



Right to Education

UN Treaty Bodies Concluding Observations on Higher Education

Prepared by Right to Education Initiative in July 2022

Treaty bodies are committees of independent experts created under a particular UN treaty. They are mandated to monitor how the states which have ratified the treaty in question comply with their obligations to implement the human rights guaranteed by the treaty, including the right to education. They periodically examine state reports and issue concluding observations on states' compliance with the treaty, including recommendations.

The UN Committee on Economic, Social and Cultural Rights (CESCR), the UN Committee on the Rights of the Child (CRC), the UN Committee on the Elimination of all forms of Discrimination Against Women (CEDAW), the UN Committee on the Rights of Persons with Disabilities (CRPD) and the UN Committee on Civil and Political Rights (CCPR) have covered issues related to higher education in their concluding observations. This document compiles their concerns and recommendations for the period 2016-2021. It is organised by UN treaty Bodies with states listed in alphabetical order.

Keywords have been used to easily identify some topics:	
<ul style="list-style-type: none"> • Academic freedom • Administrative barriers • African descents • Access • Content of education, human rights education • Disadvantaged and marginalised groups • Disaggregated data • Discrimination • Education under attack • Employment • Fees • Fields of study • Financing • Free • Gender inequality • Geographical barriers • Indigenous • Indirect costs • Inequality 	<ul style="list-style-type: none"> • Infrastructure • Language • Leadership position • Migrants, refugees, asylum seekers • Military education • Minorities • Persons with disabilities • Positive measures, targeted measures • Quality education • Recognition of diploma • Roma • SDG 4 • Segregation • Sexual orientation and gender identity • Teachers • Transition to higher education, • Underrepresentation • Vocational training • Women

Short analysis of the content

The concluding observations across the different UN treaty bodies mainly refer to higher education in their section on the right to education. The committees highlight the disparities in access to higher education for disadvantaged, vulnerable and marginalised groups, particularly minorities such as Roma and migrants (CRC, CESCR), women and girls (CEDAW), and persons with disabilities (CRDP). This is evidenced by their underrepresentation in higher education establishments.

The Committees stress challenges at different levels: at the application and enrolment phase, during studies, and in the transition to the labour market. They raise concerns about the underrepresentation of certain groups as well as discriminations issues, both in access to higher education and in some fields of study. They question the content of education noting it is not always adapted to the labour markets, leaving students without jobs. They recommend the adoption of targeted and positive measures, stressing the need to allocate sufficient budget for the implementation of the right to higher education.

The Concluding Observations show that in some countries (Republic of Korea, Costa Rica, the UK, France, Romania, Barbuda, Saint Vincent and the Grenadines), there are no effective measures to ensure equal access to students from different social and economic backgrounds. In others (Bhutan, Senegal, Kiribati, Latvia, Eritrea, Qatar, New Zealand, Australia, Turkey), they show that women have more difficulties enrolling in programs and receiving higher education. They also face issues of accessing certain fields of study generally attributed to men (Haiti, Sweden, Ukraine, Romania, Montenegro, Germany, Singapore). In other states, persons with disabilities struggle to access higher education (Sudan, Oman, Latvia, Lithuania), including technical and vocational education with students sent to special schools. They also point out the lack of teachers training (UAE) and the challenges in accessing buildings and adapted learning material (Cuba, Greece, Albania, Philippines, Luxembourg, Panama, Montenegro).

The period of the studies itself is marked by high dropout rates, especially for students coming from disadvantaged economic and social backgrounds (migrants, Roma, Bahai students, Maori and Pasifika students) and women. The Committees therefore recommend states to adopt specific measures to ensure inclusion in higher education, by offering scholarships to students who cannot afford education, to set quotas for certain communities and women and to provide universities with more resources to support the integration of the underrepresented groups in higher education institutions.

The Committees underline that receiving higher education does not necessarily ensure transition to the labour market (e.g.: Lebanon) and recommend states to strengthen their vocational training programmes and to develop curricula that fit labour market needs.

While some issues seem to be present in most of the countries, the data presented does not give a full picture of the state of implementation of the right to higher education because the concluding observations mainly covered Europe. For instance, the Concluding Observations of the CESCR, between 2016 and 2021, mentioned the right to higher education nearly three times more in Europe than any other region. The main issue in Europe is the

underrepresentation of vulnerable, disadvantaged and marginalised groups (i.e., Roma, migrants). The Latin American region also faces the same issues (Dominican Republic, Costa Rica), but the review scale is more limited (only three mentions). Some highlight the difficulty in transitioning from higher education to the labour market (Lebanon, Slovakia).

More specifically, each Committee brought up some concerns specific to the treaty under their review (fig1).

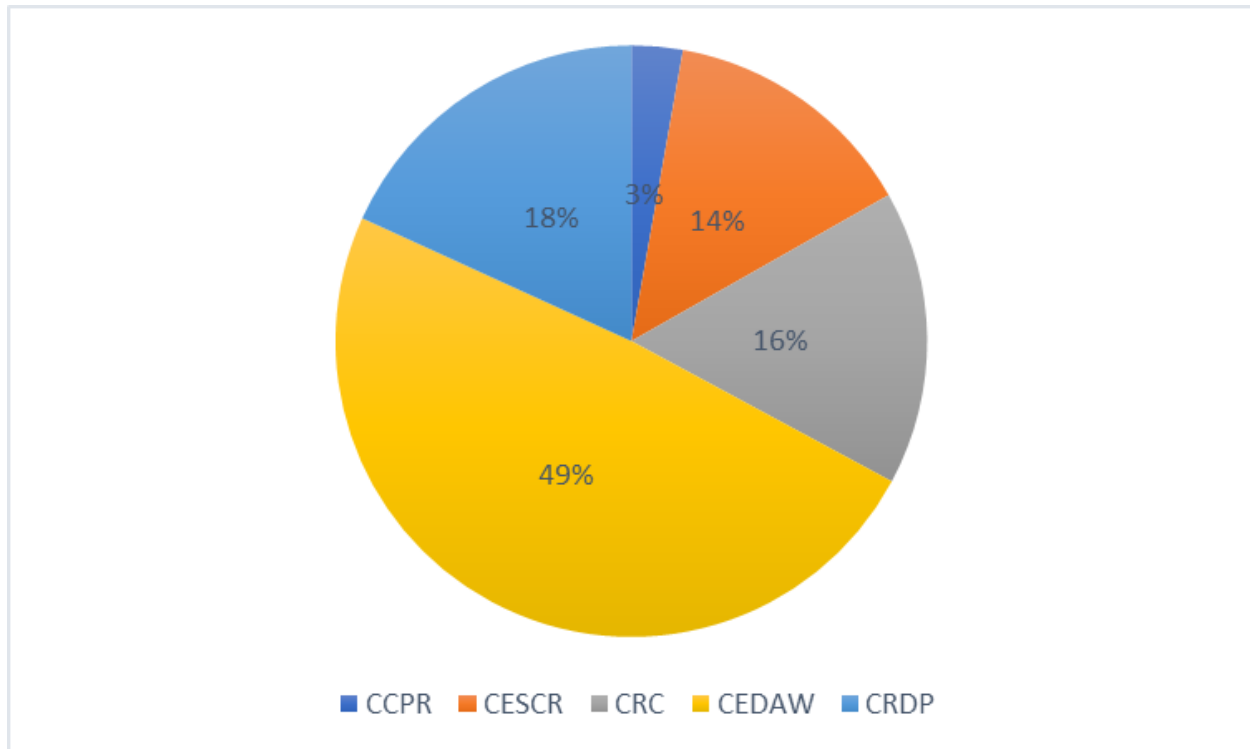


Fig 1. Percentage of concluding observations related to the right to higher education per treaty body for the period 2016-2021.

While the Committee on the Rights of the Child (CRC) mentions the right to higher education almost equally across Africa, Europe, and Latin America, the recommendations mainly concern discrimination and its impacts on limiting access to higher education for students from disadvantaged backgrounds (migrants, Roma). Armed conflict is brought up as a driver behind the same phenomenon in a more limited manner (Niger and Central African Republic), where education in higher education institutions stops being accessible when the latter are used by the armed forces.

The Committee on the Elimination of Discrimination against Women (CEDAW) is the committee that most mentions the right to higher education (see fig. 1). Asian and European countries are mentioned at least twice more than any other continent (Fig 2). CEDAW highlights that women are often underrepresented in higher education institutions (former Yugoslav Republic of Macedonia, Laos, New Zealand, Turkmenistan, Fiji, Luxembourg), and while this is improving in

some countries, they are still globally underrepresented in certain field of studies traditionally attributed to men (Cabo Verde, Seychelles, Qatar, Cyprus). The Committee also raised concerns about the underrepresentation of women in leadership positions at universities. Pregnant women and girls have additional struggles when it comes to access to higher education.

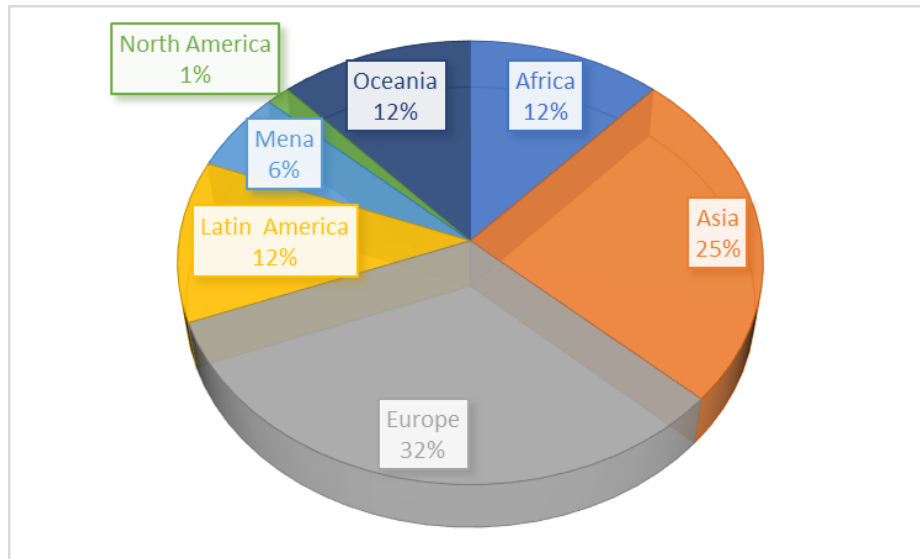


Fig. 2 CEDAW- Review of the implementation of the right to higher education by region

The Committee on the Rights of People with Disabilities brings up higher education issues mainly in the geographical context of Europe. It is mentioned at least five times more than in any other region. The Committee is concerned about physical access to higher education and recommends setting up infrastructure to make reasonable accommodation a reality (Chile, Armenia). The committee also brings up the need for teacher training for delivering knowledge to students with disabilities (UAE) which in some cases adds up to access issues (Serbia, Lithuania, Portugal) as presented by other Committees. The Committee stresses the need for sufficient budget allocation in order to implement these policies.

