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IV. CONCLUDING OBSERVATIONS, CONTINUED

CERD

- Botswana, CERD, A/57/18 (2002) 53 at para. 305.

305. The Committee notes that the cultural and linguistic rights of the Basarwa/San are not fully respected, especially in educational curricula and in terms of access to the media. The Committee recommends that the State party fully recognize and respect the culture, history, languages and way of life of its various ethnic groups as an enrichment of the State's cultural identity and adopt measures to protect and support minority languages, in particular within education.

- Estonia, CERD, A/57/18 (2002) 60 at para. 350.

350. The Committee...welcomes the amendment to the Act on Basic and Upper Secondary Schools which authorizes secondary schools to continue teaching in languages other than Estonian beyond 2007.

- Ecuador, CERD, A/58/18 (2003) 22 at para. 52.

52. The Committee welcomes the introduction of a bilingual education system in Ecuador for teaching some 94,000 indigenous children in both Spanish and their own languages.

- Poland, CERD, A/58/18 (2003) 35 at para. 164.

164. The Committee notes with satisfaction efforts to include human rights education in the school curriculum and encourages the State party to expand these efforts beyond the school system in order to promote understanding and tolerance among all racial and ethnic groups in society...

- Albania, CERD, A/58/18 (2003) 53 at paras. 301, 310 and 315.

301. The Committee welcomes with satisfaction the measures adopted to protect religious freedom and the considerable efforts made to promote the education and cultural rights of persons belonging to national minorities. It particularly commends the adoption of article 20 of the Constitution on education in the mother tongue.

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310. The Committee takes note of the State party's explanations that "minority areas" no longer exist in Albania, as the persons belonging to minorities have the same rights, whatever their geographical location. The periodic report nevertheless refers primarily to measures adopted to implement cultural rights in districts where the Greek and Macedonian-Slav minorities are traditionally concentrated. These minorities complain about the lack of mother-tongue education system outside these regions and about the refusal by the Albanian authorities to respond to their requests for such education.

The Committee understands that the exercise of the right to study and to be taught in the mother tongue means that a specific number of members of a minority must be present in a particular geographical area. It also recognizes the efforts being made by the State party to ensure that mother-tongue classes and schools are maintained, despite the drop in the number of students. It nevertheless recommends that the State party ensure that the rights of members of minorities are not unduly restricted outside areas where these minorities are concentrated...

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315. The Committee is concerned about information relating to discrimination against the Roma in respect of access to education, health, hygiene, housing, employment, and sufficient and adequate food and water.

The Committee recommends that the State party intensify its efforts on behalf of the Roma minority, in accordance with general recommendation XXVII. Special efforts should be made, in consultation with the communities concerned, to integrate Roma children into the Albanian educational system, while allowing for the possibility of bilingual or mother-tongue instruction and respecting the communities' cultural identity and way of life...

- Latvia, CERD, A/58/18 (2003) 75 at paras. 449, 452 and 453.

449. While noting the measures taken by the State party to increase the rate of naturalization of non-citizens, the Committee remains concerned at the limited results of these efforts. The Committee is concerned at the growing number of persons who fail the language examination and at the possible lack of availability or accessibility of Latvian language instruction for all those wishing to benefit from this facility.

The Committee recommends that the State party further study the underlying reasons for the low level of naturalization applications with a view to devising strategies targeting specific groups of potential applicants. The Committee stresses that positive measures should be employed to attract non-citizens to the process, while ensuring that any measures taken do not adversely affect their current status. It also strongly urges the State party to ensure the availability of Latvian language instruction, to the extent possible, for those wishing to avail themselves of such opportunities.

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...

452. While recognizing the importance of the education system in creating a coherent society, the Committee is concerned that the educational reform that will introduce bilingual education in all minority schools by September 2004 may cause problems for linguistic minorities in the educational system if it is implemented in the proposed time frame.

The Committee encourages the State party to remain attentive and flexible to the needs and abilities of the persons primarily affected and concerned by the reform. The importance of maintaining a close dialogue with the schools and local communities, including both parents and children, is paramount in the process. It further urges the State party to monitor the reform process closely in order to ensure that a high quality of education is maintained by, *inter alia*, considering an extension of the transition period to bilingual education and preventing any negative effects that might otherwise arise.

453. While recognizing the possibility of establishing private schools offering, *inter alia*, education in minority languages, the Committee urges the State party to ensure that the manner in which funding to private schools is provided is in conformity with the Convention.

- Norway, CERD, A/58/18 (2003) 79 at para. 480.

480. With regard to article 7 of the Convention, the Committee notes with concern that courses focusing on racism and discrimination are not compulsory in the basic curriculum of the Police Academy.

The Committee draws the attention of the State party to its general recommendation XIII on the training of law enforcement officials in the protection of human rights, and invites the State party to consider reforming the Police Academy's education programme so as to ensure a better understanding of the norms and values in different cultures and to inform trainees about the obligations of the State party under the Convention.

- Malawi, CERD, A/58/18 (2003) 93 at para. 561.

561. The Committee is concerned that the current school curriculum does not include programmes to combat prejudices and to promote tolerance among ethnic groups, as required by article 7 of the Convention.

The Committee recommends that such programmes be included in the school curriculum.

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- Libyan Arab Jamahiriya, CERD, A/59/18 (2004) 21 at para. 110.

110. The Committee takes note of the reportedly insufficient human rights education programmes in school curricula, in particular regarding the promotion of tolerance and respect for religious and ethnic minorities.

The Committee encourages the State party to strengthen its efforts in this area...

- Nepal, CERD, A/59/18 (2004) 24 at para. 135.

135. The Committee notes that governmental action has been taken to sensitize the general public, including members of vulnerable groups, against discriminatory traditional customs and societal attitudes.

...The Committee encourages the State party to carry out comprehensive public education campaigns and to include intercultural education in school curricula.

- Suriname, CERD, A/59/18 (2004) 36 at para. 200.

200. While noting the State party's legitimate desire to ensure that the official language is taught and to promote the teaching of Spanish and English, the Committee is disturbed at the lack of plans to preserve the native languages of the country's indigenous and tribal peoples. It is also concerned that Sranan Tongo, which is spoken by the majority of the population, is not given sufficient prominence in education.

The Committee invites the State party to encourage the learning of mother tongues, in particular Sranan Tongo, with a view to preserve the cultural and linguistic identity of the various ethnic groups.

- Argentina, CERD, A/59/18 (2004) 45 at para. 249.

249. The Committee regrets that despite the State party's efforts, the right to a bilingual and intercultural education for indigenous peoples recognized by the Constitution is not fully respected in practice. It takes note with concern of allegations regarding the lack of adequate training provided to indigenous teachers and discrimination faced by them, as well as the insufficient measures to preserve indigenous languages and to include the history and culture of indigenous peoples in school curricula.

The Committee recommends that the State party adopt all necessary measures to ensure, in

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consultation with the indigenous communities, a bilingual and intercultural education for indigenous peoples with full respect for their cultural identity, languages, history and culture, bearing also in mind the wider importance of intercultural education for the general population. It further recommends that adequate training be provided to indigenous teachers and effective measures be adopted to combat all forms of discrimination against them...

- Kazakhstan, CERD, A/59/18 (2004) 54 at para. 289.

289. The Committee notes the absence of legislation regarding the status of languages and that little information has been provided by the State party on the participation of minorities in the elaboration of cultural and educational policies. The Committee is concerned that minority languages are not used in the educational system to an extent commensurate to the proportion of the different ethnic communities represented in the student body.

The Committee recommends that the State party adopt legislation on the status of languages...

- Mauritania, CERD, A/59/18 (2004) 61 at paras. 347-349.

347. The Committee notes with concern that no provision is made in the educational curriculum for the inclusion of the national languages Pulaar, Soninke and Wolof.

The Committee recommends that the State party study this question again in consultation with the population groups concerned and that it consider including national languages in the education system for those children who wish to receive an education in those languages. The Committee recalls that, in any event, education in national languages should not lead to the exclusion of the group concerned and should meet the minimum standards with regard to the quality of the courses offered.

348. The Committee notes with concern the State party's policy of ensuring that the curricula in private and public schools are identical. While taking account of the State party's desire to monitor the quality of private education, the Committee nevertheless has doubts whether such control over private schools is conducive to the teaching of the languages and cultures of minority groups.

The Committee recommends that the State party respect parents' freedom to choose the type of education they wish for their children and to choose for their children private schools that offer programmes meeting their expectations in terms of culture and language.

349. The Committee is concerned about the delegation's statement that the Berber language

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is no longer spoken in Mauritania. According to some reports, a minority still uses this language, which is in danger of disappearing from the country.

