

Hundred and seventieth Session

170 EX/16
PARIS, 12 July 2004
Original: English

Item 6.3 of the provisional agenda

**ORGANIZATION OF THE SEVENTH CONSULTATION OF MEMBER STATES ON THE
IMPLEMENTATION OF THE CONVENTION AND THE RECOMMENDATION
AGAINST DISCRIMINATION IN EDUCATION (1960)**

SUMMARY

This document highlights the importance of the Convention and the Recommendation against Discrimination in Education (1960) and their implementation, bearing in mind Education for All (EFA) as UNESCO's high priority. Pursuant to 70 EX/Decision 5.2.1, 23 C/Resolution 29.1, 30 C/Resolution 15, and 165 EX/Decision 6.2, it contains a proposition for organizing the seventh consultation of Member States on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of the Convention and the Recommendation during 2000-2005.

Decision proposed: paragraph 12.

I. INTRODUCTION

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, 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”.¹ Barring differences in wording and in legal scope inherent to the nature of these two categories of instruments, the content of the Recommendation is identical to that of the Convention. Like UNESCO’s Constitution, the Convention as well as the Recommendation prohibit discrimination in education “based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth”. Articles 1 to 7 of the Convention and the Recommendation contain similar provisions. The Convention, which came into force on 22 May 1962, has been ratified by 91 States.

II. IMPLEMENTATION OF THE CONVENTION AND THE RECOMMENDATION AND THE EDUCATION FOR ALL (EFA) PROCESS

2. The Convention is a key pillar in the context of the EFA process in as much as it reflects UNESCO’s constitutional mission: “full and equal educational opportunities for all”. The purpose of the Convention and the Recommendation is the elimination of discrimination in education and the adoption of measures aimed at promoting equality of educational opportunities and treatment in this field. Article 13 of the International Covenant on Economic, Social and Cultural Rights which covers the right to education comprehensively and which was drafted at the suggestion of the Director-General of UNESCO, draws extensively upon the Convention. Resolutions adopted by the Commission on Human Rights systematically refer to it.

3. The fundamental principles of non-discrimination and of equality of educational opportunities, enshrined in the Convention and in the Recommendation, have figured prominently in the public debate on the right to education UNESCO has raised in cooperation with professional bodies and the intellectual community.² These principles have been given high importance in the course of technical assistance being provided by UNESCO for modernizing/developing national legislation in the field of education, especially the right to education as part of the Education for All (EFA) process. This responds to the Recommendations of the High-Level Group on EFA (2002 and 2003). The fundamental principles of non-discrimination and equality of educational opportunities are reflected in national legislation being developed in some countries with UNESCO’s assistance. An article by the Director-General in 2003 on “The Right to Education: Supporting efforts towards Education for All” focuses on better fulfilling UNESCO’s constitutional mandate to support full and equal opportunities in education. With a view to creating greater awareness about legal obligation of Member States and promoting the right to education, the text of the Convention is being disseminated widely.

¹ The Recommendation sought 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.

² “UNESCO’s experience on equality in education”, was presented in the form of an opening address at the European Association for Education Law and Policy (ELA) Seminar on the *Equality in Education and its Application by the Court in European Perspective*, organized by ELA and the Swedish National Agency of Education and the Swedish National Agency of Higher Education (Stockholm, May 2001).

III. SEVENTH CONSULTATION WITH MEMBER STATES ON THE IMPLEMENTATION OF THE CONVENTION AND THE RECOMMENDATION (2000-2005)

4. The Convention provides in Article 7 that “The States Parties to this Convention shall in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization on dates and in a manner to be determined by it, give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this Convention, including that taken for the formulation and the development of the national policy defined in Article 4 as well as the results achieved and the obstacles encountered in the application of that policy”.³ Article 7 of the Recommendation carries similar obligations for Member States.⁴

5. At its 70th session, the Executive Board considered that “the reports of the governments should be presented at regular intervals in a standardized form” (70 EX/Decision 5.2.1, para. (5)). Moreover, at its 23rd session, the General Conference recommended to the Director-General that the draft questionnaires or forms sent to Member States with a view to the preparation of their reports should be submitted to the CR (Resolution 29.1).