Country reviewed	Key Extracts	Body and documents	Key words
Czech Republic	<p>Discrimination against the Roma minority</p> <p>15. The State party should intensify its efforts to achieve equal access to opportunities and services in all fields for members of the Roma community. It should:</p> <p>(a) b. Step up efforts to integrate Roma children into mainstream education, increase school retention and completion rates and facilitate their access to secondary and higher education;</p>	<p>CCPR CCPR/C/CZE/CO/4 Para. 15 06/12/2019</p>	<p>Minorities, Roma, access</p>

Hungary	<p>Freedom of thought, opinion and association in higher education</p> <p>51. The Committee notes with concern the amendment introduced in 2017 to Act CCIV of 2011 on National Higher Education, which imposes disproportionate restrictions on the operation of foreign-accredited universities. While the Committee notes the explanation given by the State party delegation that this legislation applies to all accredited universities in its territory, the Committee notes a lack of sufficient justification for the imposition of such constraints on freedom of thought, expression and association, as well as academic freedom. The Committee is concerned that the constraints particularly affect the Central European University because of its links with George Soros (arts. 18, 19, 21, 22 and 26).</p> <p>52. The State party should revise the recent amendments introduced to Act CCIV of 2011 on National Higher Education to ensure that any restrictions imposed on the operation of foreign-accredited universities are strictly necessary, proportionate and consistent with the requirements of, inter alia, articles 19 (3), 21 and 22 (2) of the Covenant and that they do not unreasonably or disproportionately target the Central European University.</p>	<p>CCPR CCPR/C/HUN/CO/6 Para. 51 9/05/2018</p>	Academic freedom
Lithuania	<p>Discrimination against Roma</p> <p>7. While noting the various programmes to improve the situation of the Roma community and the progress achieved in certain areas, in particular education and employment, the Committee is concerned at reports that the Roma community continues to suffer from widespread discrimination, especially in the areas of housing, health care, employment and education. In particular, it is concerned:</p> <p>(b) at the persistent low literacy rates among Roma compared with the general population, the low percentage of Roma people with a general education and the decrease in the number of Roma people with secondary and higher education; (...). The Committee regrets the lack of statistics on the number of complaints of discrimination against the Roma community and is concerned about the low number of investigations and lack of accountability for such acts (arts. 2, 24, 26 and 27).</p>	<p>CCPR CCPR/C/LTU/CO/4 Para. 7 29/08/2021</p>	Discrimination, minorities, Roma, access
Portugal	<p>Positive aspects</p> <p>3. The Committee welcomes the adoption by the State party of the following legislative and policy measures:</p> <p>(c) Law 26/2019 of 28 March 2019, which established a minimum 40 per cent threshold of women (...) in public higher education institutions (...)</p>	<p>CCPR CCPR/C/PRT/CO/5 Para. 3 28/04/2020</p>	Women, positive measures
CESCR			
Belgium	<p>Access to Education</p> <p>57. The Committee recommends that the State party:</p> <p>(b) Ensure inclusive education so as to counter</p>	<p>CESCR E/C.12/BEL/CO/5 Para. 57</p>	Discriminations, underrepresentation, Inequality

	socioeconomic segregation and wide educational inequalities, by facilitating access to primary, secondary and higher education establishments by underrepresented groups;	26/03/2020	segregation, access
Costa Rica	<p>Higher education</p> <p>60. While the Committee appreciates the efforts made to provide access to higher education, it is concerned that such access remains limited, in particular for students from disadvantaged and marginalized groups (art. 13).</p> <p>61. The Committee recommends that the State party take all necessary measures to progressively introduce free higher education and to ensure that higher education is accessible to all on the basis of capacity, in accordance with article 13 (2) (c) of the Covenant.</p>	CESCR E/C.12/CRI/CO/5 Para. 60, 61 21/10/2016	Discrimination, disadvantaged and marginalised groups, free
Dominican republic	<p>Right to education</p> <p>64. While the Committee welcomes the State party's efforts to increase spending on education and improve school infrastructure, it is concerned that:</p> <p>(b) Despite the steps taken, children of Haitian descent and children who do not possess a birth certificate continue to face difficulties in gaining access to education, especially at the secondary and tertiary levels;</p>	CESCR E/C.12/DOM/CO/4 Para. 64 21/10/2016	Discrimination, administrative barriers, minorities, disadvantaged and marginalised groups
Ecuador	<p>Access and quality of education</p> <p>56. The Committee recommends that the State party:</p> <p>(b) Ensure that human rights education is imparted in schools at all levels and in universities, and that it includes economic, social and cultural rights</p>	CESCR E/C.12/ECU/CO/4 Para. 56 14/11/2019	Content of education, human rights education
Estonia	<p>Right to Education</p> <p>48. The Committee appreciates the achievements made in the education sector, including (...), the high proportion of adults with a tertiary qualification (...). The Committee remains concerned, however, at: (...)</p> <p>(e) The large gender disparity in enrolment at the tertiary level in favour of women;</p> <p>49. The Committee recommends that the State party:</p> <p>(e) Take effective measures to encourage male students to enrol in tertiary education;</p>	CESCR E/C.12/EST/CO/3 Para. 48, 49 27/03/2019	Discrimination, gender inequality
Former Yugoslav Republic of Macedonia	<p>Lesbian, gay, bisexual, transgender and intersex persons</p> <p>25. The Committee (...) is also concerned that university textbooks convey negative stereotypes of lesbian, gay, bisexual, transgender and intersex persons.</p>	CESCR E/C.12/MKD/CO/2-4 Para. 25 15/07/2016	Discrimination, sexual orientation and gender identity, content of education
France	<p>Education as a means of levelling the playing field</p> <p>52. The Committee urges the State party to take the following steps as part of its efforts to rectify the impact of social and economic inequalities on school performance:</p> <p>(d) Ensure that indirect costs associated with school attendance at the secondary and tertiary levels do not reduce the accessibility of education for persons from disadvantaged households;</p>	CESCR E/C.12/FRA/CO/4 Para. 52 13/07/2016	Indirect costs, access, disadvantaged and marginalised groups
Israel	Access to Education	CESCR	Education under

	<p>65. The Committee recommends that the State party: (d) Endorse the Safe Schools Declaration and take concrete measures to deter the military use of schools, including by integrating the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict into domestic military policies and operational frameworks.</p> <p>66. The Committee is concerned about the blanket ban on education in the West Bank imposed since 2014 on students from the Gaza Strip, which has limited their access to higher education in particular. It is also concerned at the serious impact of the dual-use list on the ability of students in the Gaza Strip to enjoy their right to education, particularly in the fields of science and engineering, and the benefits of scientific progress and its applications due to the lack of essential education materials and equipment (arts. 13 and 15).</p>	<p>E/C.12/ISR/CO/4 Para. 65, 66 12/11/2019</p>	attack, access
Latvia	<p>Right to education</p> <p>47. The Committee recommends that the State party: (c) Take effective measures to support the completion of secondary and tertiary education, paying particular attention to disadvantaged and marginalized children;</p>	<p>CESCR E/C.12/LVA/CO/2 Para. 47 30/03/2021</p>	Disadvantaged and marginalised groups
Lebanon	<p>Unemployment</p> <p>30. The Committee notes the various measures taken by the State party to counter unemployment, including those aimed at supporting small and medium-sized enterprises. The Committee remains concerned, however, at the very high level of unemployment in the State party, especially among youth and women, including university graduates, which has been compounded by the arrival of refugees. Moreover, it is concerned that, even before the refugee crisis, the number of new jobs created annually was far lower than the number of youth entering the labour market. Therefore, the Committee is further concerned that the State party's policies and programmes targeting unemployment lack effectiveness (art. 6).</p> <p>31. The Committee recommends that, in the formulation of an economic vision for the future, the State party: (b) Review vocational and university programmes so that they meet current labour market demands and capitalize on the high level of education to ensure that it translates into job opportunities;</p>	<p>CESCR E/C.12/LBN/CO/2 Para. 30, 31 24/10/2016</p>	Content of education, employment, women
Mauritius	<p>B. Positive Impacts</p> <p>4. (...). The Committee also welcomes the legislative, institutional and policy measures taken to enhance the level of protection of economic, social and cultural rights in the State party (...). It notes, in particular, (...) the announcement in 2019 of free tertiary public education.</p>	<p>CESCR E/C.12/MUS/CO/5 Para. 4 5/04/2019</p>	Free
Netherlands	<p>Human rights education</p> <p>21. The Committee reiterates its previous recommendation (see</p>	<p>CESCR E/C.12/NLD/CO/6</p>	Content of education, human rights

	<p>E/C.12/NLD/CO/4-5, para. 32) and recommends that the State party ensure, as a matter of priority, that human rights education is provided in schools at all levels and universities, and that it covers economic, social and cultural rights.</p> <p>Cultural rights</p> <p>55. The Committee recommends (...) that opportunities to study in the local languages are provided in regions where the local languages are traditionally spoken, including at university level. The Committee reminds the State party of its general comment No. 21 (2009) on the right of everyone to take part in cultural life, in which it stated that education must be culturally appropriate and enable children to develop their personality and cultural identity, and to learn and understand the cultural values and practices of the communities to which they belong, as well as those of other communities and societies.</p>	<p>Para. 21, 55 6/07/2017</p>	<p>education, language</p>
New Zealand	<p>Right to Education</p> <p>48. Despite the efforts made by the State party, the Committee is concerned about the persistence of disparities in the enjoyment of the right to education, whereby Māori and Pasifika students, notably at secondary school and university levels, achieve lower outcomes than those of European background and experience higher rates of stigma and disciplinary measures at schools. The Committee is particularly concerned at the limited availability of Māori, or Māori-speaking, teachers, limiting even further access to education in Māori language.</p>	<p>CESCR E/C.12/NZL/CO/4 Para. 48 1/05/2018</p>	<p>Discrimination, minorities, language</p>
Republic of Korea	<p>Equal access to quality education</p> <p>64. The Committee recommends that the State party take effective measures to ensure equal access to affordable and quality education, taking into account the special needs of disadvantaged and marginalized individuals. In particular, it recommends that the State party:</p> <p>(b) Revise the secondary and tertiary education entrance systems to ensure equal access for all on the basis of capacity;</p>	<p>CESCR E/C.12/KOR/CO/4 Para. 64 19/10/2017</p>	<p>Discrimination, access, disadvantaged and marginalised groups</p>
Slovakia	<p>Tertiary education and upper secondary vocational programmes</p> <p>54. While noting several positive steps, including the high participation rate in upper-secondary vocational programmes, the facilitation of internships, the introduction of dedicated career counselling services and the increase in the number of young adults with tertiary education, the Committee is concerned that tertiary education in the State party is not sufficiently related to the requirements of the labour market and thus tertiary-educated young adults have more difficulties transitioning into employment than their elders (arts. 6 and 13 (1)–(2)).</p> <p>55. The Committee recommends that the State party continue to invest in the improvement and reform of the tertiary education system to better assist young adults in seeking employment and developing their professional lives.</p>	<p>CESCR E/C.12/SVK/CO/3 Para. 54, 55 14/11/2019</p>	<p>Content of education, vocational training, employment</p>

