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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 181 EX/Decision 27.

This item has no financial and administrative implications.

Action expected of the Executive Board: decision in paragraph 5.

1. At its 181st session, the Executive Board decided that from the 182nd session of the Executive Board, sufficient time should be devoted to in-depth examination of the concrete measures adopted by the Secretariat in order to progress in the effective implementation by Member States of UNESCO of conventions¹ and recommendations² (181 EX/Decision 27) for which no specific institutional monitoring mechanism is provided, in accordance with the new procedures adopted at the 177th session (177 EX/Decision 35, Parts I and II).

2. Pursuant to 181 EX/Decision 27, in particular paragraphs 6 and 8 thereof, the secretariat of the CR Committee has requested the programme sectors and the UNESCO Institute for Statistics (UIS) to:

¹ 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).

² 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 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).

undertake a precise review of the difficulties encountered in implementing and monitoring the conventions and recommendations, the examination of which is included in the agenda of the Committee on Conventions and Recommendations;

provide detailed information on action to be taken in order to implement the new procedures with a view to permitting more cooperation and dialogue between Member States and the Secretariat; and

adopt concrete measures in order to progress in the effective implementation by Member States of UNESCO conventions and recommendations.

3. The responses provided by the programme sectors and UIS have been summarized in tabular form in Annex I.

4. Furthermore, the secretariat of the CR Committee submits in Annex II a calendar of the forthcoming sessions of the Executive Board (from the 182nd to the 192nd session – autumn 2013), at which the Committee will examine the draft guidelines and reports relating to the 14 standard-setting instruments concerned. This calendar also shows the General Conference sessions at which the forthcoming reports will be submitted on the monitoring of the effective implementation of these conventions and recommendations.

Action expected of the Executive Board

5. 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, 32 C/Resolution 77, 34 C/Resolution 87, 165 EX/Decision 6.2, 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, 180 EX/Decision 31 and 181 EX/Decision 27 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 182 EX/31 and the report of the Committee on Conventions and Recommendations thereon (182 EX/...);
3. Invites Member States once again to fulfil their legal obligations under Article VIII of the Constitution of UNESCO regarding periodic reports on the action taken on conventions and recommendations;
4. Takes note of the concrete measures adopted by the Secretariat to implement the new procedures adopted at the 177th session on the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided;
5. Invites the Director-General to pursue the implementation of this new legal framework by the programme sectors and the UNESCO Institute of Statistics (UIS), which have the responsibility for the conventions and recommendations monitored by the Committee on Conventions and Recommendations.

ANNEX I
ACTION TAKEN BY THE SECRETARIAT TO IMPLEMENT THE NEW LEGAL FRAMEWORK

Standard-setting instruments	Precise review of the difficulties encountered in the implementation and the monitoring of UNESCO conventions and recommendations	Actions envisaged in order to implement the new procedures with a view to permitting more cooperation and dialogue between Member States and the Secretariat	Concrete measures in order to progress in the effective implementation by Member States of UNESCO conventions and recommendations
<p>Convention against Discrimination in Education (14 December 1960) and Recommendation against Discrimination in Education (14 December 1960 (ED))</p>	<p>A major difficulty encountered as regards monitoring the implementation of the Convention and the Recommendation relates to the low response rate in reporting. Experience shows that many countries, especially in the developing world, are not able to meet their reporting obligations and require technical assistance.</p> <p>Ensuring equality of opportunity in education <i>in law and in fact</i> remains a continuing challenge. There is a need to create greater awareness of the Convention and its significance, particularly in the context of the EFA, and to involve more actively National Commissions and UNESCO's field offices in this process.</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 in line with the new procedures and the Framework Guidelines. The Guidelines for the eighth consultation will bear in mind the need to simplify the reporting exercise. Upon their request, technical assistance will be provided to Member States for the preparation of the Reports. In order to ensure complementarities with the work of the United Nations human rights treaty bodies, Member States are further encouraged, while preparing reports, to integrate common elements provided to the United Nations human rights treaty bodies and to UNESCO in the field of the right to education in order to reduce the State burden in reporting. Moreover, greater emphasis will be laid on bringing monitoring to the centre of the EFA process, with a focus on the realization of the right to education in its all inclusive dimensions.</p> <p>Monitoring is reinforced within the framework of UNESCO's collaboration with the United Nations system. For this purpose, UNESCO has shared with the United Nations human rights treaty bodies the Reports submitted to the Organization on the implementation of the Convention, along with in-house information and data, so that the treaty bodies may draw upon these in the constructive dialogue they maintain with States.</p>	<p>As regards follow up to the Consultation, UNESCO is in the process of preparing a document on good practices in the field of non-discrimination and the right to education. This document will present practical examples extracted from national state reports submitted to UNESCO for the seventh Consultation (covering the period 2000-2005), furnished in the course of implementing the Conventions and the Recommendation. It will serve as an essential tool for information-sharing on concrete actions taken at national level within the framework of UNESCO's normative action and the realization of the right to education in the context of EFA.</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 (October 2007), the major issues of ensuring equality of opportunity in education <i>in law and in fact</i>, and of overcoming inequalities in education, are being addressed. A paper entitled "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 focus on ensuring equality of opportunity in education in law and in fact.</p> <p>UNESCO is collaborating more closely with the United Nations system, given that the principles</p>

