

# CORPUS ON THE RIGHT TO EDUCATION 2

International right to education  
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OIDEL

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**CODE OF INTERNATIONAL EDUCATION LAW**  
**2017**

CORPUS OF RIGHT TO EDUCATION 2

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## **PRESENTATION**

This compilation of international standards contains the provisions which appear in the right to education norms under concepts taken from the international instruments of the United Nations, UNESCO and ILO. Thus, this study concerns exclusively the universal system. Its aim is to give an exhaustive vision of the international right on education and also facilitate a better understanding of this right. It completes the work OIDEI has been doing since a couple of years on tools including the bibliography on the right to education that we regularly publish.

The consolidation of the provisions is closely following the structure of article 13 of the International Covenant on Economic, Social and Cultural Rights. This treaty, which has been the subject of many ratifications, represents the most comprehensive instrument on the right to education; this explains our decision to follow this methodology.

The first part, entitled "Right to education in general," lists the provisions based on subparagraphs of article 13, namely subparagraph 1: Goals of the education, subparagraph 2: Levels of education, subparagraphs 3 and 4: Freedom of education. The standards making explicit mention of certain types of education, these are in sub-sections within the categories to which they relate.

The second part deals with the "rights of specific groups" that have significantly developed in the recent decades, namely the education of women and girls, children and minorities.

In international standards, the right to education is put in direct relation with certain other rights. We considered it useful to create a section called "link with other rights" as the cultural rights or religious freedom.

The aim of this presentation, which comprises three areas, is to facilitate research on the right to education offering a tool for three different publics: governments and public authorities in general, other stakeholders of this right at the national and international level and university students and members of academia. The final purpose is to strengthen the protection of the right to education at the national level and facilitate the human rights – based approach in education.

Finally, the international texts are included in the compilation, in their entirety or in the form of articles referring to education. They are classified by organization, i.e. UN, UNESCO, and ILO and, within each institution, by types of instruments (Convention, Declaration and Recommendation). That way, the reader has the original texts of all the instruments at hand for immediate reference.

## **ACKNOWLEDGEMENTS**

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# INTRODUCTION TO THE RIGHT TO EDUCATION

These observations introduce you to the international standards concerning the right to education. Based on these contents four standards are essential components of the right to education.

**1. Availability.** Functioning educational institutions and programs have to be available in sufficient quantity.

- a) buildings,
- b) sanitation facilities for both sexes,
- c) safe drinking water,
- d) trained teachers receiving domestically competitive salaries,
- e) teaching materials<sup>1</sup>

**2. Accessibility.** Educational institutions have to be accessible to everyone, without discrimination.

- 1. Non-discrimination: education must be accessible to all in law and fact;
- 2. Physical: at some reasonably convenient geographic location or via modern technology
- 3. Economic: this dimension of accessibility is subject to the differential wording of article 13

**3. Acceptability.** The form and substance of education have to be acceptable to students and, parents;

- a) relevant, culturally appropriate
- b) good quality

**4. Adaptability.** Education has to be flexible:

- a) adapt to the needs of changing societies
- b) respond to the needs of students within their diverse social and cultural settings<sup>2</sup>.

The DESC Committee has specified the general obligations of states and the meaning of progressive realization<sup>3</sup>

## *Immediate obligations.*

States parties have immediate obligations in relation to the right to education:

- a) the “guarantee” that the right “will be exercised without discrimination of any kind”

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<sup>1</sup> This list is only indicative and non-exhaustive but we must understand that those aspects are considered by the Committee on ESCR as part of the core content of the right to education.

<sup>2</sup> Committee on ESCR, General Comment 13, p. 2, par. 6

<sup>3</sup> Committee on ESCR, General Comment 13

b) The obligation “to take steps” towards the full realization of article 13.

#### *Progressively*

Progressive realization means that States parties have a specific and continuing obligation “to move as expeditiously and effectively as possible” towards the full realization of article 13. (par. 44).

#### *Types of obligations*

The right to education, like all human rights, imposes **three types or levels of obligations on States parties: the obligations to respect protect and fulfil**. In turn, the obligation to fulfil incorporates both an obligation to facilitate and an obligation to provide

The obligation to respect requires States parties to avoid measures that hinder or prevent the enjoyment of the right to education. The obligation to protect requires States parties to take measures that prevent third parties from interfering with the enjoyment of the right to education. The obligation to fulfil (facilitate) requires States to take positive measures that enable and assist individuals and communities to enjoy the right to education. Finally, States parties have an obligation to fulfil (provide) the right to education. (par. 46 – 47).

#### *Domestic application of Treaties<sup>4</sup>*

Several principles follow from the duty to give effect to the Covenant and must therefore be respected:

- First, the means of implementation chosen must be adequate to ensure fulfilment of the obligations under the Covenant.
- Second, account should be taken of the means which have proved to be most effective in the country concerned in ensuring the protection of other human rights.
- Third, while the Covenant does not formally oblige States to incorporate its provisions in domestic law, such an approach is desirable. (par. 7 – 8).

### **Non discrimination**

The adoption of temporary special measures intended to bring about de facto equality for men and women and for disadvantaged groups is not a violation of the right to non-discrimination with regard to education

Separate educational systems or institutions for groups defined by the categories in article 2 (2) shall be deemed not to constitute a breach of the Covenant. In this regard, the Committee affirms article 2 of the UNESCO Convention against Discrimination in Education (1960).

The principle of non-discrimination extends to all persons of school age residing in the territory of a State party, including non-nationals, and irrespective of their legal status. Committee on ESCR, General Comment 13, par. 32 - 34

### **Aims of education**

17. The aims and values reflected in this article are stated in quite general terms and their implications are potentially very wide-ranging. This seems to have led many States parties to assume that it is unnecessary or even inappropriate, to ensure that the relevant principles are reflected in legislation or in administrative directives. This assumption is unwarranted. [...]

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<sup>4</sup> Committee on ESCR, General Comment 9



18. The effective promotion of article 29 (1) [of the Convention on the Rights of the Child] requires the fundamental reworking of curricula to include the various aims of education and the systematic revision of textbooks and other teaching materials and technologies, as well as school policies. Approaches which do no more than seek to superimpose the aims and values of the article on the existing system without encouraging any deeper changes are clearly inadequate. (...). It is also important that the teaching methods used in schools reflect the spirit and educational philosophy of the Convention on the Rights of the Child and the aims of education laid down in article 29 (1).

19. In addition, the school environment itself must thus reflect the freedom and the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin called for in article 29 (1) (b) and (d). A school which allows bullying or other violent and exclusionary practices to occur is not one which meets the requirements of article 29 (1).

Committee on the Rights of the Child, General Comment 1. Art. 29 (1)

## **Primary education**

### *Signification of terms*

#### *Compulsory.*

- **Neither parents, nor guardians, nor the State are entitled to treat as optional the decision as to whether the child should have access to primary education.**
- **Prohibition of gender discrimination in access to education,**
- **The education offered must be adequate in quality, relevant to the child and must promote the realization of the child's other rights.**

#### *Free of charge.* (see also Guidelines\_ESCRC q. 59)

The nature of this requirement is unequivocal. The right is expressly formulated so as to ensure the availability of primary education without charge to the child, parents or guardians. Fees imposed by the Government, the local authorities or the school, and other direct costs, constitute disincentives to the enjoyment of the right and may jeopardize its realization. They are also often highly regressive in effect. Their elimination is a matter which must be addressed by the required plan of action. Indirect costs, such as compulsory levies on parents (sometimes portrayed as being voluntary, when in fact they are not), or the obligation to wear a relatively expensive school uniform, can also fall into the same category. Other indirect costs may be permissible, subject to the Committee's examination on a case-by-case basis. This provision of compulsory primary education in no way conflicts with the right recognized in article 13.3 of the Covenant for parents and guardians "to choose for their children schools other than those established by the public authorities"<sup>5</sup>.

#### *Adoption of a detailed plan.*

The State party is required to adopt a plan of action within two years. This must be interpreted as meaning within two years of the Covenant's entry into force of the State concerned, or within two years of a subsequent change in circumstances which has led to the non-observance of the relevant obligation. (...) Participation of all sections of civil society in

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<sup>5</sup> Committee on ESCR, General Comment 11, par. 7

the drawing up of the plan is vital and some means of periodically reviewing progress and ensuring accountability are essential.

#### *Obligations.*

A State party cannot escape the unequivocal obligation to adopt a plan of action on the grounds that the necessary resources are not available. Where a State party is clearly lacking in the financial resources and/or expertise required to “work out and adopt” a detailed plan, the international community has a clear obligation to assist.

Committee on ESCR, General Comment 11, par. 6 -10.

#### *Core content.*

In its General Comment 3, the Committee confirmed that States parties have “a minimum core obligation to ensure the satisfaction of, at the very least, minimum essential levels” of each of the rights enunciated in the Covenant, including “the most basic forms of education”. In the context of article 13, this core includes an obligation: to ensure the right of access to public educational institutions and programmes on a non-discriminatory basis; to ensure that education conforms to the objectives set out in article 13 (1); to provide primary education for all in accordance with article 13 (2) (a); to adopt and implement a national educational strategy which includes provision for secondary, higher and fundamental education; and to ensure free choice of education without interference from the State or third parties, subject to conformity with “minimum educational standards” (art. 13 (3) and (4))<sup>6</sup>.

#### *Violations*

When the normative content of article 13 (Part I) is applied to the general and specific obligations of States parties (Part II), a dynamic process is set in motion which facilitates identification of violations of the right to education. Violations of article 13 may occur through the direct action of States parties (acts of commission) or through their failure to take steps required by the Covenant (acts of omission)<sup>7</sup>.

By way of illustration, violations of article 13 include: the introduction or failure to repeal legislation which discriminates against individuals or groups, on any of the prohibited grounds, in the field of education; the failure to take measures which address de facto educational discrimination; the use of curricula inconsistent with the educational objectives set out in article 13 (1); the failure to maintain a transparent and effective system to monitor conformity with article 13 (1); the failure to introduce, as a matter of priority, primary education which is compulsory and available free to all; the failure to take “deliberate, concrete and targeted” measures towards the progressive realization of secondary, higher and fundamental education in accordance with article 13 (2) (b)-(d); the prohibition of private educational institutions; the failure to ensure private educational institutions conform to the “minimum educational standards” required by article 13 (3) and (4); the denial of academic freedom of staff and students; the closure of educational institutions in times of political tension in non-conformity with article 4<sup>8</sup>.

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<sup>6</sup> Committee on ESCR, General Comment 13, p. 12, par. 57

<sup>7</sup> Ibid, par. 58

<sup>8</sup> Ibid, par. 59



## Minorities<sup>9</sup>

**1.1 States shall protect the existence and the national or ethnic, cultural, religious and linguistic identity of minorities within their respective territories and shall encourage conditions for the promotion of that identity.**

**23. Minority protection is based on four requirements: protection of the existence, non-exclusion, non-discrimination and non-assimilation of the groups concerned.**

**4.3 States should take appropriate measures so that, wherever possible, persons belonging to minorities may have adequate opportunities to learn their mother tongue or to have instruction in their mother tongue.**

63. In regard to non-territorial languages spoken traditionally by a minority within a country, but which are not associated with a particular region of that country, a uniform solution is more difficult to find. (...). In this regard, persons belonging to minorities have a right, like others, to establish their private institutions, where the minority language is the main language of instruction. However, the State is entitled to require that the State language also be taught. One question to be addressed is whether the State is obliged **to provide subsidies** for such teaching. It would be a requirement that the State does ensure the existence of and fund some institutions which can ensure the teaching of that minority language. It follows from the general wording of article 4.3 that everyone should have adequate opportunities “wherever possible”. How far the obligation to fund teaching of minority languages for persons belonging to dispersed groups goes would therefore depend on the resources of the State.

**4.4 States should, where appropriate, take measures in the field of education, in order to encourage knowledge of the history, traditions, language and culture of the minorities existing within their territory. Persons belonging to minorities should have adequate opportunities to gain knowledge of the society as a whole.**

## Glossary<sup>10</sup>

**Convention:** Binding agreement between states; used synonymously with treaty and Covenant. A convention is stronger than a declaration because it is legally binding for governments that have ratified it. When, for example, the UN General Assembly adopts a convention, it creates international norms and standards. Once the UN General Assembly adopts a convention, Member States can then ratify the convention, turning it into international law.

**Declaration:** Document stating agreed upon principles and standards but which is not legally binding. UN conferences, like the 1993 UN Conference on Human Rights in Vienna and the 1995 World Conference for Women in Beijing, usually produce two sets of declarations: one written by government representatives and one by nongovernmental organizations (NGOs). The UN General Assembly often issues influential but legally non-binding declarations.

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<sup>9</sup> *Commentary of the WG on Minorities to the United Nations Declaration on the Rights of Persons Belonging to national or ethnic, religious and linguistic minorities* Doc E/CN.4/Sub.2/AC.5/2005/2.

<sup>10</sup> OHCHR and Council of Europe

**General Comment:** A treaty body's interpretation of the content of human rights provisions, on thematic issues or its methods of work. General comments often seek to clarify the reporting duties of State parties with respect to certain provisions and suggest approaches to implementing treaty provisions. Also called "general recommendation" (CERD & CEDAW).

**Human rights framework:** The evolving and interrelated body of international instruments that define human rights and establish mechanisms to promote and protect them.

**Human rights instruments:** any formal, written document of a state or states that sets forth rights as non-binding principles (a declaration) or codifies rights that are legally binding on those states that ratify them (a covenant, treaty, or convention).

**International Covenant on Civil and Political Rights (ICCPR)** (Adopted 1966, and entered into force 1976): The ICCPR declares that all people have a broad range of civil and political rights and sets up ways to monitor their respect by the member states.

**International Covenant on Economic, Social, and Cultural Rights (ICESCR)** (Adopted 1966, and entered into force 1976): The ICESCR declares that all people have a broad range of economic, social and cultural rights.

**Member States:** Countries that are members of intergovernmental organizations (e.g. the United Nations, the Council of Europe).

**Non-governmental Organizations (NGOs):** Organizations formed by people outside of government. NGOs monitor the proceedings of human rights bodies such as the Human Rights Council of the United Nations and are the 'watchdogs' of the human rights that fall within their mandate.

**Optional Protocol:** A treaty that modifies another treaty (e.g. adding additional procedures or provisions). It is called 'optional' because a government that has ratified the original treaty can choose whether or not to ratify the changes made in the protocol.

**Special Rapporteur:** A person chosen by a UN human rights Council to report on a particular theme (e.g. on the sale of children, child prostitution and child pornography; on violence against women) or on the human rights situation in a particular country.

**Treaty Body:** A committee of independent experts appointed to monitor the implementation by States parties of the core international human rights treaties. They are called 'treaty bodies' because each is created in accordance with the provisions of the treaty which it oversees. In many important respects, they are independent of the United Nations system, although they receive support from the United Nations Secretariat and report to the General Assembly. Also referred to as the "committee" or "treaty-monitoring body".

**Universal Declaration of Human Rights (Universal Declaration, UDHR):** Adopted by the general assembly on December 10, 1948. Primary UN document establishing human rights standards and norms. All member states have agreed to uphold the UDHR. Although the declaration was intended to be non-binding, through time its various provisions have become so widely recognized that it can now be said to be customary international law.

## PRESENTATION BY THEME

### Part 1. The right to education in general

#### ▪ Access to Education

- **art. 26 al. 1** Universal Declaration of Human Rights
- **principle 7** Declaration of the Rights of the Child
- **art. 10 al. e / art. 11 al. b** Declaration on Social Progress and Development in the Social
- **art. 13 al. 1** International Covenant on Economic, Social and Cultural Rights
- **art.1** Convention against Discrimination in Education
- **art. 5 al. e (v)** International Convention on the Elimination of All Forms of Racial Discrimination
- **art. 28 al. 1** Convention on the Rights of the Child
- **principle 20** Guidelines for the Prevention of Juvenile Delinquency

#### Quality Education

- **obj. 2 v) and vi)** World Declaration on Education For All. Meeting Basic Learning Needs
- **art. 5** UNESCO Universal Declaration on Cultural Diversity
- **art. 4.b** Convention against Discrimination in Education
- **art. 24 al. 2 (b)** Convention on the Rights of Persons with Disabilities

#### ▪ Goals and Objectives of Education

##### Education in human rights, peace and citizenship

- **art. 26 al. 2** Universal Declaration of Human Rights
- **principle 7** Declaration of the Rights of the Child
- **art. 11 al. d** Declaration on Social Progress and Development
- **art. 4** Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racism, apartheid and incitement to war.

- **art. 5 al. 3** Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief
- **art. 4 al. j** Declaration on the Elimination of Violence against Women
- **par. 33** Vienna Declaration and Programme of Action
- **art. 4 and 5** Declaration of Principles on Tolerance
- **art. 15** Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms
- **par. 95 and 97** The Durban Declaration and Programme of Action
- United Nations Declaration on Human Rights Education and Training
- **art. 24** International Declaration on Human Genetic Data
- **art. 13 al. 1** International Covenant on Economic, Social and Cultural Rights
- **art. 10 al. c** The Convention on the Elimination of All Forms of Discrimination against Women
- **art. 29 al. 1 (b) à (e)** Convention on the Rights of the Child
- **art. 31** Indigenous and Tribal Peoples Convention
- **art. 24 al. 1 (a) et (c)** Convention on the Rights of Persons with Disabilities
- Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms
- **principle 21 al. a et al. e** Guidelines for the Prevention of Juvenile Delinquency
- **art. 9 al. 2** Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography

## **Discrimination (non-discrimination)**

- **art. 26 al. 1** Universal Declaration of Human Rights
- **principle 7** Declaration of the Rights of the Child
- Declaration on Race and Racial Prejudice
- **art. 8 al. 1** Declaration on the Right to Development
- World Declaration on Education For All. Meeting Basic Learning Needs
- **par. 95 and 97** The Durban Declaration and Programme of Action
- **art. 14 al. 2 / art. 21 al. 1** Declaration on the Rights of Indigenous Peoples
- Convention against Discrimination in Education
- **art. 5 al. e (v)** International Convention on the Elimination of All Forms of Racial Discrimination
- **art. 28 al. 1 and 2** Convention on the Rights of the Child
- **art. 24 al. 1, 2, 3 and 5** Convention on the Rights of Persons with Disabilities
- Recommendation against Discrimination in Education

## **Best interest of the child**

- **Principle 7** Declaration of the Rights of the Child
- **art. 5 al. 2** Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief
- **art. 18 al. 1 and 2** Convention on the Rights of the Child



## **Full development of the human personality**

- **art. 26 al. 2** Universal Declaration of Human Rights
- **art. 13 al. 1** International Covenant on Economic, Social and Cultural Rights
- **art. 29 al. 1 (a)** Convention on the Rights of the Child
- **art. 24 al. 1 (a) et (b)** Convention on the Rights of Persons with Disabilities
- **principle 21 al. b** Guidelines for the Prevention of Juvenile Delinquency

## **Health and well-being**

- **art. 9 al. e** Declaration on the Elimination of All Forms of Discrimination Against Women
- **art. 10 al. h** The Convention on the Elimination of All Forms of Discrimination against Women

## ▪ **Preschool**

- **art. 10 al. a** The Convention on the Elimination of All Forms of Discrimination against Women
- **art. 30** International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families

## ▪ **Primary education**

### **Free and compulsory education**

- **art. 26 al. 1** Universal Declaration of Human Rights
- **principle 7** Declaration of the Rights of the Child
- **art. 10 al. e** Declaration on Social Progress and Development
- **art. 13 al. 2 (a)** International Covenant on Economic, Social and Cultural Rights
- **art. 14** International Covenant on Economic, Social and Cultural Rights
- **art. 4.a** Convention against Discrimination in Education
- **art. 28 al. 1 (a)** Convention on the Rights of the Child
- **art. 7 al. 2 (c)** Worst Forms of Child Labour Convention

### **Compulsory schooling**

- **art. 4.a** Convention against Discrimination in Education
- **art. 2 al. 3 et art. 7 al. 2** Minimum Age Convention
- **rule 39** United Nations Rules for the Protection of Juveniles Deprived of their Liberty

## ▪ **Secondary education**

- **art. 13 al. 2 (b) et (c)** International Covenant on Economic, Social and Cultural Rights

- **art. 4.a** Convention against Discrimination in Education

### **Post-primary free education**

- **art. 10 al. e / 21 al. b** Declaration on Social Progress and Development
- **art. 28 al. 1 (b)** Convention on the Rights of the Child
- **art. 28 al. 1 (b)** Convention on the Rights of the Child
- **art. 7 al. 2 (c)** Worst Forms of Child Labour Convention

## ▪ **Technical and vocational education training**

- **art. 26 al. 1** Universal Declaration of Human Rights
- **art. 13 al. 2 (b)** International Covenant on Economic, Social and Cultural Rights
- **art. 5 al. e (v)** International Convention on the Elimination of All Forms of Racial Discrimination
- **art. 7** Vocational Rehabilitation and Employment (Disabled Persons)
- Convention on Technical and Vocational Education
- **art. 28 al. 1 (b)** Convention on Technical and Vocational Education
- **art. 7 al. 2 (c)** Worst Forms of Child Labour Convention
- Revised Recommendation concerning Technical and Vocational Education
- **rule 42** United Nations Rules for the Protection of Juveniles Deprived of their Liberty

## ▪ **Higher Education**

- **art. 26 al. 1** Universal Declaration of Human Rights
- World Declaration on Higher Education for the Twenty-First Century: Vision and Action
- **art. 13 al. 2 (c)** International Covenant on Economic, Social and Cultural Rights
- **art. 28 al. 1 (c)** Convention on the Rights of the Child

## ▪ **Basic Education**

- World Declaration on Education For All. Meeting Basic Learning Needs.
- **par. 27** Beijing Declaration
- **art. 13 al. 2 (d)** International Covenant on Economic, Social and Cultural Rights
- **art. 30** International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- **art. 7 al. 2 (c)** Worst Forms of Child Labour Convention

## ▪ **Distance Learning**

- **art. 6 and 7** Declaration of Guiding Principles on the Use of Satellite Broadcasting for the Free Flow of Information, the Spread of Education and Greater Cultural Exchange

## ▪ Life-long Learning

- **art. 9 al. d** Declaration on the Elimination of Discrimination Against Women
- **par. 27** Beijing Declaration and Platform for Action
- **art 5.a.** Convention against Discrimination in Education
- **art 1 and 2** Convention (n°140) Paid Educational Leave Convention
- **art. 10 al. e** Convention on the Elimination of All Forms of Discrimination against Women
- Recommendation on the Development of Adult Education
- Recommendation (n°195) Human Resources Development Recommendation

## Literacy

- **art. 9 al. D** Declaration on the Elimination of Discrimination Against Women
- **art. 10 al. E** Declaration on Social Progress and Development
- **par. 27** Beijing Declaration and Platform for Action
- **art 4.c** Convention against Discrimination in Education
- **art. 10 al. e / art. 14 al. 2 (d)** Convention on the Elimination of All Forms of Discrimination against Women
- **art. 28 al. 3** Convention on the Rights of the Child
- **rule 77 al. 1** Standard Minimum Rules for the Treatment of Prisoners
- **par. 14** Proclamation of Teheran

## ▪ Financial Resources

- **art. 9 al. C** Declaration on the Elimination of Discrimination Against Women
- **art. 13 al. 2 (e)** International Covenant on Economic, Social and Cultural Rights
- **art. 22 al. 2** Convention relating to the Status of Refugees
- **art. 22 al. 2** Convention relative au statut des apatrides
- **art 3.c** Convention against Discrimination in Education
- **art. 10 al. D** Convention on the Elimination of All Forms of Discrimination against Women
- **art. 28 al. 1 (b)** Convention on the Rights of the Child
- **art. 27 al. 3** Indigenous and Tribal Peoples Convention 169
- **par. 10** Recommendation concerning the Status of Teachers

## ▪ Recognition of qualifications

- **art. 22 al. 2** Convention relating to the Status of Refugees
- **art. 22 al. 2** Convention relating to the Status of Stateless Persons
- Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean
- Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States
- Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean

- Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States
- Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region
- Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific
- Convention on the Recognition of Qualifications concerning Higher Education in the European Region

## ▪ **Teachers**

- Recommendation concerning the Status of Teachers
- Recommendation concerning the Status of Higher-Education Teaching Personnel

## ▪ **Academic freedom**

- **par. 5, 17, 18, 22 al. (c) and (k), 34** Recommendation concerning the Status of Higher-Education Teaching Personnel

## ▪ **Freedom of education**

### **Parent's freedom to ensure religious and moral education**

- **art. 26 al. 3** Universal Declaration of Human Rights
- **art. 5 al. 1/2/4** Declaration On The Elimination Of All Forms Of Intolerance And Of Discrimination Based On Religion Or Belief
- **art. 18 al. 4** International Covenant on Civil and Political Rights
- **art. 13 al. 3** International Covenant on Economic, Social and Cultural Rights
- **art. 4** Convention relating to the Status of Refugees
- **art. 4** Convention Relating to the Status of Stateless Persons
- **art 2.b and c and 5b** Convention against Discrimination in Education
- **art. 12 al. 4** International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- **art. 5 al. b** Recommendation against Discrimination in Education

### **Parent's freedom to choose other schools than the state**

- **art. 13 al. 3** International Covenant on Economic, Social and Cultural Rights
- **art 2.b** Convention against Discrimination in Education
- **art. 5 al. b** Convention against Discrimination in Education
- **art. 5 al. b** Recommendation against Discrimination in Education

## **Role of parents**

- **principle 7** Declaration of the Rights of the Child

- **art. 18 al.1** Convention on the Rights of the Child
- **principle 22** United Nations Guidelines for the Prevention of Juvenile Delinquency

### **Freedom of establish and run schools**

- **art. 14 al. 1** Declaration on the Rights of Indigenous Peoples
- **art. 13 al. 4** International Covenant on Economic, Social and Cultural Rights
- **art. 29 al 2** Convention on the Rights of the Child



## Part 2. Rights of specific groups

### ▪ **Women's and girl's education**

- **art. 9** Declaration on the Elimination of Discrimination Against Women
- **par. 69, 71 et 72** Beijing Declaration and Platform for Action
- **art 2.a** Convention against Discrimination in Education
- **art. 10 et 14 al. 2 (d)** The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

### ▪ **Minority's education**

- **art. 4** Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and. Linguistic Minorities
- **art. 5 al. c** Convention against Discrimination in Education

### ▪ **Indigenous people education**

- **par. 42** The Durban Declaration and Programme of Action
- **art. 14 al. 2** Declaration on the Rights of Indigenous Peoples
- **art. 26 et 27** Convention (n°169) concerning Indigenous and Tribal Peoples

### ▪ **Migrants education**

- **art 3. e** Convention against Discrimination in Education
- **art. 30 / art. 43 al. 1 / art. 45 al. 1** International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families

### ▪ **Refugees and Displaced people education**

- **art. 22** Convention relating to the Status of Refugee
- **art 3.e** Convention against Discrimination in Education

## ▪ **Non-citizens and Stateless people education**

- **art. 22** Convention relating to the Status of Stateless Persons
- **art. 8 al. 1 (c)** Declaration on the human rights of individuals who are not nationals of the country in which they live
- **art.3.e** Convention against Discrimination in Education

## ▪ **Education for People living in rural areas**

- **art. 10 al. a / art. 14 al. 2 (d)** Convention on the Elimination of All Forms of Discrimination against Women

## ▪ **Education in prisons**

- **rule 66 al. 1** Standard Minimum Rules for the Treatment of Prisoners
- **rule 77** Standard Minimum Rules for the Treatment of Prisoners
- **rule 38** United Nations Rules for the Protection of Juveniles Deprived of their Liberty

## ▪ **Education of people with disabilities**

- **art. 19 al. d** Declaration on Social Progress and Development
- **art. 2** Declaration on the Rights of Mentally Retarded Persons
- **art. 24** Convention on the Rights of Persons with Disabilities
- **rule 6** Rules on the Equalization of Opportunities for Persons with Disabilities

## Part 3. Linked with other rights

### ▪ Cultural rights

#### In general

- **art. 3 and 10** Declaration of Principles of International Cultural Co-operation
- **art. 15** International Covenant on Economic, Social and Cultural Rights
- **art. 5** Convention on the Protection and Promotion of the Diversity of Cultural Expressions
- Recommendation on Participation by the People at Large in Cultural Life and their Contributions to It
- **art. 90** Guiding Principles on Extreme Poverty and Human Rights

#### Cultural legacy

- **art. 4 al. 4** Declaration on the Rights of Mentally Retarded Persons
- **art. III al. 2-3** Declaration concerning the Intentional Destruction of Cultural Heritage
- **art. 15 al.1** Declaration on the Rights of Indigenous Peoples
- **art.10** Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property
- **art. 27 al. 1** Convention concerning Indigenous and Tribal Peoples in Independent Countries
- **art. 29 al. 1 (c)** Convention on the Rights of the Child
- **art. 45 al. 3** International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- **art. 14 and 15** Convention for the Safeguarding of Intangible Cultural Heritage
- **art. 27 al 1et 2 / art. 28** Convention for the Safeguarding of Intangible Cultural Heritage
- **par. 37- 42** Recommendation concerning the Safeguarding of Beauty and Character of Landscapes and Sites
- **par. 60- 64** Recommendation concerning the Protection, at National Level, of the Cultural and Natural Heritage
- **par. 49 à 53** Recommendation concerning the Safeguarding and Contemporary Role of Historic Areas
- **par. 17 al.(a)** Recommendation for the Protection of Movable Cultural Property
- **par. D / E al (d)** Recommendation on the Safeguarding of Traditional Culture and Folklore

- **principle 21 al. a** United Nations Guidelines for the Prevention of Juvenile Delinquency

## **Linguistic rights**

- **art. 9 al. 3** Declaration on Race and Racial Prejudice
- **art. 4 al. 3** Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities
- **art. 14 al. 1 et 3** Declaration on the Rights of Indigenous Peoples
- **art 2.b and 5.c** Convention against Discrimination in Education
- **art. 28** Indigenous and Tribal Peoples Convention
- **art. 45 al. 2, 3 et 4** International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- **art. 24 al. 3 et 4** Convention on the Rights of Persons with Disabilities

## ▪ **Right to Development**

- **art. 11 al. d et 21 al. c** Declaration on Social Progress and Development
- **par. 10 to 16** Mexico City Declaration on Cultural Policies
- **art. 8 al. 1** Declaration on the Right to Development
- **par. 27** The Beijing Declaration and Platform for Action
- **art. 10 al. 1 et 2** Declaration on the Responsibilities of the Present Generations Towards Future Generations
- **art. 14 al. 2** Convention on the Elimination of All Forms of Discrimination against Women
- **art. 7 al. 2** Indigenous and Tribal Peoples Convention, 1989 (No. 169)

## ▪ **Freedom of religion, conviction and conscience**

- **art. 18** Universal Declaration of Human Rights
- **art. 1 al. 1 / art. 6 al. E** Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief
- **art. 12 al. 1** Declaration on the Rights of Indigenous Peoples
- **art. 18 al. 1** International Covenant on Civil and Political Rights
- **art.2.b and 5.b** Convention against Discrimination in Education
- **art. 12 al. 1** International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- **rule 42** Standard Minimum Rules for the Treatment of Prisoners

## ▪ **Right to work**

- Human Resources Development Convention (No. 142)
- **art. 2** Minimum Age Convention (No. 138)
- **art. 7.2 and 8** Worst Forms of Child Labour Convention (No. 182)



## **INTERNATIONAL INSTRUMENTS**

### **Norms ordered by date**

#### **UNITED NATIONS**

- Universal Declaration of Human Rights (1948)
- Declaration of the Rights of the Child (1959)
- Declaration on the Elimination of Violence against Woman (1967)
- Declaration on Social Progress and Development (1969)
- Declaration on the Rights of Mentally Retarded Persons (1971)
- Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief (1981)
- Declaration on the Human Rights of Individuals who are not nationals of the country in which they live (1985)
- Declaration on the Right to Development (1986)
- Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992)
- Declaration on the Elimination of Violence against Women (1993)
- Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms (1998)
- Declaration on the Rights of Indigenous Peoples (2007)
- United Nations Declaration on Human Rights Education and Training (2011)
- International Covenant on Economic, Social and Cultural Rights (1966)
- International Covenant on Civil and Political Rights (1966)
- Convention relating to the Status of Refugees (1951)
- Convention relating to the Status of Stateless Persons (1954)
- International Convention on the Elimination of All Forms of Racial Discrimination (1965)
- Convention on the Elimination of All Forms of Discrimination against Women (1979)
- Convention on the Rights of the Child (1989)
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990)

- Convention on the Rights of Persons with Disabilities (2006)
- Standard Minimum Rules for the Treatment of Prisoners (1955)
- United Nations Guidelines for the Prevention of Juvenile Delinquency (1990)
- United Nations Rules for the Protection of Juveniles Deprived of their Liberty (1990)
- The Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)
- Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography (2000)
- The Guiding Principles on Extreme Poverty and Human Rights (2012)

## UNESCO

- Declaration of Principles of International Cultural Co-operation (1966)
- Declaration of Guiding Principles on the Use of Satellite Broadcasting for the Free Flow of Information, the Spread of Education and Greater Cultural Exchange (1972)
- Declaration on Race and Racial Prejudice (1978)
- Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racism, apartheid and incitement to war (1978)
- Mexico City Declaration on Cultural Policies (1982)
- Declaration of Principles on Tolerance (1995)
- Declaration on the Responsibilities of the Present Generations Towards Future Generations (1997)
- World Declaration on Higher Education for the Twenty-First Century: Vision and Action (1998)
- UNESCO Universal Declaration on Cultural Diversity (2001)
- International Declaration on Human Genetic Data (2003)
- UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage (2003)
- Convention against Discrimination in Education (1960)
- Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (1970)
- Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean (1974)
- Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean (1976)

- Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States (1978)
- Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States (1981)
- Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (1983)
- Convention on Technical and Vocational Education (1989)
- Convention on the Recognition of Qualifications concerning Higher Education in the European Region (1997)
- Text of the Convention for the Safeguarding of the Intangible Cultural Heritage (2003)
- Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)
- Recommendation concerning the Safeguarding of Beauty and Character of Landscapes and Sites (1962)
- Recommendation concerning the Status of Teachers (1966)
- Recommendation concerning the Protection, at National Level, of the Cultural and Natural Heritage (1972)
- Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)
- Recommendation on Participation by the People at Large in Cultural Life and their Contribution to It (1976)
- Recommendation concerning the Safeguarding and Contemporary Role of Historic Areas (1976)
- Recommendation on the Development of Adult Education (1976)
- Recommendation for the Protection of Movable Cultural Property (1978)
- Recommendation on the Safeguarding of Traditional Culture and Folklore (1989)
- Recommendation concerning the Status of Higher-Education Teaching Personnel (1997)
- Revised Recommendation concerning Technical and Vocational Education (2001)

## **ILO**

- C138 - Minimum Age Convention (1973)
- C140 - Paid Educational Leave Convention (1974)
- C142 - Human Resources Development Convention (1975)
- C159 - Vocational Rehabilitation and Employment (1983)
- C169 - Indigenous and Tribal Peoples Convention (1989)
- C182 - Worst Forms of Child Labour Convention (1999)



- Recommendation (n°195) Human Resources Development Recommendation (2004)

## **OTHERS**

- Proclamation of Teheran (1968)
- World Declaration on Education For All. Meeting Basic Learning Needs (1990)
- Vienna Declaration and Programme of Action (1993)
- Beijing Declaration and Platform for Action (1995)
- The Durban Declaration and Programme of Action (2001)
- Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (2015)
- Transforming our world: the 2030 Agenda for Sustainable Development (2015)

# **UNITED NATIONS**

## **DECLARATIONS**

### **The Universal Declaration of Human Rights (10.12.1948)**

#### Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

#### Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

### **Declaration of the Rights of the Child (20.11.1959)**

#### Principle 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

## **Declaration on the Elimination of Discrimination against Women (07.11.1967)**

### Article 9

All appropriate measures shall be taken to ensure to girls and women, married or unmarried, equal rights with men in education at all levels, and in particular:

- a) Equal conditions of access to, and study in, educational institutions of all types, including universities and vocational, technical and professional schools;
- b) The same choice of curricula, the same examinations, teaching staff with qualifications of the same standard, and school premises and equipment of the same quality, whether the institutions are co-educational or not;
- c) Equal opportunities to benefit from scholarships and other study grants;
- d) Equal opportunities for access to programmes of continuing education, including adult literacy programmes;
- e) Access to educational information to help in ensuring the health and well-being of families.

## **Declaration on Social Progress and Development (11.12.1969)**

### Part II: Objectives

Social progress and development shall aim at the continuous raising of the material and spiritual standards of living of all members of society, with respect for and in compliance with human rights and fundamental freedoms, through the attainment of the following main goals:

### Article 10

- e) The eradication of illiteracy and the assurance of the right to universal access to culture, to free compulsory education at the elementary level and to free education at all levels; the raising of the general level of life-long education;

Social progress and development shall aim equally at the progressive attainment of the following main goals:

### Article 11

- b) The protection of the rights of the mother and child; concern for the upbringing and health of children; (...)
- d) The education of youth in, and promotion among them of, the ideals of justice and peace, mutual respect and understanding among peoples; the promotion of full participation of youth in the process of national development;

### Part III: Means and Methods

On the basis of the principles set forth in this Declaration, the achievement of the objectives of social progress and development requires the mobilization of the necessary resources by national and international action, with particular attention to such means and methods as:

#### Article 19

d) The institution of appropriate measures for the rehabilitation of mentally or physically disabled persons, especially children and youth, so as to enable them to the fullest possible extent to be useful members of society-these measures shall include the provision of treatment and technical appliances, education, vocational and social guidance, training and selective placement, and other assistance required-and the creation of social conditions in which the handicapped are not discriminated against because of their disabilities.

#### Article 21

b) The adoption of measures to accelerate the extension and improvement of general, vocational and technical education and of training and retraining, which should be provided free at all levels;

c) Raising the general level of education; development and expansion of national information media, and their rational and full use towards continuing education of the whole population and towards encouraging its participation in social development activities; the constructive use of leisure, particularly that of children and adolescents;

d) The formulation of national and international policies and measures to avoid the "brain drain" and obviate its adverse effects.

### **Declaration on the Rights of Mentally Retarded Persons (20.12.1971)**

(2) The mentally retarded person has a right to (...) education, training, rehabilitation and guidance as will enable him to develop his ability and maximum potential.

### **Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief (25.11.1981)**

#### Article 1

(1) Everyone shall have the right to freedom of thought, conscience and religion. This right shall include freedom to have a religion or whatever belief of his choice, and freedom, either individually or in community with others and in public or private, to manifest his religion or belief in worship, observance, practice and teaching.

(2) No one shall be subject to coercion which would impair his freedom to have a religion or belief of his choice.

(3) Freedom to manifest one's religion or belief may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals or the fundamental rights and freedoms of others

## Article 5

(1) The parents or, as the case may be, the legal guardians of the child have the right to organize the life within the family in accordance with their religion or belief and bearing in mind the moral education in which they believe the child should be brought up.

(2) Every child shall enjoy the right to have access to education in the matter of religion or belief in accordance with the wishes of his parents or, as the case may be, legal guardians, and shall not be compelled to receive teaching on religion or belief against the wishes of his parents or legal guardians, the best interests of the child being the guiding principle.

(3) The child shall be protected from any form of discrimination on the ground of religion or belief. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, respect for freedom of religion or belief of others, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

(4) In the case of a child who is not under the care either of his parents or of legal guardians, due account shall be taken of their expressed wishes or of any other proof of their wishes in the matter of religion or belief, the best interests of the child being the guiding principle.

(5) Practices of a religion or belief in which a child is brought up must not be injurious to his physical or mental health or to his full development, taking into account article 1, paragraph 3, of the present Declaration.

## Article 6

In accordance with article 1 of the present Declaration, and subject to the provisions of article 1, paragraph 3, the right to freedom of thought, conscience, religion or belief shall include, inter alia, the following freedoms: a To worship or assemble in connection with a religion or belief, and to establish and maintain places for these purposes;

b) To establish and maintain appropriate charitable or humanitarian institutions;

c) To make, acquire and use to an adequate extent the necessary articles and materials related to the rites or customs of a religion or belief;

d) To write, issue and disseminate relevant publications in these areas;

e) To teach a religion or belief in places suitable for these purposes;

f) To solicit and receive voluntary financial and other contributions from individuals and institutions;

g) To train, appoint, elect or designate by succession appropriate leaders called for by the requirements and standards of any religion or belief;

h) To observe days of rest and to celebrate holidays and ceremonies in accordance with the precepts of one's religion or belief;

i) To establish and maintain communications with individuals and communities in matters of religion and belief at the national and international levels.

## **Declaration on the Human Rights of Individuals Who are not Nationals of the Country in Which They Live (13.12.1985)**

## Article 4

Aliens shall respect the laws of the State in which they reside or are present and regard with respect the customs and traditions of the people of that State.

## Article 8

(1) Aliens lawfully residing in the territory of a State shall also enjoy, in accordance with the national laws, the following rights, subject to their obligations under Article 4:

c) The right (...) to education (...) provided that they fulfill the requirements under the relevant regulations for participation and the undue strain is not placed on the resources of the State.

### **Declaration on the right to education (04.12.1986)**

## Article 8

(1) States should undertake, at the national level, all necessary measures for the realization of the right to development and shall ensure, inter alia, equality of opportunity for all in their access to basic resources, education, health services, food, housing, employment and the fair distribution of income. Effective measures should be undertaken to ensure that women have an active role in the development process. [...]

### **Declaration on the Elimination of Violence against Women (20.12.1993)**

## Article 4

States should condemn violence against women and should not invoke any custom, tradition or religious consideration to avoid their obligations with respect to its elimination. States should pursue by all appropriate means and without delay a policy of eliminating violence against women and, to this end, should:

j) Adopt all appropriate measures, especially in the field of education, to modify the social and cultural patterns of conduct of men and women and to eliminate prejudices, customary practices and all other practices based on the idea of the inferiority or superiority of either of the sexes and on stereotyped roles for men and women;

### **Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms (09.12.1998)**

## Article 15

The State has the responsibility to promote and facilitate the teaching of human rights and fundamental freedoms at all levels of education and to ensure that all those responsible for training lawyers, law enforcement officers, the personnel of the armed forces and public officials include appropriate elements of human rights teaching in their training programme.

## **Declaration on the Rights of Indigenous Peoples (13.09.2007)**

### Article 12

(1) Indigenous peoples have the right to manifest, practice, develop and teach their spiritual and religious traditions, customs and ceremonies; the right to maintain, protect, and have access in privacy to their religious and cultural sites; the right to the use and control of their ceremonial objects; and the right to the repatriation of their human remains.

### Article 14

(1) Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

(2) Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

(3) States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

### Article 15

(1) Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

(2) States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

### Article 21

(1) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

(2) Les États prennent des mesures efficaces et, selon qu'il conviendra, des mesures spéciales pour assurer une amélioration continue de la situation économique et sociale des peuples autochtones. Une attention particulière est accordée aux droits et aux besoins particuliers des anciens, des femmes, des jeunes, des enfants et des personnes handicapées autochtones.

## **CONVENTIONS**

### **Convention relating to the Status of Refugees (28.07.1951)**

#### Article 4

The Contracting States shall accord to refugees within their territories treatment at least as favourable as that accorded to their nationals with respect to freedom to practice their religion and freedom as regards the religious education of their children.

#### Article 22

(1) The Contracting States shall accord to refugees the same treatment as is accorded to nationals with respect to elementary education.

(2) The Contracting States shall accord to refugees treatment as favourable as possible, and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships.

### **Convention relating to the Status of Stateless Persons (28.09.1954)**

#### Article 4

The Contracting States shall accord to stateless persons within their territories treatment at least as favourable as that accorded to their nationals with respect to freedom to practise their religion and freedom as regards the religious education of their children.

#### Article 22

(1) The Contracting States shall accord to stateless persons the same treatment as is accorded to nationals with respect to elementary education.

(2) The Contracting States shall accord to stateless persons treatment as favourable as possible and, in any event, not less favourable than that accorded to aliens generally in the same circumstances, with respect to education other than elementary education and, in particular, as regards access to studies, the recognition of foreign school certificates, diplomas and degrees, the remission of fees and charges and the award of scholarships.

### **International Convention on the Elimination of All Forms of Racial Discrimination (21.12.1965)**

#### Article 5

(...)States Parties undertake to prohibit and to eliminate racial discrimination in all its forms and to guarantee the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, notably in the enjoyment of the following rights:



- (e) Economic, social and cultural rights, in particular:
- (v) The right to education and training;

### **International Covenant on Economic, Social and Cultural Rights (16.12.1966)**

#### Article 13

(1) The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

(2) The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:

- a) Primary education shall be compulsory and available free to all;
- b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;
- c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;
- d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;
- e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

(3) The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.

(4) No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

#### Article 14

Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all

## Article 15

(1) The States Parties to the present Covenant recognize the right of everyone:

- a) To take part in cultural life;
- b) To enjoy the benefits of scientific progress and its applications;
- c) To benefit from the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

(2) The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for the conservation, the development and the diffusion of science and culture.

(3) The States Parties to the present Covenant undertake to respect the freedom indispensable for scientific research and creative activity.

(4) The States Parties to the present Covenant recognize the benefits to be derived from the encouragement and development of international contacts and co-operation in the scientific and cultural fields

## **International Covenant on Civil and Political Rights (16.12.1966)**

### Article 18

(1) Everyone shall have the right to freedom of thought, conscience and religion. This right shall include freedom to have or to adopt a religion or belief of his choice, and freedom, either individually or in community with others and in public or private, to manifest his religion or belief in worship, observance, practice and teaching.

(2) No one shall be subject to coercion which would impair his freedom to have or to adopt a religion or belief of his choice.

(3) Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others.

(4) The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

## **Convention on the Elimination of All Forms of Discrimination against Woman (18.12.1979)**

### Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

- c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- d) The same opportunities to benefit from scholarships and other study grants;
- e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
- f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;
- g) The same Opportunities to participate actively in sports and physical education;
- h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

#### Article 14

(2) States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:

- d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;

### **Convention on the Rights of the Child (20.11.1989)**

#### Article 14

(1) States Parties shall respect the right of the child to freedom of thought, conscience and religion.

(2) States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

(3) Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

#### Article 18

(1) States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

(2) For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

(3) States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

## Article 28

(1) States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- a) Make primary education compulsory and available free to all;
- b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- d) Make educational and vocational information and guidance available and accessible to all children;
- e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

(2) States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

(3) States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

## Article 29

(1) States Parties agree that the education of the child shall be directed to:

- a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- e) The development of respect for the natural environment.

(2) No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

## Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

## **International Convention on the Protection of the Rights of All Migrant Workers and Their Families (18.12.1990)**

### Part III: Human Rights of all Migrant Workers and Members of their Families

#### Article 12

(1) Migrant workers and members of their families shall have the right to freedom of thought, conscience and religion. This right shall include freedom to have or to adopt a religion or belief of their choice and freedom either individually or in community with others and in public or private to manifest their religion or belief in worship, observance, practice and teaching.

(4) States Parties to the present Convention undertake to have respect for the liberty of parents, at least one of whom is a migrant worker, and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

#### Article 30

Each child of a migrant worker shall have the basic right of access to education on the basis of equality of treatment with nationals of the State concerned. Access to public pre-school educational institutions or schools shall not be refused or limited by reason of the irregular situation with respect to stay or employment of either parent or by reason of the irregularity of the child's stay in the State of employment.

### Part IV: Other Rights of Migrant Workers and Members of their Families who are documented or in a Regular Situation

#### Article 43

(1) Migrant workers shall enjoy equality of treatment with nationals of the State of employment in relation to:

- a) Access to educational institutions and services subject to the admission requirements and other regulations of the institutions and services concerned;
- b) Access to vocational guidance and placement services;
- c) Access to vocational training and retraining facilities and institutions; [...]

(2) States Parties shall promote conditions to ensure effective equality of treatment to enable migrant workers to enjoy the rights mentioned in paragraph 1 of the present article whenever the terms of their stay, as authorized by the State of employment, meet the appropriate requirements.

## Article 45

(1) Members of the families of migrant workers shall, in the State of employment, enjoy equality of treatment with nationals of that State in relation to:

- a) Access to educational institutions and services, subject to the admission requirements and other regulations of the institutions and services concerned;
- b) Access to vocational guidance and training institutions and services, provided that requirements for participation are met; (...)

(2) States of employment shall pursue a policy, where appropriate in collaboration with the States of origin, aimed at facilitating the integration of children of migrant workers in the local school system, particularly in respect of teaching them the local language.

(3) States of employment shall endeavour to facilitate for the children of migrant workers the teaching of their mother tongue and culture and, in this regard, States of origin shall collaborate whenever appropriate.

(4) States of employment may provide special schemes of education in the mother tongue of children of migrant workers, if necessary in collaboration with the States of origin.

## **Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (18.12.1992)**

### Article 2

(1) Persons belonging to national or ethnic, religious and linguistic minorities (hereinafter referred to as persons belonging to minorities) have the right to enjoy their own culture, to profess and practise their own religion, and to use their own language, in private and in public, freely and without interference or any form of discrimination.

### Article 4

(2) States shall take measures to create favourable conditions to enable persons belonging to minorities to express their characteristics and to develop their culture, language, religion, traditions and customs, except where specific practices are in violation of national law and contrary to international standards.

(3) States should take appropriate measures so that, wherever possible, persons belonging to minorities may have adequate opportunities to learn their mother tongue or to have instruction in their mother tongue.

(4) States should, where appropriate, take measures in the field of education, in order to encourage knowledge of the history, traditions, language and culture of the minorities existing within their territory. Persons belonging to minorities should have adequate opportunities to gain knowledge of the society as a whole.

## **Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography (25.05.2000)**

### Article 9

(2) States Parties shall promote awareness in the public at large, including children, through information by all appropriate means, education and training, about the preventive measures and harmful effects of the offences referred to in the present Protocol. In fulfilling their obligations under this article, States Parties shall encourage the participation of the community and, in particular, children and child victims, in such information and education and training programmes, including at the international level.

## **Convention on the Rights of Persons with Disabilities (13.12.2006)**

### Article 8

(1) States Parties undertake to adopt immediate, effective and appropriate measures:

- a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;
- b) To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;
- c) To promote awareness of the capabilities and contributions of persons with disabilities.

(2) Measures to this end include:

- b) Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities;

### Article 24

(1) States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
- b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- c) Enabling persons with disabilities to participate effectively in a free society.

(2) In realizing this right, States Parties shall ensure that:

- a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
- c) Reasonable accommodation of the individual's requirements is provided;
- d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

(3) States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

(4) In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

(5) States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.



## UN OTHER INSTRUMENTS

### **Standard Minimum Rules for the Treatment of Prisoners (03.09.1955)**

(Adopted by the First United Nations Congress on the Prevention of Crime and the Treatment of Offenders, held at Geneva in 1955, and approved by the Economic and Social Council by its resolutions 663 C (XXIV) of 31 July 1957 and 2076 (LXII) of 13 May 1977)

(40) Every institution shall have a library for the use of all categories of prisoners, adequately stocked with both recreational and instructional books, and prisoners shall be encouraged to make full use of it.