The Committee recommends that the State party, in consultation with the community concerned, take steps to preserve the Berber language. Room should be made for Berber language, history and civilization in school textbooks, education and cultural events.

- Tajikistan, CERD, A/59/18 (2004) 74 at para. 412.

412. The Committee, while appreciating the State party's efforts to provide children belonging to ethnic minorities with education in their native languages, notes with regret that there is an insufficient number of Uzbek textbooks in the Latin alphabet, adapted to new curricula.

The Committee encourages the State party to undertake consultations with the Uzbek minority and make every effort to address their concerns on this issue...

- Saint Lucia, CERD, A/59/18 (2004) 86 at paras. 449 and 452.

449. The Committee notes that access to education and training by indigenous peoples appears very limited and is concerned at the fact that Kweyol is not taught in the education system.

The Committee encourages the State party to take measures to facilitate access to education by members of indigenous peoples and to ensure, as far as possible, that members of indigenous peoples have the opportunity to learn Kweyol and to receive instruction in this language.

...

452. The Committee is concerned by reports of the alleged inclusion in certain school textbooks of racist passages concerning the Bethechilokono people.

It urges the State party to delete all racist content from school textbooks, to take measures to punish those who make such references, to provide education that will eliminate racial prejudices and to promote understanding and tolerance among different racial and ethnic groups.

- France, CERD, A/60/18 (2005) 26 at para. 117.

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117. The Committee notes shortcomings in the teaching of the languages of certain ethnic groups - particularly Arabic, Amazigh or Kurdish - in the education system.

The Committee encourages the State party to promote the teaching of the languages of these groups in the education system, as proposed by the Stasi Commission in its report.

- Lao People's Democratic Republic, CERD, A/60/18 (2005) 35 at para. 176.

176. The Committee notes with concern that the State party claims that it is unable to introduce human rights education programmes in schools. It is also concerned at reports that law enforcement officials continue to have minimal awareness of human rights issues as set out in the law, the Constitution and international instruments (art. 7).

The Committee recommends to the State party that it introduce, if necessary with the assistance of the international community, education programmes in schools on human rights and combating racial discrimination, and that it increase its efforts to provide training to law enforcement officials.

- Luxembourg, CERD, A/60/18 (2005) 40 at para. 192.

192. The Committee...notes with satisfaction school curricula that promote interculturalism, a certain number of mother-tongue classes for immigrant children and the introduction of intercultural mediators in schools.

- Barbados, CERD, A/60/18 (2005) 43 at para. 211.

211. The Committee...notes with satisfaction the pilot education programme which has included African Heritage Studies, Citizenry, Family life and conversational foreign languages in several primary and secondary schools.

- Nigeria, CERD, A/60/18 (2005) 54 at para. 299.

299. The Committee, while taking note of information on measures taken by the State party to enhance better understanding, respect and tolerance between different ethnic groups living in Nigeria, is of the view that the measures taken to promote intercultural understanding and education between ethnic groups are unsatisfactory (art. 7).

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The Committee recommends that the State party strengthen measures to promote understanding, tolerance and friendship between ethnic groups, including comprehensive public education campaigns and intercultural education in school curricula...

- Turkmenistan, CERD, A/60/18 (2005) 61 at para. 326.

326. The Committee notes that the “Ruhnama” reportedly dominates the school curriculum in Turkmenistan. The Committee is concerned about the content of this text, and would appreciate receiving a copy (art. 7).

The Committee recommends that the State party ensure that school curricula foster understanding, tolerance, and friendship among nations and ethnic groups.

ICCPR

- Sweden, ICCPR, A/57/40 vol. I (2002) 57 at para. 79(13).

13. ...The State party must make a sustained effort to improve the application of laws punishing racially motivated crimes, the integration into society of members of minority groups and the dissemination of a culture of tolerance, in particular as part of primary and secondary education.

- Latvia, ICCPR, A/59/40 vol. I (2003) 25 at para. 65(20).

(20) While noting the explanation provided by the State party for the adoption of the Education Law of 1998, particularly the gradual transition to Latvian as the language of instruction, the Committee remains concerned about the impact of the current time limit on the move to Latvian as the language of instruction, in particular in secondary schools, on Russian-speakers and other minorities. Furthermore, the Committee is concerned about the distinction made in providing State support to private schools based on the language of instruction (arts. 26 and 27).

The State party should take all necessary measures to prevent negative effects on minorities of the transition to Latvian as the language of instruction. It should also ensure that if State subsidies are provided to private schools, they are provided in a non-discriminatory manner.

ICESCR

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- Sweden, ICESCR, E/2002/22 (2001) 106 at para. 744.

744. The Committee urges the State party to ensure that education in independent schools, including those that have been established in the form of private companies with shareholders, is in full conformity with article 13 of the Covenant, in particular paragraph 1, on educational aims and objectives, and with the Committee's General Comment No.13 (1999) on the right to education (art. 13 of the Covenant).

- France, ICESCR, E/2002/22 (2001) 121 at para. 875.

875. The Committee...recommends that the State party increase its efforts to preserve regional and minority cultures and languages, and that it undertake measures to improve education on, and education in, these languages.

- Croatia, ICESCR, E/2002/22 (2001) 125 at paras. 902, 918 and 920.

902. ...The Committee is concerned about reports that the curriculum and textbooks used in schools contain derogatory references to minority groups.

...

918. The Committee urges the State party to ensure that the content of education is directed, in accordance with article 13, paragraph 1, of the Covenant, to strengthening respect for human rights and fundamental freedoms, to enabling all persons to participate effectively in a free society and to promoting understanding, tolerance and friendship.

...

920. The Committee urges that the educational curricula of schools at all levels be reviewed with a view to promoting human rights education, mutual understanding, tolerance and friendship, in accordance with article 13 of the Covenant. Conversely, any educational material that is discriminatory or derogatory towards others should be removed. The Committee recommends that the State party take guidance in such educational reform from its General Comment No. 13 (1999) on the right to education (art. 13 of the Covenant) and by Committee on the Rights of the Child General Comment No. 1 (2001) on the aims of education (art. 29, para. 1, of the Convention on the Rights of the Child).

- United Kingdom of Great Britain and Northern Ireland, ICESCR, E/2003/22 (2002) 39 at paras. 216 and 233.

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216. The Committee is concerned that human rights education provided in the State party to schoolchildren, the judiciary, prosecutors, government officials, civil servants and other actors responsible for the implementation of the Covenant does not give adequate attention to economic, social and cultural rights.

...

233. The Committee urges the State party to ensure that human rights education curricula and training programmes for schoolchildren and for the judiciary, prosecutors, government officials, civil servants and other actors responsible for the implementation of the Covenant give adequate attention to economic, social and cultural rights.

- Poland, ICESCR, E/2003/22 (2002) 54 at paras. 369 and 391.

369. The Committee...expresses concern that education in sexual and reproductive health is not adequately covered in the national school curricula.

...

391. The Committee...recommends that...sexual and reproductive health education be included in the national school curricula.

- Guatemala, ICESCR, E/2004/22 (2003) 59 at para. 435.

435. The Committee recommends that the State party take measures to reduce child and maternal mortality, and in particular intensify the implementation of its national programme on reproductive health, provide further assistance and training to midwives, organize educational campaigns regarding women's sexual and reproductive health, and include such subjects in the school curricula.

- Greece, ICESCR, E/2005/22 (2004) 23 at paras. 148 and 170.

148. The Committee is concerned that a high percentage of Roma and Turkish-speaking children are not enrolled in school, or drop out at a very early stage of their schooling. While it is possible to receive bilingual instruction in Turkish and Greek at the two Muslim minority secondary schools in Thrace, the Committee notes with concern that no such possibility exists at the primary level or outside Thrace, and that members of other linguistic groups have no possibility to learn their mother tongue at school.

...

170. The Committee urges the State party to take effective measures to increase school attendance by Roma and Turkish-speaking children, including at the secondary level, to ensure, to the extent possible, that children belonging to minority linguistic groups have an

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opportunity to learn their mother tongue, including regional dialects, at school, and to ensure an adequate staffing with teachers specialized in multicultural education.

- China, ICESCR, E/2006/22(2005) 25 at paras. 152 and 181.

152. ...The Committee is...of the view that the “work study” (*qingong jianxue*) programme for schoolchildren constitutes exploitative child labour, in contradiction of the provisions of articles 6 and 7 of the Covenant, and ILO Convention No. 182 (1999) concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, to which China is a party.

...

181. ...The Committee...encourages the State party to consider withdrawing the “work study” (*qingong jianxue*) programme from its school curriculum.

- China (Hong Kong Special Administrative Region), ICESCR, E/2006/22 (2005) 34 at paras. 217 and 229.