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			<p>of non-discrimination and of equality of opportunity in education reflected in the Convention are common to the work of all United Nations human rights treaty bodies. The concluding observations adopted by these treaty bodies also relate to ensuring equality of opportunity in education. While examining country reports, the United Nations human rights treaty bodies, notably CESCR and CRC, recommend that States also ratify the Convention. In this respect, it is important to note that the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education plays an important role in analysing the questions in effective monitoring of the right to education, as was discussed during the previous session of the CR. Moreover, on the occasion of the inaugural session of the First United Nations Forum on Minority issues dedicated to "Minorities and the Right to Education" (15-16 December 2008, Geneva), a thematic debate on "Overcoming Inequalities in Education: the Importance of Inclusion", organized by UNESCO, gave prominence to the Convention. The low level of ratification is a limitation on the universal application of the Convention. As such, greater awareness is being raised of 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. UNESCO has therefore, while collaborating with bodies such as the European Association for Education Law and Policy (ELA) and the Indian Society of International Law, been raising public debate on the importance of the Convention and the principle of equality of opportunity in education. Moreover, the significance of the Convention was evoked at the Second Session of the Forum of African Parliamentarians for Education (FAPED II), which</p>

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			<p>took place on 5 and 6 May 2009 in Dakar, Senegal.</p> <p>In order to raise greater awareness of the importance of giving effect to the Convention, the Secretariat has been taking a number of steps, such as a letter from the Director-General soliciting Member States to adhere to the Convention as well as an appeal to do so when the Permanent Delegates and high authorities of a Member State call upon him; dissemination of various documents, notably (i) Right to Education: Commentary on the Convention against Discrimination in Education (2005); (ii) Significance of the Convention against Discrimination in Education (2005); (iii) The Right to Education for All: Ten Reasons why the Convention against Discrimination in Education is highly significant; (iv) UNESCO Convention against Discrimination in Education (1960) and Articles 13 and 14 (Right to Education) of the International Covenant on Economic, Social and Cultural Rights: A Comparative Analysis, developed for the JEG, (2006); (v) The Right to Primary Education Free of Charge for All: ensuring compliance with international obligations; and dissemination of the text of the Convention.</p> <p>It must be underlined that the awareness-raising and ratification campaign is the co-responsibility of Member States. The decision adopted by the Executive Board (177 EX/Decision 36) as a follow-up to the seventh consultation mentioned above, and subsequently the resolution adopted by the General Conference in October 2007 (34 C/Resolution 13) on the basis of that decision, invite Member States that have not become a party to the Convention to consider doing so and to make the Convention better known to the bodies, target groups and other entities interested in matters dealt with therein.</p>

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<p>Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (14 November 1970) (CLT)</p>	<p><i>Absence of instruments of ratification:</i></p> <p>Some States Members of UNESCO have ratified the Convention (Ethiopia, for instance) and published the act in the national official journal without ever depositing the legal instrument with the Director-General of UNESCO. There would seem to be an urgent need:</p> <ul style="list-style-type: none"> - to alert the delegations of countries that have not yet officially ratified UNESCO instruments of the procedure to be followed in the Organization, particularly with regard to LA; - to provide them with a model for the deposit of the instrument of ratification with UNESCO; - to explain the distinction between the process of the signature and ratification of a treaty. <p><i>Failure to adopt monitoring measures at the national level:</i></p> <p>The Secretariat must regularly ensure that the monitoring of ratifications is carried out properly at the national level:</p> <ul style="list-style-type: none"> - through the adoption of suitable legislation giving effect to the treaty ratified; - through the ratification of instruments supplementing the Convention, such as the UNIDROIT Convention of 1995. <p>The UNESCO Cultural Heritage Laws Database facilitates such monitoring, but legal and technical training in the form of national and regional workshops needs to be repeated as regularly as possible, in particular for the countries of Africa and Latin America.</p> <p><i>Need for model legal provisions:</i></p> <p>According to an analysis by the Secretariat, it appears that States often do not have sufficiently explicit legal principles which clearly define and guarantee ownership of cultural property, in particular archaeological property, principles which could be applied in legal proceedings in</p>	<p><i>Training:</i></p> <ul style="list-style-type: none"> - Specific legal and operational training activities on measures to be taken to combat trafficking in cultural property, and to facilitate and ensure its restitution will be carried out in 2009 and 2010 in Mongolia, with financial support from Monaco. - A training seminar to combat the looting of churches will be held in late September 2009 in Mexico for a selection of countries of Latin America and the Caribbean which are particularly affected by this scourge. - A second legal and operational training seminar on combating trafficking in cultural property will be held in December 2009 for Iraqi participants. - A workshop on the Convention and the legal and operational measures to be taken against trafficking in cultural property will be organized jointly by UNESCO and the European Union (EUROMED IV programme) and held in November 2009 in Beirut for the countries of the southern shore of the Mediterranean. <p><i>Awareness-raising:</i></p> <ul style="list-style-type: none"> - In the context of the 30th anniversary of the establishment of the Intergovernmental Committee for Promoting the Return of Cultural Property to its Countries of Origin or its Restitution in Case of Illicit Appropriation (ICPRCP), the 40th anniversary of the 1970 Convention, and the 15th anniversary of the 1995 UNIDROIT Convention, UNESCO proposes to inform international public opinion, especially tourists and travellers, more effectively about its action to combat trafficking in cultural property by means of a short film presenting its activities and those of its partners. 	<p>There is regular cooperation with INTERPOL (three meetings have taken place since 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 from which they suffer. To this end, 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 who may assist in identifying and ascertaining the authenticity and origin of items exported illegally from Iraq and found on the market.</p> <p>Furthermore, UNESCO and WCO are continuing to promote to Member States, on a regular basis, the Model Export Certificate and the <i>Basic actions concerning cultural objects being offered for sale over the Internet</i> drawn up with the assistance of the International Council of Museums (ICOM) and INTERPOL.</p> <p>With regard to Iraq, 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. A follow-up to that course will be held in December 2009. Furthermore, UNESCO and its partners are providing active support for the reconstitution of the dispersed collections of the Baghdad Museum, and for the improvement of their display and conservation conditions.</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, Ecuador, Peru and the Bolivian Republic of Venezuela) in September 2008.</p>