South Africa	<p>Right to Education</p> <p>70. The Committee welcomes in particular the significant progress the State party has made in enhancing access to education. This includes (...) the free higher education and training currently made available to first-year students from low-income families. It also welcomes the announcement of fully subsidized higher education and training for students from low-income families over a five-year period. The Committee is concerned, however, that public-school infrastructure is poor in the State party; a number of schools have limited or no access to water, sanitation facilities or electricity, owing to budgetary cuts and, in some cases, mismanagement of funds(...).</p>	CESCR E/C.12/ZAF/CO/1 Para. 70 29/11/2018	Free
Sri Lanka	<p>Education</p> <p>The Committee is concerned that many children with disabilities still do not receive primary, secondary and university education (enrolment rates are 34.6 per cent, 33.8 per cent and 1.3 per cent, respectively) and that persons with disabilities in higher education face difficulties in accessing facilities and information and that their choice of subjects is limited (art. 13).</p>	CESCR E/C.12/LKA/CO/5 4/08/2017	Discrimination, persons with disabilities
Switzerland	<p>Access to education</p> <p>52. Despite the efforts made by the State party to ensure quality education, the Committee is concerned that:</p> <p>(a) Refugee children and child asylum seekers in federal residential centres continue to face many barriers in gaining access to education, while migrant children face similar barriers in gaining access to higher education and vocational training;</p> <p>53. The Committee recommends that the State party take the necessary measures to:</p> <p>(a) Ensure that refugee children and child asylum seekers in federal residential centres are integrated into mainstream education in all cantons and are able to have access to quality education that is culturally appropriate and adapted to their linguistic needs, and continue its efforts to ensure that migrant children have access to higher education and vocational training;</p> <p>(b) Eliminate the barriers that prevent young rejected asylum seekers and young persons admitted on a temporary basis from continuing their education, and facilitate their access to higher education;</p>	CESCR E/C.12/CHE/CO/4 Para. 52, 53 18/11/2019	Discrimination, migrants, refugees, asylum seekers, access
UK	<p>Higher education</p> <p>65. While noting that various systems to support access to higher education are in place in the State party, the Committee is concerned that university fees are increasing, which affects equal access to higher education (art. 13).</p> <p>66. The Committee recommends that the State party take all necessary steps to reduce higher education fees, with a view to making higher education equally accessible to all, in accordance with capacity, and by progressively introducing free higher education.</p>	CESCR E/C.12/GBR/CO/6 Para. 65, 66 14/07/ 2016	Free, fees, access

Ukraine	<p>Right to education</p> <p>44. The Committee is concerned at the regional disparities in access to quality education in the State party. (...) The Committee is also concerned at the persistently high rate of illiteracy among the Roma population, the high dropout rates among Roma children in secondary education, and the underrepresentation of Roma children in secondary and tertiary education, as well as the de facto segregation of Roma children. It regrets the lack of disaggregated data on the percentage of Roma children enrolled at different educational levels (arts. 13 and 14).</p> <p>45. The Committee encourages the State party to enhance its efforts towards achieving universal access to quality education at all levels. It recommends that the State party:</p> <p>(c) Take effective measures to ensure access to education by all Roma children, (...) increase the number of Roma children in secondary and tertiary education. In this regard, the State party should collect disaggregated statistics on the percentage of Roma children enrolled at different educational levels;</p>	<p>CESCR E/C.12/UKR/CO/7 Para. 44, 45 2/04/2021</p>	<p>Roma, minorities, discrimination, disaggregated data, segregation, underrepresentation</p>
CRC			
Barbuda	<p>Education, including vocational training</p> <p>50. Taking note of Goal 4 and, in particular, targets 4.1 and 4.2, of the Sustainable Development Goals, the Committee recommends that the State party:</p> <p>(a) Further strengthen its efforts to improve access to quality education for all children, including access to preschool and to secondary and higher education;</p>	<p>CRC CRC/C/ATG/CO/2-4 Para. 50 30/06/2017</p>	<p>Discrimination, access, SDG4</p>
Bhutan	<p>Education, including vocational training and guidance</p> <p>38. The Committee is however concerned about:</p> <p>(e) The gender gap in secondary education, particularly affecting girls in rural areas, and the enduring disparities between girls and boys in gaining access to tertiary education;</p> <p>39. The Committee recommends that the State party:</p> <p>(e) Address the social factors, including parental support and cultural expectations on the role of girls and women, to ensure girls' equal access to all levels of education, including tertiary education, and give special consideration to education aimed at the empowerment of girls;</p>	<p>CRC CRC/C/BTN/CO/3-5 Para. 38, 39 05/07/2017</p>	<p>Discrimination, women, access</p>
Bosnia and Herzegovina	<p>Education, including vocational training and guidance</p> <p>40. Taking note of target 4.A of the Sustainable Development Goals, and with reference to its previous recommendations (para. 63), the Committee urges the State party to:</p> <p>(d) Ensure the effective functioning of the monitoring mechanism for the revised action plan on the educational needs of Roma and increase financial resources to meet all the educational needs of Roma children, so as to increase their participation and inclusion in education at all levels, particularly secondary and higher education;</p>	<p>CRC CRC/C/BIH/CO/5-6 Para. 40 05/12/2019</p>	<p>Discrimination, Roma, minorities, SDG4</p>
Bulgaria	<p>Education, including vocational training and guidance</p>	<p>CRC</p>	<p>Discrimination,</p>

	49. (...) the Committee recommends that the State party: (a) Further strengthen its efforts to improve access to quality education in rural areas and in small towns, including access to preschool and secondary and higher education;	CRC/C/BGR/CO/3-5 Para. 49 21/11/2016	geographical barriers
Central African Republic	Education, including vocational training and guidance 63. The Committee urges the State party to take the measures necessary to deter the use of schools by parties to conflict, including by bringing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict into military policy and operational frameworks, investigate and prosecute attacks on students, teachers and educational establishments, and bring the perpetrators to justice. It should further ensure that children affected by conflict can be reintegrated into the education system, including through non-formal education programmes.	CRC CRC/C/CAF/CO/2 Para. 63 8/03/2017	Education under attack
Costa Rica	Asylum-seeking, refugee and migrant children 43. The Committee commends the State party's adoption of the Comprehensive Migration Policy for the period 2020–2023 and its protocols providing for the identification and protection of migrant children,(...) the Committee recommends that the State party: (c) Ensure that the private and public schools and universities facilitate access to education for asylum-seeking, refugee and migrant children, in line with legislation, and that lack of documents is not an obstacle or cause of rejection at school;	CRC CRC/C/CRI/CO/5-6 Para. 43 04/03/2020	Discrimination, migrants, administrative barriers
El Salvador	43. With reference to its general comment No. 1 (2001) on the aims of education and taking note of target 4.1 of the Sustainable Development Goals on free, equitable and quality primary and secondary education, the Committee urges the State party to: (a) Ensure the human, technical and financial resources necessary for the effective implementation of the national education plan and its six components, aimed at violence-free schools, quality teachers, improved early childhood care, 12 levels of schooling, and improved higher education and infrastructure, which would help to ensure children's rights to both education and freedom from violence;	CRC CRC/C/SLV/CO/5-6 Para. 43 29/11/2018	Financing
Georgia	Data 16. The Committee regrets the lack of data concerning the issues under the Optional Protocol, such as on the number of children in higher military education. Military education 20. The Committee notes the State party's information that the Law on military obligations and military service provides for the possibility of persons below the age of 18 years being permitted, exceptionally, to attend a higher military educational institution (CRC/C/OPAC/GEO/1, paras. 45–46). It also notes that prior to	CRC CRC/C/OPAC/GEO/CO/1 Para. 16, 20, 21 30/10/2019	Military education

	<p>any call-up to the armed forces, a student at such an institution must sign a contract outlining the terms of engagement in military service. The Committee is concerned that military service permitted for such students below the age of 18 years might involve the handling of firearms.</p> <p>21. The Committee recommends that the State party take measures to ensure that students below the age of 18 years at higher military educational institutions are exempt from military training that involves the handling of firearms and military discipline. It also recommends that the State party closely monitor the programmes of such institutions and ensure that they are in compliance with the Optional Protocol.</p>		
Islamic republic of iran	<p>Education, including vocational training and guidance</p> <p>(d) Identification, intimidation and harassment of Baha'i children in schools and the lack of access for such children to higher education;</p>	<p>CRC CRC/C/IRN/CO/3-4 Para? 14/03/2016</p>	<p>Discrimination, minorities, access</p>
Japan	<p>39. Taking note of target 4. a of the Sustainable Development Goals, (...), the Committee (...) recommends that the State party: (c)(...) ensure that access to university and college entrance examinations is non-discriminatory.</p>	<p>CRC CRC/C/JPN/CO/4-5 Para. 39 05/03/2019</p>	<p>Discrimination, access, SDG4</p>
Malawi	<p>Asylum-seeking, refugee and migrant children</p> <p>39. The Committee recommends that the State party: (b) Scale up the support and facilities for children in refugee camps, particularly (...) by providing children with the opportunity to continue higher education and have access to employment;</p>	<p>CRC CRC/C/MWI/CO/3-5 Para. 39 6/03/2017</p>	<p>Discrimination, migrants, refugee transition to higher education</p>
Nauru	<p>Education, including vocational training and guidance</p> <p>51. The Committee recommends that the State party (a) Further strengthen its efforts to improve access to quality education for all children, including (...) higher education</p>	<p>CRC CRC/C/NRU/CO/1 Para. 51 28/10/2016</p>	<p>Quality education, access</p>
Niger	<p>39. With reference to its general comment No. 1 (2001) on the aims of education and taking note of Sustainable Development Goal 4, on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, the Committee recommends that the State party: (g) Take concrete measures to deter the use of schools by the military, including by bringing the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict into domestic military policy and operational frameworks, in line with the commitment made in the Safe Schools Declaration.</p>	<p>CRC CRC/C/NER/CO/3-5 Para. 39 21/11/ 2018</p>	<p>Education under attack,</p>
Panama	<p>Education, including vocational training and guidance</p> <p>33.The Committee is concerned about: (b)Very low enrolment rates of indigenous children in education, especially in secondary and higher education;</p>	<p>CRC CRC/C/PAN/CO/5-6 Para. 33 28/12/2018</p>	<p>Discrimination, indigenous, access</p>
Portugal	<p>Education, including vocational training and guidance</p> <p>40. Welcoming the ongoing decentralization of the educational</p>	<p>CRC CRC/C/PRT/CO/5-</p>	<p>Discrimination, disadvantaged and</p>

