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MONITORING OF THE IMPLEMENTATION OF UNESCO'S STANDARD-SETTING INSTRUMENTS

SUMMARY

This document has been drawn up by the Secretariat to assist the members of the Committee on Conventions and Recommendations (CR) in continuing the examination of this item in accordance with 180/EX Decision 31.

This item has no financial and administrative implications.

Action expected of the Executive Board: Decision proposed in paragraph 7.

1. In the context of strengthening the first aspect of the terms of reference of the Committee on Conventions and Recommendations (CR) relating to the implementation of standard-setting instruments, the Board adopted at its 177th session a specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided (177 EX/Decision 35, Part I).¹ The Board also adopted framework guidelines for the preparation of reports on the implementation of conventions for whose monitoring the CR Committee is responsible (177 EX/Decision 35, Part II).² Of the eight conventions for whose monitoring the CR Committee was responsible, the Executive Board decided that the framework would apply to the three conventions that were monitored regularly.³ In addition, at its 34th session, on the recommendation of the Board, the General Conference, in 34 C/Resolution 87, decided that, of UNESCO's 31 recommendations, the Executive Board should focus its monitoring efforts primarily on 11 recommendations requiring monitoring as a matter of priority.⁴

¹ Procedure set out in paragraph 10 of information document 179 EX/CR/2.

² Framework set out in paragraph 11 of information document 179 EX/CR/2.

³ Convention against Discrimination in Education (Paris, 14 December 1960), Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (Paris, 14 November 1970) and Convention on Technical and Vocational Education (Paris, 10 November 1989).

⁴ Recommendation against Discrimination in Education (14 December 1960), Recommendation concerning the Status of Teachers (5 October 1966), Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (19 November 1974), Recommendation on the Status of Scientific Researchers (20 November 1974), Recommendation on the Development of Adult Education (26 November 1976), Revised Recommendation concerning the International

2. At the 179th session of the Executive Board, the CR Committee decided to hold a special meeting at the 180th session in order to examine the measures taken by the Secretariat to implement those new procedures for the implementation of UNESCO's standard-setting instruments.

3. To assist the members of the Committee, the Committee's secretariat drew up a synoptic table showing the timeframes for the implementation of the three conventions and 11 recommendations for whose monitoring the CR Committee is responsible and which contain the legal basis of the obligation to submit reports for each of those conventions and recommendations, the text specifying the next session of the General Conference at which reports would be examined and the dates of forthcoming consultations (Annexes I and II to document 180 EX/31).

4. At its last session, noting with satisfaction the first steps taken by the Secretariat to implement the new procedures, the Board invited the Director-General to ensure the implementation of the new legal framework, and requested the CR Committee to continue to examine the item at its 181st session (180 EX/Decision 31).

5. In the light of the debates held by the Committee at the 180th session (see paragraphs 12 to 19 of the report contained in document 180 EX/63), the Committee's secretariat sent the CR report to the programme sectors concerned and to the UNESCO Institute for Statistics (UIS) in November 2008, requesting them to indicate, first, specific substantive measures taken to implement the new procedures and technical assistance offered to enable Member States to fulfil their monitoring obligations and, second, action taken to raise Member States' awareness of the conventions and recommendations concerned. The replies have been summarized in a table annexed hereto.

6. Furthermore, the Committee's secretariat submits below a timetable of forthcoming Executive Board sessions at which the Committee will examine draft guidelines and reports relating to the 14 standard-setting instruments concerned.

182nd session of the Executive Board (autumn 2009)

Examination of reports:

- 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms;
- 1976 Recommendation on the Development of Adult Education.

184th session of the Executive Board (spring 2010)

Examination of guidelines:

- 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property;
- 1989 Convention on Technical and Vocational Education and 2001 Revised Recommendation concerning Technical and Vocational Education.

Standardization of Educational Statistics (27 November 1978), Recommendation concerning the Status of the Artist (27 October 1980), Recommendation on the Recognition of Studies and Qualifications in Higher Education (13 November 1993), Recommendation concerning the Status of Higher-Education Teaching Personnel (11 November 1997), Revised Recommendation concerning Technical and Vocational Education (2 November 2001) and Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (15 October 2003).

