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Item **19** of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART I

GENERAL MONITORING

SUMMARY

In accordance with 195 EX/Decision 15, 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 36.

1.   In 195 EX/Decision 15, the Executive Board requested the Director-General to ensure the implementation of the legal framework adopted at its 177th session on the implementation of the conventions and recommendations that the CR Committee is required to monitor (177 EX/Decision 35 (I) and (II)).

2.   This document thus 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[1]

3.   As at 1 January 2015, 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 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 activities on the UNESCO website.[2]

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[3]	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 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 35, below, was provided by the programme sectors concerned and by the UNESCO Institute for Statistics.

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

6.   In the document 195 EX/15, an analysis of challenges and obstacles encountered by Member States in the implementation of the provisions contained in the 1960 Convention and Recommendation was provided. This analysis was based on the findings of the 8th Consultation (2011-2013) on the measures taken by Member States to implement the 1960 Convention and Recommendation.[4] The national reports submitted on the occasion of the Consultation pointed out various difficulties gathered in four main areas: (1) issues pertaining to the perception of education and *de facto* discriminations, including national minorities and religious beliefs, (2) issues related to the costs and financing of education, (3) the educational provision, including the conditions of education, equal treatment and other related issues; (4) institutional and legal difficulties as well as the lack of data and communication-related obstacles.

7.   During the current reporting period, the Secretariat's action addressed the difficulties reported around the monitoring and advocacy in relation to States' legal obligations under the Convention. The Secretariat pursued its efforts towards reinforcing the monitoring and enhancing

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[1]   The 1970 Convention has had a specific institutional monitoring mechanism since 2012.

[2]   http://portal.unesco.org/en/ev.php-URL_ID=46874&URL_DO=DO_TOPIC&URL_SECTION=201.html.

[3]   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 March 2015, the Secretariat will call for nominations from States Parties to the Protocol for the election of the members of the Commission at the 38th session of the General Conference. 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.

[4]   http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/single-view/news/combating_discrimination_in_education/

the promotion of the right to education. Various actions were conducted in line with the established implementation strategy and, thus, contributed to strengthening the implementation of the right to education:

– The first line of action is to further encourage Member States to ratify and implement the 1960 Convention through the follow-up to the 8th Consultation and launch of the 9th Consultation (2015-2017). In the context of the follow-up actions to the 8th Consultation, a series of thematic mappings has been initiated: after the publication of the document on girls' and women's right to education,[5] a document on the right to education for persons with disabilities[6] was prepared as a background document on implementing inclusive education to meet the educational needs of persons with disabilities.[7] A pre-version of the document was published. Both documents are intended to raise awareness on these important issues and to serve as a practical tool for both advocacy and monitoring. A similar mapping on teachers' rights and working conditions is being initiated. The Secretariat is currently finalizing the new edition of the Compendium of practical examples on the right to education based on the 8th Consultation. In addition, the work on the launching of the 9th Consultation on the implementation of the 1960 Convention and Recommendation has been initiated by the initial preparation of the reporting guidelines to be submitted to the present session of the Board (196 EX/19 Part II). Finally follow-up action to the Circular Letter launching the new ratification campaign and urging Member States to take appropriate measures for ratifying the Convention is being carried out.

– The second line of action is to assist the Member States in reviewing their legal and policy frameworks in view of strengthening the foundations of the right to education in national legal systems. The *Guidelines for reviewing national legislation and policies in the field of right to education* have been published and made available online. These Guidelines aim at assisting countries wishing to assess the compatibility of their national education laws and policies with international standard-setting instruments on the right to education. More specifically, the purpose is to provide guidance for reviewing the national education legal and policy frameworks. This review will allow 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 has started in Nepal, UNESCO/Kathmandu with support from UNESCO/Bangkok. Two other Member States are being identified for the pilot-testing phase in 2015. The Guidelines have also been translated into French.

– The third line of action is to reinforce the right to education through operationalization and further development of the global database on the right to education and regular reporting on implementing measures taken by Member States. The database is operational and was officially launched in September 2014. The database helps to monitor the implementation of the right to education and assists research efforts and policy evaluations. It can also contribute to government accountability and transparency by sharing information and practices, as well as 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. Communication material has been produced and disseminated. After the launch, approximately 30 country profiles have been partially updated. A strategy for the

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[5] "Overview of the measures supporting the right to education for girls and women reported on by Members States"
[6] "Overview of the measures supporting the right to education for persons with disabilities reported on by Member States"
[7] Presented at a parallel session of the International conference "From exclusion to empowerment: role of ICTs" (India, Nov. 2014)

updating and development of the database is being defined, in connection to this, user guides have been developed. Finally, support has been proposed for Member States for their reporting on the status and implementation of the right to education.

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

8.   Pursuant to 190 EX/Decision 24 (III), the monitoring of the implementation of the 1989 Convention and the 2001 Revised Recommendation is delayed pending a possible revision of their texts (see also paragraphs 31 to 33, below).

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

9.   (See paragraphs 6 and 7, above).

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

10.   Activities and measures adopted by the Secretariat in relation to the 1966 and 1997 Recommendations have been guided by the extent to which they have responded to issues, trends and recommendations presented in the Final Report of the 11th Session of the joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) in Geneva at ILO Headquarters (8-12 October 2012). The CEART will be holding its 12th session at UNESCO Headquarters (20-24 April 2015).

11.   The Secretariat has supported Member States in their implementation of the above 1966 and 1997 Recommendations in light of the issues above identified:

- Improving the status and the professionalization of teachers and higher education personnel:

    – Building capacity for effective teacher policy development based on social dialogue: Funded by the Global Partnership of Education, UNESCO, in partnership with Education International, launched in October 2014 the project "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. The project, to be implemented in 10 countries in Africa, Latin America and the Caribbean, and Asia and the Pacific, until mid-2016, had its first national capacity-building workshop in Kampala, Uganda (November 2014) including 40 teacher union participants from 10 regions in the country.

    – Improving the quality of teacher education curricula and relevant qualification frameworks: the Secretariat assists governments with the development of teacher education curricula and qualification frameworks that aim to improve the status of the profession with equity and quality across the teaching force. A gender mainstreaming guide for pre-service teacher education has been produced in 2014 and will be piloted in Africa, Arab States, Asia and the Pacific, Europe and Latin America and the Caribbean. Also, a regional analysis of teacher education and professional development practices, trends, emerging issues and challenges, has been undertaken by regional consultants in Arab States, Africa and Latin America and Caribbean. On the basis of these reports, guidelines are being developed for the design and implementation of teacher education curricula and in-service training programs in the above regions. As part of the Capacity Development for Education for All (CapEFA), Programme that started in 2003, the Secretariat continues to provide support to eight countries in relation to

evidence-based teacher policy formulation and teacher education development (Burkina Faso, Burundi, Guinea, Lao People's Democratic Republic, Lesotho, Mali, Niger and Uganda). Based on situational analyses of the teacher sub-sector, countries have advanced with various initiatives that have strengthened the quality of teacher education.

– Knowledge production and advocacy on the status of the profession and teacher shortage: Studies and reports in preparation of the 2015 and 2018 CEART meetings are examining topics related to the rights of teachers; teacher policy and professional development strategies including the use of digital media; the professional development and quality teaching of higher-education personnel; quality teaching and its assessment. UNESCO hosts the Secretariat of the International Task Force on Teachers for Education for All: a voluntary global alliance of education for all (EFA) partners that advocates for and facilitates the coordination of international efforts to provide sufficient numbers of well qualified teachers to achieve the EFA goals. The Task Force recently held its annual Policy Dialogue Forum in November 2014 with attention given to policies, practices and tools for teacher-related targets as part of the post-2015 international education agenda. The annual celebration of World Teachers' Day took place in October 2014 as a joint effort of key partners (ILO, Education International, the International Task Force on Teachers for EFA, OECD and UNESCO Clubs). It raised awareness at a worldwide level on the status of teaching profession and its far-reaching impact on quality education. This event resulted in key issues being identified with subsequent recommendations being provided by participants on teachers' professional development and conditions of work.

• Improving Teacher Education to Counteract School Violence and Discrimination:

Strengthening teachers' ability to respond in their practice to violence, intolerance and discrimination in education. With a global coordination of numerous partners including United Nations agencies, civil society, academia, and teacher unions, the Secretariat leads the development of teacher training and tools in the following topics: gender-based violence, bullying, global citizenship, gender equality, and education for sustainable development (ESD) with particular focus on African countries.

