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Item 20 of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART I

GENERAL MONITORING

SUMMARY

At the 196th session, the Executive Board decided to defer to its 197th session discussion of this item, upon a recommendation by the Committee on Conventions and Recommendations (CR), which did not have the time needed for its consideration.

This document therefore contains an overall report on the conventions and recommendations of UNESCO that the CR Committee is required to monitor, and an analysis of specific measures adopted by the Secretariat within the framework of the monitoring of the implementation of standard-setting instruments and the difficulties encountered for each of the instruments, since the 195th session of the Board.

This item has no financial or administrative implications.

Action expected of the Executive Board: Proposed decision in paragraph 40.

1. In compliance with 195 EX/Decision 15, the Secretariat prepared a document on the general monitoring of the implementation of UNESCO's standard-setting instruments that the Committee on Conventions and Recommendations (CR) is required to monitor (document 196 EX/19 Part I). However, at its last session, the Executive Board decided to defer to its 197th session discussion of this item, upon a recommendation by the CR Committee, which did not have the time needed for its consideration.
2. This document therefore contains, following a brief report on the status of ratification of the conventions (and the 1962 Protocol), an assessment of the measures taken by the Secretariat for

the implementation of that framework and an analysis of specific measures adopted by the Secretariat as part of the monitoring of the implementation of standard-setting instruments and any difficulties encountered for each of those standard-setting instruments, since the 195th session of the Executive Board.

Status of ratification of the 1960 and 1989 Conventions¹

3. As at 1 July 2015, the *1960 Convention against Discrimination in Education* had been ratified by 100 States and 17 States had ratified the *1989 Convention on Technical and Vocational Education*. In comparison with the document submitted at the 195th session, no new States have ratified the Convention.

4. The table below shows the number of ratifications per UNESCO electoral group for the two conventions, together with the percentage of ratifications of those instruments within each of the six electoral groups. A full list of States Parties and non-Parties per electoral group has been posted on the webpage devoted to CR activities on the UNESCO website.²

| Conventions | Number of ratifications per electoral group (percentage of ratifications within each electoral group) | | | | | |
|------------------------------|--|-------------|----------------|--------------|----------------|----------------|
| | Group I | Group II | Group III | Group IV | Group V(a) | Group V(b) |
| 1960 Convention ³ | 16 (59.26%) | 22 (88%) | 19 (57.58%) | 11 (25%) | 22 (46.81%) | 10 (52.63%) |
| 1989 Convention | 0 (0%) | 3 (12%) | 0 (0%) | 3 (6.81%) | 5 (10.64%) | 6 (31.58%) |

Analysis of the specific measures adopted by the Secretariat within the framework of the monitoring of the implementation of standard-setting instruments and the difficulties encountered for each of the instruments

5. The information contained in paragraphs 6 to 39, below, was provided by the programme sectors concerned and by the UNESCO Institute for Statistics.

- **1960 Convention against Discrimination in Education (ED)**

6. In the document 195 EX/15, an analysis of challenges and obstacles encountered by Member States in the implementation of the provisions contained in the 1960 Convention and Recommendation was provided. This analysis was based on the findings of the eighth Consultation (2011-2013) on the measures taken by Member States to implement the 1960 Convention and Recommendation.⁴ The national reports submitted on the occasion of the Consultation pointed out various difficulties gathered in four main areas: (1) issues pertaining to the perception of education

¹ The 1970 Convention has had a specific institutional monitoring mechanism since 2012.

² http://portal.unesco.org/en/ev.php-URL_ID=46874&URL_DO=DO_TOPIC&URL_SECTION=201.html.

³ The 1962 Protocol instituting a Conciliation and Good Offices Commission to be Responsible for seeking the Settlement of any Disputes which may arise between States Parties to the Convention against Discrimination in Education has been ratified by 34 States, distributed by electoral group as follows: Group I: 12 (44.44%); Group II: 0 (0%); Group III: 7 (21.21%); Group IV: 4 (9.09%); Group V(a): 7 (14.89%); Group V(b): 4 (21.05%). In March 2015, the Secretariat called for nominations from States Parties to the Protocol for the election of the members of the Commission at the 38th session of the General Conference (see document 197 EX/21). To date, the Commission has never been called upon to use its good offices or exercise its conciliatory functions. For more information on the Commission:

⁴ http://portal.unesco.org/en/ev.php-URL_ID=23762&URL_DO=DO_TOPIC&URL_SECTION=201.html.

http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/single-view/news/combating_discrimination_in_education/

and *de facto* discriminations, including national minorities and religious beliefs, (2) issues related to the costs and financing of education, (3) the educational provision, including the conditions of education, equal treatment and other related issues; (4) institutional and legal difficulties as well as the lack of data and communication-related obstacles.

7. During the current reporting period, the Secretariat's action addressed the difficulties reported around the monitoring and advocacy in relation to States' legal obligations under the Convention. The Secretariat pursued its efforts towards reinforcing the monitoring and enhancing the promotion of the right to education. Various actions were conducted in line with the established implementation strategy and, thus, contributed to strengthening the implementation of the right to education:

- The first line of action is to further encourage Member States to ratify and implement the 1960 Convention through the follow-up to the 8th Consultation and launch of the ninth Consultation (2015-2017). In the context of the follow-up actions to the eighth Consultation, a series of thematic mappings has been initiated: after the publication of the document on girls' and women's right to education,⁵ and of the document on the right to education for persons with disabilities⁶ which was prepared as a background document on implementing inclusive education to meet the educational needs of persons with disabilities,⁷ a document on the Right to education and the teaching profession was prepared as a background document for the twelfth session of the Committee of Experts on the Application of the Recommendations concerning Teachers (CEART) (April 2015). These three documents are intended to raise awareness on these important issues and to serve as a practical tool for both advocacy and monitoring. The Secretariat is currently finalizing the new edition of the Compendium of practical examples on the right to education based on the eighth Consultation. In addition, the work on the launching of the 9th Consultation on the implementation of the 1960 Convention and Recommendation has been initiated by the initial preparation of the reporting guidelines to be submitted to the present session of the Board (197 EX/20 Part V). Finally follow-up action to the Circular Letter launching the new ratification campaign and urging Member States to take appropriate measures for ratifying the Convention is being carried out with field offices.
- The second line of action is to assist the Member States in reviewing their legal and policy frameworks in view of strengthening the foundations of the right to education in national legal systems. The *Guidelines for reviewing national legislation and policies in the field of right to education* have been published and made available online. These Guidelines aim at assisting countries wishing to assess the compatibility of their national education laws and policies with international standard-setting instruments on the right to education. More specifically, the purpose is to provide guidance for reviewing the national education legal and policy frameworks. This review will allow assessing the status of the right to education at country level and its compatibility with international and regional human rights instruments; identifying gaps in education norms and policies; and making recommendations for the full alignment of national constitutions, legislations and policies with international standards and provisions. The pilot-testing phase has started in Nepal, UNESCO/Kathmandu with support from UNESCO/Bangkok. The global review report was prepared with series of consultation and one more national level consultation will be undertaken before its finalization. The pilot-testing phase continues in Haiti, by UNESCO/Port au Prince, which has initiated the process.

⁵ "Overview of the measures supporting the right to education for girls and women reported on by Members States"

⁶ "Overview of the measures supporting the right to education for persons with disabilities reported on by Member States"

⁷ Presented at a parallel session of the International conference "From exclusion to empowerment: role of ICTs" (India, Nov. 2014)

- The third line of action is to reinforce the right to education through operationalization and further development of the global database on the right to education and regular reporting on implementing measures taken by Member States. The database is operational and was officially launched in September 2014. The database helps to monitor the implementation of the right to education and assists research efforts and policy evaluations. It can also contribute to government accountability and transparency by sharing information and practices, as well as foster international cooperation by offering a platform for governments to identify areas of possible regional and international cooperation. This tool will also help strengthen advocacy on the right to education and inform citizens and governments of their rights and duties in this field. Communication material has been produced and disseminated. Since the launch, approximately 30 country profiles have been updated. An action plan for the updating and further development of the database is being defined, and in connection to this, user guides have been developed. In terms of monitoring the right to education through assessment at country level, reports on the status of the implementation of the right to education regarding 42 countries were prepared and submitted in the context of the universal periodic review.

- **1989 Convention on Technical and Vocational Education (ED)**

8. Pursuant to 190 EX/Decision 24 (III), the monitoring of the implementation of the 1989 Convention and the 2001 Revised Recommendation is delayed pending a possible revision of their texts (see also paragraphs 34 to 36, below).

- **1960 Recommendation against Discrimination in Education (ED)**

9. (See paragraphs 6 and 7, above).

- **1966 Recommendation concerning the Status of Teachers and 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel (ED)**

10. Activities and measures adopted by the Secretariat in relation to the 1966 and 1997 Recommendations have been guided by the extent to which they have responded to issues, trends and recommendations presented in the Final Report of the eleventh Session of the joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) in Geneva at ILO Headquarters (8-12 October 2012). The CEART also met recently at its twelfth Regular Session in Paris from 20 to 24 April 2015.

11. The Secretariat has supported Member States in their implementation of the 1966 and 1997 Recommendations in light of the issues above identified:

- Improving the status and the professionalization of teachers and higher education personnel:
 - Building capacity for effective teacher policy development based on social dialogue: Funded by the Global Partnership of Education, UNESCO, in partnership with Education International, launched in October 2014 the project “Improving Teacher Support and Participation in Local Education Groups (LEGs)”. Through capacity-building and promotion of an effective social dialogue between national governments and teacher organizations, the project aims to engage teachers on the debate and elaboration of policies to enhance the effectiveness of teaching and, consequently, increase the quality of education. The project, to be implemented in 10 countries in Africa, Latin America and the Caribbean, and Asia and the Pacific, until mid-2016, had its first national capacity-building workshop in Kampala, Uganda (November 2014), including 40 teacher union participants from 10 regions in the country.

- Improving the quality of teacher education curricula and relevant qualification frameworks: the Secretariat assists governments with the development of teacher education curricula and qualification frameworks that aim to improve the status of the profession with equity and quality across the teaching force. A gender mainstreaming guide for pre-service teacher education has been produced in 2014 and will be piloted in Africa, Arab States, Asia and the Pacific, Europe and Latin America and the Caribbean. Also, a regional analysis of teacher education and professional development practices, trends, emerging issues and challenges, has been undertaken by regional consultants in Arab States, Africa and Latin America and Caribbean. On the basis of these reports, guidelines are being developed for the design and implementation of teacher education curricula and in-service training programs in the above regions. As part of the Capacity Development for Education for All (CapEFA), Programme that started in 2003, the Secretariat continues to provide support to eight countries in relation to evidence-based teacher policy formulation and teacher education development (Burkina Faso, Burundi, Guinea, Lao People's Democratic Republic, Lesotho, Mali, Niger and Uganda). Based on situational analyses of the teacher sub-sector, countries have advanced with various initiatives that have strengthened the quality of teacher education.
- Knowledge production and advocacy on the status of the profession and teacher shortage: The Secretariat commissioned expert reviews to inform CEART's twelfth Regular Session in Paris from 20 to 24 April 2015. These reviews examined the implications of technological change on the teaching profession; international trends in teacher appraisal; the professionalization of teaching in higher education; quality of teaching in the context of increasing non-public providers of higher education. UNESCO continues to host the Secretariat of the International Task Force on Teachers for Education for All: a voluntary global alliance of education for all (EFA) partners that advocates and facilitates the coordination of international efforts to provide sufficient numbers of well-qualified teachers to achieve the EFA goals. The Task Force recently held its annual Policy Dialogue Forum in November 2014 with attention given to policies, practices and tools for teacher-related targets as part of the post-2015 international education agenda. The annual celebration of World Teachers' Day took place in October 2014 as a joint effort of key partners (ILO, Education International, the International Task Force on Teachers for EFA, OECD and UNESCO Clubs). It raised awareness at a worldwide level on the status of teaching profession and its far-reaching impact on quality education. This event resulted in key issues being identified with subsequent recommendations being provided by participants on teachers' professional development and conditions of work.
- Improving Teacher Education to Counteract School Violence and Discrimination:

Strengthening teachers' ability to respond in their practice to violence, intolerance and discrimination in education. With a global coordination of numerous partners including United Nations agencies, civil society, academia, and teacher unions, the Secretariat leads the development of teacher training and tools in the following topics: gender-based violence, bullying, global citizenship, gender equality, and education for sustainable development (ESD) with particular focus on African countries.
- Quality Teacher Training and Continuous Professional Development in a Digital Era:

Strengthening national capacities to develop and implement technology policies in education, particularly as part of teacher education/training and higher education: The UNESCO-China Funds-in-Trust (CFIT) project on "Enhancing Teacher Education for Bridging the Education Quality Gap in Africa" aims to enhance teacher education in eight African countries through the use of ICTs. This four-year initiative that started in 2012, builds the capacity of governments and teacher-training institutions to increase the

provision of qualified teachers. The project also develops teacher-training institutions' capacity to equip teacher educators and teachers with ICT skills to improve the quality of teaching and learning. The UNESCO ICT-Competency Framework for Teachers (ICT-CFT) aims to develop comprehensive national teacher ICT competency policies and standards. As part of technical assistance and policy advice provided to countries by the Secretariat, the framework takes into account three approaches to teaching: technology literacy – enabling students to use ICT in order to learn more efficiently; knowledge deepening – enabling students to acquire in-depth subject knowledge with application to real-world problems; knowledge creation enabling students, citizens and the workforce, to create the new knowledge required for more harmonious, fulfilling and prosperous societies.

- **1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (ED)**

12. Results of the recent fifth consultation⁸ highlighted several important aspects and challenges related to Member States' successful implementation of the Recommendation. Key among them is recognition of progress made by Member States in developing supporting constitutional, legal, political/administrative frameworks despite the continuing gap between policy made and actual practice.

13. Another major factor in sustaining effective implementation and monitoring of the 1974 Recommendation is collaboration among the various UNESCO entities. Close cooperation between Headquarters and field offices is central to ensuring the implementation of globally defined and developed guidelines and tools at the country level. Furthermore, input from and experiences of local and national partners provide a wealth of information on overall understanding of human rights related issues. The challenge for UNESCO remains the availability of adequate resources, both financial and human resources, to ensure the exchange of information and knowledge on such issues.

14. The Secretariat will launch the sixth consultation (for the period 2013-2016) in the first quarter of 2016. The consolidated report on the results of the process will be submitted to the General Conference at its 39th session. Armed with the knowledge of the constraints and challenges for full implementation of the Recommendation, the Secretariat will closely monitor the results of this consultation process and report on progress achieved to address the situation.

- **1974 Recommendation on the Status of Scientific Researchers (SHS)**

15. The General Conference at its 39th session is to consider both the next report on the implementation of the 1974 Recommendation, and, simultaneously, a revised text for this Recommendation, as decided by the General Conference at its 37th session (37 C/Resolutions 91 and 40). In 2014-15, preparations for the revision of the 1974 Recommendation have advanced as planned, and aspects of this will be reported on to the General Conference at its 38th session (document 38 C/27). Preliminary comments indicate a need to reinforce the monitoring mechanism of the Recommendation. This echoes views expressed previously (documents 37 C/28 and 37 C/59). In accordance with Stage 3(b) of the amended Specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, the Secretariat is to seek advice of the CR Committee prior to the collection of information from Member States, National Commissions, research institutions and civil society organizations in view of preparation of the next monitoring report due in spring 2017.