6. UNESCO has so far conducted six consultations of Member States on the implementation of the Convention and the Recommendation. The sixth consultation resulted in 30 C/Resolution 15, adopted by the General Conference at its 30th session in November 1999. “Creating a coherent mechanism of reporting on and monitoring of the right to education” stipulated in 30 C/Resolution 15 is a complex matter. The strategy for implementing the right to education domestically as well as at regional and international levels, with a lead role for UNESCO within the framework of cooperation in the United Nations system, was examined during the Informal Expert Consultation on Monitoring the Right to Education, organized at UNESCO Headquarters in March 2000.

7. Pursuant to the *Medium-Term Strategy 2002-2007* (31 C/4, paragraph 62), UNESCO has developed closer collaboration with the United Nations Committee on Economic, Social and Cultural Rights (CESCR) for monitoring the implementation of the right to education. Information and analysis of the Reports submitted by Member States on the implementation of the Convention is shared with CESCR. The General Comment No. 13 on Article 13 (right to education)⁵ of the International Covenant, elaborated by CESCR in collaboration with UNESCO (December 1999), draws on UNESCO’s experience and dwells upon the Convention. Referring to its Article 3, the General Comment confirms that “the principle of non-discrimination extends to all persons of school age residing in the territory of a State Party, including non-nationals, and irrespective of their legal status” (para. 34). It provides that education “must be accessible to all, especially the most vulnerable groups, in law and fact, without discrimination on any of the prohibited grounds” (para. 6).

³ UNESCO’s Constitution provides for the monitoring of the Recommendations and Conventions in Member States. Article VIII of the 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”.

⁴ It may be recalled that the Committee on Conventions and Recommendations (CR) was originally conceived as a “Special Committee ... to examine the reports of Member States on the implementation of the Convention and Recommendation against Discrimination in Education” (71 EX/Decision 3.2). With this as its initial mandate, it was established originally as the Special Committee on Discrimination in Education (75 EX/Decision 6(II)).

⁵ The text of the Convention and of the General Comment No. 13 on the Right to Education can be accessed on the UNESCO website on the Right to Education.

8. Questions related to coherent mechanisms of reporting were discussed during the Informal Meeting organized on 21 May 2001 during the 161st session of the Executive Board on Monitoring the Right to Education: Dialogue between the Committee on Conventions and Recommendations (CR) and the Chairperson of CESCR. In monitoring the right to education in all its dimensions, the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education⁶ has recognized the importance of developing practical approaches for building complementarity in the work of CESCR and of UNESCO. A major concern in this collaborative endeavour is to reduce state burden in reporting. It also seeks to impart synergy to the EFA process in the United Nations system.

9. With respect to the implementation of the right to education and the Convention, UNESCO's *Medium-Term Strategy 2002-2007* stipulates that "Particular emphasis will be placed on ensuring that education becomes truly inclusive, in particular by effectively reaching the unreached – especially the poor, women and girls, rural populations, minorities, refugees and countries or populations victims of disasters and people with special needs" (para. 62). Implementing the Convention and the Recommendation should impart strength to basic education for all as UNESCO's priority.

10. The seventh consultation of Member States on the implementation of the Convention and the Recommendation will cover a six-year (2000-2005) period. For this purpose, the Guidelines (Annex I) have been elaborated for assisting Member States in the preparation of the Reports on the implementation of the Convention and the Recommendation. By 165 EX/Decision 6.2 (para. 9(a)), the Executive Board "requested the Secretariat to rationalize the guidelines communicated to Member States for periodic reports ...".

