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Item **16** of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART I

GENERAL MONITORING

SUMMARY

In accordance with 199 EX/14 (I), 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: Proposed decision in paragraph 65.

1.   By means of 199 EX/Decision 14 (I), the Executive Board requested the Director-General to ensure the implementation of the legal framework for the implementation of the conventions and recommendations the CR Committee is required to monitor, as approved by the Board at its 177th session (177 EX/Decision 35 (I) and (II)) and amended at its 196th session (196 EX/Decision 20).

2.   This document therefore contains, following a brief report on the status of ratification of the conventions (and the 1962 Protocol), an assessment of the measures taken by the Secretariat for the implementation of that framework and an analysis of specific measures adopted by the Secretariat as part of the monitoring of the implementation of standard-setting instruments and any difficulties encountered for each of those standard-setting instruments.

Status of ratification of the 1960 and 1989 Conventions

3.   On 1 July, the 1960 Convention against Discrimination in Education had been ratified by 101 States and 17 States had ratified the 1989 Convention on Technical and Vocational Education. In comparison with the document submitted at the 199th session of the Board, one new State has ratified the 1960 Convention.

4.   The table below shows the number of ratifications per UNESCO electoral group for the two conventions, together with the percentage of ratifications of those instruments within each of the six electoral groups. A full list of States Parties and non-Parties per electoral group has been posted on the webpage devoted to CR[1] activities on the UNESCO website.

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[2]	16 (59.26 %)	22 (88 %)	19 (57.58 %)	12 (27.27 %)	22 (46.81 %)	10 (52.63 %)
1989 Convention	0 (0 %)	3 (12 %)	0 (0 %)	3 (6.81 %)	5 (10.64 %)	6 (31.58 %)

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

5.   The information contained in paragraphs 6 to 64 below, was provided by the programme sectors concerned and by the UNESCO Institute for Statistics. The contributions have been posted online, in full, on the UNESCO website page on the activities of the CR Committee.

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

6.   UNESCO pursued its efforts towards strengthening the monitoring and enhancing the promotion of the right to education through various actions conducted in line with the Strategy to improve visibility, ratification, implementation, monitoring and cooperation of education-related standard-setting instruments (hereafter 'the Strategy').

7.   The period has been marked by the launching of the 9th Consultation on the implementation of the 1960 Convention on the basis of reporting guidelines approved by the Executive Board in 2015. NGOs were also mobilized and encouraged to participate through way of working with national authorities. The deadline for reports submissions was initially set on 30 June 2016. However due to a high number of Member States informing of the difficulties they face to meet the deadline for various reasons, the deadline has been extended until end of September 2016.

8.   As a follow up to the 8th Consultation on the implementation of the 1960 Convention and Recommendation, and after a series of three thematic mappings developed in 2014-2015, the

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[1]   http://portal.unesco.org/fr/ev.php-URL_ID=49363&URL_DO=DO_TOPIC&URL_SECTION=201.html.

[2]   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%). Moreover, following a vote by correspondence in the first half of 2016, the members of the Commission re-elected Mr Francesco Margiotta-Broglio (Italy) and Mr Hazem Atlam (Egypt), respectively Chair and Vice-Chair of the Conciliation and Good Offices Commission. For more information on the Commission: http://portal.unesco.org/fr/ev.php-URL_ID=23762&URL_DO=DO_TOPIC&URL_SECTION=201.html.

second compendium on practical and notable examples of measures adopted by Member States has been published in English and widely disseminated.

9.   UNESCO continues to be engaged in reviewing national legal frameworks with a view to assisting Member States in strengthening the foundation of the right to education in national legal systems. In addition to the finalization of the review studies on Haiti and Nepal based on the legal and policy review Guidelines, work to analyse the legal framework of 10 countries of the right to education has started. This is part of a global approach aiming at integrating the right to education in the sector-wide policy reviews as foreseen in the Strategy.

10.   Moreover, in line with the Strategy, a strengthened approach was adopted in terms of monitoring and reporting, including streamlined participation in the work of human rights bodies. Work on maintaining and updating the Database on the right to education continued through the review of nearly 35 country profiles. An action plan is being developed to upgrade the Database to a global Observatory on the right to education.

11.   In terms of ratification, and with the engagement of Field offices preparation of ratifications plans regarding the 1960 Convention for the biennium, targeting specific priority countries is underway. Field offices have been strongly encouraged to adapt their workplans for the biennium and ensure that this activity is given due attention, as a matter of priority, and work closely with national authorities in order to accelerate the ratification process based on material shared.

12.   Regarding research, research-based work on the protection of the refugees' right to education was carried out. This is part of a wider initiative aimed at providing migrants and refugees the full benefit of their right to access education and training, as well as their right to the recognition of their individual skills and qualifications for employment of further learning. This activity is expected to focus on four key areas: knowledge-sharing, normative action, specific and innovative actions for sustainable and quality assured long-term solutions, and mobilizing network and partnerships.

13.   Finally, in line with the Strategy, cooperation was reinforced with existing partners:

(a)   the Special rapporteur on the right to education, Mr Kishore Singh (through the organization of an in-depth discussion with the members of the CR Committee during the 199th session of the Executive Board, as well as in the context of the presentation of his latest report on ICTs and the right to education to the Human Rights Council);

(b)   with civil society organizations (CSO) regarding the work of privatization in education. UNESOC will take part in an ongoing activity, conducted by CSOs consisting in developing human rights principles applied to private actors in education;

(c)   UNESCO took part in the launching of a new monitoring Guide for civil society organizations by the Right to education Project;

(d)   cooperation with the Committee on Economic, Social and Cultural Rights (CESCR), will be renewed and reinforced through discussions on re-establishing the former Joint Expert Group on the right to education (as foreseen in the Strategy), which could be conceived as a Joint Advisory Group UNESCO (CR)/ECOSOC (CESCR) on the right to education building upon the former Joint Expert Group. However, the new Group will be established under another format, more flexible, more practice-oriented, less constraining and involving only the organization of ad-hoc meetings. The Secretariat wishes to submit to the CR a proposal on this initiative for approval:

Justification: There is today a strong need to address emerging issues under SDG 4 Education 2030 that touch upon the right to education, for instance the issues relating to the impact of privatization of education on the right to education, which could be

inscribed on the agenda of the Group. Another theme that could highly benefit from its expertise is the work on the concept of the right to higher education and legal implications. Moreover, the issue of monitoring the right to education in the context of SDG 4 Education 2030 and the articulation between the legal obligations and components of the right to education and the targets under Education 2030 could be considered. Finally, examining the lifelong learning paradigm from a rights-based perspective could also be part of the issues to be explored. Thus, in-depth reflection could be carried out on these issues, in close connection with the provisions of the standard-setting instruments, and the outcomes of the discussions will enable clarification of the applicable frameworks.

Objectives: The Joint Advisory Group would therefore be envisaged as an ad hoc standing body with a broad mandate relating to the practical aspects of the right to education in the context of the sustainable development agenda for 2030 providing expertise, clarifications regarding state applicable obligations and specific recommendations for consideration by both the committees for further action. Meetings (face to face or preferably through video-conferencing) of the Group would be convened only when necessary.

Scope: In view of the monitoring role of both CR and CESCR, it is proposed that the Group becomes a practice-oriented body considering notably the issue of definitions, impacts of various issues on state legal obligations and possible recommendations. The Group may also concentrate its work, from a legal perspective, on the role and monitoring of the right to education on the implementation of SDG 4 Education 2030.

Composition and selection: Regarding its composition, it could be proposed to expand the composition of the Group to two or three representatives each from CR and CESCR. Membership to the Group could also be expanded to other UN bodies working on the monitoring of the right to education, for instance the Committee on the Rights of the Child, while opening the possibility of inviting ad-hoc experts specialized in the themes to be addressed on the agenda to its meetings, as necessary.