⁸ The fifth Consultation covered the period from 2009 to 2012 and the consolidated report is contained in document 37 C/27.

- **1976 Recommendation on the Development of Adult Education (ED)**

16. The revision of the 1976 Recommendation proceeded as planned. This was done in coordination with the process for the revision of the 2001 Revised Recommendation concerning Technical and Vocational Education to ensure that the instruments will be mutually reinforcing in addressing key policy issues in particular on lifelong learning and adult continuing training, as well as other contemporary issues, in a consistent manner. The first draft prepared with the help of international experts and in consultation with a range of key stakeholders was sent to Member States in September 2014, together with a preliminary report on the revision process.

17. The draft text reflects the conceptual paradigm shift from supply-oriented adult education to more demand-driven adult learning and education, while recognizing the overall framework of lifelong learning as its backbone. It has a strong reference to the concept of lifelong learning and takes into account the two key purposes of adult learning and education: for life and for work. Consequently, the revised Recommendation shall have the title “Recommendation on Adult Learning and Education” (2015).

18. The foundational role of literacy is reiterated strongly and its function as a condition to realize the right to education is highlighted. The need for a cross-sectoral approach to adult learning and education is underlined, requiring cooperation between various ministries beyond education. Such an approach will result, among other things, in learning achievements of broader population groups, including vulnerable and disadvantaged groups which are often difficult to reach. The areas of action described in the set of concrete recommendations follow the logic of the *Belém Framework for Action*. This is helpful for further monitoring since the established mechanisms of the CONFINTEA process, including the *Global Report on Adult Learning and Education* (GRALE) based on triennial national reports, will serve as the principal instrument to monitor implementation of the Recommendation.

19. The drafting and consultation process clearly revealed that the Recommendation is understood as a crucial instrument to highlight the role of adult learning and education in the post-2015 agenda of the United Nations. The draft reflects this key purpose by relating explicitly to the principles of sustainable development, as already underlined by the previous World Conferences on Adult Education (CONFINTEA V, 1997) and VI (2009). In a seminar on skills for life and work at UIL in summer 2014 which was organized by UIL together with the International Council of Adult Education (ICAE), the function of UNESCO’S Global Report on Adult Education (GRALE) for monitoring the recommendation was reiterated by stakeholders. In June 2015 the draft text was discussed together with the relevance of a revised normative UNESCO instrument for the European Adult Learning Education community with input from the UNESCO Institute for Lifelong Learning (UIL), in a conference organized by a network of the European Society on Research on the Education of Adults (ESREA) in Ljubljana (Slovenia). Participants praised UNESCO’s rights-based approach to ALE.

20. To mobilize the relevant authorities in Member States, UNESCO’s Assistant Director-General for Education sent a letter to all National Commissions in December 2014. In this, he emphasized that the revision process takes place at a critical moment in the international debate on education and development beyond 2015 and that adult learning and education represents a promising response to the challenge of building more equitable and sustainable societies. Comments from 49 Member States were received until May 2015, ranging from detailed responses based on national consultations to the mere expression of agreement with the draft text. The Final Report of the Director-General containing the draft text was communicated to Member States by Circular Letter on 10 April 2015⁹ with a view to its submission to the General Conference at its 38th session.

⁹ <http://unesdoc.unesco.org/images/0023/002325/232596e.pdf>

- **1978 Revised Recommendation concerning the International Standardization of Educational Statistics (UIS)**

21. The first international education data based on the new International Standard Classification of Education (ISCED) 2011 framework are due for publication in February and June 2015 with a further update to follow in November. The second round of the annual Survey of Formal Education was launched in April with first results due for publication in early 2016.

22. UNESCO-UIS, OECD and Eurostat have recently completed a joint Operational Manual on the new classification which will be published in English in the first quarter of 2015 with French and Spanish versions planned for later in the year. The Manual contains many examples of national education programmes and their classification to ISCED 2011 and will greatly assist countries with the mapping process and improve understanding and transparency for users of international education data and indicators.

23. Approximately 160 countries worldwide have completed draft mappings of their national education programmes to ISCED 2011 with approximately 60 of these finalized and ready for publication. Support and advice has been provided to countries through regional and subregional workshops and on an individual basis by UIS Regional and Cluster Advisors based in the field in Africa, Asia and the Pacific, the Arab States and Latin America and Caribbean as well as UIS programme staff during missions to countries. Eurostat and OECD have taken the lead in working with their Member States on the implementation of ISCED 2011 although the UIS, as custodian of the classification, has played an important advisory role.

24. The new classification of fields of education and training (ISCED-F) adopted by the General Conference at its 37th session has been published in all six official United Nations languages. The first international education surveys using ISCED-F are expected to be launched in 2016.

- **1980 Recommendation concerning the Status of the Artist (CLT)**

25. The next consolidated report on the implementation of the 1980 Recommendation will be examined by the Executive Board at its present session, and transmitted to the General Conference at its 38th session for examination. To prepare the report, the Secretariat launched, in October 2014, a survey of the implementation of the Recommendation to UNESCO Member States and civil society organizations. The survey draws particular focus to four contemporary issues: digital technologies and the Internet; transnational mobility of artists; social protection of artists; and freedom of artistic expression. These issues are addressed by both the Recommendation and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

26. The information obtained through the periodic reports demonstrates that while there is activity in some States supporting the status of the artist, more attention must be drawn to the Recommendation to increase its implementation.

27. In summary, the Secretariat is pursuing synergies to monitor the two standard setting instruments on common issues, situating them within the larger context of efforts to integrate culture into the post-2015 United Nations development agenda and related WIPO Internet treaties.

- **1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education (ED)**

28. UNESCO assesses the implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education primarily through monitoring the implementation of the five regional and one interregional conventions. During the period under review, the key achievement was the successful completion of the revision of the 1981 African Recognition Convention (“Arusha Convention”). The Revised Convention was examined and adopted during

the International Conference of States held in December 2014 in Addis Ababa, Ethiopia. Organized with support from Norway and China, the Conference brought together representatives of 48 Member States, of which 42 from Africa, and seven from international organizations. At the close of the Conference, 15 Members from the Africa region and the Holy See signed the text of the Revised Convention. An implementation workshop held during the Conference provided an opportunity for networking and knowledge-sharing across regions on actions to facilitate the implementation of the Revised Convention. A pre-conference event focusing on quality assurance in higher education in Africa was organized on that occasion to promote dialogue, networking and the sharing of knowledge and good practices that can support the design of quality assurance strategies.

29. In Europe, the 2015 Joint Annual Meeting of the ENIC-NARIC Networks (Bregenz, Austria, June 2015) served again as an excellent opportunity for capacity-building and networking for ENIC-NARIC representatives. On that occasion, two parallel workshops were given by UNESCO to inform the Networks on the status of all the regional conventions on the recognition of higher education qualifications. With support from the co-Secretariats (UNESCO and the Council of Europe), the Bureau of the Lisbon Recognition Convention continues their work on the finalization of the draft revised Recommendation on joint degrees and the analysis of the input provided by Parties to the Lisbon Recognition Convention regarding the implementation of the Convention. Both documents will be tabled with the Lisbon Recognition Convention Committee scheduled to be held in February 2016 at UNESCO headquarters.

30. In Asia and the Pacific, work is ongoing to raise Member States' awareness about the importance of the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (Tokyo, 26 November 2011). Information on progress achieved to date, as well as obstacles encountered by Member States with regard to the ratification and implementation of the regional convention has been collected and follow-up actions identified. The thirteenth Asia-Pacific Regional Committee Session on the Recognition of Higher Education Qualification acknowledged the numerous achievements regarding the implementation of the Asia-Pacific Regional Convention. In July 2014, Australia and China ratified the 2011 Asia-Pacific Regional Convention. Future work will focus on supporting the ratification of the 2011 Asia-Pacific Regional Convention as well as on strengthening collaboration with professional quality assurance networks, student bodies and higher education institutions so that stakeholders' awareness and demand can act as a stimulus to encourage Member States to ratify the 2011 Asia-Pacific Regional Convention as a matter of priority.

31. In Latin America and the Caribbean, a presentation by UNESCO-IESALC on the state of the art and perspectives of the Regional Recognition Convention adopted in 1974 was made during the Regional Ministerial Conference "Education for All in Latin America and the Caribbean: Balance and Challenges Post-2015", organized by UNESCO-OREALC in Lima, Peru, on 30 and 31 October 2014.

32. Considering the importance of the internationalization of higher education in Latin America and the Caribbean, the Brazilian Government, in close collaboration with UNESCO Headquarters and the IESALC, will host a high-level meeting of education ministers from Latin America and the Caribbean on the recognition of qualifications in higher education on 27 and 28 August 2015 in Brasilia.

33. Lastly, in compliance with the legal framework adopted by the Executive Board at its 177th session (177 EX/Decision 35 (I)) and the 2014-2017 timetable for the work of the CR Committee on the implementation of standard-setting instruments that the Executive Board is required to monitor (195 EX/Decision 15), the consolidated report on the implementation of the 1993 Recommendation is being submitted to the Executive Board at this session (document 197 EX/20 Part III) before being transmitted to the General Conference at its 38th session.

- **2001 Revised Recommendation concerning Technical and Vocational Education (ED)**

34. The consultation and drafting process for the revision of the 2001 Revised Recommendation concerning Technical and Vocational Education has proceeded as planned. This was done in coordination with the process for the revision of 1976 Recommendation on the Development of Adult Education to ensure that the instruments will be mutually reinforcing in addressing key policy issues in particular on lifelong learning and adult continuing training, as well as other contemporary issues, in a consistent manner. The first draft text of Recommendation concerning Technical and Vocational Education and Training has been prepared by the Secretariat.

35. The first draft text seeks to reflect conceptual and policy developments that stress the need for a more integrated approach towards education and training, a holistic approach to the preparation for work and life, and the development of lifelong learning systems. In keeping with recent discussions on education beyond 2015, it is oriented towards promoting skills for work and life and ensuring that all young people and adults have equal opportunities to learn, develop and upgrade their skills. The first draft text addresses the complexity of TVET governance by encouraging inter-ministerial coordination, partnerships and the mobilization of all stakeholders in particular social partners. With a view to rendering this standard-setting instrument more effective and to facilitate its monitoring, it takes a more concise form than the 2001 Revised Recommendation.

36. A preliminary report accompanied by a first draft text of the Recommendation concerning Technical and Vocational Education and Training was sent to Member States in September 2014 for their comments and observations. To mobilize the relevant national authorities the Assistant Director-General for Education sent a letter to National Commissions in November 2014. Comments and observations from 44 Member States from all regional groups were received, ranging from detailed responses based on national consultations to the simple expression of agreement with the contents of the first draft text. The draft text, as revisited following the procedural consultation, reflects conceptual and policy developments such as the need for a more holistic approach to education and training, an integrated approach to policy development implementation and monitoring and evaluation, reforming qualifications and quality assurance, and the development of lifelong learning systems. The Final Report of the Director-General containing the draft text was therefore communicated to Member States by Circular Letter on 10 April 2015 with a view to its submission to the General Conference at its 38th session in November 2015.

- **2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (CI)**

37. In compliance with the legal framework adopted by the Executive Board at its 177th session (177 EX/Decision 35 (I)) and the 2014-2017 timetable for the work of the CR Committee on the implementation of standard-setting instruments that the Executive Board is required to monitor (195 EX/Decision 15), the third consolidated report on the implementation of the 2003 Recommendation is being submitted to the Executive Board at this session (document 197 EX/20 Part IV) before being transmitted to the General Conference at its 38th session.

- **2011 Recommendation on the Historic Urban Landscape, including a glossary of definitions (CLT)**

38. Implementation of the 2011 Recommendation began in 2011 with a series of workshops in pilot cities, particularly on the east coast of Africa, and continued between 2012 and 2014 in Asia and the Arab States. The World Heritage Centre will continue to implement activities aimed at preparing regional or subregional action plans in 2015 in the three priority regions: Latin America and the Caribbean (two subregional meetings being prepared in Haiti for July 2015 and Quito, Ecuador, for September 2015), the Arab States (a regional conference in Kuwait in December 2015) and Africa (a subregional workshop in Cidade Velha, Cabo Verde, in February 2015). Furthermore, the World Heritage Centre has participated since November 2014 in

a debate, led by a network of European universities located in cities whose historical centre has been totally or partially inscribed on the World Heritage List, on the role that those universities could play in conservation work for the urban areas in question, based on the historic urban landscape approach. Besides promoting the approach in Europe, this initiative has the merit of considering the role of the academic world in the implementation of the Recommendation. The aim of the activities is to convince Member States of the relevance of the historic urban landscape-centred approach and to demonstrate its benefits, not only in the conservation of urban areas inscribed or in the process of being inscribed on the World Heritage List, but also in sustainable urban planning in general.

39. In compliance with the legal framework adopted by the Executive Board at its 177th session (177 EX/Decision 35 (I)) and the 2014-2017 timetable for the work of the CR Committee on the implementation of standard-setting instruments that the Executive Board is required to monitor (195 EX/Decision 15), the consolidated report on the implementation of the 2011 Recommendation on the Historic Urban Landscape, including a glossary of definitions is being submitted to the Executive Board at this session (document 197 EX/20 Part IV) before being transmitted to the General Conference at its 38th session.

Proposed decision

40. In the light of the foregoing, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 15 C/Resolution 12.2, 23 C/Resolution 29.1, 165 EX/Decision 6.2, 32 C/Resolution 77, 170 EX/Decision 6.2, 171 EX/Decision 27, 174 EX/Decision 21, 175 EX/Decision 28, 176 EX/Decision 33, 177 EX/Decision 35 (I) and (II), 34 C/Resolution 87, 180 EX/Decision 31, 181 EX/Decision 27, 182 EX/Decision 31, 184 EX/Decision 20, 185 EX/Decision 23 (I), 186 EX/Decision 19 (I), 187 EX/Decision 20 (I), 189 EX/Decision 13 (I), 190 EX/Decision 24 (I), 191 EX/Decision 20 (I), 192 EX/Decision 20 (I), 194 EX/Decision 21; 195 EX/Decision 15 and 196 EX/Decision 19 relating to the first aspect of the terms of reference of the Committee on Conventions and Recommendations (CR), which concerns the implementation of standard-setting instruments,
2. Having examined document 197 EX/20 Part I and the report of the Committee on Conventions and Recommendations thereon (197 EX/..),
3. Urges Member States, once again, to fulfil their legal obligations under Article VIII of the Constitution of UNESCO regarding periodic reports on the action taken to give effect to the conventions and recommendations;
4. Requests the Director-General to ensure the implementation of the legal framework for the enforcement of standard-setting instruments, adopted at its 177th session, by the programme sectors and the UNESCO Institute of Statistics (UIS), which have responsibility for the conventions and recommendations monitored by the Committee on Conventions and Recommendations;
5. Decides to continue consideration of the matter at its 199th session.



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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART II

APPLICATION OF THE 1966 RECOMMENDATION CONCERNING THE STATUS OF TEACHERS AND THE 1997 RECOMMENDATION CONCERNING THE STATUS OF HIGHER-EDUCATION TEACHING PERSONNEL

REPORT BY THE DIRECTOR-GENERAL ON ALLEGATIONS RECEIVED BY THE JOINT ILO-UNESCO COMMITTEE OF EXPERTS ON THE APPLICATION OF THE RECOMMENDATIONS CONCERNING TEACHING PERSONNEL (CEART)

SUMMARY

In accordance with 154 EX/Decision 4.4 and 157 EX/Decision 6.3, the Director-General hereby submits to the Executive Board the interim report of the Joint ILO-UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) on allegations received by the CEART from teachers' organizations regarding non-observance of the Recommendations. The interim report can be accessed online.

