ITEM 18 of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART I

GENERAL MONITORING

SUMMARY

Pursuant to 202 EX/Decision 24.I, this document contains an overall report on the conventions and recommendations of UNESCO that the Committee on Conventions and Recommendations (CR) is required to monitor, and an analysis of specific measures adopted by the Secretariat within the framework of the monitoring of the implementation of standard-setting instruments and the difficulties encountered for each of the instruments.

This document also contains a revised timetable of work of the CR Committee for 2018-2021 as well as a timetable for submission of Member States’ reports on measures taken to implement conventions and recommendations for 2018-2019.

This item has no financial or administrative implications.

Action expected from the Executive Board: Proposed decision in paragraph 63.

1. By means of 202 EX/Decision 24.I, the Executive Board requested the Director-General to continue to ensure the implementation of the legal framework for the implementation of the conventions and recommendations the CR Committee is required to monitor, as approved by the Board at its 177th session (177 EX/Decision 35.I and 177 EX/Decision 35.II) and amended at its 196th session (196 EX/Decision 20).

2. This document therefore contains, following a brief report on the status of ratification of the conventions (and the 1962 Protocol), an assessment of the measures taken by the Secretariat for the implementation of that framework and an analysis of specific measures adopted by the Secretariat as part of the monitoring of the implementation of standard-setting instruments and any difficulties encountered for each of those standard-setting instruments.
Status of ratification of the 1960 and 1989 conventions

3. As at 1 January 2018, the 1960 Convention against Discrimination in Education had been ratified by 102 States, and 18 States had ratified the 1989 Convention on Technical and Vocational Education. In comparison with the document submitted at the 202nd session of the Executive Board, one State has ratified the 1960 Convention.

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

<table>
<thead>
<tr>
<th>Conventions</th>
<th>Number of ratifications per electoral group (percentage of ratifications within each electoral group)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Group I</td>
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<tr>
<td>1960</td>
<td></td>
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<tr>
<td>Convention</td>
<td>16 (59.26%)</td>
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<tr>
<td>1989</td>
<td>0 (0%)</td>
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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 59 below, was provided by the programme sectors concerned and by the UNESCO Institute for Statistics. The sectors’ contributions have been posted online, in full, on the UNESCO website page on the activities of the CR Committee.

- 1960 Convention against Discrimination in Education (ED)

6. During the reporting period, in accordance with the Strategy to improve visibility, ratification, implementation, monitoring and cooperation of education-related standard-setting instruments (hereinafter “the Strategy”), UNESCO pursued its efforts towards strengthening support to Member States to deepen the foundation of the right to education in national systems through targeted monitoring. The 9th Consultation on the implementation of the 1960 Convention and Recommendation was completed with the adoption by the 39th session of the General Conference of its results. A comprehensive report on the findings, entitled “Ensuring the Right to an Equitable and Inclusive Quality Education”, was developed and made available online. 3 An important dimension of the Report focuses on the challenges encountered by Member States. While their situations may be specific to a certain extent, the reporting countries share many common challenges. Their efforts to outline these also show that they have seized this reporting exercise as a valuable opportunity to engage in self-assessment. Such a diagnosis may serve as a prerequisite

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 36 States, distributed by electoral group as follows: Group I: 12 (44.44%); Group II: 1 (4%); Group III: 7 (21.21%); Group IV: 4 (9.09%); Group V(a): 8 (17.02%); Group V(b): 4 (21.05%). Following the appointments to the Commission at the 39th session of the General Conference, the Secretariat has initiated the procedure for the election of a new Chairperson and Vice-Chairperson of the Commission. To date, the Commission has never been called upon to use its good offices or exercise its conciliatory functions. For more information on the Commission: [http://portal.unesco.org/en/ev.php-URL_ID=23762&URL_DO=DO_TOPIC&URL_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=23762&URL_DO=DO_TOPIC&URL_SECTION=201.html)
for establishing long-term solutions. By 39 C/Resolution 78, the General Conference requested the Director-General to ensure appropriate follow-up action to the Consultation and, within this framework, to intensify normative action for education in the context of Education 2030 to and strengthen the implementation of the Strategy.

7. In terms of technical assistance to Member States, and as part of a global approach aiming at integrating the right to education in the sector-wide policy reviews as foreseen in the Strategy, eleven country reports were developed in 2016-2017 within the framework of the Capacity Development for Education Programme (CapED) pilot project on integrating Sustainable Development Goal 4 (SDG 4) into national strategies. Based on a targeted monitoring of the right to education at country level, the reports present a review of national legal frameworks relating to SDG 4. Based on the reviews, a synthesis report was also produced in November 2017 and presented on the occasion of the General Conference. At the national level, the reports are expected to stimulate and inform national debates, particularly on the most needed legal reforms. In some countries, the discussion on the report is well advanced and proposed recommendations were discussed in national consultations. For instance, in December 2017, a national workshop was organized in Haiti for the validation of the report. The participants discussed key issues related to school fees, regulation of private schools, early marriage and pregnancy, child labour, etc. and validated while refining the recommendations proposed in the report. A roadmap defining priorities and future actions was developed to guide and influence future national reforms to advance towards SDG 4. In a few countries, the reports and recommendations have been taken to the highest government levels. This activity, focusing on SDG 4, is also expected to contribute to updating the Right to Education Law and Policy Review Guidelines produced by UNESCO in 2014. While the reports focused on three specific targets, a wider approach will be adopted for revising the Guidelines so as to cover comprehensively the right to education in the context of SDG 4. The findings of the 9th Consultation also inform this process. Future steps will include wider coverage in terms of country review as well as further workshops on the proposed recommendations, to facilitate the process of ownership by national authorities. For the most advanced countries, technical assistance is to be offered to support in reviewing and ultimately reforming their legislation.

8. These workshops also serve, as the case of Haiti, as valuable opportunities to discuss more technical issues, such as the ratification of the 1960 Convention by countries. The Secretariat has been developing tools on the ratification of the Convention targeting the Asia and the Pacific Region in order to facilitate discussions with national authorities and accelerate the ratification process. Two new Member States joined the Convention during biennium 2016-2017 and about 18 Member States have started the ratification process.

9. In line with the Roadmap on the Strategy implementation submitted to the Executive Board in 2016, the Secretariat has been developing the Observatory on the Right to Education (Global Database) with a view to its upgrading in the context of SDG 4 implementation. In addition, almost 175 country profiles were partially or entirely reviewed since its launch. The revamping of the Right to Education website placed an emphasis on the Observatory. The website has been conceived as a platform including tools and specific targeted information for enhancing knowledge and capacities on the right to education. The website will complement the handbook that is under preparation and both will serve as reference tools for the shaping of future training programmes on the right to education.

10. Regarding United Nations reporting, in line with the Strategy, an enhanced participation in the work of United Nations human rights bodies was ensured through notably 14 new country reports including: specific recommendations for Member States produced during the reporting period; close cooperation with the Special Rapporteur on the Right to Education; and renewed cooperation with the Committee on Economic, Social and Cultural Rights (CESCR) in the context of SDG 4, through

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4 http://unesdoc.unesco.org/images/0026/002604/260460E.pdf
5 http://unesdoc.unesco.org/images/0022/002284/228491e.pdf
discussions (and notably a meeting organized in December 2017) related to the Roadmap on the Strategy implementation.

11. In addition to the United Nations system, partnership with civil society organizations has also been reinforced based notably on the wide dissemination of the work carried out on the protection of the right to education of refugees and migrants in various fora where this work was presented (notably in September 2017 and October 2017). In addition, the Resolution on the right to education adopted by the United Nations Human Rights Council in June 2017 (A/HRC/RES/35/2), calls upon States to put in place a regulatory framework for education providers that addresses any negative impact of the commercialization of education, and regulates, monitors and holds accountable such practices. In line with this resolution, civil society organizations, partners of UNESCO, in particular the Right to Education Initiative and the Global Initiative for Economic, Social and Cultural Rights, have been facilitating the development of Human Rights Guiding Principles on State obligations regarding private schools that compile existing customary and conventional human rights law as it relates to private actors in education. These Guiding Principles are intended to provide a basis for advocacy, policy development and litigation and to be operational in and adaptable to different contexts. As part of a broad consultative process to develop the Guiding Principles, a Regional Consultation for North America and Western Europe was held in March 2017 at UNESCO Headquarters. Other regional consultations have been organized with a range of stakeholders, including States’ representatives. In October 2017, a consultation was organised in partnership with the International Organisation of La Francophonie in Dakar, Senegal.

12. Finally, it should be noted that the 2017-2018 Global Education Monitoring Report (GEM) entitled “Accountability in education: meeting our commitments” was launched by the GEM Team in October 2017. The Report shows that accountability starts with governments, which, as the primary duty bearers, are ultimately responsible for fulfilling the right to education. The Report recalls that the 1960 Convention is unique in having two reporting processes.

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

13. (See paragraphs 47 to 50 below).

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

14. (See paragraphs 6 to 12 above).

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

15. Promotion of the 1966 and 1997 Recommendations was made a top priority in the last biennium. World Teacher’s Day 2016 commemorated the 50th anniversary of the 1966 Recommendation and World Teachers’ Day 2017 commemorated the 20th anniversary of the 1997 Recommendation. The theme for World Teachers’ Day 2017 was on academic freedom and institutional autonomy of higher-education teaching personnel. Keynote speeches and panel discussions at UNESCO’s Headquarters and in field offices were devoted to how the Recommendations have been implemented in Member States with examples of policy reforms in light of the Sustainable Development Goal 4 (SDG 4) targets. As part of UNESCO’s support to countries for development or review of national teacher policies and regional teacher strategies, the Recommendations are shared and used as reference tools to frame the roles and responsibilities of teachers and their employers. The Recommendations were used as foundational documents in the Global Partnership for Education (GPE) funded project on capacity-building for teachers in social

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7  [As well as Amnesty International and the Equal Education Law Centre](https://www.amnesty.org/en/)


dialogue in 11 countries. The Recommendations were also distributed to participants attending the 9th and 10th annual Policy Dialogue Forums of the International Task Force on Teachers for Education 2030. A challenge has been how to make the Recommendations more visible to Member States. To address this challenge, new promotional materials are under development to promote the Recommendations more widely and how they can be used to inform policy reforms. A social media campaign will be launched to disseminate the promotional materials.

16. The 13th session of the Joint ILO-UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) will be meeting in Geneva from 1 to 5 October 2018, to coincide with the 2018 edition of World Teachers’ Day on 5 October. The group will discuss issues and trends and make recommendations on the following tentative topics: participation of teachers in policy dialogue, assessment and evaluation of higher-education teaching personnel, financing for education, upper and secondary technical and vocational education and training (TVET) conditions, and privatization of education. Allegations received from Member States were duly submitted to the Joint Committee. The Joint Committee will review all new and continuing allegations at its next session and the meeting report will be presented to the Executive Board of UNESCO and to the Governing Body of the ILO. One challenge has been how to deal with allegations more rapidly. How to improve on this challenge will be discussed and recommendations made at the 13th session of the Joint Committee.

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

17. Pursuant to the submission to the 39th session of the General Conference of the results of the 6th Consultation on the implementation of the 1974 Recommendation covering 83 countries, measures have been taken to allow more in-depth analysis to these results.

18. With the purpose of providing further understanding to the results of the 6th Consultation, a cross study has been commissioned to look into the results of the 6th Consultation and of the 2016 International Civic and Citizenship Education Study (ICCS) made by the International Association for the Evaluation of Educational Achievement (IEA). The cross study is designed to compare the input indicator reported by the Member States with the ICCS results on learning outcomes by students and is focused on two core concepts of SDG Target 4.7, being the Global Citizenship Education (GCED) and Education for Sustainable Development (ESD).

19. In view of the fact that the country responses to the 1974 Recommendation questionnaire is currently referenced as the main source of data to monitor the global indicator of the Sustainable Development Goal Target 4.7, a concrete measurement methodology has been developed for the calculation and reporting of the global indicator. The methodology will highlight the status of each country with regard to the application of ESD and GCED concepts in various dimensions of national education policies, curricula, teacher training and students’ assessment.

20. In 2018, the questionnaire for the next consultation will be reviewed with the purpose of improving its contents in consultation with the Member States and relevant experts. UNESCO will also conduct further studies to reflect on key qualitative and quantitative data sources covering concepts of ESD and GCED as presented in Target 4.7 prior to the launch of the 7th Consultation in 2020.

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

21. In 2017 the UNESCO Institute for Statistics (UIS) launched the fifth round of data collection based on the International Standard Classification of Education (ISCED) 2011 for the levels of education (ISCED-P), the fourth round on levels of educational attainment (ISCED-A) and the third round for the ISCED 2013 revision of the fields of education and training (ISCED-F). At this stage of
the implementation of the classifications, 95% of countries have submitted data according to the revision of levels of education, about 66% according to the revision of levels of educational attainment and 84% of countries reporting data on tertiary education are doing so according to the revised ISCED-F.

22. By the end of 2017, 150 mappings of national education programmes to ISCED 2011 had been published on UIS website and 26 additional countries had submitted draft ISCED mappings which are currently under review to prepare them for publication in the course of 2018. The UIS has also improved access to the ISCED 2011 documentation and country mappings by improving their visibility on its website. Moreover, the methodology of calculation of Mean Years of schooling which is based on educational attainment data has been improved to take into account the duration of all ISCED 2011 levels.

• 1980 Recommendation concerning the Status of the Artist (CLT)

23. The Secretariat continued its efforts to strengthen the synergies between the 1980 Recommendation and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Recognizing the central role of artists in the creation and production of a diversity of cultural expressions, the Convention provides a framework for the implementation and monitoring of the Recommendation. Three monitoring areas of the Convention are particularly relevant for assessing to what extent Member States are translating the principles of the Recommendation into policies and measures to enable artists to participate fully in the development of societies: digital environment, mobility of artists and cultural professionals, and the promotion of human rights and fundamental freedoms, including artistic freedom and the protection of artists’ social rights.

24. Data and good practices collected on these areas, mainly from the quadrennial periodic reports submitted by Parties to the Convention in 2016 and 2017, were analysed and presented in the 2018 edition of the Global Report “Re|Shaping Cultural Policies”. The Director-General officially launched the report on 14 December 2017 as part of the 11th session of the Intergovernmental Committee for the Protection and Promotion of the Diversity of Cultural Expressions.

25. Measures to support the economic and social rights of artists are increasingly appearing in national legislation, especially in Africa. The re-designed Aschberg programme for the mobility of artists and cultural professionals enables the Secretariat to assist developing countries in the multi-stakeholder and participatory processes for developing such laws. The most recent example is the support provided to Mauritius throughout 2017 to develop a law on the status of the artist with a view to better promoting and protecting artists’ social and economic rights, and solidifying platforms for inter-ministerial cooperation.

26. In conformity with its monitoring obligations, the Secretariat will be conducting a global consultation with Member States and non-governmental organizations in 2018 to collect information and data on how they have implemented the 1980 Recommendation and identify persisting challenges. Document 204 EX/18 Part III presents the preparations for this next consultation. The results of this consultation will be analysed and presented in a consolidated report to be submitted to the 207th session of the Executive Board before its submission to the 40th session of the General Conference in 2019.

