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Educational, Scientific and
Cultural Organization

Executive Board

Hundred and eighty-sixth session

186 EX/19

Part I

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Item 19 of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART I

MONITORING

SUMMARY

In accordance with paragraph 4 of 185 EX/Decision 23 (I), this document contains an overall report on the three conventions and 11 recommendations of UNESCO that the Committee on Conventions and Recommendations (CR) is required to monitor, in particular on the status of ratification of the conventions and on the measures taken by the Secretariat in application of the new procedures on the monitoring of the implementation of these instruments.

This item has no financial or administrative implications.

Action expected of the Executive Board: proposed decision in paragraph 35.

1. In 185 EX/Decision 23 (I), the Executive Board requested the Director-General to ensure the implementation of the new legal framework adopted at its 177th session on the implementation of the three conventions and 11 recommendations on conventions for whose monitoring the CR Committee was responsible (177 EX/Decision 35, Parts I and II).

2. This document contains, following a brief report on the status of ratification of the three conventions and the 1962 Protocol, an assessment of the measures taken by the Secretariat in application of the new procedures for monitoring the implementation of these instruments.

Status of ratification of the 1960, 1970 and 1989 conventions

3. The 1960 Convention against Discrimination in Education has been ratified by 96 States, the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property by 120 countries, and the 1989 Convention on Technical and Vocational Education by 17 States.

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

Conventions	Number of ratifications per electoral group (percentage of ratifications within each electoral group)					
	Group I	Group II	Group III	Group IV	Group V(a)	Group V(b)
1960 Convention ²	15 (55.55%)	22 (88%)	18 (54.54%)	11 (25%)	20 (43.48%)	10 (55.55%)
1970 Convention	19 (70.37%)	24 (96%)	23 (69.70%)	18 (40.90%)	22 (47.83%)	14 (77.77%)
1989 Convention	0 (0%)	3 (12%)	0 (0%)	3 (6.81%)	5 (10.87%)	6 (33.33%)

Specific measures adopted by the Secretariat to apply the new procedures on the monitoring of the implementation of UNESCO conventions and recommendations for whose monitoring the Board is responsible

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

5. A ratification campaign on the Convention is being conducted in order to encourage States that are not yet parties to it to take necessary measures for acceding to it. The process of organizing the 8th consultation will be initiated on the basis of draft guidelines that will be adopted at the present session of the Board (see document 186 EX/19 Part II). Technical assistance will be provided to Member States upon request for the preparation of the reports. In order to ensure complementarities with the work of the United Nations human rights treaty bodies, Member States are encouraged, while preparing reports, to integrate elements which are common, as regards information they provide to the treaty bodies in the field of the right to education.

6. Moreover, a publication on practical examples in the field of non-discrimination and the right to education was published within the framework of the follow-up to the 7th consultation. These practical examples, extracted from state reports submitted to UNESCO for the 7th consultation (covering the period 2000-2005), were furnished in the course of implementing the Convention and the Recommendation. This publication will serve as an essential tool for information-sharing on concrete actions taken at national level within the framework of UNESCO's normative action and the realization of the right to education in the context of Education for All. A database on the right to education is under development. It will contain information regarding ratification and reporting status, domestic legal framework (constitutional, legislative and administrative) as well as educational policies and case law.

7. In addition, the Secretariat has been undertaking different activities within the framework of the 50th anniversary of the Convention, among which, the organization of a special Day dedicated

¹ http://portal.unesco.org/en/ev.php-URL_ID=46874&URL_DO=DO_TOPIC&URL_SECTION=201.html

² The 1962 Protocol instituting a Conciliation and Good Offices Commission to be Responsible for seeking the Settlement of any Disputes which may arise between States Parties to the Convention against Discrimination in Education has been ratified by 33 States, distributed among the electoral groups as follows: Group I: 12 (44.44%); Group II: 0 (0%); Group III: 7 (21.21%); Group IV: 4 (9.09%); Group V(a): 6 (13.04%); Group V(b): 4 (22.22%). To date, the Commission has never been called upon to use its good offices or exercise its conciliatory functions. In March 2011, the Secretariat will call for nominations from States Parties to the Protocol for the election of six members of the Commission at the 36th session of the General Conference. For more information on the Commission: http://portal.unesco.org/en/ev.php-URL_ID=23762&URL_DO=DO_TOPIC&URL_SECTION=201.html

to the right to education for all children in cooperation with the NGO-UNESCO Liaison Committee, and the dissemination, on several occasions, of various documents on the Convention and Recommendation.³ A seminar on “50 years of combating discrimination in education” was also organized, with the participation of the United Nations Special Rapporteur on the Right to Education, Mr Kishore Singh, and a member of the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education, Professor Pierre Michel Eisemann.

8. Monitoring is reinforced within the framework of UNESCO's collaboration with the United Nations system. For this purpose, UNESCO has already been sharing with the human rights treaty bodies the reports submitted to the Organization on the implementation of the Convention, along with in-house information and data, so that they draw upon these in the constructive dialogue they maintain with States. While examining country reports, the treaty bodies, notably CESCR and CRC (Committee on the Rights of the Child), recommend to States to also ratify the Convention against Discrimination in Education. Cooperation is also being reinforced in view of the commonality of the principles of non-discrimination and equality of opportunity in education. The Concluding Observations adopted also relate to ensuring equality of opportunity in education.

- **1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (CLT)**

9. The next submission of reports by States on the implementation of the Convention is scheduled for autumn 2011, at the 36th session of the General Conference. Therefore, in order to conduct the assessment and in order for the results to be examined beforehand by the Board at its 187th session, the Secretariat has sent to ministers responsible for relations with UNESCO (with copies to the Delegations and National Commissions) a letter dated 4 August 2010 requesting that they provide their report by 31 January 2011 at the latest and ensure that their answers follow the guidelines adopted by the Executive Board at its 184th session.