The financial or administrative implications are included in document 37 C/5.

Action expected of the Executive Board: Proposed decision in paragraph 6.

1. The Joint ILO-UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) was established by parallel decisions of the Executive Board of UNESCO and the Governing Body of International Labour Organization (ILO) in 1967. Its mandate is to monitor and promote application of the international Recommendations on teachers (the ILO/UNESCO Recommendation concerning the Status of Teachers, 1966; and the UNESCO

Recommendation concerning the Status of Higher-Education Teaching Personnel, 1997) and to report thereon to the Executive Board of UNESCO and to the Governing Body of the ILO. As part of its mandate, the CEART examines communications in the form of allegations from international and national teachers' organizations regarding the extent to which provisions of one or both standards are not being applied in Member States. The Joint Committee meets every three years in Paris or Geneva for its work, including consideration of such cases. Its procedures also allow for the preparation of interim reports on cases between the regular meetings so as to ensure a more timely response in the treatment of allegations and their resolution in support of constituents in Member States based on principles of social dialogue.

2. The interim report (CEART/INT/2014/1) contains the Joint Committee's examination of two new cases as reviewed during its eleventh session held at ILO (Geneva, 8-12 October 2012). One allegation was submitted to ILO on 2 June 2012 by the Tokyo-to Gakko Union from Japan and on 5 October 2012 another by the Cambodian Independent Teachers' Association (CITA); both cases met the criteria of receivability. In the case of Japan, matters under consideration concern academic freedom in secondary education, teachers' participation in the development of courses and textbooks; clearness and fairness in disciplinary proceedings against teachers. Matters concerning the case of Cambodia point to the absence of a consultative framework with teachers and their organizations in the development of education policy, the selection of teaching materials, in-service teacher training, teacher recruitment and promotion, and the setting of appropriate salaries and hours of work. Disciplinary procedures appear to lack the appropriate safeguards to provide the necessary autonomy for teachers to be effective.

3. The interim report also examines further information and developments regarding three cases previously examined by the Joint Committee and which were subject of recommendations at the eleventh session of the Committee in 2012: Dansk Magisterforening (DM) of Denmark; All Japan's Teachers' and Staff Union (Zenkyo); and The National Teachers' Federation (FENPROF) of Portugal. No further information has been received as requested by the Joint Committee in regards to these previously examined cases prompting the Committee once again to invite concerned parties to provide information on these matters for consideration by the Joint Committee at its twelfth session. Matters under consideration respectively point to undermined principles of academic freedom in Danish universities; teachers' assessment and disciplinary measures and forms of social dialogue pertaining to education and the teaching profession in the case of Japan; collective bargaining and negotiation in relation to teachers' salaries and career progression and curriculum in the case of Portugal.

4. Accordingly, the interim report¹ is submitted for consideration by the Executive Board of UNESCO.

5. The Joint Committee met at its twelfth Regular Session in Paris from 20 to 24 April 2015. In addition to reviewing the status of ongoing and new allegations, the Joint Committee issued recommendations on how to improve: social dialogue in education; the appraisal of teaching personnel; the professionalization of early childhood education personnel; employment relationships in the teaching profession; the impact of information and communication technologies on the teaching profession; the quality of teaching in the context of increasing non-public higher education providers; and the professionalization of teaching in higher education. Importantly, the Joint Committee issued for the first time an eight-point communiqué positioning the importance of teachers as relevant to the international deliberations on the sustainable development goals and in particular Goal 4 on education. The communiqué was also distributed at the World Education Forum held in Incheon, Republic of Korea (19-21 May 2015). The report on the twelfth session of the ILO-UNESCO Committee will be submitted to the Executive Board in 2016.

¹ It can be accessed online at the following web address:
http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/meetingdocument/wcms_311693.pdf

Proposed decision

6. The Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 154 EX/Decision 4.4 and 157 EX/Decision 6.3,
2. Having examined 197 EX/20 Part II and the Report of the Committee on Convention and Recommendations (CR) thereon,
3. Takes note of the CEART's interim report relating to allegations on the non-observance of certain provisions of the ILO-UNESCO 1966 Recommendation in Japan; non-respect of principles in the 1966 ILO-UNESCO Recommendation on the Status of Teachers in Cambodia; and the update of the developments regarding three cases previously examined by the Joint Committee in Denmark, Japan and Portugal;
4. Invites the Director-General to communicate the CEART's interim report to the Government of Japan and to the Tokyo-to Gakko Union and the All Japan Teachers' and Staff Union (ZENKYO); to the Government of Cambodia and to the Cambodian Independent Teachers' Association (CITA); to the Government of Denmark and the Dansk Magisterforening (DM); as well as to the Government of Portugal and the National Teachers' Federation (FENPROF) of Portugal and to invite them to take the necessary follow-up action as recommended in such report.



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Educational, Scientific and
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Part III

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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART III

APPLICATION OF THE 1980 RECOMMENDATION CONCERNING THE STATUS OF THE ARTIST

SUMMARY

In compliance with 36 C/Resolution 103, 177 EX/Decision 35 (I), 195 EX/Decision 15 and 196 EX/Decision 20, the Director-General submits to the 197th session of the Executive Board the present consolidated report on the implementation of the 1980 Recommendation concerning the Status of the Artist, before its submission to the General Conference at its 38th session.

No financial and administrative implications are anticipated from the proposed decision.

Action expected of the Executive Board: Proposed decision in paragraph 24.

Introduction

1. Adopted by the UNESCO General Conference in 1980, the Recommendation concerning the Status of the Artist calls upon Member States to improve the professional, social and economic status of artists through the implementation of policies and measures related to training, social security, employment, income and tax conditions, mobility and freedom of expression. It also recognizes the right of artists to be organized in trade unions or professional organizations that can represent and defend the interests of their members.
2. At its 34th session (2007), the General Conference considered that the Recommendation concerning the Status of the Artist should be monitored as a matter of priority (34 C/Resolution 87). A consolidated report on implementation was examined by the 187th session of the Board (document 187 EX/20 Part VII) and submitted to the General Conference at its 36th session (document 36 C/57). This document presents the second consolidated report.
3. The financial constraints the Organization faced during the period of the 37 C/5 had an impact over the follow-up on the Recommendation in the past biennium as a minimal budget and human resources were allocated to it. The Conference of Parties of the 2005 *Convention on the Protection and Promotion of the Diversity of Cultural Expressions* (hereafter “2005 Convention”) have examined a transversal analysis on the social and economic status of the artist resulting from information collected through Parties’ quadrennial periodic reports on the implementation of the Convention, and in 2015, the fifth ordinary session of the Conference of Parties included in future activities the development of synergies in the monitoring of the Convention and the Recommendation. The Secretariat pursues these synergies within the larger context of integrating culture into the post-2015 United Nations sustainable development agenda.

Implementation Report

4. In order to prepare this consolidated report, a survey was developed in consultation with international artists associations¹ and was sent by the Director-General in October 2014 to UNESCO Member States and to relevant civil society organizations. Three reminders were sent, resulting in responses received from 58 Member States². The distribution among electoral groups is: 15 from Group I; 11 from Group II; 14 from Group III; four from Group IV; 12 from Group V(a); and two from Group V(b). There were also 55 responses from civil society organizations, which add to the diversity of the data. The full analytic report can be found on the website of the 2005 Convention.
5. Eighty-seven percent of responding Member States reported “the Recommendation is (or has been) a reference for ongoing policy development”, and more than one-half reported it has been used as “the basis for changing one or more policies”. Since the last consolidated report (2011) several Member States have adopted status of the artist laws, including Burkina Faso and Lithuania, and Morocco has built on its comprehensive law³.

¹ Arterial Network; International Affiliation of Writers Guilds; International Authors Forum; International Federation of Actors (FIA); International Federation of Musicians (FIM); International Music Council (IMC); International Theatre Institute; PEN International; UNI Global Union, MEI Division (Media, Entertainment and Arts).

² Andorra; Argentina; Australia; Austria; Belgium-Flemish Community; Botswana; Brazil; Bulgaria; Burkina Faso; Canada; Canada-Québec; Central African Republic; Chile; Columbia; Costa Rica; Croatia; Cuba; Cyprus; Czech Republic; Democratic Republic of the Congo; Denmark; Ecuador; El Salvador; Ethiopia; Finland; France; Guatemala; Hungary; Japan; Kuwait; Latvia; Lithuania; Luxembourg; Madagascar; Mauritius; Mexico; Monaco; Morocco; Namibia; New Zealand; Niger; Nigeria; Paraguay; Peru; Poland; Portugal; Republic of Moldova; Russian Federation; Slovakia; Slovenia; Spain; Sri Lanka; Suriname; Sweden; Togo; Turkey; Venezuela (Bolivarian Republic of); Zimbabwe.

³ Morocco’s Status of the Artist law, for example, defines who is an artist, establishes a requirement for remuneration and a written contract between the artists and engager, ensures that performing artists with term contracts are considered to be employees for purposes of labour laws and social benefits, regulates the work of agents including rates which they may charge, regulates the employment of minors in the arts and entertainment, and provides a basis for extending health care and social protections to artists.

6. While the Recommendation covers a wide range of issues that can affect the social and economic status of the artist, the survey concentrated on the following four significant contemporary issues that are addressed in both the Recommendation and the 2005 Convention: digital technologies and the Internet; transnational mobility of artists; social protection; and freedom of artistic expression.

Digital technologies and the Internet

7. The most significant developments since the Recommendation's adoption in 1980 are the development of the Internet, and digital storage and distribution technologies, which are changing fundamentally the relationship between artists and their audiences, and the economics and relationships in the cultural industries. Internet distribution has enabled some artists to gain new audiences around the world, while some artists experience difficulty protecting their work against unauthorized uses. Piracy is indeed a major challenge.

8. The survey shows that there are few rules regulating the distribution of artistic works on the Internet. There are the European Union directives related to domestic content for on demand services, and policies requiring Internet Service Providers to treat all content equally (Net Neutrality) in Chile and the United States of America and nearing completion in the European Union.

9. With regard to whether there is a competitive advantage for domestic or foreign artistic works sold electronically, several Member States and NGOs highlighted that artists in the global South generally lack the equipment and technical capacity to produce and record their works, and to make them available online, making it difficult for them to compete with foreign artists in this medium. Namibia, Republic of Moldova, Sri Lanka and Suriname also reported that foreign works have an advantage because they are perceived to be of higher value.

10. Most Member States have programmes and funds which enable artists to make their works available electronically. A best practice is to have programmes which specifically target new technologies, and encourage innovation in all sectors and cross collaboration. Argentina, Ecuador, Madagascar, Spain, and Venezuela (Bolivarian Republic of) have developed portals of information about their artists. Botswana has a special Arts and Culture Grant for artists to document, digitize and distribute their works online. The Democratic Republic of the Congo and Togo each have a fund available for artists to create digital works and make them available on the Internet.

Transnational mobility of artists

11. The survey reveals slow progress and continuing impediments to the transnational mobility of artists. This is not just an issue for artists from the Global South. Some successful artists are able to cross borders easily while others may be unable to obtain the necessary visa even if they are established professionals. When artists do tour, they may be confronted with challenges such as withholding taxes, double taxation, lack of benefits, etc.

12. Since the last consolidated report, Austria, Canada, Colombia, Costa Rica, New Zealand, Republic of Moldova, Spain and Turkey reported on new regulations on artist mobility. The European Schengen area is currently considering the issue of facilitating access for artists, and the MERCUSOR ministers have agreed to implement a special artist visa.

13. The majority of survey respondents indicate that public programmes are in place to support their artists working abroad. Niger reported on administrative support available to its artists. Germany established a Touring Artist website that provides information on [visa/residency](#) requirements, taxation, social security, [transport/customs](#) rules, insurance, copyright, etc. Other respondents from Latvia, Nigeria and Republic of Moldova reported that artists must rely primarily on private funds to support their tours, or the foreign entities through which they have been invited. The African Arts Institute suggested that key challenges to the outward movement of artists include

high costs and visa process(es), strict immigration laws, xenophobic sentiments and political and social instability.

14. Regarding double taxation, there are differing approaches. In some Member States artists do not pay domestic tax on income earned abroad (Ethiopia, Niger, Sri Lanka, and Suriname), in others there is no personal income tax, so all income earned by artists is treated equally regardless of where it is earned (Kuwait and Monaco), and in others artists must declare all of their worldwide income and are not entitled to a credit for foreign taxes paid (Botswana). More typically domestic taxes are paid on worldwide income but artists may claim credit for some or all taxes paid abroad, depending on the specific provisions of bilateral tax treaties the Member States have entered into.

Social protection

15. The vast majority of artists work on an independent, contractual or freelance basis and are not employed for purposes of their artistic work. Consequently, there are significant challenges in relation to social security, health insurance, retirement benefits and other social programmes which are available to other workers. This is an area where some Member States have developed innovative measures and successful programmes, and is also an area in which associations of artists have developed parallel measures.

16. For the few artists who are employed, Member States generally report they enjoy the same benefits as other employees. Belgium, France, Monaco, Portugal, Spain, and the United Kingdom of Great Britain and Northern Ireland reported on varying systems whereby artists are subsumed into employment status for purposes of social protection and are covered for social benefits analogous to other workers. Finland and Japan reported that artists are generally covered by the public system, with some special rules. There may occasionally be special conditions for artists, for example, Hungary offers early pensions for dancers, given the average length of their professional careers that is well below the normal retirement age.

17. Many Member States reported that they have parallel state-sponsored schemes which provide benefits to self-employed artists, funded by the artists, those who engage them, and/or by the State. This is the case in Austria, Burkina Faso, Congo, Costa Rica, Croatia, El Salvador, Germany, Guatemala, Italy, Lithuania, Luxembourg, Morocco, Paraguay, Slovakia, Slovenia, and Switzerland. Another variation is “special recognition” systems that benefit individual artists, particularly around pensions (Azerbaijan, Bangladesh, Egypt, Hungary, Ireland, Pakistan, and Sri Lanka). In some countries, the public systems applying to all citizens are supplemented by private schemes operated by associations (Canada, Canada-Québec, Mauritius, Sweden and the United Kingdom of Great Britain and Northern Ireland), or collecting societies that provide some social benefits for their members (Argentina, Mexico).

18. Only eight Member States responding to the survey, the Central African Republic, Chile (outside the audiovisual sector), Costa Rica, Cyprus, Ethiopia, Namibia, Suriname, and Togo, reported that there are no designated social protection arrangements for artists.

Freedom of artistic expression

19. The Recommendation states “Since freedom of expression and communication is the essential prerequisite for all artistic activities, Member States should see that artists are unequivocally accorded the protection provided for in this respect by international and national legislation concerning human rights.”

20. The Member States that responded to the survey reported that freedom of expression is reflected in the Constitution, founding document or other significant public instrument. This is most often formulated in the language of Article 19 of the Universal Declaration of Human Rights. A best practice would be an explicit protection of freedom of artistic expression/creation, and freedom from censorship, provided by law. Some Member States explicitly protect freedom of artistic

expression in the Constitution, including France, Hungary, Japan, the Russian Federation, South Africa, Spain, and Zimbabwe. Others, such as Cuba, Ethiopia, Portugal, Republic of Moldova and Sri Lanka, reported that they provide for freedom of artistic expression in their cultural policy documents. A few Member States, including Andorra, Colombia, Japan, Paraguay, and Peru explicitly provide for freedom from censorship.

