



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

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

**Forty-ninth session**

11 – 29 July 2011

Item 6 of the provisional agenda\*

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

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

**Note by the Secretary-General\*\***

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

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\* CEDAW/C/49/1.

\*\* This document was submitted late due to delayed inputs from other sources and will be available only in English.

## I. INTRODUCTION

1. The Committee on the Elimination of Discrimination against Women (CEDAW) will, at its forty-ninth session, examine the national reports of the following countries:

**Costa Rica**

**Djibouti**

**Ethiopia**

**Italy**

**Nepal**

**Republic of Korea**

**Singapore**

**Zambia**

2. Article 22 of the Convention on the Elimination of All Forms of Discrimination against Women invites specialized agencies to “submit reports on the implementation of the Convention in areas falling within the scope of their activities”, accounting for recent activities, policies and programmes. Accordingly, UNESCO reports on the implementation of Article 10 on “Education” and related articles.

3. The Universal Declaration of Human Rights (1948) assigns two basic functions to education. Firstly, it stipulates that “Education shall be directed to the full development of the human personality” and secondly, that “It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace” (Article 26, paragraph 2). Despite the commitments made by Member States to the Universal Declaration of Human Rights and the other more recent Human Rights instruments, much work remains to be done to achieve just and harmonious societies. Human rights abuses and violent conflicts persist which affect disproportionately women and girls. Violence occurs at every level, including in and around school environments.

4. The right to education is at the very heart of UNESCO's mission and is an integral part of its constitutional mandate. The Constitution of UNESCO expresses the belief of its founders in “full and equal opportunities for education for all”. Exclusion from education and from fundamental human rights is one of the most powerful obstacles which stand in the way of democracy and peace.

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

6. The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, girls and boys, women and men. At the World Education Forum (Dakar, 2000), 164 governments pledged to achieve EFA and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector

are working together to reach the EFA goals. The Dakar Framework for Action mandated UNESCO to coordinate these partners, in cooperation with the four other conveners of the Dakar Forum (UNDP, UNFPA, UNICEF and the World Bank). As the leading agency, UNESCO focuses its activities on five key areas: policy dialogue, monitoring, advocacy, mobilization of funding, and capacity development.

7. UNESCO's 2011 Global Monitoring Report "The Hidden Crisis: Armed Conflict and Education" examines the damaging consequences of conflict for the Education for All goals. The report sets out an agenda for protecting the right to education during conflict, strengthening provision for children, girls and boys, women and men affected by conflict, and rebuilding education systems in countries emerging from conflict. The Report also explores the role of inappropriate education policies in creating conditions for violent conflict. Drawing on experience from a range of countries, it identifies problems and sets out solutions that can help make education a force for peace, social cohesion and human dignity.

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

## **II. UNESCO's general activities to implement the CEDAW in the Secretariat**

9. As a specialized agency of the United Nations, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. In UNESCO's Medium-Term Strategy for 2008-2013, gender equality has been designated as one of two global priorities of the Organisation (the other one being Africa). This "Priority Gender Equality" is pursued through a two pronged approach, (i) gender specific programming and (ii) gender mainstreaming in all of UNESCO fields of competence. UNESCO's Director-General, Ms Irina Bokova, has made gender equality one of the principal priorities of her mandate, and is strongly engaged in pursuing this commitment through substantive programmes and concrete action in all of UNESCO's fields of competence.

10. UNESCO's efforts to promote women's empowerment, women's rights and gender equality are guided by the Beijing Platform for Action, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Resolutions and international and regional Instruments relevant to UNESCO's areas of action. UNESCO's Medium-Term Strategy for 2008-2013, UNESCO's biannual Programme and Budget document, as well as UNESCO's organization-wide "Priority Gender Equality Action Plan for 2008-2013" support and guide the implementation of its global "Priority Gender Equality". The Action Plan contains information on strategic actions by programme sectors pertaining to gender equality with corresponding expected outcomes and performance indicators for 2008-2013, principal elements of implementation, monitoring and reporting on action in support of gender equality, and institutional mechanisms for the pursuit of gender equality in the Organization with focus on capacity development, accountability and representation of women and men in decision-making levels in the Secretariat.

11. More specifically, UNESCO contributes to the fight against discrimination and racism through research, normative instruments and operational programmes and projects, and encourages the enhancement of women's civil, political, and social rights, their citizenship, and engagement in transnational solidarity to promote women's human rights across the globe. Globalization is a multi-dimensional process of economic, political, cultural, and ideological change, and has a mixed impact on women's rights. On the one hand, it has led to increasing violations of women's economic, political, and cultural rights

due to the feminization of poverty, the expansion of religious fundamentalisms, new forms of militarism and conflict, etc. On the other hand, aspects of globalization have provided women with increasing opportunities to work in solidarity at national, regional, and international levels to demand their rights. UNESCO's objective is to advance and share knowledge about the gendered aspects of globalization and help promote mechanisms that strengthen the positive aspects and consequences of globalization, especially with respect to women's human rights and gender equality.

12. UNESCO has launched the "UNESCO Network of Women's Studies and Gender Research", which is the first of its kind to involve institutions from across the globe. The Network aims at promoting policy oriented research on and advocacy for women's rights and gender equality, building capacities and advancing women studies and strengthening collaboration among university/research centers on gender equality issues across continents. More recently, UNESCO and the Islamic Educational, Scientific and Cultural Organization (ISESCO) in collaboration with the Centre for Research and Documentation on Women, Gender and Peacebuilding for the Great Lakes Region, jointly organized an international conference entitled "Men's Role in Combating Violence Against Women" in Kinshasa, Democratic Republic of the Congo. Speakers drawn from academic and policy making communities addressed the issue of why men engage in violence and discrimination against women, and how they can be implicated in preventive activities.

13. Situations of armed conflict as well as periods of post-conflict reconstruction provide special challenges for the advancement of gender equality and the protection of women's rights and fight against discrimination. UNESCO's programmes in regions of armed conflict or post-conflict aim to increase knowledge and understanding concerning the transformations that occur in gender relations during and after conflict, and to ensure the protection of women's rights, and their full participation in peace-making, conflict resolution and post-conflict reconstruction. Our activities in this area include:

- Networking and collaborative work with women peace activists, peace researchers, and feminist scholars of international relations on contemporary conflicts and their gender dynamics;
- Research regarding the implementation of the Security Council Resolution 1325 and obstacles to its realization, in collaboration with other agencies within the UN system;
- Dissemination of research findings to national and international policy-makers and other relevant actors;
- Creating women's observatories or research and documentation centers that will establish programmes to promote women's involvement in conflict-resolution, peace processes, and reconstruction efforts, and in post-conflict democratization processes.