10. To date, reports have been received from the following 11 States: Canada, China, Colombia, Finland, Jordan, Lithuania, Monaco, Romania, Saudi Arabia, Sweden and the former Yugoslav Republic of Macedonia.

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

11. In the framework of the new UNESCO Strategy for Technical and Vocational Education and Training, it has been agreed that the Education Sector will commission an independent study on the impact of the instruments, examining in particular why only 17 Member States have ratified the Convention. Based on this study, the Organization will choose to update the Recommendation, decide on the future of the Convention, or prepare a new normative instrument on skills and competencies across the education and training sector (see 182 EX/INF.5, paragraph 16).

12. In view of this, the Secretariat has decided to postpone examination of draft guidelines relating to the instruments and has commissioned an independent study as described above. The evaluation may use a number of methods, including analysis of relevant literature and surveys among Member States. There have been big delays in the survey as the Consultants Bureau is running due to low responses from Member States. A draft report is expected for the end of March 2011.

³ Commentary on the Convention against Discrimination in Education; Significance of the Convention against Discrimination in Education; <http://unesdoc.unesco.org/images/0014/001412/141286e.pdf>
 – Ten Reasons why the Convention against Discrimination in Education is highly significant; Comparative Analysis between UNESCO Convention against Discrimination in Education and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights; <http://unesdoc.unesco.org/images/0015/001537/153765e.pdf>
 – The Right to Primary Education Free of Charge for All: ensuring compliance with international obligations. <http://unesdoc.unesco.org/images/0015/001591/159168m.pdf>

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

13. (See paragraphs 5 to 8 above.)

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

14. Monitoring of the Application of these Recommendations was enhanced:

- The 10th session report of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART), which was published in English, French and Spanish, was widely disseminated to delegations, National Commissions, partners and stakeholders;
- Studies are being prepared on: Academic Freedom and Institutional Autonomy, Gender Issues, Professionalization of Teachers and Recruitment/Retention of Teachers, Teacher Policy Development;
- Further review by the CEART of existing cases as well as processing of a new allegation.

15. Awareness of the Recommendations was increased: World Teachers' Day (held annually on 5 October to commemorate the signing in UNESCO of the 1966 Recommendation) was successfully celebrated. A ceremony in Paris was organized. Other promotional activities to celebrate teachers in line with the Recommendations include: a fence exhibition, wide diffusion of communication materials such as invitations, posters, press releases, development of a virtual exhibition, animation of website, preparation of films, reports, and monitoring of worldwide activities through Field offices and teachers' organizations.

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

16. UNESCO has been closely associated with the evaluation process of the first phase (2005-2009) focusing on primary and secondary levels. The 4th consultation on the Implementation of the Recommendation was organized in 2008-2009 in conjunction with the first phase of the World Programme for Human Rights Education (WPHRE). The results (35 C/INF.23) were submitted to the Office of the United Nations High Commissioner for Human Rights (OHCHR) to inform the evaluation process and some of the findings were incorporated in its report. The results have been submitted to the General Assembly at its 65th session.

17. UNESCO actively contributed to the elaboration of a Plan of Action of the Second Phase (2010-2014) of the WPHRE led by OHCHR. While the first phase focused on primary and secondary school systems, the ongoing second phase has adopted new focuses: teacher education, higher education, civil servants, law enforcement offices and military. The Plan of Action was adopted at the 15th session of the Human Rights Council in September 2010 and available in six United Nations languages. The Plan suggests concrete measures to be taken by Member States and concerned institutions to integrate human rights education in higher education and in training programmes for civil servants, law enforcement officials and the military.

18. UNESCO has engaged in the process of the development of practical guidelines on competencies related to education for a sustainable world and UNESCO's core values such as human rights, peace and tolerance. The preparation of the 3rd collection of UNESCO Associated Schools Project Network (ASPnet) Good Practices for Quality Education: Intercultural Dialogue is well under way.

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

19. Following consultation of the World Commission on the Ethics of Scientific Knowledge and Technology (COMEST), Member States will soon be called upon to report on their action within the scope of the Recommendation and their views on its current relevance and the monitoring that it requires.

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

20. The following measures were undertaken:

- (a) Plan prepared to initiate the review and update of the Recommendation, including preparation of a report on monitoring, due for the 187th session of the Board. The *Belém Framework for Action* adopted by Member States in 2009 under the title “Harnessing the power and potential of adult learning and education for a viable future” supplies the legal framework for future monitoring.
- (b) Draft Monitoring Matrix and Monitoring Strategy for the *Belém Framework for Action* presented for feedback to a broad constituency of international stakeholders via an email/online consultation forum in October and November in three languages reaching more than 300 experts from all regions. Results will be used in developing new guidelines for the next consultation.
- (c) Capacities in establishing lifelong learning systems in 10 Member States developed by training 20 participants (policy-makers and leading researchers from Cambodia, Ethiopia, Kenya, Lao People’s Democratic Republic, Malaysia, Namibia, Rwanda, United Republic of Tanzania, Thailand and Viet Nam through a pilot workshop at the UNESCO Institute for Lifelong Learning (UIL), 22 November to 3 December 2010). Main outcomes were draft national plans for shifting to a lifelong learning education system for each of the participating countries.
- (d) All CONFINTEA-related documents made available on the CONFINTEA website.
- (e) All CONFINTEA-related information and news disseminated via the CONFINTEA website and through UIL’s regular newsletter. CONFINTEA follow-up news bulletin produced on the basis of information forwarded to UIL from Member States.