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	<p>which two States, or a State and a foreign private entity, both lay claim to cultural property. Together with UNIDROIT, the Secretariat is working to draw up model legal provisions which could be proposed to States as examples for their own legislation and adapted to their own legal tradition.</p> <p><i>Export certificate for cultural objects:</i></p> <p>Recommended by the Convention (Article 6) the export certificate is a key guarantee in efforts to prevent trafficking in cultural property. The secretariats of UNESCO and the World Customs Organization (WCO) have therefore developed the Model Export Certificate. Both organizations recommend that their Member States consider adopting it as an international standard, and emphasize its considerable advantages: specifically designed to address the growing volume of cross-border movement of cultural objects, it helps Member States, their police services and customs officials to combat trafficking in cultural property more effectively. However, it is to be regretted that too few States in the world (about 30 according to the most recent survey conducted by UNESCO in 2007-2008) have adopted such a certificate despite awareness-raising campaigns led by UNESCO and WCO.</p>	<ul style="list-style-type: none"> - The Culture Sector is also designing brief video alerts to be screened in airports, airplanes, travel agencies, and at world heritage tourist sites. - A publication for children, aimed at building their awareness of heritage protection is being prepared with the assistance of the UNESCO Office for Iraq. 	<p>A two-week training and information course on measures to be taken to combat trafficking in cultural property, and to facilitate and ensure its restitution, was held from 15 to 26 June in Italy, organized by UNESCO and the relevant department of the Italian police (<i>Carabinieri</i>) with financial support from the Italian development cooperation agency for 21 professionals from 12 selected African countries.</p> <p>With the support of Greece and the Republic of Korea, UNESCO held in 2008 two very important international meetings on the return of cultural property to its countries of origin. The first was held in Athens on 17 and 18 March 2008 on the theme Return of Cultural Property to its Country of Origin, and the second in Seoul, Republic of Korea, in the framework of the 30th anniversary of ICPRCP. The proceedings of those two meetings are being published with financial support from both countries. In addition, the 15th session of ICPRCP was held at UNESCO Headquarters in May 2009.</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 etc. convened to discuss action taken by UNESCO to protect cultural property and to 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 political decision-makers. It contains an outline of both national and international legal measures and of practical and technical instruments against trafficking in cultural property. The Culture Sector has also prepared a brochure outlining all activities carried out to promote cultural diversity</p>