21. All Member States report that there are limitations and challenges to freedom of artistic expression. Some NGOs reported that in some countries freedom of expression is hindered in practice even though there may be laws in place protecting it.

Conclusion

22. While the number of Member States responding to the survey has increased since 2011, the rate of reporting on the implementation of the Recommendation can still improve, most particularly from Asia and the Arab region. The Recommendation is extremely relevant today, particularly with emerging trends in digital technologies, freedom of expression, and transnational mobility, and deserves to be followed up more closely by both governments and civil society.

23. The survey results indicate progress in the status of the artists, but also highlight challenges artists increasingly face. Given the complex and nuanced nature of the issues the Recommendation addresses, the diverse policies and laws being implemented, and the impact of technological change on the world's artists, greater awareness of the Recommendation and best practices of its application are needed in order to enhance its implementation. Member States should continue to develop policies in that respect, notably benefiting of the collaboration with artists and their associations, as well as other relevant NGOs, to help ensure their laws and policies are as supportive as possible for professional artists.

Proposed decision

24. After examining this document, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 36 C/Resolution 103, 177 EX/Decision 35 (I), 195 EX/Decision 15 and 196 EX/Decision 20,
2. Having examined document 197 EX/20 Part III and the report of the Committee on Conventions and Recommendations thereon (197 EX/...),
3. Notes that 58 Member States submitted reports in response to the survey sent out by the Secretariat;
4. Recalls that the submission by Member States of periodic reports on the implementation of recommendations adopted by the General Conference is an obligation under Article VIII of UNESCO's Constitution and Article 17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution;
5. Further recalls that the periodic consultation of Member States on the implementation of the Recommendation is intended to enable the Organization to assess both the extent to which Member States are implementing that instrument and the obstacles that they encounter;
6. Reaffirms the importance of the Recommendation, its contemporary relevance, in particular with regard to emerging trends in digital technologies, freedom of expression, the transnational mobility of artists, as well as its implementation by Member States;

7. Recommends that the General Conference invite those Member States which have not taken measures to implement the Recommendation to do so, in consultation with artists and their associations, and to provide the required reports on their implementation of the Recommendation;
8. Further recommends that the Secretariat pursue synergies in the monitoring of the Recommendation's implementation with other UNESCO standard setting instruments, in particular the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions;
9. Invites the Director-General to transmit to the General Conference at its 38th session the report on the implementation of this Recommendation, together with the Executive Board's observations, and any observations or comments that the Director-General may wish to make.



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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART IV

APPLICATION OF THE 2011 RECOMMENDATION ON THE HISTORIC URBAN LANDSCAPE, INCLUDING A GLOSSARY OF DEFINITIONS

SUMMARY

In accordance with 177 EX/Decision 35 (I), 195 EX/Decision 15 and 196 EX/Decision 20, the Director-General submits to the 197th session of the Executive Board this consolidated report on the application of the 2011 Recommendation on the Historic Urban Landscape, before its transmission to the General Conference at its 38th session.

No financial and administrative implications are anticipated from the proposed decision.

Action expected of the Executive Board: Proposed decision in paragraph 24.

Introduction

1. Adopted by the General Conference of UNESCO at its 36th session on 10 November 2011 (36 C/Resolution 41), the Recommendation on the Historic Urban Landscape (hereinafter referred to as “the Recommendation”) invites Member States to integrate a new approach to safeguarding and managing urban heritage within the institutional and legal mechanisms for the protection and preservation of cultural and natural heritage in an urban context. It also encourages Member States to use the historic urban landscape approach to encourage the inclusion, consideration and promotion of culture and heritage in urban development strategies and policies, while taking into consideration the values and traditions of the different cultural contexts in which this holistic approach is applied.

2. The Recommendation has demonstrated its complementarity with other standard-setting instruments, particularly the Convention concerning the Protection of the World Cultural and Natural Heritage (Paris, 1972), from which it originates (Decision 29 COM 5D of the World Heritage Committee at its 29th session in 2005) and whose action it supplements in the conservation of urban heritage. More than forty years after the adoption of the Convention, historic urban areas constitute the most represented category of properties on the World Heritage List. Historical cities and urban areas generally are, among the cases examined by the World Heritage Committee, often those that present the most complex situations in terms of management and protection. State of Conservation reports on these urban areas are increasingly reflecting the challenges posed by the desire to reconcile the interests of contemporary urban development with respect for the value of heritage.

3. Some of the issues addressed by the Recommendation are also covered by other UNESCO standard-setting instruments, particularly the Recommendation concerning the Safeguarding and Contemporary Role of Historic Areas (Nairobi, 1976) and, to a lesser extent, the Convention for the Safeguarding of the Intangible Cultural Heritage (Paris, 2003) and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (Paris, 2005).

Implementation report

Development of the historic urban landscape approach

4. At its 36th session (Saint Petersburg, 2012), the World Heritage Committee, by Decision 36 COM 13.II, took note of “the adoption of the Recommendation on the Historical Urban Landscape by the UNESCO General Conference at its 36th session in 2011”. It also acknowledged “the need to mainstream the methodological approach related to the above-mentioned Recommendation in the *Operational Guidelines*” for the implementation of the World Heritage Convention and invited “the Director of the World Heritage Centre to convene an expert meeting, in consultation with the Advisory Bodies, to reflect upon and propose appropriate revisions of the *Operational Guidelines*, in that regard, including its Annex III[...]”.

5. In response to this decision, the World Heritage Centre, in collaboration with the National Historic and Artistic Heritage Institute of Brazil (IPHAN) and the Lucio Costa Regional Heritage Management Training Centre, a category 2 centre based in Rio de Janeiro, Brazil, held a meeting of international experts to discuss ways to include the methodological approach to the Recommendation in the *Operational Guidelines*. The objective of the meeting, which was held in Rio de Janeiro from 3 to 5 September 2013, was to review the relevant texts and to promote a better understanding of the Recommendation as a UNESCO standard-setting instrument, enabling better integration of cultural heritage conservation in development policies. Forty experts from all regions of the world participated in the meeting, including two representatives from each of UNESCO’s electoral groups, and experts from the International Council on Monuments and Sites (ICOMOS) and the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM). The participants acknowledged the critical role played by historic cities and their urban heritage as drivers for the improvement of local living standards. They

discussed the adaptation of historic cities to changing environmental and socio-economic conditions within the wider advances in sustainable development. The experts acknowledged that the conservation of urban heritage was an integral part of contemporary urban development and modernization. It was reemphasized that the Recommendation applied to all urban heritage and not only to World Heritage properties. A six-step historic urban landscape action plan was developed to facilitate the implementation of the Recommendation. Participants discussed concrete activities, focusing on capacity building for national and local authorities. They also discussed proposals for the revision of the *Operational Guidelines for the Implementation of the World Heritage Convention* and Annex III of the *Operational Guidelines* to better reflect the historic urban landscape approach and to provide guidance on the nomination, evaluation and management of urban heritage. The proposed changes to the *Operational Guidelines* were examined by the World Heritage Committee at its 39th session in June 2015 (Bonn, Germany).

6. A brainstorming meeting on the implementation of the Recommendation, two years after its adoption, was held at UNESCO Headquarters on 13 December 2013. Several experts who participated in drafting the text of the Recommendation and/or who have applied the approach that it advocates since 2011 attended the meeting. Thirty-six experts participated in the meeting, which led to the adoption of an action plan that recommends the development of partnerships with other institutions and organizations to promote the Recommendation at the global level. The action plan also recommends building knowledge about the historic urban landscape concept by involving universities and raising students' awareness to this approach. Lastly, it recommends extending this awareness raising to public authorities and architects and town-planners in all regions. The meeting also highlighted the strong link that exists within the historic urban landscape approach between economic and social strategies, on the one hand, and urban conservation, on the other. Furthermore, the experts recommended that work conducted on case studies continue with a focus on governance issues, and that a common framework be defined for these case studies so as to produce comparable results.

7. The results of these two meetings were submitted to the World Heritage Committee at its 38th session (Doha, 2014). The Committee took note of the report of the international meeting held in Rio de Janeiro and decided to examine the proposals contained in the report at its 39th session in 2015.

Implementation of the historic urban landscape approach

8. The World Heritage Centre, in the framework of the World Heritage Cities Programme (approved by the World Heritage Committee in 2001) has, since 2011, organized a series of technical meetings, training workshops and projects in pilot cities. These activities began on the coast of Africa and continued in Asia and the Arab States.

9. In Africa, the workshops were organized in pilot cities along the Swahili coast (Island of Mozambique, Mozambique) in July 2011 and in Stone Town of Zanzibar (United Republic of Tanzania) and Lamu Old Town (Kenya) in August 2011. In July 2014, UNESCO co-organized an international conference on heritage and development in French-speaking Africa. A workshop on the theme of historic urban landscapes was held in Dakar from 15 to 17 April 2015 in Cidade Velha, Cabo Verde.

10. In the Arab States, workshops were held in Muharraq (Bahrein) in April 2013, Sfax (Tunisia) in December 2013 and Kuwait City (Kuwait) in February 2014. A regional meeting for the Arab States on the Recommendation was held in Rabat (Morocco) in December 2013 and an international conference on the Recommendation's role in the conservation of urban heritage, particularly modern urban heritage, will take place in Kuwait in December 2015. The organisation of a national conference in Morocco in 2016 on the conservation of historic urban areas through the application of the principles of the Recommendation is being discussed. A similar meeting could take place in Algeria, also in 2016. Lastly, advisory missions on the historic urban landscape approach were sent to Morocco and Algeria in May and June 2015 respectively.

11. In Latin America and the Caribbean the regional programme, whose adoption followed the second cycle of Periodic Reporting, incorporated the implementation of the historic urban landscape approach into its activities. A regional meeting on this theme will be held in Quito (Ecuador) in September 2015. A similar meeting, for the Caribbean subregion, could take place in Haiti in 2016.

12. In the Asia and Pacific region, the World Heritage Institute of Training and Research for the Asia and the Pacific Region (WHITRAP), a category 2 centre, since 2011, has been running most of the activities related to the implementation of the Recommendation. These activities have been taking place in India (the villages of Varanasi, Hyderabad and Ajmer-Pushkar) since September 2011, in China (Shanghai, Suzhou, Tongli and Dujiangyan) since October 2012, in Pakistan (Rawalpindi) since July 2013, in Australia (Ballarat) since September 2013 and in Fiji (the harbour town of Levuka) since September 2014.

13. In Europe and North America, the World Heritage Centre has also been contributing, since 2014, to discussions led by a network of European universities located in cities (Unitown), the historical centres of which are included in the World Heritage List. The discussions are exploring the role that these universities could play in the conservation of these urban areas, based on the approach set out in the Recommendation. Over and above promoting the approach in Europe, the initiative raises the question of the role of the academic world both in the implementation of the Recommendation, and in the definition of urban development policies. The World Heritage Centre took part in a meeting on the historic urban landscape approach, organised by ICOMOS United Kingdom and ICOMOS Ireland, in Edinburgh, on 5 June 2015. A seminar on the same theme was organized in Mostar (Bosnia Herzegovina) on 3 July 2014 by the UNESCO Office in Venice (Sarajevo Antenna).

14. The activities implemented to date show that in the years to come, efforts will need to be focused on three priority regions: Africa, Latin America and the Caribbean and the Arab States.

Promotion of the Recommendation

15. To promote the Recommendation, the World Heritage Centre published a brochure in French and English entitled, "A new life for historic cities: The historic urban landscape approach explained". The brochure was then translated by various stakeholders of the Convention into Arabic, Chinese, Spanish, Indonesian, Russian and Urdu.

16. The Global Observatory on the Historic Urban Landscape (GO-HUL) is an initiative launched by experts who have been working with UNESCO for many years on the theme of the historic urban landscape. It is a global initiative that aims to unite and foster cooperation between communities across the world to share resources, activities and knowledge in the management of resources in urban settings, particularly heritage.

UNESCO report on the role of culture in sustainable urban development

17. UNESCO was the first United Nations agency to address issues related to the urban landscape at a global scale. The third United Nations Conference on Housing and Sustainable Urban Development (Habitat III, Quito, Ecuador, October 2016) will aim to define a new post-2015 agenda. The conference will attempt to address the failures of the urbanization model that has dominated since the Second World War and presents a unique opportunity to capitalize on discussions and work undertaken so far on the role of culture and heritage in sustainable urban development.

18. In this context, the United Nations system is expected to propose a joint response to the challenges of growing urbanization in the world. The fact that UNESCO has been called upon to contribute to this response strengthens the Organization's legitimacy and credibility in urban heritage conservation and the development of sustainable urban environments.

19. The implementation of the historic urban landscape approach fosters the development of new policies and advocates for a development philosophy centred on the role of culture and heritage. This approach is based on the conviction that culture can have a leverage effect on development and can encourage diversity of economic models. It is also based on the link between UNESCO's cultural conventions and strategies aiming to improve urban life. There is also a close link with the fundamental issues of climate change and poverty reduction.

20. The historic urban landscape approach can therefore play a central role in the development of the new post-2015 urban agenda, and particularly in the framework of target 11.4: "strengthen efforts to protect and safeguard the world's cultural and natural heritage" as proposed in the final report of the Open Working Group on Sustainable Development Goals (SDGs). The report on the role of culture in sustainable urban development currently being drafted by UNESCO against the backdrop of the implementation of the 1972, 2003 and 2005 Conventions, will be an important contribution in that regard. The report, which will define UNESCO's vision of urban heritage conservation, in all its forms, in the framework of the post-2015 agenda, will be submitted at the Habitat III Conference.

Conclusion

21. The importance of the system of reporting on the implementation of this Recommendation has yet to be fully taken into account by all Member States. So far, not one report has been submitted. In order for the reporting mechanism to become an effective means of collecting information and sharing good practices, it is therefore indispensable that as many Member States as possible participate in the reporting process.

22. However, the activities and projects implemented to promote and develop the implementation of the Recommendation in the different regions of the world have shown the pertinence of implementing the historic urban landscape approach. This approach offers solutions to the issues related to the management and conservation of urban heritage in all its forms, by being integrated into land development policies.

23. In terms of implementation of the World Heritage Convention, implementing the historic urban landscape approach upstream of the process of establishing indicative lists and putting together proposals for the inclusion of urban areas on the World Heritage List would considerably improve the protection and sustainable conservation of the properties in question. The same can be said of the mechanisms to strengthen the management and conservation of urban areas already inscribed on the World Heritage List.

