adopted to give effect to non-discrimination and the treatment of refugees.

100. Article 18 of the Constitution stipulates that all citizens have equal rights and freedoms and are equal before the law, without distinction of sex, race, nationality, language, religion, social origin, convictions, individual and social status. Any privileges may be granted solely by the law and conform to the principles of social justice

101. Under article 41, everyone has the right to education. The State guarantees free secondary education. Schooling is under State supervision.

102. Article 42 guarantees to everyone freedom of scientific research and engineering work and the right to enjoy cultural benefits. The State promotes the cultural, scientific and technical development of society.

103. Several legislative reforms of the education system of Uzbekistan have taken place since 1992. The latest was passed in 2007 and reaffirmed the constitutional commitment to providing free compulsory education for all children. General basic education (primary and secondary, grades 1-9) is compulsory and provided free in public institutions.

104. Primary (basic) education is provided in several types of basic education schools: schools with only primary education (grades 1-4); schools which offer partial (grades 1-9) and complete (grades 1-11) secondary education; adult education centres and specialized schools and boarding schools for students with disabilities. General basic education (grades 1-9) is compulsory and the admission age is 6 or 7.

105. Secondary education consists of two or three years of upper secondary education or vocational technical education. That is provided at two levels: the first level offers six months to three years of basic vocational training; the second

level generally offers two years of training (post-secondary level) in over 300 specializations, leading to a diploma of specialized secondary education.

106. Higher education is provided in universities and higher education institutions. Access to the four-year bachelor's degree programme is subject to State test-based selection. An additional two years are required for a master's degree and another six years for a full doctoral degree.

107. Within the UNESCO participation programme, the project on the empowerment of women through lifelong learning programmes in rural areas is focused on raising the awareness of youth and households regarding women's rights and the potential of achieving their well-being in society. Within the project, training sessions are being carried out in three rural areas of Uzbekistan: Chavkan village, Qashqadaryo region; Tortkul village, Andijan region; and Dehqonobod village, Syrdarya region. In each training session, 50 vulnerable women and girls are covered by four qualified trainers. The project also envisages the publication of a manual on entrepreneurship that will be distributed among participants of the training.

108. The overall goal of the UNAIDS Unified Budget, Results and Accountability Framework project on the enhancement of national capacity in the field of comprehensive HIV and drug use prevention and reproductive health education is to strengthen comprehensive gender-sensitive, age-specific and culturally appropriate HIV and drug use prevention education in Uzbekistan through formal and non-formal channels. More particularly, the project aims to enhance the access of young people to communication and education on HIV, gender-based violence and drug use prevention, harm reduction and sexual and reproductive health in and out of school settings that is informed by evidence, and is rights-based, gender-sensitive, age-specific and culturally appropriate. It also aims to sensitize educational institutions and policy- and decision makers at national, regional and local levels to HIV prevention, sexuality and reproductive health education.

Annex

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

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, secondary		Gross enrolment ratio, tertiary		Gender parity index for gross enrolment ratio, primary	Gender parity index for gross enrolment ratio, secondary (all programmes)	Gender parity index for gross enrolment ratio, tertiary
		Female	Male	Female	Male	Female	Male			
Lebanon	2009	98.01	106.87	76.50	75.77	49.14	47.18	0.92	1.01	1.04
	2010	98.62	108.33	75.01	73.64	48.62	46.87	0.91	1.02	1.04
	2011	98.80	108.84	76.42	75.82	49.79	49.67	0.91	1.01	1.00
	2012	101.86	111.40	74.27	73.67	47.84	44.52	0.91	1.01	1.07
	2013	108.77	118.20	75.25	74.83	49.84	45.84	0.92	1.01	1.09
Liberia	2009	94.11	104.99	–	–	–	–	0.90	–	–
	2010	–	–	–	–	6.44	12.09	–	–	0.53
	2011	97.80	106.81	40.64	49.54	–	–	0.92	0.82	–
	2012	–	–	–	–	8.98	14.23	–	–	0.63
	2013	–	–	–	–	–	–	–	–	–
Madagascar	2009	112.43	151.65	29.43	31.34 ^a	3.26	3.61	0.98	0.94 ^a	0.90
	2010	143.25	145.89	–	–	3.44	3.77	0.98	–	0.91
	2011	143.11	145.84	35.65 ^a	37.54 ^a	3.85	4.16	0.98	0.95 ^a	0.93
	2012	144.25	146.12	37.13	38.93	3.91	4.26	0.99	0.95	0.92
	2013	144.70	145.79	37.65	39.13	4.11	4.38	0.99	0.96	0.94
Malawi	2009	132.82	129.11	29.37	33.51	–	–	1.03	0.88	–
	2010	140.19	135.24	31.09	34.20	0.55	0.89	1.04	0.91	0.62
	2011	142.95	137.42	32.30	35.32	0.64	0.99	1.04	0.91	0.65
	2012	143.91	138.72	32.41	36.05	–	–	1.04	0.90	–
	2013	143.75	138.98	34.86	38.31	–	–	1.03	0.91	–
Portugal	2009	112.43	116.25	109.28	105.26	68.15	57.24	0.97	1.04	1.19
	2010	110.61	113.51	110.95	108.53	71.76	60.37	0.97	1.02	1.19
	2011	108.25	110.49	112.01	110.54	75.56	63.28	0.98	1.01	1.19
	2012	105.35	107.16	113.13	112.58	75.19	62.79	0.98	1.00	1.20
	2013	103.61	105.92	122.84	122.89	71.55	60.56	0.98	1.00	1.18