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			<p>by means of its standard-setting instruments.</p> <p>The Secretariat has prepared, with the assistance of Professor Lyndel V. Prott, a compendium entitled <i>Witnesses to History – Documents and Writings on the Return of Cultural Objects</i>. This book, of some 450 pages, illustrates the diversity of opinions, the variety of types of heritage affected, and the different aspects of the return of cultural property, from the historical, ethical, philosophical and legal standpoints.</p>
<p>Convention on Technical and Vocational Education (10 November 1989)</p> <p>Revised Recommendation concerning Technical and Vocational Education (2 November 2001) (ED)</p>	<p>As stated in Document 181 EX/8 (paras. 14 and 15), UNESCO is responsible for these two normative instruments in the field of technical and vocational education (TVET), which aim to provide policy-makers with advice on improving their national TVET policies and systems. The low level of ratification of the Convention (only 17 Member States) is a matter of deep concern. UNESCO will therefore commission a study to determine the reasons for this, so that the future of the document can be reviewed.</p>	<p>In accordance with 34 C/Resolution 87 and 177 EX/Decision 35, UNESCO will formally monitor the implementation of the two normative instruments on TVET in 2012. As a preliminary step, an independent study will assess the impact of these instruments. Based on this study, the Organization may choose to update the Revised Recommendation, decide on the future of the Convention, or prepare a new normative instrument on skills and competencies across the education and training sector. This is an activity foreseen under UNESCO's new TVET strategy.</p> <p>The process of organizing the first consultation on the implementation of the Revised Recommendation (2001), possibly in conjunction with the Convention, has been planned. For this purpose, the 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 Recommendation is also being addressed as a key issue.</p> <p>In this respect, a significant development has been an inter-agency meeting organized by UNESCO on 23 June 2009 in Turin (Italy), which made a recommendation to participating agencies to share with UNESCO their own instruments in the field of TVET.</p>	<p>In order to create greater awareness for normative action at the national level, UNESCO has been distributing a document entitled: Normative Instruments concerning Technical and Vocational Education: Revised Recommendation concerning Technical and Vocational Education (2001); Convention on Technical and Vocational Education (1989), to all Member States through the National Commissions and to all UNESCO field offices, institutes and centres. In addition, these normative instruments were uploaded to the UNESCO website for easy access. Reports from past workshops on the TVET Convention and Recommendation are also available on the website for information and reference.</p> <p>As regards TVET, technical assistance to Member States has been provided through some major regional conferences, particularly in the Arab States and in Africa, for supporting the application of the Revised Recommendation. All field offices have been requested to submit their needs for assistance in undertaking activities related to the TVET Convention and Recommendation. As a result of feedback obtained from the field offices, financial support has been given to offices that undertook relevant activities.</p> <p>Normative action on TVET is being promoted through various programme activities. A subregional seminar for West Africa (8-11 December 2003), jointly organized by</p>

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			<p>UNESCO and ILO, was attended by 27 participants consisting of country officials from 11 countries and experts from UNESCO Headquarters and field offices. The workshop aimed at sensitizing Member States on the TVET Convention and Recommendation. Participants also discussed the benefits derived from implementing the Recommendation and how to re-enforce implementing agencies.</p> <p>Following up to the Regional Workshop on the Revised Recommendation for Arab States (jointly organized by the Regional Office in Beirut and UNESCO Headquarters in Yemen in May 2004), a second Workshop for the Arab States, held from 18 to 20 November 2008 in Bahrain, emphasized the need to promote the TVET instrument for economic development and to find out why only six Arab countries have signed the Convention. Moreover, a subregional seminar for TVET policy-makers and UNEVOC Centre Coordinators in Central and East Africa was held in Nairobi (Kenya) from 22 to 25 August 2008. It was attended by 13 countries, experts and observers. The workshop dealt with mechanisms for implementing the Recommendation.</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) (ED)</p>	<p>Poor standards of education can, <i>inter alia</i>, be attributed to lack of qualified teachers and of full respect for preserving their professional status. The shortage of qualified teachers, which has assumed alarming proportions, poses the challenge of valorizing the teaching profession in line with the Recommendation concerning the Status of Teachers, which “applies to all teachers in both private and public schools”.</p>	<p>The Joint ILO-UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART), which has the mandate to monitor the application of these Recommendations, has been informed of the new procedure. Preparations for the 10th session of the CEART in October 2009 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. Normative action will be promoted as the CEART examines major issues affecting the status of teaching personnel</p>	<p>Awareness is being raised of the importance of giving effect to the two Recommendations: A <i>Users’ Guide</i> on these Recommendations 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; the Teacher Policy Forum organized from 25-28 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</p>

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		<p>worldwide and deals with matters concerning teaching and education. It pays special attention to transversal issues cutting across EFA.</p> <p>The Teacher Training Initiative for Sub-Saharan Africa (TTISSA) continues to serve African Member States, raising governments' awareness on the use and implementation of these Recommendations. In its advocacy for the two Recommendations, TTISSA focuses 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>Recommendations. This led to the creation of an International Task Force on Teachers for EFA. Moreover, during the World Conference on Higher Education (July 2009), a sub-theme related to the teaching profession will highlight issues from the two Recommendations.</p>
<p>Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (19 November 1974) (ED)</p>	<p>The difficulties encountered such as the low response rate in reporting have been evoked in the document on the results of the fourth consultation of Member States on the measures taken for the implementation of the Recommendation, presented to the 182nd session of the Executive Board. As of 22 June 2009, 30 countries covering different regions had submitted their respective periodic report to the Secretariat.</p>	<p>The 4th consultation (covering the period 2005-2008) on the implementation of the Recommendation was conducted in consultation with National Commissions and relevant stakeholders. It contributed to the monitoring of the First phase of the Plan of Action of the World Programme for Human Rights Education (2005-2009) in cooperation with the United Nations Inter-Agency Coordinating Committee for Human Rights Education (UNIACC).</p>	<p>UNESCO has been working to link the policy, research and practice communities from different regions to advance joint reflection on how to put human rights into practice. Moreover, greater awareness on the Recommendation and human rights education 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 roundtable on "Putting Human Rights into Practice: the role of education" (10-11 December 2008, UNESCO Headquarters); organization of an exhibition on learning materials: "Learn about Human Rights Education" (2 to 10 December 2008, UNESCO Headquarters); active participation in the joint activities organized with UNIACC, namely a workshop on the role of human rights education in fighting racism in April 2009. A publication of the collections of good practices from Europe, North America and Central Asia is foreseen during 2009.</p>