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

14. The 1989 Convention on Technical and Vocational Education and the 2015 Recommendation concerning Technical and Vocational Education and Training (TVET) will be monitored jointly (See also paragraphs 56 and 58 below).

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

15. (See above paragraphs 6 to 13.)

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

16. UNESCO continues to follow up on the issues identified at the 12th ordinary session of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) (Paris, 20-24 April 2015):

   – Insufficient social dialogue among teachers, national governments and teacher organizations as part of teacher development policy-making that leads to quality teaching;

   – The appraisal of teaching personnel must become a formative process linked to teachers' professional development;

– The professionalization of early childhood education personnel needs to be promoted and enhanced;

– The status of the teaching profession reflects inadequate teachers' working conditions and low-quality teacher education;

– Unequal access to and use of information and communication technologies (ICTs) limits the educational and professional opportunities of learners and teachers;

– The quality of teaching needs to be improved and monitored in the context of increasing non-public higher education providers; and

– The professionalization of teaching in higher education needs to be strengthened with quality teaching and evaluation and promotion criteria related to research and teaching;

17.   Developing capacity for teacher policy development and implementation for teacher effectiveness and quality education: The UNESCO project "Improving Teacher Support and Participation in Local Education Groups (LEGs)" in partnership with Education International, has advanced into a second phase of implementation since its launch into 2014. In line with the strategy on standard-setting instruments implementation component, and the CEART above identified issues, this project promotes the importance of effective social dialogue between national governments and teacher organizations with the goal of developing teacher policy that enhances the effectiveness of teaching. The project has implemented national capacity building workshops with teacher union participants in ten countries in order to improve the technical and organizational capacity of teachers' organizations to participate in local education groups. The project is currently implementing a second round of workshops in six countries in order improve teacher organizations and governments' capacity.

18.   Increasing knowledge production and visibility on the status of the teaching profession: In line with the Strategy to improve visibility, ratification, implementation, monitoring and cooperation of education-related standard-setting instruments (hereafter "the Strategy") and addressing CEART's above identified challenges, the Secretariat continues to lead the project Survey of Teachers in Pre-Primary Education (STEPP) as a way to promote and improve the professionalization of early childhood education personnel. Launched in May 2015, the project aims to develop and pilot instruments to survey pre-primary education personnel in various world regions with the participation of the Dominican Republic, Ghana, Namibia, the Philippines, Togo and Viet Nam. The second meeting of the International Advisory Group (IAG), advising on the content and methodology of STEPP was held (Addis Ababa, February 2016). Priority themes and indicators to be addressed by the survey are currently being identified. The UNESCO-SEAMEO "Southeast Asian Guidelines for Early Childhood Teacher Development and Management" was published to guide the development of teacher development and management policies and systems in early childhood education. A UNESCO report "The State of Art and Guiding Criteria for the Elaboration of Early Childhood Teacher Training and Professional Development Policies in Latin America and the Caribbean" was also published.

19.   Following the Strategy, UNESCO hosts the Secretariat of the International Task Force on Teachers for Education 2030, a voluntary global alliance of partners that promotes and facilitates the coordination of international efforts to provide sufficient numbers of well qualified teachers in ways that help achieve the teacher target in the new SDG agenda. The Teacher Task Force convened its 8th International Policy Dialogue (Mexico City, March 2016) with focus on "Implementing the Teacher Target in the Sustainable Development Goals and Education 2030". This included a diverse participation of national governments, global and regional intergovernmental organizations, international nongovernmental organizations, teacher organizations and associations, development agencies, private companies and foundations as well as international teacher experts. As part of this forum, a special session was organized to celebrate the 50th anniversary of 1966 Recommendation. Awareness was further raised in the

participating audience by distributing the Recommendation's User Guide in three languages and the Final Report of the 12th session of the CEART. The Secretariat is also planning to celebrate the 50th anniversary of the 1966 Recommendation as part of World Teachers' Day 2016 "Valuing Teachers, Improving their Status" on 5 October 2016 at UNESCO Headquarters.

20.   Improving quality teaching and learning in a digital era: The Secretariat has strengthened national capacities to develop and implement technology policies in education, particularly as part of teacher education/training and higher education. This is exemplified by the UNESCO-China Funds-in-Trust (CFIT) project on "Enhancing Teacher Education for Bridging the Education Quality Gap in Africa". This project enhances the quality of teacher education in eight African countries through the use of ICTs and develops teacher training institutions' capacity to equip teachers with ICT skills to improve the quality of teaching and learning. Cote d'Ivoire, Ethiopia and Namibia joined the project in 2012, and Congo, Democratic Republic of the Congo, Liberia, Uganda and United Republic of Tanzania joined the project in 2014. As part of knowledge-exchange among project countries, peer-learning study tours were organized in China, Cote d'Ivoire and Ethiopia in 2015. The project has now implemented over 70 training workshops reaching over 3000 educators while also establishing online platforms with relevant equipment for training and exchange among teacher training institutions.

21.   For further visibility of the CEART's recommendation on quality teaching and learning in a digital era, the Secretariat implemented Mobile Learning Week in March 2016 with emphasis on "Innovating for quality" and attention on how, and under what conditions and to what extent mobile technology can be used to improve not only access to learning but its quality. This included participants' knowledge-exchange on ICT-enhanced pedagogy and teachers' capacity to use it for quality learning.

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

22.   Following the adoption of the guidelines for the preparation of reports by Member States on the application of the 1974 Recommendation which is aligned with the 2030 Sustainable Development Agenda, and in particular Target 4.7, the Secretariat launched the 6th consultation (2013-2016). The consolidated report on the results will be reviewed by the 202nd session of the Executive Board and to the 39th session of the General Conference (2017).

23.   As the main provisions of the 1974 Recommendation are similar to those of SDG Target 4.7, the main data source for this global indicator will be the reporting mechanism of the Recommendation. The data collection for Target 4.7 will also be used to obtain data on Target 12.8 (education for sustainable consumption) and Target 13.3 (climate change education).

24.   As regards capacity-building activities, and in line with the Strategy, UNESCO has contributed to a series of workshops on thematic issues related to the 1974 Recommendation and Target 4.7. These include the first global capacity-building workshop on Global Citizenship Education (GCED), which also encompassed peace and human rights education, prevention of violent extremism through education, as well as education about the Holocaust and other genocides (Seoul, 19 June-2 July 2016); and a subregional capacity-building workshop on GCED for Southern African countries (Johannesburg, 4-5 July 2016). The latter workshop follows a series of workshops that have been organized since 2015 in different regions of the world, notably Western Africa, Latin American and the Caribbean, and Central Asia.

25.   Moreover, UNESCO has participated in a number of high-level working meetings and advocacy events, such as the United Nations round-table discussion on the prevention of violent extremism through education (New York, 2 June 2016), followed by the United Nations 66th Department of Public Information Annual Conference for NGOs (Gyeongju, Republic of Korea, 30 May-1 June 2016). At the latter event, UNESCO organized a workshop session on Target 4.7

and participated in a specific session on GCED organized by the Asia-Pacific Centre of Education for International Understanding, UNESCO category 2 institute. The conference culminated in the "Gyeongju Action Plan", in which NGO participants affirmed their collective belief in the importance of SDG4 recognized GCED as an essential strategy to address modern challenges.

26.   UNESCO has also been invited as the only United Nations agency to participate in the European Commission Working Group of the Education Strategy 2020 on "Promoting citizenship and the common values of freedom, tolerance and non-discrimination". UNESCO further attended the Council of Europe Standing Conference of Ministers of Education, 11 and 12 April 2016, to discuss the theme "Securing democracy through education: The development of a Reference Framework of Competences for Democratic Culture". In a Final Declaration, UNESCO through its work on GCED and the prevention of violent extremism was acknowledged as a strategic partner to further support education reforms.

