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IV. CONCLUDING OBSERVATIONS

CERD

- Canada, CERD, A/49/18 (1994) 47 at para. 322.

The educational measures taken to combat prejudice and racial discrimination in Canada are considered to provide models that could be followed by other States parties in respect of the implementation of article 7 of the Convention.

- Italy, CERD, A/50/18 (1995) 27 at para. 99.

New measures concerning inter-cultural education are noted with satisfaction. They include additional hours of instruction for pupils experiencing problems, most of whom are pupils of foreign origin confronted with the language barrier, and the ministerial circular on the equal distribution of foreign pupils in classes to promote their social integration.

- Sri Lanka, CERD, A/50/18 (1995) 32 at para. 134.

Measures taken by the Government to disseminate knowledge of human rights among the various segments of the national community by, *inter alia*, the incorporation of human rights concepts into school curricula, training in human rights provided for law enforcement officials, and the introduction of human rights as a subject in undergraduate and postgraduate university studies, are noted with satisfaction.

- Romania, CERD, A/50/18 (1995) 53 at para. 269.

Satisfaction is expressed with the Government's efforts to raise awareness of international human rights standards through civic instruction in schools and through human rights training programmes initiated in cooperation with international human rights organizations.

- Zimbabwe, CERD, A/51/18 (1996) 20 at para. 100.

The State party should consider incorporating teaching about human rights in the school curricula, with a view to promoting the prevention of racial discrimination.

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- Russian Federation, CERD, A/51/18 (1996) 25 at para. 147.

The State party should take all appropriate measures to ensure the promotion of minority and indigenous people's languages. Education programmes should be provided in the appropriate languages.

- Finland, CERD, A/51/18 (1996) 29 at paras. 180 and 192.

Paragraph 180

It is noted with concern that educational programmes contain insufficient information on human rights issues, especially on minority rights issues.

Paragraph 192

In order to fight discrimination more efficiently, special attention should be paid in schools to human rights issues and especially to minority issues.

- Spain, CERD, A/51/18 (1996) 32 at para. 216.

Measures should be taken by the authorities to ensure that Castilian-speaking children have the possibility of receiving education in Castilian in Catalonia and in the Basque Country.

- China, CERD, A/51/18 (1996) 57 at paras. 407 and 420.

Paragraph 407

Concern is expressed that the instruction provided in the curricula on the history and culture of minority nationalities is not adequate as compared to the education provided concerning the history and culture of persons of the Han nationality.

Paragraph 420

With respect to article 5 (e) (v) of the Convention concerning the right to education, the State party should ensure access by members of minority nationalities to education at all levels and, in autonomous areas, instruction on the history and culture of the relevant minority nationalities should be included in the school curricula.

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- Belarus, CERD, A/52/18 (1997) 18 at paras. 109, 122 and 123.

Paragraph 109

With respect to article 7 of the Convention, it is noted with satisfaction that the teaching of the purposes and principles of the Charter of the United Nations, of the Universal Declaration of Human Rights and of the principal international human rights instruments, including the International Convention on the Elimination of All Forms of Racial Discrimination, is part of school curricula in the State party.

Paragraph 122

Due attention should be paid to the availability of education in the Belarusian language for all students who desire to study in that language.

Paragraph 123

In the framework of article 7 of the Convention, training concerning the principles and rights enshrined in the Convention should be provided to law enforcement officials, judicial personnel, teachers and social workers. Similarly, the State party should continue its efforts to incorporate the principles of the Convention into school curricula at all levels.

- Bulgaria, CERD, A/52/18 (1997) 39 at para. 293.

Human rights education should be provided at all levels in educational establishments and comprehensive human rights training should be provided to all segments of the population, with a view to combatting negative attitudes and prejudices towards minorities and to promoting understanding, tolerance and friendship.

- The Former Yugoslav Republic of Macedonia, CERD, A/52/18 (1997) 67 at paras. 522 and 527.

Paragraph 522

With regard to article 7 of the Convention, concern is expressed that there is little or no reference to the Convention in human rights educational programmes.

Paragraph 527

The State party should consider incorporating the Convention into its human rights programmes in school curricula with a view to promoting the prevention of racial discrimination.

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- Yugoslavia, CERD, A/53/18 (1998) 45 at para. 208.

The State party should take measures to incorporate human rights programmes into school curricula. Such programmes should include the provisions of the Convention, with a view to promoting the prevention of racial discrimination.

- Croatia, CERD, A/53/18 (1998) 59 at para. 324.

The State party should use all effective measures to familiarize the public with the Convention, in order to change traditional prejudices against certain minorities, and to convey messages of tolerance. In this regard, the State party should continue to provide instruction on international human rights standards in schools and organize training programmes for persons engaged in the administration of justice, including judges, lawyers and law enforcement officials.

- Nepal, CERD, A/53/18 (1998) 73 at para. 440.

The State party should take all necessary measures to ensure the training and education of law enforcement officials, teachers, social workers and students in the prevention of racial discrimination, and to include the teaching of human rights in school curricula.

See also:

- Nepal, CERD, A/55/18 (2000) 52 at para. 302.

- Tonga, CERD, A/53/18 (1998) 78 at para. 476.

Subjects intended to promote tolerance among different ethnic groups should be incorporated into school curricula.

- Islamic Republic of Iran, CERD, A/54/18 (1999) 32 at para. 308.

The State party should ensure that seminars, training courses and workshops on human rights include teachings about the Convention and give due attention to the concluding observations of the Committee and the relevant national legislation, in particular relating to availability of domestic remedies.

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- Chile, CERD, A/54/18 (1999) 37 at paras. 372 and 380.

Paragraph 372

In relation to article 7 of the Convention, the educational reform and the efforts of the State party to introduce teaching about human rights and their implementation in the school curriculum are noted.

Paragraph 380

The State party should use all effective means to raise the awareness of its people about the rights of indigenous peoples and national or ethnic minorities, and should continue to provide instruction on human rights standards in schools and organize training programmes for, in particular, law enforcement officials.

- Latvia, CERD, A/54/18 (1999) 39 at para. 409.

The State party should maintain the possibility of receiving an education in languages of various ethnic groups or of studying those languages at different levels of education, without prejudice for learning the official language, as well as using the mother tongue in private and in public.

- Azerbaijan, CERD, A/54/18 (1999) 46 at para. 486.

The State party's efforts in supporting the teaching of the languages of minorities and other measures in the fields of teaching, education, culture and information on human rights are welcomed.

- Zimbabwe, CERD, A/55/18 (2000) 38 at paras. 191 and 198.

Paragraph 191

The efforts made by the State party within the education system to reduce racial segregation, introduce the use of minority languages and incorporate human rights education into the curricula through innovative methods are noted.

Paragraph 198

It is noted with regret that the full implementation of the policy to introduce minority languages into the school curricula has been impeded by financial, human and material constraints. The State party is encouraged to proceed with its proposal to give priority in the teacher training and curriculum development programmes to persons with minority languages.

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- Bangladesh, CERD, A/56/18 (2001) 21 at para. 68.

The importance accorded by the State party to the educational curriculum as a means to spread awareness of human rights among the population is appreciated, and in particular, the emphasis given to the inclusion of human rights standards, as set out in the different UN Conventions, including the Convention on the Elimination of All Forms of Racial Discrimination.

- Greece, CERD, A/56/18 (2001) 29 at para. 132.

The State party is encouraged to build upon its education programs at all levels in order to counter negative stereotypes and promote the objectives of the Convention.

- Iceland, CERD, A/56/18 (2001) 32 at para. 149.

The introduction of new curricula for nursery and primary schools, with increased attention to the role of schools in facilitating the integration of children from different cultural backgrounds without the loss of their ties to their own culture is welcomed. The emphasis on the promotion of tolerance is noted, as is the recognition of the need to provide students from different linguistic backgrounds with special education in Icelandic to address educational and employment disparities.