11. The seventh consultation will be conducted within the framework of the new "Procedures for promoting Member States' acceptance and application of conventions and recommendations adopted by the General Conference", as established by the General Conference at its 32nd session in October 2003.⁷ The Director-General holds high expectations from Member States for reporting comprehensively on the implementation of the Convention and the Recommendation.

Proposed draft decision

12. In the light of the above, the Executive Board may wish to adopt a draft decision along the following lines:

The Executive Board,

1. Recalling 30 C/Resolution 15 and 165 EX/Decision 6.2,
2. Having examined document 170 EX/16,
3. Approves the Guidelines prepared for the seventh consultation of Member States on the implementation of the Convention and the Recommendation against Discrimination in Education (1960) as contained in Annex I of document 170 EX/16;
4. Reminds Member States of the obligation "to make the text of any convention or recommendation known to the bodies, target groups and other entities interested in

⁶ Report by the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education, 167 EX/CR.2, Paris, 21 August 2003 and 167 EX/Decision 5.8.

⁷ "Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution" (32 C/Resolution 77, adopted on 15 October 2003).

matters dealt with therein” in accordance with Article 16(2) of the Rules of Procedure concerning Recommendations to Member States and International Conventions, as amended by the General Conference in October 2003;

5. Requests the Director-General to report the results of the seventh consultation in the form of an analytical report to the Executive Board at its 172nd session, along with a report on the actions foreseen regarding the organization on the sidelines of the 33rd session of the General Conference of a meeting of States Parties to the Convention against Discrimination in Education, as stipulated in 165 EX/Decision 6.2.

ANNEX

Draft Guidelines for the preparation of Reports on the Implementation of the Convention against Discrimination in Education (1960)/Recommendation against Discrimination in Education (1960)

Preliminary remarks

These Guidelines are intended to assist Member States in the preparation of the Reports on the implementation of the Convention against Discrimination in Education (1960) as well as the Recommendation against Discrimination in Education (1960).¹ They have been prepared, bearing in mind recent decisions (165 EX/Decision 6.2 and 167 EX/Decision 5.8) adopted by UNESCO's Executive Board in October 2002 and in October 2003 respectively.² Relevant Guidelines of the United Nations system³ and the General Comment No. 13 on the Right to Education, elaborated by the United Nations Committee on Economic, Social and Cultural Rights (CESCR) in cooperation with UNESCO (copy attached) have been taken into account, with a view to integrating the reporting obligations of the States Parties to the Convention and those of the States Parties to the International Covenant on Economic, Social and Cultural Rights (Articles 13 and 14 on the right to education) and reducing the state burden in reporting. The text of the Convention and the Recommendation, of the General Comment No. 13, of 165 EX/Decision 6.2 and 167 EX/Decision 5.8 can be consulted on the UNESCO website on the Right to Education.

Reporting obligations

Article 7 of the Convention against Discrimination in Education provides that "The States Parties to this Convention shall in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization on dates and in a manner to be determined by it, give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this Convention, including that taken for the formulation and the development of the national policy defined in Article 4 as well as the results achieved and the obstacles encountered in the application of that policy" (Article 7). Article 7 of the Recommendation against Discrimination in Education carries similar provisions. The reporting period for the seventh consultation on the implementation of the Convention and the Recommendation against Discrimination in Education covers six years (2000-2005).

¹ The Convention against Discrimination in Education and the Recommendation against Discrimination in Education, 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". The Recommendation sought 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. Like UNESCO's Constitution, the Convention and the Recommendation prohibit discrimination in education "based on race, colour, sex, language, religion, political or other opinion, national or social origins, economic condition or birth". The Convention, which came into force on 22 May 1962, has been ratified by 91 States. The list of the States Parties to the Convention is attached (Appendix).

² "Proposals by the Committee on Conventions and Recommendations on the conditions and procedures applicable to the examination of questions relating to the implementation of UNESCO's standard-setting instruments" (165 EX/Decision 6.2), October 2002 and "Report by the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the monitoring of the right to education" (167 EX/Decision 5.8).