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

27. Pursuant to 34 C/Resolution 87, UNESCO assesses the implementation of the 1993 Recommendation as a priority and assesses it primarily through monitoring the implementation of the regional and interregional conventions on the recognition of studies, diplomas and degrees in

higher education. UNESCO is preparing to launch consultations with Member States on the implementation of the Recommendation in June 2018.

28. The 1997 Convention on the Recognition of Qualifications concerning Higher Education in the European Region has achieved almost full regional coverage. UNESCO and the Council of Europe, as co-secretariats to the Lisbon Convention Committee, are currently supporting Parties’ implementation of the Recommendation on the Recognition of Qualifications held by Refugees, Displaced Persons and Persons in a Refugee-like Situation adopted in November 2017 in accordance with Article X.2, paragraph 5, of the Convention.

29. The Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education was adopted in 2011. In December 2017, the 2011 Convention was ratified by two further Member States (Japan and Republic of Korea) bringing the total to five ratifications. This means that in accordance with its Article X.2, the Convention entered into force on 1 February 2018. UNESCO is also supporting its ongoing implementation. Pursuant to the terms of the Convention (Article IX.3), an Asia-Pacific Network of National Information Centres is expected to be launched in the coming year in close collaboration with European counterparts.

30. The Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States was adopted in 2014 in Addis Ababa. In February 2018, Togo has deposited its instrument of ratification and is thus the first State to express its consent to be bound by the Convention. In addition, a number of Member States in all parts of the region have initiated the ratification process.

31. In October 2015, Member States agreed to start the revision process of the 1974 Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean (LAC). UNESCO’s category 1 Institute for Higher Education in Latin America and the Caribbean (IESALC) serves as the Secretariat for the 1974 Convention, with technical backstopping from Headquarters. Three meetings were organized to prepare a working draft of the revised Convention. The adoption of the revised LAC Convention is foreseen at an International Conference of States in 2019. To prepare this Conference, at least two intergovernmental consultation meetings will be held, one of which will take place on the occasion of the Regional Higher Education Conference in Cordoba, Argentina in June 2018. The invitations to the International Conference of States (category I) for the revision of the LAC Convention will be submitted to the 205th session of the Executive Board.

32. The Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States, adopted in 1978, has to date been ratified by 14 Member States. The discussions on the revision process of the Arab Convention started in 2017 through two consultation meetings with higher education experts from the region. In November 2017, at its 39th session, the General Conference approved the revision process of the Convention and the adoption of the text is foreseen at an International Conference of States (category I) in spring 2019. Pursuant to 39 C/Resolution 83, the Director-General submits at the present session of the Executive Board a proposal for the convening of this International Conference of States (document 204 EX/6). If this proposal is welcomed by the Board, the invitations to the International Conference of States for the revision of the 1978 Convention will be submitted to the 205th session of the Executive Board, as for the revision of the LAC Convention.

33. Regarding the Global Convention on the Recognition of Higher Education Qualifications, pursuant to 38 C/Resolution 12 on the preparation of the Global Convention, a drafting committee was established in March 2016 in close cooperation with Member States. It met four times between 2016 and 2017. Consultations on the preliminary draft were organized with Member States (May-June 2017) and information meetings were provided to Permanent Delegations (July-September 2017). By its 39 C/Resolution 81, the 39th session of the General Conference approved in November 2017 the continuation of the preparation of the Convention in view of its adoption at its next session, in November 2019.
34. In accordance with Stage 3(b) of the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, as amended by the Executive Board at its 196th session (196 EX/Decision 20), document 204 EX/18 Part IV presents the proposals on the monitoring exercise prior to collection of information from Member States, National Commissions, research institutions and civil society organizations in order to prepare the next consolidated report of the implementation of the 1993 Recommendation. The consolidated report will be examined by the Executive Board at its 207th session in autumn 2019 and then by the General Conference at its 40th session (2019).

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

35. As a follow-up to the “Roadmap towards UNESCO’s World Atlas of Languages” (199 EX/4.INF) to safeguard the world’s diverse linguistic, cultural and documentary heritage in multiple languages, and to reinforce the implementation of the above mentioned Recommendation, UNESCO has been working on the elaboration of the conceptual design and technical features of the future online platform entitled “UNESCO World Atlas of Languages”. This Atlas will be an online interactive platform to facilitate the preservation, revitalization and promotion of languages, the empowerment of language speakers and the exchange of language-related scientific information. Two expert meetings concerning this Atlas were organized in June and September 2017. UNESCO’s Communication and Information Sector, in collaboration with the UNESCO Institute for Statistics, organized the expert meeting in June 2017 involving a group of world leading experts and statisticians to elaborate a draft assessment instrument for the data collection to be integrated into the new platform and a global report. In order to launch a global data collection exercise, tentatively planned for mid-2018, UNESCO piloted a survey to assess feasibility, validity, accuracy and acceptance by the expert community, as well as potential value of the data. The results of the pilot survey were used for the finalization of the assessment instrument, which would be later circulated, via National Commissions for UNESCO, to the national governmental organizations, including language harmonization and development related organizations, academic institutions and other relevant organizations able to provide official data on languages in their countries. A second meeting in September 2017 brought together web architects to discuss the definition of the data model, website interface design, and other graphical design issues of the future online platform.

36. As a part of the efforts to develop the Atlas, UNESCO and Talkmate (China) launched the 2017 Language Champion Challenge campaign during the Nanshan Forum for World View of Language Protection, which was organized at the Centre for the Protection and Research of Chinese Language Resources, Beijing Language and Culture University in China. The result of the campaign will contribute with new content developed by youth using information and communication technologies.

37. The Organization maintained close working relations with the scientific community and supported the exchange of scientific information on multilingualism in cyberspace. More specifically, UNESCO addressed the participants of the World Expert meeting on Multilingualism in Cyberspace for Inclusive Sustainable Development, held in Khanty-Mansiysk, Russian Federation, in June 2017 within the UNESCO Information for All Programme (IFAP) and the International Conference “Interspeech”, held in Stockholm, Sweden, in August 2017, which focused on “digital revolution for under-resourced languages”. These events served as an opportunity to share the latest research findings and trends in language technology field. Similarly, UNESCO contributed to the High-level Intergovernmental meeting on the midpoint review of the Asian and Pacific Decade of Persons with Disabilities, which was organized in November 2017 in Beijing, China, by presenting UNESCO’s plans to map linguistic diversity, including human spoken and sign languages, and discuss possible methodological approaches and tools for data collection with partners from the Asia and the Pacific region.
38. Acknowledging the endangerment of languages and the subsequent critical loss of cultural and traditional knowledge, the United Nations General Assembly adopted a resolution (A/RES/71/178) on “Rights of Indigenous Peoples”, proclaiming 2019 as the International Year of Indigenous Languages. UNESCO was designated to act as the United Nations lead agency for the organization of this International Year. This International Year will be an opportunity to raise awareness of the importance of indigenous language for social development and to encourage all stakeholders to take concrete measures to preserve, revitalize and promote indigenous languages around the world.

39. In accordance with Stage 3(b) of the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, as amended by the Executive Board at its 196th session (196 EX/Decision 20), document 204 EX/18 Part V presents the proposals on the monitoring exercise prior to collection of information from Member States, National Commissions, research institutions and civil society organizations in order to prepare the fourth consolidated report of the implementation of the 2003 Recommendation. The consolidated report will be examined by the Executive Board at its 206th session in spring 2019 and then by the General Conference at its 40th session (2019).

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

40. At its 38th session, the General Conference examined a first consolidated report on the implementation of the 2011 Recommendation on the Historic Urban Landscape (document 38 C/71). In so doing, it reiterated the importance of this standard-setting instrument for the 2030 Agenda for Sustainable Development, in particular for SDG 11 “Sustainable cities and communities”, and invited Member States to take the necessary measures to ensure its implementation and report on it.

41. Since the adoption of the 2011 Recommendation, the World Heritage Centre has pursued initiatives to promote the historic urban landscape approach and provide technical support to Member States in its implementation. For instance, the Second Coordination Meeting of the Category 2 Centres and UNESCO Chairs related to culture, which was held at UNESCO Headquarters in November 2017, included a workshop on the implementation of 2011 Recommendation organized by the World Heritage Centre. This meeting aimed at engaging UNESCO Chairs and category 2 centres as partners towards developing case studies. UNESCO field offices also continued to promote the Recommendation at country level.

42. The Secretariat is conducting a global consultation with Member States and other stakeholders to collect information and data on how they have implemented the 2011 Recommendation. In this regard, the 202nd session of the Executive Board held in October 2017 approved the reporting guidelines and survey prepared by the Secretariat (202 EX/Decision 24.VI). The consultations were launched by the Director-General’s Circular Letter CL/4233 dated 7 February 2018. Member States are expected to respond to the survey by 30 August 2018. The results will be analysed and presented in the 2nd consolidated report to be submitted to the 206th session of the Executive Board in spring 2019 before its examination by the 40th session of the General Conference in 2019.

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

43. Activities in the second half of 2017 focused on promoting the 2015 Recommendation on Adult Learning and Education (RALE) as a useful instrument to reposition adult learning and education in the context of the 2030 Agenda for Sustainable Development. At the 6th International Conference on Adult Learning and Education (CONFINTEA VI) mid-term review (MTR) in Suwon, Republic of Korea, which took place from 25 to 27 October 2017, 325 ALE stakeholders from 95 Member States
came together to examine the key dimensions of the RALE in connection with the overall progress of implementing the 2009 Belém Framework for Action (BFA).

44. It was acknowledged that the RALE (1) sees adult learning and education (ALE) as integral to the fulfillment of the right to education, (2) defines ALE, (3) is complementary to the 2015 Recommendation concerning Technical and Vocational Education and Training (TVET), (4) aims to strengthen international cooperation, and (5) will serve alongside the BFA to develop national ALE policies and to improve ALE conditions in Member States. By promoting ALE’s three key fields of learning (i.e. literacy and basic skills, professional development and vocational skills, and active citizenship skills), the RALE complements the five areas of action defined by BFA. The Power of Adult Learning and Education: A Vision Towards 2030 details a set of forward-looking strategic actions for UNESCO Member States, and for national, regional and global development partners, to support continuing implementation of the BFA together with the RALE.

45. In November 2017, six senior ALE experts from governments and civil society in Algeria, Democratic Republic of the Congo, Haiti, Senegal and Togo, took part in the UNESCO Institute for Lifelong Learning’s CONFINTEA Fellowship Programme. Participants had the opportunity to develop specific national strategies in support of the BFA/RALE as part of existing education policies in their countries. In this context, the RALE has been used as a principal resource to provide a deeper understanding of the five areas of action outlined in the BFA with regard to ALE: (1) policy; (2) governance; (3) financing; (4) participation, equity and inclusion; and (5) quality. International cooperation is also included as a supplementary dimension. The final strategies will be adopted by national bodies and subsequently implemented, with regular progress reports provided.

46. At its 201st session, the Executive Board approved the use of the Global Report on Adult Learning and Education (GRALE) to monitor the implementation of RALE in Member States. Assessment tools will now be prepared in connection with the upcoming GRALE 4, to be presented during the 40th General Conference in 2019. Preparations for GRALE 4 have begun: the survey template that will be sent to Member States in early 2018 has been revised based on information derived from previous surveys.

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

47. UNESCO is responsible for two normative instruments in the field of TVET: the Convention on Technical and Vocational Education (1989), and the 2015 Recommendation concerning Technical and Vocational Education (TVET), which aim to provide policy-makers with advice on improving their national TVET policies and systems.

48. The work on the development of guidelines to support the implementation of the 2015 Recommendation has started around the issue of financing TVET, quality assurance and learning pathways with specific focus on TVET-Higher Education articulations. The Strategy for TVET (2016-2021) builds on the Recommendation. Support to TVET policy reviews and policy development is based upon key policy lines, indicated in the Recommendation which includes, among others, institutional arrangements, governance and regulatory frameworks, funding, equity and access (particularly for marginalized groups and women), quality and relevance, curricula reform, qualification frameworks and quality assurance, the professional development of teaching staff, and the monitoring and evaluation of TVET strategies and programmes.

49. In accordance with Stage 3(b) of the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, as amended by the Executive Board at its 196th session (196 EX/Decision 20), document 204 EX/18 Part II presents the proposals on the monitoring exercise prior to collection of information from Member States, National Commissions, research institutions and civil society organizations in order to prepare the first consolidated report of the implementation of the 2015 Recommendation. The consolidated report will be examined by the
Executive Board at its 207th session in autumn 2019 and then by the General Conference at its 40th session.

50. It should be noted that the Executive Board is also responsible for monitoring the implementation of the 1989 Convention on Technical and Vocational Education (the “1989 TVET Convention”). Altogether, 18 Member States have ratified it. The Strategy to improve visibility, ratification, implementation, monitoring and cooperation of education-related standard-setting instruments (2015-2021)\(^\text{12}\), proposes that at this stage, the monitoring of implementation of the 1989 Convention be conducted with reference to the provisions contained in the newly revised Recommendation concerning TVET and that no ratification campaign for the 1989 TVET Convention be undertaken. It further proposes that consultations with Member States on the future of the Convention be envisaged.

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

51. The Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society was adopted by the General Conference in November 2015 at its 38th session. Since then, the Secretariat has undertaken measures to promote the Recommendation among Member States and its partners. A website on the Recommendation was created.\(^\text{13}\) A booklet containing the 2015 Recommendation in the six official languages was produced and distributed to all Member States in April 2017.\(^\text{14}\) A number of national and international events were organized, notably the holding of the first UNESCO High-Level Forum on Museums in Shenzhen, China, in November 2016. The Forum, organized thanks to China’s financial support, was attended by 200 participants representing around 30 Member States. The proceedings of the first Forum were published on UNESCO’s website.\(^\text{15}\) A second meeting of the Forum is scheduled in April 2018 in cooperation with the Chinese authorities and the Zhizheng Art Museum in Shenzhen.

52. Many partners in Brazil, Cambodia, China, Congo, Czech Republic, Gabon, India, Iran (Islamic Republic of), Japan, Kuwait, Nepal, Philippines, Republic of Korea, Russian Federation and Tunisia, as well as the Council of Ministers of Culture of South East Europe, the Asia-Europe Museum Network (ASEMUS), the International Council of Museums (ICOM), the International Centre for the Study of the Preservation and Restoration of Cultural Heritage (ICCROM) and others organized events to promote the 2015 Recommendation and support its implementation.

53. The Secretariat pursues efforts to mobilize funds to support the Recommendation’s implementation, including through the High-Level Forum. To recall, all activities related to museums are entirely dependent on the availability of extrabudgetary and human resources.

54. The Secretariat has taken steps to prepare the first consolidated report on the implementation of the Recommendation to be submitted to the General Conference in 2019 at its 40th session, after prior examination by the Executive Board at its 206th session in spring 2019. For that purpose, reporting guidelines and a questionnaire to be used by Member States for the preparation of their reports were prepared by the Secretariat and approved by the Executive Board at its 202nd session (202 EX/Decision 24.VII). The consultations were launched by the Director-General’s Circular Letter CL/4223 dated 15 December 2017.\(^\text{16}\) Member States are expected to submit their reports by 30 August 2018 to give sufficient time to the Secretariat to elaborate the consolidated report.