	<p>system, in line with Law No. 55/2018, and taking note of target 4.C of the Sustainable Development Goals on the supply of qualified teachers, the Committee recommends that the State party strengthen its efforts to address the impact of austerity measures on the education sector, and that it:</p> <p>(a) Increase the access of children of vulnerable groups, including Roma children, children of African descent, children with disabilities, children living in poverty and those living in rural areas, to education, especially secondary and tertiary education, and promote the hiring of teachers from those communities;</p>	<p>6 Para. 40 09/12/2019</p>	<p>marginalised groups, Roma, African descent, persons with disabilities, geographical barriers, teachers</p>
Romania	<p>Education, including vocational training and guidance 38. (...) the Committee recommends that the State party:</p> <p>(b) Strengthen its efforts to improve access to quality education in rural areas and for children from poor families, including access to preschool, secondary and higher education;</p>	<p>CRC CRC/C/ROU/CO/5 Para. 38 13/07/2021</p>	<p>Discrimination, geographical barriers</p>
Saint Vincent and the Grenadines	<p>Education, including vocational training and guidance 54. The Committee is concerned that:</p> <p>(c) Many children are not equipped to access gainful work or to enrol themselves for higher education after they have completed their primary and secondary education owing to the low quality of education and the inability of primary and secondary education to adapt to the needs of changing societies and communities.</p>	<p>CRC CRC/C/VCT/CO/2-3 Para. 54 13/03//2017</p>	<p>Content of education, transition to higher education, quality education,</p>
Senegal	<p>Education, including vocational training and guidance 59. (...) The Committee remains concerned about:</p> <p>(b) The low enrolment rates at the pre-primary, secondary and tertiary levels of education — especially for girls, owing to early marriage, parents' preference for educating their sons, and teenage pregnancy;</p>	<p>CRC CRC/C/SEN/CO/3-5 Para. 59 07/03/2016</p>	<p>Discrimination, women</p>
Serbia	<p>55. The Committee recommends that the State party</p> <p>(d) Further strengthen efforts to improve access to quality education in rural areas and in small towns, including access to (...) higher education, particularly for vulnerable groups;</p>	<p>CRC CRC/C/SRB/CO/2-3 Para. 55 7/03/2017</p>	<p>Quality education, geographical barriers, disadvantaged and marginalised groups, access</p>
Slovakia	<p>Children with disabilities 36. The Committee welcomes that the 2014 National Plan for Developing Living Conditions for Persons with Disabilities includes an obligation by the Ministry of Education to ensure greater accessibility of individualized support for children with disabilities(...) The Committee is concerned, however, that the 2014 National Plan does not set out a specific time frame and that:</p> <p>(b) Children with disabilities are generally directed towards vocational training as opposed to higher education studies, regardless of their intellectual abilities;</p>	<p>CRC CRC/C/SVK/CO/3-5 Par 36 20/07/2016</p>	<p>Discrimination, persons with disabilities, transition to higher education, vocational training,</p>
South Africa	<p>Children with disabilities 45. The Committee welcomes the efforts made to provide inclusive education to all children, including children with disabilities, by developing full service schools. However, it is concerned at:</p>	<p>CRC CRC/C/ZAF/CO/2* Para. 45 27/06/2016</p>	<p>Discrimination, persons with disabilities, transition to higher education, quality education,</p>

	(f) The low quality of education provided and inadequate curriculum content used for children with disabilities, particularly children with psychosocial disabilities, autism spectrum disorders and sensory disabilities, which does not equip them with the capacity to pursue higher education, employment and an autonomous life after they have completed their schooling.		content of education
Switzerland	F. Children with disabilities (art. 23) 33. The Committee welcomes the progress achieved in ensuring the access of children with disabilities to inclusive education in mainstream schools, but is concerned that: (b) In some circumstances, teaching provided in integrated classes and special schools can limit the access of children with disabilities to mainstream higher education and vocational training;	CRC CRC/C/CHE/CO/5-6 Para. 33 22/10/2021	Discrimination, persons with disabilities, access
Tajikistan	Education, including vocational training and guidance 39.(b) Address the social factors, including parental support and cultural expectations on the role of girls and women, to ensure girls' equal access to all levels of education, including tertiary education, and give special consideration to education aimed at the empowerment of girls;	CRC CRC/C/TJK/CO/3-5 Para 39 29/09/2017	Discrimination, women, access
CEDAW			
Afghanistan	5. The Committee welcomes the State party's efforts to improve its institutional and policy framework aimed at accelerating the elimination of discrimination against women and promoting gender equality, such as the adoption of the following: (h) Gender strategy for higher education institutions, in 2016 39.(...) The Committee is also concerned about the fact that girls lack access to secondary and higher education and to non-traditional fields of study, including science, technology, engineering and mathematics. 40. The Committee recommends that the State party: (l) Ensure that women and girls have the same level of access to secondary and higher education as men and boys	CEDAW CEDAW/C/AFG/3 Para. 5, 39, 40 18/02/2020	Women, discrimination, access
Albania	Education 28. The Committee (...) is concerned about gender segregation and women's concentration in traditionally female-dominated fields of study at the university level.	CEDAW CEDAW/C/ALB/CO/4 Para. 28 25/07/2016	Women, segregation, fields of study
Australia	Social and economic benefits 46. The Committee recommends that the State party: (d) Adopt targeted measures and programmes for the economic empowerment of single mothers, including measures that allow them to complete higher education, and restore access to childcare subsidies for women who are not employed;	CEDAW CEDAW/C/AUS/8 Para. 46 03/07/2018	Women, access
Bahamas	Employment 35. The Committee (...) is particularly concerned about the	CEDAW CEDAW/C/BHS/6	Employment, segregation

	<p>following:</p> <p>(a)The disproportionately high unemployment rate among women, notwithstanding their higher level of educational attainment, the continued occupational segregation in the labour market and the concentration of women in low-wage jobs in the formal and informal sectors;</p>	<p>Para. 35 25/10/2018</p>	
Bangladesh	<p>Education</p> <p>28. The Committee commends the State party for achieving gender parity in primary and secondary education. Nevertheless, it notes with concern:</p> <p>(e) The underrepresentation of women and girls in non-traditional fields of study and career paths, such as in technical and vocational education, and in higher education.</p>	<p>CEDAW CEDAW/C/BGD/C/O/8 Para. 28 27/11/2016</p>	<p>Women, underrepresentation, fields of study</p>
Belarus	<p>Education</p> <p>31. The Committee recommends that the State party ensure, as a matter of priority, that:</p> <p>(e) (...)Furthermore, the Committee recommends that the State party provide them with career counselling in non-traditional career paths. It also recommends that the State party take immediate measures to ensure equal opportunities for women and men and girls and boys to attend all institutions of higher learning and that it strengthen the leadership roles of women in academic institutions.</p>	<p>CEDAW CEDAW/C/BLR/CO/8 Para. 31 28/10/2016</p>	<p>Targeted measures, women, fields of study</p>
Bhutan	<p>Education</p> <p>25. The Committee recommends that the State party:</p> <p>(a) Develop measures aimed at ensuring the effective retention of women and girls in school, especially when they are making the transition from primary to secondary school and at higher levels of education;</p>	<p>CEDAW CEDAW/C/BTN/C/O/8-9 Para. 25 25/11/2021</p>	<p>Women, transition to higher education</p>
Bosnia and Herzegovina	<p>Education</p> <p>33. The Committee welcomes the increase in the enrolment of girls and women in scientific fields of study and in higher education. Nevertheless, the Committee is concerned about the low percentage of women and girls who choose non-traditional fields of study and career paths, such as mechanical and electrical engineering.</p>	<p>CEDAW CEDAW/C/BIH/6 Para. 33 30/10/2019</p>	<p>Women, underrepresentation, field of studies,</p>
Cabo Verde	<p>Education</p> <p>28. The Committee, however, notes the following with concern:</p> <p>(c)The underrepresentation of girls in traditionally male-dominated fields of study, in particular in higher education, in which study choices remain stereotyped;</p> <p>Employment</p> <p>30.However, the Committee notes the following with concern:</p> <p>(d)The high unemployment rate among women with higher education, despite the fact that the representation of women in higher education is almost 10 per cent higher than that of men;</p> <p>31.The Committee recommends that the State party:</p> <p>d) Promote access to the labour market for women with higher education;</p>	<p>CEDAW CEDAW/C/CPV/9 Para. 28, 30, 31 11/07/2019</p>	<p>Women, underrepresentation, fields of study, employment</p>

Cambodia	<p>Education</p> <p>34. (...)The Committee remains concerned about:</p> <p>(b) The low enrolment rate of women in higher education, as well as their concentration in fields of study that are traditionally dominated by women;</p> <p>35. The Committee recommends that the State party:</p> <p>(b) Promote and encourage girls and women to enrol in non-traditional fields of study, such as science, technology, engineering and mathematics, including through orientation programmes and career counselling in secondary and higher education;</p>	<p>CEDAW CEDAW/C/KHM/6 Para. 34, 35 29/10/2019</p>	<p>Women, gender equality, enrolment, field of studies</p>
Canada	<p>Education</p> <p>36. the Committee notes with concern:</p> <p>(c) That women are still concentrated in traditionally female-dominated fields of study and career paths and are underrepresented in vocational training and in certain fields of higher education, such as mathematics, information technology and science;</p>	<p>CEDAW CEDAW/C/CAN/C O/8-9 Para. 36 25/11/2016</p>	<p>Fields of study, women</p>
Chile	<p>34. The Committee welcomes the significant reforms of the education system, including the adoption in 2015 of Act No. 20.845 on inclusive education and the provision of free higher education for disadvantaged groups</p>	<p>CEDAW CEDAW/C/CHL/7 Para. 34 1/02/2018</p>	<p>Women, disadvantaged groups, free</p>
Colombia	<p>Education</p> <p>33. However, it remains concerned about the following:</p> <p>(a)The persistent high rates of dropout among women in higher education;</p>	<p>CEDAW CEDAW/C/COL/9 Para. 33, 19/02/2019</p>	<p>Women</p>
Côte d'Ivoire	<p>Education</p> <p>39. The Committee nevertheless notes with concern:</p> <p>(b)The low school attendance of girls, notably at the secondary and tertiary levels, the harmful effect of direct and indirect costs of education on girls' access to education and the insufficient resources allocated to measures aimed at increasing school enrolment, attendance, retention and reintegration of girls after dropout;</p> <p>40.(...)The Committee recommends that the State party promote girls' access to education at all levels as a basis for their empowerment, and:</p> <p>(b) Strengthen and monitor measures to encourage girls' enrolment, attendance and retention in schools and the reintegration of girls after dropout, particularly at the secondary and tertiary levels and with regard to girls living in poverty, girls living in rural areas, pregnant girls and adolescent mothers, including by enforcing Law No. 2015-635, by eliminating the direct costs and reducing the indirect costs of education, for example for the Comité de gestion des établissements scolaires , and by allocating sufficient resources to school watch committees.</p>	<p>CEDAW CEDAW/C/CIV/4 Para. 39, 40 05/07/2019</p>	<p>Women, indirect costs, access, financing, geographical barrier</p>
Cyprus	<p>Education</p> <p>34.The Committee is concerned, however, about:</p> <p>(a)The concentration of girls in traditionally female-dominated fields of study and career paths and their</p>	<p>CEDAW CEDAW/C/CYP/8 Para. 34 04/07/2018</p>	<p>Fields of study, women</p>

