

27 September 2004  
English  
Original: Spanish

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

**Responses to the list of issues and questions for consideration of the combined**

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**international human rights instruments are part of national legislation and, if so, whether they may be invoked before the courts.**

Article 137 of the 1992 Constitution provides that the Constitution is the supreme law of the Republic. The Constitution, international treaties, conventions and agreements that have been approved and ratified, laws passed by Congress and other related legal provisions of lesser rank make up the national legal system, in descending order of importance.

Article 145 provides that the

of the Child

An agenda was established with various organizations which are part of the women's movement, and so far the following activities are envisaged: (a) a meeting of cooperative women on 25 September 2004 to include the issue of electoral reform and the proposal to establish a Ministry of Social Development. The National Ci

**over the past three years, in government delegations to regional and international forums that are not aimed exclusively at women**

“ensure full access to education for men and women and a proportionate length of attendance in the educational system, and the promotion and incorporation of gender equality in teaching practice”.

Since it began implementing PIO II, PRIOME has developed the following basic lines of action in putting it into effect:

- (a) Review and modification of the curricula at the various formal and informal levels of education;
- (b) Analysis of texts and educational material in the context of the educational reform;
- (c) Training in teacher training and the introduction of teachers to new ideas;
- (d) Raising the teaching community’s awareness of the principle of equal educational opportunity for men and women;
- (e) Review of Ministry of Education and Culture’s policies and the introduction of changes ensuring that educational practice is directed

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conducted in the mass media that uses a multimedia approach to subjects like the sharing of household tasks.

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*Teacher-training institutions*

	<i>Male</i>	<i>Female</i>
Percentage	30.6	69.4
Countrywide total	7 710	17 459

*Gross enrolment rates*

<i>Countrywide total</i>	<i>Pre-school (5-year-olds)</i>	<i>First and second cycle (6- to 11- year-olds)</i>	<i>Third cycle (12- to 14-year- olds)</i>	<i>Third cycle (13- to 15-year- olds)</i>	<i>Secondary school (16- to 18-year- olds)</i>
Percentage	81				

**CEDAW/**

<i>Level and sex</i>	<i>Total</i>	<i>1997 Public</i>	<i>Private</i>	<i>Total</i>	<i>2001 Public</i>	<i>Subsidized private</i>
Primary education	9 917	6 074	3 843	10 059	6 026	4 033
Male	5 351	3 264	2 087	5 440	3 267	2 173
Female	4 566	2 810	1 756	4 619	2 759	1 860

*Source:* Ministry of Education and Culture, Educational Planning Department, 2001 Yearbook.

### **Bilingual intercultural education**

One of the valuable achievements of the educational reform was the design and introduction of the bilingual (bilingüe) educational programme into the system. It is a planned process of using two languages in primary school, meaning that bilingual education refers solely to the teaching of the two official languages (their function as languages of instruction) but that it involves using both languages as vehicles for transmitting the content of other areas of knowledge (their function as languages of instruction).

At the secondary school level, the

assessment of PRIOME a regular occurrence. The following points were considered:  
the fuller incorporation of the programme into the Ministry of Education and  
Cultu

two years of implementation in the Departments of Itapuá, Caaguazú and San Pedro, this programme has reached its second phase. It is directed towards groups of men and women who are always left behind by the educational system and are in situations of vulnerability. A total of more than 3,200 persons participated in the programme, of whom 75 per cent were women and 25 per cent men. Communities, government authorities and non-governmental organizations are gradually taking over the administration, support and monitoring of the model programme. The Ministry of Education and Culture is now seeking more international cooperation with a view to reproducing the model in other Paraguayan departments.

**10. The fifth report states that progress has been made with respect to students who become pregnant and teachers who are single mothers, who “five years ago would have been dismissed from school” (page 19). Please indicate how this progress was achieved and whether the right of pregnant students to remain in educational institutions, whether public or private, is respected at the national level.**

Students and teachers 178 453 Tm(n)Tj 1.009(.)Tj 1.00968 0 0 -1 1799 In009(.)Tj 1.00968 0Q

participation in the workforce, under the auspices of ILO, there is actually a discrepancy between the measurements of poverty by the Economic Commission for Latin America and the Caribbean (ECLAC) and by the Directorate of Statistics, Surveys and Censuses (DGEEC): according to ECLAC, overall poverty in Paraguay in 1999 was 60.6 per cent and extreme poverty



<i>Category of unemployment</i>	<i>Women</i>	<i>Men</i>	<i>Total</i>
Disguised unemployment	8.7	3.1	5.3
<b>Total unemployment</b>	<b>17.9</b>	<b>9.6</b>	<b>13.0</b>

  

<i>Category of underemployment</i>	<i>Women</i>	<i>Men</i>	<i>Total</i>
Total underemployed population	28.3	21.5	24.1
Visible underemployed population	11.6	5.1	7.6
Invisible underemployed population	16.7	16.4	16.5

*Source:* Permanent Household Survey (EPH) 2003.

**Average monthly income from principal activity by area and sex**  
(among Guaraní, March 2001)

<i>Area</i>	<i>Women</i>	<i>Me</i>
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According to the study entitled “*Seguimiento de Indicadores sobre la Niñez Trabajadora, según Encuesta de Hogares*” (“Monitoring indicators on working

Emphasis has been placed on “improving health care” through direct inpatient and outpatient care.

Through the implementation of the primary health care strategy, the basic infrastructure and resources of essential health services are being strengthened, and integral care programmes are being carried out for the various age groups of the population (children, adolescents, women and older persons), with an emphasis on rural indigenous people and mar

rise to suggestions for the formulation of a





sectoral and regional gender policy in the country's interior, promoting equal opportunities for men and women. Part of the process consists in promoting the implementation of the Agrarian Act.

**21. The fifth report states that approximately 25 per cent of households are headed by women and that, according to the 2002 Census, the percentage is higher in rural areas. Please indicate whether programmes have been introduced to benefit this group of women, who "are the most vulnerable to falling deeper into poverty".**

In accordance with section 4, goal 4.7 of the First National Plan for Equal Opportunities for Men and Women, 1997-2001 (P10 I), which provides for promotion of access by rural women to production services and resources. Women's Bureau assisted in the preparation of statistical studies to identify de facto discrimination in the allocation of land and credit to rural women; it worked in coordination with the institutions responsible for programmes for allocation and ownership of land and rural settle0 0 -1 738 1003 Tm(s)T.00968 0 0 -1 548 1053 93.00968 0 0 -1 1210 1103 Tm(p)T8













on the Rights of the Child, international human rights agreements to which Paraguay is a party, and domestic legislation.

The current Code establishes the municipal Children's Rights Councils (CODENIS) for the purpose of providing children and adolescents with the sustained protection, promotion and defence of their rights, free of charge. The National Secretariat

Table 2.1

**Primary and secondary enrolment, by grade and sex and by Department, urban or rural area and type of school**

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<i>Enrolment by grade and sex</i>						
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>Total</i>

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*Enrolment by grade and sex*

1 2 3 4 5 6

<i>Department, urban or rural area and type of school</i>	<i>Enrolment by grade and sex</i>																		
	<i>1</i>			<i>2</i>			<i>3</i>			<i>4</i>			<i>5</i>			<i>6</i>			<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>M</i>

Department,  
urban or  
rural area  
and type

Enrolment by grade and sex

1

2

3

4

5

6

Total



*Enrolment by grade and*

*Enrolment by grade and sex*

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<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>Total</i>
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*Enrolment by grade and*