³ Compilation of Guidelines on the Form and Content of Reports to be submitted by States Parties to the International Human Rights Treaties, HRI/GEN/2/Rev.1, 9 May 2001.

General indications

If your country is a State Party to the International Covenant on Economic, Social and Cultural Rights, you may attach information already provided to CESCR with respect to the implementation of the right to education (Articles 13 and 14 of the International Covenant) or refer to the relevant parts of those reports, rather than repeat the information here.

In case the information supplied in the national EFA action plan is relevant, you may like to reproduce or refer to it with precise indications as to its retrieval.

Pursuant to 165 EX/Decision 6.2, mentioned above, the Report is expected to indicate as to how the measures taken towards the implementation of the Convention/Recommendation contribute to EFA as UNESCO's priority.

The Report should describe the constitutional, legal and administrative framework established for the implementation of the Convention. The Report should clearly demonstrate the extent to which the national laws/education policy corresponds to the provisions in the Recommendation. Information supplied by Member States should demonstrate as to how laws and practices comply with the Convention rights, describing legal norms as well as the factual situation.

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 the binding force, and the States Parties to it 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. Member States are expected to give effect to it in national legislation and education policies.

However, it is noteworthy that the reporting obligation under the provisions of Article 7 of the Convention and of the Recommendation are identical.

Main elements for reporting on provisions in different articles:

Please describe whether the *Convention against Discrimination in Education* is directly applicable in domestic law on ratification, or has been incorporated into the national Constitution or domestic law so as to be directly applicable; and whether the provisions of the Convention are guaranteed in the Constitution or other laws; and whether its provisions 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 implementation of the provisions of the Convention. The practical availability, effect and implementation of remedies for violation of provisions of the Convention should be explained and exemplified. The Report should contain sufficient quotations from or summaries of the relevant principal constitutional, legislative and other texts which guarantee and provide remedies in relation to Conventions rights.

Please describe whether legislative measures have been taken pursuant to the *Recommendation against Discrimination in Education* and the ways in which national education policy and programmes correspond to the provisions in the Recommendation. Information supplied by Member States should demonstrate how laws and practices comply with commitments under the Recommendation, describing legal norms as well as the factual situation.

You may like to include in the information provided whether your country is envisaging to adhere to the Convention.

Article 1: Member States are requested to furnish detailed information explaining how discrimination in education based on grounds specified in the Convention/Recommendation is outlawed, bearing in mind in particular requirements specified in paragraphs (a), (b), (c) and (d) of this Article, and how equality of treatment in education is ensured?

Article 2: Please describe measures taken (a) for ensuring gender parity in education, (b) relating to the parental choice and establishment or maintenance, for religious or linguistic purposes, of separate education systems or establishments and (c) regulatory framework for private educational institutions in order to ensure equality of educational opportunities and treatment.

Article 3: Please explain the legal and administrative measures adopted to give effect to the provisions of this Article, including non-discrimination in the admission of pupils to educational institutions, and non-differential treatment, assistance granted by public educational authorities to educational institutions, and treatment of foreign nationals resident in your country.

In order to eliminate discrimination and reduce disparities in education, what affirmative action and positive measures are being taken by the Government for enabling, *inter alia*, children who are victims of social exclusion and poverty to have access to education? Please describe the effect of such measures.

Article 4: Please indicate how education laws and policy have been developed and are being implemented with a view to achieving in your country the full realization of the right of everyone to education without discrimination or exclusion, and ensuring equality of educational opportunities?

How does your Government discharge its obligation to provide for primary education that is compulsory and available free to all? Please indicate policy measures for ensuring that “education becomes truly inclusive, in particular by effectively reaching the unreached – especially the poor, women and girls, rural populations, minorities, refugees and countries or populations victims of disasters and people with special needs”.⁴ To that end, what especial consideration is given to the educational needs of economically and socially marginalized and vulnerable groups?

Is secondary education, including technical and vocational secondary education, generally available and accessible to all? To what extent is such secondary education free of charge?