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

21. The global consultation of all Member States on the proposed revisions to the International Standard Classification of Education (ISCED 1997) was undertaken between June and October 2010. In total more than 110 responses were received representing more than 80 countries. The feedback was largely supportive of the proposals. The Editorial Group of the ISCED Technical Advisory Panel (TAP) met in Luxembourg on 16-17 December to revise the draft text in the light of comments and suggestions received. The full TAP will meet in Bonn (Germany) on 10-11 February to resolve any outstanding issues and approve the final recommendations.

22. The ISCED text together with a detailed glossary will be finalized by the UIS following the TAP meeting and is expected to be ready in English in April. It will be submitted to the 187th session of the Board and, if approved, to the 36th session of the General Conference thereafter.

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

23. The World Congress on the Implementation of the Status of the Artist (Paris, 20 June 1997) called upon UNESCO to set up a monitoring mechanism on the implementation of the

Recommendation worldwide. In 2003, UNESCO created the online World Observatory on the status of the artist as a platform to share information on measures taken by Member States to improve the social and economic status of artists and, in doing so, contribute to the monitoring of the Recommendation.

24. In accordance with the multi-stage procedure, the Secretariat collected information from Member States, National Commissions and non-governmental organizations (NGOs) on the implementation of the Recommendation through a questionnaire. The responses provided by Member States are available on the World Observatory platform – as is the questionnaire – in English, French and Spanish.

25. A consolidated report on the implementation of the Recommendation will be prepared by the Secretariat on the basis of the Member States' responses to the questionnaire and will be submitted to the 187th session of the Board. The Board will transmit this report to the 36th session of the General Conference, together with its observations or comments and any that the Director-General may make, following their consolidation by the Board.

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

26. Since 1975, UNESCO has initiated six regional conventions on mutual recognition of degrees, diplomas and studies in Latin America and the Caribbean (1975), in the Mediterranean States (1976), the Arab States (1978), Europe (1979), Africa (1981), Asia and the Pacific (1983). At present, more than 130 countries have ratified one or more of the six regional conventions. In 2010, UNESCO has sought to strengthen the links between these instruments and their reflection in national legislation and practices while continuing to report on the Recommendation.

27. Furthermore UNESCO is supporting the revision process of two of these Conventions – the Arusha Convention for the Africa Region and the Convention for the Asia and Pacific Region. These texts have been developed by the drafting groups of the regional committees of these conventions and will be submitted for consideration and adoption by intergovernmental conferences. In addition, UNESCO is supporting the other three regional conventions. Furthermore, interregional support for identifying areas of cooperation between the intergovernmental committees of the five regional and one interregional conventions on the recognition of qualifications in higher education is another key priority.

28. Within the framework of monitoring the Recommendation and in a view to forge interregional bridges, UNESCO convened in June 2010 a gathering of representatives from four other regional conventions at UNESCO Headquarters. In addition, UNESCO is currently pursuing the legal procedures necessary to establish UNESCO and the African Union as joint depositories of the Arusha Convention, along the model of the co-secretariat of the Lisbon Recognition Convention by UNESCO and the Council of Europe. We are also facilitating cross-regional consultation on the text of the Arusha Convention, which has been shared and commented on by members of the LRC bureau and WG for global dimension of recognition.

29. Moreover, support is given to UNESCO-BREDA and UNESCO-Bangkok in organizing intergovernmental conferences in Asia and the Pacific and in Africa for revised recognition conventions.

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

30. (See paragraphs 11 to 12 above.)

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

31. UNESCO, in cooperation with the World Network for Linguistic Diversity (MAAYA) and other partners, is currently preparing a document on the elaboration of indicators of linguistic diversity on the Internet.

32. Furthermore, UNESCO has commissioned a study on public service broadcasting and languages. The study will provide an overview and a critical assessment of existing and current research studies, policies, methodologies, practices and tools applied around the world on the inclusion of languages previously not used by public service media from five selected countries (Canada, India, Jamaica, Lebanon and South Africa). The outcomes of the study will be used for the revision of the document “Language Vitality Index” developed by UNESCO in 2003.

33. Moreover, UNESCO and the Internet Corporation for Assigned Names and Numbers (ICANN) signed a Letter of Intent (16 September 2010 at the Internet Governance Forum 2010). The main objective of this joint effort for UNESCO is to assist its Member States by creating IDN ccTLD (internationalized country code top-level domain) Cyrillic country names/abbreviations reference table for countries whose official languages are based on Cyrillic script.

34. The Secretariat also prepared the second consolidated report on the measures taken by Member States to implement the Recommendation. This second consolidated report is presented at the present session of the Board (see document 186 EX/19 Part IV).

Action expected of the Executive Board

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

The Executive Board,

1. Recalling 15 C/Resolution 12.2, 23 C/Resolution 29.1, 165 EX/Decision 6.2, 32 C/Resolution 77, 170 EX/Decision 6.2, 171 EX/Decision 27, 174 EX/Decision 21, 175 EX/Decision 28, 176 EX/Decision 33, 177 EX/Decision 35 (I and II), 34 C/Resolution 87, 180 EX/Decision 31, 181 EX/Decision 27, 182 EX/Decision 31, 184 EX/Decision 20 and 185 EX/Decision 23 (I) relating to the first aspect of the terms of reference of the Committee on Conventions and Recommendations (CR), which concerns the implementation of UNESCO’s standard-setting instruments,
2. Having examined document 186 EX/19 Part I and the report of the Committee on Conventions and Recommendations thereon (186 EX/..),
3. Urges Member States once again to fulfil their legal obligations under Article VIII of the Constitution of UNESCO regarding periodic reports on the action taken on conventions and recommendations;
4. Requests the Director-General to ensure the implementation of the new legal framework by the programme sectors and the UNESCO Institute of Statistics (UIS), which have responsibility for the conventions and recommendations monitored by the CR Committee;
5. Decides to continue consideration of the matter at its 187th session.