ICCPR

- United Republic of Tanzania, ICCPR, A/48/40 vol. I (1993) 35 at para. 189.

Active measures should be taken to ensure that the provisions of the Covenant are made widely known to the general public and, in particular, to members of the judiciary and the legal and other professions most directly concerned with its application. Both Covenants should be translated into the national language, Swahili, and integrated into educational curricula at all levels.

- Ukraine, ICCPR, A/50/40 vol. I (1995) 57 at para. 333.

Education in human rights and democracy should be included in school and university curricula and the Committee's comments should be widely disseminated and incorporated into the curricula of all human rights training programmes organized for law-enforcement officials and administration officers.

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- Russian Federation, ICCPR, A/50/40 vol. I (1995) 65 at para. 407.

Education in human rights should be included in school and university curricula and the Committee's comments should be widely disseminated and incorporated into the curricula of all human rights training programmes organized for law-enforcement officers and administration officials.

- Estonia, ICCPR, A/51/40 vol. I (1996) 19 at para. 135.

Human rights education should be provided in school at all levels and comprehensive human rights training should be provided to all segments of the population, including law enforcement officers and all persons involved in the administration of justice. In this regard, the State party should avail itself of the technical cooperation services of the United Nations Centre for Human Rights.

See also:

- Gabon, ICCPR, A/52/40 vol. I (1997) 24 at para. 143.

- Zimbabwe, ICCPR, A/53/40 vol. I (1998) 35 at para. 230.

The State party is encouraged to include the Covenant in school curricula and to give consideration to reflecting it in the training curricula.

- Finland, ICCPR, A/53/40 vol. I (1998) 40 at para. 256.

Efforts to promote racial tolerance by the establishment of the Parliamentary Ombudsman, the Chancellor of Justice, the Ombudsman for Aliens, and the Advisory Board for Refugee and Migrant Affairs, as well as the implementation of a human rights curriculum in the schools, are commended.

- Armenia, ICCPR, A/54/40 vol. I (1999) 29 at para. 119.

The State party is commended for its efforts in disseminating information on human rights, including human rights education in school curricula. In particular, human rights training of the legal profession and of the judiciary is necessary for democracy. Therefore, such training should be provided.

ICESCR

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- Australia, ICESCR, E/1994/23 (1993) 36 at para. 156.

Activities should be undertaken throughout the federal structure of Australia to sensitize society to the situation and different needs of persons with disabilities and other groups. As part of the efforts to be undertaken to change and influence attitudes towards vulnerable groups, further measures should be taken to strengthen the human rights education component in formal and non-formal curricula.

- Germany, ICESCR, E/1994/23 (1993) 49 at para. 254.

Equal treatment should be accorded to both International Human Rights Covenants in relation to human rights education in school curricula as well as mass media information and dissemination.

- Republic of Korea, ICESCR, E/1996/22 (1995) 24 at para. 84.

Greater attention should be given to the provision of human rights education at all levels in the school system.

- Suriname, ICESCR, E/1996/22 (1995) 37 at paras. 163 and 170.

Paragraph 163

With regard to education, it is noted that education is provided only in Dutch, the official language of the State party. It is regretted that no efforts are being made by the Government to promote the use of Sranan Tongo, which is spoken by most Surinamese, or to preserve the native languages of the various indigenous groups. Education provided in Dutch only may serve as a contributing factor to the high incidence of school drop-outs.

Paragraph 170

With regard to education, it is recommended that the Government consider promoting the use of Sranan Tongo in schools and elsewhere and make efforts to preserve the native languages of indigenous groups.

- Mauritius, ICESCR, E/1996/22 (1995) 47 at paras. 241 and 247.

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Paragraph 241

The absence of human rights education in all school curricula is noted with concern.

Paragraph 247

Steps should be taken to incorporate human rights education in all school curricula, in accordance with the goals and objectives of the United Nations Decade for Human Rights Education.

See also:

- Luxembourg, ICESCR, E/1998/22 (1997) 69 at para. 407.
- Ukraine, ICESCR, E/1996/22 (1995) 50 at para. 276.

Steps should be taken to incorporate human rights education in all school curricula, in accordance with the goals and objectives of the United Nations Decade for Human Rights Education. Education in the field of human rights should be provided to law enforcement officials.

See also:

- Algeria, ICESCR, E/1996/22 (1995) 54 at para. 304.
- Iraq, ICESCR, E/1998/22 (1997) 50 at para. 271.

Systematic education programmes on the rights enshrined in the Covenant should be set up in all schools and other educational institutions.

- Azerbaijan, ICESCR, E/1998/22 (1997) 61 at para. 356.

The Government is encouraged to reflect the spirit of the United Nations Decade for Human Rights Education in its educational curricula.

- Luxembourg, ICESCR, E/1998/22 (1997) 69 at para. 399.

Concern is expressed about the absence of human rights education in school curricula and the low level of awareness regarding the Covenant, especially among the judiciary and within professional groups, among non-governmental organizations and among the general public.

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- Poland, ICESCR, E/1999/22 (1998) 32 at para. 164.

The State party should engage in a large-scale public information campaign to promote healthy lifestyles among the Polish people in order to improve the quality of their nutrition, combat alcoholism and smoking, and reduce the risks of cardiovascular diseases and cancers. The campaign should extend to schools, where such information should be incorporated into the regular curricula.

- The Netherlands (Antilles), ICESCR, E/1999/22 (1998) 41 at para. 223.

In addressing the school drop-out problem, implementation of the programme for education in the students' mother tongues along with the progressive introduction of Dutch should be expedited.

- Bulgaria, ICESCR, E/2000/22 (1999) 46 at para. 239.

The State party should continue its efforts to integrate ethnic minorities into society, and undertake measures to provide the opportunity for such minorities to be educated in their own languages.

- Armenia, ICESCR, E/2000/22 (1999) 54 at para. 311.

Human rights education should be ensured in curricula at all levels of education, as well as in relevant public institutions such as the judiciary, administrative bodies and the police force.

- Cameroon, ICESCR, E/2000/22 (1999) 56 at para. 359.

The State party is urged to review its policies on health in order to address, in particular, maternal mortality, adolescent pregnancies and the HIV/AIDS epidemic. In this respect, the Government is urged to review its family planning policies with a view to increasing access to information concerning contraceptives through educational programmes.

- Mexico, ICESCR, E/2000/22 (1999) 62 at paras. 405 and 408.

Paragraph 405

The State party is called upon to closely monitor the female mortality rate and to take steps to reduce the incidence of death caused by illegal abortion. In particular, the State party should intensify its educational campaign regarding women's sexual and reproductive health, and include such subjects in school curricula.

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Paragraph 408

The State party should take the necessary measures to ensure that the provisions of the Covenant are widely disseminated, through human rights education in all curricula, among all sectors of society, particularly among the judiciary and administrative authorities.

- Georgia, ICESCR, E/2001/22 (2000) 30 at paras. 93 and 105.

Paragraph 93

With regard to education, it is noted with concern that in the new secondary school curriculum there appears to be an imbalance between the amount of time devoted to military training (3 units) and to "fundamentals of justice" (1 unit).

Paragraph 105

With regard to the secondary school curriculum, it is recommended that the State party strike an appropriate balance between the school time devoted to military training and the time devoted to civic education, including the "fundamentals of justice".

- Mongolia, ICESCR, E/2001/22 (2000) 53 at para. 284.

It is recommended that the State party address, independently and through international cooperation, the problems it is facing in enhancing the quality of school curricula, and in addressing the educational difficulties confronting Mongolia, such as its high drop-out rate.

- Australia, ICESCR, E/2001/22 (2000) 66 at paras. 388 and 400.

Paragraph 388

It is noted with concern that no steps have been taken to respond to the Committee's 1993 recommendation to strengthen human rights education in formal and non-formal curricula.