14. During recent conflicts around the world women have continued to endure unprecedented levels of sexual violence and assault, leading to consequences including HIV infection, pregnancy and other health complications, as well as possible stigmatization and exclusion from their communities. Women who are made refugees as a result of conflict experience intense insecurity that comes both from being isolated from their habitual support systems and from the additional physical insecurities often present in situations of forced displacement. However, despite the consequences of conflict for many women, women's important role in peacemaking and conflict resolution is not recognized in official fora. Too often, women are neither adequately represented at decision-making levels nor involved in formal processes of peace negotiations and agreements. Women's grassroots organizations and peace initiatives are marginalized or ignored. UNESCO aims to promote women's participation in peace-making and post-conflict reconstruction and to advance gender equality in situations of conflict and post-conflict.

15. UNESCO has initiated an awareness raising project on the current gender divide in Free and Open Software (FOSS) with the aim of increasing women's access to ICT's and FOSS. The outcome document will strive to formulate concrete recommendations and actions for UNESCO's Member States in this area.

16. UNESCO has established several working groups for the development of new initiatives focusing on women and girls in the following areas: women's and girls' education, elimination of female genital mutilation/cutting (FGM/C) and gender-responsive media.

17. Since the 48<sup>th</sup> session of the CEDAW, UNESCO's mandatory capacity development and training in gender mainstreaming was provided to the staff of the UNESCO Offices in Bangkok (Thailand), New Delhi (India) and Iraq (based in Jordan), as well to staff in the UNESCO Intergovernmental Oceanographic Commission, the UNESCO Institute for Lifelong Learning, the UNESCO International Centre for Technical and Vocational Education and Training, the UNESCO International Bureau of Education, and to the ministerial trainees from developing countries and staff of the UNESCO Institute for Educational Planning. Orientation sessions on Gender Equality were given during the retreats of the Communication and Information Sector and the External Relations and Information Sector.

18. Within the Secretariat, the Division for Gender Equality in the Office of the Director-General is responsible to initiate, facilitate and monitor all actions pertaining to women's empowerment and gender equality at Headquarters and in the field. The Division works with staff in the programme sectors in headquarters as well as in field offices in the implementation of the Priority Gender Equality through the Action Plan.

19. The Division for Gender Equality also organizes high-level and awareness-raising events to mark International Day for the Elimination of Violence against Women, on 25 November, and International Women's Day, on 8 March. To mark the occasion on 8 March 2011, UNESCO hosted a series of events, which included conferences, exhibitions, roundtables and concerts that underscored the different forms of discrimination against women in UNESCO's fields of action, and highlighted efforts underway in different regions of the world to prevent it.

### **III. MEASURES TAKEN BY UNESCO TO IMPLEMENT THE PROVISIONS OF CEDAW IN THE COUNTRIES TO BE CONSIDERED AT THE 49<sup>TH</sup> session**

20. Country-Specific Reports – UNESCO Initiatives/Projects

**Costa Rica**

**Djibouti**

**Ethiopia**

**Italy**

**Nepal**

**Republic of Korea**

**Singapore**

**Zambia**

#### **COSTA RICA**

21. Costa Rica is party to UNESCO's Convention against Discrimination in Education (CADE) since 1963 but did not report to UNESCO for the Seventh Consultation on the

measures taken for its implementation (covering the period 2000-2005). Costa Rica is not party to UNESCO's Convention on Technical and Vocational Education (1989).

### **Constitutional framework**

22. Title VII of the Constitution of Costa Rica of 1949 is dedicated to "Education and Culture" (Articles 76 to 88). According to Article 77, "Public education shall be organized as a comprehensive process correlated in its various phases, from preschool to university education." Article 78 stipulates: "(1) Preschool education and general basic education are compulsory. These levels and the diversified education level are, in the public system, free and supported by the Nation. (2) In state education, including higher education, the public expenditure will not be inferior to six percent (6%) of the gross domestic product, in accordance with the law without detriment to the provisions of Articles 84 and 85 of this Constitution; (3) The State shall facilitate the pursuit of higher studies by persons who lack monetary resources. According to Article 82, "The State shall provide food and clothing for indigent pupils, in accordance with the law.

### **Legislative and administrative frameworks**

23. The 1957 Fundamental Education Act (*Ley Fundamental de Educación*<sup>1</sup>) is the legal framework for education after the Constitution. The law rules the rights to education and the organization of Education at the national level. It states that every citizen has the right to education (art 1) and that primary education is compulsory and free (art 8).

24. The 1996 Equal Opportunities Act (*Ley No. 7600 "Igualdad de Oportunidades para personas con Discapacidad"*<sup>2</sup>) guarantees equal access to education without discrimination. UNESCO's International Bureau of Education (IBE) underlines that the government made a special effort to improve equal opportunities between urban and rural areas.

### **Policies**

25. In 2004, the Superior Council of Education adopted an educational policy towards the 21<sup>st</sup> Century (*Política Educativa Hacia el Siglo XX*)<sup>3</sup>, based on the National Plan of Action of Education for All for 2003-2015.

### **UNESCO initiatives – Communication and Information Sector**

26. UNESCO has launched a project on "Indigenous Reporter Women" which today includes fifteen community radio-stations, located in several rural areas of Costa Rica. The local radio transmitters mainly serve as a tool for distance education, and contribute to the preservation of the culture in the Costa Rican communities. Contrary to the national transmitter, the local transmitter benefits from a better adaptability to local conditions, and a valuable proximity to the local population. 24 indigenous female reporters from six communities were trained to express the problems of the communities, and they then trained other women in their communities. Workshops are regularly organized within the communities to provide the women with the possibility to document and share aspects of their work and lives.

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<sup>1</sup> <http://www.mep.go.cr/CentroDeInformacion/DOC/leyfundamental-285200810525.pdf> (accessed 14/01/2011)

<sup>2</sup> <http://www.inamu.go.cr/images/stories/ley7600.doc> (accessed 14/01/2011)

<sup>3</sup> <http://www.mep.go.cr/CentroDeInformacion/DOC/politicaeducativasigloXXI-226200914446.pdf> (accessed 14/01/2011)

#### **4UNESCO Fellowships Programme**

27. Seven fellowships were awarded to women from Costa Rica in various fields of study (education, social and human sciences and culture).