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

Strengthening national capacities to develop and implement technology policies in education, particularly as part of teacher education/training and higher education: 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 in eight African countries through the use of ICTs. This four-year initiative that started in 2012, builds the capacity of governments and teacher-training institutions to increase the provision of qualified teachers. The project also develops teacher training institutions' capacity to equip teacher educators and teachers with ICT skills to improve the quality of teaching and learning. The UNESCO ICT-Competency Framework for Teachers (ICT-CFT) aims to develop comprehensive national teacher ICT competency policies and standards. As part of technical assistance and policy advice provided to countries by the Secretariat, the framework takes into account three approaches to teaching: technology literacy – enabling students to use ICT in order to learn more efficiently; knowledge deepening – enabling students to acquire in-depth subject knowledge with application to real-world problems; knowledge creation enabling students, citizens and the workforce, to create the new knowledge required for more harmonious, fulfilling and prosperous societies.

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

12.   UNESCO's human rights education-related tools piloted at the country level to support the ongoing efforts of education authorities. As part of the technical backstopping to Global Citizenship Education GCED in Africa, following achievements have been accomplished:

- a mapping of existing resources on education for peace and conflict prevention in 45 countries in sub-Saharan Africa;

- production of four studies on endogenous oral traditions (such as traditional conflict prevention and resolution practices) and elements of history of Africa from within the African regions;

- development of a Resource Package-Technical guidelines on the integration of education for peace and conflict prevention education policy and practice in the curriculum and Capacity development training modules for key education stakeholders- for the integration of education for peace and conflict prevention in national education systems and,

- the organization of culture of peace and non-violence in Africa through education for peace and conflict prevention workshops in Addis-Ababa (Ethiopia, November 2013) and in Yaoundé (Cameroon, April 2014), in cooperation with the COMEDAF.

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

13.   Between 2014 and 2017, the monitoring of the 1974 Recommendation will be maintained and reinforced in close relationship with the process of the revision of the Recommendation. Based on the outcomes of the consultations with various stakeholders to be held in 2014-2015, the Secretariat will develop specific measures to support Member States in their efforts to compile reports on the implementation of the 1974 Recommendation, the summary of which 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)**

14.   The revision of the 1976 Recommendation proceeded as planned. This was done in coordination with the process for the revision of the 2001 Revised Recommendation concerning Technical and Vocational Education to ensure that the instruments will be mutually reinforcing in addressing key policy issues in particular on lifelong learning and adult continuing training, as well as other contemporary issues, in a consistent manner. The first draft prepared with the help of international experts and in consultation with a range of key stakeholders was sent to Member States in September 2014, together with a preliminary report on the revision process.

15.   The draft reflects the conceptual paradigm shift from supply-oriented adult education to more demand-driven adult learning and education, while recognizing the overall framework of lifelong learning as its backbone. It has a strong reference to the concept of lifelong learning and takes into account the two key purposes of adult learning and education: for life and for work.

16.   The foundational role of literacy is reiterated strongly and its function as a condition to realize the right to education is highlighted. The need for a cross-sectoral approach to adult learning and education is underlined, requiring cooperation between various ministries beyond education. Such an approach will result, among other things, in learning achievements of broader population groups, including vulnerable and disadvantaged groups which are often difficult to reach. The areas of action described in the set of concrete recommendations follow the logic of the *Belém Framework for Action*. This is helpful for further monitoring since the established mechanisms of the CONFINTEA process, including the *Global Report on Adult Learning and Education* (GRALE)

based on triennial national reports, will serve as the principal instrument to monitor implementation of the Recommendation.

17. The drafting and consultation process clearly revealed that the Recommendation is understood as a crucial instrument to highlight the role of adult learning and education in the post-2015 agenda of the United Nations. The draft reflects this key purpose by relating explicitly to the principles of sustainable development, as already underlined by the previous World Conferences on Adult Education (CONFINTEA V, 1997) and VI (2009). In a seminar on skills for life and work at UIL in summer 2014 which was organized by UIL together with the International Council of Adult Education (ICAE), the function of UNESCO'S Global Report on Adult Education (GRALE) for monitoring the recommendation was reiterated by stakeholders.

18. To mobilize the relevant authorities in Member States, UNESCO's Assistant Director-General for Education sent a letter to all National Commissions in December 2014. In this, he emphasized that the revision process takes place at a critical moment in the international debate on education and development beyond 2015 and that adult learning and education represents a promising response to the challenge of building more equitable and sustainable societies. Comments and observations from Member States were expected by 10 January 2015. As of 16 January 2015, comments from 27 Member States were received, ranging from detailed proposals to the simple expression of agreement with the contents of the first draft text. The comments will be duly taken into account in the preparation of a final draft text of the Recommendation, which will be communicated to Member States by April 2015, with a view to its discussion at the 38th session of the General Conference.

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

19. The first international education data based on the new International Standard Classification of Education (ISCED) 2011 framework are due for publication in February 2015 with a further update to follow in May. While response rates to the annual Survey of Formal Education were lower than in recent years countries adapted well to the new classification.

20. UNESCO-UIS, OECD and Eurostat have recently completed a joint Operational Manual on the new classification which will be published in English in the first quarter of 2015 with French and Spanish versions planned for later in the year. The Manual contains many examples of national education programmes and their classification to ISCED 2011 and will greatly assist countries with the mapping process and improve understanding and transparency for users of international education data and indicators.

21. Approximately 160 countries worldwide have completed draft mappings of their national education programmes to ISCED 2011 with approximately 60 of these finalized and ready for publication. Support and advice has been provided to countries through regional and subregional workshops and on an individual basis by UIS Regional and Cluster Advisors based in the field in Africa, Asia and the Pacific, the Arab States and Latin America and Caribbean as well as UIS programme staff during missions to countries. Eurostat and OECD have taken the lead in working with their Member States on the implementation of ISCED 2011 although the UIS, as custodian of the classification, has played an important advisory role.

22. The new classification of fields of education and training (ISCED-F) adopted by the General Conference at its 37th session in November 2013 has been published in all six official United Nations languages. The first international education surveys using ISCED-F are expected to be launched in 2016.

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

23. The next consolidated report on the implementation of the 1980 Recommendation will be examined by the Executive Board at its 197th autumn session, and transmitted to the 38th session

of the General Conference for examination. To prepare the report, the Secretariat launched, in October 2014, a survey of the implementation of the Recommendation to UNESCO Member States and civil society organizations. The survey draws particular focus to four contemporary issues: digital technologies and the Internet; transnational mobility of artists; social protection of artists; and freedom of artistic expression. These issues are addressed by both the Recommendation and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

24. 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 developing a project to build capacities at the national and international level to monitor and evaluate measures to implement the 2005 Convention to support artistic creation and the freedom of artistic expression.

25. In summary, the Secretariat is pursuing synergies to monitor the two standard setting instruments on common issues, situating them within the larger context of efforts to integrate culture into the post-2015 United Nations development agenda and related WIPO Internet treaties.

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

26. 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 inter-regional conventions. During the period under review, the key achievement was the successful completion of the revision of the 1981 African Recognition Convention ("Arusha Convention"). The Revised Convention was examined and adopted during the International Conference of States held in December 2014 in Addis Ababa, Ethiopia. Organized with support from Norway and China, the Conference brought together representatives of 48 Member States, of which 42 from Africa, and seven from international organizations. At the close of the Conference, 15 Members from the Africa region and the Holy See signed the text of the Revised Convention. An implementation workshop held during the Conference provided an opportunity for networking and knowledge-sharing across regions on actions to facilitate the implementation of the Revised Convention. A pre-conference event focusing on quality assurance in higher education in Africa was organized on that occasion to promote dialogue, networking and the sharing of knowledge and good practices that can support the design of quality assurance strategies.

27. In Asia and the Pacific, work is ongoing to raise Member States' awareness about the importance of the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (Tokyo, 26 November 2011). Information on progress achieved to date, as well as obstacles encountered by Member States with regard to the ratification and implementation of the regional convention has been collected and follow-up actions identified. The 13th Asia-Pacific Regional Committee Session on the Recognition of Higher Education Qualification acknowledged the numerous achievements regarding the implementation of the Asia-Pacific Regional Convention. In July 2014, Australia and China ratified the 2011 Asia-Pacific Regional Convention. Future work will focus on supporting the ratification of the 2011 Asia-Pacific Regional Convention as well as on strengthening collaboration with professional quality assurance networks, student bodies and higher education institutions so that stakeholders' awareness and demand can act as a stimulus to encourage Member States to ratify the 2011 Asia-Pacific Regional Convention as a matter of priority.

28. In Latin America and the Caribbean, a presentation by UNESCO-IESALC on the state of the art and perspectives of the Regional Recognition Convention adopted in 1974 was made during the Regional Ministerial Conference "Education for All in Latin America and the Caribbean: Balance and Challenges Post-2015", organized by UNESCO-OREALC in Lima, Peru on 30 and 31 October 2014.

29.   Considering the importance of the internationalization of higher education in Latin America and the Caribbean, the Brazilian Government, in close collaboration with UNESCO Headquarters and the IESALC, will host a high-level meeting of education ministers from Latin America and the Caribbean on the recognition of qualifications in higher education in 2015.