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

27.   In application of 199 EX/Decision 14 (IV), document 200 EX/16 Part II presents the revised proposals and a questionnaire to prepare the next consolidated report on implementation of the 1974 Recommendation on the Status of Scientific Researchers which will be submitted at the 202nd session of the Executive Board with a view to its transmission to the General Conference at its 39th session (2017).

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

28.   The adaptation of the UIS's international surveys to the revised International Standard Classification of Education (ISCED) has now been completed with both the 2011 revision of the levels of education (ISCED 2011) and the 2013 revision of the fields of education and training (ISCED-F) now implemented. During the first two rounds of the survey in 2014 and 2015 nearly 190 countries and territories (90% of those targeted) have succeeded in submitting at least some data according to the ISCED 2011 revision of levels of education. So far in the 2016 survey round, more than 80% of responding countries have reported data according to ISCED-F, the first year in which it has been introduced.

29.   Nearly 80 mappings of national education programmes to ISCED 2011 have now been published by the UIS with more to follow.

30.   The Institute's staff, including Regional and Cluster Advisors based in the field, continues to provide advice and guidance to countries during training workshops and missions to countries on the use of ISCED for international data reporting. Regional workshops on education statistics which take place every two years provide an additional opportunity to review ISCED mappings and resolve problems in data reporting.

31.   Pursuant to 196 EX/Decision 17, the Secretariat will submit at the 201st session of the Executive Board a further progress report on the work accomplished in the implementation of the 2011 and 2013 revisions of ISCED 2011 and ISCED-F.

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

32.   Concrete measures have been taken by the Secretariat to pursue synergies between the 1980 Recommendation and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions with a view to improving the socio-economic conditions for artists including their mobility and preferential treatment.

33.   A survey to measure the implementation of the Recommendation was conducted in October 2014, which drew particular focus to four contemporary issues, addressed by both the

Recommendation and the 2005 Convention: digital technologies and the Internet; transnational mobility of artists; social protection of artists; and freedom of artistic expression. The information gathered was presented in a report on the implementation of the Recommendation, which was examined by the General Conference at its 38th session (document 38 C/30). The General Conference invited to pursue synergies in the monitoring of the Recommendation with the 2005 Convention, and to transmit at its 40th session the next consolidated report. The governing bodies of the 2005 Convention also recognized the need to pursue synergies with the implementation of the Recommendation.

34.   One of the conclusions of the consolidated report was that while there is activity in some Member States supporting the status of the artist, more attention must be drawn to the Recommendation to increase its implementation. Therefore, a side event was organized during the 38th session of the General Conference by Denmark, Norway and Sweden with the Secretariat entitled "The Status of the Artist and Artistic Freedom" which included high-level speakers and raised awareness of the Recommendation and its relevance today (http://en.unesco.org/creativity/node/6385).

35.   To further this debate, three workshops were organized by the Convention Secretariat on "Artistic Freedom as a new Development Challenge", during the UNESCO World Press Freedom Day conference in Helsinki, Finland from 2 to 4 May 2016. This included a special high-level panel composed of the Nordic Ministers of Culture and the Director-General where they announced the adoption of a landmark Declaration on Promoting Diversity of Cultural Expressions and Artistic Freedom in a Digital Age (http://en.unesco.org/creativity/nordic-ministers-culture-adopt-landmark-declaration-promoting-diversity-cultural-expressions-and).

36.   The Secretariat will, within the means possible, follow up on the collection of data and good practices to monitor the impact of the Recommendation in areas that are in common with the 2005 Convention. This work will, in part, be supported through funding available from the UNESCO Aschberg Programme for Artists and Cultural Professionals, which was reoriented in 2015 to support the implementation of the 2005 Convention.

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

37.   UNESCO assesses the implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education primarily through monitoring the implementation of the five regional and one interregional conventions, in line with the Strategy to improve visibility, ratification, implementation, monitoring and cooperation of education-related standard-setting instruments (hereafter "the Strategy").

38.   The Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States (the Addis convention) was adopted by an International Conference of States (December 2014). 18 countries have signed up for the Convention; none have ratified (as of July 2016). In order to assist the countries in their ratification process, UNESCO has, with the African Union Commission, established an informal working group for the ratification of the Addis Convention. The working group consists of a focal point from each African Country and the regional UNESCO offices in Africa. At its first meeting (Paris, January 2016), the group decided to focus on the ratification of the Addis recognition Convention; at the same time start the implementation of the Convention and look into capacity building measures. The next meeting is foreseen late 2016.

39.   As regards the 1978 Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the Arab States, UNESCO Beirut is organizing a regional conference on higher education in emergencies (October 2016). Within this conference, the regional convention will be given a central place with a view to: (a) take stock of how the Convention has facilitated (or not) in the past the recognition of studies, diplomas and degrees in

the Arab region especially in the context of emergencies; and (b) provide recommendations on how the Convention could/should be updated in the light of recent developments.

40.   In line with the Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (hereafter "1983 Convention") and the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (hereafter "2011 Tokyo Convention"), the Secretariat focused on four main actions to support Member States in enhancing visibility, implementation, monitoring, cooperation and ratification of the regional conventions:

(a)   developed an integrated framework for capacity-building and aligned capacity-building efforts around three core areas for higher education development: recognition, quality assurance and qualifications framework;

(b)   conducted consultations on ratification in Malaysia and Fiji notably to address concrete barriers and outline steps towards ratification of the 2011 Tokyo Convention, as well as highlight the intersection between quality assurance and the benefits of the 2011 Tokyo Convention;

(c)   collected country reports on recognition from Member States in the Asia and the Pacific region including input on the status and implementation of the 1983 Convention and ratification timeline for the 2011 Tokyo Convention, identifying barriers and opportunities where the Secretariat may assist; and,

(d)   prepared for the 14th session of the Regional Committee (Sydney, 17-18 August 2016), in conjunction with the Asia-Pacific regional workshop on Education 2030 to promote mobility and employability. Australia and Republic of Korea are funding local meeting costs as well as participation costs for delegates from least developed countries and small island developing States of the region.

41.   UNESCO as co-secretariat, together with the Council of Europe, has contributed to the work of the Lisbon Recognition Convention (hereafter "LRC") Bureau during 2014-2016 which focused on monitoring the implementation of LRC, revising the recommendation on the recognition of joint degrees and preparing the Convention Committee meeting. The 7th Meeting of the LRC Committee, hosted by UNESCO (29 February 2016), adopted the revised recommendation on the recognition of joint degrees; the report on the implementation of the Convention in 50 of the 53 States Parties to the LRC, as well a Statement on the recognition of qualifications held by refugees, displaced persons or persons in a refugee-like situation.

42.   UNESCO continued to contribute to the work of the Working Group on the recognition of qualifications held by refugees, displaced persons or persons in a refugee-like situation together with the Council of Europe, the European Commission, student and university associations and other relevant stakeholders.

43.   As co-secretariat of the ENIC Network, jointly with the Council of Europe, UNESCO provided support to the organization of the 2016 Joint Annual Meeting of the ENIC-NARIC Networks. UNESCO has pursued its efforts to facilitate the sharing of knowledge, experiences and good practices in recognition across regions. Experts from Africa, and Asia and the Pacific attended the 23rd Joint Annual Meeting of the ENIC-NARIC networks (June 2016) and the 7th meeting of the Lisbon Recognition Convention Committee (February 2016).