217. The Committee remains concerned about the public’s low level of awareness in the Hong Kong Special Administrative Region of sexual and reproductive health issues. The Committee also regrets that no comprehensive sexual and reproductive health programme exists in the Hong Kong Special Administrative Region and that sexual and reproductive health education is not part of the school curriculum.

...

229. The Committee recommends that Hong Kong Special Administrative Region develop a comprehensive sexual and reproductive health programme, including a public awareness-raising campaign on safe contraceptive methods. The Committee also calls upon the Hong Kong Special Administrative Region to introduce sexual and reproductive health education in the school curriculum.

- China (Macao Special Administrative Region), ICESCR, E/2006/22 (2005) 38 at para. 256.

256. The Committee encourages MSAR to ensure that human rights education is provided in schools at all levels and to raise awareness about human rights, in particular economic, social and cultural rights, among State officials and the judiciary.

CEDAW

- Estonia, CEDAW, A/57/38 part I (2002) 13 at paras. 89, 90, 95, 96, 106 and 112.

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89. While welcoming the fact that, in accordance with articles 3 and 123 of the Constitution, the Convention is integrated into domestic legislation and takes precedence over such legislation, the Committee is concerned that there is still a lack of familiarity among the judiciary, law enforcement agents and women themselves about the opportunities for the application of the Convention in domestic decision-making.

90. Acknowledging the effort already made with regard to human rights education, including human rights of women, and the transparency and participatory nature of the law making process, the Committee recommends a review of law school curricula and the development of continuing education programmes for judges and lawyers that include the application of the Convention at the domestic level...

...

95. The Committee is concerned about the resurgence and persistence of traditional stereotypes regarding the role of men and women in the family, and in society at large. The Committee is also concerned about the lack of targeted educational programmes, mass media campaigns and temporary special measures to eliminate these stereotypes.

96. The Committee urges the State party to design and implement comprehensive programmes in the educational system and to encourage the mass media to promote cultural changes with regard to the roles and tasks attributed to women and men, as required by article 5 of the Convention...

...

106. The Committee encourages the State party to analyse the lack of correlation between the high level of educational attainments of women and their income levels. It recommends the introduction of measures, including through the use of temporary special measures, to accelerate the representation of women at all levels of decision-making in educational institutions and economic life. It urges the State party to continue to review and reform the curricula and textbooks in order to combat the traditional attitudes towards women and to help to create an enabling environment for promoting women's presence in high-level and well-paid positions.

...

112. The Committee draws attention to its general recommendation 24 on women and health and recommends that comprehensive research be undertaken into the specific health needs of women, including reproductive health, the financial and organizational strengthening of family planning programmes addressed to women and men and the provision of wide access to contraceptives for all women. The Committee urges the State party to reinforce programmes on sexual education for both girls and boys in order to foster responsible sexual behaviour...

- Trinidad and Tobago, CEDAW, A/57/38 part I (2002) 19 at paras. 151 and 152.

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151. The Committee is concerned...about the consequences of gender stereotyping in curricula and the impact of the fact that girls take traditional "female" courses and boys traditional "male" courses on women's employment options and income...

152. The Committee...urges the State party to implement curriculum reform and the revision of textbooks in order to combat traditional attitudes towards women and to help to create an enabling environment for women's presence in high-level and well-paid positions...

- Sri Lanka, CEDAW, A/57/38 part I (2002) 31 at para. 271.

271. The Committee commends the educational achievements and improved literacy rate of women, as well as the curriculum reforms and teacher training programmes to eliminate gender role stereotypes...

- Russian Federation, CEDAW, A/57/38 part I (2002) 40 at paras. 380 and 400.

380. While commending the introduction of human rights education in school curricula, the Committee urges the State party to emphasize women's rights as human rights, to increase awareness-raising programmes, including those directed towards men, and to take measures to change stereotypical attitudes and perceptions about the roles and responsibilities of women and men in the family and in society.

...

400. The Committee recommends in accordance with General Recommendation 24 on article 12 - women and health that the State party fully implement a life-cycle approach to women's health and urges the State party to strengthen family planning programmes and provide affordable access to contraceptive measures for all women in all regions. It also urges the State party to include sex education in the school curriculum.

- Suriname, CEDAW, A/57/38 part II (2002) 82 at para. 58.

58. The Committee requests the State party to include age-appropriate sex education in school curricula and to conduct awareness campaigns so as to prevent teenage pregnancy...

- Ukraine, CEDAW, A/57/38 part II (2002) 114 at paras. 295 and 296.

295. The Committee is concerned about the persistence of traditional stereotypes regarding the role of men and women in the family and in society at large.

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296. The Committee urges the State party to design and implement comprehensive programmes in the educational system and to encourage the mass media to promote cultural changes with regard to the roles and tasks attributed to women and men, as required by article 5 of the Convention...

See also:

- Czech Republic, CEDAW, A/57/38 part III (2002) 157 at paras. 103 and 104.
- Barbados, CEDAW, A/57/38 part III (2002) 177 at paras. 249 and 250.

- Armenia, CEDAW, A/57/38 part III (2002) 150 at paras. 54 and 55.

54. The Committee is particularly concerned that deeply rooted patriarchal attitudes in the family and society persist despite the high level of education that women have achieved.

55. The Committee recommends that the State party take urgent and wide-ranging measures, such as the revision of curricula and textbooks and the implementation of awareness-raising programmes, including specific programmes targeting men and boys, to change stereotypical and discriminatory attitudes and perceptions about the roles and responsibilities of women and girls and men and boys in the family and in society.

- Uganda, CEDAW, A/57/38 part III (2002) 164 at paras. 133 and 134.

133. Noting the State party's efforts in this context, the Committee is concerned at the persistence of patriarchal patterns of behaviour in the State party and at the existence of stereotypes relating to the role of women in the home and society, and expectations of women's subordination to men.

134. The Committee calls upon the State party to strengthen existing efforts to address stereotypical attitudes about the roles and responsibilities of women and men that perpetuate direct and indirect discrimination against women. These should include educational measures, at all levels, beginning at an early age, the revision of school text books and curricula and awareness-raising and public education campaigns directed at women and men designed with the involvement of the media and civil society, including non-governmental organizations, to address traditional stereotypes regarding the role of women. The Committee also calls upon the State party to undertake an assessment of the impact of these measures in order to identify shortcomings, and improve these measures accordingly.

- Albania, CEDAW, A/58/38 part I (2003) 13 at para. 69.

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69. ...The Committee...urges the State party to design and implement comprehensive programmes in the educational system to ensure eradication of traditional sex role stereotypes in the family, in employment, in politics and in society...

- Switzerland, CEDAW, A/58/38 part I (2003) 20 at para. 115.

115. The Committee urges the State party to design and implement comprehensive programmes in the educational system, including human rights education and gender training...

- Congo, CEDAW, A/58/38 part I (2003) 29 at para. 165.

165. The Committee urges the State party to increase its efforts to address stereotypical attitudes about the roles and responsibilities of women and men that perpetuate direct and indirect discrimination against women and girls. These should include educational measures at all levels, beginning at an early age; the revision of school textbooks and curricula; and awareness-raising campaigns directed at both women and men - designed, where relevant, with the involvement of the media and civil society, including non-governmental organizations - to address stereotypes regarding the role of women and men with a view to combating discrimination against women. The Committee also calls upon the State party to periodically review the measures taken in order to identify shortcomings and to adjust and improve those measures accordingly...

- El Salvador, CEDAW, A/58/38 part I (2003) 41 at para. 248.

248. The Committee welcomes the inclusion of gender issues at all levels of the educational system, as well as the incorporation of teaching materials in such programmes and activities.

- Morocco, CEDAW, A/58/38 part II (2003) 101 at para. 157.

157. The Committee commends the State party for the establishment of the Ministry of Human Rights, which creates a positive environment for the protection and promotion of human rights. It welcomes the publication of the Convention in the official gazette in 2001 and the efforts made to integrate human rights principles in textbooks and curricula.

- Ecuador, CEDAW, A/58/38 part II (2003) 122 at paras. 321 and 322.

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321. Although there is a bilingual education plan and gender mainstreaming programmes designed to be applied at the different levels of basic education and teacher training, the Committee notes with concern that the plan is not applied systematically and in all centres responsible for applying it.

322. The Committee urges the State party to implement the bilingual education plan and the gender mainstreaming programmes.

- Ethiopia, CEDAW, A/59/38 part I (2004) 42 at para. 240.

240. The Committee...commends the State party for the introduction of the girl's scholarship programme, covering 28 schools in 7 regions, and the incorporation of gender mainstreaming in the school curriculum.