Paragraph 400

The State party is called upon to take effective steps to ensure that human rights education is included in primary and secondary school curricula.

- Yugoslavia (preliminary), ICESCR, E/2001/22 (2000) 80 at para. 499.

The State party is urged to seek technical advice and assistance from United Nations specialized agencies and programmes in relation to its obligations under the Covenant. For example, the State

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party has an obligation to ensure that educational curricula conform to article 13, paragraph 1, of the Covenant. The State party is encouraged to invite UNESCO to assist in its development of curricula which meets its obligations under article 13, paragraph 1.

- Republic of Korea, ICESCR, E/2002/22 (2001) 45 at paras. 241 and 252.

Paragraph 241

It is noted with concern that human rights education has not yet been formally incorporated as a required subject for all members of those professions that are most directly involved in the promotion and protection of economic, social and cultural rights.

Paragraph 252

It is recommended that the State party establish a plan to strengthen the public education system in conformity with article 13 of the Covenant and General Comment Number 13 and in accordance with the State party's high level of economic development. The plan should include the following elements: a reasonable timetable for specific actions for the introduction of free and compulsory secondary education; a re-examination of the functions and quality of the public education system relative to private education, with a view to strengthening the former and easing the burden on low-income groups imposed by the latter; a study of accessibility of schools at all levels, including tertiary education, and specific actions to be taken to ensure equal access by all sectors of society; and a reassessment of the curricula at all levels of instruction directed at promoting respect for human rights and fundamental freedoms.

- Bolivia, ICESCR, E/2002/22 (2001) 52 at para. 298.

The State party should intensify the implementation of its National Sexual and Reproductive Health Programme, organize educational campaigns regarding women's sexual and reproductive health, and include such subjects in school curricula.

- Ukraine, ICESCR, E/2002/22 (2001) 78 at para. 498.

It is noted with concern that the budgets allocated for education and scientific research have fallen sharply, leading to a deterioration in the quality of education. There is particular concern about obsolete teaching materials and equipment in schools and colleges, and the low levels of remuneration for teachers.

- Japan, ICESCR, E/2002/22 (2001) 90 at paras. 611, 638 and 639.

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Paragraph 611

Concern is expressed that there are very limited possibilities for children of minorities to enjoy education in their own language and about their own culture in public schools. It is also of concern that minority schools, such as Korean schools, are not officially recognized, even when they adhere to the national education curriculum, and therefore neither receive central government subsidies nor are able to provide qualification for university entrance examinations.

Paragraph 638

School textbooks and other teaching materials should present issues in a fair and balanced manner which reflects the aims and objectives of education, as set out in article 13 (1) of the Covenant, General Comment No. 13 and General Comment No. 1.

Paragraph 639

Mother-tongue instruction should be introduced in the official curricula of public schools enrolling a significant number of pupils belonging to linguistic minorities. Minority schools should be officially recognized, in particular Korean schools, when they comply with the national education curriculum. Consequently subsidies and other financial assistance should be made available to these schools and their school leaving certificates should be recognized as university entrance examination qualifications.

CEDAW

- Uganda, CEDAW, A/50/38 (1995) 61 at para. 343.

Programmes should be instituted that allow for continued education for school drop-outs and family life education should be part of the school curriculum.

- Paraguay, CEDAW, A/51/38 (1996) 16 at para. 130.

The State party should strengthen and broaden its initiatives to extend bilingual education to all citizens, in particular women, and to combat the social, economic and cultural factors causing the high drop-out and illiteracy rates among women.

- Morocco, CEDAW, A/52/38/Rev.1 part I (1997) 11 at para. 74.

The competent national bodies, the women's sections of the different political parties and associations and non-governmental organizations should do their utmost to bring about as great a change in men's

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traditional role in the family and in society as in women's, so as to ensure genuine equality of opportunity between men and women in all spheres. It is observed that revising the content and orientation of school textbooks in order to eliminate stereotypes and negative images of women could help to speed up a change of mentality and remove certain obstacles.

- Slovenia, CEDAW, A/52/38/Rev.1 part I (1997) 15 at para. 113.

Systematic efforts should be taken to ensure that women students are encouraged to enter diverse disciplines so as to overcome the clustering of female students in certain disciplines at schools and universities. Such measures could include special counseling and gender-specific temporary measures with numerical goals and timetables. Women's studies should also be formally established at universities and made part of the school curriculum. The Government should also review its gender-neutral educational framework and develop positive measures to counteract hidden stereotypical educational messages and practices.

- Denmark, CEDAW, A/52/38/Rev.1 part I (1997) 34 at para. 270.

The gender and culture course, which is currently optional in pre-university curricula, should be made mandatory in secondary education.

- Namibia, CEDAW, A/52/38/Rev.1 part II (1997) 82 at para. 117.

More educational programmes on human rights and legal literacy for women should be introduced at all levels.

- Luxembourg, CEDAW, A/52/38/Rev.1 part II (1997) 92 at para. 219.

In relation to the removal of the stereotyped attitudes and perceptions of the role of women in society and to raise men's awareness of their family responsibilities, educational programmes in schools should be reoriented in accordance with article 5 of the Convention.

- Antigua and Barbuda, CEDAW, A/52/38/Rev.1 part II (1997) 97 at para. 254.

The continuing selection by female students of stereotypical subjects and the greater exposure of girls within the school system to domestic skills and boys to technical skills are of concern.

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- Italy, CEDAW, A/52/38/Rev.1 part II (1997) 106 at paras. 346 and 356.

Paragraph 346

The inadequacy of efforts to combat stereotypes through education and other public means is of concern. Concern is also expressed over the fact that no substantial initiative has been taken in Italy to rid textbooks and teaching materials of stereotypes and/or towards making women and their contributions to history and society more visible and apparent.

Paragraph 356

Large-scale measures should be taken to combat the widespread acceptance of stereotypical roles of women and men, particularly in the south, by alerting the public to the importance of an equitable distribution between women and men of family roles and "caring responsibilities". It is essential that textbooks and teaching material be reviewed and revised to reflect the non-stereotypical roles of men and women.

- Australia, CEDAW, A/52/38/Rev.1 part II (1997) 111 at para. 406.

The Government should strengthen its support for women's studies, provide funding for research and teaching, and facilitate international academic exchange and cooperation in that field.

- Czech Republic, CEDAW, A/53/38/Rev.1 part I (1998) 16 at para. 206.

The image of women as individuals and independent actors in the public sphere should be promoted and the Government should launch comprehensive, systematic, goal-oriented efforts to balance the existing positive emphasis placed on women's role in the private sphere in laws, policy measures and governmental attitudes, with an equal emphasis on their public sphere functions. In this regard, men should be encouraged, through public media campaigns, school curricula and special temporary measures, such as effective use of paternity leave, to share family responsibilities equally with women.

- Indonesia, CEDAW, A/53/38/Rev.1 part I (1998) 24 at para. 289.

The existing social, religious and cultural norms that recognize men as the head of the family and breadwinner and confine women to the roles of mother and wife, which are reflected in various laws, Government policies and guidelines, are of great concern. It is unclear what steps the Government is proposing to take to modify such attitudes, which present a serious obstacle to the advancement

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of women. Traditional gender stereotypes are also perpetuated in formal education and textbooks have not been revised to eliminate such stereotypes.

- Slovakia, CEDAW, A/53/38/Rev.1 part II (1998) 55 at para. 85.

The establishment of and increase in “household management schools”, which cater to female students and train them for traditional roles, thus promoting gender stereotyping, is of concern.

- Algeria, CEDAW, A/54/38/Rev.1 part I (1999) 12 at para. 86.

The Algerian Government should continue its revision of both curricula and textbooks to rid them of stereotypes and negative images of women in order to help change attitudes more quickly and to remove obstacles to equality. Women teachers and women’s non-governmental organizations should be consulted in the rewriting of textbooks.