30.   Lastly, in compliance with the legal framework adopted by the Executive Board at its 177th session (177 EX/Decision 35 (I)) and the 2014-2017 timetable for the work of the CR Committee on the implementation of standard-setting instruments that the Executive Board is required to monitor (195 EX/Decision 15), the consolidated report on the implementation of the 1993 Recommendation is being submitted to the Executive Board at this session (document 196 EX/19 Part III) before being transmitted to the General Conference at its 38th session.

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

31.   The consultation and drafting process for the revision of the 2001 Revised Recommendation concerning Technical and Vocational Education has proceeded as planned. This was done in coordination with the process for the revision of 1976 Recommendation on the Development of Adult Education to ensure that the instruments will be mutually reinforcing in addressing key policy issues in particular on lifelong learning and adult continuing training, as well as other contemporary issues, in a consistent manner. The first draft text of Recommendation concerning Technical and Vocational Education and Training has been prepared by the Secretariat.

32.   The first draft text seeks to reflect conceptual and policy developments that stress the need for a more integrated approach towards education and training, a holistic approach to the preparation for work and life, and the development of lifelong learning systems. In keeping with recent discussions on education beyond 2015, it is oriented towards promoting skills for work and life and ensuring that all young people and adults have equal opportunities to learn, develop and upgrade their skills. The first draft text addresses the complexity of TVET governance by encouraging inter-ministerial coordination, partnerships and the mobilization of all stakeholders in particular social partners. With a view to rendering this standard-setting instrument more effective and to facilitate its monitoring, it takes a more concise form than the 2001 Revised Recommendation.

33.   A preliminary report accompanied by a first draft text of the Recommendation concerning Technical and Vocational Education and Training was sent to Member States in September 2014 for their comments and observations. To mobilize the relevant national authorities the Assistant Director-General for Education sent a letter to National Commissions in November 2014. Member States were expected to respond by 10 January 2015. As of 16 January 2015, comments and observations from 29 Member States were received, ranging from detailed responses based on national consultations to the simple expression of agreement with the contents of the first draft text. The comments and observations will be taken into account in the preparation of a final report containing a draft text of the Recommendation that will be communicated to Member States by April 2015, with a view to its discussion at the 38th session of the General Conference.

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

34.   In compliance with the legal framework adopted by the Executive Board at its 177th session (177 EX/Decision 35 (I)) and the 2014-2017 timetable for the work of the CR Committee on the implementation of standard-setting instruments that the Executive Board is required to monitor (195 EX/Decision 15), the third consolidated report on the implementation of the 2003 Recommendation is being submitted to the Executive Board at this session (document 196 EX/19 Part IV) before being transmitted to the General Conference at its 38th session.

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

35. Implementation of the 2011 Recommendation began 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. The World Heritage Centre will continue to implement activities aimed at preparing regional or subregional action plans in 2015 in the three priority regions: Latin America and the Caribbean (two subregional meetings being prepared in Haiti for July 2015 and Quito, Ecuador, for September 2015), the Arab States (a regional conference in Kuwait in December 2015) and Africa (a subregional workshop in Cidade Velha, Cabo Verde, in February 2015). Furthermore, the World Heritage Centre has participated since November 2014 in a debate, led by a network of European universities located in cities whose historical centre has been totally or partially inscribed on the World Heritage List, on the role that those universities could play in conservation work for the urban areas in question, based on the historic urban landscape approach. Besides promoting the approach in Europe, this initiative has the merit of considering the role of the academic world in the implementation of the Recommendation. The aim of the activities is to convince Member States of the relevance of the historic urban landscape-centred approach and to demonstrate its benefits, not only in the conservation of urban areas inscribed or in the process of being inscribed on the World Heritage List, but also in sustainable urban planning in general.

Action expected of the Executive Board

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

The Executive Board,

1. <u>Recalling</u> 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), 194 EX/Decision 21 and 195 EX/Decision 15 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. <u>Having examined</u> document 196 EX/19 Part I and the report of the Committee on Conventions and Recommendations thereon (196 EX/..),

3. <u>Urges</u> Member States, once again, to fulfil their legal obligations under Article VIII of the Constitution of UNESCO regarding periodic reports on the action taken to give effect to the conventions and recommendations;

4. <u>Requests</u> 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;

5. <u>Decides</u> to continue consideration of the matter at its 197th session.

UNESCO
United Nations
Educational, Scientific and
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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART II

CONSIDERATION OF THE DRAFT GUIDELINES FOR THE PREPARATION OF REPORTS BY MEMBER STATES ON THE APPLICATION OF THE 1960 CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

SUMMARY

In accordance with the procedures adopted in 2007 for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided (177 EX/Decision 35 Parts I and II), the Executive Board has adopted framework guidelines for the preparation of reports on the implementation of conventions.

Pursuant to 37 C/Res.89 and in compliance with the timetable adopted at its 195th session (195 EX/Dec.15), this document presents draft guidelines developed for reporting on the implementation of the 1960 Convention and Recommendation against discrimination in Education. The guidelines are prepared on the basis of framework guidelines.

The financial or administrative implications related to this document are covered in document 37 C/5.

Action expected of the Executive Board: Proposed decision in paragraph 6.

1.   The Convention against Discrimination in Education ("the Convention") and the Recommendation against Discrimination in Education (the Recommendation) adopted by UNESCO's General Conference in 1960 express the fundamental principles of non-discrimination and equality of educational opportunities, enshrined in UNESCO's Constitution. Barring differences in wording and in legal scope inherent to the nature of these two instruments, the content of the Recommendation is identical to that of the Convention. In consequence, the Recommendation is monitored in conjunction with the Convention.

2.   Under the Article VIII of UNESCO's Constitution, Member States are required to submit a report on the legislative and administrative provisions, and any other measures, they have taken to

implement the conventions and recommendations adopted by the Organization. In accordance with the specific multi-stage procedure, the frequency for submitting the reports is set for an interval of four years. The reporting aims at illustrating the implementation progress, results achieved and the encountered difficulties.

3.   UNESCO has so far conducted eight consultations of Member States on the implementation of the Convention and the Recommendation. The eighth consultation (2011-2013) resulted in 37 C/Resolution 89, adopted by the General Conference at its 37th session in November 2013. The ninth consultation (2015-2017) of Member States will be launched following the 196th Board's approval of the draft Guidelines presented as annexed to this document. To encourage the participation of the maximum of Member States and for cost-effectiveness, the Secretariat suggests that the ninth consultation will also be available online, including the publication of the guidelines online, for Member States wishing to adopt online reporting.

4.   On its 177th session the Executive Board adopted framework guidelines for the preparation of reports on the implementation of the different conventions. Based on these, the Education Sector prepared the "Draft guidelines for the preparation of reports by Member States on the application of the 1960 Convention and Recommendation against Discrimination in Education". The methodology used in their drafting encourages the Member States to provide the most precise information possible.

5.   After the draft guidelines have been adopted by the Executive Board, the guidelines will be sent to national authorities in charge of preparing the reports on the implementation of the 1960 Convention and Recommendation. A summary of the reports received from Member States will then be examined by the Executive Board at its 202nd session in autumn 2017 and by the General Conference at its 39th session.

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

The Executive Board,

1.   Bearing in mind 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,

2.   Further recalling Part I and Part II of 177 EX/Decision 35 adopting respectively (a) a specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided and (b) a framework guidelines,

3.   Recalling 37 C/Resolution 89, and 195 EX/Dec.15,

4.   Having examined document 196 EX/19 Part II,

5.   Approves the guidelines drawn up for the preparation of reports by Member States on the application of the 1960 Convention and Recommendation against Discrimination in Education, as annexed to document 196 EX/19 Part II;

6.   Requests the Director-General to invite Member States to submit to UNESCO reports on the implementation of the 1960 Convention and Recommendation;

7.   Further requests the Director-General to submit to it at its 202nd session a summary of the reports on the measures taken in regard to the implementation of the 1960 Convention and Recommendation against Discrimination in Education, with a view to transmitting that summary, 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 1960 CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

1. Preliminary remarks

These Guidelines are intended to assist Member States in the preparation of the Reports on the implementation of the 1960 Convention against Discrimination in Education ("the Convention") as well as the 1960 Recommendation against Discrimination in Education ("the Recommendation").

The Convention and the Recommendation, adopted by UNESCO's General Conference in 1960, correspond to UNESCO's constitutional mandate to "advance the ideal of equality of educational opportunities without regard to race, sex or any distinctions, economic or social".

In light of the post-2015 development agenda, the monitoring of the implementation of the Convention and Recommendation is of crucial importance, in order to ensure an education for all and to counter persistent inequalities in access, participation and learning outcomes at all levels, particularly for the most vulnerable groups. National action aimed at making quality education accessible to all without discrimination needs to be emphasized. Concrete measures taken by Member States in accordance with their legal obligations under the Convention and the Recommendation contribute to this process.