- Croatia, CEDAW, A/60/38 part I (2005) 30 at paras. 200 and 201.

200. The Committee is concerned about the persistence of sex-stereotyping in educational curricula and in textbooks. It is also concerned that girls and women in secondary schools and universities continue to choose study areas traditionally seen as "female areas" and that they are underrepresented in the sciences.

201. The Committee encourages the State party to intensify its efforts to eliminate gender stereotyping and to strengthen the mainstreaming of gender perspectives in curricula and textbooks. It also requests the State party to enhance the training of teaching staff in regard to gender equality issues. It calls on the State party to further encourage diversification of the educational choices of boys and girls and, at the tertiary level, to attract more women to the field of science and technology, including through temporary special measures in accordance with article 4, paragraph 1, of the Convention. It also urges the State party to encourage a public dialogue on the educational choices girls and women make and their subsequent opportunities and chances in the labour market.

- Gabon, CEDAW, A/60/38 part I (2005) 37 at paras. 239 and 240.

239. The Committee expresses its concern about the prevalence of entrenched adverse customs and traditions, including early and forced marriage, polygamy, widowhood practices and levirate, as well as the persistence of stereotypes that discriminate against women and constitute a violation of women's human rights under the Convention...

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240. The Committee urges the introduction without delay, and in conformity with articles 2 (f) and 5 (a) of the Convention, of measures, including legislation, to modify or eliminate customs and cultural and traditional practices that discriminate against women, so as to promote women's full enjoyment of their human rights...It also urges the State party to make better use of the formal education system, including through revision of school curriculums and textbooks, to further these efforts.

- Democratic People's Republic of Korea, CEDAW, A/60/38 part II (2005) 101 at paras. 53 and 54.

53. The Committee notes with concern the persistence of traditional and stereotyped assumptions and attitudes in respect of the roles and responsibilities of women and men, which are discriminatory against women and have a pronounced impact, particularly in the areas of education and employment as well as in other areas of their lives...

54. The Committee urges the State party to increase its efforts to address stereotypical attitudes about the roles and responsibilities of women and men, including the hidden patterns that perpetuate direct and indirect discrimination against women and girls in the areas of education and employment and in all other areas of their lives, in accordance with articles 2 (f) and 5 (a) of the Convention. Those efforts should include educational measures at all levels, beginning at an early age; the revision of school textbooks and curricula; and awareness-raising campaigns directed at both women and men to address stereotypes regarding the roles of women and men.

- Gambia, CEDAW, A/60/38 part II (2005) 122 at paras. 207 and 208.

207. While noting the efforts made by the State party to revise its policy on education in order to address the needs of the girl child, the Committee expresses its concern about the low enrolment of girls in school, especially at the secondary and higher levels, and their high dropout rates...

208. The Committee urges the State party to take measures on the importance of realizing women's and girls' right to education as a fundamental human right, including for the empowerment of women. It also calls upon the State party to strengthen measures to create an environment that increases the enrolment and retention rates of girls in school at all levels, including through the development of gender-sensitive educational material...

- Israel, CEDAW, A/60/38 part II (2005) 129 at paras. 255 and 256.

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255. While appreciating the progress made in the fields of women's education and health, the Committee is concerned that Israeli Arab women remain in a vulnerable and marginalized situation, especially in regard to education and health. While efforts have been made to eliminate gender stereotypes from textbooks, the Committee is concerned that these persist in the Arab education system.

256. The Committee recommends that the State party take urgent measures to reduce the drop-out rates of Israeli Arab girls and increase the number of Israeli Arab women at institutions of higher education, including temporary special measures in accordance with article 4, paragraph 1, of the Convention and the Committee's general recommendation 25. The Committee also urges the State party to review and revise textbooks in the Arab education system in order to eradicate gender stereotypes...

CRC

- Mauritania, CRC, CRC/C/111 (2001) 8 at paras. 72 and 73.

72. ...[T]he Committee...notes with concern the high drop-out and repeating rates; the inadequacy of the school curriculum; the high teacher-pupil ratio, especially in the capital, Nouakchott; the low enrolment rate in secondary schools; the inadequate school infrastructure; and the low number of children receiving pre-school education...

73. In light of articles 28 and 29 of the Convention, the Committee recommends that the State party:

...

(e) Improve the quality of education;

(f) Orient education towards the aims mentioned in article 29 (1) of the Convention and the Committee's general comment on the aims of education, in particular by introducing human rights, including children's rights, education in the curriculum at all levels of education, including teacher training;...

...

- Qatar, CRC, CRC/C/111 (2001) 59 at paras. 314 and 315.

314. The Committee is concerned that the aims of education presented in the report do not adequately reflect the aims outlined in article 29 of the Convention, in particular that:

(a) The system of public education continues to emphasize rote learning rather than analytical skills development and is not child-centred;

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(b) The choice of some preparatory- and secondary-level programmes may be restricted for girls; and

(c) The development and respect for human rights, tolerance and equality of the sexes and religious and ethnic minorities are not explicitly part of the curricula.

315. The Committee recommends that the State party, taking into account the Committee's general comment No. 1 on the aims of education:

(a) Undertake a process of curriculum and teaching methodology reform - with the full participation of children - which stresses the importance of critical thinking and problem-solving skills development;

(b) Direct education to the development of the child's personality, talents and mental and physical abilities to their fullest potential;

(c) Include in the curricula, human rights education, including on children's rights, particularly with respect to the development and respect for human rights, tolerance, and equality of the sexes and religious and ethnic minorities; and

(d) Seek assistance from, among others, UNICEF and UNESCO.

See also:

- United Arab Emirates, CRC, CRC/C/118 (2002) 90 at paras. 404 and 405.
- Cameroon, CRC, CRC/C/111 (2001) 71 at para. 380.

380. The Committee recommends that the State party:

(a) Urgently implement the Finance Act 2000/08 to make primary education free to all and in addition provide financial assistance for the costs of transportation, when needed, uniforms and other school materials for poor families;

(b) Raise the level of educational achievement among children through, *inter alia*, effectively decreasing the drop-out rate, increasing the number of classrooms and teachers, providing initial and ongoing training of teachers and school inspectors, developing standard national textbooks and increasing the rates of enrolment;

...

(d) Pursue its efforts to include "education for peace and tolerance", children's rights and other human rights subjects in the curricula of primary and secondary schools;

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(e) Address education to the aims mentioned in article 29.1 of the Convention and the Committee's General Comment on the aims of education;

...

- Uzbekistan, CRC, CRC/C/111 (2001) 117 at paras. 580 and 581.

580. The Committee is concerned at:

...

Deterioration in the quality of education, especially of teaching and the curricula.

581. The Committee recommends that the State party, taking due account of the Committee's General Comment No. 1 on the aims of education:

(a) Undertake greater efforts to allocate the required human and financial resources to, *inter alia*, improve infrastructure, expand the provision of learning materials and supplies and improve teachers' salaries;

(b) Revise the school curricula to reflect a child-centred, active-learning approach;

...

(d) Promote the participation of parents and communities, especially ethnic minorities, in school governance, to improve enrolment rates and monitor the quality of education;

(e) Introduce human rights, including the Convention, into the school curricula, including at the primary school level;

(f) Seek assistance from, among others, UNICEF and UNESCO.

- Cape Verde, CRC, CRC/C/111 (2001) 135 at paras. 648 and 649.

648. The Committee is concerned that the quality of education is low and, in particular, that there is a serious lack of resources and didactic material in schools, that the training of teachers remains insufficient and that the drop-out rate of children from secondary education is high. The Committee is concerned that access to pre-school education is very limited. While noting gender equality in admissions to primary education, the Committee is concerned that some adolescents are excluded from the system of compulsory education. The Committee is concerned, in addition, that not all children are fluent in both Creole and Portuguese and that these children risk being marginalized, given that school education is

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in Portuguese.

649. Noting efforts to increase enrolment levels, particularly to primary school, the Committee recommends that the State party:

(a) Make urgent efforts to improve the quality of education throughout the education system, including through reference to the Committee's general comment No. 1 on article 29 of the Convention on the aims of education;

(b) Strengthen the training of teachers and the provision of resources, including didactic materials;

...

- Greece, CRC, CRC/C/114 (2002) 25 at para. 158.

158. Acknowledging the many activities of the State party towards improving access to education and the quality of education and introducing multicultural teaching, the Committee remains concerned about a variety of problems that still exist, such as:

...

(f) The poor quality of education in many schools that teach in languages other than Greek, including the use of outdated textbooks and late term starting dates; the very high estimated illiteracy rates among Roma children; the low proportion of children from distinct ethnic, religious, linguistic or cultural groups who attend secondary school and that some children, particularly from these groups, are accepted in school only as auditors and not permitted to gain academic credit for their studies;

...