(42) So far as practicable, every prisoner shall be allowed to satisfy the needs of his religious life by attending the services provided in the institution and having in his possession the books of religious observance and instruction of his denomination.

(65) The treatment of persons sentenced to imprisonment or a similar measure shall have as its purpose, so far as the length of the sentence permits, to establish in them the will to lead law-abiding and self-supporting lives after their release and to fit them to do so. The treatment shall be such as will encourage their self-respect and develop their sense of responsibility.

(66) (1) To these ends, all appropriate means shall be used, including religious care in the countries where this is possible, education, vocational guidance and training, social casework, employment counselling, physical development and strengthening of moral character, in accordance with the individual needs of each prisoner, taking account of his social and criminal history, his physical and mental capacities and aptitudes, his personal temperament, the length of his sentence and his prospects after release.

(71) (1) Prison labour must not be of an afflictive nature.

(4) So far as possible the work provided shall be such as will maintain or increase the prisoners, ability to earn an honest living after release.

(5) Vocational training in useful trades shall be provided for prisoners able to profit thereby and especially for young prisoners.

(77) (1) Provision shall be made for the further education of all prisoners capable of profiting thereby, including religious instruction in the countries where this is possible. The education of illiterates and young prisoners shall be compulsory and special attention shall be paid to it by the administration.

(2) So far as practicable, the education of prisoners shall be integrated with the educational system of the country so that after their release they may continue their education without difficulty.

**United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines) (14.12.1990)**

20. Governments are under an obligation to make public education accessible to all young persons.

21. Education systems should, in addition to their academic and vocational training activities, devote particular attention to the following:

- a) Teaching of basic values and developing respect for the child's own cultural identity and patterns, for the social values of the country in which the child is living, for civilizations different from the child's own and for human rights and fundamental freedoms;
- b) Promotion and development of the personality, talents and mental and physical abilities of young people to their fullest potential;
- c) Involvement of young persons as active and effective participants in, rather than mere objects of, the educational process;
- d) Undertaking activities that foster a sense of identity with and of belonging to the school and the community;
- e) Encouragement of young persons to understand and respect diverse views and opinions, as well as cultural and other differences;
- f) Provision of information and guidance regarding vocational training, employment opportunities and career development;
- g) Provision of positive emotional support to young persons and the avoidance of psychological maltreatment;
- h) Avoidance of harsh disciplinary measures, particularly corporal punishment.

22. Educational systems should seek to work together with parents, community organizations and agencies concerned with the activities of young persons.

23. Young persons and their families should be informed about the law and their rights and responsibilities under the law, as well as the universal value system, including United Nations instruments.

24. Educational systems should extend particular care and attention to young persons who are at social risk. Specialized prevention programmes and educational materials, curricula, approaches and tools should be developed and fully utilized.

25. Special attention should be given to comprehensive policies and strategies for the prevention of alcohol, drug and other substance abuse by young persons. Teachers and other professionals should be equipped and trained to prevent and deal with these problems. Information on the use and abuse of drugs, including alcohol, should be made available to the student body.

26. Schools should serve as resource and referral centres for the provision of medical, counselling and other services to young persons, particularly those with special needs and suffering from abuse, neglect, victimization and exploitation.

27. Through a variety of educational programmes, teachers and other adults and the student body should be sensitized to the problems, needs and perceptions of young persons,

particularly those belonging to underprivileged, disadvantaged, ethnic or other minority and low-income groups.

28. School systems should attempt to meet and promote the highest professional and educational standards with respect to curricula, teaching and learning methods and approaches, and the recruitment and training of qualified teachers. Regular monitoring and assessment of performance by the appropriate professional organizations and authorities should be ensured.

29. School systems should plan, develop and implement extracurricular activities of interest to young persons, in co-operation with community groups.

30. Special assistance should be given to children and young persons who find it difficult to comply with attendance codes, and to "drop-outs".

31. Schools should promote policies and rules that are fair and just; students should be represented in bodies formulating school policy, including policy on discipline, and decision-making.

#### **United Nations Rules for the Protection of Juveniles Deprived of their Liberty (14.12.1990)**

38. Every juvenile of compulsory school age has the right to education suited to his or her needs and abilities and designed to prepare him or her for return to society. Such education should be provided outside the detention facility in community schools wherever possible and, in any case, by qualified teachers through programmes integrated with the education system of the country so that, after release, juveniles may continue their education without difficulty. Special attention should be given by the administration of the detention facilities to the education of juveniles of foreign origin or with particular cultural or ethnic needs. Juveniles who are illiterate or have cognitive or learning difficulties should have the right to special education.

39. Juveniles above compulsory school age who wish to continue their education should be permitted and encouraged to do so, and every effort should be made to provide them with access to appropriate educational programmes.

40. Diplomas or educational certificates awarded to juveniles while in detention should not indicate in any way that the juvenile has been institutionalized.

41. Every detention facility should provide access to a library that is adequately stocked with both instructional and recreational books and periodicals suitable for the juveniles, who should be encouraged and enabled to make full use of it.

42. Every juvenile should have the right to receive vocational training in occupations likely to prepare him or her for future employment.

43. With due regard to proper vocational selection and to the requirements of institutional administration, juveniles should be able to choose the type of work they wish to perform.

44. All protective national and international standards applicable to child labour and young workers should apply to juveniles deprived of their liberty.

45. Wherever possible, juveniles should be provided with the opportunity to perform remunerated labour, if possible within the local community, as a complement to the vocational training provided in order to enhance the possibility of finding suitable employment when they return to their communities. The type of work should be such as to provide appropriate training that will be of benefit to the juveniles following release. The organization and methods of work offered in detention facilities should resemble as closely as possible those of similar work in the community, so as to prepare juveniles for the conditions of normal occupational life.

### **The Standard Rules on the Equalization of Opportunities for Persons with Disabilities (20.12.1993)**

#### **Rule 1**

(8) Awareness-raising should be an important part of the education of children with disabilities and in rehabilitation programmes. Persons with disabilities could also assist one another in awareness-raising through the activities of their own organizations.

(9) Awareness-raising should be part of the education of all children and should be a component of teacher-training courses and training of all professionals.

#### **Rule 6**

States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the educational system.

(1) General educational authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization.

(2) Education in mainstream schools presupposes the provision of interpreter and other appropriate support services. Adequate accessibility and support services, designed to meet the needs of persons with different disabilities, should be provided.

(3) Parent groups and organizations of persons with disabilities should be involved in the education process at all levels.

(4) In States where education is compulsory it should be provided to girls and boys with all kinds and all levels of disabilities, including the most severe.

(5) Special attention should be given in the following areas:

- a) Very young children with disabilities;
- b) Pre-school children with disabilities;
- c) Adults with disabilities, particularly women.

(6) To accommodate educational provisions for persons with disabilities in the mainstream, States should:

- a) Have a clearly stated policy, understood and accepted at the school level and by the wider community;
- b) Allow for curriculum flexibility, addition and adaptation;
- c) Provide for quality materials, ongoing teacher training and support teachers.

(7) Integrated education and community-based programmes should be seen as complementary approaches in providing cost-effective education and training for persons with disabilities. National community-based programmes should encourage communities to use and develop their resources to provide local education to persons with disabilities.

(8) In situations where the general school system does not yet adequately meet the needs of all persons with disabilities, special education may be considered. It should be aimed at preparing students for education in the general school system. The quality of such education should reflect the same standards and ambitions as general education and should be closely linked to it. At a minimum, students with disabilities should be afforded the same portion of educational resources as students without disabilities. States should aim for the gradual integration of special education services into mainstream education. It is acknowledged that in some instances special education may currently be considered to be the most appropriate form of education for some students with disabilities.

(9) Owing to the particular communication needs of deaf and deaf/blind persons, their education may be more suitably provided in schools for such persons or special classes and units in mainstream schools. At the initial stage, in particular, special attention needs to be focused on culturally sensitive instruction that will result in effective communication skills and maximum independence for people who are deaf or deaf/blind.

## Rule 12

(2) States should encourage the distribution of information on disability matters to religious institutions and organizations. States should also encourage religious authorities to include information on disability policies in the training for religious professions, as well as in religious education programmes.

# UNESCO

## DECLARATIONS

### **Declaration of Principles of International Cultural Co-operation (4.11.1966)**

#### Article I

1. Each culture has a dignity and value which must be respected and preserved.
2. Every people has the right and the duty to develop its culture.
3. In their rich variety and diversity, and in the reciprocal influences they exert on one another, all cultures form part of the common heritage belonging to all mankind.

#### Article II

Nations shall endeavour to develop the various branches of culture side by side and, as far as possible, simultaneously, so as to establish a harmonious balance between technical progress and the intellectual and moral advancement of mankind.

#### Article III

International cultural co-operation shall cover all aspects of intellectual and creative activities relating to education, science and culture.

#### Article IV

The aims of international cultural co-operation in its various forms, bilateral or multilateral; regional or universal, shall be:

1. To spread knowledge, to stimulate talent and to enrich cultures;
2. To develop peaceful relations and friendship among the peoples and bring about a better understanding of each other's way of life;
3. To contribute to the application of the principles set out in the United Nations Declarations that are recalled in the Preamble to this Declaration;
4. To enable, everyone to have access to knowledge, to enjoy the arts and literature of all peoples, to share in advances made in science in all parts of the world and in the resulting benefits, and to contribute to the enrichment of cultural life;
5. To raise the level of the spiritual and material life of man in all parts of the world.

#### Article premier

#### Article V

Cultural co-operation is a right and a duty for all peoples and all nations, which should share with one another their knowledge and skills.

#### Article VI

International co-operation, while promoting the enrichment of all cultures through its beneficent action, shall respect the distinctive character of each.

#### Article VII

1. Broad dissemination of ideas and knowledge, based on the freest exchange and discussion, is essential to creative activity, the pursuit of truth and the development of the personality.

2. In cultural co-operation, stress shall be laid on ideas and values conducive to the creation of a climate of friendship and peace. Any mark of hostility in attitudes and in expression of opinion shall be avoided. Every effort shall be made, in presenting and disseminating information, to ensure its authenticity.

#### Article X

Cultural co-operation shall be specially concerned with the moral and intellectual education of young people in a spirit of friendship, international understanding and peace and shall foster awareness among States of the need to stimulate talent and promote the training of the rising generations in the most varied sectors.

### **Declaration of Guiding Principles on the Use of Satellite Broadcasting for the Free Flow of Information, the Spread of Education and Greater Cultural Exchange (15.11.1972)**

#### Article VI

1. The objectives of satellite broadcasting for the spread of education are to accelerate the expansion of education, extend educational opportunities, improve the content of school curricula, further the training of educators, assist in the struggle against illiteracy, and help ensure life-long education.

2. Each country has the right to decide on the content of the educational programmes broadcast by satellite to its people and, in cases where such programmes are produced in co-operation with other countries, to take part in their planning and production, on a free and equal footing.

#### Article VII

1. The objective of satellite broadcasting for the promotion of cultural exchange is to foster greater contact and mutual understanding between peoples by permitting audiences to

enjoy, on an unprecedented scale, programmes on each other's social and cultural life including artistic performances and sporting and other events.

2. Cultural programmes, while promoting the enrichment of all cultures, should respect the distinctive character, the value and the dignity of each, and the right of all countries and peoples to preserve their cultures as part of the common heritage of mankind.

### **International Charter of Physical Education and Sport (21.11.1978)**

Article 1. The practice of physical education and sport is a fundamental right for all

1.1. Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.

1.2. Everyone must have full opportunities, in accordance with his national tradition of sport, for practicing physical education and sport, developing his physical fitness and attaining a level of achievement in sport which corresponds to his gifts.

1.3. Special opportunities must be made available for young people, including children of pre-school age, for the aged and for the handicapped to develop their personalities to the full through physical education and sport programmes suited to their requirements.

Article 2. Physical education and sport form an essential element of lifelong education in the overall education system

2.1. Physical education and sport, as an essential dimension of education and culture, must develop the abilities, will power and self-discipline of every human being as a fully integrated member of society. The continuity of physical activity and the practice of sports must be ensured throughout life by means of a global, lifelong and democratized education.

2.2. At the individual level, physical education and sport contribute to the maintenance and improvement of health, provide a wholesome leisure-time occupation and enable man to overcome the drawbacks of modern living. At the community level, they enrich social relations and develop fair play, which is essential not only to sport itself but also to life in society.

2.3. Every overall education system must assign the requisite place and importance to physical education and sport in order to establish a balance and strengthen links between physical activities and other components of education.

Article 3. Physical education and sport programmes must meet individual and social needs

3.1. Physical education and sport programmes must be designed to suit the requirements and personal characteristics of those practicing them, as well as the institutional, cultural, socio-economic and climatic conditions of each country. They must give priority to the requirements of disadvantaged groups in society.



3.2. In the process of education in general, physical education and sport programmes must, by virtue of both their content and their timetables, help to create habits and behavior patterns conducive to full development of the human person.

3.3. Even when it has spectacular features, competitive sport must always aim, in accordance with the Olympic ideal, to serve the purpose of educational sport, of which it represents the crowning epitome. It must in no way be influenced by profit-seeking commercial interests.

### **Declaration on Race and Racial Prejudice (27.11.1978)**

#### **Article 5**

1. Culture, as a product of all human beings and a common heritage of mankind, and education in its broadest sense, offer men and women increasingly effective means of adaptation, enabling them not only to affirm that they are born equal in dignity and rights, but also to recognize that they should respect the right of all groups to their own cultural identity and the development of their distinctive cultural life within the national and international context, it being understood that it rests with each group to decide in complete freedom on the maintenance and, if appropriate, the adaptation or enrichment of the values which it regards as essential to its identity.

2. States, in accordance with their constitutional principles and procedures, as well as all other competent authorities and the entire teaching profession, have a responsibility to see that the educational resources of all countries are used to combat racism, more especially by ensuring that curricula and textbooks include scientific and ethical considerations concerning human unity and diversity and that no invidious distinctions are made with regard to any people; by training teachers to achieve these ends; by making the resources of the educational system available to all groups of the population without racial restriction or discrimination; and by taking appropriate steps to remedy the handicaps from which certain racial or ethnic groups suffer with regard to their level of education and standard of living and in particular to prevent such handicaps from being passed on to children.

3. The mass media and those who control or serve them, as well as all organized groups within national communities, are urged-with due regard to the principles embodied in the Universal Declaration of Human Rights, particularly the principle of freedom of expression-to promote understanding, tolerance and friendship among individuals and groups and to contribute to the eradication of racism, racial discrimination and racial prejudice, in particular by refraining from presenting a stereotyped, partial, unilateral or tendentious picture of individuals and of various human groups. Communication between racial and ethnic groups must be a reciprocal process, enabling them to express themselves and to be fully heard without let or hindrance. The mass media should therefore be freely receptive to ideas of individuals and groups which facilitate such communication.

## Article 6

1. The State has prime responsibility for ensuring human rights and fundamental freedoms on an entirely equal footing in dignity and rights for all individuals and all groups.

2. So far as its competence extends and in accordance with its constitutional principles and procedures, the -State should take all appropriate steps, inter alia by legislation, particularly in the spheres of education, culture and communication, to prevent, prohibit and eradicate racism, racist propaganda, racial segregation and apartheid and to encourage the dissemination of knowledge and the findings of appropriate research in natural and social sciences on the causes and prevention of racial prejudice and racist attitudes, with due regard to the principles embodied in the Universal Declaration of Human Rights and in the International Covenant on Civil and Political Rights.

3. Since laws proscribing racial discrimination are not in themselves sufficient, it is also incumbent on States to supplement them by administrative machinery for the systematic investigation of instances of racial discrimination, by a comprehensive framework of legal remedies against acts of racial discrimination, by broadly based education and research programmes designed to combat racial prejudice and racial discrimination and by programmes of positive political, social, educational and cultural measures calculated to promote genuine mutual respect among groups. Where circumstances warrant, special programmes should be undertaken to promote the advancement of disadvantaged groups and, in the case of nationals, to ensure their effective participation in the decision-making processes of the community.

## Article 9

1. The principle of the equality in dignity and rights of all human beings and all peoples, irrespective of race, color and origin, is a generally accepted and recognized principle of international law. Consequently any form of racial discrimination practiced by a State constitutes a violation of international law giving rise to its international responsibility.

2. Special measures must be taken to ensure equality in dignity and rights for individuals and groups wherever necessary, while ensuring that they are not such as to appear racially discriminatory. In this respect, particular attention should be paid to racial or ethnic groups which are socially or economically disadvantaged, so as to afford them, on a completely equal footing and without discrimination or restriction, the protection of the laws and regulations and the advantages of the social measures in force, in particular in regard to housing, employment and health; to respect the authenticity of their culture and values; and to facilitate their social and occupational advancement, especially through education.

3. Population groups of foreign origin, particularly migrant workers and their families who contribute to the development of the host country, should benefit from appropriate measures designed to afford them security and respect for their dignity and cultural values and to facilitate their adaptation to the host environment and their professional advancement with a view to their subsequent reintegration in their country of origin and their contribution to its development; steps should be taken to make it possible for their children to be taught their mother tongue.

4. Existing disequilibria in international economic relations contribute to the exacerbation of racism and racial prejudice; all States should consequently endeavor to contribute to the restructuring of the- international economy on a more equitable basis.

**Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racism, apartheid and incitement to war (28.11.1978)**

Article I

The strengthening of peace and international understanding, the promotion of human rights and the countering of racialism, apartheid and incitement to war demand a free flow and a wider and better balanced dissemination of information. To this end, the mass media have a leading contribution to make. This contribution will be the more effective to the extent that the information reflects the different aspects of the subject dealt with.

Article IV

The mass media have an essential part to play in the education of young people in a spirit of peace, justice, freedom, mutual respect and understanding, in order to promote human rights, equality of rights as between all human beings and all nations, and economic and social progress. Equally, they have an important role to play in making known the views and aspirations of the younger generation.

**Mexico City Declaration on Cultural Policies. World Conference on Cultural Policies Mexico City (26 July - 6 August 1982).**

The world has undergone profound changes in recent years. The progress of science and technology has changed man's place in the world and the nature of his social relations. Education and culture, whose significance and scope have been considerably extended, are essential for the genuine development of the individual and society.

Despite today's increased opportunities for dialogue, the community of nations is also faced with serious economic difficulties, inequality between nations is growing, and many conflicts and grave tensions are threatening peace and security.

It is therefore now more urgent than ever to establish closer collaboration among nations, to guarantee respect for the rights of others and to ensure the exercise of the fundamental freedoms of man and of peoples, and of their right to self-determination. More than ever it is urgent to construct 'defences of peace' in the mind of each individual, inter alia through education, science and culture, as affirmed in the Constitution of UNESCO.

By gathering in Mexico City on the occasion of the World Conference on Cultural Policies, the international community has decided to contribute effectively to the closer communion of peoples and to greater understanding among men.

Therefore, expressing trust in the ultimate convergence of the cultural and spiritual goals of mankind, the Conference agrees:

-that in its widest sense, culture may now be said to be the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs;

-that it is culture that gives man the ability to reflect upon himself. It is culture that makes us specifically human, rational beings, endowed with a critical judgement and a sense of moral commitment. It is through culture that we discern values and make choices. It is through culture that man expresses himself, becomes aware of himself, recognizes his incompleteness, questions his own achievements, seeks untiringly for new meanings and creates works through which he transcends his limitations.

Consequently, the Conference solemnly agrees that the following principles should govern cultural policies:

## CULTURAL IDENTITY

1. Every culture represents a unique and irreplaceable body of values since each people's traditions and forms of expression are its most effective means of demonstrating its presence in the world.
2. The assertion of cultural identity therefore contributes to the liberation of peoples. Conversely, any form of domination constitutes a denial or an impairment of that identity.
3. Cultural identity is a treasure that vitalizes mankind's possibilities of self-fulfilment by moving every people and every group to seek nurture in its past, to welcome contributions from outside that are compatible with its own characteristics, and so to continue the process of its own creation.
4. All cultures form part of the common heritage of mankind. The cultural identity of a people is renewed and enriched through contact with the traditions and values of others. Culture is dialogue, the exchange of ideas and experience and the appreciation of other values and traditions; it withers and dies in isolation.
5. The universal cannot be postulated in the abstract by any single culture: it emerges from the experience of all the world's peoples as each affirms its own identity. Cultural identity and cultural diversity are inseparable.
6. Special characteristics do not hinder, but rather enrich the communion of the universal values that unite peoples. Hence recognition of the presence of a variety of cultural identities wherever various traditions exist side by side constitutes the very essence of cultural pluralism.
7. The international community considers it its duty to ensure that the cultural identity of each people is preserved and protected.
8. All of this points to the need for cultural policies that will protect, stimulate and enrich each people's identity and cultural heritage, and establish absolute respect for and appreciation of cultural minorities and the other cultures of the world. The neglect or destruction of the culture of any group is a loss to mankind as a whole.
9. The equality and dignity of all cultures must be recognized, as must the right of each people and cultural community to affirm and preserve its cultural identity and have it respected by others.

## CULTURAL DIMENSION OF DEVELOPMENT

10. Culture constitutes a fundamental dimension of the development process and helps to strengthen the independence, sovereignty and identity of nations. Growth has frequently

been conceived in quantitative terms, without taking into account its necessary qualitative dimension, namely the satisfaction of man's spiritual and cultural aspirations. The aim of genuine development is the continuing well-being and fulfilment of each and every individual.

11. It is vital to humanize development, the ultimate goal of which is the individual in his dignity as a human being and his responsibility to society. Development implies for every individual and every people access to information and opportunities to learn and to communicate with others.

12. If all men and women are to be given the opportunity to improve their lot the course of development must be continually adjusted.

13. Steadily increasing numbers of men and women are seeking a better world. They do not only seek the satisfaction of basic needs but also the development of human beings, their well-being and their possibilities of living together in fellowship with all peoples. Their objective is not production, profit or consumption per se, but the full realization of their potential, both individual and collective, and the preservation of nature.

14. Man is the origin and the goal of development.

15. Any cultural policy should restore to development its profound, human significance. New models are required. And it is in the sphere of culture and education that they are to be found.

16. Balanced development can only be ensured by making cultural factors an integral part of the strategies designed to achieve it; consequently, these strategies should always be devised in the light of the historical, social and cultural context of each society.

## CULTURE AND DEMOCRACY

17. Article 27 of the Universal Declaration of Human Rights proclaims that 'everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits'. States must take the necessary steps to attain this objective.

18. Culture springs from the community as a whole and should return to it; neither the production of culture nor the enjoyment of its benefits should be the privilege of élites. Cultural democracy is based on the broadest possible participation by the individual and society in the creation of cultural goods, in decision-making concerning cultural life and in the dissemination and enjoyment of culture.

19. The aim, above all, should be to open up new channels for democracy through equality of opportunity in education and culture.

20. It is necessary to bring about a geographical and administrative decentralization of cultural life and ensure that the institutions responsible for cultural action are more fully aware of the preferences, options and needs of society in cultural matters. It is essential, therefore, that more opportunities should be provided for contact between the public and cultural bodies.

21. A programme for the democratization of culture calls, in the first place, for the decentralization of access to leisure pursuits and the arts. A democratic cultural policy will provide for enjoyment of artistic excellence by all communities and the whole population.

22. The participation of all individuals in cultural life requires the elimination of inequalities based, inter alia, on social background and status, education, nationality, age, language, sex, religious beliefs, health or the fact of belonging to ethnic, minority or fringe groups.

## CULTURAL HERITAGE

23. The cultural heritage of a people includes the works of its artists, architects, musicians, writers and scientists and also the work of anonymous artists, expressions of the people's spirituality, and the body of values which give meaning to life. It includes both tangible and intangible works through which the creativity of that people finds expression: languages, rites, beliefs, historic places and monuments, literature, works of art, archives and libraries.

24. Every people therefore has a right and a duty to defend and preserve its cultural heritage, since societies recognize themselves through the values in which they find a source of creative inspiration.

25. The cultural heritage has frequently suffered damage or destruction as a result of thoughtlessness as well as of the processes of urbanization, industrialization and technological penetration. But even more intolerable is the damage caused to the cultural heritage by colonialism, armed conflict, foreign occupation and the imposition of alien values. All these have the effect of severing a people's links with and obliterating the memory of its past. Preservation and appreciation of its cultural heritage therefore enable a people to defend its sovereignty and independence, and hence affirm and promote its cultural identity.

26. The restitution to their countries of origin of works illicitly removed from them is a basic principle of cultural relations between peoples. Existing international instruments, agreements and resolutions could be strengthened to increase their effectiveness in this respect.

## ARTISTIC AND INTELLECTUAL CREATION AND ART EDUCATION

27. The flowering of culture is inseparable both from the independence of peoples and from individual freedom. Freedom of opinion and expression is essential for the creative activities of artists and intellectuals alike.

28. Social and cultural conditions must be established which will facilitate, stimulate and guarantee artistic and intellectual creation without political, ideological, economic or social discrimination.

29. The development and promotion of art education imply not only the formulation of specific programmes designed to foster artistic appreciation and support groups or institutions engaged in creation and dissemination, but also the encouragement of activities that will stimulate public awareness of the social importance of art and intellectual creation.

## RELATIONSHIP OF CULTURE WITH EDUCATION, SCIENCE AND COMMUNICATION

30. The overall development of society calls for complementary policies in the fields of culture, education, science and communication with a view to the establishment of a harmonious balance between technological progress and the intellectual and moral advancement of mankind.

31. Education is ideally suited to the transmission of national and universal cultural values and should foster the assimilation of scientific and technological knowledge without detriment to each people's capacities and values.

32. At the present time, integral, innovative education is required that not only informs and transmits, but also trains and renews; that helps students to become aware of the realities of their times and of their environment, that assists in the full development of the personality; that provides training in self-discipline, respect for others, and social and

international solidarity; that equips people for organization and productivity and for the production of truly necessary goods and services; and finally, that encourages renovation and stimulates creativity.

33. It is necessary to encourage the use of national languages to communicate knowledge.

34. Literacy is an essential condition for each people's cultural development.

35. Science and technology teaching should be conceived above all as a cultural process which develops critical awareness, and should be made an integral part of education systems in accordance with the development needs of peoples.

36. A free flow and a wider and more balanced dissemination of information, ideas and knowledge, which are among the principles of a new world information and communication order, imply for all nations the right not only to receive but also to transmit cultural, educational, scientific and technical information.

37. The modern communication media should facilitate objective information on cultural trends in the various countries, without detriment to the freedom of creativity and cultural identity of nations.

38. The technological progress of the last few years has led to the expansion of cultural industries. Whatever their mode of organization, these industries play an important role in the distribution of cultural goods. However, in their international activities they often disregard the traditional values of society and kindle hopes and aspirations which are not in keeping with the actual needs of its development. Furthermore, the absence of national cultural industries may, particularly in developing countries, constitute a source of cultural dependence and give rise to alienation.

39. It is consequently essential to encourage the establishment of cultural industries in countries where they do not exist, through bilateral and multilateral assistance programmes, always ensuring that the production and distribution of cultural goods is in keeping with the integrated development of each society.

40. The modern communication media are now fulfilling a basic role in education and the spreading of culture. Society therefore has to find ways and means of using new production and communication technologies to achieve genuine individual and collective development and to promote the independence of nations by preserving their sovereignty and strengthening peace in the world.

#### PLANNING, ADMINISTRATION AND FINANCING OF CULTURAL ACTIVITIES

41. Culture is the essential condition for genuine development. Society must make substantial efforts with respect to the planning, administration and financing of cultural activities.

For this purpose account must be taken of the needs and problems of each society, always guaranteeing the freedom necessary for cultural creation, as regards both its spirit and its content.

42. If cultural development in the Member States is to be effective, the corresponding budget allocations must be increased and funds from a variety of sources must be employed as far as possible. Similarly, more must be done to train staff in the fields of cultural planning and administration.

## INTERNATIONAL CULTURAL CO-OPERATION

43. The widest possible dissemination of ideas and knowledge on the basis of cultural exchanges and encounters is essential to man's creative activity and to the full development of the individual and of society.

44. More extensive subregional, regional, interregional and international co-operation and understanding in cultural matters are pre-conditions for the achievement of a climate of respect, confidence, dialogue and peace among the nations. Such a climate cannot be fully achieved without reducing and eliminating current tensions and conflicts and without halting the arms race and achieving disarmament.

45. The Conference solemnly reaffirms the value and validity of the Declaration of the Principles of International Cultural Co-operation, adopted at its fourteenth session by the General Conference of the United Nations Educational, Scientific and Cultural Organization.

46. International cultural co-operation must be based on respect for cultural identity, recognition of the dignity and value of all cultures, national independence and sovereignty, and non-intervention. Consequently, in co-operative relations between nations, all forms of subordination or the replacement of one culture by another should be avoided. It is also essential to rebalance cultural interchange and co-operation in order that the less-known cultures, particularly those of certain developing countries, may be more broadly disseminated in all countries.

47. Cultural, scientific and educational exchanges should strengthen peace, promote respect for human rights, and help to eradicate colonialism, neo-colonialism, racism, apartheid and all forms of aggression, domination and interference. Similarly, cultural co-operation should help to create an international climate conducive to disarmament, so that the human resources and huge sums allocated to armaments can be used for constructive purposes, such as programmes of cultural, scientific and technological development.

48. International cultural co-operation needs to be diversified and fostered in an interdisciplinary context and with special attention to the training of qualified staff for cultural services.

49. Encouragement should be given, in particular, to co-operation among developing countries, so that knowledge of other cultures and of other experiences of development may enrich the lives of such countries.

50. The Conference reaffirms that educational and cultural factors are essential in efforts to establish a new international economic order.

## UNESCO

51. In a world torn by dissensions which imperil the cultural values of the different civilizations, the Member States and Secretariat of the United Nations Educational, Scientific and Cultural Organization must increase their efforts to preserve such values and take more intensive action to further the development of mankind. The establishment of a lasting peace is essential to the very existence of human culture.

52. In this situation, the goals of UNESCO, as set out in its Constitution, acquire a capital importance.

53. The World Conference on Cultural Policies appeals to UNESCO to continue and strengthen its work to increase cultural contacts between peoples and nations and continue to pursue its lofty mission of helping men, despite their diversity, to make the ancient dream of universal brotherhood come true.

54. The international community, meeting in this Conference, endorses the motto of Benito



Juárez: 'In relations between individuals as between nations, peace means respect for others' rights'.

## **Declaration of Principles on Tolerance (16.11.1995)**

### **Article 3 - Social dimensions**

3.1 In the modern world, tolerance is more essential than ever before. It is an age marked by the globalization of the economy and by rapidly increasing mobility, communication, integration and interdependence, large-scale migrations and displacement of populations, urbanization and changing social patterns. Since every part of the world is characterized by diversity, escalating intolerance and strife potentially menaces every region. It is not confined to any country, but is a global threat.

3.2 Tolerance is necessary between individuals and at the family and community levels. Tolerance promotion and the shaping of attitudes of openness, mutual listening and solidarity should take place in schools and universities and through non-formal education, at home and in the workplace. The communication media are in a position to play a constructive role in facilitating free and open dialogue and discussion, disseminating the values of tolerance, and highlighting the dangers of indifference towards the rise in intolerant groups and ideologies.

3.3 As affirmed by the UNESCO Declaration on Race and Racial Prejudice, measures must be taken to ensure equality in dignity and rights for individuals and groups wherever necessary. In this respect, particular attention should be paid to vulnerable groups which are socially or economically disadvantaged so as to afford them the protection of the laws and social measures in force, in particular with regard to housing, employment and health, to respect the authenticity of their culture and values, and to facilitate their social and occupational advancement and integration, especially through education.

3.4 Appropriate scientific studies and networking should be undertaken to co-ordinate the international community's response to this global challenge, including analysis by the social sciences of root causes and effective countermeasures, as well as research and monitoring in support of policy-making and standard-setting action by Member States.

### **Article 4 – Education**

4.1 Education is the most effective means of preventing intolerance. The first step in tolerance education is to teach people what their shared rights and freedoms are, so that they may be respected, and to promote the will to protect those of others.

4.2 Education for tolerance should be considered an urgent imperative; that is why it is necessary to promote systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance - major roots of violence and exclusion. Education policies and programmes should contribute to development of understanding, solidarity and tolerance among individuals as well as among ethnic, social, cultural, religious and linguistic groups and nations.

4.3 Education for tolerance should aim at countering influences that lead to fear and exclusion of others, and should help young people to develop capacities for independent judgement, critical thinking and ethical reasoning.

4.4 We pledge to support and implement programmes of social science research and education for tolerance, human rights and non-violence. This means devoting special attention to improving teacher training, curricula, the content of textbooks and lessons, and other educational materials including new educational technologies, with a view to educating caring and responsible citizens open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means.

#### Article 5 - Commitment to action

We commit ourselves to promoting tolerance and non-violence through programmes and institutions in the fields of education, science, culture and communication.

#### Article 6 - International Day for Tolerance

In order to generate public awareness, emphasize the dangers of intolerance and react with renewed commitment and action in support of tolerance promotion and education, we solemnly proclaim 16 November the annual International Day for Tolerance.

### **Universal Declaration on the Human Genome and Human Rights (11.11.1997)**

#### F. Promotion of the principles set out in the Declaration

##### Article 20

States should take appropriate measures to promote the principles set out in the Declaration, through education and relevant means, inter alia through the conduct of research and training in interdisciplinary fields and through the promotion of education in bioethics, at all levels, in particular for those responsible for science policies.

##### Article 21

States should take appropriate measures to encourage other forms of research, training and information dissemination conducive to raising the awareness of society and all of its members of their responsibilities regarding the fundamental issues relating to the defence of human dignity which may be raised by research in biology, in genetics and in medicine, and its applications. They should also undertake to facilitate on this subject an open international discussion, ensuring the free expression of various sociocultural, religious and philosophical opinions.

## G. Implementation of the Declaration

### Article 22

States should make every effort to promote the principles set out in this Declaration and should, by means of all appropriate measures, promote their implementation.

### Article 23

States should take appropriate measures to promote, through education, training and information dissemination, respect for the above-mentioned principles and to foster their recognition and effective application. States should also encourage exchanges and networks among independent ethics committees, as they are established, to foster full collaboration.

### Article 24

The International Bioethics Committee of UNESCO should contribute to the dissemination of the principles set out in this Declaration and to the further examination of issues raised by their applications and by the evolution of the technologies in question. It should organize appropriate consultations with parties concerned, such as vulnerable groups. It should make recommendations, in accordance with UNESCO's statutory procedures, addressed to the General Conference and give advice concerning the follow-up of this Declaration, in particular regarding the identification of practices that could be contrary to human dignity, such as germ-line interventions.

## **Declaration on the Responsibilities of the Present Generations Towards Future Generations (12.11.1997)**

### Article 10 - Development and education

1. The present generations should ensure the conditions of equitable, sustainable and universal socio-economic development of future generations, both in its individual and collective dimensions, in particular through a fair and prudent use of available resources for the purpose of combating poverty.

2. Education is an important instrument for the development of human persons and societies. It should be used to foster peace, justice, understanding, tolerance and equality for the benefit of present and future generations.

### Article 12 – Implementation

1. States, the United Nations system, other intergovernmental and non-governmental organizations, individuals, public and private bodies should assume their full responsibilities in promoting, in particular through education, training and information, respect for the ideals laid down in this Declaration, and encourage by all appropriate means their full recognition and effective application.

2. In view of UNESCO's ethical mission, the Organization is requested to disseminate the present Declaration as widely as possible, and to undertake all necessary steps in its fields of competence to raise public awareness concerning the ideals enshrined therein.

### **UNESCO Universal Declaration on Cultural Diversity (2.11.2001)**

#### **Article 4 – Human rights as guarantees of cultural diversity**

The defence of cultural diversity is an ethical imperative, inseparable from respect for human dignity. It implies a commitment to human rights and fundamental freedoms, in particular the rights of persons belonging to minorities and those of indigenous peoples. No one may invoke cultural diversity to infringe upon human rights guaranteed by international law, nor to limit their scope.

#### **Article 5 – Cultural rights as an enabling environment for cultural diversity**

Cultural rights are an integral part of human rights, which are universal, indivisible and interdependent. The flourishing of creative diversity requires the full implementation of cultural rights as defined in Article 27 of the Universal Declaration of Human Rights and in Articles 13 and 15 of the International Covenant on Economic, Social and Cultural Rights. All persons have therefore the right to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons are entitled to quality education and training that fully respect their cultural identity; and all persons have the right to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms.

#### **Annex II Main lines of an action plan for the implementation of the UNESCO Universal Declaration on Cultural Diversity**

The Member States commit themselves to taking appropriate steps to disseminate widely the “UNESCO Universal Declaration on Cultural Diversity” and to encourage its effective application, in particular by cooperating with a view to achieving the following objectives:

1. Deepening the international debate on questions relating to cultural diversity, particularly in respect of its links with development and its impact on policy-making, at both national and international level; taking forward notably consideration of the advisability of an international legal instrument on cultural diversity.
2. Advancing in the definition of principles, standards and practices, on both the national and the international levels, as well as of awareness-raising modalities and patterns of cooperation, that are most conducive to the safeguarding and promotion of cultural diversity.
3. Fostering the exchange of knowledge and best practices in regard to cultural pluralism with a view to facilitating, in diversified societies, the inclusion and participation of persons and groups from varied cultural backgrounds.
4. Making further headway in understanding and clarifying the content of cultural rights as an integral part of human rights.

5. Safeguarding the linguistic heritage of humanity and giving support to expression, creation and dissemination in the greatest possible number of languages.
6. Encouraging linguistic diversity – while respecting the mother tongue – at all levels of education, wherever possible, and fostering the learning of several languages from the earliest age.
7. Promoting through education an awareness of the positive value of cultural diversity and improving to this end both curriculum design and teacher education.
8. Incorporating, where appropriate, traditional pedagogies into the education process with a view to preserving and making full use of culturally appropriate methods of communication and transmission of knowledge.
9. Encouraging “digital literacy” and ensuring greater mastery of the new information and communication technologies, which should be seen both as educational disciplines and as pedagogical tools capable of enhancing the effectiveness of educational services.
10. Promoting linguistic diversity in cyberspace and encouraging universal access through the global network to all information in the public domain.
11. Countering the digital divide, in close cooperation in relevant United Nations system organizations, by fostering access by the developing countries to the new technologies, by helping them to master information technologies and by facilitating the digital dissemination of endogenous cultural products and access by those countries to the educational, cultural and scientific digital resources available worldwide.
12. Encouraging the production, safeguarding and dissemination of diversified contents in the media and global information networks and, to that end, promoting the role of public radio and television services in the development of audiovisual productions of good quality, in particular by fostering the establishment of cooperative mechanisms to facilitate their distribution.
13. Formulating policies and strategies for the preservation and enhancement of the cultural and natural heritage, notably the oral and intangible cultural heritage, and combating illicit traffic in cultural goods and services.
14. Respecting and protecting traditional knowledge, in particular that of indigenous peoples; recognizing the contribution of traditional knowledge, particularly with regard to environmental protection and the management of natural resources, and fostering synergies between modern science and local knowledge.
15. Fostering the mobility of creators, artists, researchers, scientists and intellectuals and the development of international research programmes and partnerships, while striving to preserve and enhance the creative capacity of developing countries and countries in transition.
16. Ensuring protection of copyright and related rights in the interest of the development of contemporary creativity and fair remuneration for creative work, while at the same time

upholding a public right of access to culture, in accordance with Article 27 of the Universal Declaration of Human Rights.

17. Assisting in the emergence or consolidation of cultural industries in the developing countries and countries in transition and, to this end, cooperating in the development of the necessary infrastructures and skills, fostering the emergence of viable local markets, and facilitating access for the cultural products of those countries to the global market and international distribution networks.

18. Developing cultural policies, including operational support arrangements and/or appropriate regulatory frameworks, designed to promote the principles enshrined in this Declaration, in accordance with the international obligations incumbent upon each State.

19. Involving the various sections of civil society closely in the framing of public policies aimed at safeguarding and promoting cultural diversity.

20. Recognizing and encouraging the contribution that the private sector can make to enhancing cultural diversity and facilitating, to that end, the establishment of forums for dialogue between the public sector and the private sector.

The Member States recommend that the Director- General take the objectives set forth in this Action Plan into account in the implementation of UNESCO's programmes and communicate it to institutions of the United Nations system and to other intergovernmental and non-governmental organizations concerned with a view to enhancing the synergy of actions in favour of cultural diversity.

### **International Declaration on Human Genetic Data (16.10.2003)**

#### **Article 23 – Implementation**

(a) States should take all appropriate measures, whether of a legislative, administrative or other character, to give effect to the principles set out in this Declaration, in accordance with the international law of human rights. Such measures should be supported by action in the sphere of education, training and public information.

(b) In the framework of international cooperation, States should endeavour to enter into bilateral and multilateral agreements enabling developing countries to build up their capacity to participate in generating and sharing scientific knowledge concerning human genetic data and the related know-how.

#### **Article 24 – Ethics education, training and information**

In order to promote the principles set out in this Declaration, States should endeavour to foster all forms of ethics education and training at all levels as well as to encourage information and knowledge dissemination programmes about human genetic data. These measures should aim at specific audiences, in particular researchers and members of ethics committees, or be addressed to the public at large. In this regard, States should encourage

the participation of international and regional intergovernmental organizations and international, regional and national non-governmental organizations in this endeavour.

#### Article 26 – Follow-up action by UNESCO

UNESCO shall take appropriate action to follow up this Declaration so as to foster progress of the life sciences and their applications through technologies, based on respect for human dignity and the exercise and observance of human rights and fundamental freedoms.

### **UNESCO Declaration concerning the Intentional Destruction of Cultural Heritage (17.11.2003)**

#### III – Measures to combat intentional destruction of cultural heritage

1. States should take all appropriate measures to prevent, avoid, stop and suppress acts of intentional destruction of cultural heritage, wherever such heritage is located.
2. States should adopt the appropriate legislative, administrative, educational and technical measures, within the framework of their economic resources, to protect cultural heritage and should revise them periodically with a view to adapting them to the evolution of national and international cultural heritage protection standards.
3. States should endeavour, by all appropriate means, to ensure respect for cultural heritage in society, particularly through educational, awareness-raising and information programmes.
4. States should:
  - (a) become parties to the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and its two 1954 and 1999 Protocols and the Additional Protocols I and II to the four 1949 Geneva Conventions, if they have not yet done so;
  - (b) promote the elaboration and the adoption of legal instruments providing a higher standard of protection of cultural heritage, and
  - (c) promote a coordinated application of existing and future instruments relevant to the protection of cultural heritage.

#### VIII – Cooperation for the protection of cultural heritage

1. States should cooperate with each other and with UNESCO to protect cultural heritage from intentional destruction. Such cooperation should entail at least:
  - (i) provision and exchange of information regarding circumstances entailing the risk of intentional destruction of cultural heritage;
  - (ii) consultation in the event of actual or impending destruction of cultural heritage;

(iii) consideration of assistance to States, as requested by them, in the promotion of educational programmes, awareness-raising and capacity-building for the prevention and repression of any intentional destruction of cultural heritage;

(iv) judicial and administrative assistance, as requested by interested States, in the repression of any intentional destruction of cultural heritage.

2. For the purposes of more comprehensive protection, each State is encouraged to take all appropriate measures, in accordance with international law, to cooperate with other States concerned with a view to establishing jurisdiction over, and providing effective criminal sanctions against, those persons who have committed or have ordered to be committed acts referred to above (VII – Individual criminal responsibility) and who are found present on its territory, regardless of their nationality and the place where such act occurred.

## **Universal Declaration on Bioethics and Human Rights (19.10.2005)**

### **Article 22 – Role of States**

1. States should take all appropriate measures, whether of a legislative, administrative or other character, to give effect to the principles set out in this Declaration in accordance with international human rights law. Such measures should be supported by action in the spheres of education, training and public information.

2. States should encourage the establishment of independent, multidisciplinary and pluralist ethics committees, as set out in Article 19.

### **Article 23 – Bioethics education, training and information**

1. In order to promote the principles set out in this Declaration and to achieve a better understanding of the ethical implications of scientific and technological developments, in particular for young people, States should endeavour to foster bioethics education and training at all levels as well as to encourage information and knowledge dissemination programmes about bioethics.

2. States should encourage the participation of international and regional intergovernmental organizations and international, regional and national non governmental organizations in this endeavour.

### **Article 24 – International cooperation**

1. States should foster international dissemination of scientific information and encourage the free flow and sharing of scientific and technological knowledge.

2. Within the framework of international cooperation, States should promote cultural and scientific cooperation and enter into bilateral and multilateral agreements enabling developing countries to build up their capacity to participate in generating and sharing scientific knowledge, the related know-how and the benefits thereof.



3. States should respect and promote solidarity between and among States, as well as individuals, families, groups and communities, with special regard for those rendered vulnerable by disease or disability or other personal, societal or environmental conditions and those with the most limited resources.

#### Article 25 – Follow-up action by UNESCO

1. UNESCO shall promote and disseminate the principles set out in this Declaration. In doing so, UNESCO should seek the help and assistance of the Intergovernmental Bioethics Committee (IGBC) and the International Bioethics Committee (IBC).

2. UNESCO shall reaffirm its commitment to dealing with bioethics and to promoting collaboration between IGBC and IBC.

# UNESCO

## CONVENTIONS

### Convention against Discrimination in Education (14.12.1960)

#### Article 1

1. For the purposes of this Convention, the term 'discrimination' includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

(a) Of depriving any person or group of persons of access to education of any type or at any level;

(b) Of limiting any person or group of persons to education of an inferior standard;

(c) Subject to the provisions of Article 2 of this Convention, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or

(d) Of inflicting on any person or group of persons conditions which are in-compatible with the dignity of man.

2. For the purposes of this Convention, the term 'education' refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

#### Article 2

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of Article 1 of this Convention:

(a) The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;

(b) The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;

(c) The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

### Article 3

In order to eliminate and prevent discrimination within the meaning of this Convention, the States Parties thereto undertake:

(a) To abrogate any statutory provisions and any administrative instructions and to discontinue any administrative practices which involve discrimination in education;

(b) To, ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;

(c) Not to allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries ;

(d) Not to allow, in any form of assistance granted by the public authorities to educational institutions, any restrictions or preference based solely on the ground that pupils belong to a particular group;

(e) To give foreign nationals resident within their territory the same access to education as that given to their own nationals.

### Article 4

The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

(a) To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;

(b) To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

(c) To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

(d) To provide training for the teaching profession without discrimination.

## Article 5

1. The States Parties to this Convention agree that:

(a) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

(b) It is essential to respect the liberty of parents and, where applicable, of legal guardians, firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the 'children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions;

(c) It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:

(i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;

(ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and

(iii) That attendance at such schools is optional.

2. The States Parties to this Convention undertake to take all necessary measures to ensure the application of the principles enunciated in paragraph 1 of this Article.

## Article 6

In the application of this Convention, the States Parties to it undertake to pay the greatest attention to any recommendations hereafter adopted by the General Conference of the United Nations Educational, Scientific\_ and Cultural Organization defining the measures to be taken against the different forms of discrimination in education and for the purpose of ensuring equality of oppor-tunity and treatment in education.

## Article 7

The States Parties to this Convention shall in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization on dates and in a manner to be determined by it, give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this Convention, including that taken for the formulation and the development of the national policy defined in Article 4 as well as the results achieved and the obstacles encountered in the application of that policy.

## Article 8

Any dispute which may arise between any two or more States Parties to this Convention concerning the interpretation or application of this Convention, which is not settled by negotiation shall at the request of the parties to the dispute be referred, failing other means of settling the dispute, to the International Court of Justice for decision.

## Article 9

Reservations to this Convention shall not be permitted.

## Article 10

This Convention shall not have the effect of diminishing the rights which individuals or groups may enjoy by virtue of agreements concluded between two or more States, where such rights are not contrary to the letter or spirit of this Convention.

## Article 11

This Convention is drawn up in English, French, Russian and Spanish, the four texts being equally authoritative.

## Article 12

1. This Convention shall be subject to ratification or acceptance by States Members of the United Nations Educational, Scientific and Cultural Organization in accordance with their respective constitutional procedures.
2. The instruments of ratification or acceptance shall be deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

## Article 13

1. This Convention shall be open to accession by all States not Members of the United Nations Educational, Scientific and Cultural Organization which are invited to do so by the Executive Board of the Organization.
2. Accession shall be effected by the deposit of an instrument of accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

#### Article 14

This Convention shall enter into force, three months after the date of the deposit of the third instrument of ratification, acceptance or accession, but only with respect to those States which have deposited their respective instruments on or before that date. It shall enter into force with respect to any other State three months after the deposit of its instrument of ratification, acceptance or accession.

#### Article 15

The States Parties to this Convention recognize that the Convention is applicable not only to their metropolitan territory but also to all non-self-governing, trust, colonial and other territories for the international relations of which they are responsible; they undertake to consult, if necessary, the governments or other competent authorities of these territories on or before ratification, acceptance or accession with a view to securing the application of the Convention to those territories, and to notify the Director-General of the United Nations Educational, Scientific and Cultural Organization of the territories to which it is accordingly applied, the notification to take effect three months after the date of its receipt.

#### Article 16

1. Each State Party to this Convention may denounce the Convention on its own behalf or on behalf of any territory for whose international relations it is responsible.
2. The denunciation shall be notified by an instrument in writing, deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.
3. The denunciation shall take effect twelve months after the receipt of the instrument of denunciation.

#### Article 17

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the States Members of the Organization, the States not members of the Organization which are referred to in Article 13, as well as the United Nations, of the deposit of all the instruments of ratification, acceptance and accession provided for in Articles 12 and 13, and of the notifications and denunciations provided for in Articles 15 and 16 respectively.

#### Article 18

1. This Convention may be revised by the General Conference of the United Nations Educational, Scientific and Cultural Organization. Any such revision shall, however, bind only the States which shall become Parties to the revising convention.
2. If the General Conference should adopt a new convention revising this Convention in whole or in part, then, unless the new convention otherwise provides, this Convention shall cease to be open to ratification, acceptance or accession as from the date on which the new revising convention enters into force.

## Article 19

In conformity with Article 102 of the Charter of the United Nations, this Convention shall be registered with the Secretariat of the United Nations at the request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

### **Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (14.11.1970)**

## Article 10

The States Parties to this Convention undertake:

- (a) To restrict by education, information and vigilance, movement of cultural property illegally removed from any State Party to this Convention and, as appropriate for each country, oblige antique dealers, subject to penal or administrative sanctions, to maintain a register recording the origin of each item of cultural property, names and addresses of the supplier, description and price of each item sold and to inform the purchaser of the cultural property of the export prohibition to which such property may be subject;
- (b) to endeavour by educational means to create and develop in the public mind a realization of the value of cultural property and the threat to the cultural heritage created by theft, clandestine excavations and illicit exports.

