



United Nations  
Educational, Scientific and  
Cultural Organization

# Executive Board

Hundred and ninety-fifth session

# 195 EX/15

PARIS, 11 August 2014  
Original: English/French

Item 15 of the provisional agenda

## IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

### GENERAL MONITORING

#### SUMMARY

In accordance with 194 EX/Decision 21, this document contains an overall report on the conventions and recommendations of UNESCO that the Committee on Conventions and Recommendations (CR) is required to monitor and an analysis of specific measures adopted by the Secretariat within the framework of the monitoring of the implementation of standard-setting instruments and the difficulties encountered for each of the instruments.

This item has no financial or administrative implications.

Action expected of the Executive Board: decision in paragraph 52.

1. In 194 EX/Decision 21, the Executive Board requested the Director-General to revise the document on the general monitoring of the implementation of UNESCO's standard-setting instruments in the light of the debates that have taken place in the Committee on Conventions and Recommendations thereon.
2. Indeed, at the last session, the Committee members deemed it essential that the document should in future contain an analysis of actual steps taken by the Secretariat to monitor the implementation of standard-setting instruments and of difficulties encountered (paragraph 11 of document 194 EX/33).
3. This document therefore contains, following a brief report on the status of ratification of the conventions (and the 1962 Protocol), an assessment of the measures taken by the Secretariat within that framework and an analysis of specific measures adopted by the Secretariat within the framework of the monitoring of the implementation of standard-setting instruments and the difficulties encountered for each of these standard-setting instruments.

### Status of ratification of the 1960 and 1989 conventions<sup>1</sup>

3. As at 1 June 2014, the *1960 Convention against Discrimination in Education* had been ratified by 100 States, and 17 States had ratified the *1989 Convention on Technical and Vocational Education*.

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

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

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

6. The information contained in paragraphs 7 to 50 below was provided by the programme sectors concerned and by the UNESCO Institute for Statistics.

#### • 1960 Convention against Discrimination in Education (ED)

7. The eighth consultation on the measures taken by Member States to implement the 1960 Convention and Recommendation against Discrimination in Education (covering the period of 2006-2011) provided an interesting opportunity to obtain significant concrete information on the challenges and obstacles encountered by Member states in the implementation of the provisions contained in the 1960 Convention and Recommendation.

8. The national reports submitted pointed to several levels of difficulties:

- Firstly, in general, the persons who are the most exposed to discrimination in the field of education include ethnic or religious communities, people from rural areas, girls and women, immigrants and persons with disabilities. They face discrimination mostly in

<sup>1</sup> The 1970 Convention has had a specific institutional monitoring mechanism since 2012.

<sup>2</sup> [http://portal.unesco.org/en/ev.php-URL\\_ID=46874&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=46874&URL_DO=DO_TOPIC&URL_SECTION=201.html).

<sup>3</sup> The 1962 Protocol instituting a Conciliation and Good Offices Commission to be Responsible for seeking the Settlement of any Disputes which may arise between States Parties to the Convention against Discrimination in Education has been ratified by 34 States, distributed by electoral group as follows: Group I: 12 (44.44%); Group II: 0 (0%); Group III: 7 (21.21%); Group IV: 4 (9.09%); Group V(a): 7 (14.89%); Group V(b): 4 (21.05%). In accordance with paragraph 4 of 191 EX/Decision 24 (I), the Director-General launched a consultation with States Parties to the 1962 Protocol concerning the functioning of the Commission within the framework of its call for nominations on 26 February 2013 for the election of members of the Commission at the 37th session of the General Conference. As at 1 June 2014, no proposals on the functioning of the Commission had been received by the Secretariat. Moreover, following a postal vote, the Commission members re-elected Mr Francesco Margiotta-Broglio (Italy) and Mr Klaus Hüfner (Germany) Chairperson and Vice-Chairperson respectively of the Commission. To date, the Commission has never been called upon to use its good offices or exercise its conciliatory functions. For more information on the Commission: [http://portal.unesco.org/en/ev.php-URL\\_ID=23762&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=23762&URL_DO=DO_TOPIC&URL_SECTION=201.html).

terms of access to education. One of the obstacles in implementing the 1960 Convention is the perception of education among societies. Some reports show that there is a general lack of awareness on education. This is mainly due to cultural traditions or lack of information. Some cultural or religious beliefs state that boys and girls should have a differentiated education. In some societies, while boys are encouraged to complete compulsory education, girls are encouraged to get married at an early age and stay at home. Inequalities may also affect children from poor families and rural areas. Poor families are sometimes forced to engage their children in lucrative activities, or do not always see the benefit of completing basic education. Education is sometimes perceived as a privilege rather than a priority or a way to emancipate from poverty. In addition, sometimes minorities show reluctance to education, or at least they may not manifest much interest. For nomadic communities, in some cases, residential education in classrooms may not be seen as compatible with their way of life. Moreover, some of them are pessimistic about the future and refuse to trust in education as a solution. Most of all, they may lack interest and motivation in education, especially for males. Historical background can sometimes explain a certain attitude of the population regarding education. Sometimes, in countries where education used to be a privilege, there is some reluctance regarding the opportunities that education may offer. It was also mentioned that education can be seen as a way to serve the state bureaucracy. In some countries, the notions and concept of human rights do not seem to have been fully integrated by society.