\(^\text{12}\) http://unesdoc.unesco.org/images/0023/002338/233816E.pdf
\(^\text{14}\) http://unesdoc.unesco.org/images/0024/002463/246331m.pdf
\(^\text{15}\) http://unesdoc.unesco.org/images/0026/002607/260771e.pdf
\(^\text{16}\) http://unesdoc.unesco.org/images/0026/002607/260744e.pdf
• **2015 Recommendation concerning the Preservation of, and Access to, Documentary Heritage, including in Digital Form (CI)**

55. Following the adoption of the Recommendation concerning the Preservation of, and Access to, Documentary Heritage including in Digital Form, by the 38th session of the General Conference in 2015, a series of regional consultations is being undertaken in order to address the needs and specific contexts and enhance its implementation by Member States through the formulation and adoption of supporting policies and strategies.

56. After the regional consultation of the Asia and the Pacific region, another consultation for Latin America and the Caribbean took place in October 2017 at the National Archives of Colombia and gathered participants from seven countries from the region. The participants proposed concrete measures and actions to be taken by national authorities, memory institutions, professional associations and National Memory of the World Committees. Similar regional consultations are scheduled to take place in other regions during the 2018-2019 biennium.

57. In accordance with Stage 3(b) of the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, as amended by the Executive Board at its 196th session (196 EX/Decision 20), document 204 EX/18 Part VI presents the proposals on the monitoring exercise prior to collection of information from Member States, National Commissions, research institutions and civil society organizations in order to prepare the first consolidated report of the implementation of the 2015 Recommendation. The consolidated report will be examined by the Executive Board at its 206th session in spring 2019 and then by the General Conference at its 40th session.

• **2017 Recommendation on Science and Scientific Researchers (SHS)**

58. At its 39th session, the General Conference adopted the Recommendation on Science and Scientific Researchers, which supersedes the 1974 Recommendation on the Status of Scientific Researchers, and recommended that Member States apply the provisions of the Recommendation by taking appropriate steps, including legislative steps, in conformity with the constitutional practice and governing structures of each State, to give effect within their territories to the principles of the Recommendation. The General Conference further recommended that Member States bring this Recommendation to the attention of the authorities and bodies responsible for science, technology and research, and for education and requested the Director General to report to the 41st session of the General Conference on the status of Member States’ implementation of this Recommendation (39 C/Resolution 85).

59. In accordance with Stage 3(b) of the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, as amended by the Executive Board at its 196th session (196 EX/Decision 20), the Secretariat will submit to the Executive Board at its 207th session the new guidance for the future monitoring of the Recommendation, taking the key areas identified by the General Conference as a guiding framework (Annex to 39 C/Resolution 85), and in cooperation with National Commissions and UNESCO Chairs, in order to prepare the first consolidated report of the implementation of the 2017 Recommendation. The consolidated report will then be examined by the Executive Board at its 212th session in autumn 2021 and by the General Conference at its 41st session.

* * *

**Timetable of work of the CR Committee 2018-2021**

60. The CR Committee secretariat transmits in Annex I a timetable for the coming sessions of the Executive Board (from the 204th (spring 2018) to the 212th session (autumn 2021)) at which the CR
Committee will examine the draft guidelines, the preparations for forthcoming consultations and the reports on the standard-setting instruments concerned. This timetable also shows the General Conference sessions at which the reports will be submitted on the monitoring of the effective implementation of these conventions and recommendations.

Timetable for submission of Member States’ reports on measures taken to implement the conventions and recommendations for 2018-2019

61. By means of 196 EX/Decision 20, the Executive Board approved the amendments made to 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). Some of these amendments were intended, in particular, to ensure better planning of future consultations in order to draw Member States’ attention to an exercise that arose out of their obligations under the UNESCO Constitution, in particular by specifying the dates by which Member States must submit their respective reports.

62. Accordingly, pursuant to the second paragraph of Stage 1 of the specific multi-stage procedure, the CR Committee secretariat submits in Annex II the timetable for submission of Member States’ reports on measures taken to implement the conventions and recommendations for 2018-2019.

Action expected of the Executive Board

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

The Executive Board,


2. Having examined document 204 EX/18 Part I, and the report of the Committee on Conventions and Recommendations thereon (document 204 EX/..),

3. Urges all Member States, once again, to fulfil their legal obligations under Article VIII of the Constitution of UNESCO regarding periodic reports on the action taken upon the conventions and recommendations;

4. Takes note of the timetable of work of the CR Committee for 2018-2021 contained in Annex I to document 204 EX/18 Part I, on the understanding that this timetable may be subject to further adjustments;

5. Also takes note of the timetable for submission of Member States’ reports on measures taken to implement the conventions and recommendations for 2018-2019, contained in Annex II to document 204 EX/18 Part I;

6. Requests the Director-General to continue to ensure the implementation of the legal framework concerning standard-setting instruments, adopted at its 177th session and amended at its 196th session, by the programme sectors and the UNESCO Institute of Statistics (UIS), which have responsibility for the conventions and recommendations monitored by the Committee on Conventions and Recommendations (CR);

7. Decides to continue consideration of this item at its 205th session.
# Annex I

**Timetable of work of the CR Committee for 2018-2021**

(204th session of the Executive Board)

<table>
<thead>
<tr>
<th>UNESCO conventions and recommendations for which no specific institutional mechanism is provided and for whose monitoring the CR Committee is responsible</th>
<th>2018-2019</th>
<th>2019-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1960 Convention against Discrimination in Education (ED)</strong></td>
<td>EPD</td>
<td>ER PR</td>
</tr>
<tr>
<td><strong>1989 Convention on Technical and Vocational Education (ED)</strong></td>
<td>w ith 2015 TVET R</td>
<td>w ith 2015 TVET R.</td>
</tr>
<tr>
<td><strong>1960 Recommendation against Discrimination in Education (ED)</strong></td>
<td>w ith 1960 C.</td>
<td>w ith 1960 C.</td>
</tr>
<tr>
<td><strong>1966 Recommendation concerning the Status of Teachers (ED)</strong></td>
<td>ER (CEART)</td>
<td>ER (CEART)</td>
</tr>
<tr>
<td><strong>1978 Revised Recommendation concerning the International Standardization of Educational Statistics (UIS)</strong></td>
<td>Progress report</td>
<td>ER PR</td>
</tr>
<tr>
<td><strong>1980 Recommendation concerning the Status of the Artist (CLT)</strong></td>
<td>EPC</td>
<td>ER PR</td>
</tr>
<tr>
<td><strong>1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education (ED)</strong></td>
<td>EPC</td>
<td>ER PR</td>
</tr>
<tr>
<td><strong>2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (CI)</strong></td>
<td>EPC</td>
<td>ER PR</td>
</tr>
<tr>
<td><strong>2011 Recommendation on the Historic Urban Landscape, including glossary of definitions (CLT)</strong></td>
<td>ER</td>
<td>PR</td>
</tr>
<tr>
<td><strong>2015 Recommendation on Adult Learning and Education (ED)</strong></td>
<td>ER</td>
<td>PR</td>
</tr>
<tr>
<td><strong>2015 Recommendation concerning Technical and Vocational Education and Training (TVET) (ED)</strong></td>
<td>EPC</td>
<td>ER PR</td>
</tr>
<tr>
<td><strong>2015 Recommendation concerning the Preservation of, and Access to, Documentary Heritage, including in Digital Form (CI)</strong></td>
<td>EPC</td>
<td>ER PR</td>
</tr>
<tr>
<td><strong>2015 Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society (CLT)</strong></td>
<td>ER</td>
<td>PR</td>
</tr>
<tr>
<td><strong>2017 Recommendation on Science and Scientific Researchers (SHS)</strong></td>
<td>EPC</td>
<td>ER PR</td>
</tr>
</tbody>
</table>

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**Notes:**

- EPC: Examination of the preparation of forthcoming consultation by the Executive Board (recommendations)
- EPD: Examination of guidelines by the Executive Board (conventions)
- ER: Examination of reports by the Executive Board (conventions – summary of reports - or recommendations – consolidated report)
- PR: Presentation of reports at the General Conference (conventions or recommendations)
## Annex II

### Timetable for submission of Member States’ reports on measures taken to implement the conventions and recommendations for the period 2018-2019

<table>
<thead>
<tr>
<th>Conventions and recommendations that the CR Committee is required to monitor</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1980 Recommendation concerning the Status of the Artist (CLT)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>204 EX EPC</td>
<td>Consultation of Member States from 30 April to 30 October 2018</td>
</tr>
<tr>
<td><strong>1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education (ED)</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>204 EX EPC</td>
<td>Consultation of Member States from June to 30 November 2018</td>
</tr>
<tr>
<td><strong>2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (CI)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>204 EX EPC</td>
<td>Consultation of Member States from June to 31 October 2018</td>
</tr>
<tr>
<td><strong>2011 Recommendation on the Historic Urban Landscape, including a glossary of definitions (CLT)</strong></td>
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<tr>
<td></td>
<td></td>
<td>Consultation of Member States from 7 February to 30 August 2018</td>
</tr>
<tr>
<td><strong>2015 Recommendation on Adult Learning and Education (ED)</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Consultation of Member States from January to 31 May 2018</td>
</tr>
<tr>
<td><strong>2015 Recommendation concerning Technical and Vocational Education and Training (TVET) (ED)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>204 EX EPC</td>
<td>Consultation of Member States from September 2018 to 15 January 2019</td>
</tr>
<tr>
<td><strong>2015 Recommendation concerning the Preservation of, and Access to, Documentary Heritage, including in Digital Form (CI)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>204 EX EPC</td>
<td>Consultation of Member States from May to 30 November 2018</td>
</tr>
<tr>
<td><strong>2015 Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society (CLT)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consultation of Member States from 15 December 2017 to 30 August 2018</td>
</tr>
</tbody>
</table>

**EPC:** Examination of the preparation of forthcoming consultation by the Executive Board (recommendations)

**ER:** Examination of reports by the Executive Board (conventions – summary of reports – or recommendations – consolidated report –)

**PR:** Presentation of reports at the General Conference (conventions or recommendations)
Item 18 of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART II

IMPLEMENTATION OF THE 2015 RECOMMENDATION CONCERNING TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) – PREPARATIONS FOR THE NEXT CONSULTATION

SUMMARY

Pursuant to 38 C/Resolution 14 and in compliance with 177 EX/Decision 35.I and 196 EX/Decision 20 on the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, the first consolidated report on the implementation of the 2015 Recommendation concerning Technical and Vocational Education and Training (TVET) should be submitted to the General Conference at its 40th session in 2019.

In accordance with stage 3(b) of the above-mentioned specific multi-stage procedure, the Secretariat is to seek the advice of the Committee on the Conventions and Recommendations prior to the collection of information from Member States, National Commissions, research institutions and civil society organizations in order to prepare the first consolidated report on the implementation of the Recommendation. This document presents draft guidelines developed to guide the reporting on the implementation of the 2015 Recommendation.

The financial or administrative implications related to this document are covered in document 39 C/5.

Action expected of the Executive Board: Proposed decision in paragraph 9.
Introduction

1. The Recommendation concerning Technical and Vocational Education and Training (TVET) (the “2015 TVET Recommendation”), adopted by the General Conference at its 38th session in November 2015, aims to promote technical and vocational education and training (TVET) as part of lifelong learning and to contribute to employment, inclusive and sustainable economic growth and competitiveness, social equity and environmental sustainability.

2. Under 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 for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, as adopted by the Executive Board at its 177th session (177 EX/Decision 35.I) and amended at its 196th session (196 EX/Decision 20), the frequency for submitting the reports is set for an interval of four years.

3. As requested by the General Conference (38 C/Resolution 14), the Director-General will transmit to it at its 40th session (2019) the first consolidated report on the measures taken by Member States to implement the 2015 TVET Recommendation. In compliance with Stage 3(b) of the above-mentioned Specific multi-stage procedure, the Director-General submits to the Executive Board the draft guidelines for reporting on the implementation of the 2015 TVET Recommendation, presented in the Annex to this document.

Consultation of Member States

4. The first consultation of Member States on the 2015 TVET Recommendation covers the period 2015 to 2019. The reporting process aims to monitor progress on the implementation of the Recommendation, which includes highlighting the results achieved and the difficulties encountered.

5. To encourage the participation of a maximum number of Member States and for cost-effectiveness, the Secretariat suggests that the consultation be made available online. Where the online submission of a country report is not possible, Member States will have the option to submit it via email to UNESCO. In order to facilitate reporting from Member States, the format of the guidelines includes multiple-choice questions and a few open-ended questions. This format is also expected to facilitate the analysis, synthesis and presentation of the findings of national reports.

6. With reference to the Education 2030 agenda, the monitoring of the implementation of the 2015 TVET Recommendation will provide useful insights with regard to the achievement of Sustainable Development Goal 4 (SDG 4). As the content and principles of the 2015 TVET Recommendation are closely aligned with targets 4.3 (technical/vocational and higher education) and 4.4 (relevant skills for decent work) of SDG 4, related concepts and strategies are included in the guidelines, which serve as a monitoring tool for measuring progress.

7. UNESCO is also responsible for monitoring the implementation of the 1989 Convention on Technical and Vocational Education (the “1989 TVET Convention”). Altogether, 18 Member States have ratified it. The Strategy to improve visibility, ratification, implementation, monitoring and cooperation of education-related standard-setting instruments (2015-2021)1, proposes that the monitoring of implementation of the 1989 Convention be conducted with reference to the provisions contained in the newly revised Recommendation concerning TVET and that no ratification campaign for the 1989 TVET Convention be undertaken. It further proposes that consultations with Member States on the future of the Convention be envisaged.

8. After the guidelines have been adopted by the Executive Board, they will be sent by September 2018 to national authorities in charge of preparing the reports on the implementation of the 2015 TVET Recommendation, establishing 15 January 2019 as the deadline for the submission of reports.

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The consolidated report will then be examined by the Executive Board at its 207th session in autumn 2019 and by the General Conference at its 40th session during the same year.

**Proposed decision**

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

   3. **Also recalling** 38 C/Resolution 14,

   4. **Having examined** document 204 EX/18 Part II and the report of the Committee on Conventions and Recommendations thereon (204 EX/…),

   5. **Underlining** the importance of the 2015 Recommendation concerning Technical and Vocational Education and Training (TVET) as a means to support the implementation and monitoring of Sustainable Development Goal 4 – Education 2030, particularly Targets 4.3 and 4.4,

   6. ** Approves** the guidelines for the preparation of reports by Member States on the implementation of the 2015 Recommendation concerning Technical and Vocational Education and Training (TVET), as annexed to document 204 EX/18 Part II;

   7. **Requests** the Director-General to invite Member States to submit their implementation reports on the implementation of the 2015 Recommendation concerning Technical and Vocational Education and Training (TVET);

   8. **Also requests** the Director-General to submit to it at its 207th session the first consolidated report concerning the implementation of the 2015 Recommendation concerning Technical and Vocational Education and Training (TVET), with a view to transmitting that report, together with the Executive Board’s comments thereon, to the General Conference at its 40th session.
I. Introduction

About the 2015 TVET Recommendation

1. The UNESCO Recommendation concerning Technical and Vocational Education and Training (2015 TVET Recommendation) aims to promote TVET as part of lifelong learning and to contribute to employment and decent work, inclusive and sustainable economic growth and competitiveness, social equity and environmental sustainability. It was adopted in November 2015 by the General Conference of UNESCO at its 38th session.