	underrepresentation in vocational training and in certain fields of higher education, including technology and engineering;		
Democratic republic of Korea	<p>Rural women</p> <p>41. The Committee is concerned, however, about the persistently low number of women from rural communities attending university and their limited professional options, (...).</p> <p>42. The Committee recommends that the State party:</p> <p>(a) In the context of article 4 of the Convention, take measures to promote and encourage girls and women in rural areas to pursue university education and to provide career guidance and academic counselling programmes on the options available, including in non-traditional fields of study;</p>	<p>CEDAW CEDAW/C/PRK/2-4 Para. 41 8/11/2017</p>	<p>Women, geographical barrier, underrepresentation, fields of study</p>
Eritrea	<p>Temporary special measures</p> <p>19. The Committee notes that the State party continues to apply temporary special measures to increase the representation of women in national, regional and local assemblies and to promote access by women and girls to higher education and technical and vocational training. The Committee regrets, however, the lack of clear time frames and benchmarks for the implementation of such measures and the lack of such measures targeting disadvantaged groups of women, including women belonging to ethnic minorities, migrant women, older women and women with disabilities.</p>	<p>CEDAW CEDAW/C/ERI/6 Para. 19 14/02/2020</p>	<p>Disadvantaged and marginalised groups, women, access, vocational training, underrepresentation</p>
Fiji	<p>Education</p> <p>37. The Committee (...) notes with concern that:</p> <p>(a) Access to secondary and tertiary education is limited for many rural girls, owing to poverty;</p>	<p>CEDAW CEDAW/C/FJI/5 Para. 37 23/02/2018</p>	<p>Women, geographical barriers, access</p>
Former Yugoslav Republic of Macedonia	<p>Education</p> <p>33. the Committee notes the following with concern:</p> <p>(e) The limited participation of women in tertiary education, in particular the lack of measures to monitor and promote access for women to non-traditional careers, including in science, technology, engineering and mathematics.</p>	<p>CEDAW CEDAW/C/MKD/6 Para. 33 01/11/2018</p>	<p>Access, women, fields of study</p>
France	<p>Education</p> <p>32. The Committee welcomes the measures taken to ensure that gender equality permeates all levels of education and to overcome gender-stereotyped educational and vocational choices. However, the Committee notes with concern:</p> <p>(b) That women are still concentrated in traditionally female-dominated fields of study and career paths and are underrepresented in vocational training and in certain fields of higher education, such as mathematics, information technology and science;</p>	<p>CEDAW CEDAW/C/FRA/CO/7-82 Para. 32 25/07/2016</p>	<p>Women, fields of study, underrepresentation</p>
Germany	<p>Education</p> <p>33. The Committee (...) remains concerned that:</p> <p>(b) Women continue to prefer traditionally female-dominated fields of study and career paths and are underrepresented in certain fields of vocational education and training and of higher education, such as science,</p>	<p>CEDAW CEDAW/C/DEU/7-8 Para. 33 21/02/2017</p>	<p>Underrepresentation, women, fields of study, segregation, vocational training</p>

	<p>technology, engineering and mathematics;</p> <p>(c) Women continue to be underrepresented in decision-making and senior management positions at all levels of the education system, notwithstanding the welcome measures that have been adopted at the university level;</p>		
Guyana	<p>Education</p> <p>35. The Committee expresses concern, however, about the following:</p> <p>(d) Continued gender disparities in subject choice in higher education, with low enrolment of women and girls in non-traditional fields of study, such as science, technology, engineering and mathematics;</p> <p>36. The Committee also recommends that the State party:</p> <p>(c) In line with target 4.3 of the Sustainable Development Goals, to ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university, establish vocational training centres in regions 1 and 7 to 9 and adequately fund and promote the enrolment of women at such centres;</p> <p>37. The Committee (...) remains concerned about the following:</p> <p>(c) The persistence of vertical and horizontal occupational segregation in employment, notwithstanding the higher educational attainment of women at the tertiary level;</p>	<p>CEDAW CEDAW/C/GUY/9 Para. 35, 36, 37 12/07/2019</p>	<p>Women, fields of study, access, SDG4</p>
Haiti	<p>Education</p> <p>30. The Committee reiterates its previous recommendation (CEDAW/C/HTI/CO/7 , para. 31) and calls on the State party:</p> <p>(f) To address the underrepresentation of women in vocational and higher education, including by providing girls with career counselling on non-traditional fields of study and career paths, in particular in technical and vocational areas that are in line with real opportunities for income generation;</p>	<p>CEDAW CEDAW/C/HTI/8-9 Para. 30 29/02/2016' 01/03/2016</p>	<p>Underrepresentation, women, targeted measures, fields of study</p>
Ireland	<p>Temporary special measures</p> <p>22. The Committee commends the State party for its efforts to accelerate the achievement of substantive equality, such as through the Equality for Women Measure 2008-2013, which made funding available to foster the engagement and advancement of women in a number of sectors focusing on access to employment, developing female entrepreneurship and fostering women's participation as decision makers.</p> <p>(...) However, the Committee is concerned that temporary special measures under the Electoral Act do not extend to local government elections and there are no measures in other areas such as in higher education.</p>	<p>CEDAW CEDAW/C/IRL/6-7 Para. 22 15/02/2017</p>	<p>Women, access</p>
Israel	<p>12. The Committee is concerned about the recent decision by the Council for Higher Education to expand segregated campuses and introduce fully segregated classrooms within universities.</p>	<p>CEDAW CEDAW/C/ISR/6 Para. 12 31/10/2017</p>	<p>Women, segregation</p>
Italy	<p>Education</p> <p>35. The Committee welcomes the high enrolment rate of women and girls at all levels of education, in particular tertiary</p>	<p>CEDAW CEDAW/C/ITA/7 Para. 35</p>	<p>Access, women</p>

	education. It also welcomes the measures taken to ensure that gender equality permeates all levels of education and to overcome gender-stereotyped educational and vocational choices. The Committee is concerned, however, about:	4/07/2017	
Japan	33. The Committee recommends that the State party: (a) Intensify career guidance activities to encourage girls to pursue non-traditional subjects, such as science, technology, engineering and mathematics, and raise awareness among teaching personnel on the importance of girls completing tertiary education;	CEDAW CEDAW/C/JPN/7-8 Para. 33 16/02/2016	Women, fields of study, targeted measures
Jordan	Education 41. The Committee notes with appreciation that gender parity has been reached in primary education and that female enrolment rates in secondary and higher education are now higher than those for men. It further welcomes the measures taken to reduce school dropout and illiteracy rates among girls and boys.	CEDAW CEDAW/C/JOR/6 Para. 41 16/02/2016	Women, access
Kazakhstan	Education 36. The Committee recommends that the State party raise awareness of the importance of education for girls at all levels as a basis for their empowerment and take advantage of the adoption of the new education programme: (a) To pursue its efforts to prevent child marriage and overcome school dropouts among adolescent girls and ensure that young mothers can return to school following childbirth with a view to completing their education, obtaining certification and gaining access to higher education and/or gainful employment in line with their career aspirations;	CEDAW CEDAW/C/KAZ/5 Para. 36 24/10/2019	Women, access, employment
Kenya	Education 34. The Committee notes the measures taken by the State party to improve the access of girls to education, including through the adoption of the Education Act of 2013, the Teachers Service Commission Act of 2012 (...). The Committee is also concerned about the lower number of women attending university compared with men and the lack of data on the disciplines that they pursue, (...)	CEDAW CEDAW/C/KEN/8 Para. 34 02/11/2017	Access, underrepresentation, women
Kiribati	Rural women 47. The Committee welcomes the establishment of the Outer Island Women's Liaison Office in 2012 and of social welfare officer posts in the community councils. However, it is concerned about the barriers that rural women face in gaining access to health care, higher education opportunities and paid employment.	CEDAW CEDAW/C/KIR/Q/1-3 Para. 47 21/02/2020	Access, women, geographical barrier
Kuwait	Education 34. The Committee welcomes the high enrolment rate of women in higher education,.	CEDAW CEDAW/C/KWT/5 Para. 34 1/11/2017	Access, women
Laos	Education 35. The Committee (...) is concerned about the following: (c) The disproportionately low rates of enrolment among women and girls in vocational schools and higher	CEDAW CEDAW/C/LAO/8-9 Para. 35, 36	Access, women, fields of study, positive measures

	<p>education, particularly in non-traditional fields of study, such as science, technology, engineering and mathematics;</p> <p>36.The Committee recommends that the State party: (d) Implement measures, including temporary special measures, to increase enrolment among women and girls in secondary and higher education and in non-traditional fields of study, including science, technology, engineering and mathematics;</p>	02/11/2018	
Latvia	<p><i>Economic and social benefits and economic empowerment of women</i></p> <p>40. The Committee recommends that the State party: (b) Develop policies and programmes designed to ensure that women benefit from the economic development of the State party and to mitigate the negative impact of the shrinking and ageing of the population, including by creating more job and entrepreneurship opportunities and improving access to higher education (...) in line with the Committee’s general recommendation No. 34 (2016) on the rights of rural women;</p>	<p>CEDAW CEDAW/C/LVA/Q/4-7 Para. 40 11/02/2020</p>	Women, access
Liechtenstein	<p><i>Education</i></p> <p>31.The Committee is also concerned about the following: (b)The gender neutrality of efforts to optimize the transition from compulsory to higher education and the lack of information on their impact;</p>	<p>CEDAW CEDAW/C/LIE/5 Para. 31 5/07/2018</p>	Transition to higher education
Lithuania	<p><i>Education</i></p> <p>35. (...) The Committee recommends that the State party raise awareness among girls and boys, parents, teachers and political leaders about the importance of the education of girls at all levels as a basis for their empowerment, and recommends that the State party: (d) Provide information in its next periodic report on the impact of the higher education reform conducted in 2017 on matching the labour market needs of women.</p> <p><i>Economic and social benefits and the economic empowerment of women</i></p> <p>41. The Committee recommends that the State party: (c) Design specific interventions to leverage opportunities for the economic empowerment of rural women, including by creating more job opportunities outside of the predominant agricultural sector and improving access to higher education, information and communications technologies and subsidized transportation and ensure that they are involved in the design of those strategies and programmes, focusing on women not only as victims or beneficiaries but also as active participants in the formulation and implementation of such policies, in line with the Committee’s general recommendation No. 34 (2016) on the rights of rural women;</p>	<p>CEDAW CEDAW/C/LTU/6 Para. 35, 41 31/10/2019</p>	Women, geographical barriers, access, indirect costs, field of study, employment
Luxembourg	<p><i>Education</i></p> <p>39.The Committee (...) notes with concern the following:</p>	<p>CEDAW CEDAW/C/LUX/6-</p>	Women, access, migrants