- Secondly, to further understand the difficulties encountered by countries in implementing the right to education, economic context has to be taken into account. Education costs have obviously a major impact on the implementation of the Convention. Indeed, not only educational fees can be an obstacle for children from poor families to have access to education, but also additional and indirect costs, such as materials, accommodations, transportation, food can also limit their access to education. Many children from poor families have to contribute to the survival of their families by working, which competes with their attendance to school. Consequent to economic crisis in some countries, the poorest families have faced unemployment and deprivation of allocations, because of the lack of national or international funds. When basic needs, such as housing and food, have become a luxury, education is no longer a priority for poor families. Thus, many children from poor households have dropped out of school to help their family or because they cannot afford it anymore. Quite often, budget allotted to education by the State is said to be insufficient. This leads to a lack of material resources for schools, and it reduces financial aid for disadvantaged children.
- Thirdly, in terms of organization of the educational provision, the education system is not always adapted to the cultural way of life of some minorities. For nomadic communities or migrants, residential schools are not in line with their mobility. The content of education can also be in contradiction to cultural beliefs of some minorities. In some countries, including immigrants into education system encounters administrative obstacles, such as the necessity of having documents to have access to schools. Difficulty of material access can also be due to a lack of facilities in remote areas. Finally, the education system does not always take into account the language barrier, while many children from minorities do not master the national language. Socio-cultural background can also be a burden preventing children from education. In particular, girls are often exposed to persistent discrimination that excludes them from the education system. In many cultures, girls marry at an early age without regard to their right to education. In some cases, historical background has led to the coexistence of several communities within one territory, which may generate discrimination. The number of orphans is also an issue. Thus, authorities cannot shelter and provide all orphans an education among other needs. This results in an increasing number of children working or staying on the streets. In terms of adaptation,

the education system does not always reflect the social changes of the society. Finally, beliefs may trigger a general reluctant behaviour towards education. Some families may have a negative or pessimistic reaction to education, leading to attendance, performance and behaviour problems. The challenges faced by countries in implementing the right to education also relate to the conditions of education. The reports highlight the shortage of teachers, buildings and materials for the education system to be effective. In many countries, schools are understaffed and teachers are underqualified. More specifically, teachers are not always correctly trained to modern methods. The status and working conditions of teachers is also underlined in the majority of reports. There are no sufficient workshops since laboratories, machines, materials and facilities are lacking. The different actors of the teaching staff (counselors, teachers, administrators, supervisors and psychologists) do not always cooperate. As a result of all this, there is congestion and the size of classes is increasing as the number of teachers is decreasing.

- Finally, the difficulties facing the implementation of the 1960 Convention can be seen in the lack of cooperation between all stakeholders. States have their responsibility in the inefficiency of its implementation. In terms of communication, there is a lack of promotion and information from the media or other means of communication. In addition, countries may lack reliable data on the right to education (for instance, data on the involvement of children having special needs). Most of all, there is insufficient cooperation and interaction between stakeholders on education. Furthermore, the absence of legislation binding the authority, parents, and guardians to ensure that children attend school is mentioned as an obstacle in some reports. Even when they exist, laws may lack compelling measures to be effectively enforced. The implementation of the rights guaranteed by law is also presented as a challenge.

9. The Secretariat advocates for the right to education for all through a number of actions:

- During the reporting period, the action taken by the Secretariat to address the challenge that these difficulties may represent is mainly built around the monitoring and advocacy action related to the State's legal obligations under the Convention. Therefore, the Secretariat contributes to the efforts made in strengthening the implementation of this human right. The Secretariat initiated a follow-up action to the eighth consultation and recently published a document on "Girls" and women's right to education – overview of the measures supporting the right to education for girls and women reported on by Member States, to raise awareness on the important issue of girls' and women's education and to serve as a practical tool for both advocacy and monitoring. This document and the information reported by Member states on this topic also contribute to inform the process of elaboration of a new general recommendation on the right to education by the Committee on the Elimination of Discrimination against Women (CEDAW) in which UNESCO is closely involved. Similar to girls' right to education, a document will be prepared on the right to education for people with disabilities.
- Moreover, the Secretariat is currently preparing a new edition of the Compendium of practical examples on the right to education, based on the eighth consultation. The compendium seeks to provide an overview of promising measures taken to ensure equality of education opportunities and non-discrimination, while also serving as a necessary tool for information-sharing and advocacy in connection with the concrete implementation of the right to education. This tool contributes to a better understanding of the implementation of the right to education at national level, responding to the need for an enhanced knowledge of concrete measures that may be taken to ensure the implementation of this right.