#### **DJIBOUTI**

28. Djibouti is not party to UNESCO's Convention against Discrimination in Education (CADE) or to UNESCO's Convention on Technical and Vocational Education (1989).

#### **Constitutional framework**

29. The Constitution of Djibouti, adopted in 1992 and last amended in 2010, includes provisions relating to human rights but no provision that provides the right to education.

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

30. According to the Law on the Education System in Djibouti from 2000, "the aim of education is to make Djibouti able to contribute to the economic, social and cultural development of the country" (Article 7). The education system has the following objectives: a) promote the awareness of belonging to the nation of Djibouti and thereby contribute to strengthening national cohesion b) combat prejudices and negative behaviors by promoting a culture of tolerance and respect for others, c) training of men and women leaders, capable of initiative, adaptability, creativity and able to live their lives in dignity d) ensure that all children have equitable access to quality education, e) develop education and training related to the socio-economic development; f) combat illiteracy by removing socio-economic and cultural barriers, particularly among women.

#### **Policies**

31. The Master Plan of 2010-2019 states that the right to quality education is recognized by the Law on the Education System. Djibouti places the quality of education at the heart of the concerns of this strategy through the implementation of measures to accelerate access to schooling for all. The six goals of the Master Plan 2010-2019 are: 1) Promoting early childhood education in collaboration with the private sector and associations by focusing the efforts on children from poor backgrounds and rural areas; 2a) Achieving 100% enrollment in primary education by 2015 and 90% of gross enrollment rate of 11-14 years in 2019; 2b) Eliminating gender disparity in primary and secondary education by 2015 and achieving gender equality in education by 2019; 3) Guaranteeing 100% of students in basic proficiency defined by the curriculum in language, mathematics, science and life skills; 4) Reforming secondary and vocational education and training in ensuring excellence and relevance of training in relation to the labor market; 5) Improving all aspects of the quality and relevance of higher education and university research; 6) Improving governance practices at all levels to ensure effective and efficient management of service quality and resource utilization.

32. Among the various measures undertaken to promote free schooling in Djibouti are the "scholarships for girls", funded by USAID to promote girls access to education.

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<sup>4</sup> The UNESCO Fellowships Programme provides opportunities for innovative training and high-level studies through the granting of short-term postgraduate fellowships for the benefit of UNESCO's Member States and Associate Members, in line with UNESCO's global priority "gender equality".

33. In the Beijing +15 National Report of the Ministry for the Promotion of Women, it states that "in the vast field of education for all, the issue of gender remains a major priority. In this report, the strategic objectives, i.e. the education of women, the promotion of gender equality, and the fight against illiteracy among women will contribute to achieving the national target of 65% gross enrollment rate of girls, implementing national policies to fight against illiteracy and strengthen the participation of women and girls in non formal education, and providing access to skills training for young girls.

### **UNESCO Initiatives**

#### **Education**

34. In partnership with the Barefoot College in India, UNESCO trained female and male technicians in solar energy which was put in place in their native villages. Five illiterate women in rural areas were trained for six months as technicians in installation and maintenance of solar panels.

35. In collaboration with UNESCO, several awareness campaigns were organized throughout Djibouti for the parents to combat prejudice against girls' access to education in order to convince them to send the girls to school. Follow-up actions are being prepared.

#### **Communication and Information**

36. UNESCO has organized an "Ethiopian and Djibouti media on IPDC (International Programme for the Development of Communication) project writing" where media professionals, both women and men, from Ethiopia and Djibouti benefited from a two-day training on project development and proposal writing for grants offered through UNESCO's International Programme for the Development of Communication (IPDC). Nine institutions from Ethiopia and two from Djibouti attended the workshop. The workshop was jointly organized by UNESCO and the United Nations Economic Commission for Africa (ECA). The workshop aimed at increasing the quality and number of projects submitted to IPDC for funding, and served as a platform for stimulating greater collaboration amongst media institutions in the two countries.

#### **UNESCO Fellowships Programme**

37. One fellowship was awarded to a woman from Djibouti in the field of social sciences.

### **ETHIOPIA**

38. Ethiopia is not party to 1960 UNESCO's Convention against Discrimination in Education and did not report to UNESCO on the measures taken for the implementation of the 1960 UNESCO's Recommendation against Discrimination in Education within the framework of the seventh consultation of Member States (covering the period 2000-2005). Ethiopia is not party to UNESCO's Convention on Technical and Vocational Education (1989).

#### **Constitutional Framework**

39. The Constitution of the Federal Democratic Republic of Ethiopia<sup>5</sup> does not recognize the right to education. However, regarding the "Economic, Social and Cultural Rights", Article 41 (4) provides that "The State has the obligation to allocate resources to

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<sup>5</sup> Official website of the Federal Democratic Republic of Ethiopia: <http://www.ethiobar.net/> (accessed 22/03/2011)

provide for public health, education and other social services.” Besides, Article 51 (3) adds that the Federal Government “shall establish and implement national standards and basic policy criteria for public health, education, science and technology.

40. Regarding gender equality, Article 7 states that “Provisions of this Constitution set out in the masculine gender shall also apply to the feminine gender” and Article 35 states that “Women shall, in the enjoyment of rights and protections provided for by this Constitution, have equal rights with men. It adds that “To prevent harm arising from pregnancy and childbirth and in order to safeguard their health, women have the right of access to family planning education, information and capacity building.”

41. Article 25 provides that “All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall guarantee to all persons equal and effective protection without discrimination on grounds of race, nation, nationality, or other social origin, color, sex, language, religion, political or other opinion, property, birth or other status.”

### **Legislative Framework**

42. The Proclamation No. 650/2009<sup>6</sup> provides legal direction and guidance to develop the country's higher education system. The Technical and Vocational Education and Training Proclamation No. 391 of 2004<sup>7</sup> provides for the establishment of a uniform system for the determination of levels of competence and accreditation of training institutions.

