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**ADDRESSING GENDER DISCRIMINATION AND VIOLENCE AGAINST WOMEN AND  
GIRLS; THE RESPONSIBILITY OF STATES FOR FULFILLING THE RIGHT TO  
EDUCATION**

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## I. INTRODUCTION

There are many factors that connect the human right to education and gender equality. The fulfillment of this fundamental right has been jeopardized by Governments' failure to promote and implement laws that provide students with explicit protection from discrimination and harassment. This report has as a main purpose to address how violence and discrimination against women in the area of education hinder their ability to accomplish their educational goals established in several human rights instruments. Violence in school has very high impact on girls' education, and indirect impact on their enjoyment of other human rights. The percentage of girls that drop out of school and have learning difficulties is significantly higher among victims of violence, thus is a serious obstacle to gender equality and empowerment of future generations of women. Violence and discrimination in any form against girls in schools is a form of global discrimination that leads to the detriment of their status as women, which have a significant impact on girls' education.

## II. THE HUMAN RIGHT TO EDUCATION

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”  
--Kofi A. Annan, Secretary-General of the United Nations.<sup>1</sup>

The right to education is consecrated in numerous human rights instruments as a fundamental right of equal access from which all people, women and men, of all ages,

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<sup>1</sup> U.N. Children's Fund, The State of the World's Children 1999: Education, 1999 Y.B on Education, U.N. Sales No. E.99.XX.1 at 4, available a <http://www.unicef.org/sowc99/sowc99a.pdf>

throughout the world shall be able to benefit from.<sup>2</sup> The United Nations' Convention on the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) defines the right of women to be free from discrimination, and it recognizes the equal right to education for women and men emphasizing the prohibition of sex discrimination.<sup>3</sup> CEDAW has as a core purpose of ending discrimination and archiving gender equality through ensuring equal access to education. The convention has been ratified for almost all countries 187 out of 193,<sup>4</sup> making it one of the most ratified international treaties.

Nonetheless, many women and girls are denied the ability to fully exercise the right to education. The fact that more than 113 million children in developing countries, at least 60 million of them girls, do not have access to primary basic education,<sup>5</sup> and the fact that an estimated 960 million adults in the world are illiterate, two-thirds of them women,<sup>6</sup> are striking examples of gender discrimination.

The world critically needs a change in the approach to education. Governments have the obligation of improving the educational system, making education accessible for all, especially for women and girls with limited means. About 855 million people (more than

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<sup>2</sup> World Declaration on Education for All, Preamble, available at: <http://www.un.org/en/documents/udhr/index.shtml>.

<sup>3</sup> Convention on the Elimination of All Forms of Discrimination Against Women, Dec. 18, 1979, 1249 U.N.T.S. 13. Entered into force on September 3, 1981. (Hereinafter CEDAW).

<sup>4</sup> United Nations Population Fund. The Human Rights of Women. <http://www.unfpa.org/rights/women.htm>.

<sup>5</sup> The Dakar Framework for action, EFA: Meeting our Collective Commitments, adopted by World Conference, Dakar 2000; Barbara Herz and Gene Sperling, What works for Girl's education, Evidence and Policies from the developing world, Executive Summary, 2004 at p.2

<sup>6</sup>The People's Movement for Human Rights Education. Women, Human Rights & Education. Available at: [http://www.pdhre.org/rights/women\\_and\\_education.html](http://www.pdhre.org/rights/women_and_education.html).

one sixth of humanity) are at risk of being illiterate at the end of this century, and millions will not meet educational standards.<sup>7</sup>

### A. The Right to Free And Compulsory in Primary Education

Primary education must be free and compulsory as is provided by a number of treaties.<sup>8</sup> This mandatory international law has evolved over time, generating a relationship between parents who have the obligation and the right to send their children to school and states that provide education. A preliminary review of 179 countries supports that 80% of states have implemented their international duty into domestic legislation.<sup>9</sup> However, there are several countries in which education is not compulsory, generating one of the fundamental causes of gender discrimination. Figure 1 shows the approximate percentage per continent where education is not compulsory.