- A Database on the Right to Education has also been developed. This database takes stock of the implementation of the right to education in all Member States through constitutional and legislative frameworks and educational policies. Country-specific information on the ratification and monitoring process of normative instruments is also provided. In addition, a library including over 1,000 national documents (constitutions, laws, decrees, as well as programmes and plans relevant to this right) is also available. Aside from helping to monitor the implementation of the right to education and assist research efforts and policy evaluation, the database may contribute to government accountability and transparency by sharing information and practices, and also foster international cooperation by offering a platform for governments to identify areas of possible regional and international cooperation. This tool will also help strengthen advocacy on the right to education and inform citizens and governments of their rights and duties in this field.
- The Secretariat has developed guidelines for reviewing national legal and policy frameworks regarding the right to education to assist countries wishing to assess the compatibility of their national education laws and policies with international standard-setting instruments on the right to education. The purpose is to provide guidance in the review of national education legal and policy frameworks in view of: assessing the status of the right to education at country level and its compatibility with international and regional human rights instruments; identifying gaps in education norms and policies; and making recommendations for the full alignment of national constitutions, legislations and policies with international standards and provisions. The pilot-testing phase of these guidelines has started in Nepal.

10. In terms of ratification of the 1960 Convention, 11 Member States have ratified since the last Consultation, and this is a positive progress. However, in view of maintaining the momentum built up over the past few years, a new ratification campaign is being launched.

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

11. Pursuant to 190 EX/Decision 24 (III), the monitoring of the 1989 Convention and the 2001 Revised Recommendation is delayed pending a possible revision of their texts (see also paragraphs 38 to 41 below).

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

12. (See paragraphs 7 to 10 above.)

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

13. According to the 2012 report of the Joint ILO/UNESCO Committee of Experts on the application of the Recommendation concerning the Status of Teachers (CEART), deep and rapid social transformations have brought:

- decreased social status and professionalization of the teaching profession, due to a lowering of entry requirements and inadequate working conditions for teachers
- insufficient social dialogue among teachers, national governments and teacher organizations as part of teacher development policy-making that leads to quality teaching;
- increased school violence, including that against teachers with the need to better prepare teachers on how to address these issues

- unequal access to information and communication technologies (ICTs), limiting the educational and professional opportunities of learners and teachers;

14. The Secretariat has been taking measures to address these challenges:

- *Improving the Status and the Professionalization of Teachers and Higher Education Personnel:*

The Secretariat supports Member States in taking action to improve the social status and professionalization of the teaching profession, with attention to *policy development, capacity-building including teacher training, research and advocacy*. In particular, the Secretariat enhances Member states capacity to develop teacher education policies and quality assurance standards, in tandem to a *strengthened social dialogue* that leads to good and effective policy-making and implementation.

Funded by the Global Partnership of Education, UNESCO, in partnership with Education International, will implement a two-year project for Improving Teacher Support and Participation in Local Education Groups (LEGs). Through capacity building and promotion of an effective social dialogue between national governments and teacher organizations, the project aims to engage teachers on the debate and elaboration of policies to enhance the effectiveness of teaching and, consequently, increase the quality of education. Three main areas of action include: the improvement of the technical and organizational capacity of teacher organizations to participate meaningfully in LEGs; the improvement of teacher organizations and country governments' capacity to analyse and discuss issues of salary scales, work conditions and standards of practice; the identification, piloting and implementation of innovative approaches to teacher in-service support mechanisms, intended to promote the qualification of contract teachers and their engagement in social dialogue.

Profound social changes require that teachers are capable to develop continuously through better training and lifelong professional development. In this light, UNESCO supports Member States in improving the quality of teacher education curricula and relevant qualification frameworks that contribute to enhance the status and professionalization of teachers. The existing fragmented approaches to teacher education policies, curriculum and certification systems shall be unified and institutionalized through a curriculum/qualification framework that specifies the occupational standards and occupational training standards for all teaching personnel. This is the aim of UNESCO's ongoing activities in 2014-2015, involving three regions: to develop guidelines for developing national and regional teacher education curriculum/qualification frameworks to support countries in improving their teacher education and continuous professional development.

As part of knowledge production and sharing for evidence-based policy-making to improve the status and profession of teachers, several studies and reports are underway in preparation of the 2015 and 2018 CEART meetings. These efforts aim to increase the knowledge-base on several key issues including among other: the rights of teachers; teacher policy and professional development strategies including the use digital media; the professional development and quality teaching of higher education personnel; quality teaching and its assessment.

Embodying its support to Member States in relation to the improvement of teachers' education and working conditions, UNESCO hosts the Secretariat of the International Task Force on Teachers for Education for All. Endorsed by the Oslo Declaration that ensued from the Education for All High-Level Group (HLG) meeting in 2008, the Task Force is a voluntary global alliance of EFA partners that advocate for and facilitate the coordination of international efforts to provide sufficient numbers of well qualified

teachers to achieve Education for All (EFA) goals. At a strategic level, the Task Force undertakes three main lines of action: advocacy and coordination; knowledge creation and sharing for policy-making; country support.