### **Policies**

43. The Government of Ethiopia has developed an Education Training Policy (ETP) and Education Sector Strategy in 1994 (Transitional Government of Ethiopia, 1994; Ministry of Education, 1996). The Government adopted the Education Sector Development Programme (ESDP) in 1997 together with the Education Training Policy.

44. Ethiopia has abolished the primary school fees as part of efforts to build confidence in the post-conflict reconstruction process. Since 2005, Ethiopia's Productive Safety Net Programme has provided money or food transfers to poor households, enabling many parents to keep their children in school longer. Among households headed by women, the money has been used to pay for school registration fees, and 69% of households using cash payments for education are able to keep their children in school longer as a direct result of the programme.<sup>8</sup>

### **UNESCO Initiatives**

#### **Culture**

45. UNESCO has launched an “Ethiopian Digital Stories” project which draws attention to the diverse voices and concerns of Ethiopian women, and contributes to the creation of an open space for dialogue and social participation to address the country's development challenges. Young athletes, housewives, business women, students, job seekers as well as women from other backgrounds, were trained in working with digital cameras. The

<sup>6</sup> Official website of the Federal Democratic Republic of Ethiopia, List of Bills adopted, <http://www.ethiobar.net/> (accessed 22/03/2011)

<sup>7</sup> Official website of the Federal Democratic Republic of Ethiopia, List of Bills adopted, <http://www.ethiobar.net/> (accessed 22/03/2011)

<sup>8</sup> EFA Global Monitoring Report 2011, p.6; p.51.

Ethiopian Digital Stories project falls within the larger UNESCO goal of promoting the development of ICT skills among various sectors, particularly among women, as well as the creation of multilingual local content for the web.

#### **Communication and Information**

46. UNESCO has organized an “Ethiopian and Djibouti media on IPDC (International Programme for the Development of Communication) project writing” where media professionals, both women and men, from Ethiopia and Djibouti benefited from a two-day training on project development and proposal writing for grants offered through UNESCO’s International Programme for the Development of Communication (IPDC). Nine institutions from Ethiopia and two from Djibouti attended the workshop. The workshop was jointly organized by UNESCO and the United Nations Economic Commission for Africa (ECA). The workshop aimed at increasing the quality and number of projects submitted to IPDC for funding, and served as a platform for stimulating greater collaboration amongst media institutions in the two countries.

47. Ethiopia has two community multimedia centres (CMC), mainly for community ICT training for women and men. Community multimedia centers can be effective gateways for women in disadvantaged communities to experience the new information technologies, offering them increased self-confidence and skills to use ICTs.

#### **UNESCO Fellowships Programme**

48. Seven fellowships were awarded to women from Ethiopia in various fields of study (education and social and human sciences).

#### **ITALY**

49. Italy is party to UNESCO’s Convention against Discrimination in Education (CADE) since October 1966 and submitted a report in 2006, on the measures taken for its implementation within the framework of the Seventh Consultation (covering period 2000-2005). Italy is not party to UNESCO’s Convention on Technical and Vocational Education (1989).

#### **Constitutional framework**

50. The right to education is enshrined in the Italian Constitution of 1948.<sup>9</sup> According to Article 34, “Schools are open to everyone” and “Primary education, given for at least eight years, is free and compulsory.” This article also states that “capable and deserving pupils, even if lacking financial resources, have the right to attain the highest levels of education. The Republic furthers the realization of this right by scholarships, allowances to families, and other benefits, to be assigned through competitive examinations.”

51. Article 33 affirms the freedom of teaching art and science. It indicates that the Republic determines the general rules on education and establishes state schools for all branches and grades, and public bodies and private persons have the right to establish schools and education institutes, at no cost to the State. This Article also stipulates that “The law defining rights and obligations of those private schools requesting recognition has to guarantee full liberty to them and equal treatment with pupils of state schools” and “Institutions of higher learning, universities and academies, have the right to establish their

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<sup>9</sup> Website of the territorial office of the Government of Reggio Calabria  
<http://www.prefettura.it/FILES/AllegatiPag/1224/versione%20inglese%20completadoc.pdf> (accessed 28/03/2011)

own by-laws within the limits of State law.” According to Article 38.3, “disabled and handicapped persons are entitled to education and vocational training”.

### **Legislative and administrative framework**

52. Italy has elaborated a broad legislative framework, which in recent years has been reformed in order to achieve a strong compulsory educational system, which takes into account the specific needs of pupils and teachers.

53. A very important law is Law no. 53 of 28 March 2003<sup>10</sup> for the reform of the education and training system. This law redefined and broadened the concept of compulsory schooling and compulsory training, introducing the ‘right-duty’ to education and training for at least 12 years from the age of 6 years. This ‘right-duty’ is fulfilled within the education system or until the pupil obtains a qualification within the vocational education and training system by the age of 18 years. Following the implementation of this law, primary education was completely reformed with Legislative Decree no. 59 of 19 February 2004.

### **Policies**

54. The Southern regions of the country are supported by regional policies and benefit from additional financial resources, both on the European (Structural Funds) and national levels. The present National Operational Programme is based on the priorities of the National Strategic Plan for 2007-2013 and considers education and training a top priority of the regional policy.

### **UNESCO Initiatives**

#### **Education**

55. Within the framework of the Complementary Additional Programme (CAP), Italy’s Directorate for International Cooperation of the Foreign Affairs has decided to provide financial support to the following UNESCO projects pertaining to women’s empowerment and gender equality: “Assuring learning outcome and retention of girls in lower secondary education in Ethiopia (S\$ 500,000), “Capacity development for Education for All (CapEFA - US\$ 200,000), and “Strengthening Global EFA coordination” (US\$ 100,000)”.

#### **UNESCO Fellowships Programme**

56. Eight fellowships were awarded to women from Italy in various fields of study (science and social and human sciences).

### **NEPAL**

57. Nepal is not party to 1960 UNESCO’s Convention against Discrimination in Education but reported to UNESCO in 2006 on the measures taken for the implementation of the 1960 UNESCO’s Recommendation against Discrimination in Education within the framework of the seventh consultation of Member States (covering the period 2000-2005). Nepal is not party to UNESCO’s Convention on Technical and Vocational Education (1989).