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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART I

MONITORING

CORRIGENDUM

Paragraph 10 of document 186 EX/19 Part I reads as follows:

“To date the Secretariat has received 42 reports from Member States (the list is available for consultation at the Secretariat).”



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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART II

**CONSIDERATION OF THE REVISED 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 new 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 these conventions, including the Convention and Recommendation against Discrimination in Education (1960).

In compliance with the timetable adopted by the Executive Board at its 182nd session and revised at its 184th session (182 EX/Decision 31 and 184 EX/Decision 20), draft guidelines were submitted to the Board at its 185th session in October 2010 (185 EX/23 (Part II)). By 185 EX/Decision 23 (II), the Executive Board invited its Members to submit to the Secretariat their comments on these draft guidelines by the end of 2010. This document presents revised draft guidelines based on the comments made.

After the revised draft has been adopted by the Board, the guidelines will be sent to the national authorities responsible for the preparation of reports on the implementation of these standard-setting instruments in order to assist them in providing UNESCO with information on the effective implementation of the 1960 Convention and Recommendation through measures taken at national levels.

The financial or administrative implications of the reported activities fall within the parameters of the current C/5 document.

Action expected of the Executive Board: 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. Like UNESCO’s Constitution, the Convention, which was recognized as a key pillar of Education for All (EFA) by UNESCO’s Executive Board (during its 170th session), and the Recommendation, prohibit discrimination in education “based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth”. Barring differences in wording and in legal scope inherent to the nature of these two categories of instruments, the content of the Recommendation is identical to that of the Convention.

2. Under Article VIII of the Constitution of UNESCO, Member States are required to submit a report on the legislative and administrative provisions they have adopted and on other measures taken to implement the conventions and recommendations adopted by the Organization. In accordance with the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided (177 EX/Decision 35 (I)), the frequency for submitting such reports on the implementation of the Convention and the Recommendation against Discrimination in Education is set at four-year intervals. The purpose of reporting is to illustrate the action taken to implement the instruments, the progress achieved and the difficulties encountered by Member States. The Recommendation is monitored in conjunction with the Convention. UNESCO has so far conducted seven consultations of Member States on the implementation of the Convention and the Recommendation. The seventh consultation resulted in 34 C/Resolution 13, adopted by the General Conference. The next consultation of Member States will be launched following the Board’s approval of the revised draft guidelines as annexed to this document. Subsequently, a summary of the reports received from Member States will be examined by the Executive Board at its 192nd session in autumn 2013 and by the General Conference at its 37th session.

3. In compliance with the timetable adopted by the Executive Board at its 182nd session and revised at its 184th session (182 EX/Decision 31 and 184 EX/Decision 20), the draft guidelines specifically developed for the 1960 Convention and Recommendation against Discrimination in Education on the basis of framework guidelines (177 EX/Decision 35 (II)) were already submitted to the Board at its 185th session in October 2010 (185 EX/23 (II)). By 185 EX/Decision 23 (II), the Executive Board invited its Members to submit to the Secretariat their comments on these draft guidelines by the end of 2010. Four countries answered. Three made comments (France, Germany and Romania) and one informed that it had any (Poland).

4. Member States that made comments pointed out the need to find a fine balance between the substance of the reports and the institutional capacities available for such comprehensive documents. For instance, regarding information transmitted to the United Nations treaty bodies on the endorsement of other international human rights standards, they indicated that while the ministries of education are responsible for reporting on the implementation of the 1960 Convention against Discrimination in Education, they are not coordinators in reporting on the other United Nations Conventions. In addition, the reports sent to United Nations treaty bodies are available under the Universal Human Rights Index¹ or can be requested to the Office of the High Commissioner for Human Rights. Regarding the available case law and jurisprudence, they consider that the ministry of education does not have the resources necessary for such an extensive work: research, analysis, translation, etc. Regarding figures and data concerning educational opportunities, it was suggested that the necessary information would be collected with the assistance of UIS based on the latest EFA report and thus also internationally comparable.

5. The Secretariat therefore submits to the Executive Board, for approval, the draft guidelines revised on the basis of these comments made, as well as of the debate of the Committee on Conventions and Recommendations at the last session of the Board. This is the methodology that

¹ <http://www.universalhumanrightsindex.org>

the Secretariat wishes to be recommended to the Member States to ensure that their reports include the most precise information possible on the implementation of the 1960 Convention and the Recommendation.

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 the Constitution of UNESCO 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. Recalling 177 EX/Decision 35, containing (Annex to Part I) 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 (Annex to Part II) framework guidelines,
3. Further recalling 185 EX/Decision 23 (II),
4. Having examined document 186 EX/19 Part II and the report of the Committee on Conventions and Recommendations thereon (186 EX/..),
5. Approves the revised draft guidelines for the preparation of reports by Member States on the application of the 1960 Convention and Recommendation, as annexed to document 186 EX/19 Part II;
6. Invites the Director-General to request Member States to submit to UNESCO reports on the implementation of the 1960 Convention and Recommendation against Discrimination in Education;
7. Further invites the Director-General to submit to it, at its 192nd session, a summary of the reports received from Member States 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 Board's comments thereon to the General Conference at its 37th session.

ANNEX

REVISED DRAFT GUIDELINES

(the text that differs from the draft guidelines submitted at the 185th session of the Board (185 EX/23 (II)) is indicated in bold and strike-through)

Introduction

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 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”. 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 to it 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.**

As far as practicable, it is recommended that Member States follow all points contained in this draft. In its contribution, however, the State may disregard any point on which no information is available. **Moreover, Member States which already reported to the seventh consultation are invited to refer to it when appropriate.**

The reporting period for the 8th Consultation on the implementation of the Convention and the Recommendation covers six years (2006-2011).