At an advocacy level, the Secretariat continues with the organization and celebration of World Teacher's Day (WTD) 2014, raising awareness at a worldwide level on the key role that teachers play in providing quality education for all. Thematically dedicated to "Enhancing the profile of the teaching profession" and marking its 20th anniversary, WTD reaches Member States with the opportunity to reflect upon and explore strategies to improve the status of teachers, especially in the post-2015 discussion and goals. The advocacy and outreach impact of WTD on behalf of teachers is strengthened by the key partners involved: ILO, EI, the International Task Force on Teachers for EFA, UIS, EFA GMR, EFA team, OECD, ASPnet and Club UNESCO. In particular, WTD joins Education International in its global one-year campaign "Uniting for Quality Education Towards and Beyond 2015", with the spotlight on the teaching profession and its far-reaching impact on quality education.

– *Improved Teacher Education to Counteract School Violence and Discrimination:*

The Secretariat gives attention to the improvement of teacher education by enhancing the capacity of Member States to strengthen teachers' ability to respond in their practice to challenging changes in society. It does so by focusing on the development of teachers' knowledge and skills at pre-service and in-service teacher education levels. Along with a global coordination of numerous partners including United Nations agencies, civil society, academia, and teacher unions, the Secretariat is leading the development of tools for ministries to address violence, intolerance and discrimination in schools, through policies, teacher training, and community engagement.

As for gender-based violence, sexuality education and bullying, teacher training initiatives supported by the Secretariat give attention to the development of psycho-social skills (e.g. communication and empathy); cognitive skills, including decision-making; and emotional coping skills, such as stress management. These require teachers to be skilled in interactive skill-building methods and teacher role-modelling.

The Secretariat is also embarking on global citizenship education (GCE) by creating topics and learning objectives in this domain with close connection to teacher training. Health education and GCE share common skill-sets and the requisite teaching methods for teachers to develop them with their learners. With attention given to Africa as a priority, video, radio and the Internet have been used for teacher training on life skills and sexuality education.

The Secretariat supports Member States in addressing gender inequality and discrimination in school environments and educational practices by strengthening teachers' capacity to promote equal and non-biased learning opportunities for both boys and girls. A guide for mainstreaming gender equality in teacher training institutions has been developed and piloted in Africa (in 10 countries in 2013) with the objective of transforming institutional cultures and practices, with focus on the following areas: teacher education policy; planning and budgeting; curriculum and pedagogy; support services; advocacy, research and communication.

In order to support teachers' capacity to teach with the view of enhancing an education that promotes peaceful, healthier and sustainable societies, the Secretariat has developed a guide on "Education for Sustainable Development: Effective Teaching and Learning of ESD in Teacher Education Institutions". The first edition focuses on Africa as a priority and will be adapted to other teacher education contexts in other regions.

– *Quality Teacher Training and Continuous Professional Development in a Digital Era:*

The Secretariat encourages Member states and teacher training institutions to take into account the profound changes brought about by digital technology, and to include these in teacher education and higher education teaching and learning. National capacities are being strengthened to develop and implement technology policies in education, particularly in teacher training and professional development.

The UNESCO-China Funds-in-Trust (CFIT) project on “Enhancing Teacher Education for Bridging the Education Quality Gap in Africa” aims to enhance teacher education and professional development in Africa. Through the use of ICTs, mobile learning, and knowledge production and sharing, this four-year initiative aims to boost the capacities of Ministries and key teacher training institutes’ (TTIs) in the area of pre- and continuous teacher training and development. Objectives of the project include: providing quality pre-service teacher education to increase the supply of qualified teachers mainly through ICT-supported distance training; supporting in-service teachers’ professional development through blended learning modalities and scaling up of successful ICT-support innovations; equipping teacher trainers and teachers with the competency of using ICT to improve the quality of teaching and learning. The project also supports networks of TTIs to exchange information on effective strategies and practices in teacher training with policy-makers, institutional leaders and other stakeholders.

In the context of higher education teaching and learning practices, UNESCO has embarked on setting up a knowledge-base on the potential of ICT and distance-learning modes, backed by Open Educational Resources (OERs). Countries are being supported in the design and implementation of higher education ICT/OER policies and strategies.

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

15. During the recent fifth consultation on the implementation of the 1974 Recommendation (2013), Member States reported the following difficulties and obstacles:

- Several countries underlined the gap between theory and social practices of respect and fulfilment of human rights. Education alone cannot fully promote the values of the Recommendation, while all levels of education need to be prepared to take necessary actions whenever incidents and violent situations occur.
- In many countries, peace and human rights education is mandatory according to the policies, though not always fully implemented in all schools. In some countries, human rights education is optional in higher education.
- Diverse mechanisms and actions have been put in place, but are not always coordinated and/or integrated.
- There is a lack of coordinated mechanisms for follow up and evaluation. Several Member States emphasized the need for a systemic framework and tools for assessing the impact of education promoting values of the 1974 Recommendation on learners.
- Changes in leadership may change the thrusts of on-going efforts in schools and communities.