<sup>10</sup> <http://www.camera.it/parlam/leggi/030531.htm> (In Italian) (accessed 28/03/2011)

### **Constitutional Framework**

58. Nepal has an Interim Constitution since 2007<sup>11</sup>. A new Constitution is in process and will soon be adopted.<sup>12</sup> The Interim Constitution recognizes the right to free education. According to Article 17, “(1) Each community shall have the right to get basic education in their mother tongue as provided for in the law. (2) Every citizen shall have the right to free education from the State up to secondary level as provided for in the law. (3) Each community residing in Nepal shall have the right to preserve and promote its language, script, culture, cultural civility and heritage.”

59. Article 22 (5) provides that “No minor shall be employed in factories, mines or in any other such hazardous work or shall be used in army, police or in conflicts.”

60. Article 33 states that the State shall have responsibilities, among which “(h) To pursue a policy of establishing the rights of all citizens to education, health, housing, employment and food sovereignty.”

61. Article 13 provides that “(1) All citizens shall be equal before the law. No person shall be denied the equal protection of the laws (2) No discrimination shall be made against any citizen in the application of general laws on grounds of religion, race, sex, caste, tribe, origin, language or ideological conviction or any of these. (3) The State shall not discriminate among citizens on grounds of religion, race, caste, tribe, sex, origin, language or ideological conviction or any of these, and nothing shall be deemed to prevent the making of special provisions by law for the protection, empowerment and advancement of the interests of women. Article 21 stipulates that “Women, indigenous ethnic groups, oppressed groups, poor farmers, shall have the right to participate in state structures on the basis of principles of proportional inclusion.” Article 11 of the Constitution specifies that no discrimination shall be made against any citizen in the application of general laws on grounds of religion, race, sex, caste, tribe, or ideological conviction.

62. Concerning specifically women’s rights, Article 20 states that “(1) No one shall be discriminated in any form merely for being a woman” and Article 35 (8) adds that “The State shall pursue a policy of encouraging maximum participation of women in national development by making special provisions for their education, health and employment.”

### **Legislative Framework**

63. The Education Act (1971) was last amended in 2010<sup>13</sup> and provides in Article 16.D that “(1) The education provided by Community Schools up to the Primary level will be free, and the students enrolled in such schools will be provided free of cost textbooks by His Majesty's Government.” It adds that “(2) [...] a provision of free education will be made for girl children and the students from the dalits and the tribal class that fall below the poverty line.”

### **Policies**

64. The School Sector Reform for 2009-2015<sup>14</sup> identified policies and strategies for reforms in education. The Plan builds on the Education for All (EFA) and Secondary Education Support Programmes (SESP) achievements, and articulates the policy directions within the purview of statutory provisions, the EFA National Plan of Action, and the Three Year Interim Plan by incorporating the EFA Dakar Framework for Action and Millennium

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<sup>11</sup> [http://www.consulat-nepal.org/IMG/pdf/NEPAL\\_CONSTITUTION\\_2007.pdf](http://www.consulat-nepal.org/IMG/pdf/NEPAL_CONSTITUTION_2007.pdf) (Accessed 24/03/11)

<sup>12</sup> [http://www.ccd.org.np/new/index.php?newsletter\\_detail\\_id=45](http://www.ccd.org.np/new/index.php?newsletter_detail_id=45) (Accessed 24/03/11)

<sup>13</sup> <http://www.lexadin.nl/wlg/legis/nofr/oeur/lxwenep.htm> (Accessed 24/03/11)

<sup>14</sup> School Sector Reform Plan 2009-2015, <http://moe.gov.np/new/index.php?option=news&id=46> (Accessed 24/03/11)

Development Goals. The post-conflict education strategy included fellowships for girls and low-caste, indigenous and disabled children, creating incentives for their parents to send them to school.<sup>15</sup>

65. According to the Ministry of Education, it is necessary to involve young girls and boys and women and men who were taken out or not admitted to the school, in income generating activities for their livelihood. The main target of this policy is to expand the training programs and to ensure the excess and inclusion of women in all areas of training.

66. To ensure Equity and Social Inclusion, Nepal wants to implement affirmative action to increase the number of teachers from disadvantaged groups, and provide mandatory sanitary provisions for female teachers in the schools<sup>16</sup> Nepal has also provided scholarships for girls' education, and has specifically targeted girls from low-caste groups for support.<sup>17</sup> The Government has established a Girls' Education Fund to provide scholarships and financial incentives to poor and disadvantaged girls for the continuation of their higher education.<sup>18</sup>

## **UNESCO Initiatives**

### **Education**

67. Nepal participated in UNESCO's pilot project "Breaking the Poverty Cycle of Women: Empowering Adolescent Girls to Become Agents of Social Transformation in South Asia", which provided holistic educational programmes for girls.

68. UNESCO and the United Nations Girls' Education Initiative (UNGEI) East Asia and Pacific and South Asia (EAP & SA) organized a photo contest to highlight the theme of gender equality in the eyes of the participants. The contest attracted more than 250 entries from 14 countries across the Asia-Pacific region, submitted by students, teachers, government officials, development workers and professional photographers. The winning entries are featured in the UNESCO-UNGEI Asia-Pacific 2011 Gender in Education Calendar

([http://www.unescobkk.org/fileadmin/user\\_upload/library/edocuments/2011calendar\\_promote\\_gender\\_equality.pdf](http://www.unescobkk.org/fileadmin/user_upload/library/edocuments/2011calendar_promote_gender_equality.pdf)).

### **Communication and Information**

69. UNESCO has provided training to 25 female journalists from the Terai region in Nepal on personal security, human rights, basic journalism skills, conflict and gender-sensitive journalism. UNESCO and the Nepal Press Institute, which organized this training, hope that it will help women journalists protect themselves and reduce the increased incidents of violence against female journalists. With the support of the UN Peace Fund for Nepal, the first training session was followed-up by a second one entitled "Conflict-Sensitive Journalism, Gender-Sensitive Journalism and Gender-Based Violence", to continue the efforts to train women media professionals in personal security skills.

<sup>15</sup> EFA Global Monitoring Report 2011, p.230,  
<http://unesdoc.unesco.org/images/0019/001907/190743e.pdf> (Accessed 24/03/11)

<sup>16</sup> School Sector Reform Plan 2009-2015

<sup>17</sup> EFA Global Monitoring Report 2011, p.74

<sup>18</sup> National Report of Nepal on the measures taken for the implementation of the 1960 UNESCO's Recommendation against Discrimination in Education within the framework of the seventh consultation of Member States (covering the period 2000-2005).