Even though some points are framed as questions, the document must be regarded more as a guide than as a questionnaire.

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

1. **Ratification to the Convention against Discrimination in Education²**

(a) ~~Has the Convention been ratified?~~

(a) If the Convention has not been ratified, please indicate, where applicable:

- the stage of the ratification process reached by your country (close to ratification, under way, actively under preparation, not considering ratification in the short, medium or long term);

² A 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 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

- obstacles or difficulties encountered in completing the ratification process (whether legal, political or practical) and the means of overcoming them;
- the extent to which UNESCO can assist in completing the process.

(b) ~~Please include information transmitted to the United Nations treaty bodies on the endorsement of other international human rights standards, in particular if such information is directly related to the right to education.~~ Please indicate if your country is Party to regional human rights instruments.

2. Implementation of the Convention and the Recommendation in the national legal system

(a) In case your country is a State Party to the Convention, please indicate:

- whether the Convention is directly applicable in domestic law on ratification, or has been incorporated into the national Constitution or domestic law so as to be directly applicable.
- whether the provisions of the Convention are guaranteed in the Constitution or in a basic legislative text or other national provisions.
- whether its provisions 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.
- ~~(Please illustrate on the basis of available case law and jurisprudence.)~~

(b) In case your country is not a State Party to the Convention, please indicate whether legislative measures have been taken pursuant to the Recommendation and the ways in which national education policy and programmes correspond to its provisions. (Information supplied should demonstrate how laws and practices comply with commitments under the Recommendation, ~~describing legal norms as well as the factual situation~~).

(c) What are the references, dates and aims of the principal national laws and regulations adopted in order to implement the Convention or Recommendation?

(d) The Report should cover educational laws and legislative texts adopted to prohibit discrimination in education as rooted in the historical, cultural, economic and political conditions and to promote equal educational opportunities. (The report should contain sufficient quotations, **when relevant**, from or summaries of the relevant principal constitutional, legislative and other texts, which guarantee and provide remedies in relation to the Convention and the Recommendation rights).

~~[(e) Please provide, as much as~~ **when available** ~~possible and as appropriate, figures and data concerning educational opportunities in your country (regarding literacy rate, gross enrolment ratio in primary education, secondary education in its different forms, higher education as well as drop out and completion rates, the number of participants in adult/continuing education programmes, out-of-school children of compulsory school age and trained teachers), disaggregated on the grounds of discrimination prohibited by the Convention and the Recommendation (“race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth”).] ~~It will be appreciated if data is supplied in the form of a table~~ **(It was also suggested to delete the whole paragraph)**~~

- ~~(f) If your country is a State Party to the International Covenant on Economic, Social and Cultural Rights, you may also attach information already provided to CESCR (covering the reporting period 2006-2011) with respect to the implementation of the right to education (Articles 13 and 14 of the International Covenant) or refer to the relevant parts of those reports. Similarly, you may refer to the relevant information (covering the reporting period 2006-2011) already provided to other treaty monitoring bodies, namely to the Committee on the Elimination of Racial Discrimination, to the Committee on the Elimination of Discrimination against Women, or to the Committee on the Rights of the Child.~~

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

1. Non-discrimination in education

- (a) Please indicate the extent to which discrimination in education based on grounds specified in the Convention/Recommendation is outlawed in your country.
- ~~(b) Please furnish information on the means employed to ensure equality of treatment in education.~~
- (b) Please describe the measures adopted in order to eliminate and prevent discrimination within the meaning of the Convention/Recommendation, including non-discrimination in the admission of pupils to educational institutions, and non-differential treatment, assistance granted by public educational authorities to educational institutions, and treatment of foreign nationals resident in your country.

2. Equal opportunities in education to attain education for all (EFA)

- (a) What action is your Government taking in order to guarantee equal access to all levels of education within your country – for instance in the form of anti-discriminatory measures, financial incentives, fellowships, positive or affirmative action? ~~Please describe the effects of such measures.~~
- (b) Please indicate how education laws and policy have been developed and strategies and programmes are being implemented with a view to achieving, in your country, the full realization of the right of everyone to education, ensuring equality of educational opportunities, and to achieving EFA as UNESCO's priority.
- (c) What are the actions planned in your country **to ensure inclusive education, for instance** to give special consideration to gender equity and equality in education and the educational needs of the poor, economically and socially marginalized and vulnerable groups?

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

(i) Universal primary education

- (a) Please furnish information on the progress made with respect to ensuring universal access to primary education.
- (b) Is primary education in your country available free of charge to all? If so, what laws and policies ensure the universal free availability of primary education? If not, how does your Government intend to ensure free primary education?
- (c) What strategies and programmes are implemented to ensure that "by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic

minorities, have access to and complete, free and compulsory primary education of good quality”³

- (d) What difficulties has your Government encountered in the realization of universal access to free primary education?
- (e) If primary education is not currently compulsory in your country, please provide details for its implementation.

(ii) Secondary education

- (a) Is secondary education, including technical and vocational secondary education, generally available and accessible to all in your country?
- (b) To what extent is such secondary education free of charge?
- (c) Please furnish descriptive information on the progress realized and the difficulties encountered.

(iii) Higher education

- (a) To what extent is access to higher education, based upon individual capacity, realized in your country?
- (b) What efforts has your Government made to ensure that there is no discrimination on the ground prohibited by the Convention to enter and complete higher education, both in public and private institutions?

(iv) Adult education and lifelong learning

- (a) What efforts has your Government made to establish a system of continuing education on the basis of individual capacity, especially basic education for persons who have not received or completed the whole period of their primary education?
- (b) What are the measures being implemented to ensure equitable access to basic and continuing education so that the basic learning needs of all young people and adults are met through elimination of illiteracy, and equitable access to appropriate learning and life-skills programmes?