44.   UNESCO contributes to the work of the Bologna Follow-up Group, in particular the Advisory Group on the revision of the Diploma Supplement, whose establishment was requested in the Yerevan Communiqué. The Advisory Group is mandated to support UNESCO, the Council of Europe and the European Commission to revise this document in cooperation with stakeholders. The latest meeting of the Advisory Group was held in Albania in June 2016.

45. In the wake of the High-level Meeting of Ministers of Education of Latin America and the Caribbean (October 2015), co-organized by UNESCO and the Government of Brazil, a Working Group was established to updating the 1974 Regional Recognition Convention for Latin America and the Caribbean, as well as defining strategies to support the viability of the convention in coordination with key stakeholders in higher education and the participation of strategic alliances. At its first meeting (Havana, February 2016), the Group agreed to work on specific proposals for changes to the current convention text in preparation for discussion at the next meeting (August/September 2016). The Working Group agreed to complete the revision process by June 2017 so that the revised draft text and report of the Working Group may be submitted to the 39th session of UNESCO's General Conference (2017).

46. As follow-up the 38 C/Resolution 12 of the General Conference, UNESCO established a drafting committee for a Global Convention on the Recognition of Higher Education Qualifications. The committee consists of experts from the five regions and experts on recognition matters. At the first meeting in the drafting committee (Paris, May 2016), discussions were held on the different articles in a possible global convention. Another two/three meetings are foreseen during the next months. The committee will also discuss how consultations with stakeholders and the Member states could be organized.

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

47. Following the adoption of this Recommendation, UNESCO undertook several measures aiming at facilitating its implementation by Member States into national policies, legislation and strategies:

- UNESCO contributed to the work of the 15th session of the Permanent Forum on Indigenous Issues which took place in May 2016 at United Nations Headquarters in New York. The Organization contributed to the general debate on several important issues and provided comments for the preparation of the recommendations concerning the indigenous languages, and their presentation and revitalization in connection to the implementation of the 2007 United Nations Declaration on the Rights of Indigenous People. UNESCO's Communication and Information Sector also organized a side event to address a wide range of issues on digital empowerment of indigenous communities through ensured universal access to information and knowledge in cyberspace within three thematic areas: (i) promotion of indigenous languages in cyberspace; (ii) digital preservation of documentary heritage of indigenous communities; and (iii) ethical dimensions of making information and documentary heritage of indigenous communities accessible to all.

- For the development of the World Atlas of Languages, the Knowledge Societies Division of Communication and Information Sector has established a four-year partnership with Talkmate (China). The project aims at developing innovative and scalable ICT-supported models of expanding access to multilingual information and knowledge and improving quality of learning languages around the world through establishment of a global online platform entitled "World Atlas of Languages". Furthermore, the joint partnership also aims at stimulating collaboration among different users through a well-designed international awareness-raising campaign, including special events, publications and other initiatives, as well as establishment of the international network among higher educational organizations; and development and sharing of resources of language users and learners. The official launch ceremony of this partnership was organized in July 2016 in Beijing, China. The joint launch gave the opportunity to all interested parties, including government, academia, media, industry and other international partners to find out more about the project and upcoming opportunities. The roundtable on "Language matters for development" was held for discussion to assess the current situation of linguistic diversity in China,

identify existing challenges and new opportunities arising from scientific and technological development, and exchange the valuable recommendations with different stakeholders for the development of the World Atlas of Languages.

– UNESCO has launched a research project with an aim to prepare an analytical report on the implementation of the 2003 Recommendation. The analytical report will draw extensively on the Member States' reports (32 reports in 2007; 23 reports in 2011; and 22 reports in 2015) provided to UNESCO on the measures taken to implement the Recommendation, as well as review of three consolidated reports prepared by UNESCO, and on an extensive review of the existing literature on global trends and challenges. The report will conclude with concrete recommendations for future action in the subject area.

– UNESCO continues revising "Language Vitality and Endangerment Methodology" which will be used for the collection of data and further development of the World Atlas of Languages.

– The UNESCO's document "A Decade of Promoting of Multilingualism in Cyberspace" was made available in English, French, Spanish and Chinese. It highlights a diversity of conceptual issues that influenced the promotion of a multilingual Internet and provides some concrete examples of UNESCO's salient activities in this field.

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

48. The General Conference examined progress made in the implementation of the Recommendation on the Historic Urban Landscape at its 38th session (document 38 C/71). In so doing, it reiterated the importance of this standard-setting instrument for the 2030 Agenda for Sustainable Development, in particular Goal 11 "Sustainable Cities", and invited Member States to take the measures necessary to ensuring its application and to submit their reports on implementation.

49. To continue activities launched since the adoption of the Recommendation, the World Heritage Centre has pursued the development of initiatives to promote the historic urban landscape approach and provide technical support to Member States in its implementation. A parallel event at the 40th session of the World Heritage Committee, held in Istanbul from 10 to 20 July 2016, was thus devoted to the issue of safeguarding urban heritage, in particular through the use of the Recommendation.

50. UNESCO's partners are also continuing to support this effort by developing awareness-raising tools. This is the case in particular for the World Heritage Training and Research Institute for the Asia and the Pacific Region (WHITR-AP), category 2 centre, and the town of Ballarat (Australia), which have published a methodological guide.

51. This instrument will be a key element in the preparation of the report on the role of culture in sustainable urban development which will be presented by UNESCO at the third United Nations Conference on Housing and Sustainable Urban Development (Habitat III) in October 2016.

52. The Secretariat has started to establish a timetable for the submission by Member States of their reports on the implementation of the Recommendation with a view to the 40th session of the General Conference in 2019.

- **2015 Recommendation on Adult Learning and Education (ED)**

53. The Recommendation on Adult Learning and Education (hereafter "RALE") was authenticated by the signatures of the President of the General Conference and the Director-

General on 4 April 2016. A certified copy of the Recommendation was transmitted by Circular Letter CL/4157 to Member States on 10 June 2016.

54.   To promote its wide dissemination, in line with the Strategy to improve visibility, ratification, implementation, monitoring and cooperation of education-related standard-setting instruments, the full text of the RALE will be presented within UNESCO's third Global Report on Adult Learning and Education (hereafter "GRALE III"), which is currently being prepared. GRALE III is a mid-term report on the implementation of the Belém Framework for Action (BFA), adopted at the 6th International Conference on Adult Education CONFINTEA VI (2009). Drafted by an international expert group on the basis of national reports, it focuses on the benefits of adult learning and education (ALE) in the areas of health and well-being, employment and the labour market, and social, civic and community life. As well as including the text of the RALE itself, GRALE III will contain a section explaining the purpose of the RALE and how it complements the BFA. GRALE III also contains several references to the RALE to highlight its function as a guiding document for promoting ALE in UNESCO Member States within the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action.

55.   The RALE will play a prominent role at a series of regional events planned to launch GRALE III in autumn 2016. RALE was also recently introduced at the Sub-Regional Ministerial Meeting for the Follow-up of CONFINTEA VI in the Caribbean (Jamaica, 30 June-1 July 2016).

- **2015 Recommendation concerning Technical and Vocational Education and Training (TVET) (ED)**

56.   The Recommendation concerning Technical and Vocational Education and Training (TVET), adopted by the General Conference at its 38th session, was authenticated by the President of the General Conference and the Director-General on 4 April 2016. A certified copy of the Recommendation was transmitted by Circular Letter CL/4159 to Member States on 10 June 2016.

57.   Booklets containing the Recommendation have been produced in the six official languages of UNESCO and in a multilingual version. These booklets are being widely used to disseminate and promote the Recommendation, for example at the international forum on TVET (Bonn, 15 July 2016) on the occasion of World Youth Skills Day. The new UNESCO Strategy for TVET (2016-2021), which takes into account the provisions of the Recommendation, was also presented during this event. UNESCO's support to TVET policy reviews and policy development will be based upon key policy lines as indicated in the Recommendation.