To what extent is general access to higher education realized in your country? What are the costs of such higher education? Is free education established or being introduced progressively?

What efforts have you made to establish a system of basic education for those who have not received or completed the whole period of their primary education?

How does the principle of non-discrimination characterize training for the teaching profession in your country?

Article 5: Please report on national efforts for directing education towards the objectives mentioned in Article 5, paragraph 1(a) of the Convention/Recommendation.

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

⁴ UNESCO's *Medium-Term Strategy 2002-2007* (31 C/4, para. 62), UNESCO, Paris.

choice of educational institutions in accordance with the provisions of Article 5, paragraph 1(b) of the Convention/Recommendation.

How are the rights of national minorities protected for carrying out their own educational activities in accordance with Article 5, paragraph 1(c) of the Convention/Recommendation? Please describe legal and policy framework relating to the educational standards in educational institutions run by minorities, as provided for in this Article? Information should 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, etc.

Article 7: Please highlight the results achieved and obstacles in the process of the implementation of the Convention/Recommendation? The Report should present an assessment of the positive results as well as shortcomings. What difficulties have been encountered in eliminating discrimination and reducing disparities in education, especially in the context of the EFA process? What are the main issues that need to be addressed for promoting equality of educational opportunities in your country?

Awareness-raising

Please describe the steps taken towards creating greater awareness about the fundamental principle of non-discrimination and of equality of educational opportunities enshrined in the Convention and in the Recommendation, including their translation into national/local languages and their dissemination at national/local level. Please specify activities developed/supported by the National Commission for promoting non-discrimination and equality of educational opportunities.

APPENDIX

Convention against Discrimination in Education. Paris, 14 December 1960¹

	States	Date of deposit	Type of deposit
1	France	11/9/1961	Ratification
2	Israel	22/09/1961	Ratification
3	Central African Republic	22/02/1962	Acceptance
4	United Kingdom of Great Britain and Northern Ireland	14/03/1962	Acceptance
5	Egypt	28/03/1962	Acceptance
6	Liberia	17/05/1962	Ratification
7	Russian Federation	1/8/1962	Ratification
8	Cuba	2/11/1962	Ratification
9	Bulgaria	4/12/1962	Acceptance
10	Belarus	12/12/1962	Ratification
11	Ukraine	19/12/1962	Ratification
12	Norway	8/1/1963	Ratification
13	Kuwait	15/01/1963	Acceptance
14	New Zealand	12/2/1963	Ratification
15	Benin	9/7/1963	Acceptance
16	Costa Rica	10/9/1963	Ratification
17	Denmark	4/10/1963	Ratification
18	Argentina	30/10/1963	Ratification
19	Albania	21/11/1963	Ratification
20	Hungary	16/01/1964	Ratification
21	Romania	9/7/1964	Ratification
22	Poland	15/09/1964	Ratification
23	Lebanon	27/10/1964	Ratification
24	Mongolia	4/11/1964	Ratification
25	Philippines	19/11/1964	Acceptance
26	Guinea	11/12/1964	Acceptance
27	Madagascar	21/12/1964	Ratification
28	China ²	12/2/1965	Ratification
29	Malta	5/1/1966	Notification of succession
30	Netherlands	25/03/1966	Ratification
31	Italy	6/10/1966	Ratification
32	Australia	29/11/1966	Acceptance
33	Peru	19/12/1966	Ratification
34	Indonesia	10/1/1967	Acceptance
35	Sierra Leone	2/6/1967	Ratification
36	Panama	10/8/1967	Acceptance
37	Senegal	25/09/1967	Ratification
38	Sweden	21/03/1968	Ratification
39	Brazil	19/04/1968	Ratification
40	Viet Nam ³	12/6/1968	Ratification