(v) Quality education

What measures does your country take to ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent?

(vi) Teaching profession

- (a) Have there been instances of discrimination as regards the training for the teaching profession in your country? If so, what was the response to this situation in order to guarantee the training for teaching profession without discrimination?
- (b) Please describe the conditions of teaching staff at all levels in your country.
- (c) How do teachers' salaries compare to salaries of (other) civil servants?

³ Dakar Framework for Action, adopted by the World Education Forum, Dakar 2000.

- (d) What measures does your country take or contemplate to improve the living and professional conditions of teaching staff?

(vii) Respect for human rights and fundamental freedoms

Please report on national efforts made for directing education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

(viii) Private education

If separate or private educational systems or institutions are permitted in your country, please describe regulatory framework relating to:

- (a) **the establishment or maintenance of private educational institutions**
- (b) the parental choice and **the establishments or maintenance, for religious or linguistic purposes, of separate educational systems or institutions, adopted in order to ensure quality of educational opportunities and treatment.**
- ~~(b) Please describe regulatory framework for private educational institutions in order to ensure equality of educational opportunities and treatment.~~

(ix) Religious and moral education

Please describe 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 and the choice of educational institutions in accordance with the provisions of the Convention.

(x) Rights of national minorities

- (a) How are the rights of national minorities protected for carrying out their own educational activities?
- (b) Please describe legal and policy framework relating to the educational standards in educational institutions run by minorities. Information should 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

- (a) Please highlight (i) difficulties encountered in the process of implementing the key provisions of the Convention/Recommendation and (ii) the legal and practical obstacles encountered in implementing the Convention.
- (b) Please provide a brief assessment of the effectiveness of the methods introduced to draw the attention of the various authorities of the country to the Convention/Recommendation and to remove obstacles encountered.
- (c) What are the main issues that need to be addressed for promoting equality of educational opportunities in the country?
- (d) Briefly describe activities carried out to raise public awareness of the principles of non-discrimination and equality of educational opportunities enshrined in the Convention and the Recommendation, including their translation into national and, where

necessary, local languages, and their national or local dissemination, in particular to non-governmental organizations.

- (e) Please specify activities undertaken or supported by the National Commission with a view to promoting the Convention/Recommendation and fostering debate on critical issues, in relation to the rights enshrined in the instruments.



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186 EX/19
Part III

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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART III

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

By 182 EX/Decision 31, the Executive Board requested the Secretariat to submit its consolidated report on the implementation of the 1993 Recommendation at the 186th session of the Executive Board. UNESCO assesses the application of the 1993 Recommendation primarily through monitoring the implementation of the six regional Conventions on the recognition of studies, diplomas and degrees in higher education. Currently, two of these regional Conventions, namely the 1981 Regional Convention on the recognition of studies, certificates, diplomas, degrees and other academic qualifications in higher education in the African states, and the 1983 Regional Convention on the recognition of studies, diplomas and degrees in higher education in Asia and the Pacific, are being examined and revised pursuant to 35 C/Resolution 11.

Taking into account current development and in order to provide the Executive Board with the most up-to-date and pertinent information, the full report on this item will be presented at the 187th session of the Executive Board.



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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 new 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 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 34 C/Resolution 49 and in compliance with the timetable for 2009-2013 of work of the Committee on Conventions and Recommendations on the implementation of these standard-setting instruments (182 EX/Decision 31 and 184 EX/Decision 20), the Director-General submits to the 186th session of the Executive Board the second consolidated report on the implementation of this Recommendation prepared on the basis of the information collected from Member States, before its transmission to the 36th session of the General Conference.

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

Action expected of the Executive Board: decision in paragraph 33.

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, after considering that it was important to establish a system of reports on measures taken by Member States to implement this Recommendation, requested each Member State to prepare and submit to the Secretariat a first report on such measures by the end of the month of January 2007, and subsequently once every four years with effect from that date (33 C/Resolution 54).

2. At its 34th session, the General Conference took note of the first consolidated report on the measures taken by Member States for the implementation of the Recommendation and invited the Director-General to transmit to it at its 36th session the second consolidated report on the measures taken by Member States for the implementation of this Recommendation (34 C/Resolution 49). 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.

3. 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 2009-2013 of work of the Committee on Conventions and Recommendations on the implementation of these standard-setting instruments for whose monitoring the Board is responsible (182 EX/Decision 31 and 184 EX/Decision 20), this second consolidated report is submitted to the present session of the Board.

SECOND CONSOLIDATED REPORT

4. Following the adoption of 34 C/Resolution 49, the Director-General, by a letter dated 11 June 2010 (CL/3926), invited all Member States to transmit to the Organization their reports on the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace by 31 December 2010.

5. By means of a reminder dated 15 October 2010 (CI/INF/UAP/2010/IKB/229), the Assistant Director-General for Communication and Information also encouraged Member States to prepare and submit to the Organization by the fixed deadline a full report.

6. As at 18 February 2011 the Secretariat had received 24 reports from the following Member States: Azerbaijan, Canada, Colombia, Czech Republic, Denmark, Dominican Republic, Egypt, Finland, Germany, Guinea, Hungary, Israel, Japan, Jordan, Lithuania, Malaysia, Monaco, Nigeria, Republic of Moldova, Romania, Rwanda, Spain, Syrian Arab Republic and the former Yugoslav Republic of Macedonia.