58.   In parallel, the work on the development of two sets of guidelines to support the implementation of the Recommendation has started. The first of these will be on the topic of financing TVET. The second set of guidelines will be prepared on quality assurance arrangements underpinning the certification processes used in TVET. To this end, UNESCO has launched a study in the Asia-Pacific region, the results of which will be used for the elaboration of regional guidelines.

- **2015 Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society (CLT)**

59.   In November 2015, at its 38th session, the General Conference adopted the Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society (38 C/Resolution 49).

60.   In Circular Letter CL/4160 dated 6 June 2016, the Director-General sent to the Ministers responsible for relations with UNESCO a certified copy of the Recommendation asking that it be transmitted to the competent authorities before 18 November 2016, as well as to other bodies and entities concerned by the issues dealt with by this instrument. Furthermore, the Secretariat has started to establish a timetable for the submission by Member States of their reports on the

implementation of the Recommendation with a view to the 40th session of the General Conference in 2019.

61.   Finally, the Secretariat has undertaken to promote the Recommendation among Member States and its partners in the museum field. It has also made efforts to mobilize extrabudgetary funds in order to initiate its implementation, in particular through establishing a high-level forum on museums.

- **2015 Recommendation concerning the Preservation of, and Access to, Documentary Heritage including in Digital Form**

62.   By Circular Letter CL/4155 to Member States dated 28 April 2016, the Director-General transmitted to them a certified copy of the Recommendation concerning the Preservation of, and Access to, Documentary Heritage, Including in Digital Form. The Circular Letter reminded the obligation of Member States to submit the Recommendation to their competent authorities within a period of one year from the close of the session of the General Conference at which it has been adopted. The Director-General also requested Member States to give utmost consideration of the Recommendation with a view of its possible integration into national legislation or policies.

63.   Furthermore, two regional events have been organized by the Secretariat during which the Recommendation was presented to experts from the Asia and the Pacific region. Thus, at the 7th General Meeting of the Memory of the World Committee for Asia and the Pacific (MOWCAP) which took place in Viet Nam (18-21 May 2016) a special workshop was organized to introduce and provide guidance towards the implementation of this new normative instrument at national and regional levels. In addition, in June 2016, a five-day UNESCO Memory of the World workshop on Archives Preservation in the Asia and the Pacific Region was organized in Xi'an, China, where again a special session was dedicated to the modalities for the implementation of this Recommendation.

64.   Altogether, 18 countries benefited from the special sessions dedicated to the presentation and future implementation of the Recommendation, namely: Australia, Cambodia, China, Democratic People's Republic of Korea, India, Japan, Mongolia, New Zealand, Republic of Korea, Samoa, Singapore, Tajikistan, Thailand, Turkey, Tuvalu, Uzbekistan, Vanuatu and Viet Nam.

Action expected of the Executive Board

65.   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, and 195 EX/Decision 15, 196 EX/Decision 20, 197 EX/Decision 20 (I) and (VIII) and 199 EX/14 (I) 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 200 EX/16 Part I and the report of the Committee on Conventions and Recommendations thereon (200 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 upon the conventions and recommendations;

4. <u>Requests</u> the Director-General to ensure the implementation of the legal framework concerning standard-setting instruments, adopted at its 177th session and amended at its 196th 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 (CR);

5. <u>Decides</u> to continue consideration of this item at its 201st session.

<u>Item **16** of the provisional agenda</u>

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART II

**IMPLEMENTATION OF THE RECOMMENDATION
ON THE STATUS OF SCIENTIFIC RESEARCHERS (1974)**

REVISED PROPOSAL FOR THE PREPARATION OF THE NEXT CONSULTATION

SUMMARY

In accordance with 199 EX/Decision 14 (IV), this document presents the revised proposals and a questionnaire for the 2013-2016 monitoring exercise on the implementation of the 1974 Recommendation on the Status of Scientific Researchers.

Pursuant to 37 C/Resolution 91, and in compliance with the amended timetable for submission of Member States' reports on measures taken to implement the conventions and recommendations for the period 2016-2017 (195 EX/Decision 15 and 199 EX/Decision 14 (I)), the next consolidated report on the implementation of the 1974 Recommendation on the Status of Scientific Researchers should be submitted to the Executive Board at its 202nd session.

This item has no financial or administrative implications.

Action expected from the Executive Board: Proposed decision in paragraph 11.

1.   The Recommendation on the Status of Scientific Researchers adopted by UNESCO's General Conference at its 18th session on 20 November 1974 (hereinafter referred to as "the 1974 Recommendation"), recognizes the growing value of science and technology for tackling various world problems. It sets international standards for a wide range of issues, which concern the

relationships between ethics and science for society. These aspects include the need to provide an institutional basis for ethical science through a series of detailed guidelines that deal with the role of science in national policy-making (paragraphs 4-9), scientific education and training (paragraphs 10-12), the professional rights and responsibilities of scientific researchers (paragraphs 13-19), as well as their employment and career development (paragraphs 20-42).

2.   The Recommendation presents the elements of a policy framework to encourage inputs to scientific production, which foresees that scientists must be free to pursue truth, encouraged to communicate and exchange with other scientists, and that they should enjoy other freedoms, such as expressing views to non-scientists and to government, including on the uses of scientific discoveries, as well as freedom of association.

3.   In accordance with the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, as adopted by the Executive Board at its 177th session (177 EX/Decision 35 (I)) and amended at its 196th session (196 EX/Decision 20), the frequency for submitting the reports is set at once every four years. The reporting process aims to monitor progress in the implementation of the 1974 Recommendation, which includes highlighting the results achieved and the difficulties encountered.

4.   Since its adoption, the implementation of the 1974 Recommendation has been monitored on an ad hoc basis. The Director-General's first consolidated report on the latest monitoring exercise (2011-2012) of the implementation of the 1974 Recommendation was examined by the Executive Board in 2012 at its 189th and 190th sessions (documents 189 EX/13 Part III and 190 EX/24 Part IV) and resulted in 37 C/Resolution 91, adopted by the General Conference at its 37th session in November 2013. The consolidated report highlighted the compliance of Member States' legislation and institutional practices with the major principles laid down in the 1974 Recommendation but also underlined that in several developing countries current economic conditions may present obstacles to implementing such principles of the 1974 Recommendation as the provision of public funding for scientific research, and the promotion of scientific careers, in particular those of young researchers, in State institutions with payment of benefits, provision of appropriate working schedules, education and training opportunities, and incentives to work in the service of their countries and their public policies, etc. The General Conference underlined that the overall scope and purpose of the 1974 Recommendation appear unobjectionable and relevant, and requested that the next monitoring report on the implementation of the 1974 Recommendation be submitted to it at its 39th session, with prior consideration by the Executive Board at its 201st session. The Executive Board, at its 199th session in April 2016, following the discussion by the Committee on Conventions and Recommendations (CR) of the initial monitoring proposals (document 199 EX/14 Part IV), postponed the examination of the next consolidated report on the implementation of the 1974 Recommendation to its 202nd session (199 EX/Decisions 14 (I)) and requested that the revised proposals and a questionnaire for the 2013-2016 monitoring exercise on the implementation of the 1974 Recommendation on the Status of Scientific Researchers be submitted to the Board at its 200th session.