	States	Date of deposit	Type of deposit
41	Niger	16/07/1968	Acceptance
42	Iran (Islamic Republic of)	17/07/1968	Acceptance
43	Germany	17/07/1968	Ratification
44	Morocco	30/08/1968	Acceptance
45	Uganda	9/9/1968	Acceptance
46	Congo	16/09/1968	Ratification
47	Venezuela	16/12/1968	Ratification
48	Algeria	24/12/1968	Acceptance
49	Spain	20/08/1969	Acceptance
50	Tunisia	29/08/1969	Ratification
51	Nigeria	18/11/1969	Acceptance
52	Luxembourg	20/01/1970	Ratification
53	Cyprus	9/6/1970	Acceptance
54	Mauritius	20/08/1970	Notification of succession
55	Swaziland	8/10/1970	Acceptance
56	Finland	18/10/1971	Ratification
57	Chile	26/10/1971	Ratification
58	Libyan Arab Jamahiriya	9/1/1973	Ratification
59	Saudi Arabia	17/08/1973	Ratification
60	Barbados	24/06/1975	Notification of succession
61	Jordan	6/4/1976	Acceptance
62	Iraq	28/06/1977	Ratification
63	Dominican Republic	30/08/1977	Ratification
64	United Republic of Tanzania	3/1/1979	Ratification
65	Ecuador	5/3/1979	Acceptance
66	Portugal	8/1/1981	Ratification
67	Nicaragua	28/09/1981	Ratification
68	Solomon Islands	19/03/1982	Notification of succession
69	Belize	1/12/1982	Notification of succession
70	Guatemala	4/2/1983	Ratification
71	Dominica	14/03/1983	Notification of succession
72	Sri Lanka	11/8/1983	Acceptance
73	Saint Vincent and the Grenadines	22/01/1985	Notification of succession
74	Brunei Darusalaam	25/01/1985	Notification of succession
75	Croatia	6/7/1992	Notification of succession
76	Tajikistan	28/08/1992	Notification of succession
77	Georgia	4/11/1992	Notification of succession
78	Slovenia	5/11/1992	Notification of succession
79	Republic of Moldova	17/03/1993	Notification of succession
80	Czech Republic	26/03/1993	Notification of succession
81	Slovakia	31/03/1993	Notification of succession
82	Bosnia and Herzegovina	12/7/1993	Notification of succession
83	Armenia	5/9/1993	Notification of succession
84	Kyrgyzstan	3/7/1995	Acceptance
85	The former Yugoslav Republic of Macedonia	30/04/1997	Notification of succession
86	Uzbekistan	8/12/1997	Ratification

	States	Date of deposit	Type of deposit
87	Côte d'Ivoire	24/11/1999	Ratification
88	South Africa	9/3/2000	Ratification
89	Rwanda	28/12/2000	Acceptance
90	Serbia and Montenegro	11/9/2001	Notification of succession
91	Uruguay	3/5/2004	Acceptance

¹ This Convention entered into force on 22 May 1962. It subsequently entered into force for each State three months after the date of deposit of that State's instrument, except in cases of declaration of succession, where the entry into force occurred on the date on which the State assumed responsibility for conducting its international relations.

² Instrument of ratification deposited by the authorities representing China at UNESCO at the time of the deposit. The Director-General received from the Permanent Delegation of the People's Republic of China to UNESCO the following communication dated 2 September 1974: "All signatures affixed to the Convention concerning the International Exchange of Publications by the Chiang Kai-shek Clique usurping the name of China are illegal and without force. The Chinese Government does not recognize them and shall in no way be bound by them". By a communication dated 17 May 1988, the Permanent Delegation of the People's Republic of China to UNESCO informed the Director-General that the preceding declaration also applied to the Convention concerning the Exchange of Official Publications and Government Documents between States and to the Convention against Discrimination in Education.

³ The Democratic Republic of Viet Nam and the Republic of South Viet Nam (the latter having replaced the Republic of Viet Nam) united on 2 July 1976 to form a new State, the Socialist Republic of Viet Nam (Viet Nam). At the time of writing, the Government of Viet Nam had not yet made known its position regarding any succession.