Elements for reporting on the specific provisions of the Recommendation

Development of multilingual content and systems

7. Despite the unfavourable economic environment over the past four years, the majority of Member States, which submitted reports, had strengthened multilingualism in cyberspace by developing and adopting appropriate language policies, laws and strategies. Those actions allowed Member States to establish and strengthen institutional capacities to access and monitor changes in language in relation with existing Information Society strategies. For instance, Germany established frameworks for protection of national minorities, including aspects related to the

inclusion of languages on the Internet and linked those to other international normative instruments such as the European Charter for Regional or Minority Languages.

8. Particular attention in the reports was paid to the use of information and communication technologies (ICTs) for teaching of national and foreign languages in formal and non-formal education settings. For instance, Azerbaijan, Egypt, Israel, Malaysia, Monaco, Rwanda, Spain, Syrian Arab Republic and the former Yugoslav Republic of Macedonia, developed educational programmes and invested substantial efforts to increase capacities of professional communities, including teachers at various levels, to teach languages while increasingly using ICTs in education. Malaysia provided a Networked Content Development Grant for the development of local content in various e-formats.

9. Some Member States (Canada, Egypt, Jordan and the former Yugoslav Republic of Macedonia) consider that the development of multilingual content and systems might safeguard tangible and intangible cultural heritage as well as share cultural heritage products worldwide. For instance, Egypt established a Centre for Documentation of Cultural and Natural Heritage aiming to promote cultural heritage, increase Arabic content on the web and provide access to information for researchers and scholars.

10. Jordan, Canada and Colombia supported the creation of online interactive content and applications developed by language minority communities as well as promoted the work of not-for-profit cultural organizations. Colombia and Nigeria used radios for the promotion of indigenous languages.

11. Several Member States (Canada, Dominican Republic, Egypt, Germany, Hungary, Nigeria) made substantial efforts to create national digital libraries, archives and museums in order to preserve and provide access to digital heritage. For instance, the German National Library is working on the multilingual retrieval of, and access to, digital and analogue content in library holdings. Canada has several projects to make interactive content and applications accessible for all, regardless of geographic location, existing technology, or disabilities.

12. Hungary, Lithuania and the former Yugoslav Republic of Macedonia, developed language processing computer tools such as automatic translation tools. Jordan created a search engine in Arabic (ARABI) and Colombia promoted tools for safeguarding indigenous languages.

13. Egypt and Jordan reported on successful experience in launching the Internet domain names using Arabic letters (Arabic ccTLD within the framework of ICANN's IDN fast track process). The number of websites in ".az" domain used by Azerbaijan has increased four times in comparison with 2006 and measures were taken to provide the use of the letters of the Azerbaijani alphabet in domain names.

14. Several Member States (Denmark, Egypt, Guinea, Spain) indicated that they built capacities of the Internet users and persons with disabilities for creating digital local content by using ICTs. The training on using ICTs in teaching foreign languages was provided to professional educational communities. Some Member States made efforts to improve the information accessibility scheme by creating Cybercafés, computer and community centres, which provide access to knowledge in remote areas (Azerbaijan, Colombia, Rwanda).

Facilitating access to networks and services

15. The majority of Member States reported on initiatives undertaken to increase broadband connectivity, including various legislative measures and concrete national broadband projects developed to provide establishment of Wi-Fi hotspots and telecentres in public, residential and remote areas. Some of these initiatives also specifically targeted distinct social groups such as young people, women, the elderly and persons with disabilities (Azerbaijan, Canada, Czech Republic, Denmark, Dominican Republic, Egypt, Finland, Germany, Hungary, Japan, Jordan,

Lithuania, Malaysia, Monaco, Nigeria, Rwanda, Spain and the former Yugoslav Republic of Macedonia).

16. Most of the reports indicate that governments are still looking for concrete solutions to reduce high costs of network infrastructure development and maintenance. Rwanda underscored that there are still challenges ahead related to the technical and technological skills and expertise. In order to expand the existing networks, Germany, for instance, launched studies on suitable financial models.

17. The reports also indicate that several Member States developed infrastructure of public networks, which allow public administration institutions and organizations to improve access to public information of citizens. The Government of Guinea established Internet connections in all public service institutions and created websites covering the respective areas of competence. The country also created adapted infrastructures and network of public Internet Cafés in rural and urban areas. Jordan is creating a national network to access information and use IT in Knowledge Stations in remote areas.

18. Special attention was paid by Member States to enhance computer and digital literacy of public officers and Internet users located in remote and disadvantaged areas. The reports indicate though, that more efforts and financial resources are needed in order to increase the digital literacy level (Azerbaijan, Canada, Colombia, Denmark, Dominican Republic, Egypt, Guinea, Lithuania, Malaysia, the former Yugoslav Republic of Macedonia).

19. Specific legislative measures such as the revision of the Communications Market Act in Finland and new strategies, programmes and services in Japan have been implemented taking due account of the needs of persons with disabilities, women, the elderly and communities living in geographically remote areas. Similar developments have been reported also in Canada, Colombia and Denmark.

20. Free Internet access was provided to the users of the public libraries and measures were taken to digitalize the traditional information resources in libraries and archives in Colombia, Dominican Republic, Lithuania and Malaysia.

21. Jordan raised awareness among government officials about the potential of open source software and explored opportunities to use cloud-computing services in economic and social development related activities. Spain introduced the open sources software licenses for educational resources under the Creative Commons license.

Development of public domain content

22. In order to guarantee greater transparency and improve governance, many Member States (Azerbaijan, Canada, Colombia, Czech Republic, Denmark, Dominican Republic, Egypt, Finland, Germany, Guinea, Hungary, Japan, Lithuania, Malaysia, Monaco, Spain and the former Yugoslav Republic of Macedonia) have taken concrete legislative measures to establish general guiding principles for government and municipality institutions to provide information about their activities and to facilitate the online access to legal and other public domain documents of their citizens. For instance, the Former Yugoslav Republic of Macedonia drafted the e-Government National Strategy 2010-2012. In the Czech Republic, the circulation of public information on the Internet is guided by several normative Acts and in Germany by the Freedom of Information Act and the Open Data/Open Government Strategy announced in December 2010.