- Greece, CEDAW, A/54/38/Rev.1 part I (1999) 20 at paras. 202 and 208.

Paragraph 202

The Government should conduct a comprehensive review of all educational curricula at the primary, secondary and tertiary levels with a view to eliminating remaining discriminatory aspects, remedying the stereotypical portrayal of women and girls and creating an educational environment that is conducive to girls' and women's education and learning. The Government should include the achievement of equality between women and men and between girls and boys as a societal goal in its educational policy. The Government is urged to establish degree-granting women's studies programmes to provide academic support to political and practical changes aimed at creating a non-patriarchal society.

Paragraph 208

The Government should introduce sex education as part of the school curriculum. Family-planning policies should also be improved and measures taken so that all women and men have access to information about and measures of contraception. The Government is urged to target men in its family-planning efforts and to stress the shared responsibilities of women and men in this regard.

- Thailand, CEDAW, A/54/38/Rev.1 part I (1999) 24 at paras. 233 and 245.

Paragraph 233

School textbooks should be revised to eliminate stereotyped images of women and girls and to

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include women's human rights issues.

Paragraph 245

A review should be made of laws and policies and school text books in order to remove gender stereotypes.

- China, CEDAW, A/54/38/Rev.1 part I (1999) 26 at para. 295.

The Government should revise school textbooks and curricula to eliminate gender stereotypes and to include the achievement of gender equality as a societal goal in its education policy.

- Georgia, CEDAW, A/54/38/Rev.1 part II (1999) 53 at para. 100.

Comprehensive measures to eliminate gender stereotypes are recommended through a number of efforts, including the review of textbooks beyond primary education, the sensitization of teachers, the creation of awareness and understanding through research into the rich heritage of women's positive role in Georgian history for policy planning and as role models, and the formulation of positive symbolic messages at the highest political level concerning the equality of women in all areas of life.

- Nepal, CEDAW, A/54/38/Rev.1 part II (1999) 57 at para. 141.

The Government is urged to introduce and implement policies and programmes for free and compulsory education for all girls at the primary level; vocational and skill development training for income generation, especially for marginalized rural women; and the facilitation of women's access to non-traditional and non-stereotypical education. School curricula and textbooks should also be reviewed in order to eliminate gender stereotypes.

- Ireland, CEDAW, A/54/38/Rev.1 part II (1999) 60 at para. 199.

The Government is encouraged to ensure, through various means and channels, that gender training is not only an integral part of Law School curricula but that it is also part of the continuing education of legal professionals and the judiciary.

- United Kingdom of Great Britain and Northern Ireland, CEDAW, A/54/38/Rev.1 part II (1999) 71 at para. 310.

Teenage conception and pregnancy should be addressed by a multiplicity of measures, including a

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greater focus on male responsibility and a review of the primary school curriculum with a view to introducing age-appropriate sex education.

- Burkina Faso, CEDAW, A/55/38 part I (2000) 25 at para. 269.

The State party is urged to take into account the importance of civic education for women and the family and the teaching of human rights throughout the school curriculum.

- Belarus, CEDAW, A/55/38 part I (2000) 34 at para. 350.

It is noted that human rights education has been introduced into curricula, including teaching on the human rights of women, and that gender education is being introduced at tertiary educational institutions.

- Luxembourg, CEDAW, A/55/38 part I (2000) 38 at para. 395.

The Government is commended for its efforts to teach equality, in particular through its project entitled “*Partageons l’égalité-Gleichheit delen-Gleichheit teilen*” (sharing equality), which aims at promoting equality of opportunity between girls and boys from the pre-school stage, by integrating the equality principle in the training curricula of teachers and trainers, including the development of training manuals and modules.

- Republic of Moldova, CEDAW, A/55/38 part II (2000) 56 at paras. 105 and 106.

Paragraph 105

Concern is expressed about the persistence of stereotyped portrayals of women and men in curricula and teaching materials.

Paragraph 106

The Government should undertake curriculum reforms and textbook revisions addressing stereotyped images. The Government’s educational policy should include measures to encourage girls and women to seek education and training in non-traditional fields, as well as in growth areas of the economy.

- Lithuania, CEDAW, A/55/38 part II (2000) 61 at para. 159.

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The Government should fully implement a life-cycle approach to women's health. Comprehensive research into the specific health needs of women, the financial and organizational strengthening of family planning programmes and the provision of wide access to contraceptives for all women, including rural women, are further recommended. Programmes of sexual and reproductive education for both girls and boys should be introduced as a regular part of the school curriculum.

- Austria, CEDAW, A/55/38 part II (2000) 70 at paras. 232 and 241.

Paragraph 232

Measures should be taken to encourage girls to continue their education beyond the compulsory level and particularly in the areas of science and technology. The Government should integrate gender studies and feminist research in university curricula and research programmes.

Paragraph 241

Human rights education, and in particular women's human rights education on the basis of the Convention should be introduced into school curricula.

- Romania, CEDAW, A/55/38 part II (2000) 77 at paras. 302 and 305.

Paragraph 302

Efforts should be increased to combat stereotypical attitudes. The Government is invited to place priority on the review and revision of teaching materials, textbooks and curricula, especially for primary- and secondary-level education.

Paragraph 305

Law school curricula and continuing judicial education should include the Convention and its applicability at the domestic level.

- Kazakhstan, CEDAW, A/56/38 part I (2001) 10 at para. 100.

The Government is urged to implement the planned curriculum reform and revision of textbooks in order to combat the traditional attitudes towards women and to help create an enabling environment for promoting women's presence in high-level and well-paid positions.

- Uzbekistan, CEDAW, A/56/38 part I (2001) 18 at para. 168.

It is of concern that there is a very strong prevalence and significant resurgence of patriarchal

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attitudes and behaviour. Such traditional attitudes towards women are reflected in the lack of sharing of responsibility by men for household and family duties. Concern is also expressed over the lack of targeted educational programmes, revision of curricula and textbooks, and mass media campaigns to eliminate those stereotypes.

- Mongolia, CEDAW, A/56/38 part I (2001) 26 at paras. 257 and 258.

Paragraph 257

It is noted with concern that Mongolia has not yet specifically developed gender-sensitization and legal literacy programmes for its large youth population.

Paragraph 258

The Government is called upon to extend its distance education programmes for the youth population to include gender education programmes as soon as possible. The youth population can be an important resource in changing stereotypical and patriarchal attitudes in society.

- Finland, CEDAW, A/56/38 part I (2001) 29 at para. 300.

The mainstreaming of gender studies in all areas of education as a way to raise the awareness of students of all disciplines to gender issues is also urged. Such mainstreaming should be in addition to the promotion of specific gender study and research programmes.

- Viet Nam, CEDAW, A/56/38 part II (2001) 68 at para. 251.

Urgent and wide-ranging measures, including targeted educational programmes, the revision of curricula and textbooks, and mass media campaigns, should be taken to overcome traditional stereotypes regarding the role of women and men in society.

- Nicaragua, CEDAW, A/56/38 part II (2001) 72 at para. 291.

The Government is commended for its efforts to include the teaching of human rights in kindergarten, primary, secondary and technical or vocational schools, and in military and police training academies, and on the integration of a gender perspective into the National Development Plan and school curricula and teacher training.

- Sweden, CEDAW, A/56/38 part II (2001) 76 at para. 343.

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Efforts should be strengthened to eliminate gender stereotypes in educational curricula and consistently integrate awareness and understanding of gender equality in teacher training. Given the clear correlation between the choice of field of study and placement in the labour market, efforts towards ending gender segregation in students' choice of field of education should be increased and both women and men encouraged to choose non-traditional fields of education.

CAT

- Jordan, CAT, A/50/44 (1995) 23 at para. 179.