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<p>Recommendation on the Status of Scientific Researchers (20 November 1974) (SHS and SC)</p>		<p>At the 6th ordinary session (16-19 June 2009, Kuala Lumpur, Malaysia), the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST) made the following five recommendations on the monitoring of implementation of the Recommendation:</p> <ul style="list-style-type: none"> - The monitoring process should be designed so as to ensure integration of science ethics and science policy issues. It should also give Member States the opportunity to comment on the limitations of the Recommendation and the practical steps that might be taken to supplement it, <i>inter alia</i> through enhanced articulation with the 1999 Declaration on Science and the Use of Scientific Knowledge. - In addition to monitoring of national policies, consideration should be given to the impact of globalization, with particular reference to fair employment and non-employment conditions across and within national research systems. - Particular attention should be given in analysis and follow-up of the monitoring process to global inequalities including brain drain and inequitable distribution of research funds. - The role of public investment in research leading to public benefit should be promoted. Public-private partnerships, where relevant, should be equitable with regard to sharing of costs and benefits. - In monitoring the Recommendation, taking account of the economic importance of the knowledge society, UNESCO should consult Member States on the need for new ethical thinking on private-sector research and on intellectual property rights. 	

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<p>Recommendation on the Development of Adult Education (26 November 1976) (ED)</p>	<p>The implementation of the Recommendation has been monitored only once, in 1993, and the monitoring exercise must be resumed in the current context. Normative action is required for better understanding of literacy as a right and full recognition of its importance. Moreover, the normative bases of lifelong learning must be strengthened.</p>	<p>It has been considered opportune to draw on the material and information in reports submitted for the 6th International Conference on Adult Education (CONFINTEA VI, Belém, (Brazil), initially planned for 19 to 22 May 2009 and now postponed until December 2009, as well as on relevant developments in the field of adult education in the Member States. Indeed, a set of comprehensive Guidelines prepared for CONFINTEA VI were designed to capture and reflect the main developments, innovations, changes and challenges in the field of adult education, with special emphasis on major policy, legislative and financing developments, quality issues concerning provision, participation and achievements, recent innovations and related research, the situation regarding adult literacy and the future of adult learning. As such, 151 national reports on the status and development of adult learning and education were submitted in the context of CONFINTEA VI according to specific guidelines. These national reports 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 of the Recommendation was sent to Member States. The monitoring exercise will also draw on synthesis reports on a series of five regional conferences, organized as part of the CONFINTEA 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 (UIL). UNESCO 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>The key context issues have been addressed in the preparation for CONFINTEA VI. Wider access to education as part of the EFA process is the overall concern, with emphasis on lifelong learning. The 151 national reports are available on the UIL website, ensuring that Member States and other stakeholders can use these documents as references for policy development and programme implementation. A preliminary draft outcome document of the CONFINTEA VI conference, the “Belém Framework for Action”, has been developed through a consultative process and disseminated to Member States in April 2009 under the title “Harnessing the power and potential of adult learning and education for a viable future”. This document includes a set of proposals for monitoring the CONFINTEA recommendations, including: establishing a regular monitoring mechanism in each country to assess the implementation of the commitments to CONFINTEA VI; initiating regional monitoring mechanisms with clear benchmarks and indicators; coordinating through UIL, in partnership with the UNESCO Institute for Statistics (UIS), a monitoring process at global level to take stock of and report periodically on progress in adult learning and education; and reviewing and updating the Recommendation.</p>