5.   The General Conference, at its 37th session, also decided to undertake the revision of the 1974 Recommendation (37 C/Resolution 40) in order to improve its effectiveness and monitoring. The revised 1974 Recommendation should "reflect the contemporary ethical and regulatory challenges relating to the governance of science and science-society relationship, taking account, *inter alia*, of the 1999 Declaration on Science and the Use of Scientific Knowledge and of the 2005 Universal Declaration on Bioethics and Human Rights, in order to provide a powerful and relevant statement of science ethics as the basis for science policies" that would be conducive to the "realization of article 27(1) of the Universal Declaration of Human Rights" (37 C/Resolution 40) that proclaims the human right "freely … to share in scientific advancement and its benefits" (Universal Declaration of Human Rights, article 27(1)). In the light of this decision in 2014-2017, the Secretariat's work on the monitoring of the implementation of the 1974 Recommendation is being

carried out in close relationship with the Secretariat's preparation of its revision, as was reported to the 38th session of the General Conference (document 38 C/27 and 38 C/Resolution 45).

6.   The second consultation (2013-2016) of Member States and scientific research organizations and relevant civil society organizations will be launched following the Executive Board's approval at its 200th session of the draft guidelines presented in the annex to this document.

7.   At its 177th session (2007) the Executive Board also adopted framework guidelines for the preparation of reports on the implementation of the different conventions (177 EX/Decision 35 (II)). The framework guidelines were amended in 2015 by 196 EX/Decision 20. Based on these and on the discussion held by the Committee on Conventions and Recommendations (CR) during the 199th session of the Board, the Social and Human Sciences Sector (SHS), in close co-operation with the Science Sector (SC), prepared the "Draft guidelines for the preparation of reports by Member States on the application of the 1974 UNESCO Recommendation on the Status of Scientific Researchers", which include the revised questionnaire for the 2013-2016 monitoring exercise (see annex to this document).

8.   To encourage the participation of a maximum number of Member States, and for cost-effectiveness, the Secretariat suggests that the second consultation be made also online. Where the online submission of country reports is not possible, Member States will have the option to complete the questionnaire electronically and submit the hard copy to UNESCO. In order to facilitate the reporting from Member States, the format of the guidelines has been revised to include more multiple-choice questions and fewer open ended questions. This format is also expected to facilitate the analysis, synthesis and presentation of the findings of national reports.

9.   The monitoring of the 1974 Recommendation can help ensure that scientific communities in all countries contribute effectively to sustainable development and peace for the present and future generations. The 2030 Agenda for Sustainable Development, foresees the strengthening of the science-policy-society interface and, in its SDGs Targets 17.6 and 17.8 respectively, envisages to "Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism" and to "fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least-developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology".

10.   Following the adoption of the guidelines by the Executive Board, these will be sent, by November 2016, to national authorities in charge of preparing the reports on the implementation of the 1974 Recommendation, establishing 2 May 2017 as the deadline for the submission of reports to the guidelines, including the replies to the 2013-2016 monitoring questionnaire. The next consolidated report on the implementation of the 1974 Recommendation will be examined by the Executive Board at its 202nd session in October 2017 and by the General Conference at its 39th session in November 2017.

Proposed decision

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

The Executive Board,

1.   Recalling 177 EX/Decision 35 (I) and 196 EX/Decision 20 on the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided,

2. <u>Further recalling</u> 37 C/Resolutions 40 and 91, 38 C/Resolution 45, 195 EX/Decision 15 and 199 EX/Decisions 14 (I) and (IV),

3. <u>Having examined</u> document 200 EX/16 Part II,

4. <u>Bearing in mind</u> Member States' obligations under Article VIII of UNESCO's Constitution and Article 17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution,

5. <u>Also bearing in mind</u> the importance of the Recommendation on the Status of Scientific Researchers (1974) as a means to support the implementation of the 2030 Agenda for Sustainable Development,

6. <u>Approves</u> the guidelines for the preparation of reports by Member States on the application of the 1974 UNESCO Recommendation on the Status of Scientific Researchers, as annexed to document 200 EX/16 Part II;

7. <u>Requests</u> the Director-General to invite and encourage Member States to submit to UNESCO reports on the implementation of the 1974 Recommendation and to ensure the monitoring thereof;

8. <u>Further requests</u> the Director-General to submit to it at its 202nd session the next consolidated report on the implementation of the 1974 Recommendation, with a view to transmitting that report, together with the Executive Board's comments thereon, to the General Conference at its 39th session.

ANNEX

DRAFT GUIDELINES FOR THE PREPARATION OF REPORTS BY MEMBER STATES ON THE APPLICATION OF THE RECOMMENDATION ON THE STATUS OF SCIENTIFIC RESEARCHERS (1974)

I.   Introduction

A.   About the 1974 Recommendation

1.   The UNESCO Recommendation on the Status of Scientific Researchers (1974 Recommendation) aims at advancing the objectives of international peace and of the common welfare of mankind. The 1974 Recommendation combines, in one normative statement, considerations on science ethics and on science policies that sketch a strong framework to support science for society. It promotes a fair and appropriate status of scientific researchers and informs adequate national science, technology and innovation policies, which "encourage and assist the capacity of scientific researchers to perform research and experimental development in an enhanced spirit of responsibility towards man and his environment" and which ensure that societies use knowledge from all scientific fields in a responsible manner. It was adopted on 20 November 1974 by the General Conference of UNESCO at its 18th session (18 C/Resolution 40). The General Conference, at its 37th session in November 2013, underlining the importance and full relevance of the 1974 Recommendation, decided to revise it by 2017 (37 C/Resolution 40) in order to reflect the challenges for scientific researchers which emerged over the forty years since adoption of this Recommendation, and to improve its effectiveness and monitoring.

2.   The General Conference "recommends that Member States should apply" the provisions included in the 1974 Recommendation "by taking whatever legislative or other steps that may be required", including brining "this recommendation to the attention of the authorities, institutions and enterprises responsible for the conduct of research and experimental development and the application of its results, and of the various organizations representing or promoting the interests of scientific researchers in association, and other interested parties". While setting common approaches, standards and practical measures, the 1974 Recommendation leaves significant latitude for local adjustments in its application, fully taking into account "the great diversity of the laws, regulations and customs which, in different countries, determine the pattern and organization of research work and experimental development in science and technology".

3.   The 1974 Recommendation is applicable to all scientific researchers, irrespective of: (a) the legal status of their employer, or the type of organization or establishment in which they work; (b) their scientific or technological fields of specialization; (c) the motivation underlying the scientific research and experimental development in which they engage; (d) the kind of application to which that scientific research and experimental development relates most immediately (paragraph 2). This point is important with respect to application of the principles enshrined in the 1974 Recommendation to researchers working in the private sector.

4.   The 1974 Recommendation covers areas such as: the role of science in national policy-making (paragraphs 4-9), scientific education and training (paragraphs 10-12), the professional rights and responsibilities of scientific researchers (paragraphs 13-19), and employment and career development of scientific researchers (paragraphs 20-42). The topics closely related to these areas include*:* science for peace, development, international cooperation; education in scientific ethics, inculcating scientific integrity and ethical principles of scientific practice; material and moral support for science and technology (based on public interest, accountability and transparency); creation of material and moral conditions beneficial for the work of all those who are professionally involved in science, in particular young scientists; respect of universal human rights and fundamental freedoms, in particular the principle of non-discrimination and freedoms of

thought, opinion and expression, movement, association, and author's rights. Over time, the rapid development of science and technology added other topics, which are also closely related to the original principles of the 1974 Recommendation, such as: the new conditions of scientific research and its funding in the context of globalization; increasing role of science for sustainable development, struggle against environmental degradation and climate change, as well as for prevention of technological and natural disasters, preservation of life-support systems on Earth to ensure its survival for the present and future generations; relationship between science and society and the growing requirement to include civil society in public debate and decision-making on the use of new innovative technologies; ensuring non-discrimination and gender equality in scientific research and in sharing its benefits; the ethical use of traditional and indigenous knowledge. These topics are reflected in the questionnaire of the 2013-2016 monitoring exercise.