Educational programmes are expected to be started as a matter of urgency for law enforcement and medical personnel, focussing on the obligations laid down in the Convention and on how evidence of torture may be recognized. In the case of medical personnel, such educational programmes should include methods for the rehabilitation of victims of torture.

- Russian Federation, CAT, A/52/44 (1997) 9 at para. 43.

The following is recommended:

The expedition of the process of training the personnel, including the medical personnel, of all agencies involved in law enforcement and the detention of prisoners as to their powers and duties under the law;

The adoption of programmes to inform detainees and the public of their rights and the means available under the law to protect them.

- El Salvador, CAT, A/55/44 (2000) 28 at para. 170.

Human rights education and promotion activities should be continued, with the introduction of human rights training into formal education programmes intended for new generations.

CRC

- Egypt, CRC, CRC/C/16 (1993) 24 at para. 102.

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The quality of education in schools gives cause for concern and may be an explanation for high drop-out rates; the problem relates to pedagogical methods, curricula and the lack of adequate educational material.

- Jordan, CRC, CRC/C/29 (1994) 21 at paras. 130 and 131.

Paragraph 130

In line with article 4 of the Jordanian Education Act and article 29 of the Convention, emphasis should be given in school education to the important values of peace, tolerance and respect of human rights. The active participation of children should be encouraged. Similarly, efforts should be undertaken to develop new channels, including membership of associations, through which children may make their views known and have them taken into account.

Paragraph 131

School curricula should be adjusted to make room for education about the Convention.

- Colombia, CRC, CRC/C/38 (1995) 16 at para. 98.

A new attitude and approach should be developed, particularly as regards the police and the military, in order to enhance respect for all children, regardless of their social, economic or other background, and to reaffirm the value of their fundamental rights. In this connection, information and training programmes should be strengthened, including at the level of the community and the family, and the rights of the child should be included in the framework of the training curriculum of the professional groups concerned.

- Nicaragua, CRC, CRC/C/43 (1995) 10 at para. 57.

The State party should consider using the Convention as a tool for the prevention of violence and abuse. One way to achieve this is by teaching children to defend their rights and for trained individuals working with and for children to transmit the values of the Convention to children. Thus, education about the Convention should be incorporated into non-formal and formal educational curricula and into training and retraining programmes for professionals working with or for children, including teachers, health workers, social workers, judges and law enforcement officials.

- Germany, CRC, CRC/C/46 (1995) 15 at para. 105.

The State party should make full use of the opportunity offered by the United Nations Decade for

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Human Rights Education, to pursue further the preparation of educational materials on human and children's rights and the incorporation of human rights education, particularly about the rights of the child, into school curricula and into the training programmes of professional groups working with or for children, including teachers, judges, lawyers, social workers, health service personnel, police and immigration officials.

- Mongolia, CRC, CRC/C/50 (1996) 13 at para. 69.

Periodic training programmes on the rights of the child should be organized for professional groups working with or for children, including teachers, law enforcement officials, social workers and judges, and human rights and children's rights should be included in their training curricula.

- Yugoslavia (Serbia and Montenegro), CRC, CRC/C/50 (1996) 17 at paras. 86 and 109.

Paragraph 86

Concern is raised about the implementation of article 2 of the Convention relating to non-discrimination. The situation of Albanian-speaking children in Kosovo is a matter of grave concern, especially with regard to their health and education, as well as the degree to which this population is protected from abuse by the police. It appears that the rejection by the population of the Government's decision to apply a uniform education system and curriculum has been followed by the summary dismissal of 18,000 teachers and other education professionals and to more than 300,000 school-aged children not attending school. The subsequent development of a parallel system of education has resulted in further detrimental effects, including the closure of schools and the harassment of teachers.

Paragraph 109

The principle contained in article 29 (1) (d) which stipulates that "the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin" is an important dimension that should be integrated into curricula at all levels of schooling. School curricula materials should be developed, if they do not already exist, which aim at educating children in the spirit of tolerance of and regard for different civilizations.

- Iceland, CRC, CRC/C/50 (1996) 23 at paras. 139 and 145.

Paragraph 139

While noting the steps taken to disseminate the text of the Convention among students at all school

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levels, the inclusion of human rights in general, and of children's rights in particular, as a subject in schools and universities is still pending.

Paragraph 145

The State party should pursue and further develop its policy aimed at disseminating information and at increasing awareness of the Convention. The authorities are also urged to integrate the Convention and children's rights into the training curricula of professional groups dealing with children and in the school and university curricula.

- Croatia, CRC, CRC/C/50 (1996) 31 at paras. 200 and 204.

Paragraph 200

The Government should devote its full efforts to actively encouraging a culture of tolerance through all possible channels, including the schools, the media and the law. The schools should teach children to be tolerant and to live in harmony with persons from different backgrounds.

Paragraph 204

Public information activities and other appropriate action should be undertaken to make better known the principles and provisions of the Convention on the Rights of the Child and other relevant international human rights instruments, including through their incorporation in school curricula, with a view to enhancing democratic institutions, achieving national reconciliation, encouraging the protection of the rights of children belonging to minority groups and eliminating the atmosphere of impunity among those who harass these groups.

- Finland, CRC, CRC/C/50 (1996) 35 at paras. 235 and 237.

Paragraph 235

Periodic training and retraining programmes on the rights of the child should be organized for professional groups working with or for children, especially social workers, but also teachers, law enforcement officials and judges. Human rights and children's rights should be included in their training curricula.

Paragraph 237

In the spirit of the United Nations Decade for Human Rights Education, the Government is encouraged to give consideration to the incorporation of the rights of the child in the school curricula.

- Nepal, CRC, CRC/C/54 (1996) 25 at para. 176.

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The State party is encouraged to further increase public awareness of the participatory rights of children, as well as to consider incorporating the Convention in the school curriculum.

- Guatemala, CRC, CRC/C/54 (1996) 31 at para. 220.

Training and education in the principles and provisions of the Convention on the Rights of the Child are urgently required and must encompass all professionals working with or for children. In addition, the inclusion of children's rights in the school curricula should be pursued as a measure to enhance respect for the indigenous culture and multiculturalism and to combat paternalistic and discriminatory attitudes which, as recognized by the State party, continue to prevail in society.

- Nigeria, CRC, CRC/C/57 (1996) 12 at para. 91.

The harmonization of the informal and formal education systems, particularly with respect to the application of a national curriculum within all schools, is encouraged. Further steps should be taken to develop guidelines for the participation of all children in the life of the school.

- United Kingdom of Great Britain and Northern Ireland (Hong Kong), CRC, CRC/C/57 (1996) 23 at para. 156.

The incorporation of human rights education, including education about the Convention, as a core subject in all schools, is recommended. An evaluation of human rights awareness-raising and education should be undertaken in the future to determine its effectiveness in equipping children with tools for life and in encouraging their decision-making abilities and ability to think analytically from the perspective of human rights. Greater priority should be accorded to the participation of children in school life, including in discussions about disciplinary measures and curricula development.

- Mauritius, CRC, CRC/C/57 (1996) 29 at para. 189.

It is suggested that sexual education be included in school curricula.

- Bulgaria, CRC, CRC/C/62 (1997) 7 at para. 56.

The school curricula should be reviewed to promote respect for the Convention. Vocational training on the Convention on the Rights of the Child should be developed.

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- Ethiopia, CRC, CRC/C/62 (1997) 12 at para. 76.

Concern is expressed over the fact that the school curricula are divorced from cultural and social realities and yet do not include a programme of education on human rights and children's rights.

- Panama, CRC, CRC/C/62 (1997) 19 at para. 124.

Children's rights should be included in the school curricula as a measure of enhancing respect for indigenous culture, promoting multiculturalism and combating the paternalistic attitudes prevailing in society. In this regard, technical cooperation should be sought from appropriate international intergovernmental and non-governmental organizations, including the High Commissioner/Centre for Human Rights and UNICEF.