- Mozambique, CRC, CRC/C/114 (2002) 65 at paras. 305, 306, 319 and 320.

305. While noting the State party's significant efforts in this domain, including the construction or renovation of many primary schools in the 1990s, the provision of free school materials to many children, increases in primary school enrolment rates, efforts to improve the access to education of girls and to train teachers, the fall in the repetition and drop-out rates, the Committee remains concerned that:

...

(c) Insufficient efforts have been made to implement compulsory education requirements;

...

(f) Education infrastructure and resources remain insufficient, including with regard to the limited quality, and insufficient number, of classrooms, overcrowding in schools, and the cost (for children and families) of books and other materials and school equipment;

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...

306. Noting the State party's own recommendations in its initial report, the Committee recommends that the State party:

...

(b) Strengthen the institutional capacity and infrastructure of State education, including with regard to administration, management, educational planning, the training of teachers and other staff, the construction of additional schools in isolated regions, and the provision and quality of textbooks and other school materials and equipment;

...

(f) Extend the pilot project to achieve implementation of human rights and democracy components within the school curriculum nationwide;

...

(j) Promote coordination between the public and private sectors to ensure a sustainable supply of textbooks, basic learning materials development and training activities;

...

319. While noting the establishment of a central office for the prevention and control of drug abuse, the Committee is concerned that:

(a) Substance abuse, including inhaling glue and the consumption of narcotic drugs, is practised by children, particularly street children, in the State party, particularly in the south of the country;

...

320. The Committee recommends that the State party:

...

(b) Include in school curricula education programmes and information on drug abuse and its prevention;

...

- Malawi, CRC, CRC/C/114 (2002) 104 at paras. 434 and 435.

434. ...The Committee is...concerned at the gender and regional disparities in enrolment in schools, absenteeism, the high drop out and repeat rates, the low quality of education, the 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 Committee is also concerned about the quality of education within the State party. The Committee notes with concern the reported incidents of sexual abuse and exploitation of children within the school environment.

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435. The Committee recommends that the State party:

...

(d) Take the necessary measures to improve the quality of education and to improve internal efficiency in the management of education;

...

(g) Orient education towards the aims stated in article 29 (1) of the Convention and the Committee's general comment No. 1 on the aims of education and introduce human rights, including children's rights, into the school curricula;

...

- Guinea-Bissau, CRC, CRC/C/118 (2002) 12 at paras. 74 and 75.

74. Despite increases in school enrolment over the past decade, the Committee remains concerned that:

...

(d) Primary education, where available, is of a low quality and many schools offer only the 1st and 2nd grades and few offer more than 4 years of education;

(e) Schools lack adequate books and materials;

...

75. The Committee recommends that the State party:

...

(b) Strengthen education infrastructure, including with regard to administration, management, educational planning, the quality of education in general, the training of teachers and other staff, the construction of additional schools and classrooms, and the provision and quality of textbooks and other school materials and equipment;

(c) Consider strengthening the quality of primary and secondary school curricula, taking into consideration the Committee's General Comment on article 29.1 of the Convention and the aims of education (CRC/GC/2001/1);

...

(f) Make every effort to ensure that compulsory education is free for all children, including with regard to textbooks and uniforms for disadvantaged children and families;

...

- The Netherlands (Antilles), CRC, CRC/C/118 (2002) 129 at paras. 555 and 556.

555. While noting the State party's efforts in this regard, including the establishment of Youth Summits, Youth Advisory Groups and a Youth Parliament, the Committee remains concerned that:

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(a) The views of the child are still not fully respected and taken into account at school and at home;

...

556. The Committee recommends that the State party:

...

(d) Ensure that the current education reforms include specific mechanisms to guarantee children's involvement and expression in school policy and the development of curriculum.

- United Kingdom of Great Britain and Northern Ireland, CRC, CRC/C/121 (2002) 23 at paras. 136 and 140.

136. In line with its previous recommendations ([CRC/C/15/Add.34], para. 30), the Committee recommends that the State party:

(a) Take further necessary measures to reduce the rate of teenage pregnancies through, *inter alia*, making health education, including sex education, part of the school curricula...

...

140. In light of articles 2, 12, 28 and 29 of the Convention, and in line with its previous recommendations ([CRC/C/15/Add.34], para. 32), the Committee recommends that the State party:

...

(f) Taking into consideration the Committee's General Comment No. 1 on the aims of education, include the Convention and human rights education in the curricula in all primary and secondary schools and teacher training;

...

- Seychelles, CRC, CRC/C/121 (2002) 41 at paras. 207 and 208.

207. The Committee is encouraged by the existence of free compulsory education and early childhood education programmes with virtually universal enrolment. Nevertheless, the Committee is concerned about the high drop out rates and absenteeism.

208. In light of the Committee's General Comment No. 1 on article 29, paragraph 1, of the Convention (aims of education), the Committee recommends that the State party:

(a) Consider creating study groups in schools involving students at higher and lower levels in order to contribute to the improvement of the achievements of students with learning difficulties;

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...

(c) Review the curriculum and teacher training programmes with a view to incorporating human rights education, including children's rights, into the curriculum and implementing more participatory teaching methods;

...

- Sudan, CRC, CRC/C/121 (2002) 53 at paras. 273-275.

273. The Committee recommends that the State party:

...

(f) Strengthen education infrastructure and resources, including the provision of sufficient resources to local authorities, the construction of classrooms and schools, the provision of materials and school equipment, the revision and updating of school curricula and the improvement of teacher training;

...

274. The Committee is deeply concerned at the fact that the availability, accessibility and quality of education in the southern part of the country is much worse than in the rest of the country (e.g. only 16-18 per cent of children have access to education and not more than 20 per cent of those are girls; the drop out rate is still high; teachers are not paid salaries and most of them are not qualified; schools are often too far away and education is regularly disrupted by the armed conflict; and availability of educational material is very limited). These and other concerns lead to the following recommendations, particularly for the southern part of the country.

275. The Committee recommends that the State party:

...

(b) Significantly strengthen teacher training through, *inter alia*, improving the quality of training and significantly raising the number of teachers trained, including teachers able to teach in local languages;

...

(e) Ensure appropriate use of the new curriculum;

(f) Seek technical assistance from UNICEF in this regard.

- Ukraine, CRC, CRC/C/121 (2002) 70 at paras. 367 and 368.

367. The Committee is concerned that, despite pilot programmes aimed at improving the situation of the Roma in certain provinces, they still suffer from widespread discrimination, which has in some instances impeded their children's right to education, health and social welfare.

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368. The Committee recommends that the State party:

...

(c) Develop curriculum resources for all schools that include Romani history and culture in order to promote understanding, tolerance and respect for Roma in Ukrainian society.

See also:

- Republic of Moldova, CRC, CRC/C/121 (2002) 89 at paras. 420 and 421.
- Poland, CRC, CRC/C/121 (2002) 120 at paras.545 and 546.

- Republic of Moldova, CRC, CRC/C/121 (2002) 89 at paras. 412, 413 and 417.

412. The Committee...expresses concern for the drop in the quality and accessibility of education with a consequent decrease in enrolment across all levels of compulsory education and increase in of drop out rates.

413. In light of articles 28 and 29 of the Convention, the Committee recommends that the State party:

...

(c) Improve the quality of education in order to achieve the goals mentioned in article 29, paragraph 1, in line with the Committee's General Comment No. 1 on the aims of education.

...

417. In light of articles 32 to 36 of the Convention, the Committee recommends that the State party:

...

(c) Include life-skills education in school curricula;

...

- Burkina Faso, CRC, CRC/C/121 (2002) 103 at para. 447.

447. In line with its previous recommendations ([CRC/C/15/Add. 19], para. 16), the Committee recommends that the State party:

...

(e) Further promote human rights education, including the rights of the child, in school curricula, beginning in primary school, as well as in the curricula for teacher training;

...

- Poland, CRC, CRC/C/121 (2002) 120 at paras. 537 and 538.

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537. The Committee notes the new initiatives to provide textbooks to children from poor families and provide all schools with computers, yet it remains concerned at the increasing disparities in access to education, the material condition of schools and the quality of education between rural and urban areas, particularly with regard to kindergartens and extracurricular programmes and activities.

538. The Committee recommends that the State party ensure that children in rural areas have equal opportunities for a quality education which provides them with the skills to enter the labour market or university-level education based on their merit, by:

(a) Seeking innovative means for promoting the cognitive, social and emotional development of children, through, *inter alia*, programmes that foster interaction between children and their peers and parental education programmes on the benefits of early childhood education, ensuring that there are sufficient and appropriate kindergarten facilities for all children in rural areas; orienting the education system towards achieving the aims mentioned in article 29, paragraph 1, of the Convention and in the Committee's General Comment No. 1 on the aims of education; and introducing human rights, including children's rights, into the school curricula;

(b) Ensuring that rural areas and poorer communities are provided with additional funds to allow them to provide the same quality of education and level of extracurricular programmes as urban schools;

...