185th session of the Executive Board (autumn 2010)

Examination of guidelines:

- 1960 Convention against Discrimination in Education and 1960 Recommendation against Discrimination in Education.

Examination of reports:

- 1966 Recommendation concerning the Status of Teachers and 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel.

186th session of the Executive Board (spring 2011)

Examination of reports:

- 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education;
- 2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.

187th session of the Executive Board (autumn 2011)

Examination of reports:

- 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property;
- 1989 Convention on Technical and Vocational Education and 2001 Revised Recommendation concerning Technical and Vocational Education;
- 1974 Recommendation on the Status of Scientific Researchers;
- 1980 Recommendation concerning the Status of the Artist.

192nd session of the Executive Board (autumn 2013)

- 1960 Convention against Discrimination in Education and 1960 Recommendation against Discrimination in Education (examination of reports).

7. In view 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 Parts I and II, 34 C/Resolution 87 and 180 EX/Decision 31, relating to the first aspect of the terms of reference of the Committee on Conventions and Recommendations (CR), which concerns the implementation of UNESCO's standard-setting instruments,
2. Having examined document 181 EX/27 and the report of the Committee on Conventions and Recommendations thereon (181 EX/ ...),

3. Reminding Member States that they are required to fulfil their legal obligations under Article VIII of the Constitution of UNESCO regarding periodic reports on the action taken upon conventions and recommendations,
4. Notes with satisfaction the action taken by the Secretariat to implement the new procedures adopted at its 177th session on the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is foreseen;
5. Invites the Director-General to ensure the implementation of this new legal framework by the programme sectors responsible for the conventions and recommendations monitored by the Committee on Conventions and Recommendations.

ANNEX

Action taken by the Secretariat to implement the new legal framework (Synopsis of programme sector and UIS replies)

Standard-setting instruments	Specific substantive measures taken to implement the new procedures and technical assistance offered to the Member States	Action taken to raise Member State awareness of the conventions and recommendations concerned
<p>Convention against Discrimination in Education (Paris, 14 December 1960)</p> <p>Recommendation against Discrimination in Education (14 December 1960)</p> <p>(ED)</p>	<p>As a follow-up to 177 EX/Decision 36 and 34 C/Resolution 13 on the results of the seventh consultation of Member States on the measures taken for the implementation of the Convention and the Recommendation against Discrimination in Education, (October 2007), the major issues of ensuring equality of opportunity in education <i>in law and in fact</i>, and overcoming inequalities in education, are being addressed.</p> <p>Greater emphasis is being placed on action at the national level on universalizing access to quality education for all, without discrimination or exclusion, and with a focus on inclusive dimensions of the right to education. A paper on “Overcoming inequalities in education: a right to education perspective” was circulated during the ninth meeting of the Working Group on EFA in November 2008 in order to set out the issues in the context of EFA. Taking into account the findings of the <i>EFA Global Monitoring Report 2009</i> that “Progress towards the EFA goals is being undermined by a failure of governments to tackle persistent inequalities” based on income, gender, location and ethnicity and language, among others, the implementation of Convention and the Recommendation will be linked to the EFA process. Recognizing the need for promoting good governance, which is key to meeting the EFA goals, equalizing opportunity could help “to break down inequalities in education”.</p> <p>The process of organizing the eighth consultation of Member States on the measures taken for the implementation of the Convention and the Recommendation will be initiated on the basis of the new multi-stage procedure and the Framework Guidelines adopted by UNESCO’s Executive Board. Moreover, UNESCO’s collaboration with the Office of the High Commissioner for Human Rights is being reinforced, keeping in mind the principle of equality of educational opportunity, which as an overarching principle is common to the work of all the United Nations human rights treaties bodies and is expressed in the Convention and Recommendation.</p>	<p>Awareness is being raised on the importance of giving effect to this Convention in the field of education, along with a ratification campaign, to make it better known to the bodies, target groups and other entities interested in matters dealt with therein.</p>