2. The General Conference recommended that Member States apply the 2015 TVET Recommendation provisions by taking appropriate steps, including legislative measures, in conformity with their constitutional practice and governing structures, to give effect within their territories to the principles of this Recommendation. It also recommended that Member States bring the Recommendation to the attention of the authorities and bodies responsible for TVET, and also of other stakeholders concerned with TVET.

3. For the purpose of the 2015 TVET Recommendation, “TVET is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. As part of lifelong learning, TVET can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development, which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET”.

4. In addition to the Recommendation, UNESCO has a Strategy for TVET (http://unesdoc.unesco.org/images/0024/002452/245239e.pdf). The Strategy (2016-2021) aims to support the efforts of Member States to enhance the relevance of their TVET systems and to equip all youth and adults with the skills required for employment, decent work, entrepreneurship and lifelong learning, and to contribute to the implementation of the 2030 Agenda for Sustainable Development as a whole.

Reporting obligations

5. The General Conference, at its 38th session, “recommended that Member States report to it, at such dates and in such manner as shall be determined by it, on the action taken by them in pursuance of this Recommendation”.

6. All Member States, given the political commitment to and moral force of the 2015 TVET Recommendation and their reporting obligations, should provide information on legislative measures that have been taken pursuant to the 2015 TVET Recommendation and the ways in which national education and training policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the 2015 TVET Recommendation, describing legal norms as well as actual implementation.

7. For the full text of the 2015 Recommendation, please follow this link: http://unesdoc.unesco.org/images/0024/002451/245118M.pdf#page=3
II. **How to fill in the questionnaire**

1. The following questionnaire has been developed to guide and assist Member States with their reporting on the implementation of the 2015 Recommendation concerning TVET. It aims to collect information on the extent to which Member States have applied the principles of the 2015 TVET Recommendation in their education and training systems.

2. The questionnaire is structured in the following way:

   - **Part I**: Items in this part of the questionnaire aim to assess the changing conceptualization of TVET in Member States and the overall implementation of the Recommendation.

   - **Part II**: This part of the questionnaire aims to collect more detailed information on the specific policy areas where the instrument makes recommendations. As such, its questions are directly aligned with the relevant sections of the Recommendation (pp. 6-14). The objective of these questions is to establish the extent to which Member States have been using the principles of the Recommendation in their TVET policy and programme development.

   - **Part III**: The final part of the questionnaire contains questions that aim to collect further information on the TVET systems and policies of Member States. The aim of this section is to give Member States the opportunity to provide UNESCO with any additional information on recent reforms and changes to their TVET systems and policies, including any promising practices or initiatives they wish to showcase and share with the international community.

3. Prior to completing the questionnaire, Member States are encouraged to organize necessary consultations within and outside the Ministry in charge of TVET, including with relevant employers and workers organizations and civil society partners, to collect the necessary information and data.

4. Responses to this questionnaire will be considered the official national report for each Member State.

5. Hence, only one questionnaire per country is to be submitted to UNESCO, which will represent the official country report. It is recommended that the questionnaire be completed by the Ministry/Authority with primary responsibility for TVET in the country.

6. Member States are encouraged to submit the questionnaire in the one of the following ways:

   - (i) **Online**: the questionnaire can be completed and submitted online through a link to be found at: [https://en.unesco.org/themes/skills-work-and-life](https://en.unesco.org/themes/skills-work-and-life)

   - (ii) **Email**: the questionnaire can be completed electronically and sent to: [info.tvet@unesco.org](mailto:info.tvet@unesco.org)

7. Building on the information contained in the country questionnaires, UNESCO will update the UNESCO-UNEVOC World TVET Database ([www.unevoc.unesco.org/go.php?q=World+TVET+Database](http://www.unevoc.unesco.org/go.php?q=World+TVET+Database)).

   This unique online repository has the function to monitor changes in TVET systems and facilitate trends analysis. By providing accurate and reliable information in the questionnaires, Member States contribute to offering TVET officials, experts and stakeholders, but also researchers and students who consult the TVET Database, access to concise, quality and up-to-date information on their TVET systems.
8. The provision of quality information will also allow Member States to reflect their achievements in the synthesis report that will be produced based on national reports, and made available at: https://en.unesco.org/themes/skills-work-and-life

9. The exercise can also be seen as a self-assessment opportunity, to benchmark the country’s progress and challenges against international trends.

III. Information about the respondent

1. Country:


2. Name and title of the respondent:


3. Institution/Department:


4. Email address:


5. Mailing address:


6. Telephone:


7. Date of submission:


8. Signature: Minister of Education or other designated official (e.g. Director-General of Education, Secretary-General of the UNESCO National Commission or other)


9. Official website for TVET
IV. Questionnaire

I. TVET Conceptualization: Scope, vision and aims

1. What is the common term used for TVET in your country? Please provide the term in your country’s official language(s) and a direct English/French translation of the definition commonly used based on legal or policy documents.

2. In the last four years, have there been any major changes in the conceptualization of TVET? If yes, please indicate the principles and areas on which there has been increased emphasis in the last four years. (Please tick all that apply)

   (a) Main vision and aims of TVET – please specify below

   (b) Level of education (ISCED)/Level of qualifications – please specify below

   (c) Learning sites (work-based learning, including apprenticeship, online, tertiary institutions, others) – please specify below

   (d) Governance and institutional structure – please specify below

   (e) Lifelong learning perspective – please specify below
3. In the last four years, have there been any major changes in the aims of TVET? If yes, please indicate the areas on which there has been increased emphasis in the last four years (Please tick all that apply)

- (a) Entry into the world of work – please specify below
- (b) Preparation for further learning – please specify below
- (c) Broad preparation for working life requirements – please specify below
- (d) Personal growth and development – please specify below
- (e) Others. Please indicate which area

4. Which type of initial TVET provision is dominant in your country? (Please select one type of provision only)

- (a) Institution-based TVET
- (b) Modern apprenticeship
- (c) Traditional apprenticeship
- (d) Dual system
- (e) Other. Please specify below.

5. Has there been an increase in the number of initial TVET enrolments in the last four years?

- (a) Yes – please give more information below (e.g. in which sector, occupation, level of qualifications, etc.)
- (b) No
- (c) No information available
6. To what extent are the vision and aims of the Recommendation reflected in your TVET legislation, policies and strategies?

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

7. Please provide any additional information on the measures taken by your country to incorporate the vision and aims of the 2015 TVET Recommendation in legal and policy frameworks. Please provide links to the appropriate legislation/policy framework.

II. TVET POLICIES AND GOVERNANCE

*The purpose of this section is to outline how TVET in your country is aligned with the 2015 TVET Recommendation.*

8. Is there a TVET policy in your country?

☐ (a) Yes. Please specify (e.g. exact title, date of adoption, ministry in charge, web-link if any, etc.)

☐ (b) No

9. Please indicate the principles and topics on which there has been increased emphasis in the last four years. *(Please tick all that apply)*

**Governance and regulatory framework**

☐ (a) Establishment/reinforcement of stakeholders’ participation and partnerships

☐ (b) Set-up of inter-ministerial coordination mechanisms

☐ (c) Development of governance model of TVET institutions, including cooperating with business associations, involving relevant local stakeholders, supporting work-based learning, etc.

☐ (d) Other – please specify below
Social dialogue, private sector and other stakeholders’ involvement

- (a) Involvement in TVET policies and strategies
- (b) Contribute to TVET programmes
- (c) Contribution to TVET institutions governance
- (d) Other. Please specify below.

Financing

- (a) Adoption/reform of measures aiming at diversifying sources of funding
- (b) Establishment/reinforcement of incentives and accountability mechanisms
- (c) Establishment/reinforcement of measures aiming at supporting TVET institutions to generate revenues
- (d) Other financing principles/topics. Please specify below.

Equity and access

- (a) Measures to widen access and participation
- (b) Measures to promote equal access and participation of women and girls
- (c) Other principles/topics. Please specify below.
III. QUALITY AND RELEVANCE

Learning processes

10. In the last four years, have there been any major changes in the content of initial TVET programmes? If yes, please indicate the areas on which there has been increased emphasis in the last four years. (*Please tick all that apply*)

- (a) Job-specific skills
- (b) Foundation skills
- (c) Transversal skills including entrepreneurial skills
- (d) Green and sustainable skills
- (e) Digital skills
- (f) Others. Please specify.

11. To what extent are there adequate teaching and resource materials (including ICTs and audiovisual materials) to teach/deliver the skills below and engage learners? (*Please tick all that apply*)

(a) Foundation skills  Not at all  1  2  3  4  5  Fully
(b) Transferable skills  Not at all  1  2  3  4  5  Fully
(c) Job-specific skills  Not at all  1  2  3  4  5  Fully
(d) Other. Please specify below.  Not at all  1  2  3  4  5  Fully

12. Is your country using Open Education Resources (OER) in initial TVET teaching and learning?

- (a) Yes. Please specify (e.g. which programmes, sectors and trades, level of qualification, etc.)
- (b) No
- (c) No information available.
TVET Staff

13. What is the common term used for initial TVET teachers in your country? Please provide the term in your country official language(s) and a direct English/French translation or explanation of differences.

14. Has your country developed a TVET teacher policy?
   
   ○ (a) Yes. If there is a TVET teacher policy, please provide the full reference or hyperlink to the document.

   ○ (b) No

   ○ (c) No information available

15. What major areas is the TVET teacher policy/strategy trying to address? (Please tick all that apply)
   
   ○ (a) Teaching staff recruitment and retention
   ○ (b) Teaching staff education (Initial training)
   ○ (c) Teaching staff deployment
   ○ (d) Career structure/path
   ○ (e) Teaching staff employment and working condition
   ○ (f) Teaching staff reward and remuneration
   ○ (g) Teaching staff standards
   ○ (h) Teaching staff accountability

16. Please indicate the overall percentage of TVET teachers estimated to have the minimum level of qualifications required by law.
   
   ○ (a) 0 - 20%
   ○ (b) 21 - 40%
   ○ (c) 41 - 60%
   ○ (d) 61 - 80%
   ○ (e) 81 - 100%
17. Are there specific policy measures for TVET institution leaders (principals, managers, etc.) in the policy?

- (a) Yes. Please specify in which areas (e.g. status, qualifications requirements, training, etc.)
- (b) No
- (c) No information available

**Qualifications systems and learning pathways**

18. Have there been any specific reforms of qualifications systems?

- (a) Yes
- (b) No
- (c) No information available

If yes, please indicate the range of reforms. *(Please tick all that apply)*

- (a) Established a national qualifications framework
- (b) Established a regulatory mechanism for flexible learning pathways
- (c) Established a system for the recognition, validation and accreditation of prior learning
- (d) Developed a system for credit transfer and accumulation
- (e) Developed quality assurance of qualifications
- (f) Other. Please specify below.

19. Please describe practical steps that your country has taken to help graduates of TVET programmes to progress into further and higher education and training programmes. *(Please tick all that apply)*

- (a) Use national qualifications framework to support transitions
- (b) Support credit recognition agreements linked to learning outcomes
- (c) Develop systems for recognizing prior learning
- (d) Offer quality career guidance, backed by data on labour market
(e) Ensure that initial TVET equips young people for lifelong learning

(f) Provide optional bridging programmes for TVET students allowing them to access further and higher education

(g) Widen participation in higher and further education, thus allowing more access for TVET graduates

(h) Develop shorter post-secondary vocational programmes

(i) Others. Please specify below.

20. Have there been any specific reforms/legislation on the right to TVET from a lifelong learning perspective?

(a) Yes

(b) No

(c) No information available

If yes, please indicate the types of reforms and policy reforms. *(Please tick all that apply)*

(a) Learning account

(b) Learning entitlement

(c) Vouchers

(d) Other. Please specify below.

Quality and quality assurance

21. Have there been any specific reforms/legislation on quality assurance?

(a) Yes

(b) No

(c) No information available

If yes, please indicate the range of reforms and policy reforms. *(Please tick all that apply)*

(a) Clear and measurable objectives and standards have been established.

(b) TVET system evaluation and performance data have been made accessible.
Relevance to labour markets

22. In the last four years, has there been any specific investment in TVET Management Information Systems?
   - (a) Yes
   - (b) No
   - (c) No information available

   If yes, please indicate the range of reforms and policy reforms. (*Please tick all that apply*)
   - (a) Data on learners’ registration (enrolment and completion) from TVET institutions is systematically collected
   - (b) Data on learners’ certificates from TVET institutions been systematically collected
   - (c) Data on teachers and instructors from TVET institutions been systematically collected
   - (d) Data on infrastructure and equipment from TVET institutions is systematically collected
   - (e) TVET authority used labour market information (e.g. labour force surveys, enterprise surveys, etc.) for making evidence-based TVET policies, strategies and programmes
   - (f) Others. Please specify below.

23. Has there been any specific investment in TVET Management Information Systems to include labour market data?
   - (a) Yes
   - (b) No
   - (c) No information available
If yes, please indicate the range of reforms and policy reforms. *(Please tick all that apply)*

- (a) Impact studies
- (b) Tracer studies
- (c) Measures to use open and real-time labour market data
- (d) Set-up of special bodies/entities (Observatory, Labour Market Intelligence, etc.)
- (e) Other principles/topics. Please specify below.

**Information and guidance**

24. Have there been any specific measures to improve information and guidance services for learners?

- (a) Yes
- (b) No
- (c) No information available

If yes, please indicate the range of measures. *(Please tick all that apply)*

- (a) Set-up of counselling and guidance at TVET institutions
- (b) Information gateways
- (c) Jobs fairs
- (d) Set-up of special bodies/entities (Centre for guidance and counselling, etc.)
- (e) Other principles/topics. Please specify below.

**IV. MONITORING AND EVALUATION**

25. Have there been any specific measures to improve monitoring and evaluation of TVET?

- (a) Yes
- (b) No
- (c) No information available
If yes, please indicate the range of measures. (*Please tick all that apply*)

- (a) Studies of impact and outcomes of TVET policies
- (b) Investigation of cost-benefits
- (c) Measurement of effectiveness and efficiency
- (d) Set-up of special bodies/entities
- (e) Other principles/topics. Please specify below.

V. RESEARCH AND KNOWLEDGE MANAGEMENT

26. Has there been any other specific investment in TVET research and knowledge management?

- (a) Yes
- (b) No
- (c) No information available

If yes, please indicate the range of reforms and policy measures. (*Please tick all that apply*)

- (a) Measures to increase academic and applied research in TVET
- (b) Measures to support interdisciplinary research on TVET
- (c) Mechanisms to support dissemination of research (setting up of TVET research institutes, TVET journals, TVET research fora, etc.)
- (d) Other initiatives. Please specify below.

VI. INTERNATIONAL COOPERATION

27. Does your country actively promote international cooperation and knowledge sharing in TVET, e.g. through relevant United Nations organizations or other international or regional bodies?

- (a) Yes. Please specify below.
- (b) No
28. Does your country have an institution that is a member of the UNEVOC Network?