Proposed decision

24. After examining this document, the Executive Board may wish to adopt the following decision:

The Executive Board,

1. Recalling 177 EX/Decision 35 (I), 195 EX/Decision 15 and 196 EX/Decision 20,
2. Having examined document 197 EX/20 Part IV presenting the report on the implementation of the Recommendation concerning Historic Urban Landscapes and the report of the Committee on Conventions and Recommendations (CR) thereon (197 EX/...),
3. Encourages Member States to submit their reports on the application of this Recommendation;
4. Recalls that the submission by Member States of periodic reports on the implementation of recommendations adopted by the General Conference is an

obligation under Article VIII of UNESCO's Constitution and Article 17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution;

5. Also recalls that the periodic consultation of Member States on the implementation of the Recommendation is intended to enable the Organization to assess both the extent to which Member States are implementing that instrument and the obstacles that they encounter;
6. Reaffirms the importance of the Recommendation and its implementation by Member States;
7. Invites those Member States, particularly those from the three priority regions (Africa, Latin America and the Caribbean and the Arab States), to support the Secretariat's efforts to implement the Recommendation, notably by hosting technical meetings, workshops and conferences on the implementation of the approach borne by the standard-setting instrument;
8. Recommends that the General Conference invite those Member States which have not taken measures to implement the Recommendation to do so, and to provide the required reports;
9. Invites the Director-General to transmit to the General Conference at its 38th session the consolidated report on the measures taken by Member States to implement this Recommendation, together with its observations, and any observations or comments that the Director-General may wish to make.



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Educational, Scientific and
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Part V

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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART V

CONSIDERATION OF THE DRAFT GUIDELINES FOR THE PREPARATION OF REPORTS BY MEMBER STATES ON THE APPLICATION OF THE 1960 CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

SUMMARY

In accordance with the procedures adopted in 2007 for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided (177 EX/Decision 35 Parts I and II), the Executive Board has adopted framework guidelines for the preparation of reports on the implementation of conventions.

Pursuant to 37 C/Res.89 and in compliance with the timetable adopted at its 195th session (195 EX/Dec.15), this document presents draft guidelines developed for reporting on the implementation of the 1960 Convention and Recommendation against discrimination in Education. The guidelines are prepared on the basis of framework guidelines.

At the 196th session, the Executive Board decided to defer to its 197th session discussion of this item, upon a recommendation by the CR Committee, which did not have the time needed for its consideration.

The financial or administrative implications related to this document are covered in document 37 C/5.

Action expected of the Executive Board: Proposed decision in paragraph 6.

1. The Convention against Discrimination in Education ("the Convention") and the Recommendation against Discrimination in Education (the Recommendation) adopted by UNESCO's General Conference in 1960 express the fundamental principles of non-discrimination and equality of educational opportunities, enshrined in UNESCO's Constitution. Barring differences in wording and in legal scope inherent to the nature of these two instruments, the content of the

Recommendation is identical to that of the Convention. In consequence, the Recommendation is monitored in conjunction with the Convention.

2. Under the Article VIII of UNESCO's Constitution, Member States are required to submit a report on the legislative and administrative provisions, and any other measures, they have taken to implement the conventions and recommendations adopted by the Organization. In accordance with the specific multi-stage procedure, the frequency for submitting the reports is set for an interval of four years. The reporting aims at illustrating the implementation progress, results achieved and the encountered difficulties.

3. UNESCO has so far conducted eight consultations of Member States on the implementation of the Convention and the Recommendation. The eighth consultation (2011-2013) resulted in 37 C/Resolution 89, adopted by the General Conference at its 37th session in November 2013. The ninth consultation (2015-2017) of Member States will be launched following the 196th Board's approval of the draft Guidelines presented as annexed to this document. To encourage the participation of the maximum of Member States and for cost-effectiveness, the Secretariat suggests that the ninth consultation will also be available online, including the publication of the guidelines online, for Member States wishing to adopt online reporting.

4. On its 177th session the Executive Board adopted framework guidelines for the preparation of reports on the implementation of the different conventions, these guidelines were updated in 2015 by 196 EX/Decision 20. Based on these, the Education Sector prepared the "Draft guidelines for the preparation of reports by Member States on the application of the 1960 Convention and Recommendation against Discrimination in Education". The methodology used in their drafting encourages the Member States to provide the most precise information possible.

5. After the draft guidelines have been adopted by the Executive Board, the guidelines will be sent to national authorities in charge of preparing the reports on the implementation of the 1960 Convention and Recommendation. A summary of the reports received from Member States will then be examined by the Executive Board at its 202nd session in autumn 2017 and by the General Conference at its 39th session.

Proposed decision

6. In the light of the above, the Executive Board may wish to adopt the following draft decision:

The Executive Board,

1. Bearing in mind Member States' obligations under Article VIII of UNESCO's Constitution and Article 17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution,
2. Further recalling Part I and Part II of 177 EX/Decision 35 adopting respectively (a) a specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided and (b) a framework guidelines,
3. Recalling 37 C/Resolution 89, 195 EX/Dec.15 and 196 EX/Dec.20,
4. Having examined document 197 EX/20 Part V,
5. Bearing in mind the importance of the Convention against Discrimination in Education as a cornerstone of the Education 2030 agenda,

6. Approves the guidelines drawn up for the preparation of reports by Member States on the application of the 1960 Convention and Recommendation against Discrimination in Education, as annexed to document 197 EX/20 Part V;
7. Requests the Director-General to invite Member States to submit to UNESCO reports on the implementation of the 1960 Convention and Recommendation;
8. Further requests the Director-General to submit to it at its 202nd session a summary of the reports on the measures taken in regard to the implementation of the 1960 Convention and Recommendation against Discrimination in Education, with a view to transmitting that summary, together with the Executive Board's comments thereon, to the General Conference at its 39th session.

ANNEX

DRAFT GUIDELINES FOR THE PREPARATION OF REPORTS BY MEMBER STATES ON THE APPLICATION OF THE 1960 CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

1. Preliminary remarks

These Guidelines are intended to assist Member States in the preparation of the Reports on the implementation of the 1960 Convention against Discrimination in Education (“the Convention”) as well as the 1960 Recommendation against Discrimination in Education (“the Recommendation”).

The Convention and the Recommendation, adopted by UNESCO’s General Conference in 1960, correspond to UNESCO’s constitutional mandate to “advance the ideal of equality of educational opportunities without regard to race, sex or any distinctions, economic or social”.

In light of the post-2015 development agenda, the monitoring of the implementation of the Convention and Recommendation is of crucial importance, in order to ensure an education for all and to counter persistent inequalities in access, participation and learning outcomes at all levels, particularly for the most vulnerable groups. National action aimed at making quality education accessible to all without discrimination needs to be emphasized. Concrete measures taken by Member States in accordance with their legal obligations under the Convention and the Recommendation contribute to this process.

2. Reporting obligations

Member States are expected to bear in mind the difference in the legal nature of the obligations under the Convention, as distinguished from those under the Recommendation. The **Convention has binding force**, and the States Parties must incorporate its provisions into the national Constitution or domestic law. **The Recommendation, non-binding in nature, has political and moral force.** It seeks to take into account the difficulties that certain States might experience, for various reasons and in particular on account of their federal structure, in ratifying the Convention. Barring differences in wording and in legal scope inherent to the nature of these two categories of instrument, the content of the Recommendation is identical to that of the Convention. Articles I to VII of the Convention and the Recommendation are identical in wording and contain similar provisions. Member States are expected to give effect to it in national legislation and education policies. In addition, the reporting obligation under the provisions of Article VII of the Convention and of the Recommendation is the same.

Article VIII of UNESCO’s Constitution states that “Each Member State shall submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports on the laws, regulations and statistics relating to its educational, scientific and cultural institutions and activities, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4”. Therefore, even if countries are not a State Party to the Convention, they need to submit a report on the implementation of the Recommendation.

The reporting should be as comprehensive as possible and the process needs to be participatory and conducted in cooperation between ministries of education and other ministries dealing with the right to education issues. Relevant information from professional bodies and from NGOs having Education as their main field of activity should also be provided. The preparation of this report is a good opportunity for Member States to assess the implementation of the right to education in their country and create a dialogue with other actors involved in this field.

3. General indications

Even though some points are framed as questions, the document should be regarded more as a guide than as a questionnaire. Member States are encouraged to provide as much information as possible. In addition to a description of the constitutional, legislative and administrative and policy framework established for the implementation of the provisions guaranteed by the instruments, the information supplied by Member States should also demonstrate how laws and practices comply with the Convention and the Recommendations rights describing legal norms as well as the factual situation.

Member States which already reported to the Eighth Consultation (2011-2013) are invited to refer to it when appropriate. In case some of the information supplied for the national Education for All 2015 Review Report is relevant, Member States may reproduce or refer to it with precise **indication as to its retrieval**.

The reporting period for the Ninth Consultation on the implementation of the Convention and the Recommendation covers four years (2012-2015).

4. Modalities

The present Guidelines present two series of questions/remarks: (1) basic questions to be directly filled by Member States (States parties to the Convention and others) and (2) additional questions with support elements aimed at guiding the Members States to structure and detail their responses (including helpful remarks on how to respond efficiently to the questions raised) these elements are presented in italics. The aim is to simplify and shorten the Guidelines while providing necessary information in order to assist Member States in the preparation of responses.

I. Information on the legislative, judicial, administrative and other measures taken by the State at the national level

1. Ratification of the Convention

1.1 If the Convention has not been ratified yet:

- Does your country plan to ratify this instrument?
Yes/No
- Please indicate the stage of ratification process reached by your country.
 - *Close to ratification*
 - *Under way*
 - *Actively under preparation*
 - *Not considering ratification in the short, medium or long term*
- Please briefly explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them.

Describe:

- *the obstacles, whether legal, institutional, political or practical*
- *the means of overcoming them*
- *the extent to which UNESCO can assist in completing the process*

1.2 If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education¹ is not ratified yet:

- Does your country plan to ratify this instrument?

Yes/No

- Please indicate the stage of ratification process reached by your country.
 - *Close to ratification*
 - *Under way*
 - *Actively under preparation*
 - *Not considering ratification in the short, medium or long term*
- Please explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them.

Describe:

- *the obstacles, whether legal, institutional, political or practical*
- *the means of overcoming them*
- *the extent to which UNESCO can assist in completing the process*

2. Legal framework governing the protection of rights guaranteed in the Convention and the Recommendation in the national legal system

2.1 In case your country is a State Party to the Convention:

- Is the Convention directly applicable in your country's domestic law following its ratification?

Yes/No

- If not, has it been incorporated into the national Constitution or domestic law so as to be directly applicable?

This seeks information on whether the provisions of the Convention are guaranteed in a domestic legal instrument (Constitution, legislative text or other national provisions)

- Please indicate whether the provisions of the Convention can be invoked before and given effect to by courts, tribunals and administrative authorities.

Information should be given about the judicial, administrative and other competent authorities having jurisdiction with respect to the rights guaranteed by the Convention and the scope of such competence. If possible, illustrate on the basis of available case law and jurisprudence.

2.2 In case your country is not a State Party to the Convention:

- Have legislative measures been taken pursuant to the Recommendation?

¹ The Protocol was adopted in 1962. For more information on this Commission:
http://portal.unesco.org/en/ev.php-URL_ID=23762&URL_DO=DO_TOPIC&URL_SECTION=201.html

- Please explain briefly the ways in which national education policy and programmes correspond to its provisions.
- Information supplied should demonstrate how such norms and programmes comply with commitments under the Recommendation. If possible and when appropriate, describe legal norms, national education policy and programs as well as the factual situation.

2.3 For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.

For each of them indicate:

- References
- Dates
- Aims

The Report should cover texts adopted to prohibit discrimination in education as rooted in the historical, cultural, economic and political conditions and to promote equal educational opportunities.

Please include sufficient quotations from or summaries of the relevant principal constitutional, legislative and other texts which guarantee and provide remedies in relation to the rights enshrined in the Convention and the Recommendation.

II. Information on the implementation of the Convention or Recommendation (with reference to their provisions)

1. Non-discrimination in education

1.1 Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your country?

Yes/No

1.2. Please explain which measures are adopted to:

- Eliminate discrimination within the meaning of the Convention/Recommendation?
- Prevent discrimination within the meaning of the Convention/Recommendation?

The description should include measures taken as regards:

- *Non-discrimination in the admission of pupils to educational institutions*
- *Non-differential treatment*
- *Treatment of foreign nationals resident in your country*

This should also include assistance granted by public educational authorities to educational institutions.

2. Equal opportunities in education

2.1 Please explain what are the concrete actions taken by your government to guarantee equal access to all level of education in your country?

In this part, please include anti-discriminatory measures, financial incentives, fellowships, positive or affirmative action.

- 2.2 Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion).

Particular emphasis should be placed on gender equality.

- 2.3 Please describe the actions planned and taken in your country to ensure inclusion of all learners in learning process.

Here please describe measures taken for instance to give special consideration to gender equity and equality in education including addressing gender-based violence, and the educational needs of the poor, economically and socially marginalized and other vulnerable groups, including people with disabilities.

3. Progress made with respect to implementing the right to education

3.1 Universal primary education

- Please provide information on the progress made with respect to ensuring universal access to primary education.
- Please provide details on the availability of **compulsory** and **free of charge** primary education in your country:
 - *Is primary education available free of charge to all? Yes/No*
 - *If so, please list the laws and policies that ensure this universal free availability of primary education.*
 - *If not, does your government intend to ensure free primary education? Yes/No*
 - *If so, how?*

- Is primary education compulsory in your country?

Yes/No

- *If not, please provide details on its implementation and indicate the current period of compulsory education*
- *Indicate whether your country has adopted and reviewed legislation so that minimum ages for the end of compulsory education, for marriage and for entry into employment are coherent and aligned.*

In this part, details should be provided on the difficulties experimented by your government in the realization of universal access to free and compulsory primary education.

3.2 Secondary education

- Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in your country.

Please provide details on the difficulties experienced by your government to guarantee gender parity in terms of accessibility to technical and vocational secondary education and training

- Is it available free of charge?

Yes/No

→ *If so, please describe the extent to which it is.*

Please also provide details on the difficulties experienced by your government in the realization of universal access to free secondary education. Please provide quantitative and descriptive information on these difficulties and on the progress realized.

3.3 Higher education

- Please explain to what extent access to higher education, based upon individual capacity, including technical and vocational education and training, is realized in your country.
- Please describe the efforts made by your government to ensure that there is no discrimination on the ground prohibited by the Convention to enter and complete higher education.

Please provide information on the financial costs for students to receive education in such institutions. Please include explanations about both public and private institutions. Please also provide quantitative and descriptive information on the difficulties experienced by your government as regards access to higher education and on the progress realized.

3.4 Adult education and lifelong learning

- What efforts has your government made to establish a system of continuing education on the basis of individual capacity?
 - *Please specify efforts made especially as regards basic education for persons who have not received or completed the whole period of their primary education.*
- What are the concrete measures implemented to ensure equitable access to basic and continuing education?
 - *Please specify measures (including financial assistance) that ensure that the basic learning needs of all young people and adults are met through:*
 - *elimination of illiteracy*
 - *equitable access to appropriate learning and life-skills programmes.*

3.5 Quality education

- Please provide information on the measures taken by your country to ensure equivalence in all educational institutions in:
 - the standards of education
 - the conditions relating to the quality of the education provided (e.g. infrastructure, teacher/learner ratios, teaching and learning materials)
 - the provisions to ensure that children learn in a safe environment free from violence or harassment, including school-related gender-based violence (at, around, and on the way to school).

Please, to provide such quality assessment, take into account all public educational institutions of the same level. Please include information on policies, protocols or codes of conduct.

3.6 Teaching profession

- Please describe the conditions of teaching staff at all levels in your country.

Please include information on teachers' average salaries (for each level of education) as compared to the salaries of (other) civil servants with equivalent qualification, and on how this ratio developed overtime.

- Please explain briefly the measures your country takes to improve the living and teaching conditions of teaching staff.
- Please explain briefly the measures your country takes regarding the training for the teaching profession.
- Have there been instances of discrimination as regards the training for the teaching profession in your country?