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<p>Revised Recommendation concerning the International Standardization of Educational Statistics (27 November 1978) (UIS)</p>	<p>Work on the revision of the International Standardization of Education Statistics (ISCED) is progressing as planned.</p> <p>Scope: An ISCED Technical Advisory Panel (TAP) was formed, comprising UIS, OECD and Eurostat, in addition to 12 education experts representing the following regions: Africa (francophone and anglophone countries), Asia (South-West and East), Europe, and Latin America. TAP met in January 2009 to set up a strategy for the recommendations to be presented to the General Conference in 2011. The panel will meet again in July 2009 to discuss the proposed modifications to ISCED and to organize regional meetings. The panel has identified the following main areas of developmental work for the ISCED review: non-formal education; ISCED levels 4, 5 and 6; review of criteria by ISCED level and ISCED coverage; orientation/destination; educational attainment; and ISCED compliance.</p> <p>Regional meetings: Proposals drafted by TAP are discussed at regional meetings to ensure that local issues and views are addressed. To date, the following regional meetings have been scheduled: Asia (15-16 October 2009, Bangkok, Thailand), Africa (23-24 November 2009, Nairobi, Kenya), OECD and European Union countries (linked to the next INES meeting organized by OECD, date to be confirmed), Arab States (early 2010) and Latin America and the Caribbean (Early 2010). UIS also collaborates closely with OECD and Eurostat in order to advance work on the ISCED review during various technical meetings on education statistics with countries.</p> <p>Interim progress report: The interim report on the progress of the ISCED revision is being prepared for the General Conference in 2009. The progress of the work programme will depend on decisions taken by TAP at its July meeting. If consensus on certain topics – especially on the restructuring of the post-secondary education levels in ISCED – is achieved during the TAP meeting and subsequent regional meetings, then a draft proposal will be ready for global consultation at the beginning of 2010 as planned.</p> <p>Communication of results: During the next UNSD classification experts meeting on 1 to 4 September 2009, UIS will present the progress of the review and discuss the educational attainment proposal involving national statistical offices. A global ISCED database, which draws ISCED-relevant information from UIS, OECD and European Union data collections, has been prepared. This is an essential source for the review as it enables classification issues to be easily identified by country and by education level. An ISCED web forum has been launched and is being used by TAP members to exchange information and retain documentation for future reference. Upon validation by countries, official ISCED mappings are published on the UIS website (www.uis.unesco.org). To date, 54 mappings have been published and another 30 more are under review.</p>		
<p>Recommendation concerning the Status of the Artist (27 October 1980) (CLT)</p>	<p><i>Concerning implementation of the Recommendation:</i></p> <ul style="list-style-type: none"> - Not many Member States have adopted legal frameworks. Where such frameworks do exist, they must deal with two major challenges: their relevance and suitability to the social context, and their actual application. Accordingly, artists in a large number of States have no social status, are not recognized as workers and consequently have no social rights (unemployment benefits, retirement pension, right to social security). In addition to this lack of an appropriate legal framework, social infrastructure is weak, not to say inexistent. - However, in the context of economic, technological and artistic globalization and the dissemination of the concept of the protection 	<p>In order to implement the new procedures for the preparation of the report by the Director-General to the General Conference at its 35th session:</p> <ul style="list-style-type: none"> - evaluation of and reflection on the low response rate by Member States points to the importance of communication and awareness-raising; - preparation of information materials, revision of the questionnaire in the light of the framework guidelines; - preparation of implementation procedures for the consultation (circular letter signed by the Director-General, technical assistance from the Secretariat if necessary, email and replies submitted electronically or online for processing, planning); 	<ul style="list-style-type: none"> - The World Observatory on the Social Status of the Artist is the main instrument for gathering, disseminating and exchanging information about the implementation of the Recommendation. The database, in English and French, is the only one of its kind at the global level, and the information it contains may need to suggest ways of implementing the Recommendation at the national level. http://www.unesco.org/culture/en/statusofheartist - With regard to content, there is regular updating by country and by theme, and new links are inserted to relevant legislation and the websites of other observatories. - Site navigation is also being constantly improved by harmonizing existing information on each “country” page and facilitating cross-

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	<p>and promotion of the diversity of cultural expressions, States, in particular developing countries, are showing a resurgence of interest in adopting cultural policies. As a result, they are demonstrating a political desire to develop legal frameworks for the social protection of artists.</p> <p><i>Concerning monitoring of the Recommendation:</i></p> <ul style="list-style-type: none"> - 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 on 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. Its purpose is to enable an analysis of the social status of artists to be made, and to gauge progress made in applying the Recommendation at the national level. - The Observatory also compiles a practical database that is useful for artists and others involved in implementing cultural policies. It pools information on key aspects of the social status of artists. Accordingly, Member States and NGOs are invited once a year to provide information to the Secretariat to update the data. <p><i>The Observatory has the objectives of:</i></p> <ul style="list-style-type: none"> - raising the awareness of public authorities and increasing the dissemination of the Recommendation; - measuring progress made in its implementation at the national level; 	<ul style="list-style-type: none"> - development of a strategic communication and information framework aimed at Member States for preparation of the report to the General Conference; - implementation at Headquarters: individual meetings and/or group meetings with delegations; - cooperation will be requested with field offices, in particular to identify official contacts responsible for sharing information on the Recommendation and for relaying information; - mailing and dispatch of information documents to National Commissions; - civil society organizations. 	<p>referencing of information by theme and by country.</p> <ul style="list-style-type: none"> - The updating of recent information concerning the provisions of the Recommendation enables users of all kinds (artists, employers, legislators, decision-makers) to be made more aware of how the Recommendation meets specific needs and addresses matters relating to basic human rights. - The new FAQ (Frequently Asked Questions) section concerning the World Observatory on the Social Status of the Artist and the Recommendation explains how important it is to grant special professional status to artists as a basis for indispensable consultation and coordination between them, legislators and public authorities. - A study on artist mobility, entitled IN TRANSIT, was commissioned by the Section of the Diversity of Cultural Expressions to monitor implementation of one aspect of the Recommendation. It is aimed at giving an overview of the main international legal instruments relating to or dealing with the mobility of artists, works of art and cultural goods and services. Examples of bilateral and multilateral agreements give practical illustrations of how legal instruments are used by States the world over to encourage cross-border mobility. - Research for the study was carried out in early 2009 and included a worldwide consultation of national and international organizations representing the various culture professions and sectors: audiovisual, live performance, music, literature, the plastic arts, and the heritage. The oral and written contributions of the organizations and professionals surveyed supplement the research on legal instruments, and provided valuable indications to help