70. UNESCO's International Programme for the Development of Communication (IPDC) has recently approved the funding for two projects aiming at capacity building of media and community-based organizations in Nepal. These projects will provide distance learning and build the capacities of community learning centres (CLC) and community multimedia centres (CMC) in Nepal. The two projects, "Building Bridges: Communication for Empowerment" and "Building Institutional Capacity of the Nepal Press Institute to Offer High Quality Media Training", will directly benefit Nepali female and male journalists and community-based organizations, and aims at increasing the capacity of CLC and CMC in Newalparasi, Kapilvastu, Palpa and Rupandehi by providing opportunities for marginalised communities, especially women, to learn about programmes and activities of community centres and, ultimately, to be engaged in them. This project will also enable members of those communities to participate in community-based learning and information sharing. The second project will equip journalists with the skills and knowledge necessary to report information in a fair and unbiased manner.

71. Nepal has two Community Multimedia Centres that promote promotes women's use of and participation in local media for cultural, social and economic development.

#### **UNESCO Fellowships Programme**

72. Five fellowships were awarded to women from Nepal in various fields of study (education and science).

#### **REPUBLIC OF KOREA**

73. The Republic of Korea is not party to UNESCO's Convention against Discrimination in Education and did not report to UNESCO for the Seventh Consultation on the measures taken for the implementation of the Recommendation against Discrimination in Education (covering the period 2000-2005). The Republic of Korea is not party to UNESCO's Convention on Technical and Vocational Education (1989).

74. The Republic of Korea reported to UNESCO in 2009 within the framework of the fourth consultation of Member States on the measures taken for the implementation of the 1974 UNESCO's Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (covering the period 2005-2008).

#### **Constitutional provisions on the right to education**

75. The Constitution is the basic source of all educational laws and regulations. Article 31 of the Korean Constitution<sup>19</sup> of 1948 makes provisions for equal rights for all citizens to receive an education corresponding to their abilities and a compulsory education free of charge.

#### **Legislative and administrative framework<sup>20</sup>**

76. The Fundamental Law of Education of 1997 stipulates the fundamental laws of every citizen's right and obligation to a public education. It also specifically puts forward

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<sup>19</sup> [http://korea.na.go.kr/res/low\\_01\\_read.jsp?boardid=1000000035](http://korea.na.go.kr/res/low_01_read.jsp?boardid=1000000035) (accessed 29/03/2011)

<sup>20</sup> International Bureau of Education, Profile of the education system of the Republic of Korea, <http://www.ibe.unesco.org/fr/dans-le-monde/regions-de-lunesco/asia-et-pacifique/republique-de-coree/profile-of-education.html> (accessed 29/03/2011); National report on the development of education in the Republic of Korea, 48th International Conference on Education, Geneva, 2008, [http://www.ibe.unesco.org/National\\_Reports/ICE\\_2008/koreaREP\\_NR08.pdf](http://www.ibe.unesco.org/National_Reports/ICE_2008/koreaREP_NR08.pdf) (accessed 29/03/2011)

the obligation of the state and the local government in providing public education and basic structure for a lifelong education system.

77. The fundamental law for women's development from 1995 is stipulated as the principal policy for women's access to education and the development of women's human resources.

### **Policies<sup>21</sup>**

78. The Korean society has provided a state of equal opportunity in terms of accessibility to education. The middle school assignment policy (introduced in 1969) and the high school equalization policy (since 1974) have improved educational integration at the institutional level

79. The Republic of Korea is trying to eradicate fixed ideas on gender roles and male-oriented viewpoints in textbooks. Korea's National Institute for Gender Equality offers special training programs on women's empowerment and gender equality, and distributes instruction manuals for teachers which explain the concept of equal education for women and men. A policy for expanding the opportunities for female teachers to enter the fields of education was developed.<sup>22</sup>

80. The National Human Rights Commission of Korea (NHRCK) has made efforts to include human rights content into the primary and secondary school curricula. In the new curriculum, launched in 2007, gender equality and non-discrimination against migrant workers and people with disabilities are promoted. The NHRCK also offered online course for an introduction to human rights, preventing disability discrimination and gender based discrimination.

### **UNESCO Initiatives**

#### **Education**

81. The Korean National Commission for UNESCO supports the ASPnet Field Study Project, in which ASP school students conduct field studies in human rights while focusing on women, children and minority groups by taking part in activities such as visiting migrant workers' unions. Students also have the opportunity to carry out various activities related to human rights such as publishing newspapers and organizing photo exhibits.<sup>23</sup>

82. UNESCO has established a UNESCO Chair in Women's Empowerment at the Ewha Women's University in the Republic of Korea. The disciplines of the Chair include history, women's studies, sociology, cultural anthropology, politics, and educational technology. The specific objectives of the Chair are to discover and collect data on women leaders in Asia; launch a new class on imaginary dialogue with women leaders in the modern history of Asian countries; host regular forums on the theme: "women leaders in the modern history of Asian countries"; produce documentary films about women leaders in the modern history of Asian countries on the basis of research results; create a website where the entire procedures and progress of the women's empowerment project will be made available to the public, and where scholars can engage in interdisciplinary exchange with

<sup>21</sup> International Bureau of Education, Profile of the education system of the Republic of Korea,; National report on the development of education in the Republic of Korea, 48th International Conference on Education, Geneva, 2008, op. cit.

<sup>22</sup> National report on the development of education in the Republic of Korea, 48th International Conference on Education, Geneva, 2008

<sup>23</sup> Ibid.

each other; hold a series of seminars for EGGP students and other foreign students on the subject of Asian women leaders; and, organize visiting professorships, and produce publications on research result.

83. UNESCO and the United Nations Girls' Education Initiative (UNGEI) East Asia and Pacific and South Asia (EAP & SA) organized a photo contest to highlight the theme of gender equality in the eyes of the participants. The contest attracted more than 250 entries from 14 countries across the Asia-Pacific region, submitted by students, teachers, government officials, development workers and professional photographers. The winning entries are featured in the UNESCO-UNGEI Asia-Pacific 2011 Gender in Education Calendar ([http://www.unescobkk.org/fileadmin/user\\_upload/library/edocuments/2011calendar\\_promote\\_gender\\_equality.pdf](http://www.unescobkk.org/fileadmin/user_upload/library/edocuments/2011calendar_promote_gender_equality.pdf)).