2. Reporting obligations

Member States are expected to bear in mind the difference in the legal nature of the obligations under the Convention, as distinguished from those under the Recommendation. The **Convention has binding force**, and the States Parties must incorporate its provisions into the national Constitution or domestic law. **The Recommendation, non-binding in nature, has political and moral force**. It seeks to take into account the difficulties that certain States might experience, for various reasons and in particular on account of their federal structure, in ratifying the Convention. Barring differences in wording and in legal scope inherent to the nature of these two categories of instrument, the content of the Recommendation is identical to that of the Convention. Articles I to VII of the Convention and the Recommendation are identical in wording and contain similar provisions. Member States are expected to give effect to it in national legislation and education policies. In addition, the reporting obligation under the provisions of Article VII of the Convention and of the Recommendation is the same.

Article VIII of UNESCO's Constitution states that "Each Member State shall submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports on the laws, regulations and statistics relating to its educational, scientific and cultural institutions and activities, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4". Therefore, even if countries are not a State Party to the Convention, they need to submit a report on the implementation of the Recommendation.

The reporting should be as comprehensive as possible and the process needs to be participatory and conducted in cooperation between ministries of education and other ministries dealing with the right to education issues. Relevant information from professional bodies and from NGOs having Education as their main field of activity should also be provided. The preparation of this report is a good opportunity for Member States to assess the implementation of the right to education in their country and create a dialogue with other actors involved in this field.

3.   General indications

Even though some points are framed as questions, the document should be regarded more as a guide than as a questionnaire. Member States are encouraged to provide as much information as possible. In addition to a description of the constitutional, legislative and administrative and policy framework established for the implementation of the provisions guaranteed by the instruments, the information supplied by Member States should also demonstrate how laws and practices comply with the Convention and the Recommendations rights describing legal norms as well as the factual situation.

Member States which already reported to the Eighth Consultation (2011-2013) are invited to refer to it when appropriate. In case some of the information supplied for the national Education for All 2015 Review Report is relevant, Member States may reproduce or refer to it with precise **indication as to its retrieval**.

The reporting period for the Ninth Consultation on the implementation of the Convention and the Recommendation covers four years (2012-2015).

4.   Modalities

The present Guidelines present two series of questions/remarks: (1) basic questions to be directly filled by Member States (States parties to the Convention and others) and (2) additional questions with support elements aimed at guiding the Members States to structure and detail their responses (including helpful remarks on how to respond efficiently to the questions raised) these elements are presented in italics. The aim is to simplify and shorten the Guidelines while providing necessary information in order to assist Member States in the preparation of responses.

I.   Information on the legislative, judicial, administrative and other measures taken by the State at the national level

1.   Ratification of the Convention

1.1   <u>If the Convention has not been ratified yet:</u>

- Does your country plan to ratify this instrument?

    Yes/No

- Please indicate the stage of ratification process reached by your country.

    – *Close to ratification*
    – *Under way*
    – *Actively under preparation*
    – *Not considering ratification in the short, medium or long term*

- Please briefly explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them.

    Describe:

    – *the obstacles, whether legal, institutional, political or practical*
    – *the means of overcoming them*
    – *the extent to which UNESCO can assist in completing the process*

1.2 <u>If 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[1] is not ratified yet:</u>

- Does your country plan to ratify this instrument?

  Yes/No

- Please indicate the stage of ratification process reached by your country.

  – *Close to ratification*
  – *Under way*
  – *Actively under preparation*
  – *Not considering ratification in the short, medium or long term*

- Please explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them.

  Describe:

  – *the obstacles, whether legal, institutional, political or practical*
  – *the means of overcoming them*
  – *the extent to which UNESCO can assist in completing the process*

2. Legal framework governing the protection of rights guaranteed in the Convention and the Recommendation in the national legal system

2.1 <u>In case your country is a State Party to the Convention:</u>

- Is the Convention directly applicable in your country's domestic law following its ratification?

  Yes/No

- If not, has it been incorporated into the national Constitution or domestic law so as to be directly applicable?

  This seeks information on whether the provisions of the Convention are guaranteed in a domestic legal instrument (Constitution, legislative text or other national provisions)

- Please indicate whether the provisions of the Convention can be invoked before and given effect to by courts, tribunals and administrative authorities.

  Information should be given about the judicial, administrative and other competent authorities having jurisdiction with respect to the rights guaranteed by the Convention and the scope of such competence. If possible, illustrate on the basis of available case law and jurisprudence.

2.2 In case your country is not a State Party to the Convention:

- Have legislative measures been taken pursuant to the Recommendation?

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[1] The Protocol was adopted in 1962. For more information on this Commission:
http://portal.unesco.org/en/ev.php-URL_ID=23762&URL_DO=DO_TOPIC&URL_SECTION=201.html

- Please explain briefly the ways in which national education policy and programmes correspond to its provisions.

- Information supplied should demonstrate how such norms and programmes comply with commitments under the Recommendation. If possible and when appropriate, describe legal norms, national education policy and programs as well as the factual situation.

2.3 <u>For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.</u>

For each of them indicate:

➔ *References*
➔ *Dates*
➔ *Aims*

The Report should cover texts adopted to prohibit discrimination in education as rooted in the historical, cultural, economic and political conditions and to promote equal educational opportunities.

Please include sufficient quotations from or summaries of the relevant principal constitutional, legislative and other texts which guarantee and provide remedies in relation to the rights enshrined in the Convention and the Recommendation.

II. Information on the implementation of the Convention or Recommendation (with reference to their provisions)

1. Non-discrimination in education

1.1 <u>Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your country?</u>

Yes/No

1.2. <u>Please explain which measures are adopted to:</u>

- Eliminate discrimination within the meaning of the Convention/Recommendation?

- Prevent discrimination within the meaning of the Convention/Recommendation?

  The description should include measures taken as regards:

  – *Non-discrimination in the admission of pupils to educations institutions*
  – *Non-differential treatment*
  – *Treatment of foreign nationals resident in your country*

  This should also include assistance granted by public educational authorities to educational institutions.

2. Equal opportunities in education

2.1 <u>Please explain what are the concrete actions taken by your government to guarantee equal access to all level of education in your country?</u>

In this part, please include anti-discriminatory measures, financial incentives, fellowships, positive or affirmative action.

2.2 <u>Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion).</u>

Particular emphasis should be placed on gender equality.

2.3 <u>Please describe the actions planned and taken in your country to ensure inclusion of all learners in learning process.</u>

Here please describe measures taken for instance to give special consideration to gender equity and equality in education including addressing gender-based violence, and the educational needs of the poor, economically and socially marginalized and other vulnerable groups, including people with disabilities.

3. Progress made with respect to implementing the right to education

3.1 <u>Universal primary education</u>

- Please provide information on the progress made with respect to ensuring universal access to primary education.

- Please provide details on the availability of **compulsory** and **free of charge** primary education in your country:

  ➔ *Is primary education available free of charge to all? Yes/No*
  ➔ *If so, please list the laws and policies that ensure this universal free availability of primary education.*
  ➔ *If not, does your government intend to ensure free primary education? Yes/No*
  ➔ *If so, how?*

- Is primary education compulsory in your country?

  Yes/No

  ➔ *If not, please provide details on its implementation and indicate the current period of compulsory education*
  ➔ *Indicate whether your country has adopted and reviewed legislation so that minimum ages for the end of compulsory education, for marriage and for entry into employment are coherent and aligned.*

  In this part, details should be provided on the difficulties experimented by your government in the realization of universal access to free and compulsory primary education.

3.2 <u>Secondary education</u>

- Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in your country.

  Please provide details on the difficulties experienced by your government to guarantee gender parity in terms of accessibility to technical and vocational secondary education and training

- Is it available free of charge?

  Yes/No

  → *If so, please describe the extent to which it is.*

  Please also provide details on the difficulties experienced by your government in the realization of universal access to free secondary education. Please provide quantitative and descriptive information on these difficulties and on the progress realized.

3.3 Higher education

- Please explain to what extent access to higher education, based upon individual capacity, including technical and vocational education and training, is realized in your country.

- Please describe the efforts made by your government to ensure that there is no discrimination on the ground prohibited by the Convention to enter and complete higher education.

  Please provide information on the financial costs for students to receive education in such institutions. Please include explanations about both public and private institutions. Please also provide quantitative and descriptive information on the difficulties experienced by your government as regards access to higher education and on the progress realized.

3.4 Adult education and lifelong learning

- What efforts has your government made to establish a system of continuing education on the basis of individual capacity?

  → *Please specify efforts made especially as regards basic education for persons who have not received or completed the whole period of their primary education.*

- What are the concrete measures implemented to ensure equitable access to basic and continuing education?