Yes/No

→ If so, please detail the response your government gave to this situation.

3.7 Respect for human rights and fundamental freedoms

- Please briefly report on national efforts made for directing education to:
 - the full development of the human personality
 - the strengthening of respect for human rights and fundamental freedoms.

Here the information should demonstrate how education promotes understanding, respect and further progress towards gender equality (for example, through the introduction of human rights education in curricula).

3.8 Private education and religious and moral education

- Please provide brief information on the regulatory framework relating to the establishment or maintenance of private educational institutions

In the context of rapid privatization of education, the information should also indicate how the Government is regulating private education providers and is ensuring compliance with minimum standards of education. The information should also demonstrate how your government guarantees that the development of private education does not generate discriminations and to what extent private schools offer a relevant alternative in your country.

- Please briefly describe the education policy framework for minimum educational standards as regards the rights of the parents/legal guardian for providing religious and moral education for their children.

3.9 Rights of national minorities

- What are the rights given to national minorities to carry out their own educational activities protected?
- As regards the educational standards in educational institutions run by minorities, please describe the legal and policy framework existing in your country.

Please cover the language facilities, such as the availability of teaching in the mother tongue of the students, use of teaching of languages in education policy.

III. Methods used to draw the attention of the various authorities in the country to the instruments and to remove the obstacles encountered

1. Challenges and obstacles – Please provide information on

- 1.1 The difficulties and obstacles encountered in the process of implementing the key provisions of the Convention/Recommendation.
- 1.2 The main issues that need to be addressed for promoting further the implementation of equality of educational opportunities in your country.
- 1.3 Brief assessment of the effectiveness of the methods introduced to remove obstacles encountered.

The Report should provide concrete elements on the difficulties and obstacles (including legal and practical) encountered.

2. Awareness-raising

- 2.1 Briefly describe activities carried out to:
 - draw the attention of the various authorities of the country to the Convention/Recommendation
 - raise public awareness of the principles of non-discrimination and equality of educational opportunities enshrined in the Convention and the Recommendation, and their national or local dissemination, in particular to non-governmental organizations.

This should include their translation into national and, where necessary, local languages.
- 2.2 Please specify activities undertaken or supported by the National Commission with a view of
 - promoting the Convention/Recommendation
 - fostering debate on critical issues, in relation to the rights enshrined in the instruments

UNESCO governing bodies have underlined the need for awareness-raising. Given the importance of normative action at the national level, the Convention must be given wide dissemination, with the support of National Commissions.



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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART VI

APPLICATION OF THE 1993 RECOMMENDATION ON THE RECOGNITION OF STUDIES AND QUALIFICATIONS IN HIGHER EDUCATION

SUMMARY

In accordance with the procedures adopted in 2007 for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided (177 EX/Decision 35 (I)), the Executive Board has adopted a multi-stage procedure for the monitoring of the implementation of these standard-setting instruments, including the Recommendation on the Recognition of Studies and Qualifications in Higher Education (1993).

Pursuant to 36 C/Resolution 12 and in compliance with the timetable for 2014-2017 of work of the Committee on Conventions and Recommendations on the implementation of these standard-setting instruments (195 EX/Decision 15), the Director-General submits to the Executive Board the consolidated report on the implementation of this Recommendation, before its transmission to the 38th session of the General Conference.

At the 196th session, the Executive Board decided to defer to its 197th session discussion of this item, upon a recommendation by the CR Committee, which did not have the time needed for its consideration.

The financial or administrative implications related to this document are covered in document 37 C/5.

Action expected of the Executive Board: Proposed decision in paragraph 25.

Introduction

1. Adopted by UNESCO's General Conference at its 27th session in 1993, the Recommendation on the Recognition of Studies and Qualifications in Higher Education (hereinafter referred to as the "1993 Recommendation" or "the Recommendation") is an international framework to address interregional issues relating to recognition of higher education qualifications and quality assurance in the global context.

2. The 1993 Recommendation underscores the fundamental principle that knowledge is universal and part of the common heritage of humankind, and it promotes greater accessibility to knowledge and learning. It calls for mutual recognition of studies and qualifications in higher education by all competent authorities and institutions and provides opportunities for continued engagement of and cooperation among various stakeholders of higher education. It also recalls the responsibility of Member States to provide education as a human right and emphasizes the need for concerted policy and planning.

3. The "1993 Recommendation" contains provisions for establishing mechanisms and procedures to harmonize degrees, qualifications and standards, ensure quality, and to carry out fair and expeditious assessments of skills and competencies. The 1993 Recommendation recalls that five regional conventions and one interregional convention on recognition in higher education have already been established under the auspices of UNESCO. A total of 139 Member States are signatory to at least one regional convention on recognition in higher education, while 30 Member States are Parties to more than one regional or interregional convention. In compliance with 34 C/Resolution 87, the UNESCO Secretariat monitors the 1993 Recommendation as a matter of priority, and assesses it primarily through monitoring of the implementation of the regional and interregional conventions on the recognition of studies, diplomas and degrees in higher education.

4. To keep pace with the rapidly changing global higher education landscape, UNESCO has collaborated closely with Member States, key partners and other relevant higher education stakeholders to revise the regional conventions. To date, three regional conventions have been revised and adopted, namely (i) the Convention on the Recognition of Qualifications concerning Higher Education in the European Region ("Lisbon Recognition Convention") which was conducted jointly with the Council of Europe (Lisbon, Portugal, 1997); (ii) the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (Tokyo, Japan, 2011); and (iii) the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States (Addis-Ababa, Ethiopia, 2014).

5. This "new generation" of recognition conventions integrates several key principles, namely a shift in favour of applicants; the development of transparent, coherent and reliable procedures; granting recognition unless substantial differences are identified; information-sharing and networking at the expert level; and development of codes of good practice or recommendations and guidelines, in addition to a solid legal framework.

Implementation of the 1993 Recommendation

6. **The Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States:** The Revised Convention for the African States was adopted at the International Conference of States (Addis Ababa, Ethiopia, December 2014). Organized with the support of the Kingdom of Norway and the People's Republic of China, the conference brought together representatives from 48 Member States, of which 42 from the African region. At the close of the conference, 15 African Member States and the Holy See signed the Revised Convention.

7. The Revised Convention integrates elements and sections dealing with competent recognition authorities; basic principles related to the assessment of qualifications; partial studies,

validation of acquired professional experience and prior learning; and implementing structures and mechanisms. It will enter into force after 10 Member States of the African region have expressed their consent to be bound by it, and in this regard the African Union Commission and UNESCO are collaborating closely to raise the awareness of countries in the region to the Revised Convention and to launch internal processes leading to its ratification.

8. Through the implementation of the Revised Convention, African countries will be able to facilitate greater exchange and mobility of students, as well as of teachers and researchers; promote more effective use of human resources throughout the continent; strengthen effective quality assurance and accreditation mechanisms at the national, regional and continental levels; and contribute to the construction of an African higher education and research area.

9. UNESCO is developing a strategy to support the implementation of the Revised Convention. Work towards implementation started at the conference in Addis Ababa with the organization of a workshop focusing on experiences and good practices from other regions regarding key implementation aspects, and with a pre-conference event to promote dialogue, networking and the sharing of knowledge and good practices on quality assurance.

10. **The Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States:** Adopted in 1978, the Regional Convention has to date been ratified by 14 Member States.

11. Meetings of the Convention Committee are instrumental in raising awareness of the importance of quality assurance and the need to nurture a culture of quality in higher education within the region. The Convention Committee has initiated work to revise the Regional Convention. However, while recognizing that it is a valuable mechanism in coordinating regional efforts on recognition in higher education, quality assurance, and enhanced networking and sharing of knowledge and good practices, Member States have not been able to commit themselves to provisions included in the proposed revised text of the Regional Convention. Current regional implementation mechanisms for recognition of qualifications in higher education are mostly bilateral in nature. Since several countries still lack the appropriate national bodies to carry out the task, the need for recognition of higher education diplomas, studies and degrees has become even more pronounced in view of the current regional context.

12. To support policy and practice recognition-related fields, UNESCO has been developing a *Regional Higher Education Policy Framework and Resource Pack* to be finalized in 2015. It aims to provide conceptual clarification with regard to higher education and quality assurance in the context of the Arab countries, with emphasis on the overall linkages between different higher education components. The issue of recognition of qualifications in higher education is addressed both in the conceptual part, as well as in the Resource Pack, through comparisons of existing regional conventions and recommendations, and implementation mechanisms to ensure that these instruments help enhance higher education quality. The Framework and Resource Pack also provide information on promising practices and is a starting point to identify and discuss new trends, challenges and obstacles towards enhancing the quality of higher education in the region.

13. UNESCO's work in this region also includes supporting Member States to establish national information centres on recognition and providing training on recognition principles, procedures and practices. Furthermore, UNESCO contributes to relevant regional initiatives in focusing on the recognition of refugees' qualifications and the harmonization of quality assurance and quality outcomes as a prerequisite for more effective and reliable recognition processes.

14. **Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific:** Adopted in 1983, the Regional Convention was ratified by 21 Member States. The Revised Regional Convention, which was adopted in Tokyo, Japan in 2011, will enter into force after five Member States of the Asia-Pacific region have expressed their

consent to be bound by it. To date, only Australia and the People's Republic of China have deposited the related ratification instrument with UNESCO.

15. The Convention Committee monitors the implementation of the 1983 Convention notably through the annual collection and analysis of reports submitted by State Parties and Non-State Parties on progress achieved and obstacles encountered. The Committee follows closely progress made at the country level regarding the ratification of the 2011 Revised Regional Convention and helps to raise awareness of Member States on the importance of establishing a common academic infrastructure to support the implementation of the 1983 Regional Convention. Moreover, the Committee examines and adopts tools to support Member States' implementation and serves as a platform for sharing information on policies and good practices relevant to the recognition of qualifications in higher education such as the development of national qualifications frameworks, subject benchmarks or programme specifications and quality assurance.

16. The Convention Committee acknowledges that, with the growing cross-border mobility of students in the Asia and the Pacific region, a fair process is needed to evaluate foreign credentials in a consistent manner. Recognizing the substantial diversity that exists within the region, Parties and Non-Parties to the 1983 Convention work together to advance the implementation of the norms and principles embodied in the text. To facilitate this process, quality tools have been developed to support cross-border mobility of students across the region. The latest such tool, which was discussed and adopted at the 2014 Convention Committee meeting (Colombo, Sri Lanka, August 2014), is the *Guidelines for the Establishment of National Information Centres*. Other regional tools under consideration include guidelines on national qualifications frameworks; guidelines for developing national subject-specific quality standards; guidelines on study programme development; or guidelines on credit transfer and accumulation systems.

17. The **Convention on the Recognition of Qualifications concerning Higher Education in the European Region** (Lisbon Recognition Convention) was adopted in 1997. To date, 53 Member States have ratified the Convention, thus achieving almost full regional coverage.

18. UNESCO is co-secretariat of the Lisbon Recognition Convention (LRC) together with the Council of Europe and supports the work of the Convention Committee. Concretely, this collaboration helped finalize a subsidiary text on the use of qualifications frameworks for recognition purposes, which was subsequently adopted by the LRC Committee in June 2013. For the period 2013-2015, the LRC Committee decided to focus on reviewing the subsidiary text on recommendation on the recognition of joint degree, and on monitoring the implementation of the LRC through a survey built around specific provisions in the Convention.

19. Together with the Council of Europe, UNESCO is also co-secretariat of the European Network of Information Centres (ENIC) in the European region, while the European Commission is secretariat to the National Academic Recognition Information Centres in the European Union (NARIC). The ENIC-NARIC network comprises information centres of all States Parties to the Lisbon Convention and is an essential implementation tool to the LRC. These centres are generally responsible for providing opinions and information on documents of higher education obtained abroad, information on recognition procedures and the higher education system, and assisting applicants seeking recognition of higher education qualifications. UNESCO supports the work of the ENIC-NARIC networks, in particular the organization of their joint annual meetings, development of tools, as well as interregional cooperation in the field of recognition. With support from UNESCO, a new section entitled "UNESCO Regions" was included in the new ENIC-NARIC website launched in 2014.

20. The **Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean** was adopted in 1974, and to date, it has been ratified by 19 Member States. The Regional Convention represents a step forward towards the gradual harmonization of education systems in the region. Its implementation was hindered by issues, such as provisions regarding recognition for professional purposes, the lack of specific

terminology in assessing qualifications, and differences in evaluating skills and competences developed outside higher education institutions.

21. The level of ratification may be considered as an indication of regional Member States' interest for a supranational normative instrument on recognition in higher education. Most countries in the region favour bilateral agreements, though not all countries have signed agreements on the mutual recognition of academic qualifications with each other. In this regard, the Convention Committee worked to find common solutions to these issues and to foster further ratifications, and subsequently drafted a revised convention at its 12th Ordinary Meeting in El Salvador in 2006.

22. The International Institute for Higher Education in Latin America and the Caribbean (IESALC) is the Secretariat to the Regional Recognition Convention for Latin America and the Caribbean. The Institute has put in place a strategy to collaborate closely with governments of the region to solicit their input and support for the future development of the Regional Convention, which includes a roadmap to update this policy instrument. It has also conducted a survey of recognition mechanisms adopted by governments in the region, and as of October 2014, 31 countries have contributed to the survey. The data will serve to generate a database of reliable information to enable academic users access information on various internationalization processes, including on the variety of mechanisms used.

23. In acknowledging the importance of the internationalization of higher education in Latin America and the Caribbean, the Brazilian Government, in close collaboration with UNESCO, will host a high-level meeting of Education Ministers from Latin America and the Caribbean on the recognition of qualifications in higher education, foreseen to take place in the second half of 2015.

Future monitoring of the 1993 Recommendation

24. UNESCO will continue to support networking and the sharing of knowledge and good practices across regions. The Organization will also further develop the Portal on Recognized Higher Education Institutions and support the revisions of the regional conventions for Latin America and the Caribbean and the Arab States in a timely and appropriate manner. As the only existing normative instrument with a global coverage, the 1993 Recommendation is the sole instrument connecting all regions and serving all Member States. UNESCO will continue to monitor it as a priority via the six regional conventions on recognition in higher education. The revised conventions will serve as interregional instruments to support the global mobility of students and graduates in addition to the 1993 Recommendation. UNESCO will continue to encourage Member States to re-assess and reconfirm their commitment to fair recognition in higher education through ratification of these revised conventions.

Proposed decision

25. In light of the above, the Executive Board may wish to consider the following decision:

The Executive Board,

1. Having examined document 197 EX/20 Part VI,
2. Invites the Director-General to transmit document 197 EX/20 Part VI to the 38th session of the General Conference together with the comments of the Executive Board's observations, and any observations or comments that the Director-General may wish to make;

3. Recommends that the General Conference adopt the following draft resolution:

The General Conference,

1. Recalling that at its 27th session (Paris, 1993) it adopted the Recommendation on the Recognition of Studies and qualifications in Higher Education,
2. Recalling that at its 34th session (Paris, 2007) it identified the Recommendation on the Recognition of Studies and Qualifications in Higher Education as a priority to be monitored by the UNESCO Secretariat (34 C/Resolution 87),
3. Also recalling 36 C/Resolution 12,
4. Further recalling 177 EX/Decision 35 (I), 195 EX/Decision 15 and 196 EX/Decision 20,
5. Takes note of the consolidated report on the implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education;
6. Welcomes the progress made in the revision of the regional conventions on recognition in higher education;
7. Invites all Member States to strengthen their efforts to ensure the full and comprehensive implementation of the 1993 Recommendation;
8. Invites the Director-General to:
 - (a) continue to promote the development of successful infrastructure for implementation of the 1993 Recommendation through the six conventions on recognition in higher education;
 - (b) provide technical support to Member States to facilitate recognition across all regions; and
 - (c) continue monitoring as a priority the 1993 Recommendation, particularly in the context of the revisions to the regional conventions on recognition in higher education,
9. Invites the Director-General to transmit to it at its 40th session, the next consolidated report on the implementation of this recommendation and decides to inscribe this item in the agenda of its 40th session.