Country	Year	Gross enrolment ratio, primary		Gross enrolment ratio, secondary		Gross enrolment ratio, tertiary		Gender parity index for gross enrolment ratio, primary	Gender parity index for gross enrolment ratio, secondary (all programmes)	Gender parity index for gross enrolment ratio, tertiary
		Female	Male	Female	Male	Female	Male			
Russian Federation	2009	98.88	98.51	83.83	85.96	86.69	64.56	1.00	0.98	1.34
	2010	–	–	–	–	–	–	–	–	–
	2011	100.73	99.96	90.76	92.98	87.40	65.98	1.01	0.98	1.32
	2012	100.97	100.16	94.16	96.38	85.05	67.51	1.01	0.98	1.26
	2013	100.06	99.30	96.22	98.10	–	–	1.01	0.98	–
Slovakia	2009	104.10	104.41	92.47	91.40	68.10	42.80	1.00	1.01	1.59
	2010	102.63	103.12	93.25	92.32	68.24	44.21	1.00	1.01	1.54
	2011	101.49	101.95	93.82	93.27	66.99	43.62	1.00	1.01	1.54
	2012	101.39	101.89	94.15	93.63	67.08	43.62	1.00	1.01	1.54
	2013	100.96	101.94	93.25	91.61	65.38	42.33	0.99	1.02	1.54
Slovenia	2009	97.75	98.06	97.51	97.43	104.35	69.40	1.00	1.00	1.50
	2010	98.09	98.34	97.35	98.15	107.53	71.16	1.00	0.99	1.51
	2011	98.48	98.41	97.32	98.54	108.59	63.82	1.00	0.99	1.70
	2012	99.03	98.83	97.18	97.93	104.00	69.59	1.00	0.99	1.49
	2013	98.91	98.66	110.03	110.38	101.00	69.04	1.00	1.00	1.46
Timor-Leste	2009	103.08	109.04	55.97 ^b	57.41 ^b	13.42	19.39	0.95	0.97 ^b	0.69
	2010	113.85	119.10	54.65	54.77	14.87	20.51	0.96	1.00	0.73
	2011	121.92	127.87	57.17	56.08	–	–	0.95	1.02	–
	2012	–	–	–	–	–	–	–	–	–
	2013	–	–	–	–	–	–	–	–	–
United Arab Emirates	2009	104.01	113.15	–	–	–	–	0.92	–	–
	2010	108.42	117.10	–	–	–	–	0.93	–	–
	2011	106.91	114.95	–	–	–	–	0.93	–	–
	2012	106.87	109.75	–	–	–	–	0.97	–	–
	2013	–	–	–	–	–	–	–	–	–
Uzbekistan	2009	91.32	93.27	103.34	104.29	8.16	11.68	0.98	0.99	0.70
	2010	91.82	94.21	103.78	105.25	–	–	0.97	0.99	–
	2011	91.88	94.68	104.00	106.30	6.95	10.74	0.97	0.98	0.65
	2012	–	–	–	–	–	–	–	–	–
	2013	–	–	–	–	–	–	–	–	–

Note: A dash indicates data not available.

^a UNESCO Institute for Statistics estimate.

^b National estimate.