- (a) Yes
- (b) No

If yes, please indicate the range of activities in which your country’s UNEVOC centre(s) has been involved. (*Please tick all that apply*)

- (a) UNEVOC TVeT-Forum and virtual conferences
- (b) UNEVOC capacity-building programmes
- (c) UNEVOC-funded projects
- (d) UNEVOC publications and knowledge products
- (e) Other UNEVOC initiatives. Please specify below.

VII. ADDITIONAL INFORMATION AND INNOVATIVE PRACTICES

29. Please enter below any other information on your country’s implementation of the 2015 TVET Recommendation that you would like to report on. You may provide additional information on any question or include any other issue that has not been covered by this questionnaire.
30. Please enter below the most innovative initiative, programme or measure undertaken in your country that you wish to share with international community as reflecting changes in TVET in your country (only one initiative is required). Please provide web-links where appropriate. In your presentation of the initiative, you may wish to follow the UNESCO-UNEVOC promising practices template available here:


For more information on the UNESCO-UNEVOC promising practices database please visit:


Thank you for your collaboration.
Item 18 of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART III


SUMMARY

Pursuant to 38 C/Resolution 95 and in compliance with 177 EX/Decision 35.I and 196 EX/Decision 20 on the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, the fourth consolidated report on the implementation of the 1980 Recommendation concerning the Status of the Artist should be submitted to the 40th session of the General Conference in 2019.

In accordance with stage 3(b) of the above-mentioned specific multi-stage procedure, the Secretariat is to seek the advice of the Committee on Conventions and Recommendations prior to the collection of information from Member States, National Commissions and relevant civil society organizations in order to prepare such report. This document presents draft guidelines for the reporting on the implementation of the 1980 Recommendation.

Action expected of the Executive Board: Proposed draft decision in paragraph 8.

1. Adopted by UNESCO’s General Conference in 1980, the Recommendation concerning the Status of the Artist (hereinafter referred to as “the 1980 Recommendation”) calls upon Member States to improve the professional, social and economic status of artists through the implementation of policies and measures related to training, social security, employment, income and tax conditions, mobility and freedom of expression. It also recognizes the right of artists to be organized in trade unions or professional organisations that can represent and defend the interests of their members.

2. Under Article VIII of UNESCO’s Constitution, Member States are required to submit a report on the action taken upon the recommendations adopted by the General Conference. In accordance with the specific multi-stage procedure for the monitoring of the implementation of UNESCO
conventions and recommendations for which no specific institutional mechanism is provided, as adopted by the Executive Board at its 177th session (177 EX/Decision 35.I) and amended at its 196th session (196 EX/Decision 20), the frequency for submitting the reports is set for an interval of four years.

3. As requested by the General Conference (38 C/Resolution 95), the Director-General will therefore transmit to the General Conference at its 40th session (2019) the fourth consolidated report on the measures taken by Member States to implement the 1980 Recommendation. In compliance with stage 3(b) of the above-mentioned specific multi-stage procedure, the Secretariat prepared “Draft guidelines for the preparation of reports on the implementation of the 1980 Recommendation concerning the Status of the Artist” presented as an annex to this document. The draft guidelines are largely based on the questionnaire that was used to collect information during the 2015 consultation and that had been developed by the Secretariat in consultation with international artists associations.¹ Main changes are due to two factors: an effort to align the monitoring of the 1980 Recommendation with that of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions (hereinafter referred to as “the 2005 Convention”), such as the digital environment and the newly adopted operational guidelines in June 2017.

4. As evidenced by the decision of the General Conference at its 39th session to integrate the monitoring of the 1980 Recommendation as part of the Organization’s efforts to achieve expected result 7 of the adopted 39 C/5 (Policies and measures to promote the diversity of cultural expressions designed and implemented by Member States, in particular through the effective implementation of the 2005 Convention), these two international instruments stand to gain from being implemented and monitored in close synergy. By recognizing the central role of artists in the creation and production of a diversity of cultural expressions, the Convention reflects one of the key messages of the 1980 Recommendation, namely the need to ensure that artists “enjoy the same rights as are conferred on a comparable group of the active population by national and international legislation in respect of employment and living and working conditions”. This includes an enabling environment to promote and protect artistic freedom as well as gender equality as pre-requisites for the creation and distribution of diverse cultural expressions.

5. A better alignment of the two instruments’ monitoring mechanisms also results in a better integration of the monitoring of the 1980 Recommendation with that of the Sustainable Development Goals (SGDs). The Organization has already made an effort to present and demonstrate the correlation between the goals of the 2005 Convention and the SDGs both in document 39 C/5 and in the two editions of the Global Report Re|Shaping Cultural Policies, published in 2015 and 2017. The aspects of the 1980 Recommendation that the 2018 consultation will seek to explore can thus easily be linked to SDG targets such as “Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels” (5.c), “Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment” (8.8) or “Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality” (10.4). The upcoming consultation on the implementation of the 1980 Recommendation should thereby serve as a monitoring tool for measuring progress made towards the achievement of these targets.

6. Stage 3(c) of specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided foresees that, within the limit of available resources, the guidelines for collecting information may be made accessible on the Internet to Member States to enable them to draw up and submit their report to the Secretariat by electronic means. Since, in accordance with document 39 C/5, UNESCO can devote part of the regular programme allocated to expected result 7 to monitoring of

¹ Arterial Network; International Affiliation of Writers Guilds; International Authors Forum; International Federation of Actors (FIA); International Federation of Musicians (FIM); International Music Council (IMC); International Theatre Institute; PEN International; UNI Global Union, MEI Division (Media, Entertainment and Arts).
the 1980 Recommendation, the Secretariat of the 2005 Convention will make every effort to ensure
that such a reporting platform is available on the Convention's website. To this end, the Secretariat
may also rely on support from the re-designed Aschberg programme for artists and cultural
professionals, whose goals converge with those of the 1980 Recommendation, particularly
concerning the mobility of artists and cultural professionals, artistic freedom and the social and
economic rights of artists.

7. The consultation of Member States and relevant civil society organization will be launched
following the Executive Board's approval of the abovementioned draft guidelines, towards the end
of April. The deadline for submissions will be set for 30 October 2018. The Executive Board will then
examine the consolidated report at its 207th session in autumn 2019 and submit it to the General
Conference for its consideration at its 40th session.

Proposed decision

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

3. Further recalling 38 C/Resolution 95,

4. Having examined document 204 EX/18 Part III and the report of the Committee on
   Conventions and Recommendations thereon (204 EX/..),

5. Underlining the importance of strengthening synergies in monitoring the
   1980 Recommendation concerning the Status of the Artist and the 2005 Convention on
   the Protection and Promotion of the Diversity of Cultural Expressions as instruments that
   promote respect for human rights and fundamental freedoms, especially artistic freedom
   and artists’ social and economic rights as well as gender equality,

6. Invites Member States to consider the possibility of financially supporting the re-designed
   Aschberg programme for Artists and Cultural Professionals to enable the Secretariat to
   continue its efforts to enhance synergies in the implementation and monitoring of the two
   instruments;

7. Approves the draft guidelines for the preparation of reports by Member States on the
   implementation of the 1980 Recommendation concerning the Status of the Artist, as
   annexed to document 204 EX/18 Part III;

8. Requests the Director-General to invite Member States to submit their reports on the
   implementation of the 1980 Recommendation concerning the Status of the Artist before
   the deadline of 30 October 2018;

9. Further requests the Director-General to submit to it at its 207th session the fourth
   consolidated report on the implementation of the 1980 Recommendation concerning the
   Status of the Artist, with a view to transmitting that report, together with the Executive
   Board’s comments thereon, to the General Conference at its 40th session.
ANNEX

Draft guidelines for the preparation of the reports from Member States on the implementation of the 1980 Recommendation concerning the Status of the Artist

General Information

Organization(s) or entit(y)(ies) responsible for completing this survey

Other organization(s) or entit(y)(ies) (including non-governmental) consulted for completing this survey

Overall assessment

<table>
<thead>
<tr>
<th>In your country, has the 1980 Recommendation concerning the Status of the Artist been integrated into the policy development process in any of the following ways?</th>
<th>YES</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>1. Its provisions have been incorporated into the development or revision of one or more policies.</td>
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<tr>
<td>2. It is (or has been) a tool to promote policy discussion.</td>
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<tr>
<td>3. It has been used as a reference to frame policy development processes.</td>
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</table>
Please briefly expand on your answers below, including citing examples.

I. CULTURE IN THE DIGITAL ENVIRONMENT

The 1980 Recommendation recognises that, regarding employment, working and living conditions of artists “national and international legislation concerning the status of artists is lagging behind the general advances in technology”. Member States are called upon to “assist artists and organisations of artists to remedy, when they exist, the prejudicial effects on their employment or work opportunities of new technologies”. The Operational Guidelines of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions for the Digital Environment also capture the challenges facing artists in the digital era.

I.1 Has your government adopted or updated existing policies and measures to protect the diversity of cultural expressions in the digital environment?

I.2 If yes, were artists and their associations involved in the policy-making processes and implementation of measures? If so, how were they involved?

I.3 Does your government, or public agency, have policies or programmes which seek to regulate the distribution of artistic works on the Internet (for example, domestic content quotas or preferential access for local artists)? If so, please describe.

I.3.1 Does your government, or public agency, regulate Internet Service Providers in relation to production and/or distribution and/or financial support of artistic works? Please describe.

I.3.2 Does your government or public agency regulate the production and/or distribution of artistic works distributed online? Do the regulations require Internet or other service providers to invest in domestic content production/distribution, pay taxes or make other financial contributions? Please describe.

I.3.3 Where artistic works are sold electronically to residents of your country, are domestic and foreign works treated the same, or do domestic works have a competitive advantage or disadvantage (for example, relative to sales, value-added or other taxes)? Please describe.

I.3.4 Has electronic distribution of artistic works (particularly movies, music and books) had a positive or negative impact on the income received by artists? Has it created new revenue streams or eroded existing ones? Please explain.

I.4 Does your government, or arts council, cultural agency or other public body, have policies, programmes or funding schemes that:

(i) provide direct support to artists who create their works digitally and to make them available on the Internet, including access, marketing and promotion? Please describe.
(ii) contribute to fair and equitable remuneration for artists working in the digital environment? If so, please describe.

(iii) establish or support training and/or educational programmes for artists in the use of digital technologies to deepen their knowledge and skills? If so, please describe.

(iv) support the acquisition of specialised equipment required to produce and disseminate artistic expressions digitally?

(v) provide spaces dedicated to digital creativity and innovation that enable artistic experimentation and collaboration (e.g. incubators and laboratories) and/or centres that promote international cooperation through networking activities?

I.5 Has your government ratified and implemented the WIPO Internet Treaties?

<table>
<thead>
<tr>
<th>Treaty</th>
<th>YES</th>
<th>NO</th>
</tr>
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<tbody>
<tr>
<td>WIPO Copyright Treaty</td>
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<td>WIPO Performances and Phonograms Treaty</td>
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<tr>
<td>WIPO Audiovisual Performances Treaty</td>
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I.5.1 If you have not yet implemented them, please indicate below whether you are considering the possibility of implementing each Treaty?

I.5.2 If you have implemented them, please explain whether there has been a positive effect on artists, either in respect of compensation they receive or otherwise.

II. Preferential treatment: transnational mobility of artists and flow of artistic works

The 1980 Recommendation calls upon Member States to:

(j) recognize that artistic life and the practice of the arts have an international dimension and accordingly provide those engaged in artistic activities with all the means and, in particular, travel and study grants, likely to enable them to establish lively and far-reaching contacts with other cultures;

(k) take all appropriate steps to promote the free international movement of artists, and not to hinder the freedom of artists to practise their art in the country of their choice, while ensuring that these do not prejudice the development of endogenous talents and the conditions of work and employment of national artists.

The 1980 Recommendation also highlights the need to encourage international exchanges of works of arts and invites Member States “to assist freer circulation of such work by, inter alia, flexible customs arrangements and concessions in relation to import duties, particularly as regards temporary importation”.

Article 16 of the 2005 Convention states, “Developed countries shall facilitate cultural exchanges with developing countries by granting, through the appropriate institutional and legal frameworks, preferential treatment to artists and other cultural professionals and practitioners, as well as cultural goods and services from developing countries.” The Operational Guidelines encourage the Parties to take measures such as simplification of procedures for issuance of visas for entry, stay and temporary travel; lower costs of visas etc.”

II.1 Has your government taken measures to promote the OUTWARD movement of your artists? Please describe.
II.1.1 Are public and/or private sector touring funds available for your artists who have been invited or wish to work abroad? Please describe.

II.1.2 Are there legal requirements which artists (and/or their agents or producers), who are intending to work abroad, must meet? Please describe.

II.1.3 Do your artists pay domestic tax on the income they receive when they are working abroad? If yes, do they receive credit for taxes which they may pay to foreign governments on the income they earn abroad?

II.1.4 What coverage for social programmes (e.g. health and retirement) do artists from your country who work abroad have? Please describe.

II.2 Has your government taken measures to promote the INWARD movement of foreign artists?

II.2.1 Are foreign artists required to obtain a visa to work in your country? If so, are there special provisions for artists? Are group visas available or does each member of a troop or company require an individual visa?

II.2.2 Artists in some fields require technicians and other support personnel. Are these persons able to obtain a visa to work in your country? If so, are there special provisions for such technicians and support personnel?

II.2.3 Are foreign artists working in your country required to pay income or other taxes on the income they earn in your country? Please describe.

II.2.4 Are there tariffs or restrictions on the importation of equipment required by an artist (instrument, camera, etc.)? Please describe.

II.2.5 Do you have concerns that foreign artists may be taking work opportunities from domestic artists?

II.3 If your government is Party to the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions:

II.3.1 Has it entered into any agreements that implement the provisions of Article 16 on preferential treatment for developing countries by facilitating the inward/outward movement of artists and other cultural practitioners? Please describe.

II.3.2 Has it entered into any agreements that implement the provisions of Article 16 on preferential treatment for cultural goods and services from developing countries? Please describe.

II.3.4 Has it entered into any artistic or cultural collaboration, co-production and/or co-distribution, or trade agreement that has improved the distribution of artistic works from developing countries, including those produced in the digital environment? Please describe.

1 Depending on your country’s development status.
2 Depending on your country’s development status.
III. HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS

III.1 Social and economic rights

The 1980 Recommendation calls on Member States to provide the economic safeguards to which artists are entitled as people actively engaged in cultural work and to improve the employment, working and living conditions of the artist.

III.1.1 Please specify whether artists who are self-employed, freelance or independent contractors (that is, not employed for purposes of their artistic work) are covered by the different social protection programmes.

<table>
<thead>
<tr>
<th>Social programme</th>
<th>Variables to report</th>
<th>Which categories of artists are covered by the programmes?</th>
<th>What percentage of those artists is actually covered by the programme?</th>
<th>What is the legal basis for the programme?</th>
<th>How is the programme funded (for example, by the artist, the person who contracts for their services, and/or tax revenues)?</th>
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<tbody>
<tr>
<td>III.1.1.1 Basic medical care</td>
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<td>III.1.2 Health insurance (e.g. for medication, non-covered medical services, etc.)</td>
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<td>III.1.3 Coverage for work place injuries)</td>
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<td>III.1.4 Income protection during non-working periods.</td>
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<tr>
<td>Social programme</td>
<td>Variables to report</td>
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<td>III.1.1.5</td>
<td>Insurance schemes for illness, parental leave or disability</td>
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<tr>
<td>III.1.1.6</td>
<td>Retirement benefits</td>
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<tr>
<td>III.1.1.7</td>
<td>Career transition</td>
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III.1.2 Do artists have the right to organise in trade unions or professional associations? If yes, please give some examples.