- Young people learn a great deal informally, from their home and environment. Media and the internet play an important role in learning, but, their negative effects were also pointed out.
- Involvement of the different school and community stakeholders is important to sustain the programmes on peace education.
- Pedagogy and teaching methods remain a great challenge in terms of adequacy and consistency. Lack of capacities of school leadership, teachers, textbook authors, etc. to respond to new curricular demands.
- Inadequate and often inconsistent content. The effect of existing human rights courses and programmes seems to be relatively short-lived, since most of them are one-off classes.

16. To contribute to ongoing efforts made by Member States in improving pedagogy and capacities of education professionals (i.e. policy makers, school leadership, educators) in addressing human rights values and principles in teaching and learning with a focus on anti-discrimination, the Secretariat developed an implementation guide through UNESCO's Teaching Respect for All project, launched in cooperation with the United States and Brazil in 2012. The material has been implemented in Brazil, Côte d'Ivoire, Guatemala, Indonesia, Kenya, and South Africa. As of 2014, the implementation guide is now available as an open resource.<sup>4</sup>

17. As part of the efforts to advance the reflection on possible ways for systemic monitoring and assessment of the implementation of policies and curriculum and of its impact on learners, in terms of attitudes, knowledge, skills and behaviour, the Secretariat is supporting the process of developing indicators in the area of global citizenship education (GCE) and education for sustainable development (ESD), especially as GCE and ESD are both proposed as targets for the education goal in the post-2015 development agenda. An expert meeting took place at UNESCO Headquarters from 25 to 27 June 2014 to determine GCE learning topics and objectives by age and identified priorities for measurement.

18. As a way of sensitizing Member States and civil society partners on the values promoted by the 1974 Recommendation, an event on "Global Citizenship Education: Enabling conditions and perspectives" was jointly organized (UNESCO Headquarters, 17 May 2014) with the Permanent Delegation of Austria and with the participation of the Permanent Delegations of Colombia, Kenya, Mongolia, Republic of Korea and Tunisia. Open social and political environments, supporting universal values and principles of human rights, were discussed as key elements conducive to global citizenship education, with the aim of equipping learners with competences based on and instilling respect for human rights, social justice, diversity, gender equality and environmental sustainability.

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

19. Between 2014-2017, the monitoring of the 1974 Recommendation will be continued and reinforced in close relationship with the process of the revision of the Recommendation. Based on the results of the consultations with various stakeholders that will be held in 2014-2015, the Secretariat will develop concrete measures with the aim to support Member States in their efforts to compile reports on the implementation of the 1974 Recommendation, whose summary will be transmitted to the General Conference at its 39th session, in accordance with 37 C/Resolution 91.

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

20. The web-based public consultation on the draft revised recommendation involved over 500 adult education specialists from all regions and revealed that the revision process is instrumental to

<sup>4</sup> <http://unesdoc.unesco.org/images/0022/002279/227983e.pdf>

(a) define future roles and functions of adult learning and education from a global perspective, (b) agree on the value of adult learning and education in the perspective of international/United Nations initiatives in general and within the post-2015 agenda in particular, and (c) prepare the ground for a broad coalition of stakeholders that will be crucial for implementing the recommendations in Member States.

21. The working draft, developed by the UNESCO Institute for Lifelong Learning (UIL), with support from an expert group, was helpful to structure the debate according to the general aspects concerning the purpose of the Recommendation, definition of adult education, its objectives and scope, the concept of literacy as the foundation of lifelong learning, and with regard to a series of action points for implementation by Member States. It is proposed to change the title from “Recommendation on the Development of Adult Education” to “Recommendation on Adult Learning and Education” and to organize the concrete action points in line with the five areas of action (i.e. policy, governance, financing, participation and quality), which were identified by the Belém Framework for Action to serve as the reference framework for analysing the situation of adult education in Member States and to monitor progress on the country level. Against this background, the Global Report on Adult Learning and Education prepared by UIL every three years on the basis of national reports, could serve as the major monitoring instrument, thus providing appropriate synergies with regard to reporting duties of Member States.

22. Accurate translation that allows to reflect and respect regional and cultural varieties in the understanding of adult education will be crucial. The joint approach of revising the Recommendation on Adult Education, together with the Recommendation concerning Technical and Vocational Education, is helpful with regard to terminological consistence, as well as in the perspective of an integrated approach, in conformity with UNESCO’s function to promote the post-2015 agenda on education, the role of literacy and adult learning and education in lifelong learning as well as within the international development goals.

23. The revised Recommendation will consequently have a focus on strengthening international cooperation in general, intensifying inter-agency cooperation, and on promoting effective partnership between governmental and non-governmental stakeholders in particular. This is especially important in the field of adult education, with relation to policies, concepts and practices of non-formal education in accordance with the overall paradigm of lifelong learning. Deepening synergies between the different sub-sectors and effective inter-ministerial cooperation will be of great concern.