- Ghana, CRC, CRC/C/66 (1997) 15 at para. 117.

In light of the United Nations Decade for Human Rights Education, the rights of the child should be incorporated into school curricula. Further international cooperation should be considered.

- Azerbaijan, CRC, CRC/C/66 (1997) 41 at para. 308.

Education on conflict resolution and education for peace, tolerance and friendship among all people should be promoted in all schools.

- Lao People's Democratic Republic, CRC, CRC/C/69 (1997) 8 at para. 63.

The State party is encouraged to further increase, through the print and electronic media, public awareness of the participatory rights of children, and to incorporate the Convention in the school curriculum. Appropriate oral or visual material should be developed to further spread knowledge of the Convention among minorities. Assistance from, among others, UNICEF, should be sought in this regard.

- Ireland, CRC, CRC/C/73 (1998) 14 at para. 95.

Children's rights should be incorporated in the curricula of all educational and pedagogical institutions.

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- Japan, CRC, CRC/C/79 (1998) 25 at para. 190.

The appropriate measures should be taken to include human rights education in the school curricula in a systematic manner.

See also:

- Luxembourg, CRC, CRC/C/79 (1998) 38 at para. 276.

- Austria, CRC, CRC/C/84 (1999) 7 at paras. 53 and 54.

Paragraph 53

Noting that in the school curriculum "civic education" incorporates human rights and children's rights, but does not appear to refer specifically to the Convention, the State party is encouraged to include specific information on the provisions of the Convention in its school curriculum.

Paragraph 54

Budgetary austerity measures have affected the working of the school system, for example by introducing some family contributions for school books and enrichment activities, or by reducing the choice of optional subjects. These measures should be examined carefully with regard to their impact on the progressive implementation of the child's right to education and leisure activities.

- Yemen, CRC, CRC/C/84 (1999) 33 at para. 179.

The teaching of human rights should be incorporated in the school curricula, especially within the framework of the United Nations Decade for Human Rights Education.

- Barbados, CRC, CRC/C/87 (1999) 9 at para. 57.

The practical implementation of educational reforms and of the policy to provide textbooks to all school children is of concern, as are the determination of the child's academic ability at the early age of 11 and the growing incidence of educational underachievement among boys. Teachers should be re-trained to increase attention to child rights. Efforts should be increased to reform education. Namely, a careful study should be done on the impact of writing secondary school entrance exams at the age of 11; and recent reform initiatives should be evaluated. If necessary, international assistance should be sought from UNICEF, with a view to increasing the quality and relevance of education.

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- Saint Kitts and Nevis, CRC, CRC/C/87 (1999) 17 at para. 88.

In light of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96) and the Committee's recommendations adopted at its day of general discussion on "The rights of children with disabilities," the State party should develop early identification programmes to prevent disabilities, increase efforts to implement alternatives to the institutionalization of children with disabilities, establish special education programmes for children with disabilities and further encourage their inclusion in society. Technical cooperation for the training of professional staff working with and for children with disabilities should be sought from, *inter alia*, UNICEF and WHO.

- Chad, CRC, CRC/C/87 (1999) 45 at para. 196.

Efforts should be increased to include the environment, peace education and human rights in the school curriculum, especially within the framework of the United Nations Decade for Human Rights.

- Nicaragua, CRC, CRC/C/87 (1999) 54 at para. 241.

The high drop-out rates from primary and secondary schools, especially in rural areas, the poor condition of schools and the scarcity of textbooks remain of concern. Efforts should be continued in the field of education by strengthening educational policies and the system in order to establish retention programmes and vocational training for drop-outs, to improve school infrastructure, to continue with curricular reform, including teaching methodologies, to eradicate urban/rural disparities with reference to school enrolment and attendance, and to implement special education programmes taking into account the needs of working children.

- Venezuela, CRC, CRC/C/90 (1999) 10 at para. 55.

The high drop-out and repetition rates in primary and secondary schools, the regional disparities in access to education, the insufficient number of well-trained teaching staff and children's limited access to material and textbooks remain matters of concern. Efforts should be continued in the field of education by strengthening its policies and system in order to improve ongoing retention programmes and vocational training for drop-out students; to improve school infrastructure; to continue with curricular reform, including teaching methodologies; to eradicate regional disparities with reference to school enrolment and attendance; and to implement special education programmes, taking into account the needs of working children.

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- Russian Federation, CRC, CRC/C/90 (1999) 18 at para. 112.

The introduction of the subject of human rights, including children's rights, into the school curricula as an independent subject is encouraged.

- Vanuatu, CRC, CRC/C/90 (1999) 29 at para. 147.

The Convention should be integrated into the curricula at all levels of the educational system. To this end, technical assistance should be sought from the Office of the High Commissioner for Human Rights, UNICEF and UNESCO.

- The Netherlands, CRC, CRC/C/90 (1999) 53 at para. 252.

Introducing human rights issues into the school curricula at earlier ages should be considered.

- India, CRC, CRC/C/94 (2000) 10 at para. 91.

The State party should consider introducing human rights issues, including the Convention, into the school curricula.

- Sierra Leone, CRC, CRC/C/94 (2000) 24 at para. 182.

The State party's efforts to integrate peace education, civil education and human rights into its teacher training programmes and school curricula are encouraged. This process should be continued and expanded to include child rights. The State party should ensure that every child receives such an education.

- Costa Rica, CRC, CRC/C/94 (2000) 37 at para. 233.

With regard to education, the State party's budget allocation to education is one of the highest among developing countries. However, concern remains that there is an increase in drop-out rates between primary and secondary school, due to the limited relevance of the school curricula, as well as to economic and social factors, such as the early insertion of children in the informal labour market. The State party should continue with its efforts in the field of education by strengthening its educational

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policies and system in order to reduce regional disparities in access to education and to establish retention programmes and vocational training for drop-out students. The State party should conduct continuous training programmes for teachers on human rights, including children's rights.

- The Former Yugoslav Republic of Macedonia, CRC, CRC/C/94 (2000) 45 at para. 283.

The State party should consider increasing the numbers of hours of teaching of the Macedonian language in minority language schools, on a voluntary basis, with a view to ensuring that children who are minority language speakers are able to participate on a more equal level with Macedonian-speaking children at higher education levels at which entrance examinations and teaching are conducted primarily in the Macedonian language. The curricula in all schools should include a greater focus on the personal development and vocational training of students and on inter-ethnic tolerance.

- Grenada, CRC, CRC/C/94 (2000) 72 at paras. 388 and 408.

Paragraph 388

The State party's initiatives in the school environment are appreciated. The establishment of a school nutrition programme for children enrolled at the pre-school and primary school levels, and the textbook programme established to help children from economically disadvantaged families acquire books and other relevant learning materials are welcomed. The introduction of Health and Family Life Education as a core subject in the primary school curriculum is welcomed.

Paragraph 408

Concern is expressed about the high incidence of truancy (in particular for boys), limited access to secondary education, lack of relevant learning material, insufficient numbers of trained qualified teachers, and the tendency towards the use of teaching methods that are almost exclusively examination oriented. It is recommended that the State party review its educational programme with a view to improving its quality and relevance and ensuring that students are taught an adequate mix of academic subjects and life skills, including communication, decision-making and conflict resolution skills.

- South Africa, CRC, CRC/C/94 (2000) 81 at paras. 419 and 421.

Paragraph 419

The implementation of the "Human Rights Institutional Strengthening Project" with the support of OHCHR is welcomed. It is noted that the project includes provision of advisory services to finalize the human rights training package developed by the South African Police Service (SAPS); publication of a pocket guide for police on human rights standards and practice; advice and assistance to the

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South African Human Rights Commission (SAHRC); advice and assistance to the Justice College of the Ministry of Justice in integrating human rights into the training curriculum for magistrates, prosecutors and other officials concerned with the administration of justice; and support to Fort Hare University in developing a series of human rights training workshops and establishing a documentation centre.