	(c)The low enrolment rate of women, especially migrant women from non-European countries, in tertiary education;	7 Para. 39 01/03/2018	
Malaysia	Education 35. The Committee (...) notes that women still remain underrepresented in traditionally male-dominated fields of study at the tertiary level, such as engineering, mathematics and physics. The Committee also notes with concern the significant difference in the percentage of men and women holding leadership positions in higher educational institutions.	CEDAW CEDAW/C/MYS/3-5 Para. 35 20/02/2018	Underrepresentation, women, fields of study
Mauritius	Education 24.the Committee recommends that the State party: (a) Monitor the implementation of the right of girls and women to education by ensuring that the Ministry of Education and Human Resources, Tertiary Education and Scientific Research collects data on the educational enrolment, absenteeism and dropout rates, including owing to adolescent pregnancy, of girls and women at all levels of education, disaggregated by sex, location, age, school type and ethnic group;	CEDAW CEDAW/C/MUS/8 Para. 24 30/10/2018	Women, disaggregated data
Mexico	Education 37. It is concerned, however, about the following: (a)The persistence of structural barriers to access for women and girls to high-quality education, in particular at the secondary and tertiary levels, due to limited budgetary allocations in some states, poor school infrastructure, a shortage of teaching materials and a lack of qualified teachers, especially in indigenous communities and in rural areas;	CEDAW CEDAW/C/MEX/9 Para. 37 06/07/2018	Women, access, financing
Micronesia	Education 32.The Committee commends the State party for achieving gender parity at the primary school level. It is, however, concerned that the principle of gender equality has not been incorporated into the curricula at higher levels, especially in tertiary education. It notes with concern the absence of laws or temporary special measures to promote the education of girls and women and to promote women in leadership positions in educational institutions.	CEDAW CEDAW/C/FSM/1-3 Para. 32 24/02/2017	Content of education, women, targeted measures, leadership position
Montenegro	Education 31. The Committee recommends that the State party: (d) In line with target 4.3 of the Sustainable Development Goals on ensuring equal access for all women and men to affordable and high-quality technical, vocational and tertiary education, including university education, give priority to eliminating traditional stereotypes and structural barriers that may deter girls from enrolling in traditionally male-dominated fields of study, such as science, technology, engineering and mathematics, and provide girls with career counselling on non-traditional fields of study and career paths;	CEDAW CEDAW/C/MNE/2 Para. 31 11/07/2017	Access, fields of study, women
Myanmar	Education 34. The Committee is concerned, however, about:	CEDAW	Women, fields of study, discrimination,

	<p>(a) Discriminatory admission criteria that require women, but not men, to attain specific grades in order to enrol in certain traditionally male -dominated courses, such as engineering, at the tertiary level;</p> <p>35. The Committee recommends that the State party:</p> <p>(a) Remove all discriminatory admission criteria regarding women's enrolment in certain traditionally male-dominated courses such as engineering, intensify career guidance activities to encourage girls to pursue studies in non-traditional fields and raise awareness among teaching personnel of the importance of girls completing tertiary education;</p>	<p>CEDAW/C/MMR/C/O/4-5 Para. 34, 35 25/07/2016</p>	access
Nauru	<p>Education</p> <p>28. (...)the Committee notes with concern the following</p> <p>(a)The reported decline in enrolment rates, low secondary school completion rates and low achievement levels of girls and the limited opportunities for women and girls to attend university;</p>	<p>CEDAW CEDAW/C/NRU/1-2 Para. 28 27/10/2017</p>	Women, access
New Zealand	<p>Education</p> <p>31.the Committee is concerned about the following:</p> <p>(a)The limited access to secondary and tertiary education for many girls and women living in rural areas;</p>	<p>CEDAW CEDAW/C/NZL/8 Para. 31 12/07/2018</p>	Access, women, geographical barriers
Niger	<p>Education</p> <p>29. The Committee (...)recommends that the State party:</p> <p>(e) Further promote access by women and girls to tertiary education, including through advocacy and the provision of scholarships, and strengthen adult literacy programmes, especially in rural areas.</p>	<p>CEDAW CEDAW/C/NER/3-4 Para. 29 13/07/2017</p>	Access, women, geographical barriers
Pakistan	<p>Education</p> <p>40. (c) Strengthen and monitor measures to encourage girls' enrolment, attendance and retention in schools and their reintegration if they drop out, particularly at the secondary and tertiary levels and with a focus on girls living in poverty, girls living in rural areas, pregnant girls and adolescent mothers, by eliminating the direct costs and reducing the indirect costs of education.</p>	<p>CEDAW CEDAW/C/PAK/5 Para. 40 12/02/2020</p>	Women, indirect costs, geographical barriers
Paraguay	<p>Education</p> <p>32. The Committee (...) is concerned that</p> <p>(a)The persistence of structural barriers to access to high-quality education for girls, in particular at the secondary and tertiary levels, owing to, among other things, inadequate budget allocations to the sector, which also result in a lack of school infrastructure, teaching materials and qualified teachers, especially in rural areas;</p>	<p>CEDAW CEDAW/C/PRY/7 Para. 32 26/10/2017</p>	Access, women, financing
Philippines	<p>Education</p> <p>33. The Committee is concerned about:</p> <p>(b) Gender segregation in higher education, with low enrolment of women and girls in non-traditional fields of study such as science, technology, engineering, mathematics and agriculture;</p> <p>(c) Enhance its efforts to overcome gender segregation in higher education, with a view to increasing women's</p>	<p>CEDAW CEDAW/C/PHL/CO/7-8 Para. 33 25/07/2016</p>	Women, segregation, access, fields of study

	enrolment in non-traditional fields of study such as science, technology, engineering, mathematics and agriculture;		
Qatar	<p>Education</p> <p>35. (...)Nevertheless, the Committee notes with concern:</p> <p>(b)That some university faculties, such as those pertaining to health and pharmaceutical studies, are currently only accepting women owing to “the needs of the State based on the particularities of the labour market”, which may perpetuate gender stereotypes and horizontal occupational segregation;</p> <p>(f)That most professorships and decision-making positions in higher education are held by men.</p> <p>36.the Committee recommends that the State party:</p> <p>(b) Eliminate women-only admission policies for specific fields at the tertiary level, which perpetuate gender stereotypes and the concentration of women in occupations that are traditionally dominated by women;</p> <p>(f) Take measures, including temporary special measures, to increase the number of women professors and women in decision-making positions in higher education.</p>	CEDAW CEDAW/C/QAT/2 Para. 35 02/07/2019	Women, fields of study, positive measures
Republic of Korea	<p>Temporary measures</p> <p>20.The Committee (...) is further concerned that, in 2015, women represented only 28.7 per cent of principals at elementary schools, 23.2 per cent of principals at middle schools, 9.5 per cent of principals at high schools and 14.2 per cent of professors at public and national universities.</p>	CEDAW CEDAW/C/KOR/8 Para. 20, 22/02/2018	Women, underrepresentation,
Romania	<p>Education</p> <p>26. The Committee (...) is concerned, however, at:</p> <p>(c)The persistent gender segregation in education, the low number of female students enrolled in vocational training courses and in scientific and technological disciplines and the fact that the higher participation of women in tertiary education does not translate into their labour market participation.</p>	CEDAW CEDAW/C/ROU/7-8 Para. 26 06/07/2017	Women, segregation, access, fields of study, employment
Samoa	<p>Education</p> <p>29. The Committee (...) is concerned, however, about the following</p> <p>(g)The concentration of women and girls in traditionally female-dominated fields of study and their underrepresentation in the fields of science and mathematics at the secondary and tertiary levels;</p>	CEDAW CEDAW/C/WSM/6 Para. 29 26/10/2018	Women, fields of study, underrepresentation
Seychelles	<p>Education</p> <p>33. The Committee (...), is concerned, however, about the following:</p> <p>(a)The concentration of women and girls in traditionally female-dominated fields of study and their underrepresentation in the fields of science, technology, engineering and mathematics at the secondary and tertiary levels;</p>	CEDAW CEDAW/C/SYC/6 Para. 33 25/10/2019	Fields of study, women
Singapore	<p>Education</p> <p>26.The Committee commends the State party for the progress</p>	CEDAW CEDAW/C/SGP/5	Underrepresentation, women, fields of

	made in the education of girls and women, as reflected in their high levels of literacy and educational attainment. Nevertheless, it notes that women still remain underrepresented in traditionally male-dominated fields of study, such as engineering, electronics and information technology, at the tertiary level.	Para. 26 27/10/2017	study
Suriname	Education 34.the Committee remains concerned about the following: (a)The low completion rates at the primary, secondary and tertiary levels of education among women and girls.	CEDAW CEDAW/C/SUR/4-6 Para. 34 28/02/2018	Women
Sweden	Education 32. (...)However, the Committee is concerned that stereotypical choices and segregation remain a challenge, starting with preschools, where the teaching staff is still largely female, while in vocational training and in some fields of higher education women are underrepresented. It is also concerned at continued horizontal segregation with respect to women's participation in natural science and technology-related research, including their limited access to research grants and funding and to postgraduate studies.	CEDAW CEDAW/C/SWE/C O/8-9 Para. 32 10/03/2016	Underrepresentation, women, fields of study, segregation
Switzerland	Education 34. The Committee welcomes the measures taken by the State party to address discriminatory stereotypes in education, in particular at the tertiary level, but remains concerned that: (a) Gender-stereotyped educational materials in schools and universities have an impact on traditional career choices made by women and girls and, while gender-sensitive teaching materials have been developed in a number of cantons, this practice has not been uniformly applied throughout the State party; (b) Women continue to be drawn to traditionally female - dominated fields of study and career paths and are underrepresented in vocational training and in certain fields of higher education, such as science, technology, engineering and mathematics, as evidenced in the annex to the State party's report, which demonstrates that there has been little progress in this regard between 1990 and 2010 (less than 10 per cent);	CEDAW CEDAW/C/CHE/C O/4-5 Para. 34 25/11/2016	Women, Gender-stereotypes, fields of study
Tajikistan	35. The Committee is concerned, however, about the following: (c)The absence of reliable data on the rates among girls in secondary and higher education of school dropout attributable to early marriage, pregnancy or discriminatory gender stereotypes that favour access for boys to education; (d)The low rates of enrolment in higher education and technical and vocational education among women, and the absence of targeted measures to encourage them to choose non-traditional studies and career paths in fields such as science, technology, engineering and mathematics; (e)The low level of representation of women among staff in institutions of higher education and at the Ministry of Education;	CEDAW CEDAW/C/TJK/6 Para: 35, 21/10/2018	Women, underrepresentation, fields of study