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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART VII

APPLICATION OF THE 2003 RECOMMENDATION CONCERNING THE PROMOTION AND USE OF MULTILINGUALISM AND UNIVERSAL ACCESS TO CYBERSPACE

SUMMARY

At the 196th session, the Executive Board decided to defer to its 197th session discussion of this item, upon a recommendation by the CR Committee, which did not have the time needed for its consideration.

In accordance with the procedures adopted in 2007 for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided (177 EX/Decision 35 (I)), the Executive Board has adopted a multi-stage procedure for the monitoring of the implementation of these standard-setting instruments, including the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003).

Pursuant to 36 C/Resolution 58 and in compliance with the timetable for 2014-2017 of work of the Committee on Conventions and Recommendations on the implementation of these standard-setting instruments (195 EX/Decision 15), the Director-General submits to the 197th session of the Executive Board the third consolidated report on the implementation of this Recommendation prepared on the basis of the information collected from Member States, before its transmission to the 38th session of the General Conference.

No financial and administrative implications are anticipated from the proposed decision.

Action expected of the Executive Board: Proposed decision in paragraph 31.

BACKGROUND

1. The Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace was adopted on 15 October 2003 by the General Conference at its 32nd session. At its 33rd session, in October 2005, the General Conference, requested each Member State to prepare and submit to the Secretariat a first report on such measures by January 2007, and subsequently once every four years with effect from that date (33 C/Resolution 54).

2. Two consolidated reports have already been submitted to the General Conference at its 34th and 36th sessions. It should be recalled in this connection that the submission by Member States of reports on the action taken by them upon the recommendations adopted by the General Conference is provided for under Article VIII of the Constitution, as well as under Article 17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution. Furthermore, the Executive Board adopted, at its 177th session, a multi-stage procedure for the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, including this 2003 Recommendation (177 EX/Decision 35 (I)). In compliance with the timetable for 2014-2017 of work of the Committee on Conventions and Recommendations on the implementation of these standard-setting instruments for whose monitoring the Board is responsible (195 EX/Decision 15), this third consolidated report is submitted to the present session of the Executive Board, before its transmission to the 38th session of the General Conference.

THIRD CONSOLIDATED REPORT

3. Following the adoption of 36 C/resolution 58, the Director-General, by a letter dated 9 June 2014 (ref. CL/4059), invited all Member States to transmit to the Organization their reports on the implementation of the Recommendation by 10 December 2014. By a letter to all National Commissions for UNESCO, dated 16 October 2014 (ref. CI/INF/UAP/IKB/rp/14/261), the Deputy Director-General also encouraged Member States to prepare and submit to the Organization their reports by the fixed deadline.

4. Some responses have been received after this deadline and as at 31 January 2015 the Secretariat has received in total 21 reports from the following Member States: Algeria, Belgium, Bulgaria, Burundi, Central African Republic, Egypt, Finland, Germany, Hungary, Iraq, Japan, Jordan, Lithuania, Mexico, Monaco, Mongolia, Nigeria, Romania, Slovakia, Spain and Sweden.

Elements for reporting on the specific provisions of the Recommendation

Development of multilingual content and systems

5. The majority of the Member States, which submitted reports for the reporting period, had taken concrete measures to support the preservation, access and utilization of lesser-used, national and foreign languages online and offline by integrating new forms and functions of ICTs and media (Belgium, Burundi, Central African Republic, Egypt, Germany, Hungary, Iraq, Japan, Jordan, Lithuania, Mexico, Monaco, Nigeria, Romania, Slovakia, Spain and Sweden).

6. Many countries have established institutional infrastructures with clearly defined responsibilities, allocated human and financial resources for the implementation of the normative instruments and technical standards. These actions include promotion of linguistic diversity through ICTs and media such as Public Service Broadcasting (PSB) in Belgium, Bulgaria, Germany, Hungary, Nigeria, Romania, Slovakia, Spain and Sweden. The legal actions are also in compliance with the normative instruments also established by the European Union (EU), International Telecommunication Union (ITU) and technical standards set by the International Organization for Standardization (ISO) and the Internet Corporation for Assigned Names and Numbers (ICANN).

7. The reports also indicate that national actions in the subject area are closely linked to the digital agendas and ICT strategies (Belgium, Bulgaria, Germany, Jordan, Lithuania, Nigeria, Spain and Sweden). Those agendas include concrete steps towards development of information and knowledge societies. For the implementation of these agendas, Japan and Jordan have relevant legislative frameworks on electronic transaction, ICT strategy and e-content, and Lithuania prepared guidelines for language development using ICTs. Some other countries (Central African Republic, Nigeria and Spain) established clear priorities for making ICTs available and accessible in multiple languages.

8. Number of ongoing initiatives aimed at enhancing access to information in minority languages on discrimination legislation or public information on available e-services and content. For instance, Slovakia adopted a national plan for Inclusion of Linguistic Minorities and special attention was paid in Sweden to ensure that health- and medical care-related data would be available in minority languages and public institutions.

9. Concrete legal measures were taken to ensure that the online content, particularly public websites of official authorities and public institutions, are developed, content produced in compliance with the web accessibility standards in several languages and distributed in easy-to-read formats for migrant population and persons with disabilities (Germany, Lithuania and Sweden). The re-use of public information resources in digital formats is done in Finland as per government's resolution to improve accessibility. Egypt has adopted the e-Content Strategy to foster cooperation between public and private actors, enhance capacities of local communities to develop content and share their knowledge, build capacities and promote creation of Arabic content on the Internet.

10. Educational programmes are produced and made available online in indigenous, minority and foreign languages for free application by teachers as a supplement to their teaching in those languages (Algeria, Nigeria, Romania, Slovakia, Spain and Sweden). Algeria developed digital map to provide citizens with visual information. Iraq worked in the area of standardization of Arab terminologies across the Arab League in scientific and educational fields. Burundi and Central African Republic have done professional training on literacy and language of instruction issues at different educational levels. Indigenous and minority languages are being taught at schools (Nigeria) and students were encouraged to learn foreign languages in order to increase linguistic competencies (Romania). Slovakia is in the process of making accessible digital versions of textbooks which will be available on the dedicated website.

11. Few countries reported on the recent developments related to the national domain names such as “.br” in Bulgaria, and also in Arabic (by Egypt and Jordan) domain name registrations were made under “.Masr”. Legal agreements, training of experts, national consultations and methodology were listed as key elements to ensure a smooth functioning of the domain names system (Bulgaria and Jordan).

12. Licensing conditions for the PSBs including production and programming in minority and foreign languages were done in order to place the e-content in those languages online (Belgium, Monaco, Nigeria and Sweden). Radio content exchange ensured between content producers and audience in Mexico. In Belgium, the PSBs provide their programmes in foreign languages containing open subtitles which are useful both for various language users and are accessible to persons with hearing-visual impairments. Furthermore, sign language with audio-commentary for persons with disabilities is used by the PSBs in Belgium and Slovakia.

13. Japan reported on good practices taken to develop digital archives, database services and guides were produced to the digitalization of the paper and access to historical records. Egypt also made a significant progress in the field of documentation and preservation of local cultural heritage through ICTs. Iraq informed about its plans to establish a digital library for use archiving systems.

Facilitating access to networks and services

14. Special initiatives were undertaken to increase broadband connectivity using public Internet access points in public libraries, youth stations, public authority buildings, train stations and commercial Internet access points, and technical improvements in many countries. The access to high-speed Internet is understood as a service of public interest and one of the strategic development priorities (Bulgaria, Egypt, Finland, Germany, Hungary, Jordan, Lithuania, Monaco, Mongolia and Sweden). However, some countries indicated that more investments are needed in order to achieve universal access, provide services and content in cyberspace.

15. To facilitate access to high-speed broadband access, many countries established institutions and networks to coordinate ongoing work, prepared practical guidelines or carried out consultations with users and providers (Egypt, Germany, Hungary, Japan, Jordan, Lithuania, Monaco, Mongolia and Sweden). For instance, National Broadband Network in Jordan connects sites to the network which consists of public schools, health centres and hospitals, government entities, electrical companies' points.

16. Few countries have operating grant schemes to promote the public access points such as libraries, public agencies, IT clubs, Technology Homes, educational institutions and other public places (Egypt, Finland, Lithuania and Sweden) to access information. In Finland and Lithuania, libraries do provide access to cultural and information sources to its citizens online irrespectively to their place of residence and financial standing. Reports indicate that broadcast stations use national languages in their programming (Belgium, Nigeria and Sweden). Furthermore, a pilot process towards digital broadcasting has started in Nigeria.

17. Special legislative frameworks to access public and government records using common open data licenses in order to build enabling environment for transparency, open and good governance were implemented in Finland and Germany. This work was supported by normative frameworks, guiding principles and establishment of open public repositories.

18. Educational networks, particularly created among universities, provide research services to the government agencies, cultural organizations such as museums and archives (Bulgaria, Slovakia and Sweden). Educational cloud services consisting of digital educational resources and applications supported by a large consortium were launched in Finland. Central African Republic acknowledged that technical terminology is still an issue for scientific community.

19. Regional information platform was built in Japan to offer more e-services to the residents through the systems of the different local governments. In countries like Hungary, the law obliges the public sector to offer online access to relevant information and services provided by public institutions and regular evaluations are carried out of public institutions' websites in Lithuania. Consequently, number of new web portals, websites and electronic registers were established, maintained and systematically evaluated.

20. In order to ensure a literate application of information, media content, ICTs and building trust in ICT and the Internet, several countries, as a part of their digital policy frameworks, introduced Media and Information Literacy (MIL) in national programmes and projects (Algeria, Belgium, Bulgaria, Egypt, Finland, Germany, Japan and Romania). For instance, for the implementation of the digital agenda, Germany has taken concrete efforts to integrate the media and information literacy and build capacities of social, charitable organizations within the context of specific projects targeting local communities and young people.

21. Special institutional, legal and cooperation mechanisms were set to ensure child protection on the web 2.0 era and projects related to ethical, creative and responsible use of the Internet and ICTs in Belgium, Egypt, Germany, Jordan and Lithuania. Research projects targeting youth on radicalization and their involvement in anti-democratic movements and hate speech campaigns were carried out in Sweden with an aim to teach youth to be conscious information and media

users. MIL-related teaching materials were produced for teachers, students and librarians as well as institutional networks such as libraries and media associations are actively involved. Some other countries introduced special initiatives encouraging elderly persons, youth and women and girls to use Internet resources (Belgium, Egypt and Japan).

22. Some countries (Finland, Hungary, Japan and Romania) are currently revising their national core curriculum which will include ICT literacy, along with MIL in the context of e-skills required both for teachers and students. Algeria, Egypt, Japan, Lithuania and Mexico through community centres, telecentres, libraries, IT clubs, technical laboratories and Technology Homes increase ICT and digital literacy and provide access to educational materials, particularly to rural and disadvantaged communities. Central African Republic promotes multilingualism through specific literacy programmes for adults and non-formal education for youth, using radios and television facilities for distribution. Belgium, Egypt, Germany, Japan, Mongolia, Romania and Sweden provide public information online in compliance to the web accessibility standards, particularly for users with disabilities and using open solutions.

Development of public domain content

23. Public websites provide more and more information on key policies, programmes and initiatives to the citizens in various languages (Belgium, Germany, Mongolia and Nigeria). Countries such as Nigeria produces more content in major indigenous languages which are made accessible on satellite television in order to project national cultural heritage, values and contribute to socio-economic development. In Belgium, Flemish community, a baseline measurement was carried out on media intelligence with an aim to provide more practical support, access to all sorts of information as new services for end users. Sweden established Open Archives which contain entire programmes in the national minority languages which could be easily used by the public users including teaching purposes. National Library in Jordan had made a large number of documents available on the public website in the line with the government's efforts to establish open and transparent society.

24. In many countries, efforts are ongoing to ensure the digitization of records in order to ensure security, accessibility and creation of conducive learning environment through online repositories (Algeria, Egypt, Germany, Japan, Nigeria, Spain and Sweden). Furthermore, for instance, Japan adopted the Public Records and Archives Management Act, developed search database of the documents and records in its collections and provided access to digital images of historical public documents and records. The web digitization process of print media has begun in Nigeria with an aim to provide access to information on the Internet and preserve programmes in digital forms. In order to facilitate access to cultural and scientific content in digital form, Hungary has extended several public online repositories, including archive of the national broadcasters of films and video content. Spain and Mexico reported on the implementation of the projects using digital technological for educational purposes, sharing quality content and establishing networks among artists, writers and academics.

25. Bulgaria introduced a Public Information Access Act including open data matters. Jordan worked towards the development of a platform for hosting the open data for the public use. Egypt and Lithuania have initiated Open Data projects in order to make data publicly available and visible, enhance transparency and improve accountability as well as citizens' participation. Romania has initiated a special Initiative Open Government Partnership for dialogues between government and citizens on providing free access to public documents.

Reaffirming the equitable balance between the interest of rights-holders and the public interest

26. Some countries reported on comprehensive reforms on copyright laws adaptation to the technological progress. More specifically, concrete provisions were done in Finland, Germany, Hungary, Japan, Lithuania, Monaco and Spain by both revising the legal framework and initiating a strategic dialogue with relevant actors to ensure that all publicly-funded information such as

scientific data would be accessible to all users in open standards and ensure a balance between the protection of copyright and the public interest rights. Information and memory institutions such as libraries, archives and even public service providers digitized records and made them accessible (Finland, Sweden). Hungary and Japan conducted research studies on copyright in cyberspace and a system has been developed and concrete policy revisions done to facilitate the use of copyrighted works in terms of digitization and networking purposes as well as of preserving the interests of rights-holders and promoting cultural diversity. Burundi and Jordan acknowledged that much more is required in the areas of strategizing, capacity-building and research and development in support to the application of existing copyright and other related laws.

27. Some countries reported that no major changes have occurred in the national copyright legislation or its adaptation to cyberspace, but references are made to certain provisions concerning extended collective licenses for libraries and archives to use works in digital forms. Some exceptions were also approved for people with disabilities (Finland, Hungary, Lithuania and Sweden). Hungary adopted the National Strategy on the protection of intellectual property by putting emphasis on development of legal online services and introduction of new open access related licenses. Slovakia is about to establish a centre to report illegal contents and activities on the Internet and Egypt adopted National Free and Open Source Software Strategy. Burundi also pointed out the intention to establish an institution which would be responsible primarily for the copyright issues. Several countries informed about their interest and ongoing research work on issues related to the Internet safety, Internet privacy and other technological and social aspects, including Free and Open Source Software (FOSS) (Germany and Mongolia).