24. A preliminary report containing the revised draft text will be sent by circular letter to Member States in September 2014 for their comments and observations. The Director-General will submit to the General Conference at its 38th session a draft of the revised Recommendation on the Development of Adult Education.

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

25. The first international education surveys according to the new International Standard Classification of Education (ISCED) 2011 framework were launched in April/May 2014 for the majority of countries in the world and June 2014 for Member States of the European Union and the Organisation for Economic Co-operation and Development (OECD). Countries should be reporting data to the UNESCO Institute for Statistics (UIS) by the end of July 2014 and to Eurostat and the OECD by the end of September 2014.

26. The UIS organized regional workshops at which ISCED was presented in February 2014 in New Caledonia, France (Nouméa), for the Pacific and in May 2014 in Thailand (Bangkok) for South and West Asia and Eastern Asia, in Jamaica (Kingston) for the Caribbean and in Zimbabwe (Harare) for South and East Africa. Further workshops are planned in the second half of the year for countries in the Arab States. Nearly every country participating in the workshops – a total of

nearly 60 countries – has now completed a draft mapping of their national education programmes to ISCED 2011 and has been trained to complete the new education survey questionnaires. In addition, a further 100 countries have submitted draft mappings to the UIS or Eurostat and OECD for approval in advance of reporting data in the relevant education survey. The majority of countries have made good progress in implementing the new ISCED. Additional support and advice is provided to countries on an individual basis by UIS Regional and Cluster Advisors based in the field in Africa, Asia, the Arab States and Latin America, as well as UIS programme staff during missions to countries.

27. The new classification of fields of education and training (ISCED-F), adopted by the General Conference at its 37th session in November 2013, was published online in English on the UIS Website in June 2014 and will be available in the other five official United Nations languages by the end of August 2014. The first education surveys using ISCED-F will be launched in 2016.

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

28. The 1980 Recommendation concerning the Status of the Artist defines “Artist” as “any person who creates or gives creative expression to, or re-creates works of art, who considers his artistic creation to be an essential part of his life, who contributes in this way to the development of art and culture and who is or asks to be recognized as an artist, whether or not he is bound by any relations of employment or association”. It defines “status” as signifying “on the one hand, the regard accorded to artists [...] in a society, on the basis of the importance attributed to the part they are called upon to play therein and, on the other hand, recognition of the liberties and rights, including moral, economic and social rights, with particular reference to income and social security, which artists should enjoy”.

29. The Recommendation addresses issues and recommends government actions on the following:

- Employment, working and living conditions of artists.
- Recognition of the rights of their professional and union organizations.
- Social status, including measures to ensure equivalent status to other workers in areas, such as health and insurance.
- Protection of freedom of expression and protection of intellectual property rights.
- The education and training of artists.
- The importance of arts education.
- Measures related to income, support during periods of unemployment, and retirement issues.

30. The 36th session of the General Conference invited the Director-General to transmit to it at its 38th session the next consolidated report (36 C/Resolution 103), which will be examined beforehand by the Executive Board at its 197th autumn session. The Secretariat engaged an independent expert to conduct a survey and study on the Recommendation to assess its implementation and trends for the preparation of the consolidated report. However, the Recommendation is not included in Major Programme IV of the 37 C/5. Consequently, no regular budget has been allocated for the biennium to implement and follow-up on the Recommendation. This is challenging, as no meetings or support activities can be undertaken.

31. A concrete way for the Secretariat to keep attention drawn to the topic of status of the artist is through the 2005 Convention on the Protection and Promotion of the Diversity of Cultural

Expressions. At the fourth ordinary session of the Conference of Parties of the Convention (June 2013), the question of artistic freedom and the social and economic status of the artist was discussed in relation to the periodic reporting on the implementation of the Convention. The Conference of Parties requested the Convention Secretariat “to update its strategic and action-oriented analytical summary of the quadrennial periodic reports received each year, including a thematic focus on the status of the artist” (paragraph 7 of Resolution 4.CP 10). The Framework for Periodic Reporting helps collect information on the policies and measures adopted by countries to address various aspects of the status of the artist, including measures specifically targeting women artists. The Convention Secretariat ensured this focus in its updated analytical summary, which was then presented to the seventh session of the Intergovernmental Committee for the Protection and Promotion of the Diversity of Cultural Expressions (December 2013) in document CE/13/7.IGC/5 Rev., Quadrennial periodic reporting: new reports and analytical summary. This document included a preliminary transversal review of the reports submitted in 2012 and 2013 (65 in total). Of these, 49 Parties provided input responding to specific status of the artist areas (Measures to improve the economic conditions of the artist; Direct support for individual artists; Tax relief and fiscal incentives; Fostering transnational mobility; Support to artists’ associations; Information systems and network-building).

32. The information obtained through the periodic reports demonstrates that while there is activity in some States supporting the status of the artist, more attention must be drawn to the Recommendation to increase its implementation. Currently the Convention Secretariat is making efforts to raise funds for a large-scale project that would, among other things, build capacities at the national and international level to monitor and evaluate measures within the 2005 Convention to support artistic creation and the freedom of artistic expression.