### **Convention concerning the Protection of the World Cultural and Natural Heritage (16.11.1972)**

## VI. Educational programmes

## Article 27

1. The States Parties to this Convention shall endeavour by all appropriate means, and in particular by educational and information programmes, to strengthen appreciation and respect by their peoples of the cultural and natural heritage defined in Article 1 and 2 of the Convention.
2. They shall undertake to keep the public broadly informed of the dangers threatening this heritage and of activities carried on in pursuance of this Convention.

## Article 28

States Parties to this Convention which receive international assistance under the Convention shall take appropriate measures to make known the importance of the property for which assistance has been received and the role played by such assistance.

## **Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean (19.07.1974)**

### **I. Definitions**

#### **Article 1**

For the purposes of this Convention:

(a) Recognition of a foreign diploma, degree or qualification is understood to mean the acceptance thereof by the competent authorities of a Contracting State and the grant to the holders of such diplomas, degrees or qualifications of rights that are enjoyed by the holders of comparable national diplomas, degrees or qualifications. Such rights refer to the continuation of studies and to the practice of a profession:

(i) Recognition for the purpose of commencing or continuing studies at a higher level shall enable the holder concerned to be admitted to the higher education establishments of the State granting such recognition, under the same conditions as are applicable to holders of national diplomas, degrees or qualifications;

(ii) Recognition for the purpose of practicing a profession means acceptance of the technical competence of the holder of the diploma, degree or qualification, and it implies the rights and the obligations of the holder of national diplomas, degrees or qualifications, possession of which is required for the practice of the profession in question. Such recognition does not have the effect of exempting the holder of the foreign diploma, degree or qualification from the obligation to comply with any other conditions that may be required, for the practice of the profession in question, by national legal provisions as well as by the competent governmental or professional authorities.

(b) Middle or secondary education is understood to mean the stage of studies of any kind which follows the initial, elementary or basic education and which, among other purposes, may constitute the stage prior to higher education;

(c) Higher education is understood to mean any form of education and of research at post-secondary level. This education is open to all persons who are sufficiently qualified for it either because they have obtained a secondary school leaving certificate or diploma, or because they possess the appropriate training or knowledge, under the conditions determined for the purpose by the State concerned;

(d) Partial studies in higher education are understood to mean studies which, according to the standards of the institution where the said studies were pursued, have not been completed in respect either of their duration or of their content. Recognition by, one of the Contracting States of partial studies pursued in an institution situated in the territory of another Contracting State, or in an institution under its authority, shall be granted having regard to the level of training reached, in the view of the State granting recognition, by the person concerned.



## II. Objectives

### Article 2

#### 1. The Contracting States declare their intention:

(a) to promote joint use of available educational resources by placing their training institutions at the service of the integral development of all the peoples in the region, for which purpose 'they shall take measures aimed at:

(i) harmonizing in so far as possible conditions for admission to the higher education institutions in each State,

(ii) adopting similar terminology and similar criteria for evaluation, so as to make it easier to apply the system of comparability of studies,

(iii) adopting, with regard to admission to subsequent stages of study, a dynamic conception taking into account the knowledge vouched for by diplomas or personal experience and achievements, subject to the provisions of article 1, sub-paragraph (c),

(iv) adopting, in evaluating partial studies, broad criteria based on the level of education reached rather than the content of the curricula followed, having due regard to the interdisciplinary nature of higher education,

(v) granting immediate recognition of studies, diplomas, degrees and certificates for academic purposes and for purposes of the practice of a profession,

(vi) promoting the exchange of information and documentation in the fields of education, science and technology, so as to serve the purposes of this Convention.

(b) to strive at regional level for the continuous improvement of the curricula which, together with appropriate planning and organization, will contribute to the optimum use of the training resources of the region;

(c) to promote inter-regional co-operation with respect to the recognition of studies and degrees;

(d) to set up the national and regional bodies needed to facilitate the most rapid and effective application of this Convention.

2. The Contracting States undertake to adopt all the national and international measures that may be necessary to ensure the gradual achievement of the objectives set out in this Article, principally through bilateral, sub-regional or regional agreements, as well as through agreements between institutions of higher education, and such other means as may be conducive to co-operation with the competent organizations and institutions, both national and international.

### III. Commitments for immediate implementation

#### Article 3

For the purpose of continuing studies, and in order to allow of immediate access to further stages of education in higher education institutions situated in their territories or in an institution under their authority, the Contracting States shall recognize secondary education leaving certificates or diplomas awarded in another Contracting State, possession of which entitles holders to be admitted to the further stages of education in the higher education institutions situated in the territory of their country of origin or in institutions under the authority of the latter.

#### Article 4

The Contracting States shall grant, for the purpose of continuing studies and for immediate admission to the further stages of higher education, recognition of higher education degrees, diplomas or certificates obtained in the territory of another Contracting State, or in an institution under its authority, which attest to the termination of a complete stage of higher education studies. It will be required that the certification specifies the number of years, semesters or trimesters or, in general, complete periods of studies.

#### Article 5

The Contracting States undertake to adopt the necessary measures to secure, as soon as possible, for the purpose of the practice of a profession, recognition of degrees, diplomas, and qualifications in higher education conferred by the competent authorities of another Contracting State.

#### Article 6

The Contracting State shall adopt as soon as possible procedures applicable to the recognition of partial studies in higher education pursued in another Contracting State or in an institution under its authority.

#### Article 7

1. The benefits accorded under Articles 3, 4, 5 and 6 shall be applicable to all persons who have pursued their studies in one of the Contracting States, irrespective of their nationality.
2. All nationals of a Contracting State who have obtained in a non-contracting State, one or more diplomas, degrees or qualifications comparable to those referred to in Articles 3, 4, or 5, shall be entitled to benefit from the applicable provisions provided that their diplomas, degrees or qualifications have been recognized in their country of origin.

#### IV. Agencies and machinery for implementation

##### Article 8

The Contracting States undertake to work for the attainment of the objectives defined in Article 2, and to ensure the application and fulfilment of the commitments set forth in Articles 3, 4, 5, 6 and 7, by means of:

- (a) national bodies,
- (b) the Regional Committee,
- (c) bilateral or sub-regional bodies.

##### Article 9

The Contracting States recognize that the attainment of the objectives and the fulfillment of the commitments defined in this Convention require, at the national level, close and constant co-operation and co-ordination on the part of a considerable variety of authorities, whether governmental or not, and, in particular, on the part of the universities and other educational institutions. They therefore undertake to set up for the examination and solution of problems relating to the application of this Convention, appropriate national bodies which shall be representative of all the sectors concerned, and to take the relevant administrative measures for ensuring their speedy and efficient operation.

##### Article 10

1. There shall be established a Regional Committee, consisting of representatives of all the Contracting States, the Secretariat of which shall be situated in a Contracting State within the region and placed under the responsibility of the Director-General of the United Nations, Educational, Scientific and Cultural Organization.
2. The task of the Regional Committee shall be to promote the application of this Convention. It shall receive and examine periodic reports from the Contracting States on progress to date and difficulties met with in applying this Convention, as well as studies on the Convention prepared by its Secretariat.
3. The Regional Committee shall make general or specific recommendations to the Contracting States.

##### Article 11

The Regional Committee shall elect its Chairman and draw up its Rules of Procedure. It shall meet at least once every two years, its first meeting being held three months after the deposit of the sixth instrument of ratification.

## Article 12

The Contracting States may entrust to bilateral or sub-regional bodies, already existing or specially set up for the purpose, the task of examining the problems entailed at the bilateral or sub-regional level by the application of this Convention and of proposing solutions to them.

## V. Co-operation with international organizations

## Article 13

The Contracting States shall take the appropriate measures to enlist the co-operation of the competent governmental and non-governmental international organizations in their endeavours to ensure the successful application of this Convention. They shall enter into agreements with those organizations and decide, jointly with them, on the most appropriate forms of co-operation.

## VI. Ratification, accession and entry into force

## Article 14

This Convention shall be open for signature and ratification:

(a) to the States of Latin America and the Caribbean invited to attend the regional diplomatic conference convened to adopt this Convention and,

(b) to other States of Latin America and the Caribbean members of the United Nations, of any of the Specialized Agencies brought into relationship with the United Nations or of the International Atomic Energy Agency, or which are parties to the Statute of the International Court of Justice, which may be invited to become parties to this Convention by a decision of the Regional Committee adopted by a majority to be determined by its Rules of Procedure.

## Article 15

The Regional Committee may authorize States Members of the United Nations, of any of the Specialized Agencies brought into relationship with the United Nations or of the International Atomic Energy Agency, or which are parties to the Statute of the International Court of Justice, outside the region of Latin America and the Caribbean, to accede to this Convention. In that case, the decision of the Regional Committee must be adopted by a two-thirds majority of the Contracting States.

## Article 16

Ratification of or accession to this Convention shall be effected by the deposit of an instrument of ratification or accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

## Article 17

This Convention shall enter into force between the States that have ratified it, one month after the deposit of the second instrument of ratification. Subsequently, it shall enter into force in respect of each State one month after that State has deposited its instrument of ratification or accession.

## Article 18

1. Contracting States may denounce this Convention.
2. The denunciation shall be notified to the Director-General of the United Nations Educational, Scientific and Cultural Organization by means of an instrument in writing.
3. The denunciation shall take effect twelve months after the date of receipt of its notification.

## Article 19

This Convention shall in no way affect the international treaties and conventions in force between Contracting States, nor existing national standards, which provide for greater advantages than those granted under this Convention.

## Article 20

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the Contracting States and the other States referred to in Articles 14 and 15, as well as the United Nations, of each deposit of the instruments of ratification or accession referred to in Article 16, and of each deposit of the instruments of denunciation provided for in Article 18.

## Article 21

In conformity with Article 102 of the Charter of the United Nations, this Convention shall be registered with the Secretariat of the United Nations on the request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

## **Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States Bordering on the Mediterranean (17.12.1976)**

### I. Definitions

#### Article 1

1. For the purposes of this Convention the 'recognition' of a foreign certificate, diploma or degree of higher education means its acceptance by the competent authorities of a Contracting State and the granting to the holder of the, rights enjoyed by persons possessing a national certificate, diploma or degree with which the foreign one is assimilated. Such

rights extend to either the pursuit of studies, or the practice of a profession, or both, according to the applicability of the recognition.

(a) Recognition of a certificate, diploma or degree with a view to undertaking or pursuing studies at the higher level shall entitle the holder to enter the higher educational and research institutions of any Contracting State under the same conditions as regards studies as those applying to holders of a similar certificate, diploma or degree issued in the Contracting State concerned.

(b) Recognition of a foreign certificate, diploma or degree with a view to the practice of a profession is the recognition of the holder's technical capacity, required for the practice of the profession concerned. Such recognition does not exempt the holder of the foreign certificate, diploma or degree from complying with any conditions other than those relating to technical capacity for the practice of the profession concerned which may be laid down by the competent governmental or professional authorities.

2. For the purposes of this Convention:

(a) 'secondary education' means that stage of studies of any kind which follows primary or elementary and preparatory education- and the aims of which may include preparing pupils for admission to higher education;

(b) 'higher education' means all types of education and research at post-secondary level open in the different States and according to the conditions laid down by them to all persons who are properly qualified, either because they have obtained a secondary school leaving diploma or certificate or because they have received appropriate training or acquired appropriate knowledge.

3. For the purposes of this Convention, 'partial studies' means any education of which the duration or the content is partial by comparison with the norms prevailing in the institution in which it was acquired. Recognition of partial studies pursued in an institution situated in the territory of another Contracting State and recognized by that State may be granted in accordance with the educational level reached by the student by reference to the criteria used by the training bodies in the receiving State.

## II. Aims

### Article 2

1. The Contracting States solemnly declare their firm resolve to co-operate closely with a view to:

(a) enabling the educational and research resources available to them to be used as effectively as possible in the interests of all the Contracting States, and, for this purpose:

(i) to make their higher educational institutions as widely accessible as possible to students or researchers from any of the Contracting States;

(ii) to recognize the studies, certificates, diplomas and degrees of such persons;

- (iii) to harmonize the entrance requirements of the educational institutions of each country;
  - (iv) to adopt terminology and evaluation criteria which would facilitate the application of a system which will ensure the comparability of credits, subjects of study and certificates, diplomas and degrees;
  - (v) to adopt a dynamic approach in matters of admission to further stages of study, bearing in mind not only knowledge acquired, as attested by certificates, diplomas and degrees, but also the individual's experience and achievements, so far as these may be deemed acceptable by competent authorities;
  - (vi) to adopt flexible criteria for the evaluation of partial studies, based on the educational level reached and on the content of the courses taken, bearing in mind the interdisciplinary character of knowledge at university level;
  - (vii) to improve the system for the exchange of information regarding the recognition of studies, certificates, diplomas and degrees;
- (b) constantly improving curricula in the Contracting States and methods of planning and promoting higher education, taking into account the requirements for economic, social and cultural development, the policies of each country and the objectives that are set out in the recommendations made by the competent organs of the United Nations Educational, Scientific and Cultural Organization concerning the continuous improvement of the quality of education, the promotion of life-long education and the democratization of education;
  - (c) promoting regional and world-wide co-operation in the matter of the recognition of studies and academic qualifications.

2. The Contracting States agree to take all necessary steps at the national, bilateral and multilateral levels, in particular by means of bilateral, sub-regional, regional or other agreements, agreements between universities or other higher educational institutions and arrangements with the competent national or international organizations and other bodies, with a view to the progressive attainment of the goals defined in the present article.

### III. Undertakings for immediate application

#### Article 3

1. For the purposes of the continuation of studies and immediate admission to the subsequent stages of training in higher educational institutions situated in their respective territories, the Contracting States recognize, under the same conditions as those applying to their own nationals, secondary school leaving certificates issued in the other Contracting States, the possession of which qualifies the holders for admission to the subsequent stages of training in higher educational institutions, situated in the territories of those Contracting States.

2. Admission to a given higher educational institution may, however, be dependent on the availability of places and also on the conditions concerning linguistic knowledge required or

accepted by the educational bodies of the Contracting States in order to undertake the studies in question.

#### Article 4

1. The Contracting States agree to take all necessary steps at the national level with a view to:

(a) recognizing, for the purpose of the immediate pursuit of studies and admission to the subsequent stages of training in higher educational institutions situated in their respective territories and under the conditions applicable to nationals, academic qualifications obtained in a higher educational institution situated in the territory of another Contracting State and recognized by it, denoting that a full course of studies at the higher level has been completed to the satisfaction of the competent authorities;

(b) defining, so far as possible, the procedure applicable to the recognition, for the purpose of the pursuit of studies, of periods of study spent in higher educational institutions situated in the other Contracting States.

2. The provisions of Article 3, paragraph 2, above shall apply to the cases covered by this Article.

#### Article 5

The Contracting States agree to take the necessary steps to ensure that certificates, diplomas or degrees issued by the competent authorities of the other Contracting States are effectively recognized so far as possible for the purpose of practicing a profession within the meaning of Article 1, paragraph 1(b).

#### Article 6

1. Considering that recognition refers to the studies followed and the certificates, diplomas or degrees obtained in the recognized institutions of a given Contracting State, any person, of whatever nationality or political or legal status, who has followed such studies and obtained such certificates, diplomas or degrees shall be entitled to benefit from the provisions of Articles 3, 4 and 5.

2. Any national of a Contracting State who has obtained in the territory of a non-Contracting State one or more certificates, diplomas or degrees similar to those defined in Articles 3, 4 and 5 may avail himself of those provisions which are applicable, on condition that his certificates, diplomas or degrees have been recognized in his home country and in the country in which he wishes to continue his studies, without prejudice to the provisions of Article 20 of this Convention.



#### IV. Machinery for implementation

##### Article 7

The Contracting States shall endeavour to attain the goals defined in Article 2 and shall ensure that the agreements set forth in Article 3, 4 and 5 above are put into effect by means of:

- (a) national bodies;
- (b) the Intergovernmental Committee defined in Article 9;
- (c) bilateral or sub-regional bodies.

##### Article 8

1. The Contracting States recognize that the attainment of the goals and the execution of the agreements defined in this Convention will require, at the national level, close co-operation and co-ordination of the efforts of a great variety of national authorities, whether governmental or non-governmental, particularly universities and other educational institutions. They therefore agree to entrust the study of the problems involved in the application of this Convention to appropriate, national bodies, with which all the sectors concerned will be associated and which will be empowered to propose appropriate solutions. The Contracting States will furthermore take all the administrative measures required to speed up the effective functioning of these national bodies.

2. Every national body shall have at its disposal the necessary means to enable it either to collect, process and file all information of use to it in its activities relating to studies, diplomas and degrees in higher education, or to obtain the information it requires in this connexion at short notice from a separate national documentation center.

##### Article 9

1. An Intergovernmental Committee composed of experts mandated by the Contracting States is hereby set up and its secretariat entrusted to the Director-General of the United Nations Educational, Scientific and Cultural Organization.

2. The function of the Intergovernmental Committee shall be to promote the application of this Convention. It shall receive and examine the periodic reports which the Contracting States shall communicate to it on the progress made and the obstacles encountered by them in the application of the Convention and also the studies carried out by its secretariat on the said Convention. The Contracting States undertake to submit to the Committee their reports at least once every two years.

3. The Intergovernmental Committee shall, where appropriate, address to the Contracting States recommendations of a general or individual character concerning the application of this Convention.

4. The secretariat of the Intergovernmental Committee shall help national bodies to obtain the information needed by them in their activities.

#### Article 10

The Intergovernmental Committee shall elect its Chairman and adopt its Rules of Procedure. It shall meet in ordinary session every two years. The Committee shall meet for the first time three months after the sixth instrument of ratification or accession has been deposited.

#### Article 11

The Contracting States may entrust existing bilateral or sub-regional bodies or bodies set up for the purpose with the task of studying the problems involved at the bilateral or regional levels in the application of this Convention and contributing to their solution.

### V. Documentation

#### Article 12

1. The Contracting States shall periodically engage in wide exchanges of information and documentation pertaining to studies, certificates, diplomas and degrees in higher education.

2. They shall endeavour to promote the development of methods and machinery for collecting, processing, classifying and disseminating all the necessary information pertaining to the recognition of studies, certificates, diplomas and degrees in higher education, taking into account existing methods and machinery as well as information collected by national, regional and international bodies, including UNESCO.

### VI. Co-operation with international organizations

#### Article 13

The Intergovernmental Committee shall make all the appropriate arrangements for associating the competent international organizations, both governmental and non-governmental, with its efforts to ensure that this Convention is applied as fully as possible.

VII. Institutions of higher education under the authority of a Contracting State but situated outside-its territory

#### Article 14

The provisions of this Convention apply to studies pursued at and to certificates, diplomas and degrees obtained from any institution of higher education under the authority of a Contracting State, even when this institution is situated outside its territory.

## VIII. Ratification, accession and entry into force

### Article 15

This Convention shall be open to the signature and ratification of the Arab and European States bordering on the Mediterranean which have been invited to participate in the diplomatic Conference entrusted with drafting it.

### Article 16

1. Other States which are members of the United Nations, of one of the Specialized Agencies or of the International Atomic Energy Agency or which are parties to the Statute of the International Court of Justice may be authorized to accede to this Convention.
2. Any request to this effect shall be communicated to the Director-General of the United Nations Educational, Scientific and Cultural Organization who shall transmit it to the Contracting States at least three months before the meeting of the Inter-Governmental Committee.
3. The Committee shall meet as an Ad Hoc Committee for the purpose of considering such a request. Its members must have an express mandate to that effect from their Governments. In such cases, the decision of the Committee shall require a two-thirds majority of the Contracting States.
4. This procedure shall apply only when a majority of the States referred to in Article 15 has ratified the Convention.

### Article 17

Ratification of this Convention or accession to it shall be effected by depositing an instrument of ratification or accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

### Article 18

This Convention shall enter into force one month after the second instrument of ratification has been deposited, but solely with respect to the States which have deposited their instruments of ratification. It shall enter into force for each other State one month after that State has deposited its instrument of ratification or accession.

### Article 19

1. The Contracting States shall have the right to denounce this Convention.
2. The denunciation shall be signified by an instrument in writing deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.
3. The denunciation shall take effect twelve months after the instrument of denunciation has been received. However, persons having benefited from the provisions of this Convention

who may be pursuing studies in the territory of the State denouncing the Convention will be able to complete the course of studies they have begun.

#### Article 20

This Convention shall not affect in any way the treaties and conventions already in force between the Contracting States or the national legislation adopted by them in so far as such treaties, conventions and legislation offer greater advantages than those provided for in the Convention.

#### Article 21

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the- Contracting States and the other States mentioned in Articles 15 and 16 and also the United Nations of the deposit of all the instruments of ratification or accession referred to in Article 17 as well as of the denunciations provided for in Article 19.

#### Article 22

In conformity with Article 102 of the United Nations Charter, this Convention shall be registered with the Secretariat of the United Nations at the request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

### **Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States (22.12.1978)**

#### I. Definitions

##### Article 1

1. For the purpose of the present Convention the 'recognition' of a certificate, qualification, diploma or degree of higher education obtained in one of the Contracting States means its acceptance by the competent authorities of another Contracting State and the granting to the holder of the rights enjoyed by persons possessing a certificate, qualification, diploma or degree issued by that State with which the certificate, qualification, diploma or degree obtained in the first Contracting State is comparable. Such rights extend to either the pursuit of studies, or the practice of a profession, or both, according to the applicability of the recognition.

(a) Recognition by a Contracting State of a certificate, qualification, diploma or degree awarded by another Contracting State with a view to undertaking or pursuing studies at the higher level shall entitle the holder to enter the higher educational and research institutions of any other Contracting State under the same conditions as those applying to holders of a similar certificate, qualification, diploma or degree issued in the Contracting State concerned. Such recognition does not exempt the holder of the certificate, qualification, diploma or degree from complying with the other conditions laid down by the law or with the regulations governing admission to higher educational institutions.

(b) A Contracting State which recognizes a certificate, qualification, diploma or degree enabling the holder to practice a profession thereby recognizes the holder's technical ability and confers on him rights and obligations identical to those which he would have if he obtained such a certificate, qualification, diploma or degree directly in that State with a view to the practice of the same profession. Such recognition does not exempt the holder of the certificate, qualification, diploma or degree from complying with the other conditions laid down by the law in force in each State or conditions-for the practice of the profession concerned which may be laid down by the competent governmental or professional authorities.

2. For the purposes of the present Convention:

(a) 'secondary education' means that stage of studies of any kind which follows primary, elementary, preparatory or intermediate education and the aims of which may include preparing pupils for higher education;

(b) 'higher education' means all types of education and research at post-secondary level. Such education is open to all persons who have obtained a diploma or certificate attesting that they have successfully completed their education at the secondary level or at an equivalent level in accordance with the conditions laid down for that purpose by the State concerned.

3. For the purpose of the present Convention, 'partial studies' means any education of which the duration or the content is partial by comparison with the norms prevailing in the institution in which it was acquired. Recognition by a Contracting State of partial studies pursued in an institution situated in the territory of another Contracting State and recognized by that State may be granted in accordance with the educational level reached by the student in the, opinion of the State granting recognition.

## II. Aims

### Article 2

1. The Contracting States solemnly declare their firm resolve to co-operate closely with a view to:

(a) enabling the educational resources available to them to be used as effectively as possible in the interests of all the Contracting States, and, for this purpose:

(i) to adopt terminology and evaluation criteria as similar as possible, especially as regards the harmonization of the names of diplomas and degrees and of stages of study, in order to simplify the application of a system which will ensure the comparability of credits, subjects of study and diplomas;

(ii) to improve the system for the exchange of information regarding the recognition of studies, diplomas and degrees;

(iii) to co-ordinate the entrance requirements of the educational institutions of each country;

(iv) to adopt a ' dynamic approach in matters of admission to further stages of study, bearing in mind not only knowledge acquired, as attested by diplomas and degrees, but also the individual's experience and achievements, so far as these may be deemed acceptable by the competent authorities;

(v) to adopt flexible criteria for the evaluation of partial studies, based on the educational level reached and on the content of the courses taken, bearing in mind the interdisciplinary character of knowledge at, university level;

(vi) to make their higher educational institutions as widely accessible as possible to students from any of the Contracting States;

(vii) to recognize the studies, diplomas and degrees of such persons, and to encourage exchanges and the greatest possible freedom of movement of teachers, students and research workers in the region;

(viii) to alleviate the difficulties encountered by those returning home after completing their education abroad, so that their reintegration into the life of the country may be achieved in the manner most beneficial both to the community and to the development of their own personality;

(b) constantly improving higher education curricula in the Contracting States through planning and continuous evaluation so as to take account of the personality and identity of the Arab nation, of development requirements and of the recommendations made by the competent organs of Unesco, ALECSO and the Association of Arab Universities concerning the continuous improvement of the quality of education, the promotion of lifelong education and the democratization of education;

(c) promoting the widest and most effective use of human resources so as to contribute to the acceleration of the development of the countries concerned whilst at the same time avoiding the 'brain drain' from the Arab States;

(d) promoting-interregional co-operation in the matter of the recognition of studies and academic qualifications.

2. The Contracting States agree to take all necessary steps at the national, bilateral and multilateral levels, in particular by means of bilateral, sub regional, regional or other agreements, agreements between universities or other higher educational institutions and arrangements with the competent national or international organizations and other bodies, with a view to the progressive attainment of the goals defined in the present article.

### III. Undertakings for immediate application

#### Article 3

1. For the purpose of the continuation of studies and direct admission to the subsequent stages of training in higher educational institutions situated in their territories, each of the Contracting States recognizes, under the same academic conditions as those applicable to its nationals, secondary school leaving certificates issued in the other Contracting States,

provided their possession qualifies the holders for direct admission to the subsequent - stages of training in higher educational institutions situated in the territories of those Contracting States.

2. Admission to a given higher educational institution may, however, be dependent on the availability of places, and on compatibility with the host country's planning and development needs.

#### Article 4

Each of the Contracting States agrees to take all necessary steps with a view to:

(a) recognizing, for the purpose of the immediate pursuit of studies and admission to the subsequent stages of training in higher educational institutions situated in its territory and under the conditions applicable to its nationals, academic qualifications obtained in a governmental higher educational institution situated in the territory of another Contracting State and recognized by it,, denoting that a full course of studies at the higher level has been completed to the satisfaction of the competent authorities, taking into account the relevant provisions of the preceding articles ;

(b) endeavouring to establish the procedures, criteria and methods for recognizing degrees and diplomas awarded by higher educational institutions situated in the other Contracting States, as well as recognizing, for the purpose of the pursuit of studies, periods of study and partial studies in such institutions ;

(c) endeavouring to apply the provisions of paragraph (b) of the present Article to the studies, diplomas, degrees and qualifications awarded by regional higher educational institutions, under the authority of the League of Arab States or any other Arab intergovernmental organization.

#### Article 5

Each Contracting State agrees to take the necessary steps to ensure as far as possible that certificates, diplomas, degrees or qualifications issued by the competent authorities of the other Contracting States are effectively recognized for the purpose of practicing a profession, in accordance with Article 1, paragraph 1.

#### Article 6

1. Any person, of whatever political or legal status, who has followed studies in one of the Contracting States shall be entitled to benefit from the provisions of Articles 3, 4 and 5, provided this is not contrary to the laws and international legal obligations of the host country.

2. Without prejudice to the provisions contained in Article 20 of the present Convention, any national of a Contracting State who has obtained in the territory of a non-Contracting State one or more certificates, qualifications, diplomas or degrees similar to those defined in Articles 3, 4 and 5 above may avail himself of those provisions which are applicable, on condition that the certificates, qualifications, diplomas or degrees in question have been

recognized in his home country and in the country in which he wishes to continue his studies or practice a profession.

#### IV. Machinery for implementation

##### Article 7

The Contracting States shall endeavour to attain the goals defined in Article 2 and shall ensure that the agreements set forth in Articles 3, 4 and 5 above are put into effect by means of:

(a) national bodies;

(b) the Regional Committee, which will seek the co-operation of the existing competent regional institutions, and in particular the Arab Educational, Cultural and Scientific Organization and the Association of Arab Universities ;

c) bilateral or sub regional bodies.

##### Article 8

1. The Contracting States recognize that the attainment of the goals and the execution of the agreements defined in the present Convention will require, at the national level, close co-operation and co-ordination of the efforts of a variety of national authorities whether governmental or non-governmental, particularly universities and other educational institutions. They therefore agree to entrust the study and solution of the problems involved in the application of the present Convention to appropriate national bodies, with which the sectors concerned will be associated, and to take all the administrative measures required to speed up the functioning of these national bodies effectively.

2. Every national body shall have at its disposal the necessary means to enable it either to collect, process and file all information of use to it in its activities relating to studies, diplomas and degrees in higher education, or to obtain the information it requires in this connection at short notice from a separate national documentation center.

##### Article 9

1. A Regional Committee of Contracting States composed of representatives of all the Contracting States is hereby set up and its secretariat entrusted to the Director-General of the United Nations Educational, Scientific and Cultural Organization in co-operation and co-ordination with the Arab Educational, Cultural and Scientific Organization and the Association of Arab Universities. UNESCO, ALECSO, the Association of Arab Universities, and any other international governmental or non-governmental organization designated by the Committee shall be permitted to be represented at its meetings.

2. The function of the Committee of Contracting States shall be to promote and extend the application of the present Convention. It shall receive and examine the periodic reports which the Contracting States shall communicate to it on the progress made and the obstacles encountered by them in the application of the Convention and also the studies carried out by



its secretariat on the said Convention. The Contracting States undertake to submit to the Committee their reports at least once every two years.

3. The Regional Committee shall assist the institutions of higher education in the Contracting States in carrying out at their request self-evaluation in regard to this Convention at least once every five years, in accordance with a system to be established by the Committee for this purpose. The Committee shall also address recommendations of a general or individual character to the Contracting States.

4. The Regional Committee shall undertake the necessary studies required to adapt the objectives of this Convention in accordance with the evolving requirements of social, cultural and economic development in the Contracting States, and shall submit its recommendations to them; these recommendations shall take effect after their approval by not less than two-thirds of the Contracting States.

5. The secretariat of the Committee of Contracting States shall co-operate with national bodies to obtain the information needed by them in their activities.

6. The Regional Committee shall be entitled to propose to Contracting States plans and procedures for implementing the Convention and coordinating its practical application by the Contracting States and Unesco.

#### Article 10

The Regional Committee shall meet for the first time three months after six States have deposited their instrument of ratification. It shall elect its Chairman and adopt its Rules of Procedure. It shall set up the technical organs and bodies needed for the accomplishment of its work and shall define their competence and powers. It shall meet at least once every year and whenever necessary.

#### Article 11

The Contracting States may entrust bilateral, subregional or regional bodies already in existence or set up for the purpose with the task of studying, and contributing to the solution of, the problems involved in the application of the present Convention at the bilateral, subregional or regional levels.

#### V. Documentation

#### Article 12

1. The Contracting States shall periodically engage in wide exchanges of information and documentation pertaining to studies, diplomas and degrees in higher education.

2. They shall endeavour to promote the development of methods and means for collecting, processing, filing and disseminating all the necessary information pertaining to the recognition of studies, certificates, qualifications and degrees in higher education, while taking into account the methods and means used and information collected in this respect by the various national, regional and international agencies, especially the United Nations

Educational, Scientific and Cultural Organization, the Arab Educational, Cultural and Scientific Organization and the Association of Arab Universities.

#### VI. Co-operation with international organizations

##### Article 13

The Regional Committee shall make all the necessary arrangements for associating the competent international organizations, both governmental and non-governmental, with its efforts to ensure that the present Convention is applied as fully as possible. For this purpose it shall conclude the appropriate agreements and arrangements with them.

#### VII. Institutions of higher education under the authority of a Contracting State but situated outside its territory

##### Article 14

The provisions of the present Convention apply to studies pursued in, and to certificates, qualifications, diplomas and degrees obtained from, any institution of higher education which is affiliated to an institution under the authority of a Contracting State and which is situated outside its territory, within the limits authorized by the provisions in force in each of the Contracting States.

#### VIII. Ratification, accession and entry into force

##### Article 15

The present Convention shall be open to the signature and ratification of Arab States members of the League of Arab States and of UNESCO, and of any other State member of the League of Arab States and of any other State belonging to the Arab States region as defined by UNESCO.

##### Article 16

1. Other States which are members of the United Nations Educational, Scientific and Cultural Organization may be authorized to accede to this Convention.

2. Any such request should be communicated to the Director-General of the United Nations Educational, Scientific and Cultural Organization, who shall transmit it to the Contracting States at-least three months before the meeting of the Regional Committee.

3. The Committee shall meet as an ad hoc committee to take a decision concerning the request. Its members shall be given specific authorization by their governments to that effect. Decisions in such cases shall be by a two thirds majority of the Contracting States.

4. This procedure shall apply only when a majority of the States referred to in Article 15 has ratified the Convention.

#### Article 17

Ratification of the present Convention or accession to it shall be effected by depositing an instrument of ratification or accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

#### Article 18

The present Convention shall enter into force one month after two States have deposited their instrument of ratification, but solely with respect to the States which have deposited their instruments of ratification. It shall enter into force for each other State one month after that State has deposited its instrument of ratification or accession.

#### Article 19

1. The Contracting States shall have the right to denounce the present Convention.
2. The denunciation shall be signified by an instrument in writing deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.
3. The denunciation shall take effect 12 months after the instrument of denunciation has been received. It shall have no retroactive effects, nor shall it affect the recognition of studies, qualifications, diplomas or degrees which has taken place in accordance with the provisions of the Convention when the State denouncing the Convention was still bound thereby. Such recognition shall continue to have its full effect after the denunciation has become effective.

#### Article 20

This Convention shall not affect in any way the treaties and conventions already in force between the Contracting States or the national legislation adopted by them in so far as such treaties, conventions and legislation offer greater advantages than those provided for in the present Convention.

#### Article 21

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the Contracting States and the other States mentioned in Articles 15 and 16 and also the United Nations of the deposit of all the instruments of ratification or accession referred to in Article 17 as well as of the denunciations provided for in Article 19.

#### Article 22

In conformity with Article 102 of the United Nations Charter, the present Convention shall be registered with the Secretariat of the United Nations at the request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

## **Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region (21.12.1979)**

### **I. Definitions**

#### **Article 1**

1. For the purpose of this Convention, the 'recognition' of a foreign certificate, diploma or degree of higher education means its acceptance as a valid credential by the competent authorities in a Contracting State and the granting to its holder of rights enjoyed by persons who possess a national certificate, diploma or degree with which the foreign one is assessed as comparable.

Recognition is further defined as follows:

(a) Recognition of a certificate, diploma or degree with a view to undertaking or pursuing studies at the higher level shall enable the holder to be considered for entry to the higher educational and research institutions of any Contracting State as if he were the holder of a comparable certificate, diploma or degree issued in the Contracting State concerned. Such recognition does not exempt the holder of the foreign certificate, diploma or degree from complying with the conditions (other than those relating to the holding of a diploma) which may be required for admission to the higher educational or research institution concerned of the receiving State.

(b) Recognition of a foreign certificate, diploma or degree with a view to the practice of a profession is recognition of the professional preparation of the holder for the practice of the profession concerned, without prejudice, however, to the legal and professional rules or procedures in force in the Contracting States concerned. Such recognition does not exempt the holder of the foreign certificate, diploma or degree from complying with any other conditions for the practice of the profession concerned which may be laid down by the competent governmental or professional authorities.

(c) Recognition of a certificate, diploma or degree should not, however, entitle the holder to more rights in another Contracting State' than he would enjoy in the country in which the certificate, diploma or degree was awarded.

2. For the purposes of this Convention, 'partial studies' means periods of study or training which while not constituting a complete course are such that they add significantly to the acquisition of knowledge or skills.

### **II. Aims**

#### **Article 2**

1. The Contracting States intend to contribute through their joint action both to the promotion of the active co-operation of all the countries of the Europe Region in the cause of peace and international understanding, and to the development of more effective collaboration with other Member States of UNESCO with regard to a better use of their educational, technological and scientific potential.

2. The Contracting States solemnly declare their firm resolve to co-operate closely within the framework of their legislation and constitutional structures, as well as within the framework of existing intergovernmental agreements, with a view to:

(a) Enabling, in the interest of the Contracting States, and consistent with their general policy for educational provision and administrative procedures, the best use of their available education and research resources, and for this purpose

(i) to make their higher educational institutions as widely accessible as possible to students or researchers from any of the Contracting States;

(ii) to recognize the studies, certificates, diplomas and degrees of such persons;

(iii) to examine the possibility of elaborating and adopting similar terminology and evaluation criteria which would facilitate the application of a system which will ensure the comparability of credits, subjects of study and certificates, diplomas and degrees;

(iv) to adopt a dynamic approach in matters of admission to further stages of study, bearing in mind knowledge acquired, as attested by certificates, diplomas and degrees, and also the individual's other relevant qualifications, so far as these may be deemed acceptable by competent authorities ;

(v) to adopt flexible criteria for the evaluation of partial studies, based on the educational level reached and on the content of the courses taken, bearing in mind the interdisciplinary character of knowledge at the higher educational level;

(vi) to improve the system for the exchange of information regarding the recognition of studies, certificates, diplomas and degrees;

(b) Constantly improving curricula in the Contracting States and methods of planning and promoting higher education, on the basis of not only the requirements for economic, social and cultural development, the policies of each country and also the objectives that are set out in the recommendations made by the competent organs of the United Nations Educational, Scientific and Cultural Organization concerning the continuous improvement of the quality of education, the promotion of lifelong education and the democratization of education, but also the aims of the full development of the human personality and of understanding, tolerance and friendship among nations and in general all aims concerning human rights assigned to education by the Universal Declaration of Human Rights and the United Nations International Covenants on Human Rights and the UNESCO Convention Against Discrimination in Education.

(c) Promoting regional and world-wide co-operation for the solution of the 'problems of comparison and equivalence between academic degrees and diplomas'. .. as well as for recognition of studies and academic diplomas.

3. The Contracting States agree to take all feasible steps at the national, bilateral and multilateral levels, in particular by means of bilateral, subregional, regional or other agreements, arrangements between universities or other higher educational institutions and arrangements with the competent national or international organizations and other bodies,

with a view to the progressive attainment by the competent authorities concerned of the goals defined in the present article.

### III. Undertakings for immediate application

#### Article 3

1. The Contracting States in addition to any obligations of governments, agree to take all feasible steps with a view to encouraging the competent authorities concerned to give recognition, as defined in Article 1, paragraph 1 to secondary school leaving certificates and other diplomas issued in the other Contracting States that grant access to higher education with a view to enabling the holders to undertake studies in institutions of higher education situated in the respective territories of the Contracting States.

2. Without prejudice to the provisions of Article 1, paragraph 1(a), however, admission to a given higher educational institution may also be dependent upon the availability of places and the qualifications concerning linguistic knowledge required in order profitably to undertake the studies in question.

#### Article 4

1. The Contracting States, in addition to any obligations of governments, agree to take all feasible steps with a view to encouraging the competent authorities concerned to:

(a) give recognition as defined in Article 1, paragraph 1 to certificates, diplomas and degrees with a view to enabling the holders to pursue advanced studies and training and undertake research in their institutions of higher education ;

(b) define, so far as possible, the procedure applicable to the recognition, for the purpose of the pursuit of studies, of the partial studies pursued in higher educational institutions situated in the other Contracting States.

2. The provisions of Article 3, paragraph 2 above shall apply to the cases covered by this article.

#### Article 5

The Contracting States, in addition to any obligations of governments, agree to take all feasible steps with a view to encouraging the competent authorities concerned to give recognition to the certificates, diplomas or degrees issued by the competent authorities of the other Contracting States for the purpose of practicing a profession within the meaning of Article 1, paragraph 1(b).

#### Article 6

Where admission to educational institutions in the territory of a Contracting State is outside the control of that State, it shall transmit the text of the Convention to the institutions concerned and use its best endeavours to obtain the acceptance by the latter of the principles stated in Sections II and III of the Convention.

## Article 7

1. Considering that recognition refers to the studies followed and the certificates, diplomas or degrees obtained from institutions approved by the competent authorities concerned in the Contracting State in which the certificates, diplomas, or degrees were obtained, any person, of whatever nationality or political or legal status, who has followed such studies and obtained such certificates, diplomas or degrees shall be eligible for consideration to benefit from the provisions of Articles 3, 4 and 5.

2. Any national of a Contracting State who has obtained in the territory of a non-Contracting State one or more certificates, diplomas or degrees comparable to those defined in Articles 3, 4 and 5 may avail himself of those provisions which are applicable, on condition -that his certificates, diplomas or degrees have been recognized in his home country and in the country in which he wishes to continue his studies.

## IV. Machinery for implementation

## Article 8

The Contracting States shall undertake to work for the attainment of the objectives defined in Article 2 and shall make their best efforts to ensure that the undertakings set forth in Articles 3, 4, 5 and 6 above are put into effect by means of:

- (a) national bodies;
- (b) the Regional Committee defined in Article 10;
- (c) bilateral or subregional bodies.

## Article 9

1. The Contracting States recognize that the attainment of the goals and the execution of the undertakings defined in this Convention will require, at the national level, close co-operation and co-ordination of the efforts of a great variety of national authorities, whether governmental or non-governmental, particularly universities, validating bodies and other educational institutions. They therefore agree to entrust the study of the problems involved in the application of this Convention to appropriate national bodies, with which all the sectors concerned will be associated and which will be empowered to propose appropriate solutions. The Contracting States will furthermore take all feasible measures required to speed up the effective functioning of these national bodies.

2. The Contracting States shall co-operate with the competent authorities of another Contracting State especially by enabling them to collect all information of use to them in their activities relating to studies, diplomas and degrees in higher education.

3. Every national body shall have at its disposal the necessary means to enable it either to collect, process and file all information of use to it in its activities relating to studies, diplomas and degrees in higher education, or to obtain the information it requires in this connection at short notice from a separate national documentation center.

## Article 10

1. A regional committee composed of representatives of the governments of the Contracting States is hereby set up. Its Secretariat is entrusted to the Director-General of the United Nations Educational, Scientific and Cultural Organization.
2. Non-Contracting States of the Europe Region which have been invited to take part in the diplomatic conference entrusted with the adoption of this Convention shall be able to participate in the meetings of the Regional Committee.
3. The function of the Regional Committee shall be to promote the application of this Convention. It shall receive and examine the periodic reports which the Contracting States shall communicate to it on the progress made and the obstacles encountered by them in the application of the Convention and also the studies carried out by its Secretariat on the said Convention. The Contracting States undertake to submit a report to the Committee at least once every two years.
4. The Regional Committee shall, where appropriate, address to the Contracting States recommendations of a general or individual character concerning the application of this Convention.

## Article 11

1. The Regional Committee shall elect its Chairman for each session and adopt its Rules of Procedure. It shall meet in ordinary session at least every two years. The Committee shall meet for the first time three months after the sixth instrument of ratification or accession has been deposited.
2. The Secretariat of the Regional Committee shall prepare the agenda for the meetings of the Committee, in accordance with the instructions it receives from the Committee and the provisions of the Rules of Procedure. It shall help national bodies to obtain the information needed by them in their activities.

### V. Documentation

## Article 12

1. The Contracting States shall engage in exchanges of information and documentation pertaining to studies, certificates, diplomas and degrees in higher education.
2. They shall endeavour to promote the development of methods and machinery for collecting, processing, classifying and disseminating all the necessary information pertaining to the recognition of studies, certificates, diplomas and degrees in higher education, taking into account existing methods and machinery as well as information collected by national, regional, subregional and international bodies, in particular the United Nations Educational, Scientific and Cultural Organization.



## VI. Co-operation with international organizations

### Article 13

The Regional Committee shall make all the appropriate arrangements for associating with its efforts, for the purpose of ensuring that this Convention is applied as fully as possible, the competent international governmental and non-governmental organizations. This applies particularly to the intergovernmental institutions and agencies vested with responsibility for the application of sub regional conventions or agreements concerning the recognition of diplomas and degrees in the States belonging to the Europe Region.

## VII. Institutions of higher education under the authority of a Contracting State but situated outside its territory

### Article 14

The provisions of this Convention shall apply to studies pursued at, and to certificates, diplomas and degrees obtained from, any institution of higher education under the authority of a Contracting State, even when this institution is situated outside its territory, provided that the competent authorities in the Contracting State in which the institution is situated have no objections.

## VIII. Ratification, accession and entry into force

### Article 15

This Convention shall be open for signature and ratification by the States of the Europe Region which have been invited to take part in the diplomatic conference entrusted with the adoption of this Convention as well as by the Holy See.

### Article 16

1. Other States which are members of the United Nations, of one of the Specialized Agencies or of the International Atomic Energy Agency or which are Parties to the Statute of the International Court of Justice may be authorized to accede to this Convention.

2. Any request to this effect shall be communicated to the Director-General of the United Nations Educational, Scientific and Cultural Organization who shall transmit it to the Contracting States at least three months before the meeting of the ad hoc committee referred to in paragraph 3 of this article.

3. The Contracting States shall meet as an ad hoc committee comprising one representative for each Contracting State, with an express mandate from his government to consider such a request. In such cases, the decision of the committee shall require a two-thirds majority of the Contracting States.

4. This procedure shall apply only when the Convention has been ratified by at least 20 of the States referred to in Article 15.

## Article 17

Ratification of this Convention or accession to it shall be effected by depositing an instrument of ratification or accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

## Article 18

This Convention shall enter into force one month after the fifth instrument of ratification has been deposited, but solely with respect to the States which have deposited their instruments of ratification. It shall enter into force for each other State one month after that State has deposited its instrument of ratification or accession.

## Article 19

1. The Contracting States shall have the right to denounce this Convention.
2. The denunciation shall be signified by an instrument in writing deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.
3. The denunciation shall take effect twelve months after the instrument of denunciation has been received. However, persons having benefited from the provisions of this Convention who may be pursuing studies in the territory of the State denouncing the Convention will be able to complete the course of studies they have begun.

## Article 20

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the Contracting States and the other States mentioned in Articles 15 and 16 and also the United Nations of the deposit of all the instruments of ratification or accession referred to in Article 17 and the denunciations provided for in Article 19 of this Convention.

## Article 21

In conformity with Article 102 of the United Nations Charter, this Convention shall be registered with the Secretariat of the United Nations at the request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

# **Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States (5.12.1981)**

## I. Definitions

### Article 1

1. For the purposes of this Convention the 'recognition' of a foreign certificate, diploma, degree or other academic qualification of higher education means its acceptance by the competent authorities of a Contracting State and the granting to the holder of the rights

enjoyed by persons possessing a national certificate, diploma, degree or academic qualification with which the foreign one is assessed as comparable. Such rights extend to either the pursuit of studies or the practice of a profession, or both, according to the applicability of the recognition.

(a) Recognition of a foreign certificate, diploma, degree or other academic qualification with a view to undertaking or pursuing studies at the higher level shall entitle the holder to enter the higher educational and research institutions of any Contracting State under the same conditions as those applying to holders of a similar certificate, diploma, degree or other academic qualification issued in the Contracting State concerned.

(b) Recognition of a foreign certificate, diploma, degree or other academic qualification with a view to the practice of a profession is the recognition of the holder's technical capacity, and confers on him the rights and obligations of holders of the national certificate, diploma, degree or other academic qualification required for the practice of the profession concerned. Such recognition does not exempt the holder of the foreign certificate, diploma, degree or other academic qualification from complying with the legal requirements or the conditions for the practice of the profession concerned which may be laid down by the competent governmental or professional authorities in the Contracting State concerned.

2. For the purposes of this Convention:

(a) 'secondary education' means that stage of studies of any kind which follows primary or elementary and preparatory education, and the aims of which include preparing pupils for admission to higher education;

(b) 'higher education' means all types of education and research at post-secondary level. Such education is open to all persons who are properly qualified, either because they have obtained a secondary-school leaving diploma or certificate or because they have received appropriate training or acquired appropriate knowledge according to the conditions laid down for that purpose by the State concerned.

3. For the purposes of this Convention, 'partial studies' means any education whose duration or content is partial by comparison with the norms prevailing in the institution in which it was acquired. Recognition by a Contracting State of partial studies pursued in an institution situated in the territory of another Contracting State and recognized by that State may be granted in accordance with the level of achievements reached by the student in the opinion of the State granting recognition.

4. For the purposes of this Convention, 'stage of training' means a sum of academic and practical studies, or personal experience and achievements leading to the requisite point of maturity and skill in order-with regard to continuation of studies-to undertake the subsequent stage and-with regard to the practice of a profession-to assume the responsibilities and perform the duties corresponding to the stage concerned.

## II. Aims

### Article 2

1. The Contracting States intend, through joint action concerning the recognition of studies, certificates, diplomas, degrees or other academic qualifications, to contribute to: (a) strengthening African unity and solidarity; (b) removing the constraints based on different past colonial experience which cut across the region's traditional historical and cultural links; and (c) promoting and strengthening the cultural identity of Africa and of its various countries.

2. The Contracting States solemnly declare their firm resolve to co-operate closely with a view to:

(a) enabling the educational resources available to them to be used as effectively as possible in the interests of all the Contracting States and, for this purpose:

(i) to make their higher educational institutions as widely accessible as possible to students from any of the Contracting States;

(ii) to recognize the studies, certificates, diplomas, degrees and other academic qualifications of such persons, and to encourage exchanges and the greatest possible - freedom of movement of teachers, students and researchers in the region;

(iii) to co-ordinate the entrance requirements of the educational institutions of each country ;

(iv) to alleviate the difficulties encountered by those returning home after completing their education abroad, so that their reintegration into the life of the country may be achieved in the manner most beneficial both to the community and to the development of their own personality;

(v) to adopt terminology and evaluation criteria as similar as possible in order to facilitate the application of a system which will ensure the comparability of credits, subjects of study and certificates, diplomas, degrees and other qualifications of higher education;

(vi) to take account, in the conception and revision of their educational systems and programmes, and of their methods of evaluation, of African realities and to provide for gradual adoption of the African languages as languages of instruction;

(vii) to adopt a dynamic approach in matters of admission to further stages of study, bearing in mind not only knowledge attested by academic qualifications, but also personal experience and achievements;

(viii) to adopt methods of evaluation based solely on knowledge and skills acquired;

(ix) to adopt flexible criteria for the evaluation of partial studies, based on the educational level reached and on the content of the courses taken, bearing in mind the interdisciplinary character of knowledge at the higher educational level;

(x) to improve the system for the exchange of information regarding the recognition of studies, certificates, diplomas, degrees and other qualifications ;

(b) constantly reviewing and harmonizing curricula and planning of higher education in the Contracting States so as to take account of development requirements, of the African aspirations towards a new economic order, and of the recommendations made by the competent organs of the United Nations Educational, Scientific and Cultural Organization concerning the continuous improvement of the quality of education, the promotion of lifelong education and the democratization of education;

(c) promoting the widest and most effective use of human resources so as to contribute to the acceleration of the development of the countries concerned, while at the same time avoiding the 'brain drain';

(d) promoting interregional co-operation in the matter of the recognition of studies, certificates, diplomas, degrees and other academic qualifications.