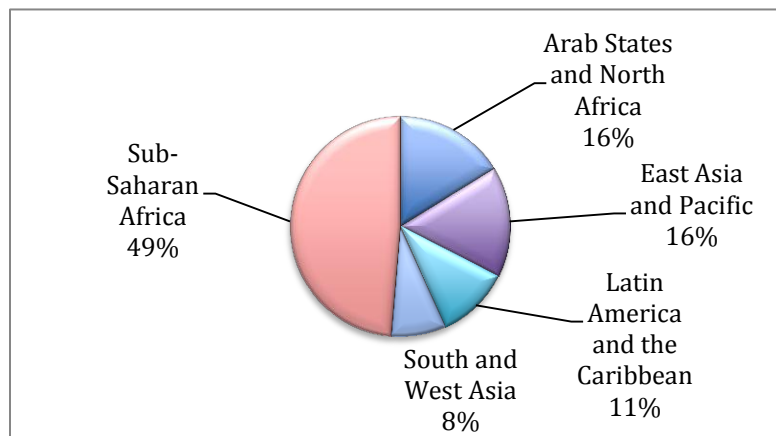


FIGURE 1. Global distribution of countries where education is not compulsory<sup>10</sup>

<sup>7</sup> UNICEF, *The State of the World's Children, 1999*, available at: <http://www.unicef.org/sowc99/sowc99f.pdf>.

<sup>8</sup> International Covenant on Economic, Social and Cultural Rights, Article 13; Convention on the Rights of the Child, Article 28, and Regional and Domestic Guarantees.

<sup>9</sup> Duncan Wilson, *Human Rights, Promoting Gender Equality in and Through Education*, p. 3-4.

<sup>10</sup> Duncan Wilson, *Human Rights*, *Supra* note 9, p. 5.

As Figure 1 shows, there are large number of countries where education is not compulsory. States that do not accomplish their obligation to provide compulsory education and do not implement legislation that guarantees the fulfillment of the right to education are violating their international commitment to guarantee education for all. Governments are responsible for making education possible and accessible to everyone.

The Convention on the Rights of the Child requires states to encourage compulsory school attendance.<sup>11</sup> States have the crucial obligation of enforcing international treaties and making possible that the basic learning needs of all children are met. Governments should be the ones to undertake the responsibility of promoting equal education and the ones to ensure the shift from compulsory education being an obligation of the individual to it being an obligation of the states. Compulsory educational standards establish that “neither parents nor guardian, nor the state are entitled to treat as optional the decision as to whether or not a child should have access to primary education.”<sup>12</sup>

States must have the responsibility of bearing with the cost of proportioning free education without any distinction, exclusion or restriction made as consequence of sex discrimination.<sup>13</sup> Moreover, at least in the elementary and fundamental stages, education must be available for free; parents should not have the obligation to pay for sending their children to school. In addition, sex discrimination in primary school “ whether it is overt

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<sup>11</sup> Convention on the Rights of the Child. Article 28. 1 (a) and (e): States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: (a) Make primary education compulsory and available free to all; (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

<sup>12</sup> ECOSOC Sub-Commission on Economic, Social & Cultural Rights (CERCR), Substantive Issues Arising in the Implementation of the International Covenant on Economic, Social and Cultural Rights: General Comment 11, p. 6, U.N. Doc E/C.12/199/4 (May 10, 1999).

<sup>13</sup> Maria H. Graterol et al, *Girls Learn Everything: Realizing the Right to Education Through CEDAW*, 16 *New England Journal of International and Comparative Law*, p. 4.

or hidden offends the human dignity of the child and is capable of undermining or even destroying the capacity of the child to benefit from educational opportunities.”<sup>14</sup>

Compulsory education is essential to diminishing the effects of discrimination, which has a high detrimental impact on girls’ education. Several countries do, in fact, consider compulsory education as a means to improve their educational systems, in order to eliminate gender discrimination and enhance girls’ educational rights.<sup>15</sup>

## B. The Causes of Violence, Discrimination and Harassment Against Girls in the Context of Education

The causes of violence and discrimination against girls are diverse and complex. They have their roots in the history of mankind and the different roles of men and women. It is well known through history that in many regions of the world women have had very limited rights. According to UNESCO some of the fundamental causes of sex discrimination and violence against girls at school are based on religion and culture<sup>16</sup>. Gender stereotypes and people’s beliefs have given women a determinate position and worth in the society. For example, in Nigeria parents are unwilling to send girls to school because they think that educated girls are not valuable.<sup>17</sup>

In some cultures people’s beliefs preclude girls from attending school. The role of women is deemed to be based on domestic duties, and going to school is seen as an obstacle to performing them in many societies. Discrimination against girls in the context of schooling derives from the unequal kinship structure that currently exists worldwide.