III.2 Artistic freedom

The Guiding Principles of the 1980 Recommendation provide that UNESCO Member States have “a duty to protect, defend and assist artists and their freedom of creation” and urge them to “take all necessary steps to stimulate artistic creativity and the flowering of talents, in particular by adopting measures to secure greater freedom for artists without which they cannot fulfil their mission”. They also declare freedom of expression and communication are an “essential prerequisite for all artistic activities” and ask Member States to “see that artists are unequivocally accorded the protection provided for in this respect by international and national legislation concerning human rights”. One of the guiding principles of the 2005 Convention states “cultural diversity can be protected and promoted only if human rights and fundamental freedoms, such as freedom of expressions, information and communication, … are guaranteed”.

III.2.1 Does your government have an official policy relating to artistic freedom? Please describe.

---

3 Artistic freedom embodies the following bundle of rights protected under international law: the right to create without censorship or intimidation; the right to have artistic work supported, distributed, remunerated; the right to freedom
III.2.2 Are there bodies established to receive complaints and monitor violations of artistic freedom (e.g. censorship) in your country? Please describe.

III.2.3 What challenges does your country face that may limit freedom of artistic/creative expression as prescribed by the guiding principles of the 1980 Recommendation?

III.2.4 With respect to public funding programmes, whether administered by the State, an arts council, cultural agency or other public body, are there mechanisms in place to ensure transparent decision-making on funding/grants/awards?

III.2.5 Has your government taken initiatives to protect artists at risk, such as providing safe houses, safe cities, guidance and training, etc.?

III.3 Gender Equality

The 1980 Recommendation recalls that “Member States should ensure that all individuals, irrespective of race, colour, sex, language, religion, political or other opinion, national or social origin, economic status or birth, have the same opportunities to acquire and develop the skills necessary for the complete development and exercise of their artistic talents, to obtain employment, and to exercise their profession without discrimination.” The Recommendation also encourages Member States to “give particular attention to the development of women’s creativity and the encouragement of groups and organizations which seek to promote the role of women in the various branches of artistic activity”.

The 2005 Convention invites Parties to pay particular attention to the special circumstances and needs of women in their efforts to create an environment where individuals can create, produce, disseminate and distribute cultural expressions (Article 7.1.a).

III.3.1 What is the approach of your government to promoting gender equality in the cultural and creative industries?

III.3.1.1 Is there a specific cultural policy or sector strategy to support women as creators or producers of artistic expressions? If so, please describe.

III.3.1.2 Are there policies and/or sector strategies that invest in women as creators and producers of artistic expressions, including in the digital environment?

III.3.1.3 Is there any support for female-led creative programmes for women (e.g. mentorships, targeted funding, partnership initiatives), particularly in creative hubs, incubators and clusters, including in the digital environment?

III.3.2 How does your government give visibility and distribute the work and innovations of women artists and cultural producers, including those working in the digital creative industries?

III.3.3 How has the gender equality perspective been integrated into cultural policies and measures aimed at supporting the status of artists?

III.3.3.1 Are there measures in place to ensure the protection of the labour, economic and social rights of women artists (e.g. equal pay for work of equal value, maternity leave, healthcare, retirement and insurance, family leave)?

III.3.3.2 Are there special provisions related to training? Please describe.
III.3.4 Are there networks and targeted opportunities for female artists and cultural producers to innovate and collaborate, including those working in the digital creative industries.

III.3.5 Do you collect sex-disaggregated data on inequalities and undertake gender-analysis? Please find below some examples of relevant data to be provided.

- % of women among employed/self-employed artists
- % of women in specific artistic and cultural occupations and industries, including in the digital creative industries
- % of female students in arts and/or cultural industry related programmes
- % of women receiving art prizes/awards
- % of public funds given to female artists and cultural producers
- % of women in decision-making positions in public institutions supporting culture
- % of women working in art museums/galleries
- % of artwork by women exhibited in art museums/galleries
- % of women who are trainers/educators in culture
- % of female artists participating in important festivals of the arts and cultural industries (film, book publishing, music industry etc.)

III.3.6 Does your government, or public regulatory agency, monitor gender-specific attacks on artistic freedom including those using digital technologies – e.g. cyber violence, cyber-bullying, cyber-harassment, etc.? What actions have been taken to address these attacks?
SUMMARY

Pursuant to 38 C/Resolution 93 and in compliance with 177 EX/Decision 35.I and 196 EX/Decision 20 on the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, the next consolidated report on the implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education should be submitted to the General Conference at its 40th session in 2019.

In accordance with stage 3(b) of the above-mentioned specific multi-stage procedure, the Secretariat is to seek the advice of the Committee on the Conventions and Recommendations prior to the collection of information from Member States, National Commissions, research institutions and civil society organizations in order to prepare the next consolidated report of the implementation of the 1993 Recommendation. Pursuant to 202 EX/Decision 24.V, this document presents draft guidelines developed to guide the reporting on the implementation of the 1993 Recommendation.

The financial or administrative implications related to this document are covered in document 39 C/5.

Action expected of the Executive Board: Proposed decision in paragraph 13.
Introduction

1. Pursuant to 34 C/Resolution 87, UNESCO monitors the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education (1993 Recommendation) as a priority. It does so primarily through monitoring the implementation of the six regional and interregional conventions on the recognition of studies, diplomas and degrees in higher education.

2. Under 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 for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, as adopted by the Executive Board at its 177th session (177 EX/Decision 35.I) and amended at its 196th session (196 EX/Decision 20), the frequency for submitting the reports is set for an interval of four years.

3. As requested by the General Conference (38 C/Resolution 93), the Director-General will transmit to it at its 40th session (2019) the next consolidated report on the measures taken by Member States to implement the 1993 Recommendation. In compliance with Stage 3(b) of the above-mentioned Specific multi-stage procedure and pursuant to 202 EX/Decision 24.V, the Director-General submits to the Executive Board the draft guidelines for reporting on the implementation of the 1993 Recommendation, presented in the Annex to this document.

Regional Recognition Conventions

4. The Convention on the Recognition of Qualifications concerning Higher Education in the European Region (the “1997 Lisbon Convention”), adopted in 1997, has been ratified by 53 Member States, achieving almost full regional coverage. UNESCO and the Council of Europe, as co-secretariats to the Lisbon Convention Committee, are currently supporting Parties to the convention on the implementation of the “Recommendation on the Recognition of Qualifications held by Refugees, Displaced Persons and Persons in a Refugee-like Situation”, adopted in November 2017.

5. The Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (the “2011 Tokyo Convention”), adopted in 2011, has been ratified by five Member States and is entering into force on 1 February 2018. Since 2014, UNESCO has hosted three regional events to promote the ratification of the convention and co-hosted national capacity building workshops in Cambodia, Fiji, Japan, Malaysia, Mongolia, Republic of Korea and Viet Nam. In accordance with the 2011 Tokyo Convention, the launch of an Asia-Pacific Network of National Information Centres is foreseen to be launched in close collaboration with European counterparts.

6. The Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States (the “2014 Addis Convention”), adopted in 2014, has been signed by 18 Member States of the Africa Region and the Holy See. No Member State has ratified it yet, but several have initiated the ratification process. Efforts are being made to raise awareness among Member States in the Africa region on the ratification and implementation of the 2014 Addis Convention.

7. In October 2015, Member States from Latin America and the Caribbean (LAC) agreed to review the 1974 Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in LAC (the “1974 Regional Convention in LAC”) in order to update and harmonize it, taking into account present challenges in higher education. UNESCO’s category 1 Institute for Higher Education in Latin America and the Caribbean (IESALC) serves as the Secretariat for the Convention, with technical backstopping from Headquarters. IESALC has organized three Working Group meetings (Havana, February 2016; Cartagena, August 2016; Santo Domingo, July 2017) to elaborate a revised draft of the convention. In 2017, the General Conference, by 39 C/Resolution 82, decided to convene, during 2018-2019 biennium, an International Conference of States (category I), with a view to adopting a revised text. In order to prepare the conference in 2019, at least two
intergovernmental consultation meetings will be held, one of which will take place on the occasion of the Regional Conference of Higher Education in LAC (Córdoba, Argentina, June 2018).

8. UNESCO organized two consultation meetings (Sharm El Sheikh, March 2017; Cairo, October 2017) with higher education experts from the Arab region on revising and updating the Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States, (the “1978 Arab States Convention”). In November 2017, the General Conference adopted 39 C/Resolution 83, supporting the revision of the convention and requested the Director-General to submit to the Executive Board at its 204th session a proposal for the convening of an International Conference of States (category I) for the adoption of the revised text (document 204 EX/6). A Working Group meeting on the revision of the convention is foreseen for early 2018, and the conference in spring 2019.

Global Convention on the Recognition of Higher Education Qualifications

9. Pursuant to 38 C/Resolution 12, UNESCO established a Drafting Committee in March 2016 in close cooperation with Electoral Groups to elaborate a draft text of the Global Convention on the Recognition of Higher Education Qualifications. A first round of online consultations with Member States took place in May 2017. At its fourth and last meeting in June 2017, the Drafting Committee considered the comments received from 40 Member States and finalized a preliminary draft of the convention (Annex II of document 202 EX/8).

10. In November 2017, the General Conference examined the progress report on the preparation of the Global Convention and the preliminary draft text. By 39 C/Resolution 81, it approved the way forward proposed by the Director-General, in view of the adoption of the convention at its 40th session. In the first half of 2018, the Secretariat will organize consultations with Member States and relevant stakeholders on the draft Global Convention. Based on their comments and observations, the Director-General will prepare a final report and convention text, and convene a Special Committee by the end of 2018 for its review.

Consultation of Member States

11. To encourage the participation of a maximum number of Member States and for cost-effectiveness, the Secretariat suggests that the consultation of Member States on the 1993 Recommendation be made available online. Where the online submission of country reports is not possible, Member States will have the option to complete the questionnaire electronically and submit the hard copy to UNESCO.

12. After the guidelines have been adopted by the Executive Board, they will be sent by June 2018 to national authorities in charge of preparing the reports on the implementation of the 1993 Recommendation, establishing 30 November 2018 as the deadline for the submission of reports. The consolidated report will then be examined by the Executive Board at its 207th session in autumn 2017 and by the General Conference at its 40th session.

Proposed decision

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

3. Also recalling 38 C/Resolution 93,

4. Further recalling 202 EX/Decision 24.V by which the Executive Board invited the Director-General to submit to it at its 204th session the draft guidelines for reporting on the implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education,

5. Having examined document 204 EX/18 Part IV and the report of the Committee on Conventions and Recommendations thereon (204 EX/..),

6. Underlining the importance of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education as a means to support the implementation and monitoring of Sustainable Development Goal 4 – Education 2030, to address inter-regional issues relating to recognition of qualifications and quality assurance in the global context,

7. Approves the guidelines for the preparation of reports by Member States on the implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education, as annexed to document 204 EX/18 Part IV;

8. Requests the Director-General to invite Member States to submit to their reports on the implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education;

9. Also requests the Director-General to submit to it at its 207th session the next consolidated report the implementation of the 1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education, with a view to transmitting that report, together with the Executive Board’s comments thereon, to the General Conference at its 40th session.
ANNEX

QUESTIONNAIRE FOR REPORTING ON THE RECOGNITION OF STUDIES AND QUALIFICATIONS IN HIGHER EDUCATION

Recommendation on the Recognition of Studies and Qualifications in Higher Education (adopted by the General Conference at its 27th session in 1993)

The 1993 Recommendation

The Recommendation on the Recognition of Studies and Qualifications in Higher Education (the “1993 Recommendation”), was adopted by UNESCO’s General Conference at its 27th session in 1993. It serves as an international framework to address interregional issues relating to the recognition of higher education qualifications and quality assurance in the global context. The Recommendation reflects UNESCO’s aim to promote access, equity and quality in all higher education systems worldwide.

The 1993 Recommendation is highly significant in that it stresses the fundamental understanding of knowledge as universal and a part of the common heritage of humankind, and it promotes making knowledge and learning more accessible to each individual. It contains provisions for establishing mechanisms and procedures to ensure the quality and standards of degrees and qualifications, and to carry out fair, transparent and expeditious assessments of skills and competencies. Furthermore, it highlights the need for bilateral and multilateral international knowledge sharing, co-operation and coordination among governmental bodies and higher education institutions.

This instrument provides a normative framework for promoting the recognition of studies and qualifications in higher education by detailing guiding principles and formulating a global approach. It calls for common principles for the recognition of studies and qualifications in higher education by all competent authorities and institutions. It provides for action by, and cooperation among, various stakeholders of higher education, particularly national/regional bodies and authorities, institutions of higher education, validating bodies and professional organizations. It also recalls the responsibility of Member States to provide education as a human right and emphasizes the need for concerted policy and planning.

The Monitoring of the Recommendation

Pursuant to 34 C/Resolution 87, UNESCO monitors the 1993 Recommendation as a priority and assesses it primarily through monitoring the implementation of the regional and interregional Conventions on the recognition of studies, diplomas and degrees in higher education. The Secretariat will utilize Member States’ reports on the 1993 Recommendation for the purpose of monitoring and revisions of the five regional and one interregional convention on recognition of studies, diplomas and degrees in higher education in view of current and pending dynamics.

Reporting Obligations

In accordance with Article VIII of UNESCO’s Constitution, “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, all Member States should report on legislative measures that have been taken pursuant to the Recommendation and the ways in which education policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the Recommendation, describing legal norms as well as the factual situation. The report should emphasize the development of governmental legislation.
Guidelines for the Reporting: Questionnaire

The questionnaire was elaborated in order to assist Member States in the preparation of their reports on the implementation of the Recommendation on the Recognition of Studies and Qualifications in Higher Education.

Please send the completed report to UNESCO Headquarters by 30 November 2018, for the attention of Ms Paz Portales (p.portales@unesco.org).

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<tr>
<th>INFORMATION ABOUT THE RESPONDENT</th>
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<tbody>
<tr>
<td><strong>Country name:</strong></td>
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<td><strong>Name of contact person:</strong></td>
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<tr>
<td><strong>Position of contact person:</strong></td>
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<td><strong>Email of contact person:</strong></td>
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<td><strong>Date form submitted:</strong></td>
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<tr>
<th>REPORTING HISTORY</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Report submitted for the 1st first consultation on the 1993 Recommendation in 1995.</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>Report submitted for the 2nd consultation on the 1993 Recommendation in 2011.</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>Report submitted for the 3rd consultation on the 1993 Recommendation in 2015.</td>
<td>YES</td>
<td>NO</td>
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</table>
1. UNESCO Conventions on Recognition in Higher Education

Please indicate to which Regional and/or Inter-Regional Convention(s) on the recognition of studies, diplomas and degrees in higher education your country is signatory and whether the Convention has been ratified.