3. The Contracting States agree to take all necessary steps at the national, bilateral and multilateral levels, in particular by means of bilateral, subregional, regional or other agreements, agreements between universities or other higher educational institutions and arrangements with the competent national or international organizations and other bodies, with a view to the progressive attainment of the goals defined in the present Article.

### III. Undertakings for immediate application

#### Article 3

For the purposes of the continuation of studies and immediate admission to the subsequent stages of training in higher educational institutions situated in their respective territories, the Contracting States recognize, under the same conditions as those applicable to local academic qualifications, secondary school leaving certificates issued in the other Contracting States, the possession of which qualifies the holders for admission to the subsequent stages of training in higher educational institutions situated in the territories of those Contracting States, provided the applicant satisfies or is given the opportunity to meet the requirements pertaining to the academic level prescribed for admission into those subsequent stages of training in higher education.

#### Article 4

The Contracting States agree to take all necessary steps at the national level with a view to:

(a) recognizing, for the purpose of the pursuit of studies and immediate admission to the subsequent stages of training in higher educational institutions situated in their respective territories and under conditions applicable locally, academic qualifications obtained in a higher educational institution situated in the territory of another Contracting State and recognized by it, denoting that a full course of studies at the higher level has been completed to the satisfaction of the competent authorities;

(b) defining, so far as possible, the procedure applicable to the recognition, for the purpose of the pursuit of studies, of the partial studies pursued in higher educational institutions situated in the other Contracting States.

#### Article 5

The Contracting States agree to take the necessary steps to ensure that certificates, diplomas, degrees and other academic qualifications issued by the competent authorities of the other Contracting States are effectively recognized so far as possible for the purpose of practicing a profession within the meaning of Article 1, paragraph 1 (b).

## Article 6

1. Considering that recognition refers to the studies followed and the certificates, diplomas, degrees and other academic qualifications obtained in the recognized institutions of a given Contracting State, any person of whatever nationality or political or legal status, who has followed such studies and obtained such certificates, diplomas, degrees or other academic qualifications shall be entitled to benefit from the provisions of Articles 3, 4 and 5.

2. Any national of a Contracting State who has obtained in the territory of a non-Contracting State one or more certificates, diplomas, degrees or other qualifications similar to those defined in Articles 3, 4 and 5 may avail himself of those provisions which are applicable, on condition that his certificates, diplomas, degrees or qualifications have been recognized in his home country and in the country in which he wishes to continue his studies, without prejudice to the provisions of Article 20 of this Convention.

## IV. Machinery for implementation

### Article 7

The Contracting States shall endeavour to attain the goals defined in Article 2 and shall ensure that the undertakings set forth in Articles 3, 4 and 5 above are put into effect by means of:

- (a) national bodies;
- (b) the regional committee defined in Article 9 below;
- (c) bilateral or subregional bodies.

### Article 8

1. The Contracting States recognize that the attainment of the goals and the execution of the undertakings defined in this Convention will require, at the national level, close co-operation and co-ordination of the efforts of a great variety of national authorities, whether governmental or non-governmental, particularly universities and other higher education institutions. They therefore agree to entrust the study of the problems involved in the application of this Convention to appropriate national bodies, with which all the sectors concerned will be associated and which will be empowered to propose appropriate solutions. The Contracting States will furthermore take all the administrative measures required to speed up the effective functioning of these national bodies.

2. Every national body shall have at its disposal the necessary means to enable it either to collect, process and file all information of use to it in its activities relating to studies, diplomas and degrees in higher education, or to obtain the information it requires in this connection at short notice from a separate national documentation center.

## Article 9

1. A regional committee composed of representatives of all the Contracting States is hereby set up and its secretariat entrusted to the Director-General of the United Nations Educational, Scientific and Cultural Organization.

2. The function of the regional committee shall be to promote the application of this Convention. It shall receive and examine the periodic reports which the Contracting States shall communicate to it on the progress made and the obstacles encountered by them in the application of the Convention and also the studies carried out by its secretariat on the said Convention. The Contracting States undertake to submit a report to the committee at least once every two years.

3. The regional committee shall, where appropriate, address to the Contracting States recommendations of a general or individual character concerning the application of this Convention.

## Article 10

1. The regional committee shall elect its chairman and adopt its Rules of Procedure. It shall meet in ordinary session every two years. The committee shall meet for the first time three months after the sixth instrument of ratification or accession has been deposited.

2. The secretariat of the regional committee shall prepare the agenda for the meetings of the committee, in accordance with the instructions it receives from the committee and the provisions of the Rules of Procedure. It may formulate proposals with a view to measures to be taken by the committee. It shall help national bodies to obtain the information needed by them in their activities.

## Article 11

1. The Contracting States may entrust existing bilateral or subregional bodies or bodies set up for the purpose with the task of studying the problems involved at the bilateral or regional levels in the application of this Convention and contributing to their solution.

2. The regional committee may likewise entrust appropriate African bodies with the task of studying and seeking solutions to the difficulties that present differences between the education systems and evaluation methods in use in the various subregions of the African continent entail for the harmonious and widespread application of the Convention.

## V. Documentation

## Article 12

1. The Contracting States shall periodically engage in wide exchanges of information and documentation pertaining to studies, certificates, diplomas, degrees and other qualifications in higher education.

2. They shall endeavour to promote the development of methods and machinery for collecting, processing, classifying and disseminating all the necessary information pertaining to the recognition of studies, certificates, diplomas, degrees and other qualifications in higher education, taking into account existing methods and machinery as well as information collected by national, regional and international bodies, in particular the United Nations Educational, Scientific and Cultural Organization.

#### VI. Co-operation with international organizations

##### Article 13

The regional committee shall make all the appropriate arrangements for associating the competent international governmental and non-governmental organizations with its efforts to ensure that this Convention is applied as fully as possible.

#### VII. Institutions of higher education under the authority of a Contracting State but situated outside its territory

##### Article 14

The provisions of this Convention apply to studies pursued at, and to certificates, diplomas, degrees and other qualifications obtained from, any institution of higher education under the authority of a Contracting State, even when this institution is situated outside its territory, or is under the joint authority of more than one Contracting State.

#### VIII. Ratification, accession and entry into force

##### Article 15

This Convention shall be open for signature and ratification by the African States which have been invited to take part in the diplomatic conference entrusted with the adoption of this Convention.

##### Article 16

1. Other States which are members of the United Nations, of one of the Specialized Agencies or of the International Atomic Energy Agency or which are Parties to the Statute of the International Court of Justice may be authorized to accede to this Convention.

2. Any request to this effect shall be communicated to the Director-General of the United Nations Educational, Scientific and Cultural Organization who shall transmit it to the Contracting States at least three months before the meeting of the ad hoc committee referred to in paragraph 3 of this Article.

3. The Contracting States shall meet as an ad hoc committee comprising one representative for each Contracting State, with an express mandate from his government to consider such a request. In such cases, the decision of the committee shall require a two-thirds majority of the Contracting States.



4. This procedure shall apply only when the Convention has been ratified by at least fifteen of the States referred to in Article 15.

#### Article 17

Ratification of this Convention or accession to it shall be effected by depositing an instrument of ratification or accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

#### Article 18

This Convention shall come into effect one month after the second instrument of ratification has been deposited, but solely with respect to the States which have deposited their instruments of ratification. For every other State which shall subsequently deposit its instrument of ratification or accession, the Convention shall come into effect one month thereafter.

#### Article 19

1. The present Convention may be amended in accordance with the principles and procedures set out in the Vienna Convention on the Law of Treaties.

2. The Contracting States shall have the right to denounce this Convention.

3. The denunciation shall be signified by an instrument in writing deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

4. The denunciation shall take effect 12 months after the instrument of denunciation has been received. It shall have no retroactive effects, nor shall it affect the recognition of studies, certificates, diplomas, degrees and other qualifications, which has taken place in accordance with the provisions of the Convention when the State denouncing the Convention was still bound thereby. Such recognition shall continue to have its full effect after the denunciation has become effective.

#### Article 20

This Convention shall not affect in any way the treaties and conventions already in force between the Contracting States or the national legislation adopted by them in so far as such treaties, conventions and legislation offer greater advantages than those provided for in the Convention.

#### Article 21

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the Contracting States and the other States mentioned in Articles 15 and 16 and also the United Nations of the deposit of all the instruments of ratification or accession referred to in Article 17 and the denunciations provided for in Article 19 of this Convention.

## Article 22

In conformity with Article 102 of the United Nations Charter, this Convention shall be registered with the Secretariat of the United Nations at the request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

### **Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific (16.12.1983)**

#### I. DEFINITIONS

##### Article 1

1. For the purpose of this Convention, the 'recognition' of a foreign certificate, diploma or degree of higher education means its acceptance by the competent authorities of a Contracting State and the granting to the holder of the rights enjoyed by persons possessing a national certificate, diploma or degree with which the foreign one is assessed as comparable by competent authorities within the Contracting State. Such rights extend to either the pursuit of studies or the practice of a profession, or both, according to the applicability of the recognition.

(a) Recognition of a certificate, diploma or degree with a view to undertaking or pursuing studies at the higher level shall entitle the holder to be considered for admission to the higher educational and research institutions situated in any Contracting State under the same conditions as those applying to holders of a comparable certificate, diploma or degree issued in the Contracting State concerned. Such recognition does not exempt the holder of the foreign certificate, diploma or degree from complying with any conditions (other than those relating to the holding of a diploma or degree) which may be required for admission by the higher educational or research institution concerned in the State granting such recognition.

(b) Recognition of a foreign certificate, diploma or degree with a view to the practice of a profession constitutes recognition that the holder has received the technical training required for the practice of that profession. Such recognition does not exempt the holder of the foreign certificate, diploma or degree from complying with any other conditions for the practice of the profession concerned which may be laid down by the competent governmental or professional authorities of Contracting States concerned.

(c) However, recognition of a certificate, diploma holder in another Contracting State to more rights than he would enjoy in the country in which it was conferred.

2. For the purposes of this Convention:

(a) 'secondary education' means that stage of studies of any kind which follows primary or elementary education and the aims of which may include the preparing of pupils for access to higher education';

(b) 'higher education' means all education, training or research at post-secondary level'.

3. For the purposes of this Convention 'partial studies' means periods of study or training which, although not constituting a complete course of study, are such that they add significantly to the acquisition of knowledge or skills.

## II. AIMS

### Article 2

1. The Contracting States intend to contribute through their joint action to the promotion of the active co-operation of all the nations of the Asia and the Pacific region in the cause of peace and international understanding and to the development of more effective collaboration with other Members States of UNESCO with regard to a more comprehensive use of their educational, technological and scientific potential.

2. The Contracting States solemnly declare their firm resolve to co-operate closely within the framework of their legislative and constitutional structures with a view to :

(a) enabling the educational and research resources available to them to be used as effectively as possible in the interests of all Contracting States, and, for this purpose:

(i) making their higher educational institutions as widely accessible as possible to students or researchers from any of the Contracting States;

(ii) recognizing the studies, certificates, diplomas and degrees of such persons;

(iii) elaborating and adopting terminology and evaluation criteria that are as similar as possible in order to facilitate the application of a system capable of ensuring the comparability of credits, subjects of study, certificates, diplomas and degrees, and of the conditions of access to higher education;

(iv) adopting a dynamic approach in matters of admission to further stages of study, bearing in mind knowledge acquired, as attested by certificates, diplomas and degrees, and also the individual's other relevant qualifications, so far as these may be deemed acceptable by competent authorities;

(v) adopting flexible criteria for the evaluation of partial studies, based on the educational level reached and on the content of the courses taken, bearing in mind the interdisciplinary character of knowledge at higher educational levels;

(vi) establishing and improving the system for the exchange of information regarding the recognition of studies, certificates, diplomas and degrees;

(b) constantly improving curricula in the Contracting States and methods of planning and promoting higher education, including harmonization of the conditions of access to higher education on the basis of not only the requirements for economic, social and cultural development, the policies of each country and also the objectives that are set out in the recommendations made by the competent organs of the United Nations Educational, Scientific and Cultural organization concerning the continuous improvement of the quality of education, the promotion of lifelong education and the democratization of education, but also

the aims of the full development of the human personality and of understanding, tolerance and friendship among nations and in general all aims concerning human rights assigned to education by the Universal Declaration of Human Rights, the International Covenants on Human Rights and the UNESCO Convention against Discrimination in Education;

(c) promoting regional and worldwide co-operation in the matter of comparability and recognition or equivalence of studies and academic qualifications.

3. The Contracting States agree to take all feasible steps at the national, bilateral and multilateral levels, in particular by means of bilateral, subregional, regional or other agreements, arrangements between universities or other higher educational institutions and arrangements with the competent national or international organizations and other bodies, with a view to the progressive attainment of the goals defined in the present article.

### III. UNDERTAKINGS FOR IMMEDIATE APPLICATION

#### Article 3

1. The Contracting States agree to take all feasible steps to give recognition, as defined in Article 1, paragraph 1(a), to secondary school Leaving certificates and other diplomas issued in the other contracting States that grant access to higher education with a view to enabling the holders to undertake studies in institutions of higher education situated in the respective territories of the Contracting States.

2. However, admission to a given educational institution may, without prejudice to the provisions of Article 1, paragraph 1(a), be dependent on the availability of places and also on the conditions concerning linguistic knowledge required in order profitably to undertake the studies in question.

#### Article 4

1. The Contracting States agree to take all feasible steps with a view to:

(a) giving recognition as defined in Article 1, paragraph 1(a), to certificates, diplomas and degrees with a view to enabling the holders to pursue advanced studies and training and undertake research in the institutions of higher education situated in their territory;

(b) defining, so far as possible, the procedure applicable to the recognition, for the purpose of the pursuit of studies, of the partial studies pursued in higher educational institutions situated in the other Contracting States.

2. The provisions of Article 3, paragraph 2, above shall apply to the cases covered by this article.

#### Article 5

The Contracting States agree to take all feasible steps to ensure that certificates, diplomas or degrees issued by the competent authorities of the other Contracting States are effectively recognized for the purpose of practising a profession within the meaning of Article 1, paragraph 1 (b).

## Article 6

Where decisions relating to admission to educational institutions and to credit for partial studies or entry to professional practice in the territory of a Contracting State are outside the control of the State, it shall transmit the text of the Convention to the institutions and authorities concerned and use its best endeavours to obtain the acceptance by them of the principles stated in sections II and III of the Convention.

## Article 7

1. Considering that recognition refers to the studies followed and the certificates, diplomas or degrees obtained in the recognized institutions of a given Contracting State, any person, of whatever nationality or political or legal status, who has followed such studies or obtained such certificates, diplomas or degrees shall be entitled to benefit from the provisions of Articles 3, 4 and 5 above.

2. Any national of a Contracting State who has obtained in the territory of a non-Contracting State one or more certificates, diplomas or degrees comparable to those defined in Articles 3, 4, and 5 above may avail himself of those provisions which are applicable, on condition that his certificates, diplomas or degrees have been recognized in his home country and in the country in which he wishes to continue his studies.

## IV. MACHINERY FOR IMPLEMENTATION

## Article 8

The Contracting States shall undertake to work for the attainment of the objectives defined in Article 2 and shall make their best efforts to ensure that the undertakings set forth in Articles 3, 4, 5 and 6 above are put into-effect by means of:

- (a) national bodies;
- (b) the Regional Committee defined in Article 10 hereafter;
- (c) bilateral or subregional bodies.

## Article 9

1. The Contracting States recognize that the attainment of the goals and the execution of the undertakings defined in this Convention will require, at the national level, close co-operation and co-ordination of the efforts of a great variety of national authorities, whether governmental or non governmental, particular universities, validating bodies and other educational institutions. They therefore agree to entrust the study of the problems involved in the application of this Convention to appropriate national bodies with which all the sectors concerned will be associated and which will propose appropriate solutions. The Contracting States will furthermore take all feasible measures required to speed up the effective functioning of these national bodies.

2. The Contracting States shall co-operate with each other to collect all information of use to them in their activities relating to studies, diplomas and degrees in higher education and other academic qualifications.

3. Every national body shall have at its disposal the necessary means to enable it either to collect, process and file all information of use to it in its activities relating to studies, diplomas and degrees in higher education, or to obtain the information it requires in this connection at short notice from a separate national documentation center.

#### Article 10

1. A Regional Committee composed of representatives of the governments of Contracting States is hereby set up. Its secretariat is entrusted to the Director General of the United Nations Educational, Scientific and Cultural Organization.

2. The function of the Regional Committee shall be to promote the application of this Convention. It shall receive and examine the periodic reports which the Contracting States shall communicate to it on the progress made and obstacles encountered by them in the application of the Convention and also the studies carried out by its secretariat on the said Convention. The Contracting States undertake to submit a report to the Committee at least once every two years. Another function of the Regional Committee shall be to promote the collection, dissemination and exchange, among the states of the region, of information and documentation concerning studies, diplomas and degrees in higher education.

3. The Regional Committee shall, where appropriate, address to the Contracting States recommendations of a general or individual character concerning the application of this Convention.

#### Article 11

1. The Regional Committee shall elect its Chairman for each session and adopt its Rules of Procedure. It shall meet in ordinary session at least every two years. The Committee shall meet for the first time three months after the sixth instrument of ratification, approval or acceptance has been deposited.

2. The secretariat of the Regional Committee shall prepare the agenda for the meetings of the Committee, in accordance with the instructions it receives from the Committee and the provisions of the Rules of Procedure. It shall help national bodies to obtain the information needed by them in their activities.

### V. DOCUMENTATION

#### Article 12

1. The Contracting States shall engage in exchanges of information and documentation pertaining to studies, certificates, diplomas and degrees in higher education and other academic qualifications.

2. They shall endeavour to promote the development of methods and machinery for collecting, processing, classifying and disseminating all the necessary information pertaining to the recognition of studies, certificates, diplomas and degrees in higher education, taking into account existing methods and machinery as well as information collected by national,

regional, subregional and international bodies, in particular the United Nations Educational, Scientific and Cultural Organization.

## VI. CO-OPERATION WITH INTERNATIONAL ORGANIZATIONS

### Article 13

The Regional Committee shall make all the appropriate arrangements for associating with its efforts, for the purpose of ensuring that this Convention is applied as fully as possible, the competent international governmental and nongovernmental organizations.

## VII. INSTITUTIONS OF HIGHER EDUCATION UNDER THE AUTHORITY OF MORE THAN ONE STATE

### Article 14

1. The provisions of this Convention apply to studies pursued at, and the certificates, diplomas and degrees obtained from, any institution of higher education under the authority of a Contracting State, even when this institution is situated outside its territory.
2. When an institution of higher education is under the authority of a number of States, not all of which are contracting Parties to this Convention, it shall be the responsibility of the Contracting States concerned to obtain the assent of the no Contracting State or States in question to the full and unrestricted application of the Convention to the institution in question, and to inform the Director-General accordingly by depositing with him an official statement to that effect.

## VIII. RATIFICATION, APPROVAL, ACCEPTANCE, ACCESSION AND ENTRY INTO FORCE

### Article 15

This Convention shall be open for signature and ratification, approval or acceptance by the States of the Asia and the Pacific region, which has been invited to take part in the Diplomatic Conference, entrusted with the adoption of, this Convention.

### Article 16

1. Other States which are members of the United Nations, of one of the Specialized Agencies or of the International Atomic Energy Agency or which are Parties to the Statute of the International Court of Justice may be authorized to accede to this Convention.
2. Any request to this effect shall be communicated the Director General of the of the United Nations Educational, Scientific and Cultural organization who shall transmit it to the Contracting States at least three months before the meeting of the ad hoc committee referred to in paragraph 3 of this article.
3. The Contracting States shall meet as an ad hoc committee comprising one representative for each Contracting State, with an express mandate from his government to consider such a

request. In such cases, the decision of the committee shall require a two thirds majority of the Contracting States.

4. This procedure shall apply only when the Convention has been ratified, approved or accepted by a least six of the States referred to in Article 15.

#### Article 17

Ratification, approval or acceptance of this Convention or accession to it shall be effected by depositing an instrument of ratification, approval, acceptance or accession with the Director-General of the United Nations Educational, Scientific and Cultural Organization.

#### Article 18

This Convention shall enter into force one month after the second instrument of ratification, approval or acceptance has been deposited, but solely with respect to the States which have deposited their instruments of ratification, approval or acceptance. It shall enter into force for each other State one month after that State has deposited its instrument of ratification, approval, acceptance or accession.

#### Article 19

1. The Contracting States shall have the right to denounce this Convention.
2. The denunciation shall be signified by an instrument in writing deposited with the Director-General of the United Nations Educational, Scientific and Cultural Organization.
3. The denunciation shall take effect twelve months after the instrument of denunciation has been received. However, persons having benefited from the provisions of this Convention who may be pursuing studies in the territory of the State denouncing the Convention will be able to complete the course of studies they have begun.

#### Article 20

Any dispute between two or more Contracting States concerning the interpretation or implementation of the Convention shall be settled through consultation between the Contracting Parties concerned.

#### Article 21

This Convention shall not affect in any way the treaties and conventions already in force between the Contracting States or the national legislation adopted by them in so far as such treaties, conventions and legislation offer greater advantages than those provided for in the Convention.

#### Article 22

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the Contracting States and the other States mentioned in Articles 15 and 16



above and also the United Nations of the deposit of all the instruments of ratification, approval or acceptance referred to in Article 17, accession referred to in Article 16 or official statements referred to in Article 14, as well as of the denunciations provided for in Article 19 of this Convention.

#### Article 23

In conformity with Article 102 of the United Nations Charter, this Convention shall be registered with the Secretariat of the United Nations at the request of the Director General of the United Nations Educational, Scientific and Cultural Organization.

### **Convention on Technical and Vocational Education (10.11.1989)**

#### Article 1

The Contracting States agree that:

(a) for the purpose of this Convention, 'technical and vocational education' refers to all forms and levels of the educational process involving, in addition to general knowledge, the study of technologies and related sciences and the acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life;

(b) this Convention applies to all forms and levels of technical and vocational education provided in educational institutions or through co-operative programmes organized jointly by educational institutions, on the one hand, and industrial, agricultural, commercial or any other undertaking related to the world of work, on the other;

(c) this Convention shall be applied in accordance with the constitutional provisions and legislation of each Contracting 'State.

#### Article 2

1. The Contracting States agree to frame policies, to define strategies and to implement, in accordance with their needs and resources, programmes and curricula for technical and vocational education designed for young people and adults, within the framework of their respective education systems, in order to enable them to acquire the knowledge and know-how that are essential to economic and social development as well as to the personal and cultural fulfillment of the individual in society.

2. The general framework for the development of technical and vocational education shall be determined in each Contracting State by appropriate legislation or other measures indicating:

(a) the objectives to be attained in technical and vocational fields, taking into consideration economic, social and cultural development needs and the personal fulfillment of the individual;

(b) the relationship between technical and vocational education, on the one hand, and other types of education, on the other, with particular reference to horizontal and vertical articulation of programmes;

(c) the structures for administrative organization of technical and vocational education defined by the responsible authorities;

(d) the roles of the public authorities responsible for economic, social and development planning in the various sectors of the economy and, where applicable, of professional associations, workers, employers and other interested parties.

3. The Contracting States shall guarantee that no individual who has attained the educational level for admission into technical and vocational education shall be discriminated against on grounds of race, colour, sex, language, religion, national or social origin, political or other opinions, economic status, birth, or on any other grounds. The Contracting States shall work towards the right to equal access to technical and vocational education and towards equality of opportunity to study throughout the educational process.

4. The Contracting States shall pay attention to the special needs of the handicapped and other disadvantaged groups and take appropriate measures to enable these groups to benefit from technical and vocational education.

### Article 3

1. The Contracting States agree to provide and develop technical and vocational education programmes that take account of:

(a) the educational, cultural and social background of the population concerned and its vocational aspirations;

(b) the technical and professional skills, knowledge and levels of qualification needed in the various sectors of the economy, and the technological and structural changes to be expected;

(c) employment opportunities and development prospects at the national, regional and local levels;

(d) protection of the environment and the common heritage of mankind;

(e) occupational health, safety and welfare.

2. Technical and vocational education should be designed to operate within a framework of open-ended and flexible structures in the context of lifelong education and provide:

(a) an introduction to technology and to the world of work for all young people within the context of general education;

(b) educational and vocational guidance and information, and aptitude counselling;

(c) development of an education designed for the acquisition and development of the knowledge and know-how needed for a skilled occupation;

(d) a basis for education and training that may be essential for occupational mobility, improvement of professional qualifications and updating of knowledge, skills and understanding;

(e) complementary general education for those receiving initial technical and vocational training in the form of on-the-job or other training both inside and outside technical and vocational education institutions;

(f) continuing education and training courses for adults with a view, in particular, to retraining as well as to supplementing and upgrading the qualifications of those whose current knowledge has become obsolete because of scientific and technological progress or changes in the employment structure or in the social and economic situation, and also for those in special circumstances.

3. Technical and vocational education programs should meet the technical requirements of the occupational sectors concerned and also provide the general education necessary for the personal and cultural development of the individual and include, inter alia, social, economic and environmental concepts relevant to the occupation concerned.

4. The Contracting States agree to tender support and advice to undertakings outside educational institutions which take part in co-operative programs in technical and vocational education.

5. At each occupational level, the competence required must be defined as clearly as possible and curricula must be continuously updated to incorporate new knowledge and technical processes.

6. In assessing the ability to carry out occupational activities and determining appropriate awards in technical and vocational education, account should be taken of both the theoretical and practical aspects of the technical field in question, and this should apply both to persons who have received training and to persons who have acquired occupational experience in employment.

#### Article 4

The Contracting States agree to review periodically the structure of technical and vocational education, study programs, plans, training methods and materials, as well as forms of co-operation between the school system and the world of work, so as to ensure that they are constantly adapted to scientific and technological progress, to cultural progress and to changing employment needs in the various sectors of the economy, and that advances in educational research and innovation are taken into account with a view to application of the most effective teaching methods.

## Article 5

1. The Contracting States agree that all persons teaching in the field of technical and vocational education, whether working full time or part time, should have adequate knowledge, theoretical and practical, of their professional field of competence as well as appropriate teaching skills consistent with the type and level of the courses they are required to teach.
2. Persons teaching in technical and vocational education should be given the opportunity to update their technical formation, knowledge and skills through special courses, practical training periods in enterprises and any other organized form of activity involving contact with the world of work; in addition, they should be provided with information on and training in educational innovations that may have applications in their particular discipline and be given the opportunity to participate in relevant research and development.
3. Equal employment opportunities should be offered, without discrimination, to teachers and other specialized staff in technical and vocational education, and their employment conditions should be such that it is possible to attract, recruit and retain staff qualified in their areas of competence.

## Article 6

To facilitate international co-operation, the Contracting States agree:

- (a) to encourage the collection and dissemination of information concerning innovations, ideas and experience in technical and vocational education and to participate actively in international exchanges dealing with study and teacher-training programs, methods equipment standards and textbooks in the field of technical and vocational education;
- (b) to encourage the use in technical and vocational education of international technical standards applied in industry, commerce and other sectors of the economy;
- (c) to promote approaches to achieving the recognition of equivalencies of qualifications acquired through technical and vocational education;
- (d) to encourage international exchanges of teachers, administrators and other specialists in technical and vocational education;
- (e) to give students from other countries, particularly from developing countries, the opportunity to receive technical and vocational education in their institutions, with a view, in particular, to facilitating the study, acquisition, adaptation, transfer and application of technology;
- (f) to promote co-operation in technical and vocational education between all countries, but in particular between industrialized and developing countries, in order to encourage the development of the technologies of the countries;
- (g) to mobilize resources for strengthening international co-operation in the field of technical and vocational education.

## Article 7

The Contracting States shall specify, in periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization at the dates and in the form determined by it, the legislative provisions, regulations and other measures adopted by them to give effect to this Convention.

## Article 8

The following provisions shall apply to those States Parties to this Convention which have a non-unitary constitutional system:

(a) with regard to the provisions of this Convention, the implementation of which comes under the legal jurisdiction of the federal or central legislative power, the obligations of the federal or central government shall be the same as for those States Parties with a centralized system;

(b) with regard to the provisions of this Convention, the implementation of which comes under the legal jurisdiction of federated States and constituent countries, provinces, autonomous communities or cantons that are not obliged by the general or basic constitutional system of the federation to take legislative measures, the central government shall inform the competent authorities of such States, countries, provinces, autonomous communities or cantons of the said provisions, with its recommendation for their adoption.

## Article 9

Member States of UNESCO become Parties to this Convention, as well as non-member States of UNESCO, which have been invited by UNESCO's Executive Board to become Parties, by depositing with the Director-General of UNESCO an instrument of ratification, acceptance, accession, or approval.

## Article 10

This Convention shall enter into force three months after the third instrument referred to in Article 9 has been deposited, but solely with respect to the States that have deposited their respective instruments by that date. It shall enter into force for each other State three months after that State has deposited its instrument.

## Article 11

1. Each Contracting State shall have the right to denounce this Convention by formal notification in writing to the Director-General of the United Nations Educational, Scientific and Cultural Organization.

2. The denunciation shall take effect 12 months after the notification has been received.

## Article 12

The Director-General of the United Nations Educational, Scientific and Cultural Organization shall inform the Member States of the Organization, the non-Member States covered by Article 9 and also the United Nations of the deposit of all the instruments referred to in Article 9 and the denunciations provided for in Article 11.

## Article 13

1. This Convention may be revised by the General Conference of the United Nations Educational, Scientific and Cultural Organization. Such revision shall, however, be binding only on States Parties to the revised Convention.

2. Should the General Conference adopt a new Convention entailing a total or partial revision of this Convention, and unless the new Convention otherwise provides, this present Convention shall cease to be open to new States Parties from the date of entry into force of the new revised Convention.

## Article 14

This Convention has been drawn up in Arabic, Chinese, English, French, Russian and Spanish, the six texts being equally authoritative.

## Article 15

In conformity with Article 102 of the Charter of the United Nations, this Convention shall be registered with the Secretariat of the United Nations at the request of the Director-General of the United Nations Educational, Scientific and Cultural Organization.

# **Convention on the Recognition of Qualifications concerning Higher Education in the European Region (11.04.1997)**

## SECTION I – DEFINITIONS

### Article I

For the purposes of this Convention, the following terms shall have the following meaning:

Access (to higher education)

The right of qualified candidates to apply and to be considered for admission to higher education.

Admission (to higher education institutions and programs)

The act of, or system for, allowing qualified applicants to pursue studies in higher education at a given institution and/or a given program.

### Assessment (of institutions or programs)

The process for establishing the educational quality of a higher education institution or program.

### Assessment (of individual qualifications)

The written appraisal or evaluation of an individual's foreign qualifications by a competent body.

### Competent recognition authority

A body officially charged with making binding decisions on the recognition of foreign qualifications.

### Higher education

All types of courses of study, or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities of a Party as belonging to its higher education system.

### Higher education institution

An establishment providing higher education and recognised by the competent authority of a Party as belonging to its system of higher education.

### Higher education program

A course of study recognised by the competent authority of a Party as belonging to its system of higher education, and the completion of which provides the student with a higher education qualification.

### Period of study

Any component of a higher education program which has been evaluated and documented and, while not a complete program of study in itself, represents a significant acquisition of knowledge or skill.

### Qualification

#### A. Higher education qualification

Any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a higher education program.

#### B. Qualification giving access to higher education

Any diploma or other certificate issued by a competent authority attesting the successful completion of an education program and giving the holder of the qualification the right to be considered for admission to higher education (cf. the definition of access).

## Recognition

A formal acknowledgment by a competent authority of the value of a foreign educational qualification with a view to access to educational and/or employment activities.

## Requirements

### A. General requirements

Conditions that must in all cases be fulfilled for access to higher education, or to a given level thereof, or for the award of a higher education qualification at a given level.

### B. Specific requirements

Conditions that must be fulfilled, in addition to the general requirements, in order to gain admission to a particular higher education programme, or for the award of a specific higher education qualification in a particular field of study.

## SECTION II - THE COMPETENCIES OF AUTHORITIES

### Article II.1

1. Where central authorities of a Party are competent to make decisions in recognition cases, that Party shall be immediately bound by the provisions of this Convention and shall take the necessary measures to ensure the implementation of its provisions on its territory.

Where the competence to make decisions in recognition matters lies with components of the Party, the Party shall furnish one of the depositories with a brief statement of its constitutional situation or structure at the time of signature or when depositing its instrument of ratification, acceptance, approval or accession, or any time thereafter. In such cases, the competent authorities of the components of the Parties so designated shall take the necessary measures to ensure implementation of the provisions of this Convention on their territory.

2. Where the competence to make decisions in recognition matters lies with individual higher education institutions or other entities, each Party according to its constitutional situation or structure shall transmit the text of this Convention to these institutions or entities and shall take all possible steps to encourage the favourable consideration and application of its provisions.

3. The provisions of paragraphs 1 and 2 of this article shall apply, *mutatis mutandis*, to the obligations of the Parties under subsequent articles of this Convention.



## Article II.2

At the time of signature or when depositing its instrument of ratification, acceptance, approval or accession, or at any time thereafter, each State, the Holy See or the European Community shall inform either depositary of the present Convention of the authorities which are competent to make different categories of decisions in recognition cases.

## Article II.3

Nothing in this Convention shall be deemed to derogate from any more favourable provisions concerning the recognition of qualifications issued in one of the Parties contained in or stemming from an existing or a future treaty to which a Party to this Convention may be or may become a party.

## SECTION III - BASIC PRINCIPLES RELATED TO THE ASSESSMENT OF QUALIFICATIONS

### Article III.1

1. Holders of qualifications issued in one of the Parties shall have adequate access, upon request to the appropriate body, to an assessment of these qualifications.

2. No discrimination shall be made in this respect on any ground such as the applicant's gender, race, colour, disability, language, religion, political or other opinion, national, ethnic or social origin, association with a national minority, property, birth or other status, or on the grounds of any other circumstance not related to the merits of the qualification for which recognition is sought. In order to assure this right, each Party undertakes to make appropriate arrangements for the assessment of an application for recognition of qualifications solely on the basis of the knowledge and skills achieved.

### Article III.2

Each Party shall ensure that the procedures and criteria used in the assessment and recognition of qualifications are transparent, coherent and reliable.

### Article III.3

1. Decisions on recognition shall be made on the basis of appropriate information on the qualifications for which recognition is sought.

2. In the first instance, the responsibility for providing adequate information rests with the applicant, who shall provide such information in good faith.

3. Notwithstanding the responsibility of the applicant, the institutions having issued the qualifications in question shall have a duty to provide, upon request of the applicant and within reasonable limits, relevant information to the holder of the qualification, to the institution, or to the competent authorities of the country in which recognition is sought.

4. The Parties shall instruct or encourage, as appropriate, all education institutions belonging to their education systems to comply with any reasonable request for information for the purpose of assessing qualifications earned at the said institutions.

5. The responsibility to demonstrate that an application does not fulfill the relevant requirements lies with the body undertaking the assessment.

#### Article III.4

Each Party shall ensure, in order to facilitate the recognition of qualifications, that adequate and clear information on its education system is provided.

#### Article III.5

Decisions on recognition shall be made within a reasonable time limit specified beforehand by the competent recognition authority and calculated from the time all necessary information in the case has been provided. If recognition is withheld, the reasons for the refusal to grant recognition shall be stated, and information shall be given concerning possible measures the applicant may take in order to obtain recognition at a later stage. If recognition is withheld, or if no decision is taken, the applicant shall be able to make an appeal within a reasonable time limit.

### SECTION IV - RECOGNITION OF QUALIFICATIONS GIVING ACCESS TO HIGHER EDUCATION

#### Article IV.1

Each Party shall recognise the qualifications issued by other Parties meeting the general requirements for access to higher education in those Parties for the purpose of access to programs belonging to its higher education system, unless a substantial difference can be shown between the general requirements for access in the Party in which the qualification was obtained and in the Party in which recognition of the qualification is sought.

#### Article IV.2

Alternatively, it shall be sufficient for a Party to enable the holder of a qualification issued in one of the other Parties to obtain an assessment of that qualification, upon request by the holder, and the provisions of Article IV.1 shall apply *mutatis mutandis* to such a case.

#### Article IV.3

Where a qualification gives access only to specific types of institutions or programs of higher education in the Party in which the qualification was obtained, each other Party shall grant holders of such qualifications access to similar specific programs in institutions belonging to its higher education system, unless a substantial difference can be demonstrated between the requirements for access in the Party in which the qualification was obtained and the Party in which recognition of the qualification is sought.

#### Article IV.4

Where admission to particular higher education programs is dependent on the fulfillment of specific requirements in addition to the general requirements for access, the competent authorities of the Party concerned may impose the additional requirements equally on holders of qualifications obtained in the other Parties or assess whether applicants with qualifications obtained in other Parties fulfill equivalent requirements.

#### Article IV.5

Where, in the Party in which they have been obtained, school leaving certificates give access to higher education only in combination with additional qualifying examinations as a prerequisite for access, the other Parties may make access conditional on these requirements or offer an alternative for satisfying such additional requirements within their own educational systems. Any State, the Holy See or the European Community may, at the time of signature or when depositing its instrument of ratification, acceptance, approval or accession, or at any time thereafter, notify one of the depositaries that it avails itself of the provisions of this Article, specifying the Parties in regard to which it intends to apply this Article as well as the reasons therefore.

#### Article IV.6

Without prejudice to the provisions of Articles IV.1, IV.2, IV.3, IV.4 and IV.5, admission to a given higher education institution, or to a given program within such an institution, may be restricted or selective. In cases in which admission to a higher education institution and/or program is selective, admission procedures should be designed with a view to ensuring that the assessment of foreign qualifications is carried out according to the principles of fairness and non-discrimination described in Section III.

#### Article IV.7

Without prejudice to the provisions of Articles IV.1, IV.2, IV.3, IV.4 and IV.5, admission to a given higher education institution may be made conditional on demonstration by the applicant of sufficient competence in the language or languages of instruction of the institution concerned, or in other specified languages.

#### Article IV.8

In the Parties in which access to higher education may be obtained on the basis of non-traditional qualifications, similar qualifications obtained in other Parties shall be assessed in a similar manner as non-traditional qualifications earned in the Party in which recognition is sought.

#### Article IV.9

For the purpose of admission to programmes of higher education, each Party may make the recognition of qualifications issued by foreign educational institutions operating in its territory contingent upon specific requirements of national legislation or specific agreements concluded with the Party of origin of such institutions.

## SECTION V - RECOGNITION OF PERIODS OF STUDY

### Article V.1

Each Party shall recognise periods of study completed within the framework of a higher education program in another Party. This recognition shall comprise such periods of study towards the completion of a higher education program in the Party in which recognition is sought, unless substantial differences can be shown between the periods of study completed in another Party and the part of the higher education program which they would replace in the Party in which recognition is sought.

### Article V.2

Alternatively, it shall be sufficient for a Party to enable a person who has completed a period of study within the framework of a higher education programme in another Party to obtain an assessment of that period of study, upon request by the person concerned, and the provisions of Article V.1 shall apply *mutatis mutandis* to such a case.

### Article V.3

In particular, each Party shall facilitate recognition of periods of study when:

(a) there has been a previous agreement between, on the one hand, the higher education institution or the competent authority responsible for the relevant period of study and, on the other hand,

(b) the higher education institution or the competent recognition authority responsible for the recognition that is sought; and the higher education institution in which the period of study has been completed has issued a certificate or transcript of academic records attesting that the student has successfully completed the stipulated requirements for the said period of study.

## SECTION VI - RECOGNITION OF HIGHER EDUCATION QUALIFICATIONS

### Article VI.1

To the extent that a recognition decision is based on the knowledge and skills certified by the higher education qualification, each Party shall recognise the higher education qualifications conferred in another Party, unless a substantial difference can be shown between the qualification for which recognition is sought and the corresponding qualification in the Party in which recognition is sought.

### Article VI.2

Alternatively, it shall be sufficient for a Party to enable the holder of a higher education qualification issued in one of the other Parties to obtain an assessment of that qualification, upon request by the holder, and the provisions of Article VI.1 shall apply *mutatis mutandis* to such a case.

### Article VI.3

Recognition in a Party of a higher education qualification issued in another Party shall have one or both of the following consequences:

- (a) access to further higher education studies, including relevant examinations, and/or to preparations for the doctorate, on the same conditions as those applicable to holders of qualifications of the Party in which recognition is sought;
- (b) the use of an academic title, subject to the laws and regulations of the Party or a jurisdiction thereof, in which recognition is sought.

In addition, recognition may facilitate access to the labour market subject to laws and regulations of the Party, or a jurisdiction thereof, in which recognition is sought.

### Article VI.4

An assessment in a Party of a higher education qualification issued in another Party may take the form of:

- (a) advice for general employment purposes;
- (b) advice to an educational institution for the purpose of admission into its programs;
- (c) advice to any other competent recognition authority.

### Article VI.5

Each Party may make the recognition of higher education qualifications issued by foreign educational institutions operating in its territory contingent upon specific requirements of national legislation or specific agreements concluded with the Party of origin of such institutions.

## SECTION VII - RECOGNITION OF QUALIFICATIONS HELD BY REFUGEES, DISPLACED PERSONS AND PERSONS IN A REFUGEE - LIKE SITUATION

### Article VII

Each Party shall take all feasible and reasonable steps within the framework of its education system and in conformity with its constitutional, legal, and regulatory provisions to develop procedures designed to assess fairly and expeditiously whether refugees, displaced persons and persons in a refugee-like situation fulfill the relevant requirements for access to higher education, to further higher education programs or to employment activities, even in cases in which the qualifications obtained in one of the Parties cannot be proven through documentary evidence.

## SECTION VIII- INFORMATION ON THE ASSESSMENT OF HIGHER EDUCATION INSTITUTIONS AND PROGRAMMES

### Article VIII.1

Each Party shall provide adequate information on any institution belonging to its higher education system, and on any program operated by these institutions, with a view to enabling the competent authorities of other Parties to ascertain whether the quality of the qualifications issued by these institutions justifies recognition in the Party in which recognition is sought. Such information shall take the following form:

(a) in the case of Parties having established a system of formal assessment of higher education institutions and programs: information on the methods and results of this assessment, and of the standards of quality specific to each type of higher education institution granting, and to programs leading to higher education qualifications;

(b) in the case of Parties which have not established a system of formal assessment of higher education institutions and programs: information on the recognition of the various qualifications obtained at any higher education institution, or within any higher education program, belonging to their higher education systems.

### Article VIII.2

Each Party shall make adequate provisions for the development, maintenance and provision of:

(a) an overview of the different types of higher education institutions belonging to its higher education system, with the typical characteristics of each type of institution;

(b) a list of recognised institutions (public and private) belonging to its higher education system, indicating their powers to award different types of qualifications and the requirements for gaining access to each type of institution and program;

(c) a description of higher education programs;

(d) a list of educational institutions located outside its territory which the Party considers as belonging to its education system.

## SECTION IX - INFORMATION ON RECOGNITION MATTERS

### Article IX.1

In order to facilitate the recognition of qualifications concerning higher education, the Parties undertake to establish transparent systems for the complete description of the qualifications obtained.

## Article IX.2

1. Acknowledging the need for relevant, accurate and up-to-date information, each Party shall establish or maintain a national information centre and shall notify one of the depositories of its establishment, or of any changes affecting it.

2. In each Party, the national information centre shall:

(a) facilitate access to authoritative and accurate information on the higher education system and qualifications of the country in which it is located;

(b) facilitate access to information on the higher education systems and qualifications of the other Parties;

(c) give advice or information on recognition matters and assessment of qualifications, in accordance with national laws and regulations.

3. Every national information centre shall have at its disposal the necessary means to enable it to fulfill its functions.

## Article IX.3

The Parties shall promote, through the national information centres or otherwise, the use of the UNESCO/Council of Europe Diploma Supplement or any other comparable document by the higher education institutions of the Parties.

## SECTION X - IMPLEMENTATION MECHANISMS

### Article X.1

The following bodies shall oversee, promote and facilitate the implementation of the Convention:

(a) the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region;

(b) the European Network of National Information Centres on academic mobility and recognition (the ENIC Network), established by decision of the Committee of Ministers of the Council of Europe on 9 June 1994 and the UNESCO Regional Committee for Europe on 18 June 1994.

### Article X.2

1. The Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (hereafter referred to as "the Committee") is hereby established. It shall be composed of one representative of each Party.

2. For the purposes of Article X.2, the term "Party"; shall not apply to the European Community.

3. The States mentioned in Article XI.1.1 and the Holy See, if they are not Parties to this Convention, the European Community and the President of the ENIC Network may participate in the meetings of the Committee as observers. Representatives of governmental and non-governmental organisations active in the field of recognition in the Region may also be invited to attend meetings of the Committee as observers.
4. The President of the UNESCO Regional Committee for the Application of the Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region shall also be invited to participate in the meetings of the Committee as an observer.
5. The Committee shall promote the application of this Convention and shall oversee its implementation. To this end it may adopt, by a majority of the Parties, recommendations, declarations, protocols and models of good practice to guide the competent authorities of the Parties in their implementation of the Convention and in their consideration of applications for the recognition of higher education qualifications. While they shall not be bound by such texts, the Parties shall use their best endeavours to apply them, to bring the texts to the attention of the competent authorities and to encourage their application. The Committee shall seek the opinion of the ENIC Network before making its decisions.
6. The Committee shall report to the relevant bodies of the Council of Europe and UNESCO.
7. The Committee shall maintain links to the UNESCO Regional Committees for the Application of Conventions on the Recognition of Studies, Diplomas and Degrees in Higher Education adopted under the auspices of UNESCO.
8. A majority of the Parties shall constitute a quorum.
9. The Committee shall adopt its Rules of Procedure. It shall meet in ordinary session at least every three years. The Committee shall meet for the first time within a year of the entry into force of this Convention.
10. The Secretariat of the Committee shall be entrusted jointly to the Secretary General of the Council of Europe and to the Director-General of UNESCO.

#### Article X.3

1. Each Party shall appoint as a member of the European Network of National Information Centres on academic mobility and recognition (the ENIC Network) the national information centre established or maintained under Article IX.2. In cases in which more than one national information centre is established or maintained in a Party under Article IX.2, all these shall be members of the Network, but the national information centres concerned shall dispose of only one vote.
2. The ENIC Network shall, in its composition restricted to national information centres of the Parties to this Convention, uphold and assist the practical implementation of the Convention by the competent national authorities. The Network shall meet at least once a year in plenary session. It shall elect its President and Bureau in accordance with its terms of reference.



3. The Secretariat of the ENIC Network shall be entrusted jointly to the Secretary General of the Council of Europe and to the Director-General of UNESCO.

4. The Parties shall co-operate, through the ENIC Network, with the national information centres of other Parties, especially by enabling them to collect all information of use to the national information centres in their activities relating to academic recognition and mobility.

## SECTION XI - FINAL CLAUSES

### Article XI.1

(1) This Convention shall be open for signature by:

(a) the member states of the Council of Europe;

(b) the member states of the UNESCO Europe Region;

(c) any other signatory, contracting state or party to the European Cultural Convention of the Council of Europe and/or to the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region, which have been invited to the diplomatic conference entrusted with the adoption of this Convention.

(2) These states and the Holy See may express their consent to be bound by:

(a) signature without reservation as to ratification, acceptance or approval; or

(b) signature, subject to ratification, acceptance or approval, followed by ratification, acceptance or approval; or

(c) accession.

3. Signatures shall be made with one of the depositories. Instruments of ratification, acceptance, approval or accession shall be deposited with one of the depositories.

### Article XI.2

This Convention shall enter into force on the first day of the month following the expiration of the period of one month after five states, including at least three member states of the Council of Europe and/or the UNESCO Europe Region, have expressed their consent to be bound by the Convention. It shall enter into force for each other State on the first day of the month following the expiration of the period of one month after the date of expression of its consent to be bound by the Convention.

### Article XI.3

1. After the entry into force of this Convention, any state other than those falling into one of the categories listed under Article XI.1 may request accession to this Convention. Any request to this effect shall be addressed to one of the depositories, who shall transmit it to

the Parties at least three months before the meeting of the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region. The depositary shall also inform the Committee of Ministers of the Council of Europe and the Executive Board of UNESCO.

2. The decision to invite a State which so requests to accede to this Convention shall be taken by a two-thirds majority of the Parties.

3. After the entry into force of this Convention the European Community may accede to it following a request by its member states, which shall be addressed to one of the depositaries. In this case, Article XI.3.2 shall not apply.

4. In respect of any acceding states or the European Community, the Convention shall enter into force on the first day of the month following the expiration of the period of one month after the deposit of the instrument of accession with one of the depositaries.

#### Article XI.4

1. Parties to this Convention which are at the same time parties to one or more of the following conventions:

European Convention on the Equivalence of Diplomas leading to Admission to Universities (1953, ETS No. 15), and its Protocol (1964, ETS No. 49);

European Convention on the Equivalence of Periods of University Study (1956, ETS No. 21);

European Convention on the Academic Recognition of University Qualifications (1959, ETS No. 32);

International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States bordering on the Mediterranean (1976);

Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region (1979);

European Convention on the General Equivalence of Periods of University Study (1990, ETS No. 138),

(a) shall apply the provisions of the present Convention in their mutual relations;

(b) shall continue to apply the above mentioned conventions to which they are a party in their relations with other States party to those conventions but not to the present Convention.

2. The Parties to this Convention undertake to abstain from becoming a party to any of the conventions mentioned in paragraph 1, to which they are not already a party, with the exception of the International Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab and European States bordering on the Mediterranean.

#### Article XI.5

1. Any State may, at the time of signature or when depositing its instrument of ratification, acceptance, approval or accession, specify the territory or territories to which this Convention shall apply.
2. Any State may, at any later date, by a declaration addressed to one of the depositaries, extend the application of this Convention to any other territory specified in the declaration. In respect of such territory the Convention shall enter into force on the first day of the month following the expiration of a period of one month after the date of receipt of such declaration by the depositary.
3. Any declaration made under the two preceding paragraphs may, in respect of any territory specified in such declaration, be withdrawn by a notification addressed to one of the depositaries. The withdrawal shall become effective on the first day of the month following the expiration of a period of one month after the date of receipt of such notification by the depositary.

#### Article XI.6

1. Any Party may, at any time, denounce this Convention by means of a notification addressed to one of the depositaries.
2. Such denunciation shall become effective on the first day of the month following the expiration of a period of twelve months after the date of receipt of the notification by the depositary. However, such denunciation shall not affect recognition decisions taken previously under the provisions of this Convention.
3. Termination or suspension of the operation of this Convention as a consequence of a violation by a Party of a provision essential to the accomplishment of the object or purpose of this Convention shall be addressed in accordance with international law.