#### **UNESCO Fellowships Programme**

84. Three fellowships were awarded to women from the Republic of Korea in various fields of study (science and management).

#### **SINGAPORE**

85. Singapore is not party to UNESCO's Convention against Discrimination in Education and did not report to UNESCO for the Seventh Consultation on the measures taken for the implementation of the Recommendation against Discrimination in Education (covering the period 2000-2005). Singapore is not party to UNESCO's Convention on Technical and Vocational Education (1989).

#### **Constitution**

86. The Constitution of Singapore of 1963<sup>24</sup> enshrines the principle of non discrimination in education in Article 16 of part IV on Fundamental Liberties. It stipulates: "(...) there shall be no discrimination against any citizen of Singapore on the grounds only of religion, race, descent or place of birth — (a) in the administration of any educational institution maintained by a public authority, and, in particular, the admission of pupils or students or the payment of fees; or (b) in providing out of the funds of a public authority financial aid for the maintenance or education of pupils or students in any educational institution."

#### **Legislative and administrative frameworks<sup>25</sup>**

87. The legal framework for education in Singapore is defined in the Education Act (1985 Ed)<sup>26</sup> and the School Regulations (1990 Ed). The Compulsory Education Act (Cap 51)<sup>27</sup> was passed by Parliament in October 2000 and compulsory education is being implemented from January 2003.

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<sup>24</sup> [http://statutes.agc.gov.sg/non\\_version/cgi-bin/cgi\\_retrieve.pl?actno=Reved-CONST&date=latest&method=part](http://statutes.agc.gov.sg/non_version/cgi-bin/cgi_retrieve.pl?actno=Reved-CONST&date=latest&method=part)

<sup>25</sup> International Bureau of Education, Singapore, Profile of the education system, <http://www.ibe.unesco.org/fr/dans-le-monde/regions-de-lunesco/asie-et-pacifique/singapour/profile-of-education.html>

<sup>26</sup> [http://statutes.agc.gov.sg/non\\_version/cgi-bin/cgi\\_retrieve.pl?actno=REVED-87&doctype=EDUCATION%20ACT%0A&date=latest&method=part](http://statutes.agc.gov.sg/non_version/cgi-bin/cgi_retrieve.pl?actno=REVED-87&doctype=EDUCATION%20ACT%0A&date=latest&method=part)

<sup>27</sup> [http://statutes.agc.gov.sg/non\\_version/cgi-bin/cgi\\_retrieve.pl?actno=REVED-51&doctype=COMPULSORY%20EDUCATION%20ACT%0a&date=latest&method=part](http://statutes.agc.gov.sg/non_version/cgi-bin/cgi_retrieve.pl?actno=REVED-51&doctype=COMPULSORY%20EDUCATION%20ACT%0a&date=latest&method=part)

## UNESCO Initiatives

### Education

88. UNESCO and the United Nations Girls' Education Initiative (UNGEI) East Asia and Pacific and South Asia (EAP & SA) organized a photo contest to highlight the theme of gender equality in the eyes of the participants. The contest attracted more than 250 entries from 14 countries across the Asia-Pacific region, submitted by students, teachers, government officials, development workers and professional photographers. The winning entries are featured in the UNESCO-UNGEI Asia-Pacific 2011 Gender in Education Calendar ([http://www.unescobkk.org/fileadmin/user\\_upload/library/edocuments/2011calendar\\_promote\\_gender\\_equality.pdf](http://www.unescobkk.org/fileadmin/user_upload/library/edocuments/2011calendar_promote_gender_equality.pdf)).

### UNESCO Fellowships Programme

89. No fellowships were awarded to women from Singapore.

## ZAMBIA

90. Zambia is not party to 1960 UNESCO's Convention against Discrimination in Education and did not report to UNESCO on the measures taken for the implementation of the 1960 UNESCO's Recommendation against Discrimination in Education within the framework of the seventh consultation of Member States (covering the period 2000-2005). Zambia is party to UNESCO's Convention on Technical and Vocational Education since 1995.

### Constitutional Framework

91. The Constitution of Zambia of 1991 (as amended in 28 May, 1996)<sup>28</sup> includes human rights guarantees, but does not recognize the right to education. As Directive Principles of State Policy, Article 112 stipulates: "The following Directives shall be the Principles of State Policy for the purposes of this Part: (e) the State shall endeavour to provide equal and adequate educational opportunities in all fields and at all levels for all."

92. The draft Constitution Bill of 2010<sup>29</sup> stipulates in Article 69 that every person has the right to education and that the State shall ensure the right of every child to free and compulsory education.<sup>30</sup> Besides, Article 42 provides for Equality before law, Article 49 deals with Equality of both gender, Article 53 concerns persons with disabilities, Article 70 is on Language and culture.

### Legislative Framework

93. Despite several changes that have occurred during the past three decades, the Education Act of 1966<sup>31</sup>, last amended in 2003, continues to set the basic framework for the education system. The Act has not been comprehensively reviewed to cater for these changes and developments. Furthermore, because of insufficient facilities, it has not been

<sup>28</sup> <http://www.parliament.gov.zm/downloads/VOLUME%201.pdf>, p.193 (Accessed 25/03/11)

<sup>29</sup> <http://www.ncczambia.org/zambia2010.pdf> (Accessed 25/03/11)

<sup>30</sup> World Data on Education, VII Ed. 2010/11, [http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/WDE/2010/pdf-versions/Zambia.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Zambia.pdf) (Accessed 25/03/11)

<sup>31</sup> <http://www.parliament.gov.zm/downloads/VOLUME%2010.pdf> (Accessed 25/03/11)

possible at present to make education compulsory. There is no penalty to parents whose children are not enrolled in schools.<sup>32</sup>

### **Policies**

94. Zambia has launched its Sixth National Development (2011-2015), which coincides with the attainment of global commitments such as the Millennium Development Goals (MDGs) and the Education for All (EFA) goals.