23. Measures to regulate harmful content on the Internet were taken by the Czech Republic and Lithuania in order to ensure the safe use of public information on the Internet. Moreover, a Cyber Crime and Data Network Department was established in Egypt. Germany identified the IT security as one of the top research priorities. Furthermore, the former Yugoslav Republic of Macedonia and Lithuania introduced rules that all public websites must be accessible to all citizens and comply

with the requirements stipulated in the Web Content Accessibility Guidelines (WCAG) adopted by the World Wide Web Consortium.

24. Particular attention was paid to ensure that quality educational content is made publicly available on the Internet in the Czech Republic, Spain and Syrian Arab Republic.

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

25. The majority of Member States made key provisions in the area of copyright. Thus, Romania aimed at establishing a fair balance between the interests of authors and the public interest by proposing a proper framework including a clear definition of the role of the different stakeholders.

26. Over the period covered by this report, several Member States harmonized their national legislation and aligned those with the international standards such as the European Directives and the WIPO and WTO treaties addressing copyright issues (Azerbaijan, Colombia, Denmark, Dominican Republic, Germany, Malaysia, Monaco, Republic of Moldova, Romania). Egypt, Japan and the Republic of Moldova introduced amendments in their Copyright Laws making easier to use copyrighted materials via Internet and deterring the illegal distribution of copyrighted materials.

27. Other Member States (Azerbaijan, Colombia, Egypt, Jordan, Lithuania, the former Yugoslav Republic of Macedonia) elaborated and adopted new policies, laws and strategies in this area, paying special attention to the protection of consumers' and intellectual property rights, as well as e-signature. The Syrian Virtual University provided courses on copyright protection in cyberspace to their students.

28. Another aspect emphasized in the reports presented by Azerbaijan, Japan and the Republic of Moldova concerned the specific provisions made for facilitating access to knowledge of people with visual impairments, including Braille libraries and transmission of audio works through the Internet. In addition, the Republic of Moldova included a number of adjustments in the existing law dealing with rights-holders and media.

29. Several Member States indicated in their reports (Denmark, Finland, Germany, Jordan, Malaysia) that they support the World Summit on the Information Society (WSIS) process. Concrete measures were elaborated to monitor decisions made on implementing the WSIS outcomes and coordinating WSIS-related activities with the relevant agencies and departments at national level. For instance, Jordan developed the National ICT Strategy 2007-2011 that incorporate the coordination and implementation of the decisions taken by the WSIS.

CONCLUSION

30. 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 regression reporting compared to the first consolidated report, for which the Secretariat had received 32 reports in 2007. It is therefore important 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.

31. According to the reports submitted by Member States, some progress has been achieved in the following areas:

- (a) Constitutional, legal, policy and administrative frameworks established and linked to the implementation of this Recommendation, and WSIS objectives incorporated in national policies and programmes.

- (b) Access to information strengthened in the majority of Member States, particularly through improved Broadband connectivity. Greater access to public information by governmental and municipal institutions ensured.
- (c) Measures taken to create, provide access to and disseminate quality content in local languages in cyberspace and through national digital libraries, archives and museums.
- (d) Successful applications made within the framework of the ICANN's IDN fast track process reported and a number of specific activities implemented in order to safeguard endangered languages of indigenous peoples.
- (e) Development of multilingual content and systems seen as an effective way to promote access to digital cultural heritage and products worldwide, including content created by minority communities.
- (f) Capacities for creation of digital local content by using ICTs of the Internet users, public officers, teachers and marginalized groups strengthened, information accessibility schemes improved, language tools created, e-learning systems established in order to provide better access to educational materials in multiple languages online.
- (g) National legislation addressing copyright issues harmonized and aligned with existing international standards.

32. The reports submitted by Member States also denote the following challenges and obstacles:

- (a) Due to the unfavourable economic situation and limited resources, certain difficulties encountered in implementing activities related to the Recommendation.
- (b) 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. Consequently, a full range of public services on the Internet were mainly provided to a limited number of the population only.
- (c) A slow advance in development of local technical skills and expertise was reported. Appropriate policy response, structural changes, and investment in educational systems are required in order to develop a favourable environment for the creation and access to information and knowledge in cyberspace.
- (d) The rapid growth of the Internet opened new prospects for accessing information and knowledge, but also raised a number of ethical questions. There is a need for further measures in order to ensure that universal values and principles, and fundamental rights are promoted and respected in cyberspace.
- (e) Despite the progress reported, additional efforts are needed for bridging the digital and linguistic divide. The low level of computer and digital literacy and the undeveloped info- and infra-structures created additional barriers for marginalized groups to access information and knowledge on the Internet.

ACTION EXPECTED OF THE EXECUTIVE BOARD

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

The Executive Board,

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

2. Also recalling 177 EX/Decision 35 (I), in which it approved a specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided,
3. Having examined document 186 EX/19 Part IV and the report of the Committee on Conventions and Recommendations thereon,
4. Notes that only 24 Member States submitted reports for the second consultation;
5. Recalls that the submission by Member States of periodic reports on the implementation of 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;
6. Further recalls that the periodic consultation of Member States on the implementation of the Recommendation is intended to enable the Organization to assess both the extent to which Member States are implementing that instrument and the obstacles that they encounter;
7. Reaffirms the importance of the Recommendation and its implementation by Member States;
8. Recommends that the General Conference invite those Member States which have not taken measures to implement the Recommendation to do so;
9. Invites the Director-General to transmit to the General Conference at its 36th session the second 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.