  → *Please specify measures (including financial assistance) that ensure that the basic learning needs of all young people and adults are met through:*

  – *elimination of illiteracy*
  – *equitable access to appropriate learning and life-skills programmes.*

3.5 Quality education

- Please provide information on the measures taken by your country to ensure equivalence in all educational institutions in:

  – the standards of education
  – the conditions relating to the quality of the education provided (e.g. infrastructure, teacher/learner ratios, teaching and learning materials)
  – the provisions to ensure that children learn in a safe environment free from violence or harassment, including school-related gender-based violence (at, around, and on the way to school).

Please, to provide such quality assessment, take into account all public educational institutions of the same level. Please include information on policies, protocols or codes of conduct.

3.6   Teaching profession

- Please describe the conditions of teaching staff at all levels in your country.

  Please include information on teachers' average salaries (for each level of education) as compared to the salaries of (other) civil servants with equivalent qualification, and on how this ratio developed overtime.

- Please explain briefly the measures your country takes to improve the living and teaching conditions of teaching staff.

- Please explain briefly the measures your country takes regarding the training for the teaching profession.

- Have there been instances of discrimination as regards the training for the teaching profession in your country?

  Yes/No

  ➔ If so, please detail the response your government gave to this situation.

3.7   Respect for human rights and fundamental freedoms

- Please briefly report on national efforts made for directing education to:

  - the full development of the human personality

  - the strengthening of respect for human rights and fundamental freedoms.

  Here the information should demonstrate how education promotes understanding, respect and further progress towards gender equality (for example, through the introduction of human rights education in curricula).

3.8   Private education and religious and moral education

- Please provide brief information on the regulatory framework relating to the establishment or maintenance of private educational institutions

  In the context of rapid privatization of education, the information should also indicate how the Government is regulating private education providers and is ensuring compliance with minimum standards of education. The information should also demonstrate how your government guarantees that the development of private education does not generate discriminations and to what extent private schools offer a relevant alternative in your country.

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

3.9 Rights of national minorities

- What are the rights given to national minorities to carry out their own educational activities protected?

- As regards the educational standards in educational institutions run by minorities, please describe the legal and policy framework existing in your country.

    Please cover the language facilities, such as the availability of teaching in the mother tongue of the students, use of teaching of languages in education policy.

III. Methods used to draw the attention of the various authorities in the country to the instruments and to remove the obstacles encountered

1. Challenges and obstacles – Please provide information on

1.1 The difficulties and obstacles encountered in the process of implementing the key provisions of the Convention/Recommendation.

1.2 The main issues that need to be addressed for promoting further the implementation of equality of educational opportunities in your country.

1.3 Brief assessment of the effectiveness of the methods introduced to remove obstacles encountered.

    The Report should provide concrete elements on the difficulties and obstacles (including legal and practical) encountered.

2. Awareness-raising

2.1 Briefly describe activities carried out to:

- draw the attention of the various authorities of the country to the Convention/Recommendation

- raise public awareness of the principles of non-discrimination and equality of educational opportunities enshrined in the Convention and the Recommendation, and their national or local dissemination, in particular to non-governmental organizations.

    This should include their translation into national and, where necessary, local languages.

2.2 Please specify activities undertaken or supported by the National Commission with a view of

- promoting the Convention/Recommendation

- fostering debate on critical issues, in relation to the rights enshrined in the instruments

    UNESCO governing bodies have underlined the need for awareness-raising. Given the importance of normative action at the national level, the Convention must be given wide dissemination, with the support of National Commissions.

PARIS, 4 March 2015
Original: English

<u>Item **19** of the provisional agenda</u>

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART III

APPLICATION OF THE 1993 RECOMMENDATION ON THE RECOGNITION OF STUDIES AND QUALIFICATIONS IN HIGHER EDUCATION

SUMMARY

In accordance with the procedures adopted in 2007 for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided (177 EX/Decision 35 (I)), the Executive Board has adopted a multi-stage procedure for the monitoring of the implementation of these standard-setting instruments, including the Recommendation on the Recognition of Studies and Qualifications in Higher Education (1993).

Pursuant to 36 C/Resolution 12 and in compliance with the timetable for 2014-2017 of work of the Committee on Conventions and Recommendations on the implementation of these standard-setting instruments (195 EX/Decision 15), the Director-General submits to the 196th session of the Executive Board a report on the implementation of this Recommendation, before its transmission to the 38th session of the General Conference.

The financial or administrative implications related to this document are covered in document 37 C/5.

Action expected of the Executive Board: Draft decision in paragraph 25.

Introduction

1.   Adopted by UNESCO's General Conference at its 27th session in 1993, the Recommendation on the Recognition of Studies and Qualifications in Higher Education (hereinafter referred to as the "1993 Recommendation" or "the Recommendation") is an international framework to address interregional issues relating to recognition of higher education qualifications and quality assurance in the global context.

2.   The 1993 Recommendation underscores the fundamental principle that knowledge is universal and part of the common heritage of humankind, and it promotes greater accessibility to knowledge and learning. It calls for mutual recognition of studies and qualifications in higher education by all competent authorities and institutions and provides opportunities for continued engagement of and cooperation among various stakeholders of higher education. It also recalls the responsibility of Member States to provide education as a human right and emphasizes the need for concerted policy and planning.

3.   The "1993 Recommendation" contains provisions for establishing mechanisms and procedures to harmonize degrees, qualifications and standards, ensure quality, and to carry out fair and expeditious assessments of skills and competencies. The 1993 Recommendation recalls that five regional conventions and one interregional convention on recognition in higher education have already been established under the auspices of UNESCO. A total of 139 Member States are signatory to at least one regional convention on recognition in higher education, while 30 Member States are Parties to more than one regional or interregional convention. In compliance with 34 C/Resolution 87, the UNESCO Secretariat monitors the 1993 Recommendation as a matter of priority, and assesses it primarily through monitoring of the implementation of the regional and interregional conventions on the recognition of studies, diplomas and degrees in higher education.

4.   To keep pace with the rapidly changing global higher education landscape, UNESCO has collaborated closely with Member States, key partners and other relevant higher education stakeholders to revise the regional conventions. To date, three regional conventions have been revised and adopted, namely (i) the Convention on the Recognition of Qualifications concerning Higher Education in the European Region ("Lisbon Recognition Convention") which was conducted jointly with the Council of Europe (Lisbon, Portugal, 1997); (ii) the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (Tokyo, Japan, 2011); and (iii) the Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States (Addis-Ababa, Ethiopia, 2014).

5.   This "new generation" of recognition conventions integrates several key principles, namely a shift in favour of applicants; the development of transparent, coherent and reliable procedures; granting recognition unless substantial differences are identified; information-sharing and networking at the expert level; and development of codes of good practice or recommendations and guidelines, in addition to a solid legal framework.

Implementation of the 1993 Recommendation

6.   **The Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States**: The Revised Convention for the African States was adopted at the International Conference of States (Addis Ababa, Ethiopia, December 2014). Organized with the support of the Kingdom of Norway and the People's Republic of China, the conference brought together representatives from 48 Member States, of which 42 from the African region. At the close of the conference, 15 African Member States and the Holy See signed the Revised Convention.

7.   The Revised Convention integrates elements and sections dealing with competent recognition authorities; basic principles related to the assessment of qualifications; partial studies,

validation of acquired professional experience and prior learning; and implementing structures and mechanisms. It will enter into force after 10 Member States of the African region have expressed their consent to be bound by it, and in this regard the African Union Commission and UNESCO are collaborating closely to raise the awareness of countries in the region to the Revised Convention and to launch internal processes leading to its ratification.

8. Through the implementation of the Revised Convention, African countries will be able to facilitate greater exchange and mobility of students, as well as of teachers and researchers; promote more effective use of human resources throughout the continent; strengthen effective quality assurance and accreditation mechanisms at the national, regional and continental levels; and contribute to the construction of an African higher education and research area.

9. UNESCO is developing a strategy to support the implementation of the Revised Convention. Work towards implementation started at the conference in Addis Ababa with the organization of a workshop focusing on experiences and good practices from other regions regarding key implementation aspects, and with a pre-conference event to promote dialogue, networking and the sharing of knowledge and good practices on quality assurance.

10. **The Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States**: Adopted in 1978, the Regional Convention has to date been ratified by 14 Member States.

11. Meetings of the Convention Committee are instrumental in raising awareness of the importance of quality assurance and the need to nurture a culture of quality in higher education within the region. The Convention Committee has initiated work to revise the Regional Convention. However, while recognizing that it is a valuable mechanism in coordinating regional efforts on recognition in higher education, quality assurance, and enhanced networking and sharing of knowledge and good practices, Member States have not been able to commit themselves to provisions included in the proposed revised text of the Regional Convention. Current regional implementation mechanisms for recognition of qualifications in higher education are mostly bilateral in nature. Since several countries still lack the appropriate national bodies to carry out the task, the need for recognition of higher education diplomas, studies and degrees has become even more pronounced in view of the current regional context.