#### Article XI.7

1. Any State, the Holy See or the European Community may, at the time of signature or when depositing its instrument of ratification, acceptance, approval or accession, declare that it reserves the right not to apply, in whole or in part, one or more of the following Articles of this Convention:
2. Any Party which has made a reservation under the preceding paragraph may wholly or partly withdraw it by means of a notification addressed to one of the depositaries. The withdrawal shall take effect on the date of receipt of such notification by the depositary.
3. A Party which has made a reservation in respect of a provision of this Convention may not claim the application of that provision by any other Party; it may, however, if its reservation is partial or conditional, claim the application of that provision in so far as it has itself accepted it.

#### Article XI.8

1. Draft amendments to this Convention may be adopted by the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region by a two-thirds majority of the Parties. Any draft amendment so adopted shall be incorporated into a Protocol to this Convention. The Protocol shall specify the modalities for its entry into force which, in any event, shall require the expression of consent by the Parties to be bound by it.

2. No amendment may be made to Section III of this Convention under the procedure of paragraph 1 above.

3. Any proposal for amendments shall be communicated to one of the depositories, who shall transmit it to the Parties at least three months before the meeting of the Committee. The depositary shall also inform the Committee of Ministers of the Council of Europe and the Executive Board of UNESCO.

#### Article XI.9

1. The Secretary General of the Council of Europe and the Director- General of the United Nations Educational, Scientific and Cultural Organisation shall be the depositories of this Convention.

2. The depositary with whom an act, notification or communication has been deposited shall notify the Parties to this Convention, as well as the other member States of the Council of Europe and/or of the UNESCO Europe Region of:

(a) any signature;

(b) the deposit of any instrument of ratification, acceptance, approval or accession;

(c) any date of entry into force of this Convention in accordance with the provisions of Articles XI.2 and XI.3.4;

(d) any reservation made in pursuance of the provisions of Article XI.7 and the withdrawal of any reservations made in pursuance of the provisions of Article XI.7;

(e) any denunciation of this Convention in pursuance of Article XI.6;

(f) any declarations made in accordance with the provisions of Article II.1, or of Article II.2;

(g) any declarations made in accordance with the provisions of Article IV.5;

(h) any request for accession made in accordance with the provisions of Article XI.3;

(i) any proposal made in accordance with the provisions of Article XI.8;

(j) any other act, notification or communication relating to this Convention.

3. The depository receiving a communication or making a notification in pursuance of the provisions of this Convention shall immediately inform the other depository thereof.

### **Convention for the Safeguarding of the Intangible Cultural Heritage (17.10.2003)**

#### Article 14 – Education, awareness-raising and capacity-building

Each State Party shall endeavour, by all appropriate means, to:

(a) ensure recognition of, respect for, and enhancement of the intangible cultural heritage in society, in particular through:

(i) educational, awareness-raising and information programs, aimed at the general public, in particular young people;

(ii) specific educational and training programs within the communities and groups concerned;

(iii) capacity-building activities for the safeguarding of the intangible cultural heritage, in particular management and scientific research; and

(iv) non-formal means of transmitting knowledge;

(b) keep the public informed of the dangers threatening such heritage, and of the activities carried out in pursuance of this Convention;

(c) promote education for the protection of natural spaces and places of memory whose existence is necessary for expressing the intangible cultural heritage.

#### Article 15 – Participation of communities, groups and individuals

Within the framework of its safeguarding activities of the intangible cultural heritage, each State Party shall endeavour to ensure the widest possible participation of communities, groups and, where appropriate, individuals that create, maintain and transmit such heritage, and to involve them actively in its management.

### **Convention on the Protection and Promotion of the Diversity of Cultural Expressions (20.10.2005)**

#### Article 10 – Education and public awareness

Parties shall:

(a) encourage and promote understanding of the importance of the protection and promotion of the diversity of cultural expressions, inter alia, through educational and greater public awareness programmes;

(b) cooperate with other Parties and international and regional organizations in achieving the purpose of this article;

(c) endeavour to encourage creativity and strengthen production capacities by setting up educational, training and exchange programs in the field of cultural industries. These measures should be implemented in a manner which does not have a negative impact on traditional forms of production.

#### Article 11 – Participation of civil society

Parties acknowledge the fundamental role of civil society in protecting and promoting the diversity of cultural expressions. Parties shall encourage the active participation of civil society in their efforts to achieve the objectives of this Convention.

#### Article 12 – Promotion of international cooperation

Parties shall endeavour to strengthen their bilateral, regional and international cooperation for the creation of conditions conducive to the promotion of the diversity of cultural expressions, taking particular account of the situations referred to in Articles 8 and 17, notably in order to:

(a) facilitate dialogue among Parties on cultural policy;

(b) enhance public sector strategic and management capacities in cultural public sector institutions, through professional and international cultural exchanges and sharing of best practices;

(c) reinforce partnerships with and among civil society, non-governmental organizations and the private sector in fostering and promoting the diversity of cultural expressions;

(d) promote the use of new technologies, encourage partnerships to enhance information sharing and cultural understanding, and foster the diversity of cultural expressions;

(e) encourage the conclusion of co-production and co-distribution agreements.

# UNESCO

## RECOMMENDATIONS

### Recommendation against Discrimination in Education (14.12.1960)

1. For the purposes of this Recommendation, the term 'discrimination' includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

(a) Of depriving any person or group of persons of access to Education of any type or at any level;

(b) Of limiting any person or group of persons to education of an inferior standard ;

(c) Subject to the provisions of section II of this Recommendation, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or

(d) Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

2. For the purposes of this Recommendation, the term 'education' refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

## II

2. When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of section I of this Recommendation

(a) The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;

(b) The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;

(c) The establishment or maintenance of private educational institutions, if the object of the institutions\_ is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

### III

In order to eliminate and prevent discrimination within the meaning of this Recommendation, Member States should :

(a) Abrogate any statutory provisions and any administrative instructions and discontinue any administrative practices which involve discrimination in education;

(b) Ensure, by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;

(c) Not allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries ;

(d) Not allow, in any form of assistance granted by the public authorities to educational institutions, any restriction or preference based solely on the ground that pupils belong to a particular group;

(e) Give foreign nationals resident within their territory the same access to education as that given to their own nationals.

### IV

Member States should furthermore formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

(a) To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;

(b) To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

(c) To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;



(d) To provide training for the teaching profession without discrimination.

## V

Member States should take all necessary measures to ensure the application of the following principles:

(a) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

(b) It is essential to respect the liberty of parents and, where applicable, of legal guardians firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure, in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions ;

(c) It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:

(i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;

(ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and

(iii) That attendance at such schools is optional.

## VI

In the application of this Recommendation, Member States should pay the greatest attention to any recommendations hereafter adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization defining the measures to be taken against the different forms of discrimination in education and for the purpose of ensuring equality of opportunity and of treatment in education.

## VII

Member States should in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization, on dates and in a manner to be determined by it, give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this

Recommendation, including that taken for the formulation and the development of the national policy defined in section IV as well as the results achieved and the obstacles encountered in the application of that policy.

### **Recommendation concerning the Safeguarding of Beauty and Character of Landscapes and Sites (11.12.1962)**

#### **V. Education of the public**

37. Educational action should be taken in school and out of school with a view to arousing and developing public respect for landscapes and sites and publicizing the regulations laid down to ensure their protection.

38. Teachers to be entrusted with this task in schools should undergo special training in the form of specialized courses in institutions of secondary and higher education.

39. Member States should also facilitate the work of existing museums, with a view to intensifying the educational action they have already undertaken to this end, and should consider the possibility of establishing special museums,-or specialized departments in existing museums, for the study and display of the natural and cultural features of particular regions.

40. The education of the public outside schools should be the task of the press; of private associations for the protection of landscapes and sites or for the protection of nature, of bodies concerned with -the tourist trade and of youth or popular education organizations.

41. Member States should facilitate the education of the public and promote the work of associations, bodies and organizations devoted to this task by the supply of material assistance-and by making available to them and to educationists in general appropriate publicity media such as films, radio and television programs, material for permanent, temporary or mobile exhibitions. Pamphlets and books suitable for wide distribution and planned on educational lines. Wide publicity could be provided through journals and magazines and regional periodicals.

42. National and international `days', competitions and similar occasions should be devoted to encouraging the appreciation of natural or man-made landscapes and sites in order to direct public attention to the fact that the protection of their beauty and character is of prime importance to the community.

### **Recommendation concerning the Status of Teachers (5.10.1966)**

#### **I. Definitions**

1. For the purpose of the Recommendation:

(a) the word `teacher' covers all those persons in schools who are responsible for the education of pupils;

(b) the expression 'status' as used in relation to teachers means both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups.

## II. Scope

2. This Recommendation applies to all teachers in both public and private schools up to the completion of the secondary stage of education, whether nursery, kindergarten, primary, intermediate or secondary, including those providing technical, vocational, or art education.

## III. Guiding principles

3. Education from the earliest school years should be directed to the allround development of the human personality and to the spiritual, moral, social, cultural and economic progress of the community, as well as to the inculcation of deep respect for human rights and fundamental freedoms; within the framework of these values the utmost importance should be attached to the contribution to be made by education to peace and to understanding, tolerance and friendship among all nations and among racial or religious groups.

4. It should be recognized that advance in education depends largely on the qualifications and ability of the teaching staff in general and on the human, pedagogical and technical qualities of the individual teachers.

5. The status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives; it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of these aims and objectives.

6. Teaching should be regarded as a profession: it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.

7. All aspects of the preparation and employment of teachers should be free from any form of discrimination on grounds of race, colour, sex, religion, political opinion, national or social origin, or economic condition.

8. Working conditions for teachers should be such as will best promote effective learning and enable teachers to concentrate on their professional tasks.

9. Teachers' organizations should be recognized as a force which can contribute greatly to educational advance and which therefore should be associated with the determination of educational policy.

## IV. Educational objectives and policies

10. Appropriate measures should be taken in each country to the extent necessary to formulate comprehensive educational policies consistent with the Guiding Principles,

drawing on all available resources, human and otherwise. In so doing, the competent authorities should take account of the consequences for teachers of the following principles and objectives:

(a) it is the fundamental right of every child to be provided with the fullest possible educational opportunities; due attention should be paid to children requiring special educational treatment;

(b) all facilities should be made available equally to enable every person to enjoy his right to education without discrimination on grounds of sex, race, colour, religion, political opinion, national or social origin, or economic condition;

(c) since education is a service of fundamental importance in the general public interest, it should be recognized as a responsibility of the State, which should provide an adequate network of schools, free education in these schools and material assistance to needy pupils; this should not be construed so as to interfere with the liberty of the parents and, when applicable, legal guardians to choose for their children schools other than those established by the State, or so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions which conform to such minimum educational standards as may be laid down or approved by the State;

(d) since education is an essential factor in economic growth, educational planning should form an integral part of total economic and social planning undertaken to improve living conditions;

(e) since education is a continuous process the various branches of the teaching service should be so co-ordinated as both to improve the quality of education for all pupils and to enhance the status of teachers ;

(f) there should be free access to a flexible system of schools, properly interrelated, so that nothing restricts the opportunities for each child to progress to any level in any type of education;

(g) as an educational objective, no State should be satisfied with mere quantity, but should seek also to improve quality;

(h) in education both long-term and short-term planning and programming are necessary; the efficient integration in the community of today's pupils will depend more on future needs than on present requirements;

(i) all educational planning should include at each stage early provision for the training, and the further training, of sufficient numbers of fully competent and qualified teachers of the country concerned who are familiar with the life of their people and able to teach in the mother tongue;

(j) co-ordinated systematic and continuing research and action in the field of teacher preparation and in-service training are essential, including, at the international level, co-operative projects and the exchange of research findings ;

(k) there should be close co-operation between the competent authorities, organizations of teachers, of employers and workers, and of parents as well as cultural organizations and institutions of learning and research, for the purpose of defining educational policy and its precise objectives;

(l) as the achievement of the aims and objectives of education largely depends on the financial means made available to it, high priority should be given, in all countries, to setting aside, within the national budgets, an adequate proportion of the national income for the development of education.

## V. Preparation for the profession

### Selection

11. Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills.

12. To met this need, educational authorities should provide adequate inducements to prepare for teaching and sufficient places in appropriate institutions.

13. Completion of an approved course in an appropriate teacher-preparation institution should be required of all persons entering the profession.

14. Admission to teacher preparation should be based on the completion of appropriate secondary education, and the evidence of the possession of personal qualities likely to help the persons concerned to become worthy members of the profession.

15. While the general standards for admission to teacher preparation should be maintained, persons who may lack some of the formal academic requirements for admission, but who possess valuable experience, particularly in technical and vocational fields, may be admitted.

16. Adequate grants or financial assistance should be available to students preparing for teaching to enable them to follow the courses provided and to live decently; as far as possible, the competent authorities should seek to establish a system of free teacher-preparation institutions.

17. Information concerning the opportunities and the grants or financial assistance for teacher preparation should be readily available to students and other persons who may wish to prepare for teaching.

18. (1) Fair consideration should be given to the value of teacher-preparation programmes completed in other countries as establishing in whole or in part the right to practice teaching.

(2) Steps should be taken with a view to achieving international recognition of teaching credentials conferring professional status in terms of standards agreed to internationally.

## Teacher preparation programmes

19. The purpose of a teacher-preparation programme should be to develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underlie good human relations, within and across national boundaries, and a sense of responsibility to contribute both by teaching and by example to social, cultural and economic progress.

20. Fundamentally a teacher-preparation programme should include:

(a) general studies;

(b) study of the main elements of philosophy, psychology, sociology as applied to education, the theory and history of education, and of comparative education, experimental pedagogy, school administration and methods of teaching the various subjects;

(c) studies related to the student's intended field of teaching;

(d) practice in teaching and in conducting extra-curricular activities under the guidance of fully qualified teachers.

21. (1) All teachers should be prepared in general, special and pedagogical subjects in universities, or in institutions on a level comparable to universities, or else in special institutions for the preparation of teachers.

(2) The content of teacher-preparation programmes may reasonably vary according to the tasks the teachers are required to perform in different-types of schools, such as establishments for handicapped children or technical and vocational schools. In the latter case, the programmes might include some practical experience to be acquired in industry, commerce or agriculture.

22. A teacher-preparation programme may provide for a professional course either concurrently with or subsequent to a course of personal academic or specialized education or skill cultivation.

23. Education for teaching should normally be full-time; special arrangements may be made for older entrants to the profession and persons in other exceptional categories to undertake all or part of their course on a part-time basis, on condition that the content of such courses and the standards of attainment are on the same level as -those of the full-time courses.

24. Consideration should be given to the desirability of providing for the education of different types of teachers, whether primary, secondary, technical, specialist or vocational teachers, in institutions organically related or geographically adjacent to one another.

## Teacher preparation institutions

25. The staff of teacher-preparation institutions should be qualified to teach in their own discipline at a level equivalent to that of higher education. The staff teaching pedagogical subjects should have had experience of teaching in schools and wherever possible should

have this experience periodically refreshed by secondment to teaching duties in schools.

26. Research and experimentation in education and in the teaching of particular subjects should be promoted through the provision of research facilities in teacher-preparation institutions and research work by their staff and students. All staff concerned with teacher education should be aware of the findings of research in the field with which they are concerned and endeavour to pass on its results to students.

27. Students as well as staff should have the opportunity of expressing their views on the arrangements governing the life, work and discipline of a teacher-preparation institution.

28. Teacher-preparation institutions should form a focus of development in the education service, both keeping schools abreast of the results of research and methodological progress, and reflecting in their own work the experience of schools and teachers.

29. The teacher-preparation institutions should, either severally or jointly, and in collaboration with another institution of higher education or with the competent education authorities, or not, be responsible for certifying that the student has satisfactorily completed the course.

30. School authorities, in co-operation with teacher-preparation institutions, should take appropriate measures to provide the newly-trained teachers with an employment in keeping with their preparation, and individual wishes and circumstances.

#### VI. Further education for teachers

31. Authorities and teachers should recognize the importance of in-service education designed to secure a systematic improvement of the quality and content of education and of teaching techniques.

32. Authorities, in consultation with teachers' organizations, should promote the establishment of a wide system of in-service education, available free to all teachers. Such a system should provide a variety of arrangements and should involve the participation of teacher-preparation institutions, scientific and cultural institutions, and teachers' organizations. Refresher courses should be provided, especially for teachers returning to teaching after a break in service.

33. (1) Courses and other appropriate facilities should be so designed as to enable teachers to improve their qualifications, to alter or enlarge the scope of their work or seek promotion and to keep up to date with their subject and field of education as regards both content and method.

(2) Measures should be taken to make books and other material available to teachers to improve their general education and professional qualifications.

34. Teachers should be given both the opportunities and the incentives to participate in courses and facilities and should take full advantage of them.

35. School authorities should make every endeavour to ensure that schools can apply relevant research findings both in the subjects of study and in teaching methods.

36. Authorities should encourage and, as far as possible, assist teachers to travel in their own country and abroad, either in groups or individually, with a view to their further education.

37. It would be desirable that measures taken for the preparation and further education of teachers should be developed and supplemented by financial and technical co-operation on an international or regional basis.

## VII. Employment and career

### Entry into the teaching profession

38. In collaboration with teachers' organizations, policy governing recruitment into employment should be clearly defined at the appropriate level and rules should be established laying down the teachers' obligations and rights.

39. A probationary period on entry to teaching should be recognized both by teachers and by employers as the opportunity for the encouragement and helpful initiation of the entrant and for the establishment and maintenance of proper professional standards as well as the teacher's own development of his practical teaching proficiency. The normal duration of probation should be known in advance and the conditions for its satisfactory completion should be strictly related to professional competence. If the teacher is failing to complete his probation satisfactorily, he should be informed of the reasons and should have the right to make representations.

### Advancement and promotion

40. Teachers should be able, subject to their having the necessary qualifications, to move from one type or level of school to another within the education service.

41. The organization and structure of an education service, including that of individual schools, should provide adequate opportunities for and recognition of additional responsibilities to be exercised by individual teachers, on condition that those responsibilities are not detrimental to the quality or regularity of their teaching work.

42. Consideration should be given to the advantages of schools sufficiently large for pupils to have the benefits and staff the opportunities to be derived from a range of responsibilities being carried by different teachers.

43. Posts of responsibility in education, such as that of inspector, educational administrator, director of education or other posts of special responsibility, should be given as far as possible to experienced teachers.

44. Promotion should be based on an objective assessment of the teacher's qualifications for the new post, by reference to strictly professional criteria laid down in consultation with teachers' organizations.



## Security of tenure

45. Stability of employment and security of tenure in the profession are essential in the interests of education as well as in that of the teacher and should be safeguarded even when changes in the organization of or within a school system are made.

46. Teachers should be adequately protected against arbitrary action affecting their professional standing or career.

## Disciplinary procedures related to breaches of professional conduct

47. Disciplinary measures applicable to teachers guilty of breaches of professional conduct should be clearly defined. The proceedings and any resulting action should only be made public if the teacher so requests, except where prohibition from teaching is involved or the protection or well-being of the pupils so requires.

48. The authorities or bodies competent to propose-or apply sanctions and penalties should be clearly designated.

49. Teachers' organizations should be consulted when the machinery to deal with disciplinary matters is established.

50. Every teacher should enjoy equitable safeguards at each stage of any disciplinary procedure, and in particular:

- (a) the right to be informed in writing of the allegations and the grounds for, them ;
- (b) the right to full access to the evidence in the case;
- (c) the right to defend himself and to be defended by a representative of his choice, adequate time being given to the teacher for the preparation of his defense;
- (d) the right to be informed in writing of the decisions reached and the reasons for them;
- (e) the right to appeal to clearly designated competent authorities or bodies.

51. Authorities should recognize that effectiveness of disciplinary safeguards as well as discipline itself would be greatly enhanced if the teachers were judged with the participation of their peers.

52. The provisions of the foregoing paragraphs 47-51 do not in any way affect the procedures normally applicable under national laws or regulations to acts punishable under criminal laws.

## Medical examinations

53. Teachers should be required to undergo periodical medical examinations, which should be provided free.

## Women teachers with family responsibilities

54. Marriage should not be considered a bar to the appointment or to the continued employment of women teachers, nor should it affect remuneration or other conditions of work.

55. Employers should be prohibited from terminating contracts of service for reasons of pregnancy and maternity leave.

56. Arrangements such as creches or nurseries should be considered where desirable to take care of the children of teachers with family responsibilities.

57. Measures should be taken to permit women teachers with family responsibilities to obtain teaching posts in the locality of their homes and to enable married couples,- both of whom are teachers, to teach in the same general neighborhood or in one and the same school.

58. In appropriate circumstances women teachers with family responsibilities who have left the profession before retirement age should be encouraged to return to teaching.

## Part-time service

59. Authorities and schools should recognize the value of part-time service given, in case of need, by qualified teachers who for some reason cannot give full-time service.

60. Teachers employed regularly on a part-time basis should:

(a) receive proportionately the same remuneration and enjoy the same basic conditions of employment as teachers employed on a full-time basis;

(b) be granted rights corresponding to those of teachers employed on a full time basis as regards holidays with pay, sick leave and maternity leave, subject to the same eligibility requirements; and

(c) be entitled to adequate and appropriate social security protection, including coverage under employers' pension schemes.

## VIII. The rights and responsibilities of teachers

### Professional freedom

61. The teaching profession should enjoy academic freedom in the discharge of professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given the essential role in the choice and the adaptation of teaching material, the selection of textbooks and the application of teaching methods, within the framework of approved programs, and with the assistance of the educational authorities.

62. Teachers and their organizations should participate in the development of new courses, textbooks and teaching aids

63. Any systems of inspection or supervision should be designed to encourage and help teachers in the performance of their professional tasks and should be such as not to diminish the freedom, initiative and responsibility of teachers.

64. (1) Where any kind of direct assessment of the teacher's work is required, such assessment should be objective and should be made known to the teacher.

(2) Teachers should have a right to appeal against assessments which they deem to be unjustified.

65. Teachers should be free to make use of such evaluation techniques as they \_may deem useful for the appraisal of pupils' progress, but should ensure that no unfairness to individual pupils results.

66. The authorities should give due weight to the recommendations of teachers regarding the suitability of individual pupils for courses and further education of different kinds.

67. Every possible effort should be made to promote close co-operation between teachers and parents in the interests of pupils, but teachers should be protected against unfair or unwarranted interference by parents in matters which are essentially the teacher's professional responsibility.

68. (1) Parents having a complaint against a school or a teacher should be given the opportunity of discussing it in the first instance with the school principal and the teacher concerned. Any complaint subsequently addressed to higher authority should be put in writing and a copy should be supplied to the teacher.

(2) Investigations of complaints should be so conducted that the teachers are given a fair opportunity to defend themselves and that no publicity is given to the proceedings.

69. While teachers should exercise the utmost care to avoid accidents to pupils, employers of teachers should safeguard them against the risk of having damages assessed against them in the event of injury to pupils occurring at school or in school activities away from the school premises or grounds.

#### Responsibilities of teachers

70. Recognizing that the status of their profession depends to a considerable extent upon teachers themselves, all teachers should seek to achieve the highest possible standards in all their professional work.

71. Professional standards relating to teacher performance should be defined and maintained with the participation of the teachers' organizations.

72. Teachers and teachers' organizations should seek to co-operate fully with authorities in the interests of the pupils, of the education service and of society generally.

73. Codes of ethics or of conduct should be established by the teachers' organizations, since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles.

74. Teachers should be prepared to take their part in extra-curricular activities for the benefit of pupils and adults.

#### Relations between teachers and the education service as a whole

75. In order that teachers may discharge their responsibilities, authorities should establish and regularly use recognized means of consultation with teachers' organizations on such matters as educational policy, school organization, and new developments in the education service.

76. Authorities and teachers should recognize the importance of the participation of teachers, through their organizations and in other ways, in steps designed to improve the quality of the education service, in educational research, and in the development and dissemination of new improved methods.

77. Authorities should facilitate the establishment and the work of panels designed, within a school or within a broader framework, to promote the co-operation of teachers of the same subject and should take due account of the opinions and suggestions of such panels.

78. Administrative and other staff who are responsible for aspects of the education service should seek to establish good relations with teachers and this approach should be equally reciprocated.

#### Rights of teachers

79. The participation of teachers in social and public life should be encouraged in the interests of the teacher's personal development, of the education service and of society as a whole.

80. Teachers should be free to exercise all civic rights generally enjoyed by citizens and should be eligible for public office.

81. Where the requirements of public office are such that the teacher has to relinquish his teaching duties, he should be retained in the profession for seniority and pension purposes and should be able to return to his previous post or to an equivalent post after his term of public office has expired.

82. Both salaries and working conditions for teachers should be determined through the process of negotiation between teachers' organizations and the employers of teachers.

83. Statutory or voluntary machinery should be established whereby the right of teachers to negotiate through their organizations with their employers, either public or private, is assured.

84. Appropriate joint machinery should be set up to deal with the settlement of disputes between the teachers and their employers arising out of terms and conditions of employment. If the means and procedures established for these purposes should be exhausted or if there should be a breakdown in negotiations between the parties, teachers' organizations should have the right to take such other steps as are normally open to other organizations in the defense of their legitimate interests.

#### IX. Conditions for effective teaching and learning

85. Since the teacher is a valuable specialist, his work should be so organized and assisted as to avoid waste of his time and energy.

##### Class size

86. Class size should be such as to permit the teacher to give the pupils individual attention. From time to time provision may be made for small group or even individual instruction for such purposes as remedial work, and on occasion, for large group instruction employing audio-visual aids.

##### Ancillary staff

87. With a view to enabling teachers to concentrate on their professional tasks, schools should be provided with ancillary staff to perform non-teaching duties.

##### Teaching aids

88. (1) Authorities should provide teachers and pupils with modern aids to teaching. Such aids should not be regarded as a substitute for the teacher but as a means of improving the quality of teaching and extending to a larger number of pupils the benefits of education.

(2) Authorities should promote research into the use of such aids and encourage teachers to participate actively in such research.

##### Hours of work

89. The hours teachers are required to work per day and per week should be established in consultation with teachers' organizations.

90. In fixing hours of teaching account should be taken of all factors which are relevant to the teacher's work load, such as:

- (a) the number of pupils with whom the teacher is required to work per day and per week;
- (b) the necessity to provide time for adequate planning and preparation of lessons and for evaluation of work;
- (c) the number of different lessons assigned to be taught each day;

(d) the demands upon the time of the teacher imposed by participation in research, in co-curricular and extra-curricular activities, in supervisory duties and in counseling of pupils ;

(e) the desirability of providing time in which teachers may report to and consult with parents regarding pupil progress.

91. Teachers should be provided time necessary for taking part in in-service training programs.

92. Participation of teachers in extra-curricular activities should not constitute an excessive burden and should not interfere with the fulfillment of the main duties of the teacher.

93. Teachers assigned special educational responsibilities in addition to classroom instruction should have their normal hours of teaching reduced correspondingly.

#### Annual holidays with pay

94. All teachers should enjoy a right to adequate annual vacation with full pay.

#### Study leave

95. (1) Teachers should be granted study leave on full or partial pay at intervals. Women teachers with children should be encouraged to remain in the service by such measures as enabling them, at their request, to take additional

(2) The period of study leave should be counted for seniority and pension purposes.

(3) Teachers in areas which are remote from population centers and are recognized as such by the public authorities should be given study leave more frequently.

#### Special leave

96. Leave of absence granted within the framework of bilateral and multilateral cultural exchanges should be considered as service.

97. Teachers attached to technical assistance projects should be granted leave of absence and their seniority, eligibility for promotion and pension rights in the home country should be safeguarded. In addition special arrangements should be made to cover their extraordinary expenses.

98. Foreign guest teachers should similarly be given leave of absence by their home countries and have their seniority and pension rights safeguarded.

99. (1) Teachers should be granted occasional leave of absence with full pay to enable them to participate in the activities of their organizations.

(2) Teachers should have the right to take up office in their organizations; in such case their entitlements should be similar to those of teachers holding public office.

100. Teachers should be granted leave of absence with full pay for adequate personal reasons under arrangements specified in advance of employment.

#### Sick leave and maternity leave

101. (1) Teachers should be entitled to sick leave with pay.

(2) In determining the period during which full or partial pay shall be payable, account should be taken of cases in which it is necessary for teachers to be isolated from pupils for long periods.

102. Effect should be given to the standards laid down by the International Labour Organisation in the field of maternity protection, and in particular the Maternity Protection Convention, 1919, and the Maternity Protection Convention (Revised), 1952, as well as to the standards referred to in paragraph 126 of this

103. Women teachers with children should be encouraged to remain in the service by such measures as enabling them, at their request, to take additional unpaid leave of up to one year after childbirth without loss of employment, all rights resulting from employment being fully safeguarded.

#### Teacher exchange

104. Authorities should recognize the value both to the education service and to teachers themselves of professional and cultural exchanges between countries and of travel abroad on the part of teachers; they should seek to extend such opportunities and take account of the experience acquired abroad by individual teachers.

105. Recruitment for such exchanges should be arranged without any discrimination, and the persons concerned should not be considered as representing any particular political view.

106. Teachers who travel in order to study and work abroad should be given adequate facilities to do so and proper safeguards of their posts and status.

107. Teachers should be encouraged to share teaching experience gained abroad with other members of the profession.

#### School buildings

108. School buildings should be safe and attractive in overall design and functional in layout; they should lend themselves to effective teaching, and to use for extra-curricular activities and, especially in rural areas, as a community centre; they should be constructed in accordance with established sanitary standards and with a view to durability, adaptability and easy, economic maintenance.

109. Authorities should ensure that school premises are properly maintained, so as not to threaten in any way the health and safety of pupils and teachers.

110. In the planning of new schools representative teacher opinion should be consulted. In providing new or additional accommodation for an existing school the staff of the school concerned should be consulted.

#### Special provisions for teachers in rural or remote areas

111. (1) Decent housing, preferably free or at a subsidized rental, should be provided for teachers and their families in areas remote from population centers and recognized as such by the public authorities.

(2) In countries where teachers, in addition to their normal teaching duties, are expected to promote and stimulate community activities, development plans and programmes should include provision for appropriate accommodation for teachers.

112. (1) On appointment or transfer to schools in remote areas, teachers should be paid removal and travel expenses for themselves and their families.

(2) Teachers in such areas should, where necessary, be given special travel facilities to enable them to maintain their professional standards.

(3) Teachers transferred to remote areas should, as an inducement, be reimbursed their travel expenses from their place of work to their home town once a year when they go on leave.

113. Whenever teachers are exposed to particular hardships, they should be compensated by the payment of special hardship allowances, which should be included in earnings taken into account for pension purposes.

#### X. Teachers' salaries

114. Amongst the various factors which affect the status of teachers, particular importance should be attached to salary, seeing that in present world conditions other factors, such as the standing or regard accorded them and the level of appreciation of the importance of their function, are largely dependent, as in other comparable professions, on the economic position in which they are placed.

115. Teachers' salaries should :

(a) reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into the service;

(b) compare favorably with salaries paid in other occupations requiring similar or equivalent qualifications ;

(c) provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities, thus enhancing their professional qualification;



(d) take account of the fact that certain posts require higher qualifications and experience and carry greater responsibilities.

116. Teachers should be paid on the basis of salary scales established in agreement with the teachers' organizations. In no circumstances should qualified teachers during a probationary period or if employed on a temporary basis be paid on a lower salary scale than that laid down for established teachers.

117. The salary structure should be planned so as not to give rise to injustices or anomalies tending to lead to friction between different groups of teachers.

118. Where a maximum number of class contact hours is laid down, a teacher whose regular schedule exceeds the normal maximum should receive additional remuneration on an approved scale.

119. Salary differentials should be based on objective criteria such as levels of qualification, years of experience or degrees of responsibility but the relationship between the lowest and the highest salary should be of a reasonable order.

120. In establishing the placement on a basic salary scale of a teacher of vocational or technical subjects who may have no academic degree, allowance should be made for the value of his practical training and experience.

121. Teachers' salaries should be calculated on an annual basis.

122. (1) Advancement within the grade through salary increments granted at regular, preferably annual, intervals should be provided.

(2) The progression from the minimum to the maximum of the basic salary scale should not extend over a period longer, than, 10 to 15 years.

(3) Teachers should be granted salary increments for service performed during periods of probationary or temporary appointment.

123. (1) Salary scales for teachers should be reviewed periodically to take into account such factors as a rise in the cost of living, increased productivity leading to higher standards of living in the country or- a general upward movement in wage or salary levels.

(2) Where a system of salary adjustments automatically following a cost of living index has been adopted, the choice of index should be determined with the participation of the teachers' organizations and any cost-of-living allowance granted should be regarded as an integral part of earnings taken into account for pension purposes.

124. No merit rating system for purposes of salary determination should be introduced or applied without prior consultation with and acceptance by the teachers' organizations concerned.

## XI. Social security

### General provisions

125. All teachers, regardless of the type of school in which they serve, should enjoy the same or similar social security protection. Protection should be extended to periods of probation and of training for those who are regularly employed as teachers.

126. (1) Teachers should be protected by social security measures in respect of all the contingencies included in the International Labour Organization -Social Security (Minimum Standards) Convention, 1952, namely by medical care, sickness benefit, unemployment benefit, old-age benefit, employment injury benefit, family benefit, maternity benefit, invalidity benefit and survivors' benefit.

(2) The standards of social security provided for teachers should be at least as favorable as those set out in the relevant instruments of the International Labour Organization and in particular the Social Security (Minimum Standards) Convention, 1952.

(3) Social security benefits for teachers should be granted as a matter of right.

127. The social security protection of teachers should take account of their particular conditions of employment, as indicated in paragraphs 128-140.

### Medical care

128. In regions where there is a scarcity of medical facilities teachers should be paid travelling expenses necessary to obtain appropriate medical care.

### Sickness benefit

129. (1) Sickness benefit should be granted throughout any period of incapacity for work involving suspension of earnings.

(2) It should be paid from the first day in each case of suspension of earnings.

(3) Where the duration of sickness benefit is limited to a specified period, provisions should be made for extensions in cases in which it is necessary for teachers to be isolated from pupils.

### Employment injury benefit

130. Teachers should be protected against the consequences of injuries suffered not only during teaching at school but also when engaged in school activities away from the school premises or grounds.

131. Certain infectious diseases prevalent among children should be regarded as occupational diseases when contracted by teachers who have been exposed to them by virtue of their contact with pupils.

## Old-age benefit

132. Pension credits earned by a teacher under any education authority within a country should be portable should the teacher transfer to employment under any other authority within that country.

133. Taking account of national regulations, teachers who, in case of a duly recognized teacher shortage, continue in service after qualifying for a pension should either receive credit in the calculation of the pension for the additional years of service or be able to gain a supplementary pension through an appropriate agency.

134. Old-age benefit% should be so related to final earnings that the teacher may continue to maintain an adequate living standard.

## Invalidity benefit

135. Invalidity benefit should be payable to teachers who are forced to discontinue teaching because of physical or mental disability. Provision should be made for the granting of pensions where the contingency is not covered by extended sickness benefit or other means.

136. Where disability is only partial in that the teacher is able to teach part time, partial invalidity benefit should be payable.

137. (1) Invalidity benefit should be so related to final earnings that the teacher may continue to maintain an adequate living standard.

(2) Provision should be made for medical care and allied benefits with a view to restoring or, where this is not possible, improving the health of dis-abled teachers, as well as for rehabilitation services designed to prepare disabled teachers, wherever possible, for the resumption of their previous activity.

## Survivors' benefit

138. The conditions of eligibility for survivors' benefit and the amount of such benefit should be such as to enable survivors to maintain an adequate standard of living and as to secure the welfare and education of surviving dependent children.

## Means of providing social security for teachers

139. (1) The social security protection of teachers should be assured as far as possible through a general scheme applicable to employed persons in the public sector or in the private sector as appropriate.

(2) Where no general scheme is in existence for one or more of the contingencies to be covered, special schemes, statutory or non-statutory, should be established.

(3) Where the level of benefits under a general scheme is below that provided for in this Recommendation, it should be brought up to the recommended standard by means of supplementary schemes.

140. Consideration should be given to the possibility of associating representatives of teachers' organizations with the administration of special and supplementary schemes, including the investment of their funds.

## XII. The teacher shortage

141. (1) It should be a guiding principle that any severe supply problem should be dealt with by measures which are recognized as exceptional, which do, not detract from or endanger in any way professional standards already established or to be established and which minimize educational loss to pupils.

(2) Recognizing that certain expedients designed to deal with the shortage of teachers, such as over-large classes and the unreasonable extension of hours of teaching duty are incompatible with the aims and objectives of education and are detrimental to the pupils, the competent authorities as a matter of urgency should take steps to render these expedients unnecessary and to discontinue them.

142. In developing countries, where supply considerations may necessitate short-term intensive emergency preparation programs for teachers," a fully professional, extensive program should be available in order to produce corps of professionally prepared teachers competent to guide and direct the educational enterprise.

143. (1) Students admitted to training in short-term, emergency programs should be selected in terms of the standards applying to admission to the normal professional program, or even higher ones, to ensure that they will be capable of subsequently completing the requirements of the full program.

(2) Arrangements and special facilities, including extra study leave on full pay, should enable such students to complete their qualifications in service.

144. (1) As far as possible, unqualified personnel should be required to work under the close supervision and direction of professionally qualified teachers.

(2) As a condition of continued employment such persons should be required to obtain or complete their qualifications.

145. Authorities should recognize that improvements in the social and economic status of teachers, their living and working conditions, their terms of employment and their career prospects are the best means of overcoming any existing shortage of competent and experienced teachers, and of attracting to and retaining in they teaching profession substantial numbers of fully qualified persons.

## XIII. Final provision

146. Where teachers enjoy a status, which is, in certain respects, more favorable than that provided for in this Recommendation, its terms should not be invoked to diminish the status already granted.

## **Recommendation concerning the Protection, at National Level, of the Cultural and Natural Heritage (16.11.1972)**

### **VI. Educational and cultural action**

60. Universities, educational establishments at all levels and life-long education establishments should organize regular courses, lectures, seminars, etc., on the history of art, architecture, the environment and town planning.

61. Member States should undertake educational campaigns to arouse widespread public interest in, and respect for, the cultural and natural heritage. Continuing efforts should be made to inform the public about what is being and can be done to protect the cultural or natural heritage and to inculcate appreciation and respect for the values it enshrines. For this purpose, all media of information should be employed as required.

62. Without overlooking the great economic and social value of the cultural and natural heritage, measures should be taken to promote and reinforce the eminent cultural and educational value of that heritage, furnishing as it does the fundamental motive for protecting, conserving and presenting it.

63. All efforts on behalf of components of the cultural and natural heritage should take account of the cultural and educational value inherent in them as representative of an environment, a form of architecture or urban design commensurate with man and on his scale.

64. Voluntary organizations should be set up to encourage national and local authorities to make full use of their powers with regard to protection, to afford them support and, if necessary, to obtain funds for them; these bodies should keep in touch with local historical societies, amenity improvement societies, local development committees and agencies concerned with tourism, etc., and might also organize visits to, and guided tours of, different items of the cultural and natural heritage for their members.

## **Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedom (19.11.1974)**

### **V. Particular aspects of learning, training and action**

#### **Ethical and civic aspects**

10. Member States should take appropriate steps to strengthen and develop in the processes of learning and training, attitudes and behavior based on recognition of the equality and necessary interdependence of nations and peoples.

11. Member States should take steps to ensure that the principles of the Universal Declaration of Human Rights and of the International Convention on the Elimination of All Forms of Racial Discrimination become an integral part of the developing personality of each child, adolescent, young person or adult by applying these principles in the daily conduct of

education at each level and in all its forms, thus enabling each individual to contribute personally to the regeneration and extension of education in the direction indicated.

12. Member States should urge educators, in collaboration with pupils, parents, the organizations concerned and the community, to use methods which appeal to the creative imagination of children and adolescents and to their social activities and thereby to prepare them to exercise their rights and freedoms while recognizing and respecting the rights of others and to perform their social duties.

13. Member States should promote, at every stage of education, an active civic training which will enable every person to gain a knowledge of the method of operation and the work of public institutions, whether local, national or inter-national, to become acquainted with the procedures for solving fundamental problems; and to participate in the cultural life of the community and in public affairs. Wherever possible, this participation should increasingly link education and action to solve problems at the local, national and international levels.

14. Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries, together with study of ways of overcoming these contradictions, which are the real impediments to understanding, true international co-operation and the development of world peace.

15. Education should emphasize the true interests of peoples and their incompatibility with the interests of monopolistic groups holding economic and political power, which practice exploitation and foment war.

16. Student participation in the organization of studies and of the educational establishment they are attending should itself be considered a factor in civic education and an important element in international education.'

17. Member States should promote, at various stages and in various types of education, study of different cultures, their reciprocal influences, their perspectives and ways of life, in order to encourage mutual appreciation of the differences between them. Such study should, among other things, give due importance to the teaching of foreign languages, civilizations and cultural heritage as a means of promoting international and inter-cultural understanding. Study of the major problems of mankind

18. Education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems affecting human survival and well-being-inequality, injustice, international relations based on the use of force-and towards measures of international co-operation likely to help solve them. Education which in this respect must necessarily be of an interdisciplinary nature should relate to such problems as:

(a) equality of rights of peoples, and the right of peoples to self-determination;

(b) the maintenance of peace; different types of war and their causes and effects; disarmament; the inadmissibility of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace;

(c) action to ensure the exercise and observance of human rights, including those of refugees; racialism and its eradication; the fight against discrimination in its various forms;

(d) economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions;

(e) the use, management and conservation of natural resources, pollution of the environment;

(f) preservation of the cultural heritage of mankind;

(g) the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its action.

19. Steps should be taken to develop the study of those sciences and disciplines, which are directly related to the exercise of the increasingly varied duties and responsibilities involved in international relations.

Other aspects

20. Member States should encourage educational authorities and educators to give education planned in accordance with this recommendation an interdisciplinary, problem-oriented content adapted to the complexity of the issues involved in the application of human rights and in international co-operation, and in itself illustrating the ideas of reciprocal influence, mutual support -and solidarity. Such programmes should be based on adequate research, experimentation and the identification of specific educational objectives.

21. Member States should endeavour to ensure that international educational activity is granted special attention and resources when it is carried out in situations involving particularly delicate or explosive social problems in relations, for example, where there are obvious inequalities in opportunities for access to education.

### **Recommendation on Participation by the People at Large in Cultural Life and their Contribution to It (26. 11. 1976)**

(c) encourage the usual social intermediaries (communities, institutions, agencies, trade unions, and other groups) to promote information and free cultural expression for their members on the widest possible scale, in order to increase their awareness of and familiarize them with cultural activities;

## **Recommendation on the Development of Adult Education (26.11.1976)**

### **I. Definition**

#### **1. In this Recommendation:**

the term 'adult education' denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development; adult education, however, must not be considered as an entity in itself, it is a subdivision, and an integral part of, a global scheme for life-long education and learning;

the term 'life-long education and learning', for its part, denotes an overall scheme aimed both at restructuring the existing education system and at developing the entire educational potential outside the education system; creating an understanding of and respect for the diversity of customs and cultures, on both the national and the international planes; in such a scheme men and women are the agents of their own education, through continual interaction between their thoughts and actions; education and learning, far from being limited to the period of attendance at school, should extend throughout life, include all skills and branches of knowledge, use all possible means, and give the opportunity to all people for full development of the personality; the educational and learning processes in which children, young people and adults of all ages are involved in the course of their lives, in whatever form, should be considered as a whole.

### **II. Objectives and strategy**

#### **2. Generally speaking, the aims of adult education should be to contribute to :**

(a) promoting work for peace, international understanding and co-operation;

(b) developing a critical understanding of major contemporary problems and social changes and the ability to play an active part in the progress of society with a view to achieving social justice;

(c) promoting increased awareness of the relationship between people and their physical and cultural environment, and fostering the desire to improve the environment and to respect and protect nature, the common heritage and public property;

(d) creating an understanding of and respect for the diversity of customs and cultures, on both the national and the international planes;

(e) promoting increased awareness of, and giving effect to various forms of communication and solidarity at the family, local, national, regional and international levels ;



(f) developing the aptitude for acquiring, either individually, in groups or in the context of organized study in educational establishments specially set up, for this purpose, new knowledge, qualifications, attitudes or forms of behaviour conducive to the full maturity of the personality;

(g) ensuring the individuals' conscious and effective incorporation into working life by providing men and women with an advanced technical and vocational education and developing the ability to create, either individually or in groups, new material goods and new spiritual or aesthetic values;

(h) developing the ability to grasp adequately the problems involved in the upbringing of children;

(i) developing the aptitude for making creative use of leisure and for acquiring any necessary or desired knowledge;

(j) developing the necessary discernment in using mass communication media, in particular radio, television, cinema and the press, and interpreting the various messages addressed to modern men and women by society ;

(k) developing the aptitude for learning to learn.

3. Adult education should be based on the following principles :

(a) it should be based on the needs of the participants and make use of their different experiences in the development of adult education; the most educationally underprivileged groups should be given the highest priority within a perspective of collective advancement;

(b) it should rely on the ability and determination of all human beings to make progress throughout their lives both at the level of their personal development and in relation to their social activity;

(c) it should awaken an interest in reading and develop cultural aspirations ;

(d) it should stimulate and sustain the interest of adult learners, appeal to their experience, strengthen their self-reliance, and enlist their active participation at all stages of the educational process in which they are involved ;

(e) it should be adapted to the actual conditions of everyday life and work and take into account the personal characteristics of adult learners, their age, family, social, occupational or residential background and the way in which these interrelate;

(f) it should seek the participation of individual adults, groups and communities in decision-making at all levels of the learning process; including determination of needs, curriculum development, programme implementation and evaluation and should plan educational activities with a view to the transformation of the working environment and of the life of adults ;

(g) it should be organized and operated flexibly by taking into account social, cultural, economic and institutional factors of each country and society to which adult learners belong;

(h) it should contribute to the economic and social development of the entire community;

(i) it should recognize as an integral part of the educational process the forms of collective organization established by adults with a view to solving their day-to-day problems;

(j) it should recognize that every adult, by virtue of his or her experience of life, is the vehicle of a culture which enables him or her to play the role of both learner and teacher in the educational process in which he or she participates.

#### 4. Each Member State should:

(a) recognize adult education as a necessary and specific component of its education system and as a permanent element in its social, cultural and economic development policy; it should, consequently, promote the creation of structures, the preparation and implementation of programmes and the application of educational methods which meet the needs and aspirations of all categories of adults, without restriction on grounds of sex, race, geographical origin, age, social status, opinion, belief or prior educational standard;

(b) recognize that although, in a given situation or for a specific period, adult education may play a compensatory role, it is not intended as a substitute for adequate youth education which is a prerequisite for the full success of adult education;

(c) in eliminating the isolation of women from adult education, work towards ensuring equality of access and full participation in the entire range of adult education activities, including those which provide training for qualifications leading to activities or responsibilities which have hitherto been reserved for men;

(d) take measures with a view to promoting participation in adult education and community development programmes by members of the most under-privileged groups, whether rural or urban, settled or nomadic, and in particular illiterates, young people who have been unable to acquire an adequate standard of general education or a qualification, migrant workers and refugees, unemployed workers, members of ethnic minorities, persons suffering from a physical or mental handicap, persons experiencing difficulties of social adjustment and those serving prison sentences. In this context, Member States should associate themselves in the search for educational strategies designed to foster more equitable relations among social groups.

#### 5. The place of adult education in each education system should be defined with a view to achieving

(a) a rectification of the main inequalities in access to initial education and training, in particular inequalities based on age, sex, social position or social or geographical origin;

(b) the assurance of a scientific basis for life-long education and learning as well as greater flexibility in the way in which people divide their lives between -education and work, and, in

particular, providing for the alternation of periods of education and work throughout the life span, and facilitating the integration of continuing education into the activity of work itself;

(c) recognition, and increased exploitation, of the actual or potential educational value of the adult's various experiences;

(d) easy transfer from one type or level of education to another;

(e) greater interaction between the education action system and its social, cultural and economic setting;

(f) greater efficiency from the point of view of the contribution of educational expenditure to social, cultural and economic development.

6. Consideration should be given to the need for an adult education component, including literacy, in the framing and execution of any development programme.

7. The objectives and goals of adult education policy should be incorporated in national development plans; they should be defined in relation to the overall objectives of education policy and of social, cultural and economic development policies. Adult education and other forms of education, particularly school and higher education and initial vocational training, should be conceived and organized as equally essential components in a co-ordinated but differentiated education system according to the tenets of life-long education and learning.

8. Measures should be taken to encourage the public authorities, institutions or bodies engaged in education, voluntary associations, workers' and employers' organizations, and those directly participating in adult education, to collaborate in the task of defining further and giving effect to these objectives.

### III. Content of adult education

9. Adult education activities, viewed as forming part of life-long education and learning, have no theoretical boundaries and should meet the particular situations created by the specific needs of development, of participation in community life and of individual self-fulfilment; they cover all aspects of life and all fields of knowledge and are addressed to all people whatever their level of achievement. In defining the content of adult education activities priority should be given to the specific needs of the educationally most underprivileged groups.

10. Civic, political, trade union and co-operative education activities should be aimed particularly towards developing independent and critical judgment and implanting or enhancing the abilities required by each individual in order to cope with changes affecting living and working conditions, by effective participation in the management of social affairs at every level of the decision making process.

11. While not excluding approaches intended to achieve a short-term solution in a particular situation, technical and vocational education activities should as a general rule emphasize the acquisition of qualifications which are sufficiently broad to allow of subsequent changes of occupation and a critical understanding of the problems of working life. It is necessary to integrate general and civic education with technical and vocational education.

12. Activities designed to promote cultural development and artistic creation should encourage appreciation of existing cultural and artistic values and works and, at the same time, should aim to promote the creation of new values and new works, by releasing the expressive capabilities inherent in each individual or group.

13. Participation in adult education should not be restricted on grounds of sex, race, geographical origin, culture, age, social status, experience, belief and prior educational standard.

14. With regard to women, adult education activities should be integrated as far as possible with the whole contemporary social movement directed towards achieving self-determination for women and enabling them to contribute to the life of society as a collective force, and should thus focus specifically on certain aspects, in particular:

(a) the establishment in each society of conditions of equality between men and women ;

(b) the emancipation of men and women from the preconceived models imposed on them by society in every field in which they carry responsibility;

(c) civic, occupational, psychological, cultural and economic autonomy for women as a necessary condition for their existence as complete individuals ;

(d) knowledge about the status of women, and about women's movements, in various societies, with a view to increased solidarity across frontiers.

15. With regard to settled or nomadic rural populations, adult education activities should be designed in particular to :

(a) enable them to use technical procedures and methods of individual or joint organization likely to improve their standard of living without obliging them to forget their own values;

(b) put an end to the isolation of individuals or groups ;

(c) prepare individuals or groups of individuals who are obliged, despite the efforts made to prevent excessive depopulation of rural areas, to leave agriculture, either to engage in a new occupational activity while remaining in a rural environment, or to leave this environment for a new way of life.