Tanzania	<p>Education</p> <p>30. The Committee is, however, concerned at:</p> <p>(a) The persistence of structural and other barriers to girls' access to high-quality education, in particular at the secondary and tertiary levels, owing to, among other things, inadequate budget allocations to the sector, which result in a lack of school infrastructure, including adequate sanitary facilities, teacher shortages and a poor learning environment and teaching materials, especially in rural areas;</p>	<p>CEDAW CEDAW/C/TZA/7-8 Para. 30 26/02/2016</p>	<p>Access, women, financing, geographical barriers</p>
Thailand	<p>Education</p> <p>34. The Committee commends the State party on its efforts to ensure equal access for women and girls to all levels of education and welcomes the increase in the rate of participation of girls in tertiary education(...).</p> <p>(a) Gender segregation in higher education, with low enrolment of women and girls in non-traditional fields of study, such as technology, engineering, mathematics and agriculture;</p> <p>35. The Committee recommends that the State party:</p> <p>(b) Enhance efforts to overcome gender segregation in higher education, with a view to increasing enrolment of women in non-traditional fields of study, such as technology, engineering, mathematics and agriculture;</p>	<p>CEDAW CEDAW/C/THA/6-7 Para. 34, 35 5/07/2017</p>	<p>Women, segregation, fields of study</p>
The Netherlands	<p>Education</p> <p>33. The Committee (...) is concerned by:</p> <p>(a) The persistent segregation in the field of education, in particular in vocational training and higher education, and the underrepresentation of women and girls in traditionally male-dominated</p> <p>(d) The fact that women and girls continue to be concentrated in traditional fields of study in Curaçao, even though they constitute twice the number of men and boys at the University of Curaçao.</p> <p>34. The Committee recommends that the State party:</p> <p>(b) Address the lack of policies at educational institutions for pregnant students and assess the impact of the implementation of legislation such as the Work and Security Act of 2015 on researchers on temporary contracts who are pregnant or taking parental leave with a view to improving conditions for women to enable them to finish their courses with a degree and pursue research careers and to ensuring that universities retain women in the area of research;</p> <p>(d) Take appropriate remedial action in Curaçao to encourage women and girls to enter traditionally male-dominated fields of study at the University of Curaçao, including through the use of temporary special measures, such as scholarships, and non-stereotypical career counselling.</p>	<p>CEDAW CEDAW/C/NLD/C/O/6 Para. 33, 34 24/11/2016</p>	<p>Women, underrepresentation, segregation, fields of study</p>
The State of Palestine	<p>Education</p> <p>34. The Committee notes the State party's efforts to improve</p>	<p>CEDAW CEDAW/C/PSE/1</p>	<p>Access, quality education, women,</p>

	access to and the quality of education for women and girls through the adoption of Act No. 6 of 2018, which explicitly provides that every citizen has the right to higher education, and through the use of tuition waivers as an incentive to increase enrolment in scientific disciplines among women and girls. It notes with appreciation the high levels of literacy among women and girls in the State party.	Para. 34 11/07/2018	targeted measures
Turkey	Education 44. It furthermore recommends that the State party: (a) In line with Sustainable Development Goal 4.3 on ensuring equal access for all women and men to affordable and high-quality technical, vocational and tertiary education, including university education, develop a policy aimed at intensifying girls' access to higher education and technical and vocational training for women, in traditionally male-dominated fields and others;	25/07/2016 CEDAW/C/TUR/CO/7 Para. 44 25/07/2016	Access, fields of study, SDG4
Turkmenistan	Education 32.The Committee is concerned about the following: (b)The low enrolment rates among women and girls in higher education and technical and vocational education, as well as the persistent underrepresentation of women and girls in non-traditional fields of study and career paths, such as science, technology, engineering and mathematics; (c)The inaccessibility of higher education, in particular for women and girls, due to alleged corruption among higher education officials who charge illegal admission fees in order for students to enrol, despite the fact that higher education is free of charge in the State party; 33.The Committee recommends that the State party: (b) Ensure equal access for women and girls to vocational and higher education, including in non-traditional fields of study, by providing scholarships and career counselling, introducing incentives and schemes to attract and retain women and girls, raising awareness among teaching personnel on the importance of girls completing higher education and adopting further temporary special measures for disadvantaged or marginalized women and girls; (d) Remove all barriers faced by women with regard to pursuing higher education abroad, including restrictions on their right to freedom of movement, and ensure that women receive official recognition of higher education degrees and certificates obtained abroad and have access to employment opportunities upon their return;	CEDAW CEDAW/C/TKM/5 Para. 32 10/07/2018	Women, underrepresentation, fields of study, access, fees, free, targeted measures, recognition of diploma
UK	Education 41. The Committee commends the measures adopted by the State party to encourage girls to consider jobs in science, technology, engineering and mathematics, including through apprenticeships. The Committee remains concerned, however, about the continued underrepresentation of women in higher education and careers in those fields.	CEDAW CEDAW/C/GBR/8 Para. 41 26/02/2019	Underrepresentation, women, fields of study
Ukraine	Education	CEDAW	Women, Roma, fields

	34.(...)The Committee is further concerned that schools offer 'life skills lessons' where girls are taught cooking and sewing, while boys are taught woodworking and carpentry, a situation that also upholds traditional gender roles in society. It is concerned about the unequal access of women to the universities of the Ministry of the Interior and Defence. The Committee is also concerned at the high dropout rates among Roma girls.	CEDAW/C/UKR/8 Para. 34 14/02/2017	of study, access
Uruguay	Education 31.The Committee (...) also notes that women account for 60 percent of all university students. 32. The Committee recommends that the State party: (a) Implement effective strategies to address the high rates of early pregnancy and school dropout, with measures, including scholarships, to ensure retention and facilitate the re-entry into school of young mothers, especially women and girls of African descent, rural women and girls and women living in deprived urban areas, with active monitoring up to and including tertiary education; (c) Promote specific actions, including temporary special measures, to improve the representation of women in decision-making positions in academic institutions and to increase the number of female professors in universities; (e) Accord priority to measures to facilitate the access to education of women of African descent, including through the use of quotas at the university level, with periodic monitoring of progress.	CEDAW CEDAW/C/URY/C/O/8-9 Para. 31, 32 14/07/2016	Women, African descent, minorities, targeted measures, leadership position
Vanuatu	Education 26. However, the Committee notes with concern: (e) The very limited number of girls applying for tertiary education 27. The Committee recommends that the State party: (e) Step up efforts to provide girls with career counselling that orients them to enrol in tertiary education and ensure the enforcement of the 50/50 allocation guidelines for scholarships for girls.	CEDAW CEDAW/C/VUT/C/O/4-5 Para. 26, 27 09/03/2016	Access, women, targeted measures
Zimbabwe	Education 35. The Committee notes the announcement by the delegation of the State party during the dialogue that budgetary allocations would be made for filling 3,000 teaching posts in 2019 and 5,000 in 2020, for the construction of 2,000 new schools and the rehabilitation of dilapidated school buildings and for the construction of accommodation for female students in tertiary education institutions, including polytechnic colleges and universities.	CEDAW CEDAW/C/ZWE/6 Para. 35 28/02/2020	Women, infrastructure, financing
CDRP			
Albania	Education (art. 24) 39.The Committee is concerned about: (b)The lack of data on the public resources allocated to inclusive education in primary, secondary and higher education institutions; (d)The limited accessibility ensured in higher education for	CRDP CRPD/C/ALB/CO/1 Para. 39 14/10/2019	Persons with disabilities, access, financing

	students with disabilities and the decreasing number of students with disabilities enrolled in higher education.		
Armenia	<p>Education (art. 24)</p> <p>42. The Committee recommends that the State party increase its efforts towards inclusive education, in particular that it:</p> <p>(b) Ensure accessibility and allocate the resources necessary to guarantee reasonable accommodation to facilitate the access of persons with disabilities, including those living in urban and rural areas, to inclusive and quality education, including preschool and tertiary education;</p>	<p>CRDP CRPD/C/ARM/CO/1 Para. 42 8/05/2017</p>	Persons with disabilities, Inclusive education, access, reasonable accommodation
Bosnia and Herzegovina	<p>Education (art. 24)</p> <p>42. The Committee is concerned that:</p> <p>(d) Only limited accessibility is provided in higher education for students with disabilities.</p> <p>43. The Committee recommends that the State party increase its efforts towards inclusive education, and in particular that it:</p> <p>(d) Incorporate inclusive education training into university curricula for future teachers and training programmes for current teaching staff, with an adequate budget.</p>	<p>CRDP CRPD/C/BIH/CO/1 Para. 42, 43 2/05/2017</p>	Persons with disabilities, access, teacher, financing
Chile	<p>Education (art. 24)</p> <p>49. The Committee is concerned that, notwithstanding the recent educational reform, inclusive education is not a priority for children and adults with disabilities, and that special and segregated forms of education prevail. It is also concerned at the lack of action by government authorities to promote inclusive higher education.</p> <p>50. The Committee recommends that the State party:</p> <p>(a) Implement a plan for transitioning towards inclusive education at all levels up to higher education, which provides for the training of teachers, the roll-out of comprehensive awareness-raising campaigns and the promotion of a culture of diversity;</p> <p>(c) Ensure the accessibility of higher education institutions, including by facilitating reasonable accommodations in the admissions process and all other aspects of higher education;</p>	<p>CRDP CRPD/C/CHL/CO/1 Para. 49, 50 16/04/2016</p>	Persons with disabilities, access, teacher
Cuba	<p>Education</p> <p>(b) Ensure the full accessibility of educational premises, including universities, take legislative and administrative measures to ensure the availability of accessible learning materials, including in digital form and in Braille, Easy Read and sign language, at the technical and higher education levels for persons with disabilities;</p>	<p>CRDP CRPD/C/CUB/CO/1 10/05/2019</p>	Persons with disabilities, access
Ecuador	<p>Education</p> <p>44. The Committee (...) also recommends that the State party redirect budget allocations from special education to the regular education system, provide personalized support starting from the preschool level and continuing on to higher education levels and provide appropriate training for teachers.</p>	<p>CRDP CRPD/C/ECU/CO/2-3 Para. 44 21/10/2019</p>	Financing, persons with disabilities
Estonia	Freedom of expression and opinion, and access to information	CRDP	Persons with