- Israel, CRC, CRC/C/121 (2002) 131 at paras. 606 and 607.

606. The Committee is concerned that the aims of education outlined in article 29 of the Convention, including the development of respect for human rights, tolerance and equality of the sexes and religious and ethnic minorities, are not explicitly part of the curricula throughout the State party.

607. The Committee recommends that the State party and all relevant non-State actors, including the Palestinian Authority, taking into account the Committee's General Comment No. 1 on the aims of education, include human rights education, including children's rights, in the curricula of all primary and secondary schools, particularly with regard to the development of respect for human rights, tolerance and equality of the sexes and religious and ethnic minorities. Religious leaders must be mobilized in this effort.

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- Estonia, CRC, CRC/C/124 (2003) 9 at paras. 64, 65, 74 and 75.

64. The Committee welcomes the inclusion of the Convention in the school curriculum and appreciates the acknowledgment by the State party that there are challenges facing the right to education. In this regard, it shares the concern that more than 5,000 children do not attend school, and that repetition and drop-out rates are high. Possible reasons for dropping out include: lack of protection from bullying, overcrowded classrooms, a poor school environment as a result of diminished extracurricular activities, overburdened teachers and closure of schools in rural areas for economic reasons.

65. The Committee encourages the State party:

...

(b) To consider adapting the school curricula to the varied needs of children and promote activities that may attract children to schools, thereby reducing the number of dropouts;

(c) To evaluate the effectiveness of those activities and devise strategies accordingly;

...

(f) To take all the appropriate measures to implement regulation No. 209 for mother-tongue instruction for students whose mother tongue is not Estonian, providing also for the teaching of their culture and history;

...

(h) To improve the quality of education in the whole country in order to achieve the goals set out in article 29, paragraph 1, of the Convention and in the Committee's general comment No. 1 on the aims of education, and to ensure that human rights education, including children's rights, are included in the school curricula.

...

74. While welcoming the Programme on Integration in Estonian Society, 2000-2007, the Committee notes the tension arising around the question of the language of instruction of children belonging to minority groups in Estonia.

75. The Committee recommends that the State party:

(a) Take all measures to implement effectively regulation No. 209 for mother-tongue instruction for students whose mother tongue is not Estonian;

(b) Implement the Programme on Integration in Estonian Society in such a way that all the children of Estonia will be taught about the culture, history and identity of the various groups living in Estonia and that exchanges are organized between pupils of different schools in order to foster contacts, friendships and mutual respect among children from all groups of society;

(c) Guarantee the quality of instruction of the Estonian language to children belonging to

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minority groups so as to ensure that minority-language-speaking children can participate on a more equal level with Estonian-speaking children, in particular at higher education levels.

- Italy, CRC, CRC/124 (2003) 36 at paras. 170 and 171.

170. The Committee is concerned that, as mentioned in the State party's report (para. 147), children, especially in elementary schools, may suffer from marginalization if they abstain from religious instruction, which mainly covers the Catholic religion. In addition, the Committee is concerned that parents, notably those of foreign origin, are not always aware that religious instruction is not compulsory.

171. In the light of articles 2, 14 and 29 of the Convention, the Committee recommends that the State party make sure that parents, in particular of foreign origin, when they are filling out the relevant forms are aware that Catholic religious instruction is not compulsory.

- Romania, CRC, CRC/124 (2003) 49 at paras. 250, 251, 262 and 263.

250. The Committee notes the initiatives to launch special programmes and provide free textbooks and school materials, as well as meals, to encourage school enrolment and attendance. However, the Committee is concerned that:

...

(b) The curricula and teaching methodology, including in pre-school education, do not sufficiently reflect the aims of education contained in article 29, paragraph 1, of the Convention;

...

251. The Committee recommends that the State party, taking into account the Committee's general comment No. 1 on the aims of education:

...

(g) Ensure that education, including early childhood education, is directed towards the development of the child's personality, talents and mental and physical abilities to their fullest potential;

(h) Ensure that the school curricula and teaching methodology are child-centred and that they stress the importance of critical thinking and problem-solving skills development;

...

262. The Committee welcomes the implementation of strategies aimed at improving Roma children's rights to health-care services and inclusion in education (e.g. through the use of health and education mediators and supportive tuition in the Roma language). The Committee also welcomes Roma NGO participation in improving the rights of their children. However, it remains concerned at the negative attitudes and prejudices of the general public,

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in the political discourse and in media representations as well as at incidents of police brutality and discriminatory behaviour on the part of some teachers and doctors.

263. In accordance with articles 2 and 30 of the Convention, the Committee recommends that the State party:

...

(c) Develop curriculum resources for all schools, including in relation to Roma history and culture, in order to promote understanding, tolerance and respect for the Roma in Romanian society.

See also:

- Czech Republic, CRC, CRC/C/124 (2003) 78 at paras. 388 and 389.
- Viet Nam, CRC, CRC/C/124 (2003) 67 at paras. 312 and 313.

312. While noting the State party's efforts to achieve universal enrolment at primary school level, the Committee is concerned that there are significant gaps in access to and quality of education between urban and rural or mountainous regions, and that the school system still suffers from a shortage of well-trained teachers and educational materials...

313. The Committee recommends that the State party:

...

(d) Prioritize rural areas and remote and mountainous regions in existing programmes to improve the quality of teaching and the curriculum, and in the construction and development of school infrastructure.

- Haiti, CRC, CRC/124 (2003) 95 at paras. 444 and 445.

444. ...The Committee is...concerned at the very limited number of public schools and at the low quality of education reflected in the high repetition and drop-out rates, which are attributable mainly to the lack of appropriate training for teachers (paragraph 192 of the State party's report)...Finally, the Committee is concerned that education is principally run by the private sector (ibid. para. 184), while supervision by the State through the National Partnership Commission is very limited.

445. In the light of articles 28 and 29 and other relevant provisions of the Convention, the Committee recommends that the State party:

...

(c) Take the necessary measures to guarantee access to adapted and adequate curricula designed for vulnerable children like street children, *restaveks* and over-age children or

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adolescents;

...

(e) Better monitor the school curricula and the quality of education in private schools;

(f) Introduce, strengthen and systematize human rights education, including the rights of the child, into school curricula, beginning in primary school;

...

- Iceland, CRC, CRC/124 (2003) 109 at paras. 496 and 497.

496. The Committee notes with appreciation the adoption of anti-bullying campaigns in many schools, as well as the inclusion of courses in life skills. However, it is concerned:

(a) That the aims of education outlined in article 29 of the Convention (i.e. development and respect for human rights, tolerance and equality of the sexes and religious and ethnic minorities) are not explicitly part of the curricula throughout the State party;

...

497. The Committee recommends that the State party, taking into account the Committee's general comment No. 1 on the aims of education:

(a) Explicitly include human rights education, including children's rights, in the curricula of all primary and secondary schools, particularly with regard to development and respect for human rights, tolerance and equality of the sexes and religious and ethnic minorities;

...

- Libyan Arab Jamahiriya, CRC, CRC/C/132 (2003) 74 at paras. 384 and 385.

384. The Committee notes the efforts of the State party to include some principles and provisions of the Convention in the school curricula, but is concerned that the aims of education outlined in article 29 of the Convention, including the development of and respect for human rights, tolerance, and equality of the sexes and religious and ethnic minorities, are not explicitly part of the curricula...

385. The Committee recommends that the State party:

(a) Taking into account the Committee's general comment No. 1 on the aims of education, include human rights education, including children's rights, in the curricula of all primary and secondary schools, particularly with respect to the development of and respect for human rights, tolerance, and equality of the sexes and religious and ethnic minorities; religious leaders should be mobilized in this regard;

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...

- Jamaica, CRC, CRC/C/132 (2003) 86 at paras. 442 and 443.

442. The Committee welcomes the State party's progress in the field of education, but remains concerned about:

...

(b) The inadequate supervision of the quality of pre-schools and primary schools and the lack of appropriate material and qualified teachers;

...

443. The Committee recommends that the State party, in the light of the Committee's general comment No. 1 on article 29 (1) of the Convention (aims of education):

...

(b) Intensify its efforts to improve the quality of education and management of schools and continue its current efforts to address problems with regard to the standards of teaching materials and training of staff;

...

- Syrian Arab Republic, CRC, CRC/C/132 (2003) 116 at paras. 570-573.