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<sup>14</sup> U.N. Convention on the Rights of the Child, General Comment No. 1: The aims of Education, p. 23, U.N. Doc. CRC/GC/2001/1 (Apr. 17, 2001).

<sup>15</sup> Report of Egypt under CEDAW, 2000, CEDAW/C/EGY/4-5, p.60.

<sup>16</sup> UNESCO Bangkok, Getting Girls Out of Work and Into Schools: police brief 2006, p.6.

<sup>17</sup> ActionAid International, Stop Violence Against Girls in School, p.4. 2004 available at: [http://www.actionaid.org.uk/doc\\_lib/125\\_1\\_stop\\_violence\\_against\\_girls.pdf](http://www.actionaid.org.uk/doc_lib/125_1_stop_violence_against_girls.pdf).

For example, in India the kinship structure is men over women, son over daughters, fathers over mothers and husbands over wives.<sup>18</sup> This structure means that girls should be out of the public sphere, and their behavior must be carefully controlled with the purpose of procreating and serving as good wives. Conversely, boys are supported by their families and have the right to be well educated and the right to be free.<sup>19</sup>

Moreover, discrimination against girls is the result of the lack of educational models that support respect for gender diversity.<sup>20</sup> According to Vernor Muñoz Villalobos the Special Rapporteur for the right to education from 2004 to 2010, there are a number of factors that hinder girls' right to education and result in gender sex inequality. He pointed out several causes that negatively affect the right to education:

“The long distances that girls must travel to get to school; to the lack of safe transport; to the sparse recruitment of women teachers; to the limited attention paid to girls with special education needs; to the absence of thorough, continual gender awareness-raising and training for male and female teachers; to the scant interest taken in attracting back and retaining pregnant teenagers and adolescent mothers; to the lack of sex education, and to the cost of registration, uniforms, food, textbooks and teaching materials that must defray, which affect girls more unfavorably.”<sup>21</sup>

Violence and sexual aggression against girls is another factor that impedes girls from exercising their right to education. Culture plays an important role in how people envisage violence. In many societies violence is part of the culture. Research conducted in the UK and India suggests that a significant number of young people believe that sexual violence is permissible.<sup>22</sup> In South Africa violence is considered part of culture,

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<sup>18</sup> See ActionAid International, supra note 17, at p.5.

<sup>19</sup> Id., at 6.

<sup>20</sup> See Maria H Graterol, supra note 14, p. 5.

<sup>21</sup> ECOSOC, Report of the United Nations Special Rapporteur on the Right to Education, Girls' Right to Education, p. 44, U.N Doc E/CN.4/2006/45 (2006) Made by Vernor Muñoz Villalobos.

<sup>22</sup> See ActionAid International, supra note 17, p. 6.

particularly among young people. Research about how people define sexual violence there indicates that both boys and girls do not consider sexual violence as a sexual assault made by someone they know.<sup>23</sup> In Ethiopia an estimated of 93% of male students affirmed that they are aware that violence against women is a crime. Nonetheless, around 33% of them declare that they have the right to get whatever they want, and they should use any means to get it. An estimated 21% of them claim to behave in this way themselves.<sup>24</sup> In Zimbabwe, girls and boys have their own conception about violence. In schools girls are victims of sexual harassment and violence and for them this kind of conduct is permissible. For example girls:

“Regarded attempts by male teachers to touch and fondle them as clearly wrong and their use of insulting or sexually explicit language as forms of abuse. However they were less certain about a teacher’s attempt to form what they might perceive as a ‘serious relationship’, in part because they believed it might lead to marriage.”<sup>25</sup>

### C. HIV/AIDS, Pregnancy and the right to Education

HIV/AIDS is a worldwide epidemic that has become a global crisis; around 38 million people are infected with HIV/AIDS. When a girl is diagnosed with HIV/AIDS she is removed from school. According to the U.N, young African women between 15-24 are three times more likely to be infected than men of the same age.<sup>26</sup>

Additionally, in many developing countries early marriage and pregnancy have severe consequences in the fulfillment of the right to education and prevent girls from benefiting from educational opportunities. In Kenya around 13,000 girls drop out of

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<sup>23</sup> Id., p.7.

<sup>24</sup> Id., p.7.