Standard-setting instruments	Specific substantive measures taken to implement the new procedures and technical assistance offered to the Member States	Action taken to raise Member State awareness of the conventions and recommendations concerned
	<p>ED is trying to overcome major constraints on the effective monitoring: Member States' <i>low response</i> rate in submitting reports on the measures taken for the implementation of this Convention as well as the <i>low level</i> of ratification of this Convention in the field of education. Experience shows that countries, especially from the developing world, do not always have full capacity for preparing reports and require technical assistance in their preparation. Such technical assistance must focus both on a better understanding of the objectives of the Convention and on practical procedures for the preparation of their reports. As such, activities aimed at providing technical support to Member States and their capacity building are being developed, involving more actively National Commissions and UNESCO's field offices in this process.</p>	
<p>Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (Paris, 14 November 1970) (CLT)</p>	<p>Regular cooperation with INTERPOL (two meetings in 2008), in particular regarding Afghanistan and Iraq in order to provide special assistance to the authorities of those countries and to disseminate as much information as possible about trafficking in cultural property.</p> <p>In regard to Iraq, the UNESCO and INTERPOL Secretariats encourage national authorities to use the list of experts in Iraqi cultural property drawn up in cooperation with the Iraqi authorities and INTERPOL. The list provides contact details for experts likely to assist in identifying and ascertaining the authenticity and origin of items exported illegally from Iraq and traded on the market. A one-week legal and operational training course was held specifically for that country in early November 2008 in Beirut for lawyers, civil servants from various ministries, curators and museum employees, customs officers, border guards and others. Furthermore, UNESCO and its partners are providing active support for the reconstitution of Baghdad Museum's dispersed collections and for the improvement of their display and conservation conditions.</p> <p>Moreover, UNESCO and the World Customs Organization are continuing to promote regularly among Member States the Model Export Certificate and <i>Basic Actions concerning Cultural Objects being offered for Sale over the Internet</i> drawn up with assistance from the International Council of Museums (ICOM) and INTERPOL.</p> <p>A week-long information and training course on action to combat trafficking in cultural property was held for the countries of the Andean subregion (Bolivia, Colombia, Equator, Peru and Venezuela) in September 2008.</p>	<p>The Director-General alerted all Member States, Observers, NGOs, IGOs and major players on the art market to the content of the 2003 United Nations Security Council resolution that established conditions for the prohibition of imports of Iraqi cultural property. Such anti-trafficking awareness-raising action will be extended in future under an international awareness-raising campaign.</p> <p>With the support of Greece and the Republic of Korea, UNESCO held two major international meetings on the return of cultural property to its countries of origin in 2008: the first was held in Athens in March and the second in Seoul in November. The proceedings of those two meetings are being published with financial support from both countries. Moreover, the Secretariat is compiling a collection of analyses, reflections, reference texts and practical cases concerning cultural-property return and restitution matters.</p> <p>The Secretariat also participates regularly in information meetings with civil society representatives, scientists, academics, students, various research groups, IGOs and NGOs involved in heritage protection convened to discuss action taken by UNESCO to protect cultural property and combat trafficking therein.</p> <p>The <i>UNESCO handbook on Legal and Practical Measures against Illicit Trafficking in Cultural Property</i> is available in six languages on the Internet and is distributed regularly to States Parties, the general public, professionals and policy decision makers. It contains an outline of both national and international legal measures and practical and technical instruments against trafficking in cultural property.</p>