Paragraph 421

The State party's initiatives within the school environment are appreciated. In this regard, the Committee welcomes the enactment of the South African Schools Act (1996) which has led to enhanced participatory rights for children within the educational system, the right of children to choose their own language of learning (multilingualism) and the abolition of corporal punishment in schools. It is noted that under "Curriculum 2005", additional initiatives are envisaged within the school environment, including programmes to encourage non-discrimination and facilitate inclusion, especially of children with disabilities and those with HIV/AIDS. "Curriculum 2005" also aims to address the inequalities within the educational system established during *apartheid*.

- Islamic Republic of Iran, CRC, CRC/C/97 (2000) 8 at paras. 68 and 69.

Paragraph 68

The Government's aims of education do not adequately reflect the aims outlined in article 29 of the Convention, particularly in regard to the development and respect for human rights, tolerance, and equality of the sexes and religious and ethnic minorities.

Paragraph 69

The State party should take due regard of the aims of education laid down in article 29 and consider introducing human rights, including the Convention on the Rights of the Child, into the school curricula, including at the primary school level. The State party is encouraged to seek assistance from UNICEF, UNESCO and relevant NGOs, among others.

- Georgia, CRC, CRC/C/97 (2000) 18 at paras. 97 and 129.

Paragraph 97

Greater efforts should be made to ensure that the provisions of the Convention are widely known and understood by adults and children alike. The Committee recommends the reinforcement of adequate and systematic training and/or sensitization of professional groups working with and for children, such as judges, lawyers, law enforcement personnel, teachers and school administrators, especially outside of the capital; health personnel, including psychologists, and social workers; and personnel of childcare institutions. The State party should seek to ensure that the Convention is fully integrated

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into the curricula in all regions of the State party and at all levels of the educational system. The State party is encouraged to continue its technical cooperation programmes with OHCHR and UNICEF, among others.

Paragraph 129

The State party is encouraged to take all appropriate measures to improve the quality of teaching, to develop child-friendly schools, and to facilitate the introduction of traditional languages into the school curricula. It is recommended that the State party seek to strengthen its educational system through closer cooperation with UNICEF and UNESCO.

- Jordan, CRC, CRC/C/97 (2000) 31 at para. 200.

The State party should undertake a process of curriculum reform which stresses the importance of critical thinking and the development of problem-solving skills.

- Norway, CRC, CRC/C/97 (2000) 43 at paras. 235 and 236.

Paragraph 235

Concern is expressed about the approach taken by the State party in Act No. 61 of 17 July 1998 relating to primary, lower secondary and upper secondary education. This Act introduces a new common curriculum on “Religions, Knowledge and Ethical Education”, which may be discriminatory. The Committee is concerned notably by the process of providing for exemptions to those children and parents who do not wish to participate in parts of the teaching.

Paragraph 236

The implementation of the new curriculum should be reviewed and an alternative exemption process should be considered.

- Kyrgyzstan, CRC, CRC/C/97 (2000) 51 at paras. 318 and 319.

Paragraph 318

Concern is expressed about the deterioration in the quality of education, especially infrastructure, teaching and curricula.

Paragraph 319

The State party should take due regard of the aims of education laid down in article 29, and consider introducing human rights, including the Convention on the Rights of the Child, into the school

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curricula, including at the primary level.

See also:

- Armenia, CRC, CRC/C/94 (2000) 53 at para. 339.
- Tajikistan, CRC, CRC/C/100 (2000) 53 at paras. 309 and 310.

- Cambodia, CRC, CRC/C/97 (2000) 64 at paras. 349 and 385.

Paragraph 249

While aware of the measures undertaken to promote widespread awareness of the principles and provisions of the Convention, such as the inclusion of the Convention in school curricula, the Committee is of the opinion that these measures need to be strengthened.

Paragraph 385

The State party should continue to take measures to improve its education system by increasing budget allocations for the education sector; providing training to upgrade teachers' skills; making the school curricula more relevant to children's needs; expanding opportunities for vocational training and non-formal education, including at pre-school and secondary levels; and establishing an evaluation system to measure the effectiveness of the education system.

- Malta, CRC, CRC/C/97 (2000) 75 at paras. 416 and 417.

Paragraph 416

Although it is noted that the Convention is made known in law schools, concern is expressed about the lack of training activities for professional groups working with and for children.

Paragraph 417

Systematic education and training programmes should be undertaken on the provisions of the Convention for all professional groups working for and with children, such as judges, lawyers, law enforcement officials, civil servants, personnel working in institutions and places of detention for children, teachers, health personnel, including psychologists, and social workers.

- Suriname, CRC, CRC/C/97 (2000) 84 at paras. 466, 499 and 500.

Paragraph 466

Greater efforts should be made to make the provisions of the Convention widely known and understood by adults and children alike. It is recommended that the State party undergo adequate

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and systematic training and/or sensitization of professional groups working with and for children such as judges, lawyers, law enforcement personnel, teachers, school administrators, health personnel, including psychologists, social workers and personnel of child-care institutions. The State party should seek to ensure that the Convention is fully integrated into the curricula at all levels of the educational system.

Paragraph 499

The insufficient efforts made by the State party to incorporate the use of local languages into the educational curriculum is a matter of concern.

Paragraph 500

The State party is encouraged to reinforce its efforts to include the use of traditional languages in the school curricula.

See also:

- Grenada, CRC, CRC/C/94 (2000) 72 at para. 394.
- United Kingdom of Great Britain and Northern Ireland (Isle of Man), CRC, CRC/C/100 (2000) 31 at para. 181.
- United Kingdom of Great Britain and Northern Ireland (Overseas Territories), CRC, CRC/C/100 (2000) 40 at para. 228.

- Finland, CRC, CRC/C/100 (2000) 8 at para. 46.

The State party should develop more creative methods to promote the Convention, including through visual aids such as picture books and posters, and should incorporate the Convention into the school curriculum. The Committee also recommends further systematic training and/or sensitization of professional groups working with and for children, such as judges, lawyers, law enforcement personnel, teachers, school administrators and health personnel, with a particular focus on municipal board members and authorities.

See also:

- Marshall Islands, CRC, CRC/C/100 (2000) 89 at para. 504.
- Latvia, CRC, CRC/C/103 (2001) 9 at para. 45.
- Lithuania, CRC, CRC/C/103 (2001) 47 at para. 269.

- Burundi, CRC, CRC/C/100 (2000) 17 at paras. 88 and 151.

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Paragraph 88

Efforts to introduce “education for peace” and “let us build peace” projects into national school curricula and teacher training are noted.

Paragraph 151

The State party should pursue its efforts to include “education for peace”, children’s rights and other human rights subjects in the curricula of primary and secondary schools, and assistance should be requested from UNICEF and UNESCO in this regard.

- United Kingdom of Great Britain and Northern Ireland (Isle of Man), CRC, CRC/C/100 (2000) 31 at paras. 198 and 199.

Paragraph 198

It is noted that the Manx Gaelic language is currently taught as an option in all primary schools for a two-year period and that the Department of Education is currently reviewing the possibility of establishing a Gaelic-medium School, to commence in September 2002. Note is taken that efforts to include the National Council for Vocational Qualifications (NCVQ) courses in the school curriculum for students between the ages of 14 and 16 years have regrettably been unsuccessful.

Paragraph 199

The Isle of Man is encouraged to continue its efforts in promoting the Gaelic language in schools and to continue its efforts to develop vocational options for children between the ages of 14 and 16 years.

- Colombia, CRC, CRC/C/100 (2000) 64 at paras. 374 and 375.

Paragraph 374

Concern is expressed about the situation of children belonging to Afro-Colombian and indigenous groups, as well as those living in camps for the displaced regarding their access to education and the low relevance of the current bilingual educational programmes available for them.