CONCLUSION

28. The importance of the system of reports exercise concerning the implementation of this Recommendation is yet to be fully taken into account by Member States. The low number of contributions indicates that instead of an increased interest and commitment, there is a noticeable regression in reporting compared to the first consolidated report, for which the Secretariat had received 32 responses from Member States in 2007, then 24 in 2011 and only 21 in 2015. In addition, the guidelines provided by the UNESCO Secretariat for the reporting purposes have been used only by a limited number of countries which complicates the analytical phase and limits possibility for the elaboration of a comprehensive corporate response by UNESCO.

29. It is imperative to underscore again that for the reporting mechanisms to be effective, it is indispensable to have the number of Member States participating in the reporting process significantly increased.

30. According to the reports submitted by Member States, some progress has been achieved and certain challenges were observed as follows:

- (a) The need to ensure that Internet remains open, free, diverse and safe for its users and the necessity to further encourage innovation, freedom of expression, universal access to information and participation have been emphasized in most of the Member States' reports. Therefore, it is important to develop appropriate technologies together with the promotion of universal values in cyberspace through Internet governance, development of relevant policies and resources on security, information ethics, access and privacy-related issues, and building capacities in terms of media and information literacy, market regulation and build competencies.
- (b) Recent developments in broadband connectivity at national level not only improved existing infrastructures, but also supported education, information and knowledge sharing, e-business and research sectors. The high-speed Internet is understood as a global good and service of a public interest as well as a key determinant of sustainable development. It is therefore crucial to apply an intersectoral and holistic approach for the development of policies, legislation and partnerships mechanisms where linguistic

diversity and multilingualism in cyberspace are of equal significance as other prerequisites.

- (c) Open access strategies and solutions were introduced at national level to facilitate access, digitization, publishing, funding and dissemination of digital information, particularly scientific and public domain information. However, it is not always evident that those online portals, repositories, tools, guidelines and developed solutions take fully into consideration the multilingual aspect. Open access to multilingual information, particular scientific data and research, is a key to the implementation of sustainable development goals as it directly tackles key global contemporary challenges.
- (d) Public service broadcasting continues to be a key information provider in lesser-used and minority languages. Affordable costs and high-speed access to the Internet significantly facilitated local and user-generated content dissemination and utilization. It is therefore important to adapt PSB-related practices, structures and resources to the opportunities provided by ICTs and media in digital era.
- (e) Recent technological developments have a direct impact on the intellectual copyright legal mechanisms which needs to be periodically revised and amended in order to make them fully compatible and relevant to digital societies.
- (f) Although tangible improvements were reported to strengthen access to information on the Internet, globally the Internet services in many Member States remained costly, limited in availability and in speed, in particular as concerns remote areas. Consequently, a full range of public services on the Internet were mainly provided to a limited number of the population.
- (g) Often, challenges reported are directly linked to organizational, sociological, and financial aspects. Despite the fact that the majority of Member States have appropriate legal mechanism and institutional network established at national level, a significant number of projects and initiatives could not be implemented due to severe budgetary cuts, low connectivity and lack of appropriate infrastructure.

PROPOSED DECISION

31. After examining this document, the Executive Board may wish to adopt the following decision:

The Executive Board,

1. Recalling 33 C/Resolution 54, 34 C/Resolution 49 and 36 C/Resolution 58,
2. Having examined document 197 EX/20 Part VII and the report of the Committee on Conventions and Recommendations thereon,
3. Takes note that only 21 Member States submitted reports for this third consultation, which represents a decrease in the responsiveness by Member States;
4. Recalls that the submission by Member States of periodic reports concerning the implementation of the recommendations adopted by the General Conference is an obligation under Article VIII of UNESCO's Constitution and Article 17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution;
5. Reaffirms the importance of this Recommendation and its implementation by Member States;

6. Recommends that the General Conference urge those Member States which have not taken measures to implement the Recommendation to do so;
7. Invites the Director-General to transmit to the General Conference at its 38th session the third consolidated report on the measures taken by Member States to implement this Recommendation, together with its observations and any observations or comments that the Director-General may wish to make.



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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART VIII

STRATEGY TO IMPROVE VISIBILITY, RATIFICATION, IMPLEMENTATION, MONITORING AND COOPERATION OF EDUCATION-RELATED STANDARD-SETTING INSTRUMENTS

SUMMARY

Pursuant to 195 EX/Decision 15, this document presents the proposal for a Strategy to improve the visibility, ratification, implementation, monitoring and cooperation in the context of standard-setting instruments in the field of education.

This Executive Board document is an **abstract** of the full Strategy, available online in three languages (English, French and Spanish).¹

Action expected of the Executive Board: Proposed decision in paragraph 20.

1. At its 195th session, the Executive Board requested the Director-General to submit to the Executive Board at its 197th session for its approval, “*a proposal for a strategy to improve visibility, ratification, implementation, monitoring and cooperation in the context of standard-setting instruments in the field of education, taking into account, if necessary, the conclusions of the working group on the working methods of the Committee on Conventions and Recommendations*”.

2. The Strategy applies to the global and regional standard-setting instruments, and possible future instruments, in the field of education. In parallel to the process of elaboration of the proposal, the Education Sector has been reflecting on suggestions to improve the working methods of the

¹ <http://unesdoc.unesco.org/images/0023/002338/233816E.pdf>

Committee on Conventions and Recommendations (CR) and has submitted proposals and suggestions that were presented at the 196th session of the Executive Board. The present Strategy is consistent with the conclusions of the Working Group on the working methods of the CR Committee.

Objective and modalities

3. The overall objective of the Strategy is to improve five key dimensions (*namely visibility, ratification, implementation, monitoring and cooperation*) with a view towards making better use of the standard-setting instruments in the field of education to advance UNESCO's overall work, including the achievement of the post-2015 development agenda. Currently, the Organization's work on its education-related normative instruments is not sufficiently integrated in the design and implementation of programmes activities and applied in national legal and policy frameworks. Through this Strategy, normative instruments would gain to be more strongly integrated within the work of the Education Sector, on a systematic basis.

4. The present Strategy covers the period 2015 to 2021; it is fully aligned with and builds upon the eight-year Medium-Term Strategy of the Organization (2014-2021) and the Education Sector Strategy (2014-2021). Its full implementation is subject to availability of resources, both from the Regular Programme budget and from extrabudgetary resources. "Core elements" of the Strategy are supported by available resources, while the others will require resource mobilization, including additional human and financial resources.

UNESCO's normative action in the field of education in light of the post-2015 development agenda²

5. The main fields covered by UNESCO's standard-setting instruments include non-discrimination and equality of opportunities, education for peace and human rights, technical and vocational education and training, adult learning and education, teacher's status and conditions, and the recognition of studies and qualifications in higher education. These areas constitute the various key dimensions of the right to education, which is at the very heart of UNESCO's mission. The education-related normative work of UNESCO across the education sector represents a comparative advantage that should be intensified, supported and further showcased, particularly in the context of the post-2015 education and the sustainable development agenda as a whole. Indeed, the agenda provides an opportune momentum to intensify UNESCO's normative action in the field of education. The Incheon Declaration³ encourages countries to "ensure inclusive and equitable quality education and promote life-long learning opportunities for all". The rights-based approach, promoted by UNESCO, is at the foundation of the agenda.

6. In addition to this international momentum, revision and adoption of normative instruments during the period covered by the Strategy provide an opportunity to strengthen UNESCO's Conventions and Recommendations in education.

Areas of work

7. The Strategy is aimed at ensuring that UNESCO's standard-setting instruments form a central element of education programme work across all the functions and activities conducted. The objective is to mainstream normative work, reinforce explicit linkages between the various activities carried out and standard-setting instruments, and fostering synergies.

² UNESCO's normative work includes setting norms and standards in its fields of competence and supporting and monitoring their implementation. Standard-setting represents one of the main constitutional and strategic functions of UNESCO and an important tool for realizing the goals for which the Organization was created. In the field of education, the Organization has adopted so far two international conventions, five regional conventions and seven international recommendations.

³ "Education 2030: Towards inclusive and equitable quality education and lifelong learning for all" adopted at the World Education Forum (Incheon, May 2015).

8. Bearing in mind the comparative advantage of UNESCO normative instruments, it is highly important to ensure that these instruments form the frame of reference of all UNESCO programmes in education. An integrated approach based on this framework will be preferred over unrelated activities that have limited impact in terms of visibility, implementation and outcomes. It will also ensure that programme activities remain focused on UNESCO's core functions, concentrating in particular on upstream policy-related work, normative work and related capacity development.

9. In line with document 37 C/4, global normative work is mostly carried out by Headquarters.⁴ Regional bureaux for education and field offices will be actively involved in all areas of work so that they fully participate in promoting the normative instruments, supporting their implementation and monitoring, fostering cooperation and advocating, in particular for the ratification.

10. **In terms of visibility:** the objective is to improve communication on normative instruments and on UNESCO's work, intensify awareness-raising, and promote more focused information-sharing. UNESCO will strengthen the visibility of the normative work through a public information and communication plan for better awareness-raising and information-sharing on standard-setting instruments, as well as foster mobilization of relevant actors and networks. Visibility will also be expanded through the large dissemination of documentation and materials in national or local languages, when possible, for a wider reach out. Field offices, and particularly regional bureaux for education, will play a crucial role in this strategy, as they will ensure that the information is relayed to national authorities.

11. **In terms of implementation:** The objective is to strengthen technical support, capacity-building and resource mobilisation. Direct support to Member States to help countries implement the provisions provided by the standard-setting instruments in education will be reinforced. Additional resources will be mobilized, and capacity-building programmes will be further developed. Guidelines will be developed to support the implementation of the instruments. In line with the organization of programme work in document 37 C/4, supporting the national implementation will remain within the field of competence of field offices. Together with institutes, regional bureaux, field offices and key partners (for instance the National Commissions), operational actions for assisting Member States to implement the related provisions will be envisaged. This will be done through existing resources and expertise and efforts will be made to mobilize further resources.

12. **In terms of monitoring:** The objective is to strengthen existing mechanisms, develop focused activities and foster synergies between stakeholders. Special attention will be paid to reinforcing and improving broad understanding of the monitoring obligations, processes and mechanisms, as well as to enhancing monitoring processes. The objective is to ensure that conventions and recommendations can serve as guiding principles in the various areas they cover, and be the starting point of the reflection for policy-making processes. Particular attention will be paid to ensuring complementarity of monitoring processes under the various normative instruments developed by the United Nations and UNESCO. To that end, collaboration with the United Nations system, including human rights bodies and the Special Rapporteur on the right to education, as well as with other relevant intergovernmental organizations and stakeholders, will be further reinforced and deepened.

13. **In terms of cooperation:** The objective is to establish and strengthen more efficient channels promoting knowledge-sharing, peer-learning and collaboration. UNESCO will take an active role in harnessing cooperation among different key stakeholders and act as a facilitator between Member States. Exchange of good practices among countries will be encouraged and promoted, through multiple channels. UNESCO will encourage countries to discuss specific issues relating to the instruments, to share experience, and be inspired by actions taken by other countries to implement the instruments. Promoting such dialogue and peer-learning on good

⁴ For the specific case of the regional Conventions on the recognition of studies and qualifications in higher education, the monitoring work is also carried out at the regional level.

practices will boost partnering and networking among Member States, while also offering to the latter the possibility to discuss and consider further regulation of emerging trends in education. Furthermore, cooperation between UNESCO, other relevant United Nations organizations will be reinforced so as to create a more supportive environment for the implementation of standard-setting instruments by Member States.

14. In terms of ratification of conventions: The objective is to identify difficulties and challenges faced by Member States and offer tailored assistance. Increased ratification creates a community of States Parties, sharing the same normative framework. This will contribute to ensure that UNESCO's instruments form the overarching framework of the Education Sector. Recent ratifications to conventions, the adoption and revision of normative instruments, as well as the post-2015 agenda provide a good momentum to promote the education-related standard-setting instruments. This momentum will be seized to accelerate the number of ratifications.

Methodology for implementing the strategy on standard-setting instruments

15. The proposed methodology will focus on (1) adopting an approach that mainstreams the normative work across the Education Sector, (2) developing specific measures supporting the implementation of the Strategy and (3) given its strong potential and unique reach, upgrading the current Global Database on the Right to Education⁵ to an Observatory where each of the areas of work will be implemented and fostered.

16. The specific measures supporting the implementation of the Strategy will include for instance, organization of information sessions; wide dissemination of toolkits in various languages; direct support to States within the reviews conducted by United Nations human rights bodies, policy reviews and development of thematic guidelines; capacity development through tailored trainings and workshops; linkages to and improvement of existing monitoring mechanisms; global reports on the implementation of normative instruments; online consultations; strengthening of the role of mechanisms, assessment studies, synergies through specific networks; mechanisms or fora, research activities and expert consultations, plan for ratification.

17. Regarding the Observatory, there is a need to expand, scale up, sustain and enrich the content of the current database for it to become a real flagship. The three missions of the future Observatory are:

- **Information-sharing:** it will centralize information relating to UNESCO's education-related standard-setting instruments, status of ratification and state of implementation. The availability of key resources will significantly encourage governments to apply the principles of responsibility and transparency, and to submit reports of good quality that can be harnessed by the Secretariat as much as possible. The Observatory will be instrumental in mobilising around the issue of ratification. Moreover, Member States will be encouraged to share relevant information on the implementation of the standard-setting instruments on a spontaneous basis; such an ongoing monitoring process will provide the Secretariat with more up-to-date and relevant information to share publicly. The Observatory will thus offer a sustained basis for regional and international cooperation.
- **Analysis and prospective:** The Observatory will allow for timeline tracking of progress for each country, highlighting the adoption of legal texts, relevant provisions and educational policies. It will also bring the historic perspective necessary to assess the state of implementation and the evolution of the situation in countries. A compilation of recent court laws will allow to see how concretely the right to education is guaranteed and enforced at the country level. On the basis of analysing the national trends, it will be possible to identify emerging themes that may need new or further regulation in the future.

⁵ <http://www.unesco.org/education/edurights/index.php?action=home&lng=en>

- **Forum for technical assistance:** The Observatory will be instrumental in supporting Member States with technical assistance. Dedicated access for Member States will be created on the platform for interactive participation. Specific recommendations will be formulated to help countries and to engage in a constructive dialogue to strengthen the implementation of the standard-setting instruments in the field of education at the national level.

18. The development and sustainability of the Observatory will be conditioned by additional funding and specific measures to ensure that human and financial resources can be dedicated to this Observatory and conduct the necessary analysis.

19. A clear division of labour across the Education Sector between Headquarters, field offices and institutes, will be undertaken to further clarify corresponding roles and responsibilities. This is expected to have a positive effect, as requests and expectations of Member States will be channelled in a more efficient and institutionalized way.

Proposed decision

20. In the light of the above, the Executive Board may wish to adopt the following draft decision:

The Executive Board,

1. Recalling 195 EX/Decision 15,
2. Further recalling the conclusions of working group on the working methods of the CR Committee (196 EX/36),
3. Having examined document 197 EX/20 Part VIII,
4. Recognizing the importance of UNESCO standard-setting instruments in the field of education notably in the context of the implementation of the post-2015 development agenda,
5. Appreciates the efforts made by the Director-General to develop a Strategy in view of improving the visibility, ratification, implementation, monitoring and cooperation of education-related standard-setting instruments;
6. Requests the Director-General to keep the Executive Board informed of the implementation of this strategy in the framework of the general monitoring on the implementation of standard-setting instruments.