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	<p>In Africa, the National Museum of Bamako held a workshop in October 2008 to train customs and police officers in action against trafficking.</p> <p>Lastly, a seminar on museums and the prevention of trafficking in the Caribbean was held in Santo Domingo in December 2008 in close cooperation with ICOM and the national authorities of Dominica, Haiti, Cuba and the Dominican Republic.</p> <p>Specific training activities will be carried out in 2009 in Mongolia with financial support from Monaco, and in Italy by the Italian police (<i>carabinieri</i>) for professionals from African countries with financial support from Italy's cooperation agency, while others are being prepared in Central America (action to combat the pillaging of property in religious buildings in Costa Rica, Guatemala, Honduras and Mexico).</p>	<p>The Culture Sector is also compiling a brochure outlining all activities carried out to promote cultural diversity by means of its standard-setting instruments.</p>
<p>Convention on Technical and Vocational Education (Paris, 10 November 1989)</p> <p>Revised Recommendation concerning Technical and Vocational Education (2 November 2001)</p> <p>(ED)</p>	<p>Following 177 EX/Decision 35, the implementation of the Convention will now be monitored in conjunction with the Revised Recommendation on Technical and Vocational Education. The process of organizing the first consultation will be initiated within the framework of the new procedures and guidelines will be prepared to assist Member States in preparing reports. Promoting equal access to technical and vocational education in accordance with the provisions in the Convention will be a key element in giving follow-up to this Convention as well as the Revised Recommendation. It would promote normative action on technical and vocational education and training (TVET) for developing policies and widening access to TVET.</p> <p>ED is trying to overcome major constraints on the effective monitoring: Member States' <i>low response</i> rate in submitting reports on the measures taken for the implementation of this Convention as well as the <i>low level</i> of ratification of this Convention. Experience shows that countries, especially from the developing world, do not always have full capacity for preparing reports and require technical assistance in their preparation. Such technical assistance must focus both on a better understanding of the objectives of the Convention and on practical procedures for the preparation of their reports. As such, activities aimed at providing technical support to Member States and their capacity building are being developed, involving more actively National Commissions and UNESCO's field offices in this process.</p>	<p>Awareness is being raised on the importance of giving effect to this Convention, along with a ratification campaign, to make it better known to the bodies, target groups and other entities interested in matters dealt with therein, in particular given the low rate of its ratification. In order to raise awareness of this Convention, along with the Revised Recommendation concerning Technical and Vocational Education, a circular letter by the Director General to that effect is being addressed to the National Commissions.</p>

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	<p>Technical assistance to Member States is provided through some major regional conferences, especially in the Arab States and in Africa, for supporting the application of the Convention with the Revised Recommendation and for promoting TVET.</p> <p>The Teacher Training Initiative for Sub-Saharan Africa (TTISSA) continues to provide service to African Member States, raising governments' awareness on the use and implementation of the 1999 and 2001 Recommendations mentioned above. In advocating the two recommendations, TTISSA focuses its actions on enhancing the status and working conditions of teachers, developing and improving teacher policies, overseeing management and administrative structures, and enhancing the pre-service and in-service training of teachers.</p>	
<p>Recommendation concerning the Status of Teachers (5 October 1966)</p> <p>Recommendation concerning the Status of Higher-Education Teaching Personnel (11 November 1997)</p> <p>(ED)</p>	<p>The Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART), which is responsible for monitoring and promoting both this Recommendation in conjunction with the Recommendation concerning the Status of Higher-Education Teaching Personnel (1997), has been duly informed of the <i>new procedures</i>. Preparations for the 10th session of the CEART in October 2009 have been undertaken, and are in progress. Studies are being prepared in order to raise awareness of the two recommendations and monitor their application worldwide, for example as regards academic freedom and institutional autonomy, teachers in emergency situations and gender issues. Moreover, during the 2009 World Conference on Higher Education, a sub-theme on "Teachers, Teaching and Teacher Education" will highlight issues from the two Recommendations".</p> <p>ED is trying to overcome major constraints on the effective monitoring: Member States' <i>low response</i> rate in submitting reports on the measures taken for the implementation of this Recommendation. Activities aimed at providing technical support to Member States and their capacity building are being developed, involving more actively National Commissions and UNESCO's field offices in this process.</p> <p>The Teacher Training Initiative for Sub-Saharan Africa (TTISSA) continues to provide service to African Member States, raising governments' awareness on the use and implementation of the 1966 and 1997 Recommendations. In advocating the two recommendations, TTISSA focuses its actions on enhancing the status and working conditions of teachers, developing and improving teacher policies, overseeing management and administrative structures, and enhancing the pre-service and in-service training of teachers.</p>	<p>Awareness is being raised on the importance of giving effect to these Recommendations in the field of education to make it better known to the bodies, target groups and other entities interested in matters dealt with therein.</p> <p>Pursuant to 176 EX/Decision 32, the Report of the CEART on its ninth session (2006), a <i>Users' Guide</i> on the Recommendation Concerning the Status of Teachers in conjunction with the Recommendation concerning the Status of Higher-Education Teaching Personnel was published and disseminated to Ministries, National Commissions and stakeholders involved with teachers, and made available in English, French, Spanish, Russian, Arabic, Chinese and Portuguese in order to create greater awareness. The Teacher Policy Forum organized from 25 to 28 November 2008 enabled the promotion of policy-making and exchange of good practice on policies and legislation for teachers in line with both these Recommendations. The eighth meeting of the High Level Group on EFA (Oslo, December 2008) also addressed the theme "Teachers for EFA", promoting both Recommendations. This led to the creation of an International Task Force on Teachers for EFA.</p>