B.   Reporting obligations

5.   The General Conference, at its 18th session, "recommends that Member States should report to it, on dates and in a manner to be determined by it, on the action they have taken to give effect to this recommendation". Moreover, in accordance with Article VIII of UNESCO's Constitution "Each Member State shall submit to the Organization […] reports […] on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4."

6.   All Member States, given the political commitment to and moral force of the 1974 Recommendation and their reporting obligations, should provide information on legislative measures that have been taken pursuant to the 1974 Recommendation and the ways in which national Science, Technology and Innovation (STI), as well as other relevant policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the 1974 Recommendation, describing legal norms as well as actual implementation.

7.   For the full text of the 1974 Recommendation please follow this link:
http://portal.unesco.org/en/ev.php-URL_ID=13131&URL_DO=DO_TOPIC&URL_SECTION=201.html

II.   How to fill in the questionnaire

- The following questionnaire has been prepared to guide and assist Member States with their reporting. It aims to collect, in a simplified manner, information on the extent to which Member States have mainstreamed the principles of the 1974 Recommendation in their STI and other relevant systems, focusing on issues of the promotion of respect for autonomy and independence of scientific researchers and respect for their human rights and fundamental freedoms. Responses to this questionnaire will be considered as the official national report for each Member State.

- Only one questionnaire per country should be submitted, which will represent the official country report. It is recommended that the questionnaire be filled by the Ministry responsible for scientific research, training and technological development.

- Prior to completing the questionnaire, Member States are encouraged to organize necessary consultations within and outside the Ministry responsible for scientific research and training and technological development/Government, including with key scientific research institutions, relevant civil society partners to collect the information/data.

- Member States have two options for submitting the questionnaire:

    (i)   Online: the questionnaire can be completed and submitted online through this link_____ (to be provided in due course);

(ii)   Hard copy: the questionnaire can be completed electronically and the hard copy should be sent to the Assistant Director-General for Social and Human Sciences, UNESCO.

III.   Information about the respondent

1.   Country:

2.   Name and title of the respondent:

3.   Institution/Department:

4.   Email address:

5.   Mailing address:

6.   Telephone:

7.   Date of submission:

8.   Signature: Minister of scientific research, training and technological development or other designated official (e.g. Director-General of STI, Secretary-General of the UNESCO National Commission or other)

IV.   Questionnaire

1.   **Are the guiding principles of the 1974 Recommendation (e.g. no-discrimination, freedom and autonomy of scientific researchers, respect for their human rights and fundamental freedoms) reflected in your constitution or domestic legislation?** (Reference: Preamble; Section I. Scope of Application (paragraphs 1-3); Section II. Scientific researchers in the context of national policy-making (paragraphs 4-9); Section VI. Utilization and exploitation of the present recommendation (paragraphs 43-45; Final provision

(paragraph 46); Annex: International instruments and other texts concerning workers in general or scientific researchers in particular)

No ⊙   ⊙ Yes

2. **If the answer is Yes, please provide the extract from your constitution or domestic legislation where you think these guidelines are reflected.**

3. **If the answer is No, please provide any additional information on the measures taken by your country to incorporate the guiding principles of the 1974 Recommendation in constitutional, legal and policy frameworks.**

4. **Has there been any specific taskforce, working group, office or other mechanism set up in the last four years within the government to facilitate the implementation of the above mentioned principles/topics within the system responsible for scientific research and technological development?**

    ○ (a) Yes. Please specify below (e.g. name, department, topic, tasks, etc.)

    ○ (b) No

    ○ (c) No information available

5. **To what extent the authorities, institutions and enterprises responsible for the conduct of research and experimental development and the application of its results, and the various organizations representing or promoting the interests of scientific researchers in association, and other interested parties are informed about the 1974 Recommendation?**

    Not at all ⊙ 1   ⊙ 2   ⊙ 3   ⊙ 4   ⊙ 5 Fully

6. **Has there been an increased emphasis on the principles of the 1974 Recommendation on the status of scientific researchers in any policy concerning the evaluation of scientific research and training programmes and institutions, as well as of science research funding agencies that took place in the last four years?**

    ○ (a) Yes. Please specify below in Question 7:

    ○ (b) No

7. **If you answered Yes to question 6, please indicate to what extent and how the principles and topics on which there has been increased emphasis in the last four years are reflected in the following:** (*please tick all that apply*)

    (i)   <u>Promotion of the respect for the autonomy and freedom of research</u> (Reference: Preamble; II. Scientific researchers in the context of national policy-making (paragraph 8); Section IV. The vocation of the scientific researcher, "The civic and ethical aspect of scientific research" (paragraphs 14 and 15); Appraisal (paragraphs 35-37))

        (a)   *freedom of inquiry*: "Member States should seek to encourage conditions in which scientific researchers, with the support of the public authorities, have the responsibility and the right: to work in a spirit of intellectual freedom to pursue, expound and defend the scientific truth as they see it" (paragraph 14 (a)); "creative activities of scientific researchers should be promoted in the national science policy on the basis of utmost respect for the autonomy and freedom of research necessary to scientific progress" (Preamble)

            Not at all   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

            How _____

        (b)   *respect for autonomy:* "…responsibility and the right…to contribute to the definition of the aims and objectives of the programmes in which they are engaged and to the determination of the methods to be adopted which should be humanely, socially and ecologically responsible" (paragraph 14(b));

            Not at all   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

            How _____

        (c)   *freedom of opinion and expression, freedom to challenge conventional thought, and freedom from institutional censorship*: "to express themselves freely on the human, social or ecological value of certain projects and in the last resort withdraw from those projects if their conscience so dictates" (paragraph 14(c));

            Not at all   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

            How _____

        (d)   *the right to disseminate the research results and the protection of publications by copyright law*: "…open communication of the results, hypotheses and opinions – as suggested by the phrase 'academic freedom' – lies at the very heart of the scientific process, and provides the strongest guarantee of accuracy and objectivity of scientific results" (Preamble); "… to contribute positively and constructively to the fabric of science, culture and education in their own country, as well as to the achievement of national goals, the enhancement of their fellow citizens' well-being, and the furtherance of the international ideals and objectives

of the United Nations" (paragraph 14(d)); publication policies (paragraphs 35-37)

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(e)   Other principles/topics. Please specify below.

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(ii)   <u>The initial education and training of scientific researchers</u> (Reference: Section III, paragraphs 10 - 12)

(a)   *guarantees of equal opportunities for all without discrimination of any kind for initial education and training needed to qualify for scientific research work* (paragraph 11(a))

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(b)   *guarantees of equal access to available employment in scientific research for all those who are qualified without any discrimination* (paragraph 11(a))

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(c)   *encouragement of the spirit of community service as an important element in such education and training for scientific workers* (paragraph 11(b))

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(d)   *incorporation in the curricula and courses concerning the natural sciences and technology, of elements of social and environmental sciences* (paragraph 12 (a))

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(e) *the development and use of educational techniques for awakening and stimulating such personal qualities and habits of mind as: disinterestedness and intellectual integrity; perception of the problem as a whole with all its human implications; skills to identify social and ethical implications of research, including environmental impact*, etc. (paragraph 12)

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(f) What kind of programmes and practices are implemented that allow students to experience the scientific integrity, scientific responsibility, freedom of pursuit of the scientific truth, interdisciplinary and scientific international cooperation? *(please tick all that apply)*

- ○ (i) Theoretical Science Ethics Course on Research Ethics

- ○ (ii) Case studies in Science Ethics

- ○ (iii) An ethics practicum with emphasis on topics of peer review and human/animal experiments

- ○ (iv) Combination of (i), (ii) and (iii) above

- ○ (v) Participation at international scientific research seminars, lectures, voluntary work/internships in international research institutions;

- ○ (vi) Other. Please specify below

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| |

(g) Has there been an increase in the number of these programmes and practices, implemented in the last four years?