<table>
<thead>
<tr>
<th>Convention</th>
<th>Year of Signature</th>
<th>Year of Ratification</th>
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<tbody>
<tr>
<td>Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States (2014)</td>
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<tr>
<td>Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (1983)</td>
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<tr>
<td>Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States (1981)</td>
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<tr>
<td>Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the Arab States (1978) [under revision]</td>
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<tr>
<td>Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean (1974) [under revision]</td>
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</tr>
<tr>
<td>International Convention on the Recognition of Studies, Certificates, Diplomas and Degrees in Higher Education in the Arab and European States bordering on the Mediterranean (1976)</td>
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</tbody>
</table>

I. Cooperation with Regional Conventions and their Committees (§4, §6, §23)

Question 1.1. Do national bodies cooperate with existing Convention Committees for the application of the Regional Convention(s)?

YES  NO

If yes, please provide details.
Question 1.2. Regarding the Regional Conventions which are currently under revision (1974 Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the Arab States), is your country participating in the revision process?

[YES | NO]

If yes, please provide details.

Question 1.3. Is your country in favour of the adoption of a possible Global Convention on the Recognition of Higher Education Qualifications of Higher Education?

[YES | NO]

1.3.1. Please indicate the reason for your answer.

2. General measures and provisions on national policies and practices at the governmental level

Question 2.1. Have steps been taken to adhere to the principles set forth in the Recommendation? (§3)

[YES | NO]

2.1.1. If yes, please indicate what steps have been taken?

Question 2.2. Has your country taken legislative and/or other measures governing the recognition of studies and qualifications in higher education as per the Recommendation? (§3)

[YES | NO]

If yes,

2.2.1. Please indicate the legislative and/or other measures taken.

Question 2.3. What laws or other legislation exist that regulate recognition? When were these regulations passed into law?
3. Development of national policies and practices on the recognition of studies and qualifications in higher education (§3)

**Question 3.1.** Have national policies for recognition practices been developed?

| YES | NO |

If yes, please provide details and conclusions.

**Question 3.2.** Have there been consultations with governmental authorities and/or non-governmental organizations on the elaboration of these policies (e.g. institutions of higher education, validating bodies, professional organizations, etc.)?

| YES | NO |

If yes, please provide details.

**Question 3.3.** Is there any specific entity that was created or reinforced to develop government policy?

| YES | NO |

If yes,

3.3.1. What mandates and functions are attributed to the entity, and which individuals/ institutions are members of the entity?

**Question 3.4.** What are the priorities for recognition policy in your country? (E.g., priorities for citizens returning with foreign qualifications, non-citizens with foreign qualifications, recognition for employment purposes or accessing further studies.)

**Question 3.5.** Please indicate the themes and questions related to the recognition of studies and qualifications that are integrated into national policy (e.g. education as a human right; the universality and internationalization of knowledge; higher education as a cultural and scientific asset; respect for diversity; mobility of students, researchers, teachers and specialists; the development of human resources; the rights of refugees and displaced persons; etc.).

**Question 3.6.** Does national policy take into account cross-border providers of education and/or institutions of higher education operating in other countries or territories?

| YES | NO |

If yes, please provide details.

3.6.1. Does national policy cover higher education institutions or affiliates from abroad that operate within your country?

| YES | NO |

If yes, please provide details.
4. Implementation of national policies and practices on recognition of studies and qualifications in higher education. (§8-10)

The 1993 Recommendation encourages Member States to take all feasible steps to encourage the competent authorities concerned to give recognition of studies and qualifications as defined therein (§1). The following questions provide Member States with an opportunity to concentrate on more specific questions pertaining to the implementation of the Recommendation.

Question 4.1. What is the overall status of the implementation of the national policy for recognition?

4.1.1. Which institution is responsible for the implementation and with which partners (E.g. higher education institutions, validating bodies, professional bodies, governmental/regional agencies, etc.)?

4.1.2. Is a specific budget allocated to the implementation of the policy?

4.1.3. Does a systemic mechanism exist for monitoring implementation?

   YES  NO

   If yes, please provide details.

Question 4.2. Which stakeholders have contributed to implementing the legislation and/or policy? Please indicate the categories that apply (§13):

   o Primary/Secondary schools
   o Higher education teachers
   o Higher education students and graduates
   o Media
   o Education community
   o Accreditation agencies
   o Quality assurance agencies or networks
   o Public Higher Education Institutions (faculty, staff, administration, etc.)
   o Private Higher Education Institutions (faculty, staff, administration, etc.)
   o Private, non-governmental sectors (businesses, employers, organizations, etc.)
   o Civil society
   o Information Centre for Recognition
   o Government / Ministry
   o Other (please describe)
4.2.1. Please describe how the cooperation between the stakeholders identified has contributed to the recognition of studies and qualifications in terms of the application of the 1993 Recommendation and the implementation of national policies.

YES NO

If yes, please provide details.

**Question 4.3** Is there a Centre responsible for implementing the Recommendation and/or Convention(s) and, in general, to develop policy and good practices for the recognition of qualifications?

YES NO

If yes,

4.3.1. What is the scope and the duties of the Centre?

4.3.2. Does the Centre provide public information on:

(a) The recognition of foreign diplomas, degrees and other qualifications?

YES NO

(b) Domestic and foreign education systems?

YES NO

(c) Opportunities for studying abroad, including information on study loans and scholarships, as well as advice on practical questions related to mobility and recognition.

YES NO

(d) Other types of information that was not indicated in the above questions?

YES NO

If yes, please describe:

**Question 4.4.** What measures have been taken (constitutional, legal and regulatory provisions) to encourage the competent authorities concerned to evaluate certificates of secondary education and other diplomas necessary for access to higher education, awarded in other countries? (§8)

4.4.1. What is/are the condition(s) usually considered to enable the holder of the certificate to be admitted to a higher education institution (such as the availability of places, mandatory entrance examinations, proficiency in the language of instruction etc.)?
Question 4.5. What measures have been taken to encourage the competent authorities to define procedures for the recognition of partial studies carried out in higher education institutions in the other countries? (§9)?

Question 4.6. What are the procedures within the framework of your national systems (constitutional, legal and regulatory provisions) designed to assess fairly and expeditiously the skills and competence acquired through higher education of refugees and displaced persons who cannot provide documentary evidence of their studies? (§15)

5. Comparison of subjects of study, credits and qualifications

Question 5.1. What measures have been taken to facilitate the comparison of subjects of study, credits and qualifications? (§20)

5.1.1. Has there been any information exchange and international cooperation from other countries with respect to comparisons of subjects, credits and qualifications? (§18, §22)

Question 5.2. Have there been any comparative studies on evaluation criteria and terminology in the field of higher education?

YES | NO

If yes, please provide details.

Question 5.3. How is the concept of “substantial difference” defined and applied in the process of recognition of studies and qualifications in higher education?

Question 5.4. “Eligibility for recognition should not be dependent on nationality or legal status” (§17). What is the eligibility for recognition applied by your country?

6. Cooperation between Higher Education Institutions

Question 6.1. How are lists of legitimate higher education institutions compiled and maintained up to date? (§18)

6.1.1. How are lists of recognized institutions communicated to stakeholders?

Question 6.2. How is information the evaluation procedures of diplomas or studies provided in your country?

Question 6.3. Please provide examples of international cooperation with other higher education institutions and recognition bodies to facilitate mobility (§21-23).

7. Quality Assurance (§19)

Question 7.1. What action has been taken to promote quality assurance in higher education (E.g. establishment of evaluation and accreditation bodies)?

Question 7.2. What are the quality assurance procedures for public and private higher education institutions and programmes?
Questions 7.3. Which actors (Ministry, information centres, institutions, students, etc.) are involved in the quality assurance process and how?

Question 7.4. Do the same quality assurance procedures apply to cross-border or international higher education entities operating in your country?

| YES | NO |

7.4.1. If no, what quality assurance procedures are applied to cross-border and international higher education?

8. Methods introduced to draw the attention of various authorities to the Recommendation and to counter possible obstacles

Question 8.1. Please indicate what methods have been employed to engage various authorities and raise awareness of the Recommendation.

8.1.1. To what extent have these methods been effective?

Question 8.2. What are the key barriers to implementation of the general measures (§3-7)?

Question 8.3. Please specify the activities undertaken or supported by the UNESCO National Commission for promoting the 1993 Recommendation and fostering debates on critical issues contained therein?

9. Concluding Comments

Question 9.1. According to the experiences of your country regarding recognition of studies and qualifications in higher education, what have been the major lessons learned, difficulties and obstacles encountered?

Question 9.2. Please provide suggestions for further development and improvement in the area of recognition of higher education qualifications.

END OF QUESTIONNAIRE
Item 18 of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART IV

IMPLEMENTATION OF THE 1993 RECOMMENDATION ON THE RECOGNITION OF STUDIES AND QUALIFICATIONS IN HIGHER EDUCATION – PREPARATIONS FOR THE NEXT CONSULTATION

CORRIGENDUM

On page 2, paragraph 11 should read as follows:

Consultation of Member States

The Secretariat suggests that the consultation of Member States on the 1993 Recommendation be conducted electronically. Where such submission of country reports is not possible, Member States will have the option to submit the questionnaire in hard copy to UNESCO.
Item 18 of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART V

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

PREPARATIONS FOR THE NEXT CONSULTATION

SUMMARY

Pursuant to 38 C/Resolution 97, and in compliance with 177 EX/Decision 35.I and 196 EX/Decision 20 on the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, the fourth consolidated report on the implementation of the Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003) should be submitted to the General Conference at its 40th session in 2019.

In accordance with stage 3(b) of the above-mentioned specific multi-stage procedure, the Secretariat is to seek the advice of the Committee on the Conventions and Recommendations prior to the collection of information from Member States, National Commissions, research institutions and civil society organizations in order to prepare the first consolidated report on the implementation of the 2003 Recommendation. This document presents draft guidelines developed to guide the reporting on the implementation of the 2003 Recommendation.

The financial and administrative implications related to this document are covered in document 39 C/5.

Action expected of the Executive Board: Proposed decision in paragraph 9.
BACKGROUND

1. The Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003), adopted by UNESCO’s General Conference at its 33rd session (33 C/Resolution 54), is the first-ever normative instrument to promote linguistic diversity and universal access to multilingual information and knowledge in cyberspace. It marks a milestone in UNESCO’s work towards the creation of inclusive, participatory, pluralistic and open knowledge societies.

2. The Recommendation aims to assist Member States at the national level through awareness raising on the crucial role of linguistic diversity, multilingual and universal access to cyberspace and emphasizes the growing role of Internet on preservation, revitalization and promotion of languages. Furthermore, the Recommendation contributes to the formulation of comprehensive language-related policies and encourages Member States to allocate necessary resources in particular for inclusion of new languages in the digital world with a special focus on those languages which are lesser-used, minority and endangered. The normative instrument also recommends to build capacities of national and regional institutions to foster implementation of the language policies and train key players on the technical applications. This Recommendation encourages development of public domain content and appropriate language tools taking into consideration interests of rights-holders and the public interest. Hence, the normative instrument recommends to Member States to initiate appropriate measures to promote and use multilingualism and universal access to cyberspace in the research domain, carry out data collection and support informational cooperation linking with other national, regional and international development agendas as the internet holds an enormous potential for development and plays a crucial role in increasing the free flow of information and ideas in different languages throughout the world.

3. As requested by the General Conference (38 C/Resolution 97), the Director-General will report for the fourth time on the measures taken by Member States to implement this Recommendation at the 40th session of the General Conference (2019).

PROPOSED METHODOLOGY

4. Under 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 for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, as adopted by the Executive Board at its 177th session (177 EX/Decision 35.I) and amended at its 196th session (196 EX/Decision 20), the frequency for submitting the reports is set for an interval of four years.

5. In compliance with Stage 3(b) of the above-mentioned specific multi-stage procedure, the Director-General presents the methodology for the fourth consultation on the implementation of this Recommendation by Member States.

6. The fourth consultation of Member States will be launched following the Executive Board’s approval of the draft reporting guidelines. After the Executive Board has adopted the reporting guidelines, it will be sent by May 2018 to national authorities in charge of preparing the reports on the implementation of the 2003 Recommendation, establishing 30 November 2018 as the deadline for submission of the reports to enable the Secretariat to prepare a fourth consolidated report covering the period 2015-2019. The fourth consolidated report will then be examined by the Executive Board at its 206th session, in the spring of 2019, and by the General Conference at its 40th session.

7. It is recommended that the Reporting Guidelines be filled in and submitted by the ministries responsible for the promotion of access to information and knowledge, linguistic diversity and language standardization. Member States are also encouraged to organize the necessary
consultations within and outside the concerned ministries and institutions, including with key institutions working in the area of access to information in the public domain and application of Information and Communication Technologies (ICTs), professional associations and National Commissions for UNESCO. The proposed reporting guidelines have been established based on the topics set out in the Recommendation, which can be found at: http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/linguistic-diversity-and-multilingualism-on-internet/normative-instruments/recommendation/

8. The contribution to this fourth consultation should be made available in the form of an electronic document to be completed and submitted by email to the Secretariat in English or French.

Proposed decision

9. In 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. Recalling 177 EX/Decision 35.I and 196 EX/Decision 20 on the specific multi-stage procedure for the monitoring of the implementation of UNESCO Conventions and Recommendations for which no specific institutional mechanism is provided,

3. Further recalling 38 C/Resolution 97,

4. Having examined document 204 EX/18 Part V and the report of the Committee on Conventions and Recommendations thereon (204 EX/..),

5. Underlining the importance of the 2003 Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace as a mean to provide the basis for the promotion of linguistic diversity and multilingualism as a key pillar in fostering pluralistic, equitable, open and inclusive knowledge societies,

6. Approves the reporting guidelines for the preparation of reports by Member States on the implementation of the 2003 Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace, as annexed to document 204 EX/18 Part V;

7. Requests the Director-General to invite Member States to submit their reports on the implementation of the 2003 Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace;

8. Also requests the Director-General to submit to it at its 206th session the fourth consolidated report on the implementation of the 2003 Recommendation Concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace, with a view to transmitting that report, together with comments and observations the Executive Board may wish to make, to the General Conference at its 40th session.
Preliminary remarks

These Guidelines are intended to assist Member States in the preparation of the reports on the implementation of the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace, that was adopted by the General Conference of UNESCO in 2003. The proposed reporting guidelines has been established based on the topics set out in the Recommendation, which can be found at: http://http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/linguistic-diversity-and-multilingualism-on-internet/normative-instruments/recommendation/?fb_locale=es_LA

Systems of Reports

Pursuant to Articles 15 and 16.1 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 and in conformity with 32 C/Resolution 41 of the General Conference, in February 2004, the Director-General transmitted to Member States a certified copy of this Recommendation.

Furthermore, the General Conference, at its 33rd session, adopted 33 C/Resolution 54 concerning the establishment of a system of reports by Member States to the General Conference on measures taken to implement the Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace. By this Resolution, the General Conference requested each Member State to prepare and submit to the Secretariat a first report on the action taken to implement this Recommendation by the end of the month of January 2007, and subsequently once every four years with effect from that date.