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<p>Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (19 November 1974)</p> <p>(ED)</p>	<p>As regards the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974), the fourth consultation (covering the period of 2005-2008) on its implementation was launched in November 2008. This will also cover the first phase of the World Programme for Human Rights Education (2005-2009). In line with the new procedure, a flexible approach has been adopted. A questionnaire facilitating the collection of information in consultation with relevant stakeholders has been sent to National Commissions for UNESCO for the preparation of the synthesis report, which will be submitted to the Executive Board.</p> <p>ED is trying to overcome major constraints on the effective monitoring: Member States' <i>low response</i> rate in submitting reports on the measures taken for the implementation of this Recommendation. Activities aimed at providing technical support to Member States and their capacity-building are being developed, involving more actively National Commissions and UNESCO's field offices in this process.</p>	<p>Awareness is being raised on the importance of giving effect to this Recommendation in the field of education to make it better known to the bodies, target groups and other entities interested in matters dealt with therein.</p> <p>In particular, awareness has been raised through a series of activities on the occasion of the 60th anniversary of the Universal Declaration of Human Rights. These include, in particular, a round table on "Putting Human Rights into Practice: the role of education" (10-11 December 2008, UNESCO Headquarters); and organization of an exhibition on "Learn about Human Rights Education" (2-10 December 2008, UNESCO Headquarters) of learning materials collected from more than 50 Member States through the National Commissions for UNESCO.</p>
<p>Recommendation on the Status of Scientific Researchers (20 November 1974)</p> <p>(SHS & SC)</p>	<p>Procedures will be established, in consultation with the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) and Member States, as from 2010.</p> <p>Technical assistance offered to States will be defined during the consultation of Member States.</p>	
<p>Recommendation on the Development of Adult Education (26 November 1976)</p> <p>(ED)</p>	<p>The sixth International Conference on Adult Education (CONFINTEA VI, 19-22 May 2009, Belém, Brazil) will focus on relevant developments in the field of adult education in the Member States and the application of the Recommendation. The key context issues have been addressed in the preparations for CONFINTEA VI. Wider access to education as part of the EFA process is the overall concern, with emphasis on lifelong learning. The national reports on the status and development of adult learning and education are a valid resource to extract pertinent information for monitoring the Recommendation. Against this background and to avoid the duplication of requests to Member States, no additional questionnaire concerning the monitoring the Recommendation was sent to Member States. It is expected that the monitoring mechanisms to track the implementation of the CONFINTEA VI recommendations will be proposed.</p>	<p>Awareness is being raised on the importance of giving effect to this Recommendation in the field of education to make it better known to the bodies, target groups and other entities interested in matters dealt with therein.</p>