16. With regard to such persons or groups as have remained illiterate or are experiencing difficulty in adjusting to society because of the slenderness of their resources, their limited education or their restricted participation in community life, adult education activities should be designed not only to enable them to acquire basic knowledge (reading, writing, arithmetic, basic understanding of natural and social phenomena), but also to make it easier for them to engage in productive work, to promote their self-awareness and their grasp of the problems of hygiene, health, household management and the upbringing of children, and to enhance their autonomy and increase their participation in community life.

17. With regard to young people who have been unable to acquire an adequate standard of general education or a qualification, adult education activities should, in particular, enable

them to acquire additional general education with a view to developing their ability to understand the problems of society and shoulder social responsibilities, and to gaining access to the vocational training and general education which are necessary for the exercise of an occupational activity.

18. If people wish to acquire educational or vocational qualifications which are formally attested by certificates of education or of vocational aptitude and which, for social or economic reasons, they have not been able to obtain earlier, adult education should enable them to obtain the training required for the award of such certificates.

19. With regard to the physically or mentally handicapped, adult education activities should be designed, in particular, to restore or offset the physical or mental capacities which have been impaired or lost as a result of their handicap, and to enable them to acquire the knowledge and skills and, where necessary, the professional qualifications required for their social life and for the exercise of an occupational activity compatible with their handicap.

20. With regard to migrant workers, refugees, and ethnic minorities, adult education activities should in particular:

(a) enable them to acquire the linguistic and general knowledge as well as the technical or professional qualifications necessary for their temporary or permanent assimilation in the society of the host country and, where appropriate, their reassimilation in the society of their country of origin;

(b) keep them in touch with culture, current developments and social changes in their country of origin.

21. With regard to unemployed persons, including the educated unemployed, adult education activities should be designed, in particular, to adapt or modify their technical or professional qualification with a view to enabling them to find or return to employment and to promote a critical understanding of their socio-economic situation.

22. With regard to ethnic minorities, adult education activities should enable them to express themselves freely, educate themselves and their children in their mother tongues, develop their own cultures and learn languages other than their mother tongues.

23. With regard to the aged, adult education activities should be designed, in particular :

(a) to give all a better understanding of contemporary problems and of the younger generation;

(b) to help acquire leisure skills, promote health and find increased meaning in life;

(c) to provide a grounding in the problems facing retired people and in ways of dealing with such problems, for the benefit of those who are on the point of leaving working life ;

(d) to enable those who have left working life to retain their physical and intellectual faculties and to continue to participate in community life and also to give them access to fields of knowledge or types of activity which have not been open to them during their working life.

#### IV. Methods, means, research and evaluation

Adult education methods should take account of:

incentives and obstacles to participation and learning specially affecting adults ;  
the experience gained by adults in the exercise of their family, social and, occupational responsibilities; the family, social or occupational obligations borne by adults and the fatigue and impaired alertness which may result from them; the ability of adults to assume responsibility for their own learning; the cultural and pedagogical level of the teaching personnel available; the psychological characteristics of the learning process ; the existence and characteristics of cognitive interests ; use of leisure time.

25. Adult education activities should normally be planned and executed on the basis of identified needs, problems, wants and resources, as well as defined objectives. Their impact should be evaluated, and reinforced by whatever follow-up activities may be most appropriate to given conditions.

26. Particular emphasis should be placed on adult education activities intended for an entire social or geographical entity, mobilizing all its inherent energies with a view to the advancement of the group and social progress in a community setting.

27. In order to encourage the broadest possible participation, it may be appropriate in some situations to add, to locally based adult education, methods such as:

(a) remote teaching programmes such as correspondence courses and radio or television broadcasts, the intended recipients of such programmes being invited to form groups with a view to listening or working together (such groups should receive appropriate pedagogical support);

(b) programmes launched by mobile units ;

(c) self-teaching programmes;

(d) study circles;

(e) use of voluntary work by teachers, students and other community members.

The various services which public cultural institutions (libraries, museums, record libraries, video-cassette libraries) are able to put at the disposal of adult learners should be developed on a systematic basis, together with new types of institutions specializing in adult education.

28. Participation in an adult education programme should be a voluntary matter. The State and other bodies should strive to promote the desire of individuals and groups for education in the spirit of life-long education and learning.

29. Relations between the adult learner and the adult educator should be established on a basis of mutual respect and co-operation.

30. Participation in an adult education programme should be subject only to the ability to follow the course of training provided and not to any (upper) age limit or any condition

concerning the possession of a diploma or qualification; any aptitude tests on the basis of which a selection might be made if necessary should be adapted to the various categories of candidates taking such tests.

31. It should be possible to acquire and accumulate learning, experiences and qualifications through intermittent participation. Rights and qualifications obtained in this way should be equivalent to those granted by the systems of formalized education or of such character as to allow for continued education within this.

32. The methods used in adult education should not appeal to a competitive spirit but should develop in the adult learners a shared sense of purpose and habits of participation, mutual help, collaboration and team work.

33. Adult education programmes for the improvement of technical or professional qualifications should, as far as possible, be organized during working time and, in the case of seasonal work, during the slack season. This should, as a general rule, be applied also to other forms of education, in particular literacy programmes and trade union education.

34. The premises necessary for the development of adult education activities should be provided; depending on the case, these may be premises used exclusively-for adult education, with or without residential accommodation, or multi-purpose or integrated facilities or premises generally used or capable of being used for other purposes-in particular, clubs, workshops, school, university and scientific establishments, social, cultural or socio-cultural centers or open air sites.

35. Member States should actively encourage co-operative research in all aspects of adult education and its objectives. Research programmes should have a practical basis. They should be carried out by universities, adult education bodies and research bodies, adopting an interdisciplinary approach. Measures should be taken with a view to disseminating the experience and the results of the research programmes to those concerned at the national and international levels.

36. Systematic evaluation of adult education activities is necessary to secure optimum results from the resources put into them. For evaluation to be effective it should be built into the programmes of adult education at all levels and stages.

#### V. The structures of adult education

37. Member States should endeavour to ensure the establishment and development of a network of bodies meeting the needs of adult education; this network should be sufficiently flexible to meet the various personal and social situations and their evolution.

38. Measures should be taken in order to:

(a) identify and anticipate educational needs capable of being satisfied through adult education programmes ;

(b) make full use of existing educational facilities and create such facilities as may be lacking to meet all defined objectives;

(c) make the necessary long-term investments for the development of adult education: in particular for the professional education of planners, administrators, those who train educators, organizational and training personnel, the preparation of educational strategies and methods suitable for adults, the provision of capital facilities, the production and provision of the necessary basic equipment such as visual aids, apparatus and technical media;

(d) encourage exchanges of experience and compile and disseminate statistical and other information on the strategies, structures, content, methods and results, both quantitative and qualitative, of adult education;

(e) abolish economic and social obstacles to participation in education, and to systematically bring the nature and form of adult education programmes to the attention of all potential beneficiaries, but especially to the most disadvantaged, by using such means as active canvassing by adult education institutions and voluntary organizations, to inform, counsel and encourage possible and often hesitant participants in adult education.

39. In order to achieve these objectives it will be necessary to mobilize organizations and institutions specifically concerned with adult education, and the full range, both public and private of schools, universities, cultural and scientific establishments, libraries and museums, and, in addition, other institutions not primarily concerned with adult education, such as:

(a) mass information bodies: the press, radio and television;

(b) voluntary associations and consortia;

(c) professional, trade union, family and co-operative organizations ;

(d) families ;

(e) industrial and commercial firms which may contribute to the training of their employees ;

(f) educators, technicians or qualified experts working on an individual basis;

(g) any persons or groups who are in a position to make a contribution by virtue of their education, training, experience or professional or social activities and are both willing and able to apply the principles set forth in the Preamble and the objectives and strategy outlined in the Recommendation;

(h) the adult learners themselves.

40. Member States should encourage schools, vocational education establishments, colleges and institutions of higher education to regard adult education programs as an integral part of their own activities and to participate in action designed to promote the development of such programs provided by other institutions, in particular by making available their own teaching staff, conducting research and training the necessary personnel.



## VI. Training and status of persons engaged in adult education work

41. It should be recognized that adult education calls for special skills, knowledge, understanding and attitudes on the part of those who are involved in providing it, in whatever capacity and for any purpose. It is desirable therefore that they should be recruited with care according to their particular functions and receive initial and in-service training for them according to their needs and those of the work in which they are engaged.

42. Measures should be taken to ensure that the various specialists who have a useful contribution to make to the work of adult education take part in those activities, whatever their nature or purpose.

43. In addition to the employment of full-time professional workers, measures should be taken to enlist the support of anyone capable of making a contribution, regular or occasional, paid or voluntary, to adult education activities, of any kind. Voluntary involvement and participation in all aspects of organizing and teaching are of crucial importance, and people with all kinds of skills are able to contribute to them.

44. Training for adult education should, as far as practicable, include all those aspects of skill, knowledge, understanding and personal attitude which are relevant to the various functions undertaken, taking into account the general background against which adult education takes place. By integrating these aspects with each other, training should itself be a demonstration of sound adult education practice.

45. Conditions of work and remuneration for full-time staff in adult education should be comparable to those of workers in similar posts elsewhere, and those for paid part-time staff should be appropriately regulated, without detriment to their main occupation.

## VII. Relations between adult education and youth education

46. The education of young people should progressively be oriented towards life-long education and learning, taking into account the experience gained in regard to adult education, with a view to preparing young people, whatever their social origins, to take part in adult education or to contribute to providing it. To this end, measures should be taken with a view to:

(a) making access to all levels of education and training more widely available;

(b) removing the barriers between disciplines and also between types and levels of education;

(c) modifying school and training syllabuses with the aim of maintaining and stimulating intellectual curiosity, and also placing greater emphasis, alongside the acquisition of knowledge, on the development of self-teaching patterns of behavior, a critical outlook, a reflective attitude and creative abilities ;

(d) rendering school institutions of higher education and training establishments increasingly open to their economic and social environment and linking education and work more firmly together;

(e) informing young people at school and young people leaving full-time education or initial training of the opportunities offered by adult education;

(f) bringing together, where desirable, adults and adolescents in the same training program;

(g) associating youth movements with adult education ventures.

47. In cases where a training course organized as part of adult education leads to the acquisition of a qualification in respect of which a diploma or certificate is awarded when the qualification is acquired through study in school or university, such training should be recognized by the award of a diploma or certificate having equal status. Adult education programs which do not lead to the acquisition of a qualification similar to those in respect of which a diploma or certificate is awarded should, in appropriate cases, be recognized by an award.

48. Adult education programs for youth need to be given the highest priority because in most parts, of the world the youth form an extremely large segment of society and their education is of the greatest importance for political, economic, social and cultural development of the society in which they live. The programs of adult education for youth should take account not only of their learning needs, but should enable them to orient themselves for the society of the future.

#### VIII. The relations between adult education and work

49. Having regard to the close connection between guaranteeing the right to education and the right to work, and to the need to promote the participation of all, whether wage-earners or not, in adult education programmes, not only by reducing the constraints to which they are subject but also by providing them with the opportunity of using in their work the knowledge, qualifications or aptitudes which adult education programmes are designed to make available to them, and of finding in work a source of personal fulfillment and advancement, and a stimulus to creative activity in both work and social life, measures should be taken:

(a) to ensure that, in the formulation of the curriculum of adult education programmes and activities, the working experience of adults should be taken into account;

(b) to improve the organization and conditions of work and, in particular, to alleviate the arduous character of work and reduce and adjust working hours ;

(c) to promote the granting of educational leave during working time, without loss of remuneration or subject to the payment of compensatory remuneration and payments for the purpose of offsetting the cost of the education received and to use any other appropriate aid to facilitate education or updating during working life;

(d) to protect the employment of persons thus assisted;

(e) to offer comparable facilities to housewives and other homemakers and to non-wage-earners, particularly those of limited means.

50. Member States should encourage or facilitate the inclusion in collective labour agreements of clauses bearing on adult education, and in particular clauses stipulating:

(a) the nature of the material possibilities and financial benefits extended to employees, and in particular those employed in sectors where rapid technological change is taking place or those threatened with being laid off, with a view to their participation in adult education programmes;

(b) the manner in which technical or professional qualifications acquired through adult education are taken into account in determining the employment category and in establishing the level of remuneration.

51. Member States should also invite employers:

(a) to anticipate and publicize, by level and type of qualification, their skilled manpower requirements and the methods of recruitment which are envisaged to meet such needs ;

(b) to organize or develop a recruitment system such as will encourage their employees to seek to improve their occupational qualifications.

52. In connection with adult training programmes organized by employers for their staff, Member States should encourage them to ensure that:

(a) employees participate in the preparation of the programmes;

(b) those taking part in such programmes are chosen in consultation with the workers' representative bodies;

(c) participants receive a certificate of training or paper qualification on completion of the programme enabling them to satisfy third parties that they have completed a given course or received a given qualification.

53. Measures should be taken with a view to promoting the participation of adults belonging to labouring, agricultural or craft communities in the implementation of adult education programmes intended for such communities; to this end they should be granted special facilities with the aim of enabling the workers to take those decisions which primarily concern them.

#### IX. Management, administration, co-ordination and financing of adult education

54. There should be set up, at all levels, international, regional, national and local:

(a) structures or procedures for consultation and co-ordination between public authorities which are competent in the field of adult education;

(b) structures or procedures for consultation, co-ordination and harmonization between the said public authorities, the representatives of adult learners and the entire range of bodies carrying out adult education programmes or activities designed to promote the development of such programmes.

It should be among the principal functions of these structures, for which resources should be made available, to identify the objectives, to study the obstacles encountered, to propose and, where appropriate, carry out 'the measures necessary for implementation of the adult education policy and to evaluate the progress made.

55. There should be set up at national level, and, where appropriate, at sub-national level, structures for joint action and co-operation between the public authorities and bodies responsible for adult education on the one hand and the public or private bodies responsible for radio and television on the other.

It should be among the principal functions of these structures to study, propose and, where appropriate, carry out measures designed to :

(a) ensure that the mass media make a substantial contribution to leisure-time occupations and to the education of the people;

(b) guarantee freedom of expression, through the mass media, for all opinions and trends in the field of adult education;

(c) promote the cultural or scientific value and the educational qualities of programmes as a whole;

(d) establish a two-way flow of exchanges between those responsible for or those professionally engaged in educational programmes broadcast by radio or television and the persons for whom the programmes are intended.

56. Member States should ensure that the public authorities, while assuming their own specific responsibilities for the development of adult education:

(a) encourage, by laying down an appropriate legal and financial framework, the creation and development of adult education associations and consortia on a voluntary and administratively independent basis;

(b) provide competent non-governmental bodies participating in adult education programmes, or in action designed to promote such programmes, with technical or financial resources enabling them to carry out their task;

(c) see that such non-governmental bodies enjoy the freedom of opinion and the technical and educational autonomy which are necessary in order to give effect to the principles set forth in paragraph 2 above;

(d) take appropriate measures to ensure the educational and technical efficiency and quality of programmes or action conducted by bodies in receipt of contributions from public funds.

57. The proportion of public funds, and particularly of public funds earmarked for education, allocated to adult education, should match the importance of such education for social, cultural and economic development, as recognized by each Member State within the framework of this Recommendation. The total allocation of funds to adult education should cover at least:

- (a) provision of suitable facilities or adaptation of existing facilities;
- (b) production of all kinds of learning materials ;
- (c) remuneration and further training of educators ;
- (d) research and information expenses;
- (e) compensation for loss of earnings ;
- (f) tuition, and, where necessary and if possible, accommodation and travel costs of trainees.

58. Arrangements should be made to ensure, on a regular basis, the necessary funds for adult education programmes and action designed to promote the development of such programmes; it should be recognized that the public authorities, including local authorities, credit organizations, provident societies and national insurance agencies where they exist, and employers should contribute to these funds to an extent commensurate with their respective responsibilities and resources.

59. The necessary measures should be taken to obtain optimum use of resources made available for adult education. All available resources, both material and human, should be mobilized to this end.

60. For the individual, lack of funds should not be an obstacle to participation in adult education programmes. Member States should ensure that financial assistance for study purposes is available for those who need it to undertake adult education. The participation of members of underprivileged social groups should, as a general rule, be free of charge.

#### X. International co-operation

61. Member States should strengthen their co-operation, whether on a bilateral or multilateral basis, with a view to promoting the development of adult education, the improvement of its content and methods, and efforts to find new educational strategies.

To this end, they should endeavour to incorporate specific clauses bearing on adult education in international agreements concerned with co-operation in the fields of education, science and culture, and to promote the development and strengthening of adult education work in UNESCO.

62. Member States should put their experience with regard to adult education at the disposal of other Member States by providing them with technical assistance and, in appropriate cases, with material or financial assistance.

They should systematically support adult education activities conducted in countries so wishing, through UNESCO and through other international organizations, including non-governmental organizations, with a view to social, cultural and economic development in the countries concerned.

Care should be taken to ensure that international co-operation does not take the form of a mere transfer of structures, curricula, methods and techniques which have originated elsewhere, but consists rather in promoting and stimulating development within the

countries concerned, through the establishment of appropriate institutions and well co-ordinated structures adapted to the particular circumstances of those countries.

63. Measures should be taken at national, regional and international level:

(a) with a view to making regular exchanges of information and documentation on the strategies, structures, content, methods and results of adult education and on relevant research;

(b) with a view to training educators capable of working away from their home country, particularly under bilateral or multilateral technical assistance programmes.

These exchanges should be made on a systematic basis, particularly between countries facing the same problems and so placed as to be capable of applying the same solutions; to this end, meetings should be organized, more especially on a regional or sub-regional basis, with a view to publicizing relevant experiments and studying to what extent they are reproducible; similarly, joint machinery should be set up in order to ensure a better return on the research which is undertaken.

Member States should foster agreements on the preparation and adoption of international standards in important fields, such as the teaching of foreign languages and basic studies, with a view to helping create a universally accepted unit-credit system.

64. Measures should be taken with a view to the optimum dissemination and utilization of audio-visual equipment and materials, as well as educational programmes and the material objects in which they are embodied. In particular, it would be appropriate:

(a) to adapt such dissemination and utilization to the various countries' social needs and conditions, bearing in mind their specific cultural characteristics and level of development;

(b) to remove, as far as possible, the obstacles to such dissemination and utilization resulting from the regulations governing commercial or intellectual property.

65. In order to facilitate international co-operation, Member States should apply to adult education the standards recommended at international level, in particular with regard to the presentation of statistical data.

66. Member States should support the action undertaken by UNESCO, as the United Nations Specialized Agency competent in this field, in its efforts to develop adult education, particularly in the fields of training, research and evaluation.

67. Member States should regard adult education as a matter of global and universal concern, and should deal with the practical consequences which arise there from, furthering the establishment of a new international order, to which UNESCO, as an expression of the world community in educational, scientific and cultural matters, is committed.

## **Recommendation concerning the Safeguarding and Contemporary Role of Historic Areas (26.11.1976)**

### **V. Research education and information**

49. Specific education concerning the above questions and including practical training periods should be introduced and developed. In addition, it is essential to encourage the training of skilled workers and craftsmen specializing in the safeguarding of historic areas, including any open spaces surrounding them. Furthermore, it is necessary to encourage the crafts themselves, which are jeopardized by the processes of industrialization. It is desirable that the institutions concerned co-operate in this matter with specialized international agencies such as the Centre for the Study of the Preservation and Restoration of Cultural Property, in Rome, the International Council of Monuments and Sites (ICOMOS) and the International Council of Museums (ICOM).

50. The education of administrative staff for the needs of local development in the field of safeguarding of historic areas should be financed where applicable and needed and directed by the appropriate authorities according to a long-term programme.

51. Awareness of the need for safeguarding work should be encouraged by education in school, out of school and at university and by using information media such as books, the press, television, radio, cinema and travelling exhibitions. Clear, comprehensive information should be provided as to the advantages-not only aesthetic, but also social and economic-to be reaped from a well-conducted policy for the safeguarding of historic areas and their surroundings. Such information should be widely circulated among specialized private and government bodies and the general public so that they may-know why and how their surroundings can be improved in this way.

52. The study of historic areas should be included in education at all levels, especially in history teaching, so as to inculcate in young minds an understanding of and respect for the works of the past and to demonstrate the role of this heritage in modern life. Education of this kind should make wide use of audio-visual media and of visits to groups of historic buildings.

53. Refresher courses for teachers and guides and the training of instructors should be facilitated so as to aid, groups of young people and adults wishing to learn about historic areas.

## **Recommendation for the Protection of Movable Cultural Property (28.11.1978)**

17. To ensure that the population as a whole becomes aware of the value of cultural property and of the need to protect it, particularly with a view to the preservation of their cultural identity, Member States should encourage the competent authorities at national, regional or local level to:

(a) provide children, young people and adults with the means of acquiring knowledge and respect for movable cultural property, using all available educational and information resources for that purpose;

## **Revised Recommendation concerning the International Standardization of Educational Statistics (27.11.1978)**

### **I. STATISTICS OF ILLITERACY**

#### **Definitions**

1. The following definitions should be used for statistical purposes:

(a) A person is literate who can with understanding both read and write a short simple statement on his everyday life.

(b) A person is illiterate who cannot with understanding both read and write a short simple statement on his everyday life.

(c) A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development.

(d) A person is functionally illiterate who cannot engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development.

#### **Methods of measurement**

2. To determine the number of literates (or functional literates) and illiterates (or functional illiterates) any of the following methods could be used:

(a) Ask a question or questions pertinent to the definitions given above, in a complete census or sample survey of the population.

(b) Use a standardized test of literacy (or functional literacy) in a special survey. This method could be used to verify data obtained by other means or to correct bias in other returns.

(c) When none of the above is possible, prepare estimates based on:

(i) special censuses or sample surveys on the extent of school enrolment;

(ii) regular school statistics in relation to demographic data;

(iii) data on educational attainment of the population.

#### **Classification**

3. The population aged 10 years and over should be classified first into two groups: literates and illiterates. Where appropriate, functional illiterates should also be distinguished.



4. Each of these groups should be classified by sex, and also by age in the following groups: 10-14, 15-19, 20-24, 25-34, 35-44, 45-54, 55-64, 65 years and over.

5. Additional classifications should be made, where appropriate, for:

(a) Urban and rural population.

(b) Such ethnic groups as are usually distinguished within a State for statistical purposes.

(c) Social groups.

## II. STATISTICS ON THE EDUCATIONAL ATTAINMENT OF THE POPULATION

### Definition

6. The following definition should be used for statistical purposes. The educational attainment of a person is the highest grade completed and/or the highest level of education attained or completed by the person in the system of regular, special and adult education of his own or some other State.

### Methods of measurement

7. To measure the educational attainment of the population, the following methods could be used:

(a) Ask a question or questions pertinent to the definition given above, at a complete census or sample survey of the population.

(b) Where this is impossible, prepare estimates based on:

(i) data from previous censuses or surveys;

(ii) records over a number of years of school enrolment, of examination, of school leaving certificates, and of degrees or diplomas granted.

### Classification

8. The population 15 years old and over should be first classified by educational attainment, expressed preferably in terms of highest grade completed, but at the least in terms of level of education attained or completed. Whenever possible, distinction should also be made among different fields of study at each level.

9. Each of these groups should be classified by sex and also by age in the following groups: 15-19, 20-24, 25-34, 35-44, 45-54, 55-64, 65 years and over.

10. Additional classification should be made, where appropriate, for:

(a) Urban and rural populations.

- (b) Such ethnic groups as are usually distinguished within a State for statistical purposes.
- (c) Social groups.

### III. STATISTICS OF ENROLMENT, TEACHERS AND EDUCATIONAL INSTITUTIONS

#### Definitions

11. The basic statistical unit for which educational data are to be collected is the programme. The programme is defined as follows:

A programme is a selection of one or more courses or a combination of courses usually chosen from a syllabus. Such a programme may consist of one or a few courses in a specific field or, more commonly, of a number of courses most of which will be classified within a specific field but some of which may be classified in other fields. Each programme has an expressed or implied aim such as qualification for more advanced study, qualification for an occupation or a range of occupations, or solely an increase in knowledge or understanding.

12. In addition to definitions contained in the International Standard Classification of Education (ISCED), the following definitions should be used for statistical purposes:

- (a) A pupil (student) is a person enrolled and/or registered in a programme of education.
- (b) A teacher is anyone employed, even part time and/or without remuneration, to communicate knowledge, skills, etc. :
  - (i) a full-time teacher is a person engaged in teaching for a number of hours customarily regarded as full time at the particular level of education in each State;
  - (ii) a part-time teacher is one who is not a full-time teacher.
- (c) A grade is a stage of instruction usually covered in the course of a school year.
- (d) A class is a group of pupils (students) who are usually instructed together by a teacher or by several teachers.
- (e) A school (educational institution) is a group of pupils (students) of one or more grades organized to receive instruction of a given type and level under one teacher, or of various types and/or levels under more than one teacher, under the direct supervision of the head of the establishment. (The school or educational institution is often the unit from which statistics may be secured.)
  - (i) A public school is a school operated by a public authority (national, federal, State or provincial, or local), whatever the origin of its financial resources;
  - (ii) A private school is a school not operated by a public authority, whether or not it receives financial support from such authorities. Private schools may be defined as aided or non-aided, respectively, according as they derive or do not derive financial support from public authorities.

(f) The compulsory school-age population is the total population between the age limits of compulsory full-time education.

#### Classification

13. Education should be classified into the following major sectors:

(a) Regular education.

(b) Adult education.

14. Regular and adult education should be further sub classified to distinguish regular special education and adult special education.

15. Education should be classified as far as possible by the level- categories and fields of study of the International Standard Classification of Education (ISCED).

16. To the extent possible, adult education should be further sub classified by ISCED programmes.

#### Tabulations

17. Regular education

Tabulations by ISCED level-categories 0, 1, 2, 3, 5, 6 and 7, and ISCED fields of study should be made where appropriate for:

(a) Number of schools by public and private and number of classes.

(b) Number of teachers by sex and by qualification (according to the practice in each State), classified, where appropriate, as full-time or part-time teachers.

(c) Number of pupils by age, sex and grade, classified, where appropriate, as full-time or part-time pupils.

(d) Number of pupils by sex who, during the year, obtained diplomas upon completion of this level and stage of education.

(e) Number of foreign students by sex and country of origin (ISCED levels 5, 6 and '7).

18. Adult education

Tabulations by ISCED level-categories, fields of study and programmes should be made where appropriate for:

(a) Mode and duration of programmes, and whether formal or non-formal.

(b) Number of participants, enrolled by sex, and, to the extent possible, by age.

(c) Number of teachers by sex.

#### 19. Special education

Tabulations by ISCED level-categories 0, 1, 2, 3, 5 and 9, regular/adult, and where appropriate ISCED fields of study should be made for:

(a) Number of schools (educational institutions).

(b) Number of teachers by sex and by qualification (according to the practice in each State).

(c) Number of pupils (students) by sex, type of handicap, and, to the extent possible, by age.

#### 20. Population data

The population 2-24 years of age should be tabulated, by single years of age and by sex, according to the latest available census and current estimates. If this is not possible, census data and current estimates should be reported at least for the age groups 2-4, 5-9, 10-14, 15-19 and 20-24 years, and separately for the compulsory school-age population.

### IV. STATISTICS OF EDUCATIONAL FINANCE

#### Definitions

21. The following definitions should be used for statistical purposes:

(a) Receipts refer to cash received by or made available to or for schools, including appropriations, subventions, fees, cash value of property received as gifts, etc.

(b) Expenditures refer to financial charges incurred by or on behalf of schools for goods and services.

(c) Current expenditures include all expenditures except those for capital outlay and debt services.

(d) Capital expenditures refer to expenditures for land, buildings, equipment, etc.

(e) Loan transactions refers to the payment of interest and the repayment of the principals of loans.

#### Classification

22. Statistical data on educational finances, for a given fiscal year, should, as far as possible, be classified as follows:

(a) Receipts:

(i) from public authorities, such as: central government or federal government; provincial, State or similar governments; county, city, district, or other local authorities;

(ii) from other sources (including tuition fees, other receipts from parents, endowments, etc. ).

(b) Expenditures:

(i) current expenditures (not including payments of interest): for administration or general control; for instruction, classified where possible as follows: salaries to teachers and other directly supportive professional staff, other instructional expenditures; all other current expenditures;

(ii) capital expenditures (not including debt service): instructional, non-instructional (residence halls, cafeterias, bookstores, etc. );

(iii) loan transactions.

Tabulations

23. Tabulations should be made of receipts by source, and expenditures by purpose, with subclassifications corresponding as nearly as possible to the classifications given in paragraphs 13 to 15 and in paragraph 22 of the present recommendation, consistent with the administrative and financial practices in each State. If possible, distinction should be made between expenditures for public and private schools, between expenditures for instruction and other accounts and between expenditures for education at the third level and education at other levels.

**Recommendation concerning the Status of the Artist (27.10.1980)**

IV. The vocation and training of the artist

1. Member States should encourage, at school and from an early age, all measures tending to strengthen respect for artistic creation and the discovery and development of artistic vocations, and should bear in mind that, if it is to be effective, the stimulation of artistic creativity calls for provision of the necessary professional training of talent to produce works of outstanding quality. For this purpose, Member States should:

(a) take the necessary measures to provide an education designed to stimulate artistic talent and vocation;

(b) take all appropriate measures, in association with artists, to ensure that education gives due prominence to the development of artistic sensitivity and so contributes to the training of a public receptive to the expression of art in all its forms;

(c) take all appropriate measures, whenever possible, to institute or develop the teaching of particular artistic disciplines;

(d) seek by means of incentives, such as the granting of fellowships or paid educational leave, to ensure that artists have the opportunity to bring their knowledge up to date in their own disciplines or in related specialities and fields, to improve their technical skills, to

establish contacts which will stimulate creativity, and to undergo retraining so as to have access to and work in other branches of art; for these purposes, Member States should see that appropriate facilities are provided and that those already existing are, where necessary, improved and developed;

(e) adopt and develop co-ordinated, comprehensive vocational guidance and training policies and programmes, taking into consideration the particular employment situation of artists and enabling them to enter other sectors of activity if necessary;

(f) stimulate artists' participation in the restoration, conservation and use of the cultural heritage in the widest sense of the term, and provide artists with the means of transmitting to future generations the knowledge and artistic skills which they possess;

(g) recognize the importance in arts and craft training of the traditional ways of transmitting knowledge and in particular of the initiation practices of various communities, and take all appropriate measures to protect and encourage them ;

(h) recognize that art education should not be separated from the practice of living art, and see that such education is reoriented in such a way that cultural establishments, theatres, art studios, radio and television broadcasting organizations, etc., play an important part in this type of training and apprenticeship ;

(i) 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;

(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 practice 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;

(l) give special attention to the needs of traditional artists, in particular by facilitating their travel inside and outside their own country to serve the development of local traditions.

2. As far as possible and without prejudice to the freedom and independence of both artists and educators, Member States should undertake and support initiatives to ensure that artists, during their training, are made aware of their community's cultural identity, including traditional and folk cultures, thereby contributing to the affirmation or revival of that identity and those cultures.

## **Recommendation on the Safeguarding of Traditional Culture and Folklore (15.11.1989)**

### **D. Preservation of folklore**

Preservation is concerned with protection of folk traditions and those who are the transmitters, having regard to the fact that each people has a right to its own culture and that its adherence to that culture is often eroded by the impact of the industrialized culture purveyed by the mass media. Measures must be taken to guarantee the status of and economic support for folk traditions both in the communities which produce them beyond. To this end, Member States should:

- (a) design and introduce into both formal and out-of-school curricula the teaching and study of folklore in an appropriate manner laying particular emphasis on respect for folklore in the widest sense of the term, taking into account not only village and other rural cultures but also those created in urban areas by diverse social groups, professions, institutions, etc., and thus promoting a better understanding of cultural diversity and different world views, especially those not reflected in dominant cultures;
- (b) guarantee the right of access of various cultural communities to their own folklore by supporting their work in the fields of documentation, archiving, research, etc., as well as in the practice of traditions;
- (c) set up on an interdisciplinary basis a National Folklore Council or similar co-ordinating body in which various interest groups will be represented;
- (d) provide moral and economic support for individuals and institutions studying, making known, cultivating or holding items of folklore;
- (e) promote scientific research relevant to the preservation of folklore.

### **E. Dissemination of folklore**

The attention of people should be drawn to the importance of folklore as an ingredient of cultural identity. It is essential for the items that make up this cultural heritage to be widely disseminated so that the value of folklore and the need to preserve it can be recognized. However, distortion during dissemination should be avoided so that the integrity of the traditions can be safeguarded. To promote a fair dissemination, Member States should:

- (d) support existing units and the creation of new units for the production of educational materials, as for example video films based on recent fieldwork, and encourage their use in schools, folklore museums, national and international folklore festivals and exhibitions;

## **Recommendation on the Recognition of Studies and Qualifications in Higher Education (13.11.1993)**

### **I. Definitions**

1. For the purposes of this Recommendation and without prejudice to the definitions States may use in their internal administrative systems and laws,

(a) 'higher education' means all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments, that are approved as institutions of higher education by the competent State authorities;

(b) 'qualification in higher education' means any diploma, degree or other qualifying certificate that is awarded by an institution of higher education, or another appropriate authority, that establishes that the holder has successfully completed a course of study and qualifies him or her either to continue to a further stage of study or to practice a profession not requiring further special preparation;

(c) 'partial studies' means any homogeneous fraction of a course at the first stage or at more advanced stages of higher studies that has been evaluated and authenticated and, while not a complete course in itself, can be equated with a significant acquisition of knowledge or skill;

(d) 'secondary education' means studies of any kind that follow primary, elementary or basic education and are a prerequisite for admission to higher education;

(e) 'recognition' of a foreign qualification in higher education means its acceptance by the competent authorities of the State concerned (whether they be governmental or non-governmental) as entitling its holder to be considered under the same conditions as those holding a comparable qualification awarded in that State and deemed comparable, for the purposes of access to or further pursuit of higher education studies, participation in research, the practice of a profession if this does not require the passing of examinations or further special preparation, or all the foregoing, according to the scope of the recognition;

(f) 'recognition' of a foreign certificate of secondary education for the purpose of undertaking studies at the higher level means its acceptance by the competent authorities of the State concerned as entitling its holder to be considered for admission to its higher education institutions under the same conditions as the holder of a comparable qualification or certificate awarded in that State;

(g) 'recognition' of a foreign qualification or of a foreign certificate of partial studies of higher education means acceptance by the competent authorities of the State concerned that the holder is entitled to be considered for further studies at its higher education and research institutions under the same conditions as those pertaining to the holder of a comparable qualification or certificate awarded in that State;

(h) 'recognition' of a foreign qualification in higher education with a view to the practice of a profession means acceptance by the competent authorities of the professional preparation of the holder for the practice of the profession concerned, without prejudice, however, to the legal and professional rules or procedures in force in the States concerned and provided the



holder would be entitled to practice the same profession in the State in which the professional preparation and qualification had been obtained; such recognition does not exempt the holder of the foreign qualification from complying with any other conditions for the practice of the profession concerned that may be laid down by the competent governmental or professional authorities in the States concerned.

2. Recognition of a qualification or certificate may not give a greater right to consideration in another State than in the State in which it was conferred.

## II. Aims and undertakings

### General measures

3. When considering the measures to be taken to achieve broader recognition of qualifications in higher education, Member States should apply the provisions spelled out below by taking whatever legislative or other steps may be required to give effect, within their respective territories, to the principles set forth in this Recommendation.

4. Member States that have not done so should be encouraged to become parties to the regional conventions on the recognition of studies, diplomas and degrees in higher education and make every effort to contribute to reinforcing the work of the regional committees for the application of these conventions.

5. Member States should bring this Recommendation to the knowledge of the authorities, agencies and organizations concerned, whether governmental or non-governmental, particularly institutions of higher education, validating bodies, professional organizations and other educational institutions and associations.

6. All Member States, as well as those non-Member States that are already parties to one or more regional conventions, should examine the provisions of this Recommendation and take measures to implement them.

7. Member States should submit to the General Conference of UNESCO, on the dates and in the form determined by it, reports on the action undertaken, the measures adopted and progress achieved by them in the application of this Recommendation.

### National policies and practices

8. Member States should take all feasible steps within the framework of their national systems and in conformity with their constitutional, legal and regulatory provisions to encourage the competent authorities concerned to give recognition, as defined in paragraph 1(f), to certificates of secondary education and other diplomas necessary for access to higher education, awarded in other Member States, with a view to enabling their holders to undertake studies in institutions of higher education situated in the territory of the receiving State, subject to all academic admission requirements obtaining for nationals of that State. Admission to an institution of higher education may nevertheless be dependent on other conditions, such as the availability of places, the passing of entrance examinations, or adequate knowledge of the language of instruction.

9. Member States should take all feasible steps within the framework of their national systems and in conformity with their constitutional, legal and regulatory provisions to encourage the competent authorities concerned to give recognition, as defined in paragraph 1(e), to qualifications in higher education that are awarded in the other Member States, with a view to enabling their holders to pursue further studies, training or training for research in their institutions of higher education, subject to all academic admission requirements obtaining for nationals of that State. Member States should also take steps to define procedures for the recognition, as defined in paragraph 1(g), of partial studies carried out in higher education institutions in the other States, for the purpose of the pursuit of higher education. In evaluating a qualification obtained abroad for the purpose of further studies, authorities should take into account the stages of study in the country in which the qualification was obtained, in order to permit people having completed one stage to continue to the next stage when they move to another country. Admission to an institution of higher education for the purpose of pursuing further studies, may, nevertheless, be dependent on other conditions, such as the availability of places, the passing of entrance examinations, or adequate knowledge of the language of instruction.

10. Member States should take all feasible steps within the framework of their national systems and in conformity with their constitutional, legal and regulatory provisions, to facilitate recognition of preparation at the higher education level for the practice of a profession as defined in paragraph 1(h). To that effect, policies should be evolved, in co-operation with all the parties concerned (such as higher education institutions, professional associations, governmental bodies and employers' associations) that favor objective evaluation of skills and qualifications obtained abroad with a view to enabling people to practice the professions for which they have been trained or which they have already practiced, and in order to favour optimum use of human resources available and the full integration into society of all of its members.

11. In establishing procedures for the evaluation of qualifications for all the purposes mentioned under paragraphs 8 to 10 above, the competent authorities and institutions concerned should take into account the wide diversity of institutions, types of study, programme content and teaching methods, including distance teaching and other non-traditional forms of higher education. In evaluating the comparability of a foreign qualification, authorities should also take into account the rights that would have been enjoyed by its holder in the country in which it was obtained.

12. Member States should set up national bodies or designate, and if necessary reinforce, existing bodies and facilitate the functioning of these bodies so that they can co-ordinate matters relating to the application of this Recommendation and co-operate with the existing committees for the application of the regional conventions. Since attainment of the aims and application of the provisions of this Recommendation requires close cooperation and co-ordination of the efforts of a great variety of national authorities, all the authorities concerned should be encouraged to cooperate, whether they be governmental or non-governmental, particularly institutions of higher education, validating bodies, professional organizations and other educational institutions and associations.

13. Institutions of higher education in each Member State should work together and with national bodies in order to establish, as far as possible, common or comparable policies with

respect to the evaluation of qualifications, in line with the principles set forth in this Recommendation.

14. Member States should take all feasible steps within the framework of their national systems and in conformity with their constitutional, legal and regulatory provisions to alleviate the difficulties encountered by those returning home after having studied abroad and wishing to pursue their studies or practice a profession, so that the reintegration of such persons into the life of the home country may be achieved in the manner most beneficial both to the individual and to the community concerned. This could entail, among other things, steps to be taken by mutual agreement with all the parties involved so that persons returning do not experience undue delays in obtaining evaluation of their qualifications and decisions concerning recognition. Member States should encourage the establishment of mechanisms whereby individuals can present documents and other evidence of competence and skills when disagreements arise between individuals and institutions.

15. Member States should take all feasible steps within the framework of their national systems and in conformity with their constitutional, legal and regulatory provisions in order to develop procedures 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.

16. In the case of a higher education institution in the territory of a State not under the direct or indirect authority of that State but under separate and independent authorities, the national authorities should transmit the text of this Recommendation to the institution concerned so that the institution can put its provisions into practice.

17. Eligibility for recognition should not be dependent on nationality or legal status.

International co-operation: development and exchange of relevant information

18. Member States, in co-operation with regional networks where possible, should improve the exchange of information, by such measures as establishing and communicating to each other regularly updated lists of approved institutions of higher education situated in their territories; for this purpose, in each State, national bodies in charge of matters relating to this Recommendation could be reinforced and given the task of establishing such lists and communicating to other bodies specific recognition problems.

19. Member States should encourage the setting up of mechanisms such as evaluation and accrediting bodies for the purpose of assuring the quality of higher education studies and should encourage international cooperation among such mechanisms and bodies.

20. Member States should work together, through competent authorities, bodies and institutions, to facilitate the comparison of subjects of study, credits and qualifications, by such measures as exchanging relevant information for evaluating them and undertaking comparative studies on evaluation criteria and on national terminologies of higher education so as to harmonize their mutual understanding and interpretation.

Bilateral and multilateral agreements

21. Member States should take measures at the international level, by way of bilateral, multilateral or other agreements, to achieve the aims and accelerate the progressive application of this Recommendation.

22. Member States should encourage international co-operation among higher education institutions through such measures as bilateral and multilateral agreements and other networking arrangements in order to achieve widespread recognition of studies and qualifications.

23. When appropriate, the committees responsible for the application of the conventions on the recognition of studies, diplomas and degrees in higher education should co-operate in cataloguing bilateral and other agreements between States and between institutions, and in making them more widely known, in order to encourage and intensify the establishment of such agreements.

24. The provisions of this Recommendation should apply to studies pursued at, and to qualifications obtained from, any institution of higher education coming under the authority of a Member State, even when that institution is situated outside its territory, provided that both the competent authorities of that State and those of the State in which the institution is situated recognize its qualifications in the same way as those awarded by institutions of their systems of higher education.

### **Recommendation concerning the Status of Higher-Education Teaching Personnel (11.11.1997)**

#### **I. Definitions**

1. For the purpose of this Recommendation:

(a) 'higher education' means programmes of study, training or training for research at the post-secondary level provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities, and/or through recognized accreditation systems;

(b) 'research', within the context of higher education, means original scientific, technological and engineering, medical, cultural, social and human science or educational research which implies careful, critical, disciplined inquiry, varying in technique and method according to the nature and conditions of the problems identified, directed towards the clarification and/or resolution of the problems, and when within an institutional framework, supported by an appropriate infrastructure;

(c) 'scholarship' means the processes by which higher-education teaching personnel keep up to date with their subject, engage in scholarly editing, disseminate their work and improve their pedagogical skills as teachers in their discipline and upgrade their academic credentials;

(d) 'extension work' means a service by which the resources of an educational institution are extended beyond its confines to serve a widely diversified community within the state or

region regarded as the constituent area of the institution, so long as this work does not contradict the mission of the institution. In teaching it may include a wide range of activities such as extramural, lifelong and distance education delivered through evening classes, short courses, seminars and institutes. In research it may lead to the provision of expertise to the public, private and non-profit sectors, various types of consultation, and participation in applied research and in implementing research results;

(e) 'institutions of higher education' means universities, other educational establishments, centres and structures of higher education, and centres of research and culture associated with any of the above, public or private, that are approved as such either through recognized accreditation systems or by the competent state authorities;

(f) 'higher-education teaching personnel' means all those persons in institutions or programmes of higher education who are engaged to teach and/or to undertake scholarship and/or to undertake research and/or to provide educational services to students or to the community at large.

## II. Scope

2. This Recommendation applies to all higher education teaching personnel.

## III. Guiding principles

3. The global objectives of international peace, understanding, co-operation and sustainable development pursued by each Member State and by the United Nations require, inter alia, education for peace and in the culture of peace, as defined by UNESCO, as well as qualified and cultivated graduates of higher education institutions, capable of serving the community as responsible citizens and undertaking effective scholarship and advanced research and, as a consequence, a corps of talented and highly qualified higher-education teaching personnel.

4. Institutions of higher education, and more particularly universities, are communities of scholars preserving, disseminating and expressing freely their opinions on traditional knowledge and culture, and pursuing new knowledge without constriction by prescribed doctrines. The pursuit of new knowledge and its application lie at the heart of the mandate of such institutions of higher education. In higher education institutions where original research is not required, higher-education teaching personnel should maintain and develop knowledge of their subject through scholarship and improved pedagogical skills.

5. Advances in higher education, scholarship and research depend largely on infrastructure and resources, both human and material, and on the qualifications and expertise of higher-education teaching personnel as well as on their human, pedagogical and technical qualities, underpinned by academic freedom, professional responsibility, collegiality and institutional autonomy.

6. Teaching in higher education is a profession: it is a form of public service that requires of higher education personnel expert knowledge and specialized skills acquired and maintained through rigorous and lifelong study and research; it also calls for a sense of personal and institutional responsibility for the education and welfare of students and of the community at large and for a commitment to high professional standards in scholarship and research.

7. Working conditions for higher-education teaching personnel should be such as will best promote effective teaching, scholarship, research and extension work and enable higher-education teaching personnel to carry out their professional tasks.

8. Organizations which represent higher-education teaching personnel should be considered and recognized as a force which can contribute greatly to educational advancement and which should, therefore, be involved, together with other stakeholders and interested parties, in the determination of higher education policy.

9. Respect should be shown for the diversity of higher education institution systems in each Member State in accordance with its national laws and practices as well as with international standards.

#### IV. Educational objectives and policies

10. At all appropriate stages of their national planning in general, and of their planning for higher education in particular, Member States should take all necessary measures to ensure that:

(a) higher education is directed to human development and to the progress of society;

(b) higher education contributes to the achievement of the goals of lifelong learning and to the development of other forms and levels of education;

(c) where public funds are appropriated for higher education institutions, such funds are treated as a public investment, subject to effective public accountability;

(d) the funding of higher education is treated as a form of public investment the returns on which are, for the most part, necessarily long term, subject to government and public priorities;

(e) the justification for public funding is held constantly before public opinion.

11. Higher-education teaching personnel should have access to libraries which have up-to-date collections reflecting diverse sides of an issue, and whose holdings are not subject to censorship or other forms of intellectual interference. They should also have access, without censorship, to international computer systems, satellite programmes and databases required for their teaching, scholarship or research.

12. The publication and dissemination of the research results obtained by higher-education teaching personnel should be encouraged and facilitated with a view to assisting them to acquire the reputation which they merit, as well as with a view to promoting the advancement of science, technology, education and culture generally. To this end, higher-education teaching personnel should be free to publish the results of research and scholarship in books, journals and databases of their own choice and under their own names, provided they are the authors or co-authors of the above scholarly works. The intellectual property of higher-education teaching personnel should benefit from appropriate legal protection, and in particular the protection afforded by national and international copyright law.

13. The interplay of ideas and information among higher-education teaching personnel throughout the world is vital to the healthy development of higher education and research and should be actively promoted. To this end higher-education teaching personnel should be enabled throughout their careers to participate in international gatherings on higher education or research, to travel abroad without political restrictions and to use the Internet or video-conferencing for these purposes.

14. Programmes providing for the broadest exchange of higher-education teaching personnel between institutions, both nationally and internationally, including the organization of symposia, seminars and collaborative projects, and the exchange of educational and scholarly information should be developed and encouraged. The extension of communications and direct contacts between universities, research institutions and associations as well as among scientists and research workers should be facilitated, as should access by higher education teaching personnel from other states to open information material in public archives, libraries, research institutes and similar bodies.

15. Member States and higher education institutions should, nevertheless, be conscious of the exodus of higher-education teaching personnel from the developing countries and, in particular, the least developed ones. They should, therefore, encourage aid programmes to the developing countries to help sustain an academic environment which offers satisfactory conditions of work for higher-education teaching personnel in those countries, so that this exodus may be contained and ultimately reversed.

16. Fair, just and reasonable national policies and practices for the recognition of degrees and of credentials for the practice of the higher education profession from other states should be established that are consistent with the UNESCO Recommendation on the Recognition of Studies and Qualifications in Higher Education of 1993.

## V. Institutional rights, duties and responsibilities

### A. Institutional autonomy

17. The proper enjoyment of academic freedom and compliance with the duties and responsibilities listed below require the autonomy of institutions of higher education. Autonomy is that degree of self-governance necessary for effective decision making by institutions of higher education regarding their academic work, standards, management and related activities consistent with systems of public accountability, especially in respect of funding provided by the state, and respect for academic freedom and human rights. However, the nature of institutional autonomy may differ according to the type of establishment involved.

18. Autonomy is the institutional form of academic freedom and a necessary precondition to guarantee the proper fulfilment of the functions entrusted to higher-education teaching personnel and institutions.

19. Member States are under an obligation to protect higher education institutions from threats to their autonomy coming from any source.

20. Autonomy should not be used by higher education institutions as a pretext to limit the rights of higher-education teaching personnel provided for in this Recommendation or in other international standards set out in the appendix.

21. Self-governance, collegiality and appropriate academic leadership are essential components of meaningful autonomy for institutions of higher education.

#### B. Institutional accountability

22. In view of the substantial financial investments made, Member States and higher education institutions should ensure a proper balance between the level of autonomy enjoyed by higher education institutions and their systems of accountability. Higher education institutions should endeavour to open their governance in order to be accountable. They should be accountable for:

- (a) effective communication to the public concerning the nature of their educational mission;
- (b) a commitment to quality and excellence in their teaching, scholarship and research functions, and an obligation to protect and ensure the integrity of their teaching, scholarship and research against intrusions inconsistent with their academic missions;
- (c) effective support of academic freedom and fundamental human rights;
- (d) ensuring high quality education for as many academically qualified individuals as possible subject to the constraints of the resources available to them;
- (e) a commitment to the provision of opportunities for lifelong learning, consistent with the mission of the institution and the resources provided;
- (f) ensuring that students are treated fairly and justly, and without discrimination;
- (g) adopting policies and procedures to ensure the equitable treatment of women and minorities and to eliminate sexual and racial harassment;
- (h) ensuring that higher education personnel are not impeded in their work in the classroom or in their research capacity by violence, intimidation or harassment;
- (i) honest and open accounting;
- (j) efficient use of resources;
- (k) the creation, through the collegial process and/or through negotiation with organizations representing higher-education teaching personnel, consistent with the principles of academic freedom and freedom of speech, of statements or codes of ethics to guide higher education personnel in their teaching, scholarship, research and extension work;
- (l) assistance in the fulfilment of economic, social, cultural and political rights while striving to prevent the use of knowledge, science and technology to the detriment of those rights, or



for purposes which run counter to generally accepted academic ethics, human rights and peace;

(m) ensuring that they address themselves to the contemporary problems facing society; to this end, their curricula, as well as their activities, should respond, where appropriate, to the current and future needs of the local community and of society at large, and they should play an important role in enhancing the labour market opportunities of their graduates;

(n) encouraging, where possible and appropriate, international academic co-operation which transcends national, regional, political, ethnic and other barriers, striving to prevent the scientific and technological exploitation of one state by another, and promoting equal partnership of all the academic communities of the world in the pursuit and use of knowledge and the preservation of cultural heritages;

(o) ensuring up-to-date libraries and access, without censorship, to modern teaching, research and information resources providing information required by higher-education teaching personnel or by students for teaching, scholarship or research;

(p) ensuring the facilities and equipment necessary for the mission of the institution and their proper upkeep;

(q) ensuring that when engaged in classified research it will not contradict the educational mission and objectives of the institutions and will not run counter to the general objectives of peace, human rights, sustainable development and environment.