	(art. 21) 42. The Committee recommends that the State party: (b) Strengthen measures, including through grants and other incentives, to increase the official training of sign language interpreters, including at the university level, and adopt measures to raise awareness about deaf culture and the Estonian sign language;	CRPD/C/EST/CO/1 Para. 42 05/05/2021	disabilities, targeted measures
Former Yugoslav republic of Macedonia	Education 40. The Committee recommends that the State party: (b) Immediately enact a plan of transition to ensure inclusive education for persons with disabilities at all levels, including in higher education institutions;	CRDP CRPD/C/MKD/CO/1 Para. 40 29/10/2019	Persons with disabilities
France	Education (art. 24) 50. The Committee (...) notes with concern: (h) The barriers to access to support for students with disabilities at the higher education level, and the absence of measures to facilitate the international mobility of students with disabilities on an equal basis with others. 51. The Committee also recommends that the State party: (h) Adopt programmes with specific goals and time frames in order to promote the access of persons with disabilities to higher education, ensuring that young persons with disabilities can seek individualized support through the provision of reasonable accommodation in tertiary education, including to facilitate their international mobility, and access to sign languages.	CRDP CRPD/C/FRA/CO/1 Para. 50, 51, 53 4/10/2021	Access, persons with disabilities
Greece	Education (art. 24) 34. The Committee is concerned that: (b) Schools and universities lack accessible and inclusive environments, buildings, educational material, services, equipment, information and communication technologies, as well as individualized support provided to students with disabilities; 35. The Committee recommends that the State party increase its efforts to guarantee inclusive education, and in particular that it: (b) Ensure the accessibility of school and university environments, in line with the Convention, by promoting universal design, the provision of specific measures and individualized support, such as accessible and adapted materials, inclusive curricula, inclusive information and communication technologies for pupils and students with disabilities, and digital pedagogy;	CRDP CRPD/C/GRC/CO/1 Para. 34, 35 29/10/2019	Persons with disabilities, access, targeted measures
Honduras	Education (art. 24) 52. The Committee recommends that the State party, in line with the Committee's general comment No. 4 (2016) on the right to inclusive education, adopt an inclusive approach in its education policy for persons with disabilities, by implementing a plan for the transition to inclusive education at all levels, including in higher education, training teachers and providing the necessary support and resources such as textbooks in Braille, easy-to-read formats, accessible electronic formats and sign-language	CRDP CRPD/C/HND/CO/1 Para. 52 04/05/2017	Persons with disabilities, teacher, financing

	interpretation with a view to achieving such inclusiveness, paying particular attention to persons with intellectual or psychosocial disabilities, deaf-blind persons and persons from Afro-Honduran and indigenous communities. The Committee also recommends that the State party include the subject of the rights of persons with disabilities in teacher-training courses. The Committee further recommends that the National Autonomous University of Honduras reinstate its course on sign-language interpretation.		
Latvia	Education 41. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially targets 4.5 and 4 (a) thereof, the Committee urges the State party to ensure that no child is refused admission to mainstream schools on the basis of disability, and that it further allocate the resources necessary to guarantee reasonable accommodation to facilitate the accessibility of all students with disabilities to quality, inclusive education, including in preschool, tertiary and lifelong learning institutions.	CRDP CRPD/C/LVA/CO/1 1 Para. 41 10/07/2017	Persons with disabilities, access, financing, discrimination
Lithuania	Education (art. 24) 45. The Committee is concerned at reports that: (d) Children with disabilities are forced to shift to special schools as they advance to higher levels of education and the rate of enrolment of persons with disabilities in tertiary education is low; 48. The Committee also recommends that the State party facilitate access for persons with disabilities to tertiary education and vocational training, including through the provision of reasonable accommodation in higher education.	CRDP CRPD/C/LTU/CO/1 * Para. 45 11/05/2016	Persons with disabilities, access
Luxembourg	Education 43. Recalling its general comment No. 4 (2016) on the right to inclusive education and Sustainable Development Goal 4, especially its targets 4.5 and 4.8, the Committee recommends that the State party: (a) Amend the laws on education to ensure that no student is refused admission to mainstream schools on the basis of disability, ensure accessibility and allocate the resources necessary to guarantee reasonable accommodation, including assistant support staff, including pre-school and tertiary education and the private sector;	CRDP CRPD/C/LUX/CO/1 1 Para. 43 10/10/2017	Persons with disabilities, access, financing
Montenegro	Education 44. The Committee is concerned about the absence of any comprehensive legislation for quality, inclusive education. It is also concerned about: (d) The largely insufficient accessibility of higher education.	CRDP CRPD/C/MNE/CO/1 1 Para. 44 22/09/2017	Persons with disabilities, Inclusive education, access
Oman	44. The Committee recommends that the State party: (d) Expand educational opportunities at the tertiary level for persons with disabilities, in particular deaf students, and step up bilingual education in Arabic and English for children with disabilities prior to the tertiary level;	CRDP CRPD/C/OMN/CO/1 1 Para. 44 17/04/2018	Persons with disabilities, content of education
Panama	Education (art. 24)	CRDP	Persons with

	<p>48. The Committee is concerned that inclusive education is not a priority with regard to children and adults with disabilities and that special and segregated forms of education prevail. It is also concerned at the lack of action by government authorities to promote inclusive higher education.</p> <p>49. The Committee recommends that the State party, in keeping with its general comment No. 4 (2016) on the right to inclusive education, ensure the implementation of a plan to transition definitively to inclusive education at all levels, including in higher education; the plan should provide for the training of teachers and the necessary support and resources, such as Braille and sign language, to foster inclusion, in particular of students with intellectual or psychosocial disabilities and girls with disabilities. It also recommends that the State party ensure the universal accessibility of educational premises, including universities. Lastly, it recommends that the State party be guided by the Convention and general comment No. 4 in its implementation of targets 4.1, 4.5 and 4.A of the Sustainable Development Goals.</p>	<p>CRPD/C/PAN/CO/1 Para. 48, 49 29/09/2017</p>	<p>disabilities, segregation, SDG4</p>
Philippines	<p>41. The Committee recommends that the State party:</p> <p>(e) Take legislative and administrative measures to ensure the availability of accessible learning materials at the technical and higher education levels for persons with disabilities;</p>	<p>CRDP CRPD/C/PHL/CO/1 Para. 41 16/10/2018</p>	<p>Persons with disabilities</p>
Poland	<p>II. Positive aspects</p> <p>4. The Committee welcomes the progress achieved by the State party in implementing the Convention. In particular, it appreciates the adoption of the following legislative and policy measures:</p> <p>(c) The amendments to the Law on Higher Education of 2018, providing for support to persons with disabilities in the higher education system;</p>	<p>CRDP CRPD/C/POL/CO/1 Para. 4 29/10/2019</p>	<p>Persons with disabilities</p>
Portugal	<p>Education (art. 24)</p> <p>47. The Committee is concerned that even though the State party has a special quota for the admission of students with disabilities to public universities, it has not regulated the support universities should provide to such students. It is further concerned that there is restricted access to certain fields of study and professional degrees for students with particular disabilities.</p>	<p>CRDP CRPD/C/PRT/CO/1 Para. 47 20/05/2016</p>	<p>Persons with disabilities, access, fields of study</p>
Republic of Moldova	<p>Education (art. 24)</p> <p>45. the Committee recommends that the State party increase its efforts towards inclusive education, particularly, that it:</p> <p>(a) Amend the 2014 Education Code and ensure that no child is refused admission to mainstream schools on the basis of disability, ensure accessibility and allocate the resources necessary to guarantee reasonable accommodation to facilitate the access of students with disabilities to quality, inclusive education, including pre-school and tertiary education;</p>	<p>CRDP CRPD/C/MDA/CO/1 Para. 45 18/05/2017</p>	<p>Persons with disabilities, access</p>
Serbia	<p>Education (art. 24)</p> <p>49. The (...) Committee is also concerned about the low level of accessibility provided in higher education for students with</p>	<p>CRDP CRPD/C/SRB/CO/1 Para. 49</p>	<p>Persons with disabilities, access</p>

	disabilities.	23/05/2016	
Slovenia	<p>Education</p> <p>39. The Committee is concerned about:</p> <p>(d) The lack of accessibility and reasonable accommodation for persons with disabilities in tertiary education, including higher education institutions and vocational schools;</p> <p>40. The Committee recommends that the State party:</p> <p>(d) Provide lifelong learning for persons with disabilities and ensure accessibility and reasonable accommodation in all tertiary education institutions, including vocational and higher education schools;</p>	<p>CRDP CRPD/C/SVN/CO/1 Para. 39, 40 16/04/2018</p>	Persons with disabilities, access
Sudan	<p>Education</p> <p>47. While noting the progress made in the Persons with Disabilities Act of 2017 regarding access to education, the Committee is concerned about:</p> <p>(d) The limited support for learners with disabilities, including in the areas of vocational training and tertiary education.</p> <p>48. The Committee recommends that the State party:</p> <p>(b) Take measures to establish an inclusive education system at all levels, to include preschool, primary, secondary and tertiary education and vocational training, without discrimination and on an equal basis with others;</p>	<p>CRDP CRPD/C/SDN/CO/1 Para. 47, 48 10/04/2018</p>	Persons with disabilities, access
Turkey	<p>Education (art. 24)</p> <p>49. The Committee recommends that the State party:</p> <p>(a) Recognize inclusive education in its legislation as a substantive enforceable right, and adopt public policies and strategies to implement it at all levels, including in higher education, with appropriate human, technical and financial resources ;</p>	<p>CRDP CRPD/C/TUR/CO/1 Para. 49 1/10/2019</p>	Persons with disabilities, financing
United Arab Emirates	<p>Education (art. 24)</p> <p>43. The Committee is concerned:</p> <p>(c) That training on inclusive education and teaching children with disabilities is not yet an integral part of core teacher training curricula in universities;</p> <p>44. The Committee recommends that the State party:</p> <p>(c) Ensure that training on inclusive education and teaching children with disabilities is compulsory and an integral part of core teacher training curricula in universities;</p>	<p>CRDP CRPD/C/ARE/CO/1 Para. 43, 44 3/10/2016</p>	Persons with disabilities, teacher