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	<p>ED is trying to overcome major constraints on the effective monitoring: Member States' <i>low response</i> rate in submitting reports on the measures taken for the implementation of this Recommendation. Activities aimed at providing technical support to Member States and their capacity building are being developed, involving more actively National Commissions and UNESCO's field offices in this process.</p> <p>In order to support the preparation of reports for CONFINTEA VI on the basis of a set of comprehensive guidelines, financial support was made available to least developed countries by the UNESCO Institute for Lifelong Learning. Field Offices are being involved in the consultation process. Upon request, they may be asked to assist National Commissions in preparing the periodic reports.</p>	
<p>Revised Recommendation concerning the International Standardization of Educational Statistics (27 November 1978) (ISU)</p>	<p>At the UNESCO General Conference in October 2007, national authorities expressed their desire for the UIS to re-evaluate the ISCED in the view of the changes that have taken place since the 1997 revision. The UIS will present recommendations for improving the conceptual framework of ISCED and its implementation for approval by the UNESCO General Conference in 2011. The review will comprise four main activities:</p> <ul style="list-style-type: none"> • Determine the scope of the review: The scope of the review will be based on issues that have been identified through discussions with regional stakeholders and partner organizations such as OECD and Eurostat. Thus, during this exploratory stage, work will examine current definitions and classification criteria and determine if revisions to the overall structure or new conceptual definitions are necessary. To this end, the UIS will form an ISCED Technical Advisory Panel to provide guidance on the review strategy, to take part in consultations, assist in targeting research, as well as to assist in the preparation of the recommendations. The Technical Advisory Panel will reflect a diverse composition, e.g., geographical representation, familiarity with ISCED and its use, experience with education statistics, knowledge on curriculum content across countries. <p>Conduct regional and expert consultations for the production of draft recommendations: Regional and expert technical consultations are a crucial stage in this process as it is only through the understanding of regional needs and the active role of experts that the full breath of issues can be addressed. A first regional meeting took place in September 2008. This meeting between UIS, OECD and Eurostat had been</p>	

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	<p>previously agreed before the motion for a review of ISCED was accepted by the UNESCO General Conference in November 2007. The goal of the seminar was to discuss issues to improve the comparability of international education statistics as well as to define this region's contribution to the Review. The result of the discussions are as follows: need a better definition of the tertiary education levels (mostly 5A and 5B programmes) and ISCED level 4 (post-secondary non-tertiary education); need to clarify the difference between orientation and destination for the classification of programmes and their pertinence at each level (ISCED 2, 3 and 4); need to update the definition of educational attainment used for international purposes and the need to further develop the classification of non-formal education programmes. Other regional meetings will be carried out in collaboration with UNESCO Regional Offices and a wide range of regional experts and stakeholders. Discussions will aim to ensure that any proposed recommendations respond to regional needs. In addition to identifying existing problems, these meetings will explore regional educational reforms and changes in the structure of the educational systems since 1997 that could affect their representation in the ISCED framework. The meetings will also address any other emerging issues. Experts from the ISCED Technical Advisory Panel will be invited to take part in these regional meetings.</p> <ul style="list-style-type: none"> • An interim progress report will be distributed and reviewed at the UNESCO General Conference in 2009. It is expected that an interim report will provide an assessment of the implications of the changes proposed to the ISCED classification as well as their feasibility in terms of implementation. The proposal for the review or revision of ISCED will be sent for formal consultation to all Member States and partner organizations prior to its submission for approval to the UNESCO General Conference in 2011. • Communicate results: The key to the success of this process is to have an efficient communication strategy. To this end, the UIS will carry out the following initiatives: <ul style="list-style-type: none"> (i) present ongoing ISCED review work at international meetings such as the World Conference on Higher Education, the UNSD Classification meetings and in other fora; (ii) establish an ISCED website where information on ongoing activities will be made available on a regular basis; (iii) global dissemination of the final recommendations to inform users on the implications of these changes for the international comparability of education statistics. 	