23. Systems of institutional accountability should be based on a scientific methodology and be clear, realistic, cost-effective and simple. In their operation they should be fair, just and equitable. Both the methodology and the results should be open.

24. Higher education institutions, individually or collectively, should design and implement appropriate systems of accountability, including quality assurance mechanisms to achieve the above goals, without harming institutional autonomy or academic freedom. The organizations representing higher-education teaching personnel should participate, where possible, in the planning of such systems. Where statemandated structures of accountability are established, their procedures should be negotiated, where applicable, with the institutions of higher education concerned and with the organizations representing higher-education teaching personnel.

## VI. Rights and freedoms of higher-education teaching personnel

A. Individual rights and freedoms: civil rights, academic freedom, publication rights, and the international exchange of information

25. Access to the higher education academic profession should be based solely on appropriate academic qualifications, competence and experience and be equal for all members of society without any discrimination.

26. Higher-education teaching personnel, like all other groups and individuals, should enjoy those internationally recognized civil, political, social and cultural rights applicable to all

citizens. Therefore, all higher-education teaching personnel should enjoy freedom of thought, conscience, religion, expression, assembly and association as well as the right to liberty and security of the person and liberty of movement. They should not be hindered or impeded in exercising their civil rights as citizens, including the right to contribute to social change through freely expressing their opinion of state policies and of policies affecting higher education. They should not suffer any penalties simply because of the exercise of such rights. Higher-education teaching personnel should not be subject to arbitrary arrest or detention, nor to torture, nor to cruel, inhuman or degrading treatment. In cases of gross violation of their rights, higher-education teaching personnel should have the right to appeal to the relevant national, regional or international bodies such as the agencies of the United Nations, and organizations representing higher-education teaching personnel should extend full support in such cases.

27. The maintaining of the above international standards should be upheld in the interest of higher education internationally and within the country. To do so, the principle of academic freedom should be scrupulously observed. Higher-education teaching personnel are entitled to the maintaining of academic freedom, that is to say, the right, without constriction by prescribed doctrine, to freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results thereof, freedom to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or representative academic bodies. All higher-education teaching personnel should have the right to fulfil their functions without discrimination of any kind and without fear of repression by the state or any other source. Higher-education teaching personnel can effectively do justice to this principle if the environment in which they operate is conducive, which requires a democratic atmosphere; hence the challenge for all of developing a democratic society.

28. Higher-education teaching personnel have the right to teach without any interference, subject to accepted professional principles including professional responsibility and intellectual rigour with regard to standards and methods of teaching. Higher-education teaching personnel should not be forced to instruct against their own best knowledge and conscience or be forced to use curricula and methods contrary to national and international human rights standards. Higher education teaching personnel should play a significant role in determining the curriculum.

29. Higher-education teaching personnel have a right to carry out research work without any interference, or any suppression, in accordance with their professional responsibility and subject to nationally and internationally recognized professional principles of intellectual rigour, scientific inquiry and research ethics. They should also have the right to publish and communicate the conclusions of the research of which they are authors or co-authors, as stated in paragraph 12 of this Recommendation.

30. Higher-education teaching personnel have a right to undertake professional activities outside of their employment, particularly those that enhance their professional skills or allow for the application of knowledge to the problems of the community, provided such activities do not interfere with their primary commitments to their home institutions in accordance with institutional policies and regulations or national laws and practice where they exist.

## B. Self-governance and collegiality

31. Higher-education teaching personnel should have the right and opportunity, without discrimination of any kind, according to their abilities, to take part in the governing bodies and to criticize the functioning of higher education institutions, including their own, while respecting the right of other sections of the academic community to participate, and they should also have the right to elect a majority of representatives to academic bodies within the higher education institution.

32. The principles of collegiality include academic freedom, shared responsibility, the policy of participation of all concerned in internal decision making structures and practices, and the development of consultative mechanisms. Collegial decision-making should encompass decisions regarding the administration and determination of policies of higher education, curricula, research, extension work, the allocation of resources and other related activities, in order to improve academic excellence and quality for the benefit of society at large.

## VII. Duties and responsibilities of higher education teaching personnel

33. Higher-education teaching personnel should recognize that the exercise of rights carries with it special duties and responsibilities, including the obligation to respect the academic freedom of other members of the academic community and to ensure the fair discussion of contrary views. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base research on an honest search for truth. Teaching, research and scholarship should be conducted in full accordance with ethical and professional standards and should, where appropriate, respond to contemporary problems facing society as well as preserve the historical and cultural heritage of the world.

34. In particular, the individual duties of higher education teaching personnel inherent in their academic freedom are:

(a) to teach students effectively within the means provided by the institution and the state, to be fair and equitable to male and female students and treat those of all races and religions, as well as those with disabilities, equally, to encourage the free exchange of ideas between themselves and their students, and to be available to them for guidance in their studies. Higher-education teaching personnel should ensure, where necessary, that the minimum content defined in the syllabus for each subject is covered;

(b) to conduct scholarly research and to disseminate the results of such research or, where original research is not required, to maintain and develop their knowledge of their subject through study and research, and through the development of teaching methodology to improve their pedagogical skills;

(c) to base their research and scholarship on an honest search for knowledge with due respect for evidence, impartial reasoning and honesty in reporting;

(d) to observe the ethics of research involving humans, animals, the heritage or the environment;

(e) to respect and to acknowledge the scholarly work of academic colleagues and students and, in particular, to ensure that authorship of published works includes all who have materially contributed to, and share responsibility for, the contents of a publication;

(f) to refrain from using new information, concepts or data that were originally obtained as a result of access to confidential manuscripts or applications for funds for research or training that may have been seen as the result of processes such as peer review, unless the author has given permission;

(g) to ensure that research is conducted according to the laws and regulations of the state in which the research is carried out, that it does not violate international codes of human rights, and that the results of the research and the data on which it is based are effectively made available to scholars and researchers in the host institution, except where this might place respondents in peril or where anonymity has been guaranteed;

(h) to avoid conflicts of interest and to resolve them through appropriate disclosure and full consultation with the higher education institution employing them, so that they have the approval of the aforesaid institution;

(i) to handle honestly all funds entrusted to their care for higher education institutions for research or for other professional or scientific bodies;

(j) to be fair and impartial when presenting a professional appraisal of academic colleagues and students;

(k) to be conscious of a responsibility, when speaking or writing outside scholarly channels on matters which are not related to their professional expertise, to avoid misleading the public on the nature of their professional expertise;

(l) to undertake such appropriate duties as are required for the collegial governance of institutions of higher education and of professional bodies.

35. Higher-education teaching personnel should seek to achieve the highest possible standards in their professional work, since their status largely depends on themselves and the quality of their achievements.

36. Higher-education teaching personnel should contribute to the public accountability of higher education institutions without, however, forfeiting the degree of institutional autonomy necessary for their work, for their professional freedom and for the advancement of knowledge.

#### VIII. Preparation for the profession

37. Policies governing access to preparation for a career in higher education rest on the need to provide society with an adequate supply of higher-education teaching personnel who possess the necessary ethical, intellectual and teaching qualities and who have the required professional knowledge and skills.

38. All aspects of the preparation of higher-education teaching personnel should be free from any form of discrimination.

39. Amongst candidates seeking to prepare for a career in higher education, women and members of minorities with equal academic qualifications and experience should be given equal opportunities and treatment.

#### IX. Terms and conditions of employment

##### A. Entry into the academic profession

40. The employers of higher-education teaching personnel should establish such terms and conditions of employment as will be most conducive for effective teaching and/or research and/or scholarship and/or extension work and will be fair and free from discrimination of any kind.

41. Temporary measures aimed at accelerating de facto equality for disadvantaged members of the academic community should not be considered discriminatory, provided that these measures are discontinued when the objectives of equality of opportunity and treatment have been achieved and systems are in place to ensure the continuance of equality of opportunity and treatment.

42. A probationary period on initial entry to teaching and research in higher education is recognized as the opportunity for the encouragement and helpful initiation of the entrant and for the establishment and maintenance of proper professional standards, as well as for the individual's own development of his/her teaching and research proficiency. The normal duration of probation should be known in advance and the conditions for its satisfactory completion should be strictly related to professional competence. If such candidates fail to complete their probation satisfactorily, they should have the right to know the reasons and to receive this information sufficiently in advance of the end of the probationary period to give them a reasonable opportunity to improve their performance. They should also have the right to appeal.

43. Higher-education teaching personnel should enjoy:

(a) a just and open system of career development including fair procedures for appointment, tenure where applicable, promotion, dismissal, and other related matters;

(b) an effective, fair and just system of labour relations within the institution, consistent with the international standards set out in the appendix.

44. There should be provisions to allow for solidarity with other institutions of higher education and with their higher-education teaching personnel when they are subject to persecution. Such solidarity may be material as well as moral and should, where possible, include refuge and employment or education for victims of persecution.

## B. Security of employment

45. Tenure or its functional equivalent, where applicable, constitutes one of the major procedural safeguards of academic freedom and against arbitrary decisions. It also encourages individual responsibility and the retention of talented higher-education teaching personnel.

46. Security of employment in the profession, including tenure or its functional equivalent, where applicable, should be safeguarded as it is essential to the interests of higher education as well as those of higher-education teaching personnel. It ensures that higher-education teaching personnel who secure continuing employment following rigorous evaluation can only be dismissed on professional grounds and in accordance with due process. They may also be released for bona fide financial reasons, provided that all the financial accounts are open to public inspection, that the institution has taken all reasonable alternative steps to prevent termination of employment, and that there are legal safeguards against bias in any termination of employment procedure. Tenure or its functional equivalent, where applicable, should be safeguarded as far as possible even when changes in the organization of or within a higher education institution or system are made, and should be granted, after a reasonable period of probation, to those who meet stated objective criteria in teaching, and/or scholarship, and/or research to the satisfaction of an academic body, and/or extension work to the satisfaction of the institution of higher education.

## C. Appraisal

47. Higher education institutions should ensure that:

(a) evaluation and assessment of the work of higher-education teaching personnel are an integral part of the teaching, learning and research process, and that their major function is the development of individuals in accordance with their interests and capacities;

(b) evaluation is based only on academic criteria of competence in research, teaching and other academic or professional duties as interpreted by academic peers;

(c) evaluation procedures take due account of the difficulty inherent in measuring personal capacity, which seldom manifests itself in a constant and unfluctuating manner;

(d) where evaluation involves any kind of direct assessment of the work of higher-education teaching personnel, by students and/or fellow colleagues and/or administrators, such assessment is objective and the criteria and the results are made known to the individual(s) concerned;

(e) the results of appraisal of higher-education teaching personnel are also taken into account when establishing the staffing of the institution and considering the renewal of employment;

(f) higher-education teaching personnel have the right to appeal to an impartial body against assessments which they deem to be unjustified.

#### D. Discipline and dismissal

48. No member of the academic community should be subject to discipline, including dismissal, except for just and sufficient cause demonstrable before an independent third-party hearing of peers, and/or before an impartial body such as arbitrators or the courts.

49. All members of higher-education teaching personnel should enjoy equitable safeguards at each stage of any disciplinary procedure, including dismissal, in accordance with the international standards set out in the appendix.

50. Dismissal as a disciplinary measure should only be for just and sufficient cause related to professional conduct, for example: persistent neglect of duties, gross incompetence, fabrication or falsification of research results, serious financial irregularities, sexual or other misconduct with students, colleagues, or other members of the academic community or serious threats thereof, or corruption of the educational process such as by falsifying grades, diplomas or degrees in return for money, sexual or other favours or by demanding sexual, financial or other material favours from subordinate employees or colleagues in return for continuing employment.

51. Individuals should have the right to appeal against the decision to dismiss them before independent, external bodies such as arbitrators or the courts, with final and binding powers.

#### E. Negotiation of terms and conditions of employment

52. Higher-education teaching personnel should enjoy the right to freedom of association, and this right should be effectively promoted. Collective bargaining or an equivalent procedure should be promoted in accordance with the standards of the International Labour Organization (ILO) set out in the appendix.

53. Salaries, working conditions and all matters related to the terms and conditions of employment of higher-education teaching personnel should be determined through a voluntary process of negotiation between organizations representing higher-education teaching personnel and the employers of higher education teaching personnel, except where other equivalent procedures are provided that are consistent with international standards.

54. Appropriate machinery, consistent with national laws and international standards, should be established by statute or by agreement whereby the right of higher-education teaching personnel to negotiate through their organizations with their employers, whether public or private, is assured. Such legal and statutory rights should be enforceable through an impartial process without undue delay.

55. If the process established for these purposes is exhausted or if there is a breakdown in negotiations between the parties, organizations of higher-education teaching personnel should have the right to take such other steps as are normally open to other organizations in the defence of their legitimate interests.

56. Higher-education teaching personnel should have access to a fair grievance and arbitration procedure, or the equivalent, for the settlement of disputes with their employers arising out of terms and conditions of employment.

## F. Salaries, workload, social security benefits, health and safety

57. All financially feasible measures should be taken to provide higher-education teaching personnel with remuneration such that they can devote themselves satisfactorily to their duties and allocate the necessary amount of time for the continuing training and periodic renewal of knowledge and skills that are essential at this level of teaching.

58. The salaries of higher-education teaching personnel should:

(a) reflect the importance to society of higher education and hence the importance of higher-education teaching personnel as well as the different responsibilities which fall to them from the time of their entry into the profession;

(b) be at least comparable to salaries paid in other occupations requiring similar or equivalent qualifications;

(c) provide higher-education teaching personnel with the means to ensure a reasonable standard of living for themselves and their families, as well as to invest in further education or in the pursuit of cultural or scientific activities, thus enhancing their professional qualifications;

(d) take account of the fact that certain posts require higher qualifications and experience and carry greater responsibilities;

(e) be paid regularly and on time;

(f) be reviewed periodically to take into account such factors as a rise in the cost of living, increased productivity leading to higher standards of living, or a general upward movement in wage or salary levels.

59. Salary differentials should be based on objective criteria.

60. Higher-education teaching personnel should be paid on the basis of salary scales established in agreement with organizations representing higher-education teaching personnel, except where other equivalent procedures consistent with international standards are provided. During a probationary period or if employed on a temporary basis qualified higher-education teaching personnel should not be paid on a lower scale than that laid down for established higher education teaching personnel at the same level.

61. A fair and impartial merit-rating system could be a means of enhancing quality assurance and quality control. Where introduced and applied for purposes of salary determination it should involve prior consultation with organizations representing higher-education teaching personnel.

62. The workload of higher-education teaching personnel should be fair and equitable, should permit such personnel to carry out effectively their duties and responsibilities to their students as well as their obligations in regard to scholarship, research and/or academic administration, should provide due consideration in terms of salary for those who are required to teach beyond their regular workload, and should be negotiated with the



organizations representing higher-education teaching personnel, except where other equivalent procedures consistent with international standards are provided.

63. Higher-education teaching personnel should be provided with a work environment that does not have a negative impact on or affect their health and safety and they should be protected by social security measures, including those concerning sickness and disability and pension entitlements, and measures for the protection of health and safety in respect of all contingencies included in the conventions and recommendations of ILO. The standards should be at least as favourable as those set out in the relevant conventions and recommendations of ILO. Social security benefits for higher-education teaching personnel should be granted as a matter of right.

64. The pension rights earned by higher-education teaching personnel should be transferable nationally and internationally, subject to national, bilateral and multilateral taxation laws and agreements, should the individual transfer to employment with another institution of higher education. Organizations representing higher education teaching personnel should have the right to choose representatives to take part in the governance and administration of pension plans designed for higher-education teaching personnel where applicable, particularly those which are private and contributory.

#### G. Study and research leave and annual holidays

65. Higher-education teaching personnel should be granted study and research leave, such as sabbatical leave, on full or partial pay, where applicable, at regular intervals.

66. The period of study or research leave should be counted as service for seniority and pension purposes, subject to the provisions of the pension plan.

67. Higher-education teaching personnel should be granted occasional leave with full or partial pay to enable them to participate in professional activities.

68. Leave granted to higher-education teaching personnel within the framework of bilateral and multilateral cultural and scientific exchanges or technical assistance programmes abroad should be considered as service, and their seniority and eligibility for promotion and pension rights in their home institutions should be safeguarded. In addition, special arrangements should be made to cover their extra expenses.

69. Higher-education teaching personnel should enjoy the right to adequate annual vacation with full pay.

#### H. Terms and conditions of employment of women higher-education teaching personnel

70. All necessary measures should be taken to promote equality of opportunity and treatment of women higher-education teaching personnel in order to ensure, on the basis of equality between men and women, the rights recognized by the international standards set out in the appendix.

## I. Terms and conditions of employment of disabled higher-education teaching personnel

71. All necessary measures should be taken to ensure that the standards set with regard to the conditions of work of higher-education teaching personnel who are disabled are, as a minimum, consistent with the relevant provisions of the international standards set out in the appendix.

## J. Terms and conditions of employment of part-time higher-education teaching personnel

72. The value of the service provided by qualified part-time higher-education teaching personnel should be recognized. Higher-education teaching personnel employed regularly on a part-time basis should:

(a) receive proportionately the same remuneration as higher-education teaching personnel employed on a full-time basis and enjoy equivalent basic conditions of employment;

(b) benefit from conditions equivalent to those of higher-education teaching personnel employed on a full-time basis as regards holidays with pay, sick leave and maternity leave; the relevant pecuniary entitlements should be determined in proportion to hours of work or earnings;

(c) be entitled to adequate and appropriate social security protection, including, where applicable, coverage under employers' pension schemes.

## X. Utilization and implementation

73. Member States and higher education institutions should take all feasible steps to extend and complement their own action in respect of the status of higher-education teaching personnel by encouraging co-operation with and among all national and international governmental and nongovernmental organizations whose activities fall within the scope and objectives of this Recommendation.

74. Member States and higher education institutions should take all feasible steps to apply the provisions spelled out above to give effect, within their respective territories, to the principles set forth in this Recommendation.

75. The Director-General will prepare a comprehensive report on the world situation with regard to academic freedom and to respect for the human rights of higher-education teaching personnel on the basis of the information supplied by Member States and of any other information supported by reliable evidence which he/she may have gathered by such methods as he/she may deem appropriate.

76. In the case of a higher education institution in the territory of a state not under the direct or indirect authority of that state but under separate and independent authorities, the relevant authorities should transmit the text of this Recommendation to institutions, so that such institutions can put its provisions into practice.

## XI. Final provision

77. Where higher-education teaching personnel enjoy a status which is, in certain respects, more favourable than that provided for in this Recommendation, the terms of this Recommendation should not be invoked to diminish the status already recognized.

### **Revised Recommendation concerning Technical and Vocational Education (2.11.2001)**

#### I. Scope

1. This Recommendation applies to all forms and aspects of education that are technical and vocational in nature, provided either in educational institutions or under their authority, by public authorities, the private sector or through other forms of organized education, formal or non-formal, aiming to ensure that all members of the community have access to the pathways of lifelong learning.

2. For the purposes of this Recommendation “technical and vocational education” is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education is further understood to be:

(a) an integral part of general education;

(b) a means of preparing for occupational fields and for effective participation in the world of work;

(c) an aspect of lifelong learning and a preparation for responsible citizenship;

(d) an instrument for promoting environmentally sound sustainable development;

(e) a method of facilitating poverty alleviation.

3. Technical and vocational education, being part of the total educational process and being a right as described in Article 26 of the Universal Declaration of Human Rights, is included in the term “education” as defined in the Convention and the Recommendation against Discrimination in Education adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its 11th session (1960) and the Convention on Technical and Vocational Education adopted by the General Conference at its 25th session (1989). The provisions of these documents are therefore applicable to it.

4. This Recommendation should be understood as setting forth general principles, goals and guidelines to be applied by each individual country according to its socio-economic needs and available resources in a changing world, with a view also to enhancing the status of technical and vocational education. The application of the provisions and the timing of the implementation will depend upon the specific conditions, and constitutional provisions existing in a given country.

## II. Technical and vocational education in relation to the educational process: objectives

5. Given the immense scientific, technological and socio-economic development, either in progress or envisaged, which characterizes the present era, particularly globalization and the revolution in information and communication technology, technical and vocational education should be a vital aspect of the educational process in all countries, and in particular should:

(a) contribute to the achievement of the societal goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of all individuals, both men and women, for active participation in the establishment and implementation of these goals, regardless of religion, race and age;

(b) lead to an understanding of the scientific and technological aspects of contemporary civilization in such a way that people comprehend their environment and are capable of acting upon it while taking a critical view of the social, political and environmental implications of scientific and technological change;

(c) empower people to contribute to environmentally sound sustainable development through their occupations and other areas of their lives.

6. Given the necessity for new relationships between education, the world of work and the community as a whole, technical and vocational education should exist as part of a system of lifelong learning adapted to the needs of each particular country and to worldwide technological development. This system should be directed to:

(a) abolishing barriers between levels and areas of education, between education and the world of work, and between school and society through:

(i) the appropriate integration of technical/vocational and general education at all levels;

(ii) the creation of open and flexible educational structures;

(iii) the taking into account of individuals' educational needs, the evolution of occupations and jobs recognizing work experience as a part of learning;

(b) improving the quality of life by creating a learning culture that permits individuals to expand their intellectual horizons, to acquire and to constantly improve professional skills and knowledge, and to engage positively in society to utilize the fruits of economic and technological change for the general welfare.

7. Technical and vocational education should begin with a broad base which facilitates horizontal and vertical articulation within the education system and between school and the world of work, thus contributing to the elimination of all forms of discrimination, and should be designed so that it:

(a) is an integral part of everyone's basic general education in the form of initiation to technology, the world of work, and human values and standards for responsible citizenship;

(b) may be freely and positively chosen as the means by which people develop talents, interests and skills leading to an occupation in various sectors or to further education;

(c) allows access to other aspects and areas of education at all levels, including institutions of higher learning, by being grounded in a solid general education and, as a result of the integration mentioned in paragraph 6(a), containing a general education component through all stages of specialization;

(d) allows transfers from one field to another within technical and vocational education;

(e) is readily available to all and for all appropriate types of specialization, within and outside formal education systems, and in conjunction or in parallel with training in order to permit educational, career and job mobility at the minimum age at which the general basic education is considered to have been acquired, according to the education system in force in each country;

(f) is available on the above terms and on a basis of equality to women as well as men, and where the learning and working environment is made suitable for the participation of girls and women by removing overt and covert bias and discrimination and seeking strategies for motivating girls and women to take an interest in vocational and technical education;

(g) is available to people with disabilities and to socially and economically disadvantaged groups such as immigrants, refugees, minorities (including indigenous peoples), demobilized soldiers in post-conflict situations, and underprivileged and marginalized youth in special forms adapted to their needs in order to integrate them more easily into society.

8. In terms of the needs and aspirations of individuals, technical and vocational education should:

(a) permit the harmonious development of personality and character, and foster spiritual and human values, the capacity for understanding, judgement, critical thinking and self-expression;

(b) prepare the individual for lifelong learning by developing the necessary mental tools, technical and entrepreneurial skills and attitudes;

(c) develop capacities for decision-making and the qualities necessary for active and intelligent participation, teamwork and leadership at work and in the community as a whole;

(d) enable an individual to cope with the rapid advances in information and communication technology.

### III. Policy, planning and administration

9. Policy should be formulated and technical and vocational education administered in support of the general objectives adopted for the educational process as well as for national and, if possible, the regional social and economic requirements of the present and the future, and an appropriate legislative and financial framework adopted. Policy should be directed to both the structural and the qualitative improvement of technical and vocational

education as stipulated in Article 2 of the Convention on Technical and Vocational Education (1989) and further described in the recommendations of the Second International Congress on Technical and Vocational Education (1999):

(a) Although governments carry the primary responsibility for technical and vocational education, in a modern market economy technical and vocational education policy design and delivery should be achieved through a new partnership between government, employers, professional associations, industry, employees and their representatives, the local community and nongovernmental organizations (NGOs). This partnership must create a coherent legislative framework to enable the launching of a national strategy for change. Within this strategy the government, apart from actually providing technical and vocational education, can also provide leadership and vision, facilitate, coordinate, establish quality assurance and ensure that technical and vocational education is for all by identifying and addressing community service obligations.

(b) Technical and vocational education is best served by a diversity of public and private providers. The appropriate mix can be found in many ways, with the responsibility of governments being to facilitate choice while ensuring quality.

(c) Government and the private sector should recognize that technical and vocational education is an investment, not a cost, with significant returns, including the well-being of workers, enhanced productivity and international competitiveness. Therefore funding for technical and vocational education should be shared to the maximum extent possible between government, industry, the community and the learner, with government providing appropriate financial incentives. Furthermore, the governments of least developed countries in particular should seek bilateral and multilateral capacity-building cooperation in technical and vocational education.

(d) Within governments, there are often shared and overlapping responsibilities for various elements of technical and vocational education among departments and agencies. It is desirable that governments streamline their own public institutional framework to the maximum extent possible to coordinate the national technical and vocational education effort, create an effective partnership with the private sector, and promote technical and vocational education for the benefit of all stakeholders.

10. Particular attention should be given to planning the development and expansion of technical and vocational education by:

(a) giving high priority to technical and vocational education in national development agendas as well as in plans for educational reform;

(b) evaluating national short-term and long-term needs;

(c) providing appropriate current and future allocations of financial resources;

(d) establishing a national body responsible for coordinating planning in technical and vocational education based on analysis of statistical data and projections to facilitate complementarity between educational policy planning and employment policy.

11. Planning should respond to national and, if possible, regional, economic and social trends, to projected changes in demand for different classes of goods and services, and for different types of skills and knowledge in such a way that technical and vocational education may easily adapt to the evolving scientific, technological and socioeconomic changes. This planning should also be coordinated with current and projected training action and the evolution of the world of work in both urban and rural areas.

12. While the education authorities should have primary responsibility, the following groups of relevant stakeholders should be actively associated in policy formulation and in the planning process; corresponding structures, both national and local, taking the form of public agencies or consultative or advisory bodies, should be created to permit this:

(a) public authorities responsible for planning economic and social policy, labour and employment, and for the manufacturing and service sectors;

(b) representatives of non-governmental organizations within each occupation sector from among employers and workers as well as of the informal economy, small enterprise owners and entrepreneurs;

(c) authorities or bodies responsible for out-of school education and training;

(d) representatives of those responsible – both in public education and in State-recognized private education – for executing educational policy, including teachers, examining bodies and administrators;

(e) parents', former pupils', students' and youth organizations;

(f) representatives from the community at large.

13. Policies for the structural improvement of technical and vocational education should be established within the framework of broad policies designed to implement the principle of lifelong education through the creation of open, flexible and complementary structures for education, training and educational and vocational guidance, considering the provisions of modern information technology in education regardless of whether these activities take place within the system of formal education or outside it. In this respect, consideration should be given to the following:

(a) multi-purpose secondary education offering diversified curricula linking education to the world of work;

(b) having institutions of higher learning offering flexible admission and programmes ranging from short specialized ones to longer full-time programmes of integrated studies and professional specialization;

(c) establishing a system of equivalencies whereby credit is given for completion of any approved programme, and recognition is granted to educational and/or professional qualifications and work experience;

(d) providing articulation and pathways between technical and vocational education and programmes of higher education for the benefit of those learners who may wish to continue their education.

14. Policy should be directed to ensuring high quality so as to exclude discrimination between the different educational streams. In this respect, special efforts should be made to ensure that national technical and vocational education seeks to meet international standards.

15. In order to ensure quality, responsible national authorities should establish criteria and standards, subject to periodic review and evaluation, applying to all aspects of technical and vocational education, including, to the greatest extent possible, non-formal education for:

(a) all forms of recognition of achievement and consequent qualification;

(b) staff qualifications;

(c) ratios of teaching and training staff to learners;

(d) the quality of curricula and teaching materials;

(e) safety precautions for all learning and training environments;

(f) physical facilities, buildings, libraries, workshop layouts, quality and type of equipment.

16. National policy should foster research related to technical and vocational education, with particular emphasis on its potential within lifelong learning, and directed to its improvement and relevance to the prevailing socio-economic context. This research should be carried out at national and institutional levels, as well as through individual initiative. To this end:

(a) special emphasis should be placed on curriculum development, research concerning teaching and learning methods and materials, and, where the need exists, on technologies and techniques applied to development problems;

(b) financial resources and physical facilities from public and/or private sources should be made available to institutions of higher education, specialized research institutions and professional organizations for applying the results of this research on an experimental basis in representatively selected institutions for technical and vocational education;

(c) the positive results of research and experimentation should be widely disseminated using all available media, especially information and communication technology;

(d) the effectiveness of technical and vocational education should be evaluated using, among other data, relevant statistics including those concerning part-time enrolments, drop-out rates and placement in wage- and self employment;

(e) research efforts to humanize working conditions should be emphasized.



17. Administrative structures should provide for evaluation, supervisory and accreditation services to ensure the rapid application of new research findings and to maintain standards:

(a) evaluation services as a whole should ensure the quality and smooth operation of technical and vocational education by continuous review and action directed to monitoring progress and maintaining standards through constant improvement of staff, facilities, programmes and, most importantly, student achievement;

(b) supervisory services for the staff should encourage improvement in the quality of teaching by providing guidance and advice and recommending continuing education;

(c) all technical and vocational education programmes, including those offered by private bodies, should be subject to approval by the public authorities;

(d) individual institutions should have the autonomy to design their programmes with the involvement of business and industry to suit local needs.

18. Particular attention should be given to the material resources required for technical and vocational education. Priorities should be carefully established with due regard for immediate needs and the probable directions of future expansion in consultation with representatives from the world of work:

(a) institutional planning should be directed to ensuring maximum efficiency and flexibility in use;

(b) the planning, construction and equipping of facilities should be carried out in collaboration with specialists from industry, teachers and educational architects, and with due regard for the purpose of the facilities, prevailing local factors and relevant research;

(c) adequate funds should be allocated for recurrent expenditure for supplies and maintenance and repair of equipment;

(d) institutions should be given greater autonomy in their administration and financial management.

#### IV. Technical and vocational aspects of general education

19. An initiation to technology and to the world of work should be an essential component of general education. An understanding of the technological nature of modern culture and an appreciation of work requiring practical skills should thereby be acquired. This initiation should be a major concern in educational reform and democratization. It should be a required element in the curriculum, beginning in primary education and continuing through the early years of secondary education.

20. Opportunities for general technical and vocational initiation should continue to be available to those who wish to avail themselves of it within the education system and outside it in places of work or the community at large.

21. Technical and vocational initiation in the general education of youth should fulfil the educational requirements of all spheres of interest and ability. It should mainly perform three functions:

(a) to broaden educational horizons by serving as an introduction to the world of work, and the world of technology and its products through the exploration of materials, tools, techniques, and the process of production, distribution and management as a whole, and to enrich the learning process through practical experience;

(b) to orient those with the interest and ability in technical and vocational education towards preparation for an occupational field or training outside the formal education system;

(c) to promote in those who will leave formal education with no specific occupational aims or skills, attitudes and thought processes likely to enhance their aptitudes and potential, to facilitate the choice of an occupation and access to a first job, and to permit them to continue their vocational training and personal development.

22. General technical and vocational studies in schools, having great importance for the orientation and education of youth programmes, should include an appropriate balance between theoretical and practical work. Such a programme of studies should be drawn up in collaboration with the professional community and with those responsible for technical and vocational education. These programmes should:

(a) be based upon a problem-solving and experimental approach, and involve experience in planning methods and decision making;

(b) introduce the learner to a broad spectrum of technological fields and to productive work situations;

(c) develop a certain command of valuable practical skills such as tool use, repair and maintenance and safety procedures, and a respect for their value;

(d) develop an appreciation of good design, craftsmanship and quality;

(e) develop the ability to function as a team member and to communicate technical information;

(f) be closely related to the local environment without, however, being limited to it.

23. Technical and vocational initiation programmes in general educational enrichment for youth and adults should be directed to enabling those engaged in working life to:

(a) understand the general implications of technical change, its impact on their professional and private lives, and how to adapt to these changes;

(b) use practical skills for improving the home and community environment, and thus the quality of life and productive leisure-time activities;

(c) inculcate an awareness of the possible impact of technology on the environment, and of the concept of sustainable development.

#### V. Technical and vocational education as preparation for an occupational field

24. Given the disparities that may exist between formal education, whether secondary or tertiary, and the employment and career opportunities available, the highest priority should be given to technical and vocational education. Consequently the structure and content of traditional education, whether general or technical and vocational, should be adapted accordingly through:

(a) the diversification of secondary education in the later stages so that it may be pursued in conjunction with employment or training, or may lead to employment or to higher education, thereby offering to all youth educational options corresponding to their needs and abilities;

(b) the development of educational structures and programmes on all levels centred on organized and flexible interchange between educational institutions (including universities), training institutions and the world of work.

25. Technical and vocational education as preparation for an occupational field should provide the foundation for productive and satisfying careers and should:

(a) lead to the acquisition of broad knowledge and generic skills applicable to a number of occupations within a given field so that the individual is not limited in his/her choice of occupation and is able to transfer from one field to another during his/her working life;

(b) at the same time offer both a thorough and specialized preparation for initial employment, including self-employment, and also training within employment;

(c) provide the background in terms of knowledge, skills and attitudes for continuing education at any point in the individual's working life.

26. Premature and narrow specialization should be avoided:

(a) in principle, the age of 15 should be considered the lower limit for beginning specialization;

(b) a period of common studies providing basic knowledge and generic skills should be required for each broad occupational sector before a special branch is chosen.

27. Technical and vocational education programmes should be designed as comprehensive and inclusive systems to accommodate the needs of all learners with special emphasis on motivating girls and women. Their equal access and participation should be ensured by:

(a) appropriate legislative measures;

(b) widespread dissemination of information concerning opportunities;

(c) gender-sensitive guidance and counselling;

(d) other incentives relevant to the local context.

28. Special provision should be made for out-of-school and unemployed youth and children of socially disadvantaged groups such as minorities, migrant workers, refugees, etc. with little or no primary education, as well as for those not entering education or training programmes after completion of compulsory schooling, in order that they may acquire skills for wage- or self-employment.

29. Given the necessity of integrating people who are disadvantaged due to physical and intellectual disabilities into society and its occupations, the same educational opportunities should be available to them as to those without disabilities in order that they may achieve qualification for an occupation to realize their potential and optimize their participation in the work force; special measures or special institutions may be required.

30. Technical and vocational education as preparation for an occupational field should be organized on a national or provincial/local basis, so as to respond positively to overall social, economic and educational requirements and to the needs of different groups of the population without discrimination.

31. Several organizational patterns of technical and vocational education, including full-time, part-time, open and distance learning options, could exist within each country. The following patterns should be considered:

(a) full-time programmes including general education and practical training, provided in an educational establishment, either comprehensive or specialized;

(b) part-time programmes such as the following, in which general education and theoretical and broad practical aspects of the occupational field are given in an educational establishment, while specialized practical training is acquired during work in the chosen occupation:

(i) the day-release system, providing for workers and apprentices to attend an educational establishment one or two days a week;

(ii) the sandwich system, under which periods in an educational institution alternate with training periods in a factory, farm, business establishment or other undertaking;

(iii) the block-release system, whereby workers are released to attend courses of 10 to 15 weeks per year;

(c) open and distance education programmes provided through:

(i) correspondence;

(ii) special radio and television broadcasting;

(iii) the Internet and other computer-based media.

32. The responsible authorities should encourage part time education; therefore:

(a) these programmes could be available after completion of minimum compulsory or required schooling, and should continue to be available throughout life;

(b) the qualifications acquired by this means should be equivalent to those acquired by fulltime education;

(c) the practical training conducted by employers should be as broad as possible, and should aim to meet international standards.

33. In view of the increasing requirement for qualified middle-level personnel and the increasing numbers completing secondary education or its equivalent, the development of technical and vocational programmes at a tertiary level should be given high priority, by both public and private providers. The following patterns should be considered:

(a) a period of one to two years of guided work experience followed by part-time or full-time programmes of specialization;

(b) part-time and/or evening programmes;

(c) full-time programmes as an extension to those given in specialized secondary or tertiary institutions;

(d) programmes offered through open and distance learning.

34. In view of the high cost of equipment, its usage should be organized to yield optimum benefit. This could be achieved as follows:

(a) centralized or mobile workshops and libraries could be used to serve several educational institutions;

(b) when educational institutions close for the evenings and vacations, their classrooms and workshops should be utilized for continuing education and non-formal training programmes;

(c) workshops and laboratories should also be used to instil the culture of maintenance and respect for safety standards;

(d) enterprises should be encouraged to make their equipment and facilities available for practical training.

35. Enterprises should be actively involved in the theoretical and practical training of those preparing for occupations in their particular sector, and should interact with educational institutions regarding the organization of such training.

36. All programmes of technical and vocational education as preparation for an occupational field should:

(a) aim at providing scientific knowledge, technical versatility and a cluster of core competencies and generic skills required for rapid adaptation to new ideas and procedures and for steady career development;

(b) be based on analyses and forecasts of occupational requirements by national education authorities, employment authorities, occupational organizations and other stakeholders;

(c) include an appropriate balance between general subjects, science and technology, as well as subjects such as computer literacy, information and communication technology, the environment and studies of both the theoretical and practical aspects of the occupational field;

(d) stress developing a sense of values, ethics and attitudes to prepare the learner for self-reliance and responsible citizenship.

37. In particular, programmes should:

(a) be interdisciplinary in character, as many occupations now require two or more traditional areas of study;

(b) be based on curricula designed around core knowledge, competencies and skills;

(c) include studies of the social and economic aspects of the occupational field as a whole;

(d) include an interdisciplinary perspective to equip students to work in the changing employment environment, and incorporate a multicultural perspective, which may include the study of a foreign language as preparation for international employment;

(e) include the study of at least one foreign language of international use, which, while conducive to a higher cultural level, will give special emphasis to the requirements of communication, the acquisition of a scientific and technical vocabulary, and the need to prepare for international employment and multicultural working environments;

(f) include an introduction to organizational, planning and entrepreneurial skills;

(g) emphasize instruction in safe and environmentally sound procedures relative to the materials and equipment used in a given occupational field, the importance of safe working conditions, and the health aspects relative to the occupation as a whole, including emergency and first-aid training.

38. While based on the above general principles and components, and thus pursuing in all cases broader educational aims, programmes in their practical aspect should be designed taking into account special occupational requirements, especially in “new” professions and those undergoing change, and particularly the use of the new information and communication technology as a tool for enhancing the effectiveness of all vocations, including those considered traditional.

39. Technical and vocational education programmes leading to university qualification, while encouraging research and offering high-level specialization, should be developed with particular attention to:

(a) the inclusion of components directed to developing attitudes whereby those with broad responsibilities in technological fields constantly learner more generally for life and the world of work, bearing in mind that technical and vocational education is for economic, personal and social benefit.

40. Programmes of technical and vocational education as preparation for occupations within the agricultural sector should be designed in accordance with the overall social and economic requirements of sustainable development in rural areas.

41. Where lack of resources is a serious constraint, priority should be given to developing programmes for areas experiencing skilled human resource shortages, taking into consideration the projected needs for national economic development and the corresponding labour market growth.

42. Programmes preparing for occupations in small industry, individual farming or the artisan trades, particularly for self-employment, should include entrepreneurship and elementary information and communication technology studies to enable those engaged in such occupations to take responsibility for production, marketing, competent management and the rational organization of the enterprise.

43. Programmes leading to occupations in the business, commercial and service sector, including the tourism and hospitality industries, should consist of:

(a) training in the methods and skills developed as a result of the application of computer-based technology to business and office management, and particularly to the acquisition and processing of information;

(b) training in the organizational and management skills required for the smooth operation of enterprises;

(c) an introduction to marketing and distribution procedures.

44. Special attention should be given to developing programmes for preparing personnel at all levels for social services system (e.g. community and family work, nursing and paramedical occupations, nutrition and food technology, home economics and environmental improvement). Those programmes should:

(a) orientate the special occupational field to raising standards of living in terms of nutrition, clothing, housing, medical services, the quality of family life and that of the environment;

(b) be adapted to the special requirements of local conditions, in particular those of climate and geography, materials available, community organization, and social and cultural patterns.

## VI. Technical and vocational education as continuing education

45. The development and expansion of technical and vocational education as continuing education, both within and outside the formal education system, with either public or private funding, and within the framework of lifelong learning, should be a priority objective of all educational strategies. Broad provision should be made for allowing everyone, whatever their prior qualifications, to continue both their professional and general education by facilitating seamless pathways for learners through articulation, accreditation and recognition of all prior learning and relevant work experience. Technical and vocational education should develop close interfaces with all other education sectors to facilitate seamless pathways for learners with an emphasis on articulation, accreditation and recognition of prior learning. Within this spectrum, technical and vocational education has a responsibility to ensure a sound initial education and training aimed at learning to learn, the most precious skill for all citizens, both young and adult.

46. In addition to permitting adults to make up deficiencies in general or vocational education, which has often been its sole objective, continuing education should now:

(a) offer possibilities for personal development and professional advancement by providing flexibility in programme administration and curriculum design to facilitate smooth lifelong learning and ensure continuous entry, exit and re-entry points;

(b) permit the updating and renewal of knowledge and practical abilities and skills in the occupational field;

(c) enable individuals to adapt to technological changes in their occupation or to enter another occupation;

(d) be available throughout the individuals' working life without restriction with regard to age, sex, prior education and training or position, recognizing work experience as a substitute for prior learning;

(e) be available to the increasing numbers of the aged population;

(f) be broad in scope, including general education elements and contemporary cross-cutting areas.

47. The appropriate authorities should be encouraged to provide the basic conditions for continuing technical and vocational education, such as providing for paid educational leave and other forms of financial aid.

48. Continuing technical and vocational education should be actively encouraged through:

(a) widespread dissemination of information concerning the programmes available and ways of taking advantage of existing opportunities, including full use of the mass media and the Internet;



(b) recognition of successful completion of programmes by increased remuneration and professional advancement, with the involvement of employers and professional associations.

49. Organizers of continuing technical and vocational education should consider the following flexible forms of delivery:

(a) courses and training offered during working hours at the workplace;

(b) part-time courses utilizing existing secondary and tertiary technical and vocational education institutions;

(c) evening and weekend courses;

(d) correspondence courses;

(e) courses on educational radio and television and the Internet;

(f) short professional “refresher” courses.

50. The following forms of study/training leave from work should be considered:

(a) day release;

(b) block release of varying lengths;

(c) release for one or more hours during the working day.

51. Programmes of continuing technical and vocational education should:

(a) be designed and delivered to suit the special requirements of adults using flexible teaching methods that recognize already acquired expertise;

(b) be designed for individually paced learning;

(c) be programmed to accommodate the potential that information and communication technology has to offer.

52. Provision should be made for the particular requirements of special groups:

(a) to enable women completing maternity leave to update their knowledge and professional skills for re-entering the workforce;

(b) to enable older workers and the unemployed to adapt to new occupations;

(c) to provide minorities, foreign workers, migrants, refugees, indigenous people and people with disabilities with training programmes to help them to adapt to working life;

(d) to enable other marginalized and excluded groups, such as early school leavers, out-of-school youth and demobilized soldiers in post conflict situations to re-enter the mainstream of society.

53. Continuing technical and vocational education programmes through the distance learning mode should be promoted for the benefit of those disadvantaged by distance and location, such as individuals in rural communities and those engaged in seasonal work.

## VII. Guidance

54. Guidance should be viewed as a continuous process spanning the entire education system, and should be directed towards aiding all to make conscious and positive educational and occupational choices. It should ensure that individuals are provided with the prerequisites:

(a) to become aware of their interests, abilities and special talents, and to help them frame a plan for life;

(b) to pursue courses of education and training designed to realize their potential and fulfil their life plans;

(c) to acquire flexibility in decision-making concerning their occupations, in the initial and later stages, for developing a satisfying career;

(d) to facilitate transitions back and forth as needed, between education, training and the world of work.

55. Guidance should take into account the needs of industry, the individual and the family while preparing students and adults for the real possibility of frequent career changes, which could include periods of unemployment and employment in the informal sector, to be achieved through:

(a) close liaison and coordination between lifelong learning, training, the workplace and placement services;

(b) ensuring that all necessary information concerning the world of work and career opportunities is available, and actively disseminated using all available forms of communication;

(c) ensuring that those engaged in work have access to information concerning continuing education and training as well as other work opportunities.

56. While emphasizing the needs of individuals, guidance should be accompanied by information that gives them a realistic view of the opportunities available, including trends in the labour market and employment structures, the environmental impact of various occupations, and what may be expected in terms of remuneration, career advancement and occupational mobility.

57. Particular attention should be given to guidance for girls and women to ensure that:

- (a) guidance is gender-inclusive and covers the whole range of education, training and employment opportunities;
- (b) girls and women are encouraged and motivated to take advantage of the opportunities available;
- (c) girls and women are encouraged to pursue subjects such as mathematics and science, which are prerequisites for vocational education and training programmes.

58. Guidance in the formal schooling context should promote technical and vocational education as a viable and attractive choice for young people. It should:

- (a) cover a broad range of occupations, include supplementary visits to workplaces, and make the student aware of the eventual necessity of choosing an occupation and the importance of ensuring that this choice is made as rationally as possible;
- (b) assist students and their parents/guardians in making a positive choice concerning educational streams, and encourage learners to keep open a wide range of options so as to increase their learning and occupational flexibility.

59. Guidance in technical and vocational education as preparation for an occupational field should:

- (a) inform students of the various possibilities open in the particular field of interest, the educational background required, and the subsequent possibilities for continuing education and further training;
- (b) encourage students to choose educational programmes that will not limit their later employment options;
- (c) follow the students' progress through their educational programmes;
- (d) supplement the programmes by short periods of work experience and study of real work situations.

60. For individuals engaged in continuing technical and vocational education as a part of their lifelong learning, guidance should:

- (a) help to choose the programme best suited to their needs;
- (b) enable them to make effective choices regarding their entry into suitable levels of specialization.

61. Guidance should take into account:

- (a) economic, social, technological, cultural and family factors influencing the learners' attitudes, expectations and choice of career;

- (b) results of testing, including aptitude tests;
- (c) educational achievements and/or work experience;
- (d) opportunities and prospects in the occupational sector of interest;
- (e) individual preferences and special needs, including medical conditions, physical limitations and disabilities.

62. Guidance systems need to be accountable to the beneficiaries and sponsors of the service. Quality assurance and long-term results should be continually monitored at national and institutional levels through:

- (a) accurate records of clients, needs addressed, programmes and interventions used and resultant employment including self employment;
- (b) a system of evaluation both of staff performance and of the methods used to determine the long-term effects of guidance and the degree of self-reliance of beneficiaries.

#### VIII. The learning process

63. The challenges facing technical and vocational education in the twenty-first century demand learner-centred innovative and flexible approaches including a reoriented curriculum to take account of new subjects and issues such as technology, the environment, foreign languages and cultures, entrepreneurship and the requirements of rapidly growing service industries.

64. Theory and practice should form an integrated whole and be presented in a manner that motivates the learners. Experience in the laboratory, workshop and/or enterprises should be linked to mathematical and scientific foundations, and conversely, technical theory, as well as the mathematics and science underlying it, should be illustrated through their practical applications.

65. Full use should be made of contemporary educational technology, particularly the Internet, interactive multimedia materials, audiovisual aids and mass media, to enhance the reach, cost effectiveness, quality and richness of programmes, especially in the promotion of self-learning.

66. The methods and materials used in technical and vocational education should be carefully adapted to the learners' needs. In this respect:

- (a) where the language of instruction differs from the native language, teaching materials should make maximum use of numerical and graphical representation, written material being kept to a minimum;
- (b) where materials developed in one country are adapted for use in another, this adaptation should be carefully made with due regard to local factors;

(c) considering, however, the increasing mobility of labour, the acquisition of foreign language skills should be considered a vital aspect of the curriculum.

67. Machines and equipment used in workshops in educational institutions should be geared to the needs of the workplace, and should simulate it as closely as possible. Learners should be capable of operating and maintaining the equipment.

68. Evaluation/assessment should be an integral part of the teaching and learning process, and its major function should be to ensure the availability of appropriate programmes for the development of learners in accordance with their interests and capacities, and competence in the world of work.

69. The learners' performance should be evaluated/ assessed on an overall basis that considers class participation, interests and attitude, aptitude for acquiring practical skills and competencies, and relative progress, allowance being made for aptitudes and examinations and other tests.

70. Learners should participate in the evaluation/assessment of their own progress, and this system should have an in-built feedback mechanism to identify and correct learning problems.

71. Continuous evaluation of the teaching and learning process, including formative assessment, should be undertaken with the participation of teachers, supervisors, learners and representatives from the occupational fields concerned to ensure that the programme is effective and that the knowledge and skills imparted meet the needs of the workplace, and include recent developments in the field of study.

## IX. Staff

72. To ensure the high quality of technical and vocational education, priority should be given to the recruitment and initial preparation of adequate numbers of well-qualified teachers, instructors/ trainers, administrators and guidance staff, and to the provision of continuous professional upgrading throughout their career, and other facilities to enable them to function effectively.

73. The emoluments and conditions of service which are offered should compare favourably with those enjoyed by persons with similar qualifications and experience in other occupational sectors. In particular, promotions, salaries and pension scales for technical and vocational education staff should take into account any relevant experience acquired in employment outside the educational sector.

### Teaching staff

74. All teachers in technical and vocational education, including instructors/trainers who teach practical skills, should be considered an integral part of the teaching profession, and should be recognized as having the same status as their colleagues in general education. In this regard:

(a) the Recommendation concerning the Status of Teachers adopted by the Special Intergovernmental Conference on the Status of Teachers on 5 October 1966 is applicable to them especially as regards the provisions concerning preparation for a profession, continuing education, employment and career, the rights and responsibilities of teachers, conditions for effective teaching and learning, teachers' salaries, and social security;

(b) arbitrary distinctions between teachers in specialized technical and vocational institutions and those in general education institutions should be eliminated.

75. Technical and vocational education teachers, on a full-time or part-time basis, should possess the appropriate personal, ethical, professional and teaching qualities, and a strong initial preparation that will enable them to operate in and adapt to an ever-changing scientific, technological and social environment.