570. The Committee is concerned that:

...

(b) Many schools lack textbooks and teaching materials.

571. The Committee recommends that the State party:

...

(b) Undertake greater efforts to allocate the required resources to ensure the provision of learning materials and supplies.

572. The Committee notes the adoption of the Global Education Initiative to improve the quality of basic education and that some efforts have been undertaken towards curriculum reform. Nevertheless, it remains concerned that the aims of education presented in the report do not adequately reflect the aims outlined in article 29 of the Convention and, in particular, that:

(a) The system of public education continues to emphasize rote learning rather than analytical skills development, and is not child-centred;

(b) The development and respect for human rights, tolerance and equality of the sexes and religious and ethnic minorities are not explicitly part of the curriculum.

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573. The Committee recommends that the State party, taking into account the Committee's general comment No. 1 on the aims of education:

(a) Undertake a process of curriculum and teaching methodology reform - with the full participation of children - which stresses the importance of critical thinking and problem-solving skills development;

(b) Direct education towards the development of the child's personality, talents and mental and physical abilities to their fullest potential;

(c) Include human rights education, including children's rights, in school curricula, particularly with respect to the development of and respect for human rights, tolerance and equality of the sexes and of religious and ethnic minorities. Religious leaders must be mobilized in this regard;

(d) Seek assistance from, among others, UNICEF and UNESCO.

- Singapore, CRC, CRC/C/133 (2003) 84 at paras. 423 and 424.

423. While noting that special education services are widely available in the State party, the Committee is concerned that children with disabilities are not fully integrated into the education system...

424. The Committee recommends that the State party:

...

(b) Facilitate greater integration and participation of children with disabilities into mainstream education and society at large, *inter alia* through an improvement in curricula and pedagogical services;

...

- Bangladesh, CRC, CRC/C/133 (2003) 93 at paras. 496 and 498.

496. The Committee notes with appreciation the efforts made by the State party to monitor the quality of education in the madrasas. However, it is concerned about the narrow content of the education provided within these schools.

...

498. The Committee...recommends that the State party continue and strengthen its efforts to streamline the education given in the madrasas to ensure more compatibility with formal public education.

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- New Zealand, CRC (Optional Protocol - Armed Conflict), CRC/C/133 (2003) 126 at para. 598.

598. The Committee recommends that the State party undertake systematic education and training on the provisions of the Convention for all relevant professional groups, in particular military personnel. In addition, the Committee recommends that the State party make the provisions of the Optional Protocol widely known to children, through, *inter alia*, school curricula.
- Indonesia, CRC, CRC/C/137 (2004) 8 at paras. 82-84.

82. The Committee notes with appreciation the efforts by the State party to monitor the quality of education in *madrasas* and boarding schools. However, it is concerned about the narrow education provided in these schools and about the lack of supervision of their curricula.

83. The Committee recommends that the State party:
...
(g) Take appropriate measures to introduce human rights, including children's rights, into the school curricula;
...

84. The Committee recommends that the State party continue and strengthen its efforts to streamline the education given in *madrasas* and boarding schools in order to ensure that they are more compatible with regular public education and establish a stronger monitoring system for ensuring quality education.
- Guyana, CRC, CRC/C/137 (2004) 26 at paras. 162 and 163.

162. ...The Committee is...concerned at the decrease in the quality of education, teacher availability and training and at the widening of educational disparities in the hinterland regions.

163. The Committee recommends that the State party:
...
(c) Develop and use indicators for quality education, especially in the hinterland regions;
(d) Include human rights education as part of the curriculum.
- Armenia, CRC, CRC/C/137 (2004) 36 at paras. 230 and 232.

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230. The Committee welcomes that a special curriculum for teaching human rights as the foundations of democracy and civil society has been introduced in primary education and that teachers have received training on how to teach this subject.

...

232. The Committee recommends that the State party:

...

(c) Continue efforts to remove obstacles to school attendance at all levels in order to keep all children in school and provide programmes that bring dropout students back in school or offer them other appropriate educational/vocational programmes;

(d) Direct greater efforts to improving the quality of teacher training programmes, and improving the school environment;

(e) Ensure, whenever possible, that children belonging to minority groups have access to education in their mother tongue;

- Germany, CRC, CRC/C/137 (2004) 51 at para. 304.

304. The Committee recommends that the State party:

...

(d) Introduce in all schools programmes for civic education.

- India, CRC, CRC/C/137 (2004) 75 at paras. 442 and 443.

442. ...The Committee is...concerned at the insufficient number of trained teachers, schools and classrooms, and the lack of relevant learning material, which affect the quality of education.

443. The Committee recommends that the State party:

(a) Improve the education system with a view to achieving the aims mentioned in article 29, paragraph 1 of the Convention and the Committee's general comment No. 1 on the aims of education, and introduce human rights, including children's rights, into the school curricula;

...

(e) Take the necessary measures to improve the quality of education and to ensure better efficiency in the management of education, including by decreasing the dropout rate;

...

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- Slovenia, CRC, CRC/C/137 (2004) 104 at paras. 583 and 584.

583. While noting with appreciation that human rights education is included in the curriculum in Slovene schools, the Committee notes that this subject is not included at university level for future teachers.

584. The Committee encourages the State party to introduce human rights education, particularly on the rights of the child, in the curricula for teacher training at university level and to strengthen efforts to promote within the school environment the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples and ethnic and religious groups.

- Japan, CRC, CRC/C/137 (2004) 116 at paras. 651 and 652.

651. The Committee notes the State party's efforts to reform the education system and bring it into greater conformity with the Convention; however, it is concerned that:

(a) The excessively competitive nature of the education system has a negative effect on the children's physical and mental health and hampers the development of the child to his or her fullest potential;

(b) Excessive competition for entry into higher education means that public school education must be supplemented by private tutoring, which is not affordable for children from poorer families;

...

(f) Children of minorities have very limited opportunities for education in their own language;

(g) Despite review procedures, some history textbooks are incomplete or one-sided.

652. The Committee recommends that the State party:

(a) Taking into account the views of students, parents and relevant non-governmental organizations, review the curriculum with a view to reducing the competitiveness of the school system while maintaining a high level of quality of education so as to ensure that all students graduating from high school have equal access to higher education;

...

(d) Expand opportunities for children from minority groups to enjoy their own culture, profess or practise their own religion and use their own language;

(e) Strengthen review procedures for textbooks to ensure that they present a balanced view.

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- Sao Tome and Principe, CRC, CRC/C/140 (2004) 54 at paras. 289-291.

289. The Committee welcomes the successive reforms in the education system undertaken since 1991, but remains concerned that several values and rights recognized in article 29 of the Convention on the aims of education are not included in the school curricula and that the reforms undertaken lack an overall vision.

290. Further, the Committee is very concerned that:

...

(c) The quality of education is low;

...

291. In the light of articles 28 and 29 of the Convention, the Committee recommends that the State party:

(a) Undertake further consolidated reforms of the school curricula in order to ensure that they are in conformity with the aims set out in article 29 of the Convention and take into account General Comment No. 1 (2001) on the aims of education;

...

(g) Take appropriate measures to introduce human rights, including children's rights, into the school curricula;

...

- Myanmar, CRC, CRC/C/140 (2004) 81 at paras. 436 and 437.

436. The Committee welcomes the launching in 2000 of the Special Four-Year Plan for Education (2000/01-2003/04) aimed at promoting the basic education sector, and of the "Education for All" National Action Plan introduced in 2003 which is aimed specifically at the "access, quality and relevance" of education, but is seriously concerned at the following problematic aspects of the existing education system:

(a) The low quality of education reflected in the high repetition and dropout rates, which affect more girls than boys;

...

(e) The majority of schools in Myanmar do not provide a conducive learning environment for children owing to, *inter alia*, the poor conditions of buildings, the poor quality of teaching/learning methodologies and the shortage of qualified teachers.

437. The Committee recommends that the State party:

(a) Improve the quality of the education system with a view to achieving the aims mentioned

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in article 29, paragraph 1, of the Convention and the Committee's General Comment No. 1 (2001) on the aims of education;

(b) Introduce human rights, including children's rights, into the school curricula, starting at the primary level;

...

(f) Adapt school curriculum to suit the particularities of the local communities, in particular for ethnic minority groups, and make use of local teachers to help children who are experiencing language difficulties;

(g) Take the necessary measures to improve the poor quality of education and to ensure efficiency in the management of education, in particular by significantly increasing the resources allocated to education, hiring more qualified teachers and providing them with more opportunities for training;

...

- Democratic People's Republic of Korea, CRC, CRC/C/140 (2004) 111 at paras. 565 and 566.