12. To support policy and practice recognition-related fields, UNESCO has been developing a *Regional Higher Education Policy Framework and Resource Pack* to be finalized in 2015. It aims to provide conceptual clarification with regard to higher education and quality assurance in the context of the Arab countries, with emphasis on the overall linkages between different higher education components. The issue of recognition of qualifications in higher education is addressed both in the conceptual part, as well as in the Resource Pack, through comparisons of existing regional conventions and recommendations, and implementation mechanisms to ensure that these instruments help enhance higher education quality. The Framework and Resource Pack also provide information on promising practices and is a starting point to identify and discuss new trends, challenges and obstacles towards enhancing the quality of higher education in the region.

13. UNESCO's work in this region also includes supporting Member States to establish national information centres on recognition and providing training on recognition principles, procedures and practices. Furthermore, UNESCO contributes to relevant regional initiatives in focusing on the recognition of refugees' qualifications and the harmonization of quality assurance and quality outcomes as a prerequisite for more effective and reliable recognition processes.

14. **Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific**: Adopted in 1983, the Regional Convention was ratified by 21 Member States. The Revised Regional Convention, which was adopted in Tokyo, Japan in 2011, will enter into force after five Member States of the Asia-Pacific region have expressed their

consent to be bound by it. To date, only Australia and the People's Republic of China have deposited the related ratification instrument with UNESCO.

15. The Convention Committee monitors the implementation of the 1983 Convention notably through the annual collection and analysis of reports submitted by State Parties and Non-State Parties on progress achieved and obstacles encountered. The Committee follows closely progress made at the country level regarding the ratification of the 2011 Revised Regional Convention and helps to raise awareness of Member States on the importance of establishing a common academic infrastructure to support the implementation of the 1983 Regional Convention. Moreover, the Committee examines and adopts tools to support Member States' implementation and serves as a platform for sharing information on policies and good practices relevant to the recognition of qualifications in higher education such as the development of national qualifications frameworks, subject benchmarks or programme specifications and quality assurance.

16. The Convention Committee acknowledges that, with the growing cross-border mobility of students in the Asia and the Pacific region, a fair process is needed to evaluate foreign credentials in a consistent manner. Recognizing the substantial diversity that exists within the region, Parties and Non-Parties to the 1983 Convention work together to advance the implementation of the norms and principles embodied in the text. To facilitate this process, quality tools have been developed to support cross-border mobility of students across the region. The latest such tool, which was discussed and adopted at the 2014 Convention Committee meeting (Colombo, Sri Lanka, August 2014), is the *Guidelines for the Establishment of National Information Centres*. Other regional tools under consideration include guidelines on national qualifications frameworks; guidelines for developing national subject-specific quality standards; guidelines on study programme development; or guidelines on credit transfer and accumulation systems.

17. The **Convention on the Recognition of Qualifications concerning Higher Education in the European Region** (Lisbon Recognition Convention) was adopted in 1997. To date, 53 Member States have ratified the Convention, thus achieving almost full regional coverage.

18. UNESCO is co-secretariat of the Lisbon Recognition Convention (LRC) together with the Council of Europe and supports the work of the Convention Committee. Concretely, this collaboration helped finalize a subsidiary text on the use of qualifications frameworks for recognition purposes, which was subsequently adopted by the LRC Committee in June 2013. For the period 2013-2015, the LRC Committee decided to focus on reviewing the subsidiary text on recommendation on the recognition of joint degree, and on monitoring the implementation of the LRC through a survey built around specific provisions in the Convention.

19. Together with the Council of Europe, UNESCO is also co-secretariat of the European Network of Information Centres (ENIC) in the European region, while the European Commission is secretariat to the National Academic Recognition Information Centres in the European Union (NARIC). The ENIC-NARIC network comprises information centres of all States Parties to the Lisbon Convention and is an essential implementation tool to the LRC. These centres are generally responsible for providing opinions and information on documents of higher education obtained abroad, information on recognition procedures and the higher education system, and assisting applicants seeking recognition of higher education qualifications. UNESCO supports the work of the ENIC-NARIC networks, in particular the organization of their joint annual meetings, development of tools, as well as interregional cooperation in the field of recognition. With support from UNESCO, a new section entitled "UNESCO Regions" was included in the new ENIC-NARIC website launched in 2014.

20. The **Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean** was adopted in 1974, and to date, it has been ratified by 19 Member States. The Regional Convention represents a step forward towards the gradual harmonization of education systems in the region. Its implementation was hindered by issues, such as provisions regarding recognition for professional purposes, the lack of specific

terminology in assessing qualifications, and differences in evaluating skills and competences developed outside higher education institutions.

21. The level of ratification may be considered as an indication of regional Member States' interest for a supranational normative instrument on recognition in higher education. Most countries in the region favour bilateral agreements, though not all countries have signed agreements on the mutual recognition of academic qualifications with each other. In this regard, the Convention Committee worked to find common solutions to these issues and to foster further ratifications, and subsequently drafted a revised convention at its 12th Ordinary Meeting in El Salvador in 2006.

22. The International Institute for Higher Education in Latin America and the Caribbean (IESALC) is the Secretariat to the Regional Recognition Convention for Latin America and the Caribbean. The Institute has put in place a strategy to collaborate closely with governments of the region to solicit their input and support for the future development of the Regional Convention, which includes a roadmap to update this policy instrument. It has also conducted a survey of recognition mechanisms adopted by governments in the region, and as of October 2014, 31 countries have contributed to the survey. The data will serve to generate a database of reliable information to enable academic users access information on various internationalization processes, including on the variety of mechanisms used.

23. In acknowledging the importance of the internationalization of higher education in Latin America and the Caribbean, the Brazilian Government, in close collaboration with UNESCO, will host a high-level meeting of Education Ministers from Latin America and the Caribbean on the recognition of qualifications in higher education, foreseen to take place in the second half of 2015.

Future monitoring of the 1993 Recommendation

24. UNESCO will continue to support networking and the sharing of knowledge and good practices across regions. The Organization will also further develop the Portal on Recognized Higher Education Institutions and support the revisions of the regional conventions for Latin America and the Caribbean and the Arab States in a timely and appropriate manner. As the only existing normative instrument with a global coverage, the 1993 Recommendation is the sole instrument connecting all regions and serving all Member States. UNESCO will continue to monitor it as a priority via the six regional conventions on recognition in higher education. The revised conventions will serve as interregional instruments to support the global mobility of students and graduates in addition to the 1993 Recommendation. UNESCO will continue to encourage Member States to re-assess and reconfirm their commitment to fair recognition in higher education through ratification of these revised conventions.

Action expected of the Executive Board

25. In light of the above, the Executive Board may wish to consider the following decision:

The Executive Board,

1. Having examined document 196 EX/19 Part III,

2. Invites the Director-General to transmit document 196 EX/19 Part III to the 38th session of the General Conference along with the comments of the Executive Board thereon;

3. Recommends that the General Conference adopt the following draft resolution:

The General Conference,

1. Recalling that at its 27th session (Paris, 1993) it adopted the Recommendation on the Recognition of Studies and qualifications in Higher Education,

2. Recalling that at its 34th session (Paris, 2007) it identified the Recommendation on the Recognition of Studies and Qualifications in Higher Education as a priority to be monitored by the UNESCO Secretariat (34 C/Resolution 87),

3. Also recalling 36 C/Resolution 12,

4. Further recalling 186 EX/Decision 19 (III) and 187 EX/Decision 20 (II),

5. Takes note of the report on the implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education;

6. Welcomes the progress made in the revision of the regional conventions on recognition in higher education;

7. Invites all Member States to strengthen their efforts to ensure the full and comprehensive implementation of the 1993 Recommendation;

8. Invites the Director-General to:

    (a) continue to promote the development of successful infrastructure for implementation of the 1993 Recommendation through the six conventions on recognition in higher education;

    (b) provide technical support to Member States to facilitate recognition across all regions; and

    (c) continue monitoring as a priority the 1993 Recommendation, particularly in the context of the revisions to the regional conventions on recognition in higher education.

Item **19** of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART IV

APPLICATION OF THE 2003 RECOMMENDATION CONCERNING THE PROMOTION AND USE OF MULTILINGUALISM AND UNIVERSAL ACCESS TO CYBERSPACE

SUMMARY

In accordance with the procedures adopted in 2007 for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided (177 EX/Decision 35 (I)), the Executive Board has adopted a multi-stage procedure for the monitoring of the implementation of these standard-setting instruments, including the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003).

Pursuant to 36 C/Resolution 58 and in compliance with the timetable for 2014-2017 of work of the Committee on Conventions and Recommendations on the implementation of these standard-setting instruments (195 EX/Decision 15), the Director-General submits to the 196th session of the Executive Board the third consolidated report on the implementation of this Recommendation prepared on the basis of the information collected from Member States, before its transmission to the 38th session of the General Conference.

No financial and administrative implications are anticipated from the proposed decision.

Action expected of the Executive Board: proposed decision in paragraph 31.