<sup>25</sup> See ActionAid International, supra note 17. p. 6; Mirsky J, *Beyond Victims and Villains: Addressing Sexual Violence in the Education Sector*. The Panos Institute. London 2003, p. 22

<sup>26</sup> See Action Aid international, supra note 17.



school every year because of pregnancy, and around 17 percent of girl are sexually active before they even turn 15.<sup>27</sup>

Schools have the critical role in fighting against the HIV/AIDS and the pregnancy epidemic. Schools can reach a great number of people and save lives with preventive information. Education is the key to diminishing the risk of HIV and teen pregnancy; in fact, education is so powerful that it is consider a “social vaccine”.<sup>28</sup>

The Commission on Human Rights as part of the United Nations Literacy Decade (2003-2012), exhorted member states:

"(a) To give full effect to the right to education and to guarantee that this right is recognized and exercised without discrimination of any kind; (b) To take all appropriate measures to eliminate obstacles limiting effective access to education, notably by girls, including pregnant girls, children living in rural areas, children belonging to minority groups, indigenous children, migrant children, refugee children, internally displaced children, children affected by armed conflicts, children with disabilities, children with human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) and children deprived of their liberty."<sup>29</sup>

### III. FAILURE OF GOVERNMENTS TO PREVENT AND REDRESS GENDER DISCRIMINATION AND VIOLENCE IN EDUCATION

Governments have agreed to implement national legislation to address violence against women and to guarantee access to education to boys and girls of all ages. They also consent to provide legal aid and other services for women and girls at risk of being

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<sup>27</sup> Humanitarian News and Analysis a Service of the UN Office for the Coordination of Humanitarian Affairs. KENYA: More education equals less teen pregnancy and HIV, available at: <http://www.irinnews.org/Report/79456/KENYA-More-education-equals-less-teen-pregnancy-and-HIV>.

<sup>28</sup> Right to Education Project Promoting Mobilization and legal accountability: HIV/AIDS, available at: <http://www.right-to-education.org/node/645>.

<sup>29</sup> Human Rights Education Associates: Right to Education, Resolution 2002/23 available at: [http://www.hrea.org/index.php?doc\\_id=402](http://www.hrea.org/index.php?doc_id=402).

mistreated or discriminated.<sup>30</sup> Many countries have ratified international treaties dealing with the right of equal education and the protection of women; however, reports submitted by the states parties show that sex discrimination in the area of education persists and that governments have not overcome the barriers to ensure the right to education. The failure of governments to fulfill their responsibility of providing education regardless of sex, race or economical condition has generated negative consequences all over the world as is evidenced by the example that follow.

### 1. The Situation in Latin America

Latin America and the Caribbean are currently facing a high level of discrimination and violence against women. Violence in the area of education has been found to be widespread in countries as Nicaragua, Panama, Dominican Republic, Honduras, Guatemala, Mexico and Peru.<sup>31</sup> In addition the level of illiteracy is significantly high more than 1.1 million young people between the ages of 15-19 have never attended school and another 5 million never finished their primary education.<sup>32</sup>

According to UNICEF Latin America is currently facing big obstacles for the completion of secondary schooling, especially among rural populations, people with limited means, and afro-decedents.<sup>33</sup> Moreover there are some parts of Latin America where girls and women from indigenous areas have little opportunity to learn to read and

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<sup>30</sup> United Nations Department of Public Information DPI/1772/HR February 1996, available at: <http://www.un.org/rights/dpi1772e.htm>.

<sup>31</sup> Amnesty International: Violence Against Girls in Schools Key Facts, available at: <http://www.amnesty.org/en/key-facts/violence-against-girls>.

<sup>32</sup> UNICEF: The right to education an unfinished task for Latin America and the Caribbean, Number 3, August 2006, p. 5 available at: [http://www.cepal.org/dds/noticias/desafios/0/27880/Desafios\\_Nro3\\_eng.pdf](http://www.cepal.org/dds/noticias/desafios/0/27880/Desafios_Nro3_eng.pdf).

<sup>33</sup> Id., p. 5.

write.<sup>34</sup> Bolivia provides a case study that illustrates these problems.

### A) Case Study Bolivia

Bolivia has been party to CEDAW without reservations since 1990 and it ratified the optional Protocol in 2000.<sup>35</sup> Nonetheless, sex and ethnic discrimination turn Bolivia into one of the most unequal countries for education opportunities in Latin America.<sup>36</sup> Women have very low levels of protection. Living conditions in Bolivia are among the worst in Latin America, girls and women live in an environment where are frequently victims of violence and discrimination.<sup>37</sup> Women face high levels of discrimination causing detrimental effects in the area of education. Thirteen percent of adult women in Bolivia are illiterate compare to only 5% of men.<sup>38</sup>

Violence is a significant problem, girls cannot protect their physical integrity and going to school has become a very dangerous task causing an educational crisis. According to the Panos Institute gender violence causes more death and disability in Bolivia in women between ages of 15 to 44 than do cancer, malaria, traffic accidents, or war.<sup>39</sup> Fifty percent of Bolivian had suffered some kind of physical or philological violence.<sup>40</sup> According to Child Defense International Bolivia violence at school is significantly high, there is an estimate of 100 cases of sexual attack on children at school,

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<sup>34</sup> Id., p. 5.