565. The Committee notes the State party's commitment to free universal education, particularly in the light of its current economic difficulties, and welcomes the information that compulsory education up to the age of 17 is free. However, the Committee remains concerned at the following problematic aspects with regard to education:

...

(c) The quality of education, which requires further improvement;

...

(f) Human rights, including child rights, are not fully integrated into the school curricula, but only constitutes a part of "Virtue and Law" courses.

566. The Committee welcomes the recent efforts of the State party to increase the quality of its education system and encourages that these efforts be pursued. It also recommends that the State party:

...

(c) Sensitize the general public and children in particular to ensure that traditional gender stereotypes do not dictate the subjects studied by male and female pupils;

(d) Facilitate children's access to information, including strengthening of efforts to increase access of the population to materials from other countries, and strengthen student exchange programmes;

...

(f) Integrate human rights and, in particular, child rights, in the school curricula as a subject

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on its own;...

...

- Brazil, CRC, CRC/C/143 (2004) 10 at paras. 83 and 84.

83. The Committee welcomes the efforts undertaken by the State party to improve school attendance and the positive results regarding the access of girls to school. The Committee also takes note of the steps made to include issues related to personality development, human rights and citizenship into school curricula. However, it remains concerned about the remarkable disparities of access, regular attendance, dropouts and retention of children in schools across the country affecting particularly the poor, the *mestizo* children, those of African descent and children living in remote areas. The Committee is further concerned about the low quality of education in many schools to the extent that there are many children who, despite several years of school attendance, cannot read and write or do basic calculations.

84. The Committee recommends that the State party:

...

(b) Strengthen its efforts to improve the quality of education, *inter alia*, by revising school curricula, introducing child-centred and active teaching and learning methods and integrating human rights education;

...

- Croatia, CRC, CRC/C/143 (2004) 36 at paras. 224 and 225.

224. ...The Committee is...concerned that the education system and its organization remain very centralized and that human rights education is not included in the curricula...

225. The Committee recommends that the State party:

...

(c) Allocate more funds to reduce the number of shifts in schools and to improve the quality of education in the whole country in order to achieve the goals set out in article 29, paragraph 1, of the Convention and in the Committee's general comment No. 1 (2003) on the aims of education;

(d) Ensure that human rights education, including children's rights, is included in the school curricula and that materials are available in the different languages used in schools, and that teachers have the necessary training;

...

(f) Adopt teaching methods that encourage child-centred learning and more active

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participation by children;

...

(h) In the light of article 29 on the aims of education, establish adequate programmes and activities with a view to creating an environment of tolerance, peace and understanding of cultural diversity in order to prevent intolerance, bullying and discrimination in schools and in society at large.

- Angola, CRC, CRC/C/143 (2004) 78 at paras. 429 and 430.

429. ...The Committee notes with concern...the marked disparities in enrolment between rural and urban areas, the high rates of non-attendance and repetition, overcrowded classrooms and teaching in two or three shifts, fees and extra payments charged in many schools, the low quality of education, the large number of untrained teachers, the insufficient in-service training and low salaries of teachers. The Committee is also concerned about the lack of facilities for vocational training, leaving many adolescents without preparation for skilled labour...

430. The Committee urges the State party to take all necessary measures:

...

(h) To adequately equip existing and new classrooms and schools with books and sufficient and appropriate teaching and learning materials;

(i) To improve teaching and learning methods focusing on a child-centred curriculum and instruction;

(j) To expand the facilities of vocational training at the secondary school level and for adolescents who have never attended school or dropped out before completing school;

...

- Antigua and Barbuda, CRC, CRC/C/143 (2004) 93 at paras. 505 and 506.

505. ...The Committee is...concerned that reproductive health education is not part of the official curriculum of primary and secondary education.

506. The Committee recommends that the State party:

...

(c) Take measures to incorporate reproductive health education in the school curriculum, particularly at the secondary level, in order to fully inform adolescents about their reproductive health rights and the prevention of STDs, including HIV/AIDS, and early pregnancies;

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...

- Austria, CRC, (Optional Protocol - Armed Conflict), CRC/C/146 (2005) 57 at para. 290.

290. The Committee recommends that the State party continue to develop ongoing and systematic education and training on the provisions of the Convention for all relevant professional groups, in particular military personnel. In addition, the Committee recommends that the State party make the provisions of the Optional Protocol widely known to children, through, *inter alia*, school curricula.

- Nigeria, CRC, CRC/C/146 (2005) 135 at paras. 725 and 726.

725. ...[I]n the light of the Committee's general comment No. 1 on article 29 (1) of the Convention (aims of education), the Committee remains concerned about the various number of problems in the State party's education system, including:

...

(c) Generally low level of, and regional disparities in, the quality of education in the State party, especially with regard to resources, facilities and the level of teaching;

...

726. The Committee recommends that the State party:

...

(c) Take necessary measures to remedy the low quality of education and to ensure better internal efficiency in the management of education;

...

- Philippines, CRC, CRC/C/150 (2005) 24 at paras. 158, 159, 172 and 173.

158. Welcoming the State party's efforts to eliminate discrimination against children with disabilities and to promote their integration into society with equal opportunities, *inter alia*, by implementing the Programme on Community-based Rehabilitation, the Committee is concerned about the *de facto* discrimination faced by children with disabilities and their invisible role in society...

159. In the light of the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (General Assembly resolution 48/96) and the recommendations adopted by the Committee on its day of general discussion on the rights of children with disabilities (see CRC/C/69), the Committee recommends that the State party take all necessary measures to:

...

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(c) Ensure that public education policy and school curricula reflect in all their aspects the principle of full participation and equality and include children with disabilities in the mainstream school system to the extent possible and, where necessary, establish special education programmes tailored to their special needs;

...

172. The Committee is encouraged by the State party's efforts to promote indigenous, minority and local languages in education including, *inter alia*, through the Lingua Franca Project. The Committee is concerned about poor schooling facilities, particularly in the remote *barangays*, including the insufficient number of classroom seats, textbooks and other schooling supplies... The Committee notes with appreciation that the State party has made intense efforts to improve the quality of education by increasing the time spent on task and teaching methods that encourage children's participation... The Committee also recognizes the attempts to regularly monitor and evaluate the quality of education.

173. In the light of articles 28 and 29 of the Convention and the Committee's general comment No. 1 (2001) on the aims of education, the Committee recommends that the State party allocate adequate financial, human and technical resources in order to:

...

(e) Develop and upgrade the infrastructure of the educational system by building new schools and classrooms, developing textbooks and other school supplies, enhancing teacher training and adopting innovative and interactive learning methods tailored for children with different learning prerequisites;

(f) Provide indigenous children and children belonging to minority groups with equal access to quality education which respects their distinct cultural patterns and uses local indigenous and minority languages in education through, *inter alia*, the Lingua Franca Project;

(g) Continue its efforts to offer more facilities for informal learning and vocational training, including for children who have not completed primary and secondary education;

...

(i) Establish vocational schools that systematically prepare children in school for the requirements of the labour market and civic responsibilities;

(j) Mainstream human rights, including children's rights, into the school curricula;

...

- Bosnia and Herzegovina, CRC, CRC/C/150 (2005) 49 at paras. 260 and 261.

260. The Committee is...concerned about:

(a) The still existing phenomenon of the "two-schools-under-one-roof" system, whereby -

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in some Cantons - common premises are either divided or being used at different times by children of different ethnicity, who are taught a different curriculum depending on their national origin;

...

261. The Committee recommends that the State party:

...

(e) Increase the availability of vocational training programmes for young people, with the view of facilitating their access to the labour market;

(f) In the light of article 29 on the aims of education, harmonize the educational system throughout the country, eliminate the so-called system of “two-schools-under-one-roof” and establish adequate programmes and activities with a view to create an environment of tolerance, peace and understanding of cultural diversity shared by all children to prevent intolerance, bullying and discrimination in schools and society at large;

...

- Costa Rica, CRC, CRC/C/150 (2005) 149 at paras. 694 and 695.

694. While recognizing the State party’s acceptance of freedom of religion, the Committee is concerned at the fact that classes on Catholicism are part of the curriculum, which is discriminatory for non-Catholic children.

695. The Committee recommends that the State party devise a curriculum that will ensure that the child’s freedom of religion can be fully realized in the educational system without any discrimination.

- Norway, CRC (Optional Protocol - Sale of Children, Prostitution, Pornography), CRC/C/150 (2005) 177 at para. 838.

838. The Committee recommends that the State party continue to strengthen systematic education and training on the provisions of the Convention for all relevant professional groups. In addition, the Committee recommends that the State party make the provisions of the Optional Protocol widely known, particularly to children, through, *inter alia*, school curricula.