BACKGROUND

1. The Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace was adopted on 15 October 2003 by the General Conference at its 32nd session. At its 33rd session, in October 2005, the General Conference, requested each Member State to prepare and submit to the Secretariat a first report on such measures by January 2007, and subsequently once every four years with effect from that date (33 C/Resolution 54).

2. Two consolidated reports have already been submitted to the General Conference at its 34th and 36th sessions. It should be recalled in this connection that the submission by Member States of reports on the action taken by them upon the recommendations adopted by the General Conference is provided for under Article VIII of the Constitution, as well as under 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. Furthermore, the Executive Board adopted, at its 177th session, a multi-stage procedure for the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, including this 2003 Recommendation (177 EX/Decision 35 (I)). In compliance with the timetable for 2014-2017 of work of the Committee on Conventions and Recommendations on the implementation of these standard-setting instruments for whose monitoring the Board is responsible (195 EX/Decision 15), this third consolidated report is submitted to the present session of the Executive Board, before its transmission to the 38th session of the General Conference.

THIRD CONSOLIDATED REPORT

3. Following the adoption of 36 C/resolution 58, the Director-General, by a letter dated 9 June 2014 (ref. CL/4059), invited all Member States to transmit to the Organization their reports on the implementation of the Recommendation by 10 December 2014. By a letter to all National Commissions for UNESCO, dated 16 October 2014 (ref. CI/INF/UAP/IKB/rp/14/261), the Deputy Director-General also encouraged Member States to prepare and submit to the Organization their reports by the fixed deadline.

4. Some responses have been received after this deadline and as at 31 January 2015 the Secretariat has received in total 21 reports from the following Member States: Algeria, Belgium, Bulgaria, Burundi, Central African Republic, Egypt, Finland, Germany, Hungary, Iraq, Japan, Jordan, Lithuania, Mexico, Monaco, Mongolia, Nigeria, Romania, Slovakia, Spain and Sweden.

Elements for reporting on the specific provisions of the Recommendation

Development of multilingual content and systems

5. The majority of the Member States, which submitted reports for the reporting period, had taken concrete measures to support the preservation, access and utilization of lesser-used, national and foreign languages online and offline by integrating new forms and functions of ICTs and media (Belgium, Burundi, Central African Republic, Egypt, Germany, Hungary, Iraq, Japan, Jordan, Lithuania, Mexico, Monaco, Nigeria, Romania, Slovakia, Spain and Sweden).

6. Many countries have established institutional infrastructures with clearly defined responsibilities, allocated human and financial resources for the implementation of the normative instruments and technical standards. These actions include promotion of linguistic diversity through ICTs and media such as Public Service Broadcasting (PSB) in Belgium, Bulgaria, Germany, Hungary, Nigeria, Romania, Slovakia, Spain and Sweden. The legal actions are also in compliance with the normative instruments also established by the European Union (EU), International Telecommunication Union (ITU) and technical standards set by the International Organization for Standardization (ISO) and the Internet Corporation for Assigned Names and Numbers (ICANN).

7.   The reports also indicate that national actions in the subject area are closely linked to the digital agendas and ICT strategies (Belgium, Bulgaria, Germany, Jordan, Lithuania, Nigeria, Spain and Sweden). Those agendas include concrete steps towards development of information and knowledge societies. For the implementation of these agendas, Japan and Jordan have relevant legislative frameworks on electronic transaction, ICT strategy and e-content, and Lithuania prepared guidelines for language development using ICTs. Some other countries (Central African Republic, Nigeria and Spain) established clear priorities for making ICTs available and accessible in multiple languages.

8.   Number of ongoing initiatives aimed at enhancing access to information in minority languages on discrimination legislation or public information on available e-services and content. For instance, Slovakia adopted a national plan for Inclusion of Linguistic Minorities and special attention was paid in Sweden to ensure that health and medical care related data would be available in minority languages and public institutions.

9.   Concrete legal measures were taken to ensure that the online content, particularly public websites of official authorities and public institutions, are developed, content produced in compliance with the web accessibility standards in several languages and distributed in easy-to-read formats for migrant population and persons with disabilities (Germany, Lithuania and Sweden). The re-use of public information resources in digital formats is done in Finland as per Government's Resolution to improve accessibility. Egypt has adopted the e-Content Strategy to foster cooperation between public and private actors, enhance capacities of local communities to develop content and share their knowledge, build capacities and promote creation of Arabic content on the Internet.

10.   Educational programmes are produced and made available online in indigenous, minority and foreign languages for free application by teachers as a supplement to their teaching in those languages (Algeria, Nigeria, Romania, Slovakia, Spain and Sweden). Algeria developed digital map to provide citizens with visual information. Iraq worked in the area of standardization of Arab terminologies across the Arab League in scientific and educational fields. Burundi and Central African Republic have done professional training on literacy and language of instruction issues at different educational levels. Indigenous and minority languages are being taught at schools (Nigeria) and students were encouraged to learn foreign languages in order to increase linguistic competencies (Romania). Slovakia is in the process of making accessible digital versions of textbooks which will be available on the dedicated website.

11.   Few countries reported on the recent developments related to the national domain names such as ".6г " in Bulgaria, and also in Arabic (by Egypt and Jordan) domain name registrations were made under ".Masr". Legal agreements, training of experts, national consultations and methodology were listed as key elements to ensure a smooth functioning of the domain names system (Bulgaria and Jordan).

12.   Licensing conditions for the PSBs including production and programming in minority and foreign languages were done in order to place the e-content in those languages online (Belgium, Monaco, Nigeria and Sweden). Radio content exchange ensured between content producers and audience in Mexico. In Belgium, the PSBs provide their programmes in foreign languages containing open subtitles which are useful both for various language users and are accessible to persons with hearing-visual impairments. Furthermore, sign language with audio-commentary for persons with disabilities is used by the PSBs in Belgium and Slovakia.

13.   Japan reported on good practices taken to develop digital archives, database services and guides were produced to the digitalization of the paper and access to historical records. Egypt also made a significant progress in the field of documentation and preservation of local cultural heritage through ICTs. Iraq informed about its plans to establish a digital library for use archiving systems.

<u>Facilitating access to networks and services</u>

14.   Special initiatives were undertaken to increase broadband connectivity using public Internet access points in public libraries, youth stations, public authority buildings, train stations and commercial Internet access points, and technical improvements in many countries. The access to high-speed Internet is understood as a service of public interest and one of the strategic development priorities (Bulgaria, Egypt, Finland, Germany, Hungary, Jordan, Lithuania, Monaco, Mongolia and Sweden). However, some countries indicated that more investments are needed in order to achieve universal access, provide services and content in cyberspace.

15.   To facilitate access to high-speed broadband access, many countries established institutions and networks to coordinate ongoing work, prepared practical guidelines or carried out consultations with users and providers (Egypt, Germany, Hungary, Japan, Jordan, Lithuania, Monaco, Mongolia and Sweden). For instance, National Broadband Network in Jordan connects sites to the network which consists of public schools, health centres and hospitals, government entities, electrical companies' points.

16.   Few countries have operating grant schemes to promote the public access points such as libraries, public agencies, IT clubs, Technology Homes, educational institutions and other public places (Egypt, Finland, Lithuania and Sweden) to access information. In Finland and Lithuania, libraries do provide access to cultural and information sources to its citizens online irrespectively to their place of residence and financial standing. Reports indicate that broadcast stations use national languages in their programming (Belgium, Nigeria and Sweden). Furthermore, a pilot process towards digital broadcasting has started in Nigeria.

17.   Special legislative frameworks to access public and government records using common open data licenses in order to build enabling environment for transparency, open and good governance were implemented in Finland and Germany. This work was supported by normative frameworks, guiding principles and establishment of open public repositories.

18.   Educational networks, particularly created among universities, provide research services to the government agencies, cultural organizations such as museums and archives (Bulgaria, Slovakia and Sweden). Educational cloud services consisting of digital educational resources and applications supported by a large consortium were launched in Finland. Central African Republic acknowledged that technical terminology is still an issue for scientific community.

19.   Regional information platform was built in Japan to offer more e-services to the residents through the systems of the different local governments. In countries like Hungary, the law obliges the public sector to offer online access to relevant information and services provided by public institutions and regular evaluations are carried out of public institutions' websites in Lithuania. Consequently, number of new web portals, websites and electronic registers were established, maintained and systematically evaluated.

20.   In order to ensure a literate application of information, media content, ICTs and building trust in ICT and Internet, several countries, as a part of their digital policy frameworks, introduced Media and Information Literacy (MIL) in national programmes and projects (Algeria, Belgium, Bulgaria, Egypt, Finland, Germany, Japan and Romania). For instance, for the implementation of the digital agenda, Germany has taken concrete efforts to integrate the media and information literacy and build capacities of social, charitable organizations within the context of specific projects targeting local communities and young people.