<sup>35</sup> Gender Discrimination in Education: The violation of rights of women and girls. Global Campaign for Education. Feb, 2012. A report submitted to the Committee on the Elimination of Discrimination against Women (CEDAW), p. 5, available at: [http://campaignforeducation.org/docs/reports/GCE\\_INTERIM\\_Gender\\_Report.pdf](http://campaignforeducation.org/docs/reports/GCE_INTERIM_Gender_Report.pdf)

<sup>36</sup> Center for Economic and Social Right: Fact sheet no. 2. Bolivia, available at: <http://www.cesr.org/downloads/Bolivia%20Fact%20Sheet.pdf>

<sup>37</sup> See supra note 32.

<sup>38</sup> Id., at p. 5.

<sup>39</sup> Foundation for sustainable development: Gender Equality issues in Bolivia, available at: <http://www.fsdinternational.org/country/bolivia/weissues> .

<sup>40</sup> See footnote 32, p. 5.

every day.<sup>41</sup>

Another factor that hinders the girls' access to education is early pregnancy. Bolivia has the highest rate of maternal mortality in Latin America and the Caribbean, with the exception of Haiti.<sup>42</sup> About 57 percent of Bolivian girls start their sexual life before the age of 20 (the highest in Latin America). Even though the government of Bolivia allows girls to continue studying while pregnancy, girls are often excluded due the social pressure of keeping pregnant girls out of the school.<sup>43</sup>

Levels of discrimination are significantly high among indigenous women. An example of this is the case of an indigene woman named Amalia Laura. Amalia Laura is a 23-year-old law graduate who was discriminated by her classmates based on her indigenous background. During her studies at a local law center she was repeatedly targeted for the way she dressed and the way she wore her hair. The day of her graduation her picture was altered by her classmates with the only purpose of making fun of her.<sup>44</sup> This situation resembles the cruel intolerance for indigenous people making more difficult for them to have access to education.

Bolivian women play a subordinate role in the society, which combined with the lack of opportunities and the existence of a weak educational system, result in a critical problem. Women are depending of men and do not have the economic capacity to separate themselves from violent situations.<sup>45</sup> The Government of Bolivia has absolute responsibility for promoting equal access to education. Education has enormous power in overcoming all forms of discrimination and promoting an environment of mutual

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<sup>41</sup> Id., at p. 5.

<sup>42</sup> See Foundation for sustainable development, supra note 36.

<sup>43</sup> See supra note 32, p. 5.

<sup>44</sup> Id., p. 5

<sup>45</sup> See Foundation for sustainable development, supra note 36.

respect.<sup>46</sup>

## 2. The situation in South Asia

South Asia is one of the highest gender-unequal and insensitive region in the world.<sup>47</sup> Cultural and social customs create overlapping disparities and extreme gender bias that impede girls to exercise their right to education.<sup>48</sup> In South Asia there are countries as Afghanistan, Bhutan, India, Nepal, and Pakistan where girls' attendance to school has remained problematic, indicating a disproportion between girls and boys in terms of access to basic education.<sup>49</sup> An example of this is the situation in Pakistan.

### A) Case Study Pakistan

There are some states parties in where sex discrimination is the norm; one of those countries is Pakistan. Pakistan is member of CEDAW since 1996, with some reservations to its clauses.<sup>50</sup> States parties to CEDAW are legally bound to implement its provision transforming them into domestic law. However, the situation it is critical and needs close attention from the Government.

The level of illiterately among women is very high; only 4 in 10 Pakistani women can read and write, compared to 70% of men.<sup>51</sup> An estimate of 8 million girls of school age are out of school. This striking educational disadvantage is consequence of an unequal education system.<sup>52</sup> Women in Pakistan are treated as a second-class citizen. They are highly oppressed and marginalized. Levels of domestic violence and

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<sup>46</sup> See supra note 31, p. 9.