33. The inclusion of the status of the artist as a topic within the work of the 2005 Convention has helped raise the profile of the issue, drawing attention to it and generating more information. However, it should be recalled that this process engages only with those Member States party to the Convention.

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

34. The implementation of the Recommendation is monitored through the implementation of the regional conventions on the recognition of higher education qualifications.

35. Difficulties and obstacles encountered by Parties to these conventions in the implementation of the provisions are varied:

- The uneven involvement of national authorities;
- The lack of procedures and criteria for the assessment and recognition of qualifications that are transparent, coherent and reliable;
- The diversity of recognition actors. In many national settings, recognition is not the prerogative of national authorities. Very often, recognition for academic purposes (i.e. determining what qualifications are accepted for admission to various levels of study) is the responsibility of higher education institutions. Moreover, the responsibility for determining the recognition to be given to qualifications for the purpose of registration or permission to practice a profession rests with registration boards and/or professional associations;
- The use of other recognition tools such as bilateral agreements;
- The lack of adequate structures and capacities for recognition at national and institutional levels;

- The shortage of transparent, reliable and up to date data to shape recognition practice and policy.

36. UNESCO's action to support Member States in their efforts to address the obstacles and difficulties to the implementation of the regional recognition conventions is organized around the following main lines of intervention:

- raising awareness on the importance to adhere to the conventions and implement their provisions;
- developing tools and guidelines to facilitate implementation and disseminating them widely;
- providing opportunities for capacity development in the fields of recognition and quality assurance;
- facilitating opportunities for networking, sharing of knowledge and good practices in recognition;
- fostering inter-regional and intra-regional cooperation in this field; and
- working with our Member States on the revision of the existing regional conventions.

37. The recently held Expert meeting on a possible global normative instrument on the recognition of higher education qualifications (Paris, 10-11 July 2014) highlighted that a global convention would have a positive impact on the regional recognition conventions. The experts, representing key stakeholders in higher education from all UNESCO regions, agreed that a global convention could play an important role in regions where there is not an active convention. Such an instrument could:

- help build mutual trust among countries, recognition practitioners and other stakeholders;
- promote equity, ethics, fairness, transparency and nondiscrimination regarding recognition policies and practices;
- raise visibility with the public that the world is moving towards a far more global higher education community;
- raise awareness of the waste of talent and investment in not recognizing qualifications;
- build a more equitable and more transparent higher education sector worldwide;
- address the issue of the recognition of qualifications which are not included in the traditional regional conventions, etc.

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

38. In November 2013, the 37th session of the General Conference decided that the 2001 Revised Recommendation should be revised once more to reflect new trends and issues in technical and vocational education and training. The General Conference invited the Director-General to prepare such revision in consultation with Member States and other stakeholders through various cost-effective measures, without convening the special committee referred to in Article 10, paragraphs 4 and 5, of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution.

39. Several important steps in the drafting and consultation process have already taken place, including through electronic platforms and an experts meeting. A special virtual conference was organized by UNESCO-UNEVOC (1-14 April 2014). This attracted 210 participants from 70 countries, including staff of government ministries, TVET agencies, international organisations, official bilateral agencies, NGOs, universities and public and private TVET providers. The Secretariat elaborated a revised text which was shared for feedback with an Expert Group on TVET established specifically for advising the Secretariat on the revisions. The Expert Group on TVET comprised representatives from the UNEVOC Network, ILO and international social partners.

40. The Joint Expert Meeting on the UNESCO Recommendations concerning Technical and Vocational Education and Adult Learning and Education (Hamburg, 27-28 May 2014) aimed to ensure that the revised instruments will be mutually reinforcing and address contemporary issues in a harmonious manner. One of the outcomes of the Joint Expert Meeting was a revised draft text, which was the main focus of an Online Consultation with Member States and Other Stakeholders held from 1 to 8 July 2014 using UNESCO's collaborative platform, "UNESTREAMS". Participants in the online consultation included legal and senior experts on TVET nominated by UNESCO Member States and Associate Members from all regional groups (187 nominated experts, representing 99 countries), representatives of international organizations and development partners (17) and of non-governmental organizations (11). During the eight days 97 participants contributed actively to the three discussion fora (English, French and Spanish), providing over 900 inputs. The online consultation is considered to have been a successful cost-effective measure in particular because it enabled the experts nominated by Member States and Associate Members to provide detailed comments and inputs to the draft text.

41. A preliminary report containing the revised draft text will be sent by circular letter to Member States in September 2014 for their comments and observations, in accordance with the above-mentioned Rules of Procedure. The Director-General will submit to the General Conference at its 38th session a draft of the revised Recommendation concerning Technical and Vocational Education.

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

42. UNESCO pursued activities aiming at the implementation of the 2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace.