21.   Special institutional, legal and cooperation mechanisms were set to ensure child protection on the web 2.0 era and projects related to ethical, creative and responsible use of the Internet and ICTs in Belgium, Egypt, Germany, Jordan and Lithuania. Research projects targeting youth on radicalization and their involvement in anti-democratic movements and hate speech campaigns were carried out in Sweden with an aim to teach youth to be conscious information and media

users. MIL-related teaching materials were produced for teachers, students and librarians as well as institutional networks such as libraries and media associations are actively involved. Some other countries introduced special initiatives encouraging elderly persons, youth and women and girls to use Internet resources (Belgium, Egypt and Japan).

22.   Some countries (Finland, Hungary, Japan and Romania) are currently revising their national core curriculum which will include ICT literacy, along with MIL in the context of e-skills required both for teachers and students. Algeria, Egypt, Japan, Lithuania and Mexico through community centres, telecentres, libraries, IT clubs, technical laboratories and Technology Homes increase ICT and digital literacy and provide access to educational materials, particularly to rural and disadvantaged communities. Central African Republic promotes multilingualism through specific literacy programmes for adults and non-formal education for youth, using radios and television facilities for distribution. Belgium, Egypt, Germany, Japan, Mongolia, Romania and Sweden provide public information online in compliance to the web accessibility standards, particularly for users with disabilities and using open solutions.

Development of public domain content

23.   Public websites provide more and more information on key policies, programmes and initiatives to the citizens in various languages (Belgium, Germany, Mongolia and Nigeria). Countries such as Nigeria produces more content in major indigenous languages which are made accessible on satellite television in order to project national cultural heritage, values and contribute to socio-economic development. In Belgium, Flemish community, a baseline measurement was carried out on media intelligence with an aim to provide more practical support, access to all sorts of information as new services for end users. Sweden established Open Archives which contain entire programmes in the national minority languages which could be easily used by the public users including teaching purposes. National Library in Jordan had made a large number of documents available on the public website in the line with the government's efforts to establish open and transparent society.

24.   In many countries, efforts are ongoing to ensure the digitization of records in order to ensure security, accessibility and creation of conducive learning environment through online repositories (Algeria, Egypt, Germany, Japan, Nigeria, Spain and Sweden). Furthermore, for instance, Japan adopted the Public Records and Archives Management Act, developed search database of the documents and records in its collections and provided access to digital images of historical public documents and records. The web digitization process of print media has begun in Nigeria with an aim to provide access to information on the Internet and preserve programmes in digital forms. In order to facilitate access to cultural and scientific content in digital form, Hungary has extended several public online repositories, including archive of the national broadcasters of films and video content. Spain and Mexico reported on the implementation of the projects using digital technological for educational purposes, sharing quality content and establishing networks among artists, writers and academics.

25.   Bulgaria introduced a Public Information Access Act including open data matters. Jordan worked towards the development of a platform for hosting the open data for the public use. Egypt and Lithuania have initiated Open Data projects in order to make data publicly available and visible, enhance transparency and improve accountability as well as citizens' participation. Romania has initiated a special Initiative Open Government Partnership for dialogues between government and citizens on providing free access to public documents.

Reaffirming the equitable balance between the interest of rights-holders and the public interest

26.   Some countries reported on comprehensive reforms on copyright laws adaptation to the technological progress. More specifically, concrete provisions were done in Finland, Germany, Hungary, Japan, Lithuania, Monaco and Spain by both revising the legal framework and initiating a strategic dialogue with relevant actors to ensure that all publicly-funded information such as

scientific data would be accessible to all users in open standards and ensure a balance between the protection of copyright and the public interest rights. Information and memory institutions such as libraries, archives and even public service providers digitized records and made them accessible (Finland, Sweden). Hungary and Japan conducted research studies on copyright in cyberspace and a system has been developed and concrete policy revisions done to facilitate the use of copyrighted works in terms of digitization and networking purposes as well as of preserving the interests of rights-holders and promoting cultural diversity. Burundi and Jordan acknowledged that much more is required in the areas of strategizing, capacity-building and research and development in support to the application of existing copyright and other related laws.

27.   Some countries reported that no major changes have occurred in the national copyright legislation or its adaptation to cyberspace, but references are made to certain provisions concerning extended collective licenses for libraries and archives to use works in digital forms. Some exceptions were also approved for people with disabilities (Finland, Hungary, Lithuania and Sweden). Hungary adopted the National Strategy on the protection of intellectual property by putting emphasis on development of legal online services and introduction of new open access related licenses. Slovakia is about to establish a centre to report illegal contents and activities on the Internet and Egypt adopted National Free and Open Source Software Strategy. Burundi also pointed out the intention to establish an institution which would be responsible primarily for the copyright issues. Several countries informed about their interest and ongoing research work on issues related to the Internet safety, Internet privacy and other technological and socials aspects, including Free and Open Source Software (FOSS) (Germany and Mongolia).

CONCLUSION

28.   The importance of the system of reports exercise concerning the implementation of this Recommendation is yet to be fully taken into account by Member States. The low number of contributions indicates that instead of an increased interest and commitment, there is a noticeable regression in reporting compared to the first consolidated report, for which the Secretariat had received 32 responses from Member States in 2007, then 24 in 2011 and only 21 in 2015. In addition, the guidelines provided by the UNESCO Secretariat for the reporting purposes have been used only by a limited number of countries which complicates the analytical phase and limits possibility for the elaboration of a comprehensive corporate response by UNESCO.

29.   It is imperative to underscore again that for the reporting mechanisms to be effective, it is indispensable to have the number of Member States participating in the reporting process significantly increased.

30.   According to the reports submitted by Member States, some progress has been achieved and certain challenges were observed as follows:

(a)   The need to ensure that Internet remains open, free, diverse and safe for its users and the necessity to further encourage innovation, freedom of expression, universal access to information and participation have been emphasized in most of the Member States' reports. Therefore, it is important to develop appropriate technologies together with the promotion of universal values in cyberspace through Internet governance, development of relevant policies and resources on security, information ethics, access and privacy-related issues, and building capacities in terms of media and information literacy, market regulation and build competencies.

(b)   Recent developments in broadband connectivity at national level not only improved existing infrastructures, but also supported education, information and knowledge sharing, e-business and research sectors. The high-speed Internet is understood as a global good and service of a public interest as well as a key determinant of sustainable development. It is therefore crucial to apply an intersectoral and holistic approach for

the development of policies, legislation and partnerships mechanisms where linguistic diversity and multilingualism in cyberspace are of equal significance as other prerequisites.

(c)   Open access strategies and solutions were introduced at national level to facilitate access, digitization, publishing, funding and dissemination of digital information, particularly scientific and public domain information. However, it is not always evident that those online portals, repositories, tools, guidelines and developed solutions take fully into consideration the multilingual aspect. Open access to multilingual information, particular scientific data and research, is a key to the implementation of sustainable development goals as it directly tackles key global contemporary challenges.

(d)   Public service broadcasting continues to be a key information provider in lesser-used and minority languages. Affordable costs and high-speed access to Internet significantly facilitated local and user-generated content dissemination and utilization. It is therefore important to adapt PSB-related practices, structures and resources to the opportunities provided by ICTs and media in digital era.

(e)   Recent technological developments have a direct impact on the intellectual copyright legal mechanisms which needs to be periodically revised and amended in order to make them fully compatible and relevant to digital societies.

(f)   Although tangible improvements were reported to strengthen access to information on the Internet, globally the Internet services in many Member States remained costly, limited in availability and in speed, in particular as concerns remote areas. Consequently, a full range of public services on the Internet were mainly provided to a limited number of the population.

(g)   Often, challenges reported are directly linked to organizational, sociological, and financial aspects. Despite the fact that the majority of Member States have appropriate legal mechanism and institutional network established at national level, a significant number of projects and initiatives could not be implemented due to severe budgetary cuts, low connectivity and lack of appropriate infrastructure.

PROPOSED DRAFT DECISION

31.   After examining this document, the Executive Board may wish to adopt the following decision:

The Executive Board,

1.   Recalling 33 C/Resolution 54, 34 C/Resolution 49 and 36 C/Resolution 58,

2.   Having examined document 196 EX/19 Part IV and the report of the Committee on Conventions and Recommendations thereon,

3.   Takes note that only 21 Member States submitted reports for this third consultation, which represents a decrease in the responsiveness by Member States;

4.   Recalls that the submission by Member States of periodic reports concerning the implementation of the recommendations adopted by the General Conference is an obligation 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>Reaffirms</u> the importance of this Recommendation and its implementation by Member States;

6. <u>Recommends</u> that the General Conference urge those Member States which have not taken measures to implement the Recommendation to do so;

7. <u>Invites</u> the Director-General to transmit to the General Conference at its 38th session the third consolidated report on the measures taken by Member States to implement this Recommendation, together with its observations and any observations or comments that the Director-General may wish to make.