<sup>47</sup> Roshan Chitrakar, *Overcoming Barriers to Girls' Education in South Asia: Deepening the Analysis*, 2006 available at: [http://www.ungei.org/resources/files/whole\\_book\\_b.pdf](http://www.ungei.org/resources/files/whole_book_b.pdf) .

<sup>48</sup> UNICEF South Asia ROSA, available at: <http://www.unicef.org/rosa/about.html> .

<sup>49</sup> See supra note 46.

<sup>50</sup> *Political Turmoil in Pakistan: CEDAW, Women Emancipation & Pakistani Women*, available at: <http://hasnacheema.blogspot.com/2008/01/cedaw-women-emancipation-pakistani.html> .

<sup>51</sup> See supra note 32, p. 16.

<sup>52</sup> See supra note 32, p. 16.

exclusionary social practices are on the increase; cases of domestic violence are seldom reported and almost never investigated.<sup>53</sup> Moreover, Pakistan has suffered the consequences of one of the worst floods in history in 2010, which left around 680,000 girls affected.<sup>54</sup>

Gender violence in the form of physical, sexual, psychological and emotional is widespread in Pakistan. Pakistani practices and the enforcement of Muslim Family law makes women subject to discrimination and exclusion, jeopardizing the interests and the wellbeing of women in the society. Pakistani culture involves the practice of serious intimidating activities against women. The amount of violence that Pakistani girls have to bear has severe consequences in education. Some studies conducted in North Pakistan show that girls' right to education is highly restricted as a consequence of their families' fear of violence while traveling to school.<sup>55</sup>

Furthermore, female teachers as well as students have been victims of violence at school or on the way to school, they are often assaulted in village where they work and are force to stop teaching or studying. This practice discourages teachers from teaching as well as female students to assist to school.<sup>56</sup> An example of this is the recent case of a 14 year-old girl called Malala Yousafzai, who was victim of a brutal assassination attempt while she was on a school bus. She was shot in the head and neck by a Taliban after demanding education for women and girls in her home country. Malala is known by her efforts to promote the right to education in Pakistan. According to the UNESCO the assassination attempt on Malala represents a extreme violation of the human right to

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<sup>53</sup> See supra note 32, p. 16.

<sup>54</sup> Aleem Maqbool, BBC News South Asia. Abandoned and angry: Pakistan flood villagers' story, January 2011, available at: <http://www.bbc.co.uk/news/world-south-asia-12311276> .

<sup>55</sup> See supra note 32, p. 16.

<sup>56</sup> See supra note 32, p. 16.

education.<sup>57</sup>

The education crisis for women in Pakistan is the consequence of social discrimination and cultural practices that lead to the detriment of the status of women. It is time for the Government of Pakistan to assume its obligations to address the various educational problems as they related to gender disparities.

#### IV. RECOMMENDATIONS FOR ACTION

Due to the several issues address in this report, Human Rights Advocates (HRA) requests that the Commission on the Status of Women consider the following recommendations in the Agreed Conclusions for its Fifty-seven session:

**A. Governments' participation in promoting equal education for women and girls in a violence free environment.**

1. All Governments must ratify and implement the Convention on the Elimination of all Forms of Discrimination against Women. States party should withdraw reservations to the Convention, and ratify its Optional Protocol. States must provide detailed information on measures taken to end gender discrimination and violence against women and girls in reports to the Committee on the Elimination of Discrimination against Women so as to increase accountability.
2. Governments should recognize gender discrimination and violence against women and girls in school as a problem in urgent need of attention, and implement legal frameworks that criminalize this kind of violence.
3. Governments should take action plans and policies promoting measures for prevention violence against girls in school in order to guarantee the right to

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<sup>57</sup> UNESCO and Pakistan stand up for Girls' right to education, November 2012, available at: [http://www.unesco.org/new/en/media-services/single-view/news/unesco\\_and\\_pakistan\\_stand\\_up\\_for\\_girls\\_right\\_to\\_education/](http://www.unesco.org/new/en/media-services/single-view/news/unesco_and_pakistan_stand_up_for_girls_right_to_education/).

education.

4. Governments should cover the prosecution and punishment of perpetrators of violence against women and girls in order to end impunity.
  5. States should take further legal steps to criminalize violence against women in the area of education, and stop any custom, tradition or religious consideration that limit girl's enjoyment of the human right to education.
- B. Actions from International bodies to prevent violence against women in schools
1. Increasing the dialogue between CEDAW and the main UN bodies with the purpose of promoting multilateral initiatives that address gender equality and the right to education.