43. In order to assist Member States to secure the presence and development of their languages in cyberspace, UNESCO provided support to the organization of a major international event – the third International Conference "Linguistic and Cultural Diversity in Cyberspace" which took place from 30 June to 3 July 2014 in Yakutsk, Russian Federation. The conference was held within the framework of Russia's vice-chairmanship of the UNESCO Information for All Intergovernmental Programme and the Year of Culture, organized in the Russian Federation. The Conference was an opportunity to mobilize experts, policy and decision-makers, representatives of research community, civil society and private sector to explore new partnerships, to share knowledge and to raise awareness on linguistic and cultural diversity in cyberspace.

44. In addition, UNESCO, in close cooperation with EURid, continued monitoring the deployment of the Internationalised Domain Names (IDN). The draft version of the World Report on IDN Deployment 2014: Universal Acceptance and Arab States" has been prepared and a peer review process launched in order to finalize and present the report at the forthcoming Internet Governance Forum 2014 in September 2014, in Istanbul, Turkey. For the promotion of the multilingualism on the Internet, the domain name system is essential to searching and finding content on the Internet. Although many users rely on search and applications to find content, domain names play an important role in navigation, marketing and brand recognition online as well as enhancement of linguistic diversity in cyberspace.

45. Within the framework of the World Summit on the Information Society (WSIS) Review process and ongoing discussions at the Internet Governance Forum, a glossary on Internet Governance terms in English has been prepared by UNESCO for the adoption and localization of the terms in Arabic, in order to facilitate the debate and the dialogue in that area in an effort to increase mutual understanding and partnerships at national, regional and international levels.

46. Furthermore, the Director-General invited Member States to prepare their reports on the measures taken to implement this Recommendation, in order for the Secretariat to produce the third consolidated report, which will be submitted to the 196th session of the Executive Board and subsequently to the 38th session of the General Conference.

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

47. Implementation of the 2011 Recommendation was launched in 2011 with a series of workshops in pilot cities, particularly on the east coast of Africa, and continued between 2012 and 2014 in Asia and the Arab States. A full list of the workshops, with an evaluation of the results obtained and challenges, has been posted online on the CR website. Regional action plans should be implemented in 2014 and 2015. The aim is to convince Member States of the relevance of an approach centred on the historic urban landscape and to demonstrate its benefit in the conservation of urban areas that are, or are in the process of being inscribed on the World Heritage List.

48. An international expert meeting on including the methodological approach relating to the Recommendation in the Operational Guidelines for the Implementation of the World Heritage Convention was held at Rio de Janeiro (Brazil) from 3 to 5 September 2013. The objective of the meeting was to review the relevant texts and to promote a better understanding of the Recommendation as a UNESCO standard-setting instrument, enabling better integration of cultural heritage conservation in development policies.

49. A brainstorming meeting on the implementation of the Recommendation, two years after its adoption, was held at UNESCO Headquarters on 13 December 2013. Several experts who participated in drafting the text of the Recommendation and/or who have applied the approach that it advocates since 2011 attended the meeting.

50. The results of the two meetings were submitted to the World Heritage Committee at its 38th session, held in Doha in June 2014. The Committee took note of the report of the international meeting held in Rio de Janeiro and [here to end, from decision] decided to examine the proposals contained in the report within the framework of the revision of the Operational Guidelines at its 39th session, in 2015.

**Timetable of work of the CR Committee for 2014-2017**

51. Furthermore, the secretariat of the CR Committee submits in Annex a calendar of the forthcoming sessions of the Executive Board (from the 194th in spring 2014 to the 202nd session in autumn 2017) at which the Committee would examine draft guidelines and reports on the 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

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

The Executive Board,

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



## DRAFT TIMETABLE OF WORK OF THE CR COMMITTEE FOR 2014-2017

UNESCO conventions and recommendations for which no specific institutional mechanism is provided and for whose monitoring the CR Committee is responsible	2014-2015					2016-2017				
	194 EX (2014)	195 EX (2014)	196 EX (2015)	197 EX (2015)	38 C (2015)	199 EX (2016)	200 EX (2016)	201 EX (2017)	202 EX (2017)	39 C (2017)
1960 Convention against Discrimination in Education (ED)			EG						ER	PR
1989 Convention on Technical and Vocational Education (ED)	<i>The monitoring of the Convention has been postponed pending the consideration by the 38th session of the General Conference of a draft of the revised 2001 Recommendation</i>									
1960 Recommendation against Discrimination in Education (ED)			(with C.1960)						ER	(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
1974 Recommendation on the Status of Scientific Researchers (SHS)								ER		PR
1976 Recommendation on the Development of Adult Education (ED)	<i>A draft of the revised Recommendation will be submitted to the consideration of the 38th session of the General Conference</i>									
1978 Revised Recommendation concerning the International Standardization of Educational Statistics (UIS)								ER		PR
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)	<i>A draft of the revised Recommendation will be submitted to the consideration of the 38th session of the General Conference</i>									
2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (CI)			ER		PR					
2011 Recommendation on the Historic Urban Landscape, including a glossary of definitions (CLT)				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.

\* CEART interim report, if necessary.