Paragraph 375

In the light of articles 28, 29 and other related articles of the Convention, the State party should continue with its efforts to strengthen educational policies and system, in order to improve ongoing retention programmes and vocational training for drop-out students; to extend coverage and to improve the quality of education, respecting geographical and cultural diversity; and to improve the relevance of bilingual education programmes for children belonging to indigenous and Afro-Colombian groups. Furthermore, in view of the ongoing armed conflict, the State party should strengthen its programmes on human rights education, including on the rights of the child, in its

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teacher training programmes and school curricula, and ensure that every child receives such education.

- Marshall Islands, CRC, CRC/C/100 (2000) 89 at para. 489.

The completion of a national curriculum for primary education, which sets up teacher training programmes and establishes a community-based governance system, is welcomed. Note is taken of the ongoing teacher training programmes for primary schoolteachers and the increasing teacher-pupil ratio.

- Egypt, CRC, CRC/C/103 (2001) 36 at paras. 242 and 243.

Paragraph 242

In light of previous concluding observations and taking note of significant efforts by the State party to improve education coverage, enrolment and retention levels and the inclusion of the Convention in the school curricula, concerns remain about the poor quality of education in general. The lack of success of literacy programmes for school dropouts is also a concern.

Paragraph 243

A process of curriculum reform which stresses the development of critical thinking and problem-solving skills should be undertaken. In relation to the literacy classes, the State party is encouraged to study the reasons for their poor success rates, paying attention, *inter alia*, to programme content, class scheduling, and negative social perceptions held by young people of such classes.

- Lesotho, CRC, CRC/C/103 (2001) 57 at paras. 361 and 362.

Paragraph 361

With respect to the general situation of education, the following is noted with concern: the lack of trained teachers, the poor educational infrastructure, the lack of equipment, the extent of overcrowding, the high pupil-teacher ratios, the high drop-out, illiteracy and repetition rates, the lack of basic training materials and shortages of text books and other materials.

Paragraph 362

The State party should continue its efforts to increase the school attendance and literacy rates of herd-boys in mountainous regions, including through research into the structural and other underlying causes for the failure of boys to complete their education and through consideration of possible solutions such as alternative approaches to care for cattle and flexible school hours and curricula. All appropriate measures should be taken to increase the number of trained teachers, strengthen the

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There is no physical education programme in the school system. The lack of clear policy and practice on the incorporation of Palauan, as a parallel language, into the educational curriculum is also a matter of concern.

Paragraph 471

In the light of article 31, a physical education programme should be introduced into the school curriculum. In addition, efforts to establish clear policy and practice regarding the use of Palauan as a parallel language in the school curriculum should be reinforced.

- Dominican Republic, CRC, CRC/C/103 (2001) 91 at paras. 522 and 523.

Paragraph 522

The State party's efforts in the field of education are welcomed, particularly the inclusion of human rights' teaching, including children's rights, in the school curricula. However, concerns remain about the high drop-out and repetition rates in primary and secondary schools, disparities between urban and rural areas in terms of access to education and to quality education, the insufficient number of well-trained teaching staff and children's limited access to materials and text books.

Paragraph 523

In the light of article 28 and other related articles of the Convention, the State party should continue its efforts in the field of education by strengthening its policies and system in order to: improve on-going retention programmes and vocational training for drop-out students; improve schools' infrastructure; continue with curricular reform, including teaching methodologies; eradicate regional disparities with reference to school enrolment and attendance; and implement special education programmes taking into account the needs of vulnerable children. The explicit inclusion of the aims of education as mentioned in article 29 of the Convention in the school curricula is recommended.

- Denmark, CRC, CRC/C/108 (2001) 10 at para. 57.

Efforts to systematically and continuously disseminate the principles and provisions of the Convention should be reinforced. The Convention should be systematically incorporated into the school curriculum and the training activities of professional groups and administrative bodies, at all levels of society, working with and for children.

- Turkey, CRC, CRC/C/108 (2001) 18 at paras. 104, 135 and 136.

Paragraph 104

The State party is encouraged to integrate fully the Convention into the curricula at all levels of the

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educational system.

Paragraph 135

Of concern are the high drop-out rates among girls after the third grade, particularly in rural areas; the decline in the quality of education and the insufficiently participatory teaching methods; the lack of trained personnel and insufficient infrastructure, especially classrooms, in particular in large metropolitan areas and in the south-east.

Paragraph 136

The State party should continue to strengthen the teacher training programme in order to increase the number of trained teachers, improve the quality of education and to direct education toward the aims mentioned in article 29(1) of the Convention and the Committee's General Comments on the aims of education.

See also:

- Guatemala, CRC, CRC/C/108 (2001) 47 at para. 246.

- Guatemala, CRC, CRC/C/108 (2001) 47 at para. 233.

The establishment of the Advisory Committee on Educational Reform for the modification of curriculum content to help eradicate stereotypes and discrimination based on sex, ethnic and social origin, or poverty, and the programme for girls, established by the Ministry of Education to develop a gender methodology and an intercultural approach in curricula, textbooks, and educational material are welcomed.

- Côte d'Ivoire, CRC, CRC/C/108 (2001) 59 at paras. 338 and 339.

Paragraph 338

The level of educational achievement among children should be raised through increasing the number of available schools and classes, providing for the initial and ongoing training of more teachers and school inspectors, developing standard national textbooks, increasing the rates of enrolment and providing assistance with school fees, uniforms and other equipment for poor families. The State party is urged to seek international assistance in this regard, including from UNICEF. Furthermore, appropriate measures should be taken to ensure that Koranic schools respect national school curricula and aims of education and are placed under the authority of the Ministry for Education.

Paragraph 339

The State party should pursue its efforts to include "education for peace and tolerance", children's

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rights and other human rights subjects in the curricula of primary and secondary schools, and assistance should be requested from UNICEF and UNESCO in this regard.

- United Republic of Tanzania, CRC, CRC/C/108 (2001) 71 at paras. 373, 408 and 409.

Paragraph 373

Human rights, especially the Convention on the Rights of the Child, should be incorporated into the school curricula at all levels.

Paragraph 408

Concern is expressed regarding high drop-out and repetition rates, insufficient numbers of trained teachers, insufficient schools and classrooms, and the lack of relevant learning material. In light of article 29(1) of the Convention, the quality of education within the State party is also of concern.

Paragraph 409

All appropriate measures, including the allocation and distribution of adequate financial, human and technical resources, should be taken to enhance the quality of education and ensure that all children enjoy the right to education. Particular attention should be paid to the quality of education, in light of article 29(1) of the Convention and the Committee's General Comment No. 1 on the aims of education. The State party should seek to strengthen its educational system through closer cooperation with UNICEF and UNESCO.

See also:

- Kenya, CRC, CRC/C/111 (2001) 21 at paras. 134 and 135.

- Bhutan, CRC, CRC/C/108 (2001) 85 at paras. 472 and 473.

Paragraph 472

It is of concern that human rights education, including the Convention, is not included in the school curricula.

Paragraph 473

Taking due regard of the Committee's General Comment No. 1 on the aims of education, the State party should include human rights education in the curricula, particularly with respect to the development and respect for human rights, tolerance, and equality of the sexes and of religious and

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ethnic minorities and should seek assistance from UNICEF and UNESCO in this regard.

See also:

- Oman, CRC, CRC/C/111 (2001) 36 at paras. 193 and 194.
- Bahrain, CRC, CRC/C/114 (2002) 122 at paras. 493 and 494.
- Belgium, CRC, CRC/C/15/Add.178 (2002) at paras. 25 and 26.

- Monaco, CRC, CRC/C/108 (2001) 97 at paras. 523 and 524.

Paragraph 523

Concern is expressed that human rights education is not systematically provided in school programmes at all levels.

Paragraph 524

Steps should be taken to ensure the inclusion of human rights education at all levels of school curricula.