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	<ul style="list-style-type: none"> - helping to analyse the social status of artists worldwide; - contributing to the improvement of the living and working conditions of artists and creators, in particular as a tool for knowledge-sharing. <p>The Observatory currently has information concerning 52 Member States, distributed as follows: Africa – 4; Arab States – 7; Asia and the Pacific – 9; Europe and North America – 22; and Latin America and the Caribbean – 9. In 2007, 2008 and 2009, UNESCO received, respectively, 8, 6 and 9 replies to the questionnaires sent out to Member States on the implementation of the Recommendation. The next annual consultation of UNESCO Member States will start in September 2009.</p> <p>The difficulties encountered are the following:</p> <ul style="list-style-type: none"> - low response rate; - some replies to the questionnaires are sent to UNESCO in languages that are not working languages of the Organization. 		<p>identify difficulties with the implementation of such instruments and obstacles which all too often continue to impede artists, works of art and cultural goods and services when they cross borders.</p> <ul style="list-style-type: none"> - The study, taking the form of a tool for awareness-raising, describes the relevant provisions of international standard-setting instruments and subregional, regional and international legal frameworks. It also presents a cross-border mobility action plan which might provide a concrete response to the many obstacles, and promote good practices to support cross-border mobility. It will be disseminated by the Observatory in September 2009, and will help promote the Recommendation and its implementation. - The Secretariat takes every opportunity, through discussions with Permanent Delegations (Canada, Senegal), ministries of culture during official missions (Benin, Burundi, Democratic Republic of the Congo, Madagascar), and researchers (Romania), statements at conferences (Cyprus, Mediterranean Cultural Forum), working meetings with NGOs (International Federation of Musicians (FIM), International Federation of Actors (FIA), International Network for Cultural Diversity (INCD), European Research Institute for Comparative Cultural Policy and the Arts (ERICArts)), and meetings of statutory bodies, to raise awareness of the implementation of the Recommendation. - The Secretariat stands ready to provide any additional information Member States may request.

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<p>Recommendation on the Recognition of Studies and Qualifications in Higher Education (13 November 1993) (ED)</p>	<p>The Recommendation, which is the result of UNESCO's longstanding work on academic mobility and the recognition of qualifications, is the only international legal instrument of this kind in this field. It encompasses all regional conventions on the recognition of degrees in higher education. Its monitoring in a globalized world will have to take into account significant changes taking place in higher education. The application of the Recommendation must be viewed in the context of contemporary challenges.</p>	<p>UNESCO plays an important role in the field of recognition of studies and qualification in higher education, particularly through its six conventions and one Recommendation on the mutual recognition of studies, diplomas and degrees in higher education, as set out in 181 EX/51.</p> <p>Increasing internationalization of higher education requires better interregional networking and cooperation that responds to new developments in higher education, The issues to be addressed include, among others, the assessment of credentials earned through distance learning, the crucial importance of quality assurance and accreditation in higher education, access to reliable and transparent information, and the assessment of prior learning within a perspective of lifelong learning.</p> <p>The implementation of the Recommendation, which recognizes that education is a human right, is aimed at responding to the need for wider access to educational resources worldwide. In its implementation, UNESCO will rely on in-house information and sources, particularly the reflections during the World Conference on Higher Education (Paris, July 2009) as well as experience gained in applying regional conventions.</p> <p>The implementation of the Recommendation is aimed at imparting an added value; it is being duly 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.</p>	<p>Awareness of the Recommendation is being promoted through a number of activities carried out as well as through websites, newsletters and other communication strategies, especially on the occasion of the World Conference on Higher Education (Paris, July 2009).</p> <p>The respective UNESCO units in Headquarters and regional offices in charge of the Regional Committees for the application of the conventions will also contribute to implementing and monitoring the Recommendation. The Secretariat will prepare an oral report on the implementation of the Recommendation and offer assistance to Member States, as requested.</p>