- ○ (i) Yes. Please specify (e.g. new pedagogy/ies introduced, in which subject, cross-curriculum themes/projects, etc.)

| |
| |

- ○ (ii) No

- ○ (iii) No information available

(h) Please indicate whether the principles and topics mentioned earlier are reflected in programmes provided outside the high education system. *(please tick all that apply)*

- ○ (i) Non-formal education

- ○ (ii) Informal education

◯ (iii) Adult education

◯ (iv) Media-based education

◯ (v) No information available

◯ (vi) Additional information

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(iii) Encouragement of the vocation of scientific researchers, in particular among young women and men (Reference: Section IV. The vocation of the scientific researcher (paragraphs 13, 16-19))

(a) *science for peace* (paragraphs 13 and 16)

Not at all ◯ 1 　　◯ 2 　　◯ 3 　　◯ 4 　　◯ 5 Fully

How _____

(b) *science for survival and well-being of humankind (paragraphs 13 and 17)*

Not at all ◯ 1 　　◯ 2 　　◯ 3 　　◯ 4 　　◯ 5 Fully

How _____

(c) *science for socio-economic and cultural development at the national and global levels* (paragraphs 18 and 19)

Not at all ◯ 1 　　◯ 2 　　◯ 3 　　◯ 4 　　◯ 5 Fully

How _____

(d) Other principles/topics. Please specify below.

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(iv) Provision of conditions for success on the part of scientific researchers (Reference: Section V, paragraph 20)

(a)   *moral and material support/funding of scientific research* (paragraph 20(a) and (b))

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(b)   *provision of satisfactory and adequate working conditions by all employers of scientific researchers without any kind of discrimination* (paragraph 20(c))

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(c)   Other principles/topics. Please specify below.

_____

(v)   <u>Adequate career development prospects and facilities</u> (paragraph 21)

(a)   *Providing challenging opportunities for young scientific researchers to develop their research or other scientific careers* (paragraph 21(a) and (d))

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(b)   *Ensure that scientific researchers are not subjected, merely by the nature of their work, to avoidable hardship* (paragraph 21(b)

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(c)   *Ensure re-adaptation and redeployment facilities as part of planning of careers of scientific researchers* (paragraph 21(c)

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

      (d)   Other principles/topics. Please specify below.

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   (vi)   <u>Encouragement of the mobility of scientific researchers</u> (Reference: Part V. Conditions for success on the part of scientific researchers "Mobility in general and the civil service in particular" (paragraph s 23-25), "Participation in international scientific and technological gatherings" (paragraphs 26-27), "Access by scientific researchers to positions of greater responsibility with corresponding rewards" (p 28))

      (a)   *optimum utilization of scientific researchers within the framework of a comprehensive national policy for highly-qualified manpower* (paragraphs 23 and 24(a))

           Not at all   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

           How _____

      (b)   *the periodic review of the material conditions of scientific researchers to ensure that they remain equitably comparable with those of other workers having equivalent experience and qualifications and in keeping with the country's standard of living* (paragraph 24(b))

           Not at all   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

           Specify _____

      (c)   *provision of adequate career development prospects in public research bodies; as well as the need to give scientifically or technologically qualified researchers the option of transferring from scientific research and experimental development positions to administrative and other relevant positions* (paragraphs 24(c), 25 and 28)

           Not at all   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

           Specify _____

      (d)   *ensuring participation of scientific researches in international scientific and technological gatherings and their traveling abroad* (paragraphs 26 and 27)

           Not at all   ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

           Examples _____

      (e)   In the last four years, have the new policy initiatives been put in place in your

country to encourage the mobility of scientific researchers?

   ◯   (a)   Yes. Please specify below

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   ◯   (b)   No

   ◯   (c)   No information available

(vii) <u>Protection of scientific researchers in their working environment</u> (Reference: "Protection of health; social security" (paragraphs 29-30))

   (a)   *Enforcement of biosafety laws in research laboratories* (paragraph 29)

     Not at all ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5 Fully

     Examples _____

   (b)   *Adequate and appropriate social security* (paragraph 30)

     Not at all ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5 Fully

     Examples _____

   (c)   Other principles/topics. Please specify below.

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(viii) <u>Provision of the guarantees for scientific researchers' right to associate, and their organizations' right to support their justified claims</u> ("The advancement of their various interests by scientific researchers in association" (paragraph 42); Annex: International instruments and other texts concerning workers in general or scientific researchers in particular)

   (a)   *right to professional associations and learned societies*

     Not at all ◯ 1   ◯ 2   ◯ 3   ◯ 4   ◯ 5 Fully

     Examples _____

   (b)   *the right to associate in trade unions*

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

Examples _____

(c)   Within the last four years, have any measures been taken concerning the guarantees of: scientific researchers' right to associate, and their organizations' right to support their justified claims?

○   (a)   Yes. Please specify below

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○   (b)   No

○   (c)   No information available

(ix)   <u>Promotion, appraisal, expression and recognition of creativity</u> (Reference: paragraphs 31 – 41)

(a)   *stimulation of creative performance in the field of science and technology by all scientific researchers* (paragraph 31)

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(b)   *appraisal practices designed to stimulate creativity and assist in career development* (paragraph 32

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

How _____

(c)   *open scientific communication and publication of research results* (paragraphs 34–37)

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

Examples _____

(d)   *moral support and material compensation for creative effort, prizes and prestigious accolades conferred to scientific researchers* (paragraphs 38-39)

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

Examples _____

How _____

(e)   *written provisions to be included in the terms and conditions of employment of scientific researchers, stating clearly what rights (if any) belong to them (and, where appropriate, other interested parties) in respect of any discovery, invention, or improvement in technical know-how* (paragraph 40)

Not at all ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Fully

Examples _____

(f)   Other principles/topics. Please specify below.

8.   **Are there prizes and prestigious accolades conferred to scientific researchers in your country?**

○   (a)   Yes. Please specify the main 5 prizes below

○   (b)   No

○   (c)   No information available

9.   **How would the current overall implementation of the principles 1974 Recommendation be rated?**

None/Poor ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Excellent

10.   **Compared to four years ago, how would the current status of the implementation of the 1974 Recommendation be rated?**

Not improved ○ 1   ○ 2   ○ 3   ○ 4   ○ 5 Improved

11.   **If there has been little or no progress with relation to the implementation of the 1974 Recommendation, what have been the major obstacles?** *(please tick all that apply)*

○   (a)   No political/policy priority

    ⭘ (b)   Insufficient resources (financial, technical human)

    ⭘ (c)   Competing demands

    ⭘ (d)   Lack of education /pedagogical materials

    ⭘ (e)   Other and/or additional comments on your choice:

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12. **If progress has been made, what have been the enabling factors?** *(please tick all that apply)*

    ⭘ (a)   Political/policy priority

    ⭘ (b)   Availability of resources (financial, technical, human)

    ⭘ (c)   Increased demand (by the scientific community, policymakers, etc.)

    ⭘ (d)   Education/pedagogical materials produced

    ⭘ (e)   Other and/or additional comments on your choice:

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13   **Please enter below any other information on the country's implementation of the 1974 Recommendation that you would like to report on.** You may provide additional information on any question or include any other issue that has not been covered by this questionnaire.

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14. **In the context of the on-going revision of the 1974 Recommendation, please enter below any of your ideas about how the monitoring of the 1974 Recommendation may be reinforced in future.**

Thank you for your kind collaboration.