Pursuant to 33 C/Resolution 54, the Director-General prepared and transmitted to the General Conference, at its 34th session, the first consolidated report, which has also been examined by the Executive Board at its 176th session (34 C/23). The second consolidated report was examined by the Executive Board at its 186th session and then transmitted to the General Conference at its 36th session, and the third consolidated report examined by the 177th Executive Board and then transmitted to 38th session of the General Conference. For the reporting mechanism to be effective, it is indispensable for the number of Member States participating in the reporting process increased significantly.

General indications

Given the reporting obligations stated above, please describe whether the legislative, judicial, administrative or other measures that have been taken pursuant to the Recommendation and the extent to which national laws, policies and programmes correspond at present to its provisions.

Information supplied by Member States should indicate how laws and practices comply with the commitments under the Recommendation, describing legal norms as well as the factual situation. The Report should thus depict the constitutional, legal and administrative framework established for the implementation of the Recommendation.

The Report should also cover laws and legislative texts adopted by Member States to promote the use of multilingualism and the universal access to cyberspace. It should provide a description of policy measures and programmes implemented to that end, as well as of difficulties encountered in this process. The Report should specify activities developed and supported by Member States for the promotion of this Recommendation at national level.
Please highlight the overall results achieved and the obstacles encountered in the process of the implementation of this Recommendation.

**Submission and Dissemination of Reports**

Please designate a contact person responsible for the information sharing and cooperation with UNESCO in relation to this Recommendation.

The Report should not exceed 10 pages, excluding Annexes, and is to be submitted to UNESCO preferably in electronic form (standard .pdf or .rtf or .doc format) or/and on paper in English or French.

The Report will be made available on UNESCO’s website, in order to facilitate the exchange of information relating to the promotion and implementation of this Recommendation.
GENERAL INFORMATION:

Country:

Organization(s) or entity(s) responsible for the preparation of the report

Officially designated contact person/institution

Name(s) of designated official(s) certifying the report

Brief description of the consultation process established for the preparation of the report

Elements for reporting on the specific provisions of the Recommendation

1. DEVELOPMENT OF MULTILINGUAL CONTENT AND SYSTEMS

1.1 Please furnish detailed information explaining what measures have been taken to alleviate language barriers.

1.2 Please provide information on support given to capacity-building for the production of local and indigenous content on the Internet.

1.3 Please describe the measures taken for formulating appropriate national policies on the issues of language survival, revitalization, development and promotion in cyberspace. Please include information about main legislation and/or policy measures, if any, and date of their introduction/adoptions.

1.4 Please provide information, including references, on major events, projects, publications and examples of best practices identified during the reporting period that contributed to the promotion of and use of multilingualism and universal access to cyberspace.

2. FACILITATING ACCESS TO NETWORKS AND SERVICES

2.1 Please report on national efforts to recognize and support universal access to the Internet as well as to promote access to the Internet as a service of public interest.

2.2 Please also describe what mechanisms have been established at the local and national levels to facilitate universal access to the Internet through affordable and accessible telecommunications, and internet costs.

2.3 Please indicate the measures taken for encouraging the development of information strategies and models that facilitate community access and support cooperation on ICT among public service institutions, including community telecentres, libraries, Internet access units, and others.

2.4 What efforts have been made in order to encourage Internet service providers to consider provision of concessionary rates for Internet access in public service institutions?

3. DEVELOPMENT OF PUBLIC DOMAIN CONTENT

3.1 Please explain the legal and administrative measures adopted to give effect to the provisions of this part of the Recommendation:
(a) recognizing and enacting the right of universal online access to public and government-held records,

(b) identifying and promoting repositories of information and knowledge in the public domain and making them accessible by all, in particular persons with disabilities, linguistic minorities, women and girls and,

(c) promoting and facilitating ICT literacy, as well as media and information literacy, including popularizing and building trust in ICT implementation and use.

3.2. Please also provide information on whether open access solutions and web accessibility of public domain information were advanced and how, including supporting data, reference to best practices, examples and solutions.

4. REAFFIRMING THE EQUITABLE BALANCE BETWEEN THE INTERESTS OF RIGHTS-HOLDERS AND THE PUBLIC INTEREST

4.1 Please indicate what action your Government has taken in order to update the national copyright legislation and its adaptation to cyberspace. Please indicate also what consideration was given to the possibility of encouraging rights-holders and the lawful beneficiaries of limitations and exceptions to copyright and related rights protection to ensure that such limitations and exceptions are applied. Please provide information on open access policies adapted, conditions to access open scientific data and any favourable conditions applied for marginalized groups, such as persons with disabilities.

4.2 Please also indicate what are the actions planned to give consideration to the development of technological innovations, including Free and Open Source Software (FOSS), and to their potential impact on access to information.

5. FINAL COMMENTS

5.1 What efforts has your Government made to establish a system of continuing monitoring of the implementation of the decisions taken at the World Summit on the Information Society and other internationally agreed development goals and commitments, and what time-related goals and benchmarks has your Government set in this respect?

5.2 What are, according to you Government, the main issues, new challenges and actions that need to be further addressed for promoting multilingualism and universal access to cyberspace, including the evolution of the Internet and its governance? Please provide a brief description in your final comments.

5.3 Please provide references to the main sources of information and data used in compiling this report and that could be of interest to share with other Member States such as recent public policy strategies, reviews or evaluations; latest research or studies, and statistical data.

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Item 18 of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART VI

IMPLEMENTATION OF THE 2015 RECOMMENDATION CONCERNING THE PRESERVATION OF, AND ACCESS TO, DOCUMENTARY HERITAGE, INCLUDING IN DIGITAL FORM

PREPARATIONS FOR THE NEXT CONSULTATION

SUMMARY

Pursuant to 38 C/Resolution 55, and in compliance with 177 EX/Decision 35.1 and 196 EX/Decision 20 on the specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, the first consolidated report on the implementation of the Recommendation Concerning the Preservation of, and Access to, Documentary Heritage Including in Digital Form (2015) should be submitted to the General Conference at its 40th session in 2019.

In accordance with stage 3(b) of the above-mentioned specific multi-stage procedure, the Secretariat is to seek the advice of the Committee on Conventions and Recommendations prior to the collection of information from Member States, National Commissions, research institutions and civil society organizations in order to prepare the first consolidated report on the implementation of the 2015 Recommendation. This document presents draft guidelines developed to guide the reporting on the implementation of the 2015 Recommendation.

The financial and administrative implications related to the activities proposed in this document are covered in document 39 C/5.

Action expected of the Executive Board: Proposed decision in paragraph 9.
BACKGROUND

1. The Recommendation Concerning the Preservation of, and Access to, Documentary Heritage Including in Digital Form (2015), adopted by UNESCO’s General Conference at its 38th session (38 C/Resolution 55), is the first ever international normative instrument to embrace the field of documentary heritage in its entirety and marks a milestone in UNESCO’s work towards accessibility and preservation of documentary heritage.

2. The Recommendation aims to assist Member States at the national level through identification of documentary heritage and policy measures ensuring preservation of, and access to it, and at the international level through bilateral or multilateral research projects and publishing guidelines, policies and best practice models. This normative instrument also contributes towards building partnerships for identifying appropriate solutions to threats such as the ravage of time, natural disasters, human behaviour, and technology obsolescence. Hence, it recommends to Member States to initiate appropriate steps in order to align it with their specific contexts, disseminate it widely across their national territories and facilitate its implementation through the formulation and adoption of supporting policies, strategies and legislation. The goals endorsed by Member States in the 2015 Recommendation were emphasised by the UNESCO’s Executive Board which reaffirmed this mission by underlining at its session in October 2017 the importance of documentary heritage in promoting the sharing of knowledge for greater understanding and dialogue, in order to promote peace and respect for freedom, democracy, human rights and dignity.

3. As decided by the General Conference (38 C/Resolution 55), the Director-General will report to it on the measures taken by Member States to implement the Recommendation Concerning the Preservation of, and Access to, Documentary Heritage Including in Digital Form (2015) at its 40th session of the General Conference in 2019. Furthermore, as requested by the UNESCO Executive Board, the Director-General, in cooperation with Member States and building on the work of the International Advisory Committee (IAC), will engage in a comprehensive review of the MoW Programme, in the broader context of the 2015 Recommendation.

PROPOSED METHODOLOGY

4. Under 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 for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided, as adopted by the Executive Board at its 177th session (177 EX/Decision 35.I) and amended at its 196th session (196 EX/Decision 20), the frequency for submitting the reports is set for an interval of four years.

5. In compliance with Stage 3(b) of the above-mentioned specific multi-stage procedure, the Director-General proposes the following methodology for the first consultation on the implementation of this Recommendation by Member States.

6. The first consultation of Member States will be launched following the Executive Board’s approval of the draft questionnaire. The adopted questionnaire will then be sent by end of May 2018 to the relevant national authorities, establishing 30 November 2018 as the deadline for submission of the reports. The Secretariat will prepare subsequently a consolidated report covering the period 2015-2019. The first consolidated report will be examined by the Executive Board at its 206th session, in the spring of 2019, and by the General Conference at its 40th session.

7. Member States are encouraged to organize the necessary consultations within and outside the concerned ministries and institutions, including with key memory institutions, national Memory of the World committees, professional associations, relevant civil society partners and National Commissions for UNESCO. Member States are further expected to consult the Implementation Guidelines that have been prepared for the practical application of the various provisions of the
Recommendation. The proposed questionnaire has been established based on the topics set out in the Implementation Guidelines, which can be found on the Memory of the World (MoW) website at: https://en.unesco.org/programme/mow.

8. The contribution to this first consultation should be made available in the form of an electronic document to be completed and submitted by email to the Secretariat in one of the two working languages of UNESCO.

PROPOSED DECISION

9. In 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. Recalling 177 EX/Decision 35.I and 196 EX/Decision 20 on the specific multi-stage procedure for the monitoring of the implementation of UNESCO Conventions and Recommendations for which no specific institutional mechanism is provided,

3. Further recalling 38 C/Resolution 55,

4. Having examined document 204 EX/18 Part VI and the report of the Committee on Conventions and Recommendations thereon (204 EX/..),

5. Underlining the importance of the 2015 Recommendation Concerning the Preservation of, and Access to, Documentary Heritage Including in Digital Form,

6. Approves the questionnaire for the preparation of reports by Member States on the implementation of the 2015 Recommendation Concerning the Preservation of, and Access to, Documentary Heritage Including in Digital Form, as annexed to document 204 EX/18 Part VI;

7. Requests the Director-General to invite Member States to submit their reports on the implementation of the 2015 Recommendation Concerning the Preservation of, and Access to, Documentary Heritage Including in Digital Form;

8. Also requests the Director-General to submit to the Executive Board at its 206th session the first consolidated report on the implementation of the 2015 Recommendation Concerning the Preservation of, and Access to, Documentary Heritage Including in Digital Form, with a view to transmitting that report, together with the comments and observations the Executive Board may wish to make, to the General Conference at its 40th session.
Preliminary remarks

Member States are invited to consult the Implementation Guidelines that have been prepared to assist Member States with the practical application of the various provisions of the Recommendation. The proposed questionnaire has been established based on the topics set out in the Implementation Guidelines, which can be found on the Memory of the World (MoW) website at: https://en.unesco.org/programme/mow.

Pursuant to Articles 15 and 16.1 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the UNESCO Constitution, the Director-General of UNESCO has invited Member States by the Circular Letter 4155 dated 28 April 2016 to submit the Recommendation to their competent authorities within a period of one year from the close of the session of the General Conference.

Furthermore, under 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.

Submission and dissemination of reports

Please designate a contact person responsible for the information sharing and cooperation with UNESCO in relation to this Recommendation.

The report should not exceed 15 pages, excluding annexes and is to be submitted to UNESCO in electronic form only (standard .pdf or .rtf or .doc format) in English or French, to the extent possible.

The report will be made available on UNESCO’s website in order to facilitate the exchange of information relating to the promotion and implementation of this Recommendation.
DRAFT QUESTIONNAIRE

GENERAL INFORMATION:

Country:

Organization(s) or entity (s) responsible for the preparation of the report:

Officially designated contact person/institution:

Name(s) of designated official(s) certifying the report:

Brief description of the consultation process established for the preparation of the report:

REPORTING ON THE SPECIFIC PROVISIONS OF THE RECOMMENDATION:

General support:

1. Has the Recommendation been promulgated to appropriate ministries and institutions? (Section 1)

2. Has the Recommendation been translated into the national language(s) (if applicable)?

3. Has your country created a supportive, participatory, enabling and stable environment for all parties? (1.1, 1.2, 3.1, 4.5, 5.1, 5.2)

4. How, if at all, has your country applied international standards and curatorial best practice (2.4, 2.7, 2.8, 2.9, 4.2, 5.1, 5.2, 5.5)?

5. What consultation mechanisms does the government maintain with stakeholders in the documentary heritage sector (national and private memory institutions, professional associations, relevant NGOs)? (1.2)

6. What actions has your country taken in order to support memory institutions in establishing policies and standards by research and consultation, guided by internationally established norms? (1.1, 1.2, 2.2, 2.3, 3.2)

7. What major capacity-building measures and policies have taken place within the sector? Is research and training for documentary heritage professionals organized in your country? How often? (2.4, 2.7, 2.8, 2.9, 5.1, 5.2)

Legislation and mandates:

8. What legislation does your country have in place to:
   - define the authority, mandate, independence and governance structure of your national memory institutions? (3.1, 4.5)
   - guarantee the ability of memory institutions to take unhindered preservation action on documents in their collections? (3.5 to 3.7)
   - promote and facilitate maximum inclusive access by empowering memory institutions? (3.2)
   - support memory institutions providing access to material whose copyright status cannot be clarified? (3.5 to 3.7)
9. Has government net funding of national memory institutions (in recent years) increased or decreased? By how much? (4.1)

10. What long term investment in analogue and digital documentary preservation has been made? (4.1)

11. What encouragement has been given in the development of open source software and access to proprietary codes by memory institutions? (4.7, 4.8)

Identification and preservation status of documentary heritage

12. Do all national memory institutions have published collection development, preservation and access policies? Are there in your country established policies, mechanisms and criteria for selecting, acquiring and de-selecting documentary heritage? What policies have been developed recently? (1.1)

13. What documentary heritage has been identified as at potential or imminent risk (if any)? What action has been taken? Was it brought to the attention of competent bodies? (1.3, 2.7, 5.5)

14. What arrangements are in place to protect the documentary heritage from danger? (5.4)

15. What practical support has been given to private, local and individual collections of documentary heritage? Are they visible in national directories? (1.3, 4.3)

Capacity-building

16. What specific steps have been taken to encourage consistency of best practice, coordination and sharing of tasks among memory institutions? (2.1, 2.7)

17. What training schemes have been developed? (1.5)

18. What is the level of involvement of national memory institutions in international professional associations and networks? (2.8, 2.9)

19. Are there partnerships, including public-private ones, established allowing sharing of costs, facilities and services? (2.2, 3.4, 4.2)

Memory of the World programme

20. Is there in your country a national Memory of the World committee? If not, what plans exist to establish one? (4.10, 5.6)

21. What recent nominations have been made to Memory of the World registers (international, regional, national)? (1.4)

22. Are there any Memory of the World outreach and visibility activities organized in your country enhancing accessibility of documentary heritage? Please give examples. (3.7)

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