95. Girls' education in Zambia was initiated through the Programme for the Advancement of Girls' Education (PAGE). PAGE was a UNICEF supported Ministry of Education programme which was initiated in 1994 with funding from the Canadian International Development Agency (CIDA). PAGE aimed at improving girls' access to quality primary education, and building self esteem through two critical areas of activities: research and policy development, social mobilization and gender sensitization and testing and demonstrating specific field interventions to improve girls' education.<sup>33</sup>

96. The Campaign for Female Education (CAMFED)<sup>34</sup> aims to achieve the retention and completion of schooling by girls in impoverished rural areas at the upper basic and high school levels through financial support.<sup>35</sup>

97. The Forum for African Women Educationalist of Zambia (FAWEZA)<sup>36</sup> works in four main areas: creates opportunities for increasing girls' access to schooling; creating an enabling environment for girls in Schools and Colleges; improving the retention of girls in education; and increasing the learning achievements levels of girls in Schools.<sup>37</sup>

### **UNESCO Initiatives**

#### **Education**

98. In January 2011, the Ministry of Education mobilized close to 900 pupils and 100 stakeholders for an awareness-raising activity and National Consultative Workshop on Sexual and Gender-Based Violence (SGBV) in the learning environment. The one-day workshop was organized by the Zambian National Commission for UNESCO with financial, technical and logistical support from UNESCO, UNICEF, the Forum of African Women Educationalists of Zambia and the Campaign for Female Education. Recommendations from the workshop included i) better enforcement of laws on SGBV; ii) establishment of a practicing license for the teaching profession that can be withdrawn when a teacher is found to have perpetrated SGBV crimes; iii) incorporation of SGBV in the curriculum in teacher training and learning institutions; iv) and the establishment of SGBV-related topics and other life skills curricula as examinable subjects. UNESCO will collaborate with other development partners under the guidance of the Ministry of Education to fully support follow-up activities to the consultative workshop.

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<sup>32</sup> World Data on Education, VII Ed. 2010/11.

<sup>33</sup> Documenting Good Practices in Girl's Education, Report submitted to Ministry of Education and UNICEF December 2005

<sup>34</sup> [http://us.camfed.org/site/PageServer?pagename=what\\_education](http://us.camfed.org/site/PageServer?pagename=what_education) (Accessed 25/03/11)

<sup>35</sup> Documenting Good Practices in Girl's Education, Report submitted to Ministry of Education and UNICEF December 2005

<sup>36</sup> <http://www.fawe.org/region/southern/zambia/index.php> (Accessed 25/03:11)

<sup>37</sup> Documenting Good Practices in Girl's Education, Report submitted to Ministry of Education and UNICEF December 2005

**Social and Human Sciences**

99. The establishment of a Regional Research and Documentation Centre for Women, Gender and Peace-building in the Great Lakes Region is part of UNESCO's programme in favour of promoting the human rights and the status of women living in this region through policy-oriented research, consultations, networking, capacity building and sustainable peace. In connection with this regional centre, national centres will also be established in ten other African states participating in this programme, such as Zambia.

**UNESCO Fellowships Programme**

100. Six fellowships were awarded to women from Zambia in various fields of study (education and science).

**IV. Gross enrolment ratio female and male - gender parity index Educational Statistics for All Countries Reporting for the 49th session (NB! data not available for 2010).**

**Gross enrolment ratio female/male – primary**

<i>Data</i>	<i>Gross enrolment ratio. Primary. Female</i>					<i>Gross enrolment ratio. Primary. Male</i>				
Year	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Country										
Costa Rica	109	111	109	109	109	110	112	110	110	110
Djibouti	37	39	43	52	51	46	49	50	59	58
Ethiopia	74	81	89	97	98	89	94	101	109	107
Italy	102	103	103	103	...	103	104	104	104	...
Nepal	...	...	...	...	...	...	...	...	...	...
Republic of Korea	100	100	102	104	...	103	103	105	106	...
Singapore	...	...	...	...	...	...	...	...	...	...
Zambia	113	115	116	118	112	118	118	119	120	113

**Gross enrolment ratio female/male – secondary**

<i>Data</i>	<i>Gross enrolment ratio. Secondary. Female</i>					<i>Gross enrolment ratio. Secondary. Male</i>				
Year	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Country										
Costa Rica	82	89	90	92	99	77	83	85	87	93
Djibouti	18	18	21	24	26	27	27	30	35	35
Ethiopia	19	22	26	28	30	31	36	38	39	39

<i>Data</i>	<i>Gross enrolment ratio. Secondary. Female</i>					<i>Gross enrolment ratio. Secondary. Male</i>				
Italy	98	99	99	100	...	99	100	100	101	...
Nepal	(**) 43	(**) 41	...	...	...	(**) 49	(**) 46	...	...	...
Republic of Korea	95	96	96	95	...	98	99	99	99	...
Singapore	...	...	...	...	...	...	...	...	...	...
Zambia	...	...	...	...	...	...	...	...	...	...

### **Gross enrolment ratio female/male – tertiary**

<i>Data</i>	<i>Gross enrolment ratio. ISCED 5 and 6. Female</i>					<i>Gross enrolment ratio. ISCED 5 and 6. Male</i>				
Year	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Country										
Costa Rica	(**) 28	...	...	...	...	(**) 23	...	...	...	...
Djibouti	2	2	2	...	3	2	3	3	...	4
Ethiopia	1	1	2	2	...	4	4	5	5	...
Italy	75	77	79	79	...	55	56	56	56	...
Nepal	...	...	...	...	...	...	...	...	...	...
Republic of Korea	71	74	77	79	...	110	112	114	115	...
Singapore	...	...	...	...	...	...	...	...	...	...
Zambia	...	...	...	...	...	...	...	...	...	...

### Gross enrolment ratio female and male - gender parity index

Data	Gender parity index for gross enrolment ratio. Primary & Secondary combined					Gender parity index for gross enrolment ratio. Tertiary					
	Year	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Country											
Djibouti		0.76	0.76	0.79	0.80	0.82	0.73	0.68	0.69	...	0.69
Republic of Korea		0.97	0.97	0.97	0.97	...	0.65	0.66	0.67	0.69	...
Singapore		...	...	...	...	...	...	...	...	...	...
Costa Rica		1.02	1.02	1.02	1.02	1.02	(**) 1.26	...	...	...	...
Italy		0.99	0.99	0.99	0.99	...	1.36	1.39	1.41	1.42	...
Nepal		...	...	...	...	...	...	...	...	...	...
Ethiopia		0.77	0.80	0.83	0.85	0.88	0.32	0.32	0.35	0.31	...
Zambia		...	...	...	...	...	...	...	...	...	...

Source used: UNESCO Institute for Statistics

(\*\*) UIS estimation

Data not available