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<p>Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (15 October 2003) (CI)</p>	<p>The CI Sector did not encounter major difficulties with the implementation of the Recommendation.</p> <p>As concerns the follow-up, it is to be noted the relatively low level of responsiveness by Member States to the requests by the Secretariat for reports on the implementation by national authorities of this Recommendation in national policies, programmes, strategies and legislation. Thus, for instance, as at 31 January 2007 the Secretariat had received 23 reports from the following Member States: Algeria, Australia, Belgium, Bhutan, Bolivia, Canada, Colombia, Côte d'Ivoire, Egypt, France, Georgia, Hungary, Japan, Latvia, Lithuania, Malawi, Mexico, Namibia, Qatar, Russian Federation, Slovakia, Turkey and Zimbabwe.</p> <p>Contributions have been received after the above deadline, fixed by the General Conference, from the following nine Member States: Denmark, Finland, Germany, India, Israel, Mauritius, Senegal, Serbia and Spain. Although the elements of these reports did not appear in the consolidated report because of the delay in receiving them, these contributions have been nevertheless taken into consideration in conceiving the modalities for the intensification of the implementation process of this Recommendation.</p> <p>It would be therefore helpful to have a reporting mechanism (elaborated and then adopted by the Executive Board) in a way that that would allow significantly increasing the number of Member States participating in the reporting process.</p>	<p>Further to the amendments to the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution, adopted by the General Conference at its 32nd session, and according to the elaborated implementation strategy, following the adoption of this Recommendation and the official submission of its certified copy to Member States by the Director-General in pursuance of 32 C/Resolution 41, the Director-General proposed to the General Conference to decide on the procedure for obtaining reports on the action Member States have taken for the implementation of this Recommendation.</p> <p>Consequently, in the light of the proposal by the Secretariat, a system of reports on the implementation by Member States of this Recommendation was duly established and adopted (33 C/40).</p> <p>Furthermore, pursuant to 33 C/Resolution 54, by which the General Conference requested each Member State "to prepare and submit to the Secretariat a first report on the action taken to implement this Recommendation by the end of the month of January 2007, and subsequently once every four years with effect from that date", the Director-General prepared and transmitted to the General Conference, at its 34th session, the first consolidated report which has also been examined by the Executive Board at its 176th session (34 C/23).</p> <p>The collaborative work on implementing 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</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. Consequently, in 2004, UNESCO produced and published the Policy Guidelines for the development and promotion of governmental public domain information. 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 also 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</p>

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		UNESCO's overall effort to foster, in partnership with its Member States, equitable and multicultural knowledge societies.	Guidelines. To follow up on that project, UNESCO, in partnership with the Organization of American States (OAS), signed a cooperation agreement in 2009 and is implementing at present several training activities 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.

ANNEX II
2009-2013 TIMETABLE OF WORK OF THE CR COMMITTEE

UNESCO conventions and recommendations for which no specific institutional mechanism is provided and for whose monitoring the CR Committee is responsible	2009		2010-2011					2012-2013				
	182 EX (2009)	35 C (2009)	184 EX (2010)	185 EX (2010)	186 EX (2011)	187 EX (2011)	36 C (2011)	189 EX (2012)	190 EX (2012)	191 EX (2013)	192 EX (2013)	37 C (2013)
1960 Convention against Discrimination in Education (ED)				EG							ER	PR
1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (CLT)			EG				ER	PR		EG		
1989 Convention on Technical and Vocational Education (ED)			EG				ER	PR		EG		
1960 Recommendation against Discrimination in Education (ED)				(with C.1960)							(with C.1960)	(with C.1960)
1966 Recommendation concerning the Status of Teachers (ED)				ER (CEART)				ER (CEART)				
1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (ED)	ER	PR									ER	PR
1974 Recommendation on the Status of Scientific Researchers (SHS & SC)							ER	PR				
1976 Recommendation on the Development of Adult Education (ED)							ER	PR			ER	PR
1978 Revised Recommendation concerning the International Standardization of Educational Statistics (UIS)	<i>Reassessment of the International Standard Classification of Education for submission to the General Conference at its 36th session</i>											
1980 Recommendation concerning the Status of the Artist (CLT)							ER	PR				
1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education (ED)					ER			PR				
1997 Recommendation concerning the Status of Higher-Education Teaching Personnel (ED)				(with R. 1966)				(with R. 1966)				
2001 Revised Recommendation concerning Technical and Vocational Education (ED)			(with C.1989)			(with C.1989)	(with C.1989)		(with C.1989)			
2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (CI)					ER			PR				

EG: Examination of guidelines by the Executive Board/ER: Examination of reports by the Executive Board/PR: Presentation of reports at the General Conference.