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<p>Recommendation concerning the Status of the Artist (27 October 1980) (CLT)</p>	<p>Taking action on the Final Declaration of the World Congress on the Implementation of the Recommendation concerning the Status of the Artist (Paris, 20 June 1997) in which artists and authors from all over the world called on UNESCO to establish a periodic review mechanism regarding the social status of artists worldwide, the World Observatory on the Social Status of the Artist was established in 2003. It pools information that UNESCO Member States and specialized NGOs transmit in reply to the questionnaire dispatched by the Secretariat on matters covered by the Recommendation. A consultation of UNESCO Member States is held yearly in June so that the data may be updated.</p> <p>In implementing the new procedures:</p> <ul style="list-style-type: none"> • the importance of communication and awareness-raising was noted in an evaluation and discussion of the Member States' low response rate; • an information strategy (meeting, discussion and follow-up) has been formulated with a view to raising the participation rate; • the next consultation has been scheduled and planned; • practical details for the conduct of the consultation (circular letter from the Director-General, e-mail and submission of replies by electronic means to facilitate processing) have been determined; • the questionnaire will be revised in the light of the framework guidelines. <p>The Secretariat will provide any further information requested by Member States.</p>	<p>The Secretariat takes every opportunity (discussions with permanent delegations, meetings with ministries of culture during official missions, working meetings with NGOs and statutory committee meetings) to make Member States aware of the implementation of the Recommendation and of the obligation to produce a report.</p>
<p>Recommendation on the Recognition of Studies and Qualifications in Higher Education (13 November 1993) (ED)</p>	<p>ED is taking steps aimed at the implementation of this Recommendation. Indeed, the Recommendation recognizes that education is a human right and responds to the need for wider access to educational resources worldwide. It is the only international legal instrument of this kind in this field and encompasses the five regional conventions on the recognition of degrees in higher education. Its implementation will give an added value and will be taken into consideration in the process of updating regional conventions on the recognition of degrees in Asia and the Pacific and in Africa during 2010-2011, as part of the programme for that biennium. The substance issues will be addressed in the overall context of the World Conference on Higher Education (Paris, July 2009).</p> <p>ED is trying to overcome major constraints on the effective monitoring: Member States' <i>low response</i> rate in submitting reports on the measures taken for the implementation of this Recommendation. Activities aimed at</p>	<p>Awareness is being raised on the importance of giving effect to this Recommendation in the field of education to make it better known to the bodies, target groups and other entities interested in matters dealt with therein.</p> <p>In particular, awareness-raising is being promoted through a number of activities carried out in the context of the 2009 World Conference on Higher Education as well as through websites, newsletters and other communication strategies.</p>

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	<p>providing technical support to Member States and their capacity building are being developed, involving more actively National Commissions and UNESCO's field offices in this process.</p> <p>The UNESCO units in charge of the Regional Committees for the application of the regional conventions will also contribute to implementing and monitoring the Recommendation on the Recognition of Studies and Qualification in Higher Education. The Secretariat will prepare an oral report on the implementation of the Recommendation and offer assistance to Member States, as requested.</p>	
<p>Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (15 October 2003) (CI)</p>	<p>The adopted normative instrument recommended the development of policy guidelines in this area, in order to promote a broader understanding of the role and value of government information in the public domain, with particular attention to such information in digital form.</p> <p>Consequently, in 2004, UNESCO produced and published the <i>Policy guidelines for the development and promotion of governmental public domain information</i>. The Guidelines are based on the premise that one of the ultimate goals of any society is the empowerment of its citizens through access to, and use of, information and knowledge, as a corollary to the basic rights of freedom of expression and of participation in the cultural life and scientific progress.</p>	<p>UNESCO actively supported the awareness raising on issues related to the public domain of information, from the perspective of UNESCO, of government officials involved in the implementation of policies and strategies relating to access to information. Thus several regional expert meetings were organized to look at the practical implementation of UNESCO's Recommendation and the above Policy Guidelines.</p> <p>Concrete follow-up activities also included the organization of specific training sessions with a view to stimulating decision and policy makers to enact the right of universal online access to public and government-held records, to identify and promote repositories of information and knowledge in the public domain and to make them accessible by all, as well as to undertake the preservation and digitization of public domain information held by governments.</p> <p>A pilot project was organized in 2007 in Latin America in order to assist effectively Member States in implementing the policy measures recommended in the Recommendation and the Guidelines. To follow up on that project, UNESCO, in partnership with the Organization of American States (OAS), is planning several activities for 2009, aiming at the development of the capacities of policy and decision-makers from Latin America for the implementation of the approved normative documents and instruments in the field of universal access to information and the promotion and use of multilingualism.</p>

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		<p>This Recommendation also anticipated the debates and the decisions of the World Summit on Information Society (WSIS) and it was one of the substantial contributions by UNESCO to the WSIS preparatory and follow-up process. By adopting a transversal collaborative approach, the Recommendation also contributes to UNESCO's overall effort to foster equitable and multicultural knowledge societies.</p>