76. Teachers of technical and vocational subjects in general education should:

(a) be familiar with a broad range of specialities;

(b) develop the ability to relate these to each other as well as to the larger social, economic, environmental, historical and cultural context;

(c) where these subjects serve primarily an occupation or educational orientation function, be able to give guidance.

77. Teachers of technical and vocational education for occupational fields should have relevant qualifications so that:

(a) if the occupational field requires primarily practical skills, they should have significant experience in the exercise of these skills;

(b) if learners are to be prepared for technician or middle-management positions, teachers should have a thorough knowledge, preferably acquired through appropriate practical experience, of the special requirements of this type of position;

(c) if the occupational field requires research and theoretical analysis, e.g. an engineering field, teachers should have a background in research methods.

78. Teachers in technical and vocational education as continuing education should, in addition to the special preparation for teaching adults, have an adequate knowledge of the working environment of the learners, and be able to provide distance and individually paced education and training.

79. Skilled professionals working outside education should be invited to teach in schools, universities or other educational institutions in order to link the world of work more closely to the classroom.

80. Teachers of general subjects in technical and vocational education institutions, in addition to qualifications in their own field, should have an appreciation of the nature of the learners' specialized technical and vocational education programme.

81. Preparation for technical and vocational teaching should preferably be offered as a tertiary programme, requiring completion of secondary education or its equivalent for entrance. All programmes should be designed with the following objectives in mind:

(a) to maintain standards of education and professional preparation in effect for the teaching profession as a whole and to contribute to raising these overall standards;

(b) to develop in future teachers the ability to teach both the theoretical and the practical aspects of their field, with special emphasis on the need to use, whenever possible, the information and communication technologies;

(c) to develop in future teachers the responsibility for keeping up to date with trends in their field, as well as with the related work opportunities;

(d) to develop in future teachers the ability to guide learners with special needs;

(e) to ensure that future teachers are equipped, by means of supplementary training, to teach other subjects related to their primary subject.

82. Flexible training and retraining programmes, combining instruction on the campus and in the workplace, must be adapted to suit the concerned subjects and the needs of the learners and the workplace by developing new and appropriate instruments of assessment, accreditation and articulation, and certification standards.

83. When local conditions prevent future teachers from receiving practical work experience in their training, the teacher-training institution should attempt to simulate workplace conditions as part of the curriculum.

84. The professional preparation of all technical and vocational teachers should include the following elements in pre-service training and in-service upgrading programmes:

(a) educational theory in general and particularly as it applies to technical and vocational education;

(b) educational psychology and sociology relevant to the subjects/fields to be taught by the future teachers;

(c) classroom management, special teaching methods appropriate to the subjects/fields of the future teachers and methods of evaluating/assessing the students' work;

(d) training in the choice and use of contemporary teaching techniques and aids, including information/communication technologies;

(e) training in how to create and produce appropriate teaching materials, including modular and computer-aided instructional materials, whenever such materials are in short supply;

(f) a period of supervised practice teaching before appointment to a post;

(g) an introduction to educational and occupational guidance methods as well as to educational administration;

(h) planning the instructional environment of practical classes and laboratories and managing/maintaining these facilities;

(i) a sound training in safety, with emphasis on teaching safe working practice and setting a good working example.

85. Staff responsible for the preparation of technical and vocational teachers should have obtained advanced qualifications in their field:

(a) teacher-educators responsible for special technical and vocational fields should have qualifications in their field equivalent to those of special subjects staff in other higher education institutions and programmes, including advanced degrees and employment experience in related occupational fields;

(b) teacher-educators responsible for the pedagogical aspect of teacher preparation should themselves be experienced teachers in technical and vocational education, and should possess advanced qualifications in education.

86. Staff responsible for the preparation of technical and vocational teachers should be actively engaged in technical research and analyses of work opportunities in their field. Provision should be made for this in terms of a reasonable teaching load, and access to appropriate facilities.

87. Teaching staff should be encouraged to continue their education and training, whatever their specialized field, and should have the necessary means to do so. Lifelong learning should be made available in a wide range of facilities, and should include:

(a) continuous review and updating of knowledge, competencies and skills;

(b) continuous updating of specialized professional skills and knowledge;

(c) periodic work experience in the relevant occupational sector.

88. When questions of promotion, seniority and status are considered, teachers' achievements in continuing education and training as well as relevant work experience should be taken into account.

#### Administrative and guidance staff

89. Administrators of technical and vocational education programmes should be equipped with the following qualifications:

(a) teaching experience in a field of technical and vocational education;

(b) some work experience in one of the fields taught in the programme;



(c) a broad vision of technical and vocational education as a vital element in personal, social and economic development;

(d) knowledge of administrative techniques and procedures.

90. The heads of technical and vocational education establishments should devote a significant portion of their time to the educational and scientific aspects of their work. Sufficient staff should be available to provide the following services:

(a) counselling and guidance for candidates and students;

(b) the preparation, supervision and coordination of all practical work and experiments;

(c) the maintenance of instruments, apparatus and tools in workshops and laboratories;

(d) academic support services such as libraries, information and communication technology centres and information resource centres.

91. Administrators should keep up to date with new administrative techniques and trends, especially through relevant lifelong learning programmes. They should receive special training in the methods and problems associated with the specific features of technical and vocational education programmes, such as flexible entry and re-entry patterns, continuous training in the workplace, and relevance to the needs of the world of work. This preparation should include:

(a) management methods appropriate to educational administration, including techniques that utilize information and communication technologies;

(b) financial planning methods that facilitate the allocation of available resources, given the objectives and priorities of the various programmes, and ensure their efficient utilization;

(c) contemporary human resources management and development methods.

92. Guidance staff should receive special preparation for their tasks. They should be equipped to make objective assessments of aptitude, interest and motivation, and have up-to-date information concerning education and work opportunities. They should acquire a direct knowledge of the economy and the world of work through systematically organized visits to enterprises and training periods in enterprises. Guidance staff should be provided with facilities – including the opportunity for practical experience – to keep up with new information and methods of guidance. Most importantly, they should bear in mind the concept that technical and vocational education must be available to all as part of the lifelong learning process. It must contribute to personal and economic development and responsible citizenship.

#### X. International cooperation

93. Member States should give priority to international cooperation between the North and South, as well as between countries of the South, with the assistance of concerned

international organizations, to renovate and sustain technical and vocational education systems, with particular emphasis on the following:

- (a) the need for developing countries to take ownership of technical and vocational education and to increase their budget for this sector of education;
- (b) the efficient coordination, within any given country, of international assistance activities;
- (c) enhancing the sharing of intellectual property, including through research and development, for the benefit of learners in all countries and situations;
- (d) recognition by all stakeholders, including international financial authorities, of the contribution of technical and vocational education to the maintenance of peace and stability and to the prevention of social dysfunction, and the need to incorporate support for this sector of education in their assistance to recipient countries.

94. Member States should take special measures to make technical and vocational education accessible to foreigners (in particular migrants and refugees) and their children living within their territory. Such measures should take into account the special needs of such persons in the host country, as well as in the event of their return to their country of origin.

95. There is significant scope for countries to share their experience in technical and vocational education. There is a need for mutual cooperative assistance between all countries, regardless of their state of development. Provision should be made at the national, regional and international levels for the regular exchange, making use of contemporary information and communication technologies, of information, documentation, and materials obtained from research and development, in particular:

- (a) publications concerning comparative education, psychological and pedagogical problems affecting general and technical and vocational education, and current trends;
- (b) information and documentation concerning curriculum development, methods and materials, study opportunities abroad, and employment opportunities, including human resource requirements, working conditions and social benefits;
- (c) ideas, innovations and new teaching/ learning/training materials;
- (d) mass media programmes of an informational or pedagogical character.

96. Regional cooperation should be encouraged among countries having a common cultural heritage and/or facing common problems in the development or extension of technical and vocational education through:

- (a) periodic meetings at the ministerial level and the establishment of a mechanism to review policies formulated and actions taken;

(b) the creation of joint facilities for higher level research, the development of prototype materials and equipment, and the preparation of staff for the training of teachers where the costs of such facilities are too high to be sustained by any one country.

97. The development of teaching and learning materials which use the information and communication technologies and are suitable for international or regional use should be considered a priority area. These materials should contribute to the progressive establishment and recognition of common standards for professional competencies/qualifications acquired through technical and vocational education. Moreover, such teaching and learning materials should encourage deliberate international collaborative teaching and learning among institutions.

98. Member States should encourage the creation of a climate favourable to international cooperation with a view to capacity-building in developing countries, especially in the areas of acquisition, adaptation and application of technology, through:

(a) fellowship and exchange programmes for teachers/trainers, students and administrators/managers;

(b) establishing sustained cooperation between similar institutions in different countries, such as through twinning arrangements;

(c) provision of work experience abroad, particularly when opportunities at home are limited;

(d) encouraging countries to present and make known their educational programmes outside their national boundaries.

99. To facilitate international cooperation, Member States should, through the exchange of good practices and methods, aim to apply relevant and appropriate internationally recommended standards and norms relating in particular to:

(a) systems of assessment/evaluation;

(b) scientific and technical symbols;

(c) occupational qualifications and certification;

(d) equipment and technical standards;

(e) information processing;

(f) equivalencies of qualifications implying standardization of curricula and testing, including aptitude tests;

(g) occupational safety and security through testing of materials, products and processes;

(h) environmental protection and conservation.

100. Internationally recommended standards and norms should be continuously evaluated through sustained research on and monitoring of the effectiveness of their application in each country, with a view to enabling countries to use lifelong technical and vocational education as a means of narrowing the disparities between the North and the South and as a bridge to a more prosperous and peaceful future in the twenty-first century.



# **ILO CONVENTIONS**

## **Convention 138 Minimum Age (26.06.1973)**

### Article 2

1. Each Member which ratifies this Convention shall specify, in a declaration appended to its ratification, a minimum age for admission to employment or work within its territory and on means of transport registered in its territory; subject to Articles 4 to 8 of this Convention, no one under that age shall be admitted to employment or work in any occupation.
2. Each Member which has ratified this Convention may subsequently notify the Director-General of the International Labour Office, by further declarations, that it specifies a minimum age higher than that previously specified.
3. The minimum age specified in pursuance of paragraph 1 of this Article shall not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years.
4. Notwithstanding the provisions of paragraph 3 of this Article, a Member whose economy and educational facilities are insufficiently developed may, after consultation with the organisations of employers and workers concerned, where such exist, initially specify a minimum age of 14 years.
5. Each Member which has specified a minimum age of 14 years in pursuance of the provisions of the preceding paragraph shall include in its reports on the application of this Convention submitted under article 22 of the Constitution of the International Labour Organisation a statement
  - (a) that its reason for doing so subsists; or
  - (b) that it renounces its right to avail itself of the provisions in question as from a stated date..

### Article 3

1. The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons shall not be less than 18 years.
2. The types of employment or work to which paragraph 1 of this Article applies shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, where such exist.
3. Notwithstanding the provisions of paragraph 1 of this Article, national laws or regulations or the competent authority may, after consultation with the organizations of employers and workers concerned, where such exist, authorize employment or work as from the age of 16 years on condition that the health, safety and morals of the young persons concerned are fully protected and that the young persons have received adequate specific instruction or vocational training in the relevant branch of activity.

### Article 6

This Convention does not apply to work done by children and young persons in schools for general, vocational or technical education or in other training institutions, or to work done by persons at least 14 years of age in undertakings, where such work is carried out in accordance with conditions prescribed by the competent authority, after consultation with

the organisations of employers and workers concerned, where such exist, and is an integral part of--

- (a) a course of education or training for which a school or training institution is primarily responsible;
- (b) a programme of training mainly or entirely in an undertaking, which programme has been approved by the competent authority; or
- (c) a programme of guidance or orientation designed to facilitate the choice of an occupation or of a line of training.

#### Article 7

1. National laws or regulations may permit the employment or work of persons 13 to 15 years of age on light work which is--

- (a) not likely to be harmful to their health or development; and
- (b) not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.

2. National laws or regulations may also permit the employment or work of persons who are at least 15 years of age but have not yet completed their compulsory schooling on work which meets the requirements set forth in sub-paragraphs (a) and (b) of paragraph 1 of this Article.

3. The competent authority shall determine the activities in which employment or work may be permitted under paragraphs 1 and 2 of this Article and shall prescribe the number of hours during which and the conditions in which such employment or work may be undertaken.

4. Notwithstanding the provisions of paragraphs 1 and 2 of this Article, a Member which has availed itself of the provisions of paragraph 4 of Article 2 may, for as long as it continues to do so, substitute the ages 12 and 14 for the ages 13 and 15 in paragraph 1 and the age 14 for the age 15 in paragraph 2 of this Article.

### **Convention 159 Vocational Rehabilitation and Employment (Disabled Persons, 20.06.1983)**

#### Article 7

The competent authorities shall take measures with a view to providing and evaluating vocational guidance, vocational training, placement, employment and other related services to enable disabled persons to secure, retain and advance in employment; existing services for workers generally shall, wherever possible and appropriate, be used with necessary adaptations.

#### Article 8

Measures shall be taken to promote the establishment and development of vocational rehabilitation and employment services for disabled persons in rural areas and remote communities.

## Article 9

Each Member shall aim at ensuring the training and availability of rehabilitation counsellors and other suitably qualified staff responsible for the vocational guidance, vocational training, placement and employment of disabled persons.

## **Convention 169 Indigenous and Tribal Peoples (27.06.1989)**

## Article 7

1. The peoples concerned shall have the right to decide their own priorities for the process of development as it affects their lives, beliefs, institutions and spiritual well-being and the lands they occupy or otherwise use, and to exercise control, to the extent possible, over their own economic, social and cultural development. In addition, they shall participate in the formulation, implementation and evaluation of plans and programmes for national and regional development which may affect them directly.

2. The improvement of the conditions of life and work and levels of health and education of the peoples concerned, with their participation and co-operation, shall be a matter of priority in plans for the overall economic development of areas they inhabit. Special projects for development of the areas in question shall also be so designed as to promote such improvement.

3. Governments shall ensure that, whenever appropriate, studies are carried out, in co-operation with the peoples concerned, to assess the social, spiritual, cultural and environmental impact on them of planned development activities. The results of these studies shall be considered as fundamental criteria for the implementation of these activities.

## Article 21

Members of the peoples concerned shall enjoy opportunities at least equal to those of other citizens in respect of vocational training measures.

## Article 22

1. Measures shall be taken to promote the voluntary participation of members of the peoples concerned in vocational training programmes of general application.

2. Whenever existing programmes of vocational training of general application do not meet the special needs of the peoples concerned, governments shall, with the participation of these peoples, ensure the provision of special training programmes and facilities.

3. Any special training programmes shall be based on the economic environment, social and cultural conditions and practical needs of the peoples concerned. Any studies made in this connection shall be carried out in co-operation with these peoples, who shall be consulted on the organisation and operation of such programmes. Where feasible, these peoples shall progressively assume responsibility for the organisation and operation of such special training programmes, if they so decide.



## Article 26

Measures shall be taken to ensure that members of the peoples concerned have the opportunity to acquire education at all levels on at least an equal footing with the rest of the national community.

## Article 27

1. Education programmes and services for the peoples concerned shall be developed and implemented in co-operation with them to address their special needs, and shall incorporate their histories, their knowledge and technologies, their value systems and their further social, economic and cultural aspirations.
2. The competent authority shall ensure the training of members of these peoples and their involvement in the formulation and implementation of education programmes, with a view to the progressive transfer of responsibility for the conduct of these programmes to these peoples as appropriate.
3. In addition, governments shall recognize the right of these peoples to establish their own educational institutions and facilities, provided that such institutions meet minimum standards established by the competent authority in consultation with these peoples. Appropriate resources shall be provided for this purpose.

## Article 28

1. Children belonging to the peoples concerned shall, wherever practicable, be taught to read and write in their own indigenous language or in the language most commonly used by the group to which they belong. When this is not practicable, the competent authorities shall undertake consultations with these peoples with a view to the adoption of measures to achieve this objective.
2. Adequate measures shall be taken to ensure that these peoples have the opportunity to attain fluency in the national language or in one of the official languages of the country.
3. Measures shall be taken to preserve and promote the development and practice of the indigenous languages of the peoples concerned.

## Article 29

The imparting of general knowledge and skills that will help children belonging to the peoples concerned to participate fully and on an equal footing in their own community and in the national community shall be an aim of education for these peoples.

## Article 31

Educational measures shall be taken among all sections of the national community, and particularly among those that are in most direct contact with the peoples concerned, with the object of eliminating prejudices that they may harbour in respect of these peoples. To this end, efforts shall be made to ensure that history textbooks and other educational materials provide a fair, accurate and informative portrayal of the societies and cultures of these peoples.

## **Convention 182 Worst Forms of Child Labour (17.06.1999)**

### Article 7

1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.
2. Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to:
  - (a) prevent the engagement of children in the worst forms of child labour;
  - (b) provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;
  - (c) ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;
  - (d) identify and reach out to children at special risk; and
  - (e) take account of the special situation of girls.
3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.

### Article 8

Members shall take appropriate steps to assist one another in giving effect to the provisions of this Convention through enhanced international cooperation and/or assistance including support for social and economic development, poverty eradication programmes and universal education.



## **THE MAIN CONFERENCES OF THE UNITED NATIONS**

### **Proclamation of Teheran (13.05.1968)**

(14) The existence of over seven hundred million illiterates throughout the world is an enormous obstacle to all efforts at realizing the aims and purposes of the Charter of the United Nations and the provisions of the Universal Declaration of Human Rights. International action aimed at eradicating illiteracy from the face of the earth and promoting education at all levels requires urgent attention;

### **Universal Declaration on the Eradication of Hunger and Malnutrition (16.11.1974)**

(4) It is a responsibility of each State concerned, in accordance with its sovereign judgement and internal legislation, to remove the obstacles to food production and to provide proper incentives to agricultural producers. Of prime importance for the attainment of these objectives are effective measures of socio-economic transformation by agrarian, tax, credit and investment policy reform and the reorganization of rural structures, (...) Moreover, it is necessary to recognize the key role of women in agricultural production and rural economy in many countries, and to ensure that appropriate education, extension programmes and financial facilities are made available to women on equal terms with men.

### **World Declaration on Education for All: Meeting Basic Learning Needs (09.03.1990)**

#### **Article I**

(1) Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.

(2) The satisfaction of these needs empowers individuals in any society and confers upon them a responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world.

(3) Another and no less fundamental aim of educational development is the transmission and enrichment of common cultural and moral values. It is in these values that the individual and society find their identity and worth.

(4) Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training.

### Article III

(1) Basic education should be provided to all children, youth and adults. To this end, basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.

(2) For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.

(3) The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated.

(4) An active commitment must be made to removing educational disparities. Underserved groups: the poor; street and working children; rural and remote populations; nomads and migrant workers; indigenous peoples; ethnic, racial, and linguistic minorities; refugees; those displaced by war; and people under occupation, should not suffer any discrimination in access to learning opportunities.

(5) The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.

### Article IV

Whether or not expanded educational opportunities will translate into meaningful development - for an individual or for society - depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values. The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organized programmes and completion of certification requirements. Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement.

### Article V

The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates broadening and constantly redefining the scope of basic education to include the following components:

Learning begins at birth. This calls for early childhood care and initial education. These can be provided through arrangements involving families, communities, or institutional programmes, as appropriate.

The main delivery system for the basic education of children outside the family is primary schooling. Primary education must be universal, ensure that the basic learning needs of all children are satisfied, and take into account the culture, needs, and opportunities of the community. Supplementary alternative programmes can help meet the basic learning needs

of children with limited or no access to formal schooling, provided that they share the same standards of learning applied to schools, and are adequately supported.

The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems. Literacy programmes are indispensable because literacy is a necessary skill in itself and the foundation of other life skills. Literacy in the mother-tongue strengthens cultural identity and heritage. Other needs can be served by: skills training, apprenticeships, and formal and non-formal education programmes in health, nutrition, population, agricultural techniques, the environment, science, technology, family life, including fertility awareness, and other societal issues.

All available instruments and channels of information, communications, and social action could be used to help convey essential knowledge and inform and educate people on social issues. In addition to the traditional means, libraries, television, radio and other media can be mobilized to realize their potential towards meeting basic education needs of all.

These components should constitute an integrated system - complementary, mutually reinforcing, and of comparable standards, and they should contribute to creating and developing possibilities for lifelong learning.

#### Article VI

Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education. Knowledge and skills that will enhance the learning environment of children should be integrated into community learning programmes for adults. The education of children and their parents or other caretakers is mutually supportive and this interaction should be used to create, for all, a learning environment of vibrancy and warmth.

#### Article VII

National, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education, recognizing the special role of teachers and that of administrators and other educational personnel; partnerships between education and other government departments, including planning, finance, labour, communications, and other social sectors; partnerships between government and non-governmental organizations, the private sector, local communities, religious groups, and families. The recognition of the vital role of both families and teachers is particularly important. (...)

#### Article VIII

(1) Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilization of basic education for individual and societal improvement. The provision of basic education for all depends on political commitment and political will backed by appropriate fiscal measures and reinforced by educational policy reforms and institutional strengthening. Suitable economic, trade, labour, employment and health policies will enhance learners' incentives and contributions to societal development.

(2) Societies should also insure a strong intellectual and scientific environment for basic education. This implies improving higher education and developing scientific research. Close contact with contemporary technological and scientific knowledge should be possible at every level of education.

#### Article IX

(1) If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources, public, private and voluntary. All of society has a contribution to make, recognizing that time, energy and funding directed to basic education are perhaps the most profound investment in people and in the future of a country which can be made.

(2) Enlarged public-sector support means drawing on the resources of all the government agencies responsible for human development, through increased absolute and proportional allocations to basic education services with the clear recognition of competing claims on national resources of which education is an important one, but not the only one. Serious attention to improving the efficiency of existing educational resources and programmes will not only produce more, it can also be expected to attract new resources. The urgent task of meeting basic learning needs may require a reallocation between sectors, as, for example, a transfer from military to educational expenditure. Above all, special protection for basic education will be required in countries undergoing structural adjustment and facing severe external debt burdens. Today, more than ever, education must be seen as a fundamental dimension of any social, cultural, and economic design.

#### Article X

(1) Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities. All nations have valuable knowledge and experiences to share for designing effective educational policies and programmes.

(2) Substantial and long-term increases in resources for basic education will be needed. The world community, including intergovernmental agencies and institutions, has an urgent responsibility to alleviate the constraints that prevent some countries from achieving the goal of education for all. It will mean the adoption of measures that augment the national budgets of the poorest countries or serve to relieve heavy debt burdens. Creditors and debtors must seek innovative and equitable formulae to resolve these burdens, since the capacity of many developing countries to respond effectively to education and other basic needs will be greatly helped by finding solutions to the debt problem.

(...)

(4) All nations must also work together to resolve conflicts and strife, to end military occupations, and to settle displaced populations, or to facilitate their return to their countries of origin, and ensure that their basic learning needs are met. Only a stable and peaceful environment can create the conditions in which every human being, child and adult alike, may benefit from the goals of this Declaration.

We, the participants in the World Conference on Education for All, reaffirm the right of all people to education. This is the foundation of our determination, singly and together, to ensure education for all. We commit ourselves to act cooperatively through our own spheres of responsibility, taking all necessary steps to achieve the goals of education for all. Together

we call on governments, concerned organizations and individuals to join in this urgent undertaking. The basic learning needs of all can and must be met. (...)

## **Agenda 21 (14.06.1992)**

### Chapter 36

(3) Education, including formal education, public awareness and training should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues. While basic education provides the underpinning for any environmental and development education, the latter needs to be incorporated as an essential part of learning. Both formal and non-formal education are indispensable to changing people's attitudes so that they have the capacity to assess and address their sustainable development concerns. It is also critical for achieving environmental and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development and for effective public participation in decision-making. To be effective, environment and development education should deal with the dynamics of both the physical/biological and socio-economic environment and human (which may include spiritual) development, should be integrated in all disciplines, and should employ formal and non-formal methods and effective means of communication.

(4) (...)the following objectives are proposed:

c) To strive to achieve the accessibility of environmental and development education, linked to social education, from primary school age through adulthood to all groups of people;

d) To promote integration of environment and development concepts, including demography, in all educational programmes, in particular the analysis of the causes of major environment and development issues in a local context, drawing on the best available scientific evidence and other appropriate sources of knowledge, and giving special emphasis to the further training of decision makers at all levels.

(5) (...)the following activities are proposed:

b) Governments should strive to update or prepare strategies aimed at integrating environment and development as a cross-cutting issue into education at all levels within the next three years. This should be done in cooperation with all sectors of society. The strategies should set out policies and activities, and identify needs, cost, means and schedules for their implementation, evaluation and review. A thorough review of curricula should be undertaken to ensure a multidisciplinary approach, with environment and development issues and their socio-cultural and demographic aspects and linkages. Due respect should be given to community-defined needs and diverse knowledge systems, including science, cultural and social sensitivities;

e) Relevant authorities should ensure that every school is assisted in designing environmental activity work plans, with the participation of students and staff. Schools should involve schoolchildren in local and regional studies on environmental health, including safe drinking water, sanitation and food and ecosystems and in relevant activities, linking these studies with services and research in national parks, wildlife reserves, ecological heritage sites etc.;

l) Educational authorities, with appropriate assistance of non-governmental organizations, including women's and indigenous peoples' organizations, should promote all kinds of adult education programmes for continuing education in environment and development, basing



activities around elementary/secondary schools and local problems. These authorities and industry should encourage business, industrial and agricultural schools to include such topics in their curricula. The corporate sector could include sustainable development in their education and training programmes. Programmes at a post-graduate level should include specific courses aiming at the further training of decision makers;

### **Vienna Declaration and Programme of Action (25.06.1993)**

(33) The World Conference on Human Rights reaffirms that States are duty-bound, as stipulated in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights and in other international human rights instruments, to ensure that education is aimed at strengthening the respect of human rights and fundamental freedoms. The World Conference on Human Rights emphasizes the importance of incorporating the subject of human rights education programmes and calls upon States to do so. Education should promote understanding, tolerance, peace and friendly relations between the nations and all racial or religious groups and encourage the development of United Nations activities in pursuance of these objectives. Therefore, education on human rights and the dissemination of proper information, both theoretical and practical, play an important role in the promotion and respect of human rights with regard to all individuals without distinction of any kind such as race, sex, language or religion, and this should be integrated in the education policies at the national as well as international levels. The World Conference on Human Rights notes that resource constraints and institutional inadequacies may impede the immediate realization of these objectives.

#### **D. Human rights education**

(78) The World Conference on Human Rights considers human rights education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace.

(79) States should strive to eradicate illiteracy and should direct education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. The World Conference on Human Rights calls on all States and institutions to include human rights, humanitarian law, democracy and rule of law as subjects in the curricula of all learning institutions in formal and non-formal settings.

(80) Human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights.

(81) Taking into account the World Plan of Action on Education for Human Rights and Democracy, adopted in March 1993 by the International Congress on Education for Human Rights and Democracy of the United Nations Educational, Scientific and Cultural Organization, and other human rights instruments, the World Conference on Human Rights recommends that States develop specific programmes and strategies for ensuring the widest human rights education and the dissemination of public information, taking particular account of the human rights needs of women.

(82) Governments, with the assistance of intergovernmental organizations, national institutions and non-governmental organizations, should promote an increased awareness of human rights and mutual tolerance. The World Conference on Human Rights underlines the importance of strengthening the World Public Information Campaign for Human Rights carried out by the United Nations. They should initiate and support education in human rights and undertake effective dissemination of public information in this field. The advisory services and technical assistance programmes of the United Nations system should be able to respond immediately to requests from States for educational and training activities in the field of human rights as well as for special education concerning standards as contained in international human rights instruments and in humanitarian law and their application to special groups such as military forces, law enforcement personnel, police and the health profession. The proclamation of a United Nations decade for human rights education in order to promote, encourage and focus these educational activities should be considered.

### **Beijing Declaration (15.09.1995)**

*We are determined to:*

(27) Promote people-centred sustainable development, including sustained economic growth, through the provision of basic education, life-long education, literacy and training, and primary health care for girls and women;

(30) Ensure equal access to and equal treatment of women and men in education and health care and enhance women's sexual and reproductive health as well as education;

### **Beijing Platform for Action (15.09.1995)**

#### Chapter IV: Strategic Objectives and Actions

##### B. Education and training of women

(69) Education is a human right and an essential tool for achieving the goals of equality, development and peace. Non-discriminatory education benefits both girls and boys and thus ultimately contributes to more equal relationships between women and men. Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change. Literacy of women is an important key to improving health, nutrition and education in the family and to empowering women to participate in decision-making in society. Investing in formal and non-formal education and training for girls and women, with its exceptionally high social and economic return, has proved to be one of the best means of achieving sustainable development and economic growth that is both sustained and sustainable.

(71) Discrimination in girls' access to education persists in many areas, owing to customary attitudes, early marriages and pregnancies, inadequate and gender-biased teaching and educational materials, sexual harassment and lack of adequate and physically and otherwise accessible schooling facilities. Girls undertake heavy domestic work at a very early age. Girls and young women are expected to manage both educational and domestic responsibilities, often resulting in poor scholastic performance and early drop-out from the educational system. This has long-lasting consequences for all aspects of women's lives.

(72) Creation of an educational and social environment, in which women and men, girls and boys, are treated equally and encouraged to achieve their full potential, respecting their freedom of thought, conscience, religion and belief, and where educational resources promote non-stereotyped images of women and men, would be effective in the elimination of the causes of discrimination against women and inequalities between women and men.

(73) Women should be enabled to benefit from an ongoing acquisition of knowledge and skills beyond those acquired during youth. This concept of lifelong learning includes knowledge and skills gained in formal education and training, as well as learning that occurs in informal ways, including volunteer activity, unremunerated work and traditional knowledge.

(74) Curricula and teaching materials remain gender-biased to a large degree, and are rarely sensitive to the specific needs of girls and women. This reinforces traditional female and male roles that deny women opportunities for full and equal partnership in society. Lack of gender awareness by educators at all levels strengthens existing inequities between males and females by reinforcing discriminatory tendencies and undermining girls' self-esteem. The lack of sexual and reproductive health education has a profound impact on women and men.

(75) Science curricula in particular are gender-biased. Science textbooks do not relate to women's and girls' daily experience and fail to give recognition to women scientists. Girls are often deprived of basic education in mathematics and science and technical training, which provide knowledge they could apply to improve their daily lives and enhance their employment opportunities. Advanced study in science and technology prepares women to take an active role in the technological and industrial development of their countries, thus necessitating a diverse approach to vocational and technical training. Technology is rapidly changing the world and has also affected the developing countries. It is essential that women not only benefit from technology, but also participate in the process from the design to the application, monitoring and evaluation stages.

(76) Access for and retention of girls and women at all levels of education, including the higher level, and all academic areas is one of the factors of their continued progress in professional activities. Nevertheless, it can be noted that girls are still concentrated in a limited number of fields of study.

### **World Declaration on the Higher Education for the Twenty-First Century: Vision and Action (09.01.1998)**

#### **MISSIONS AND FUNCTIONS OF HIGHER EDUCATION**

##### **Article 1 - Mission to educate, to train and to undertake research**

We affirm that the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:

(a) educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society;

- (b) provide opportunities (*espace ouvert*) for higher learning and for learning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice;
- (c) advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts;
- (d) help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures, in a context of cultural pluralism and diversity;
- (e) help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives;
- (f) contribute to the development and improvement of education at all levels, including through the training of teachers.

## Article 2 - Ethical role, autonomy, responsibility and anticipatory function

In accordance with the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997, higher education institutions and their personnel and students should:

- (a) preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigour in their various activities;
- (b) be able to speak out on ethical, cultural and social problems completely independently and in full awareness of their responsibilities, exercising a kind of intellectual authority that society needs to help it to reflect, understand and act;
- (c) enhance their critical and forward-looking functions, through continuing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention;
- (d) exercise their intellectual capacity and their moral prestige to defend and actively disseminate universally accepted values, including peace, justice, freedom, equality and solidarity, as enshrined in UNESCO's Constitution;
- (e) enjoy full academic autonomy and freedom, conceived as a set of rights and duties, while being fully responsible and accountable to society;
- (f) play a role in helping identify and address issues that affect the well-being of communities, nations and global society.

## SHAPING A NEW VISION OF HIGHER EDUCATION

### Article 3 - Equity of access

- (a) In keeping with Article 26.1 of the Universal Declaration of Human Rights, admission to higher education should be based on the merit, capacity, efforts, perseverance and devotion, showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills. As a consequence, no discrimination can

be accepted in granting access to higher education on grounds of race, gender, language or religion, or economic, cultural or social distinctions, or physical disabilities.

(b) Equity of access to higher education should begin with the reinforcement and, if need be, the reordering of its links with all other levels of education, particularly with secondary education. Higher education institutions must be viewed as, and must also work within themselves to be a part of and encourage, a seamless system starting with early childhood and primary education and continuing through life. Higher education institutions must work in active partnership with parents, schools, students, socio-economic groups and communities. Secondary education should not only prepare qualified candidates for access to higher education by developing the capacity to learn on a broad basis but also open the way to active life by providing training on a wide range of jobs. However, access to higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, at any age and without any discrimination.

(c) As a consequence, the rapid and wide-reaching demand for higher education requires, where appropriate, all policies concerning access to higher education to give priority in the future to the approach based on the merit of the individual, as defined in Article 3(a) above.

(d) Access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated, since these groups as collectivities and as individuals may have both experience and talent that can be of great value for the development of societies and nations. Special material help and educational solutions can help overcome the obstacles that these groups face, both in accessing and in continuing higher education.

#### Article 4 - Enhancing participation and promoting the role of women

(a) Although significant progress has been achieved to enhance the access of women to higher education, various socio-economic, cultural and political obstacles continue in many places in the world to impede their full access and effective integration. To overcome them remains an urgent priority in the renewal process for ensuring an equitable and non-discriminatory system of higher education based on the principle of merit.

(b) Further efforts are required to eliminate all gender stereotyping in higher education, to consider gender aspects in different disciplines and to consolidate women's participation at all levels and in all disciplines, in which they are under-represented and, in particular, to enhance their active involvement in decision-making.

(c) Gender studies (women's studies) should be promoted as a field of knowledge, strategic for the transformation of higher education and society.

(d) Efforts should be made to eliminate political and social barriers whereby women are under-represented and in particular to enhance their active involvement at policy and decision-making levels within higher education and society.

#### Article 5 - Advancing knowledge through research in science, the arts and humanities and the dissemination of its results

(a) The advancement of knowledge through research is an essential function of all systems of higher education, which should promote postgraduate studies. Innovation, interdisciplinary and transdisciplinary should be promoted and reinforced in programmes

with long-term orientations on social and cultural aims and needs. An appropriate balance should be established between basic and target-oriented research.

(b) Institutions should ensure that all members of the academic community engaged in research are provided with appropriate training, resources and support. The intellectual and cultural rights on the results of research should be used to the benefit of humanity and should be protected so that they cannot be abused.

(c) Research must be enhanced in all disciplines, including the social and human sciences, education (including higher education), engineering, natural sciences, mathematics, informatics and the arts within the framework of national, regional and international research and development policies. Of special importance is the enhancement of research capacities in higher education research institutions, as mutual enhancement of quality takes place when higher education and research are conducted at a high level within the same institution. These institutions should find the material and financial support required, from both public and private sources.

#### Article 6 - Long-term orientation based on relevance

(a) Relevance in higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation with the problems of society and the world of work, basing long-term orientations on societal aims and needs, including respect for cultures and environmental protection. The concern is to provide access to both broad general education and targeted, career-specific education, often interdisciplinary, focusing on skills and aptitudes, both of which equip individuals to live in a variety of changing settings, and to be able to change occupations.

(b) Higher education should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary and transdisciplinary approach in the analysis of problems and issues.

(c) Higher education should enhance its contribution to the development of the whole education system, notably through improved teacher education, curriculum development and educational research.

(d) Ultimately, higher education should aim at the creation of a new society - non-violent and non-exploitative - consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and guided by wisdom.

#### Article 7 - Strengthening co-operation with the world of work and analysing and anticipating societal needs

(a) In economies characterized by changes and the emergence of new production paradigms based on knowledge and its application, and on the handling of information, the links between higher education, the world of work and other parts of society should be strengthened and renewed.

(b) Links with the world of work can be strengthened, through the participation of its representatives in the governance of institutions, the increased use of domestic and international apprenticeship/work-study opportunities for students and teachers, the exchange of personnel between the world of work and higher education institutions and revised curricula more closely aligned with working practices.

(c) As a lifelong source of professional training, updating and recycling, institutions of higher education should systematically take into account trends in the world of work and in the scientific, technological and economic sectors. In order to respond to the work requirements, higher education systems and the world of work should jointly develop and assess learning processes, bridging programmes and prior learning assessment and recognition programmes, which integrate theory and training on the job. Within the framework of their anticipatory function, higher education institutions could contribute to the creation of new jobs, although that is not their only function.

(d) Developing entrepreneurial skills and initiative should become major concerns of higher education, in order to facilitate employability of graduates who will increasingly be called upon to be not only job seekers but also and above all to become job creators. Higher education institutions should give the opportunity to students to fully develop their own abilities with a sense of social responsibility, educating them to become full participants in democratic society and promoters of changes that will foster equity and justice.

#### Article 8 - Diversification for enhanced equity of opportunity

(a) Diversifying higher education models and recruitment methods and criteria is essential both to meet increasing international demand and to provide access to various delivery modes and to extend access to an ever-wider public, in a lifelong perspective, based on flexible entry and exit points to and from the system of higher education.

(b) More diversified systems of higher education are characterized by new types of tertiary institutions: public, private and non-profit institutions, amongst others. Institutions should be able to offer a wide variety of education and training opportunities: traditional degrees, short courses, part-time study, flexible schedules, modularized courses, supported learning at a distance, etc.

#### Article 9 - Innovative educational approaches: critical thinking and creativity

(a) In a world undergoing rapid changes, there is a perceived need for a new vision and paradigm of higher education, which should be student-oriented, calling in most countries for in-depth reforms and an open access policy so as to cater for ever more diversified categories of people, and of its contents, methods, practices and means of delivery, based on new types of links and partnerships with the community and with the broadest sectors of society.

(b) Higher education institutions should educate students to become well informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities.

(c) To achieve these goals, it may be necessary to recast curricula, using new and appropriate methods, so as to go beyond cognitive mastery of disciplines. New pedagogical and didactical approaches should be accessible and promoted in order to facilitate the acquisition of skills, competences and abilities for communication, creative and critical analysis, independent thinking and team work in multicultural contexts, where creativity also involves combining traditional or local knowledge and know-how with advanced science and technology. These recast curricula should take into account the gender dimension and the specific cultural, historic and economic context of each country. The teaching of human rights standards and education on the needs of communities in all parts of the world should be reflected in the curricula of all disciplines, particularly those preparing for

entrepreneurship. Academic personnel should play a significant role in determining the curriculum.

(d) New methods of education will also imply new types of teaching-learning materials. These have to be coupled with new methods of testing that will promote not only powers of memory but also powers of comprehension, skills for practical work and creativity.

#### Article 10 - Higher education personnel and students as major actors

(a) A vigorous policy of staff development is an essential element for higher education institutions. Clear policies should be established concerning higher education teachers, who nowadays need to focus on teaching students how to learn and how to take initiatives rather than being exclusively founts of knowledge. Adequate provision should be made for research and for updating and improving pedagogical skills, through appropriate staff development programmes, encouraging constant innovation in curriculum, teaching and learning methods, and ensuring appropriate professional and financial status, and for excellence in research and teaching, reflecting the corresponding provisions of the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997. To this end, more importance should be attached to international experience. Furthermore, in view of the role of higher education for lifelong learning, experience outside the institutions ought to be considered as a relevant qualification for higher educational staff.

(b) Clear policies should be established by all higher education institutions preparing teachers of early childhood education and for primary and secondary schools, providing stimulus for constant innovation in curriculum, best practices in teaching methods and familiarity with diverse learning styles. It is vital to have appropriately trained administrative and technical personnel.

(c) National and institutional decision-makers should place students and their needs at the centre of their concerns, and should consider them as major partners and responsible stakeholders in the renewal of higher education. This should include student involvement in issues that affect that level of education, in evaluation, the renovation of teaching methods and curricula and, in the institutional framework in force, in policy-formulation and institutional management. As students have the right to organize and represent themselves, students' involvement in these issues should be guaranteed.

(d) Guidance and counselling services should be developed, in co-operation with student organizations, in order to assist students in the transition to higher education at whatever age and to take account of the needs of ever more diversified categories of learners. Apart from those entering higher education from schools or further education colleges, they should also take account of the needs of those leaving and returning in a lifelong process. Such support is important in ensuring a good match between student and course, reducing drop-out. Students who do drop out should have suitable opportunities to return to higher education if and when appropriate.

#### FROM VISION TO ACTION

##### Article 11 - Qualitative evaluation

(a) Quality in higher education is a multidimensional concept, which should embrace all its functions, and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment. Internal self-evaluation and external review, conducted openly by



independent specialists, if possible with international expertise, are vital for enhancing quality. Independent national bodies should be established and comparative standards of quality, recognized at international level, should be defined. Due attention should be paid to specific institutional, national and regional contexts in order to take into account diversity and to avoid uniformity. Stakeholders should be an integral part of the institutional evaluation process.

(b) Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances.

(c) To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programmes for academic staff development, including teaching/learning methodology and mobility between countries, between higher education institutions, and between higher education institutions and the world of work, as well as student mobility within and between countries. The new information technologies are an important tool in this process, owing to their impact on the acquisition of knowledge and know-how.

#### Article 12 - The potential and the challenge of technology

The rapid breakthroughs in new information and communication technologies will further change the way knowledge is developed, acquired and delivered. It is also important to note that the new technologies offer opportunities to innovate on course content and teaching methods and to widen access to higher learning. However, it should be borne in mind that new information technology does not reduce the need for teachers but changes their role in relation to the learning process and that the continuous dialogue that converts information into knowledge and understanding becomes fundamental. Higher education institutions should lead in drawing on the advantages and potential of new information and communication technologies, ensuring quality and maintaining high standards for education practices and outcomes in a spirit of openness, equity and international co-operation by:

(a) engaging in networks, technology transfer, capacity-building, developing teaching materials and sharing experience of their application in teaching, training and research, making knowledge accessible to all;

(b) creating new learning environments, ranging from distance education facilities to complete virtual higher education institutions and systems, capable of bridging distances and developing high-quality systems of education, thus serving social and economic advancement and democratization as well as other relevant priorities of society, while ensuring that these virtual education facilities, based on regional, continental or global networks, function in a way that respects cultural and social identities;

(c) noting that, in making full use of information and communication technology (ICT) for educational purposes, particular attention should be paid to removing the grave inequalities which exist among and also within the countries of the world with regard to access to new information and communication technologies and to the production of the corresponding resources;

(d) adapting ICT to national, regional and local needs and securing technical, educational, management and institutional systems to sustain it;

(e) facilitating, through international co-operation, the identification of the objectives and interests of all countries, particularly the developing countries, equitable access and the

strengthening of infrastructures in this field and the dissemination of such technology throughout society;

(f) closely following the evolution of the 'knowledge society' in order to ensure high quality and equitable regulations for access to prevail;

(g) taking the new possibilities created by the use of ICTs into account, while realizing that it is, above all, institutions of higher education that are using ICTs in order to modernize their work, and not ICTs transforming institutions of higher education from real to virtual institutions.

#### Article 13 - Strengthening higher education management and financing

(a) The management and financing of higher education require the development of appropriate planning and policy-analysis capacities and strategies, based on partnerships established between higher education institutions and state and national planning and co-ordination bodies, so as to secure appropriately streamlined management and the cost-effective use of resources. Higher education institutions should adopt forward-looking management practices that respond to the needs of their environments. Managers in higher education must be responsive, competent and able to evaluate regularly, by internal and external mechanisms, the effectiveness of procedures and administrative rules.

(b) Higher education institutions must be given autonomy to manage their internal affairs, but with this autonomy must come clear and transparent accountability to the government, parliament, students and the wider society.

(c) The ultimate goal of management should be to enhance the institutional mission by ensuring high-quality teaching, training and research, and services to the community. This objective requires governance that combines social vision, including understanding of global issues, with efficient managerial skills. Leadership in higher education is thus a major social responsibility and can be significantly strengthened through dialogue with all stakeholders, especially teachers and students, in higher education. The participation of teaching faculty in the governing bodies of higher education institutions should be taken into account, within the framework of current institutional arrangements, bearing in mind the need to keep the size of these bodies within reasonable bounds.

(d) The promotion of North-South co-operation to ensure the necessary financing for strengthening higher education in the developing countries is essential.

#### Article 14 - Financing of higher education as a public service

The funding of higher education requires both public and private resources. The role of the state remains essential in this regard.

(a) The diversification of funding sources reflects the support that society provides to higher education and must be further strengthened to ensure the development of higher education, increase its efficiency and maintain its quality and relevance. Public support for higher education and research remains essential to ensure a balanced achievement of educational and social missions.

(b) Society as a whole must support education at all levels, including higher education, given its role in promoting sustainable economic, social and cultural development. Mobilization for this purpose depends on public awareness and involvement of the public and private sectors of the economy, parliaments, the media, governmental and non-governmental organizations, students as well as institutions, families and all the social actors involved with higher education.

## Article 15 - Sharing knowledge and know-how across borders and continents

(a) The principle of solidarity and true partnership amongst higher education institutions worldwide is crucial for education and training in all fields that encourage an understanding of global issues, the role of democratic governance and skilled human resources in their resolution, and the need for living together with different cultures and values. The practice of multilingualism, faculty and student exchange programmes and institutional linkage to promote intellectual and scientific co-operation should be an integral part of all higher education systems.

(b) The principles of international co-operation based on solidarity, recognition and mutual support, true partnership that equitably serves the interests of the partners and the value of sharing knowledge and know-how across borders should govern relationships among higher education institutions in both developed and developing countries and should benefit the least developed countries in particular. Consideration should be given to the need for safeguarding higher education institutional capacities in regions suffering from conflict or natural disasters. Consequently, an international dimension should permeate the curriculum, and the teaching and learning processes.

(c) Regional and international normative instruments for the recognition of studies should be ratified and implemented, including certification of the skills, competences and abilities of graduates, making it easier for students to change courses, in order to facilitate mobility within and between national systems.

## Article 16 - From 'brain drain' to 'brain gain'

The 'brain drain' has yet to be stemmed, since it continues to deprive the developing countries and those in transition, of the high-level expertise necessary to accelerate their socio-economic progress. International co-operation schemes should be based on long-term partnerships between institutions in the South and the North, and also promote South-South co-operation. Priority should be given to training programmes in the developing countries, in centres of excellence forming regional and international networks, with short periods of specialized and intensive study abroad. Consideration should be given to creating an environment conducive to attracting and retaining skilled human capital, either through national policies or international arrangements to facilitate the return - permanent or temporary - of highly trained scholars and researchers to their countries of origin. At the same time, efforts must be directed towards a process of 'brain gain' through collaboration programmes that, by virtue of their international dimension, enhance the building and strengthening of institutions and facilitate full use of endogenous capacities. Experience gained through the UNITWIN/UNESCO Chairs Programme and the principles enshrined in the regional conventions on the recognition of degrees and diplomas in higher education are of particular importance in this respect.

## Article 17 - Partnership and alliances

Partnership and alliances amongst stakeholders - national and institutional policy-makers, teaching and related staff, researchers and students, and administrative and technical personnel in institutions of higher education, the world of work, community groups - is a powerful force in managing change. Also, non-governmental organizations are key actors in

this process. Henceforth, partnership, based on common interest, mutual respect and credibility, should be a prime matrix for renewal in higher education.

*We, the participants in the World Conference on Higher Education, adopt this Declaration and reaffirm the right of all people to education and the right of access to higher education based on individual merit and capacity;*

*We pledge to act together within the frame of our individual and collective responsibilities, by taking all necessary measures in order to realize the principles concerning higher education contained in the Universal Declaration of Human Rights and in the Convention against Discrimination in Education;*

*We solemnly reaffirm our commitment to peace. To that end, we are determined to accord high priority to education for peace and to participate in the celebration of the International Year for the Culture of Peace in the year 2000;*

*We adopt, therefore, this World Declaration on Higher Education for the Twenty-First Century: Vision and Action. To achieve the goals set forth in this Declaration and, in particular, for immediate action, we agree on the following Framework for Priority Action for Change and Development of Higher Education.*

## FRAMEWORK FOR PRIORITY ACTION FOR CHANGE AND DEVELOPMENT OF HIGHER EDUCATION

### I. PRIORITY ACTIONS AT NATIONAL LEVEL

1. States, including their governments, parliaments and other decision-makers, should:

(a) establish, where appropriate, the legislative, political and financial framework for the reform and further development of higher education, in keeping with the terms of the Universal Declaration of Human Rights, which establishes that higher education shall be 'accessible to all on the basis of merit'. No discrimination can be accepted, no one can be excluded from higher education or its study fields, degree levels and types of institutions on grounds of race, gender, language, religion, or age or because of any economic or social distinctions or physical disabilities;

(b) reinforce the links between higher education and research;

(c) consider and use higher education as a catalyst for the entire education system;

(d) develop higher education institutions to include lifelong learning approaches, giving learners an optimal range of choice and a flexibility of entry and exit points within the system, and redefine their role accordingly, which implies the development of open and continuous access to higher learning and the need for bridging programmes and prior learning assessment and recognition;

(e) make efforts, when necessary, to establish close links between higher education and research institutions, taking into account the fact that education and research are two closely related elements in the establishment of knowledge;

(f) develop innovative schemes of collaboration between institutions of higher education and different sectors of society to ensure that higher education and research programmes effectively contribute to local, regional and national development;

(g) fulfil their commitments to higher education and be accountable for the pledges adopted with their concurrence, at several forums, particularly over the past decade, with regard to human, material and financial resources, human development and education in general, and to higher education in particular;

(h) have a policy framework to ensure new partnerships and the involvement of all relevant stakeholders in all aspects of higher education: the evaluation process, including curriculum

and pedagogical renewal, and guidance and counselling services; and, in the framework of existing institutional arrangements, policy-making and institutional governance;

(i) define and implement policies to eliminate all gender stereotyping in higher education and to consolidate women's participation at all levels and in all disciplines in which they are under-represented at present and, in particular, to enhance their active involvement in decision-making;

(j) establish clear policies concerning higher education teachers, as set out in the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997;

(k) recognize students as the centre of attention of higher education, and one of its stakeholders. They should be involved, by means of adequate institutional structures, in the renewal of their level of education (including curriculum and pedagogical reform), and policy decision, in the framework of existing institutional arrangements;

(l) recognize that students have the right to organize themselves autonomously;

(m) promote and facilitate national and international mobility of teaching staff and students as an essential part of the quality and relevance of higher education;

(n) provide and ensure those conditions necessary for the exercise of academic freedom and institutional autonomy so as to allow institutions of higher education, as well as those individuals engaged in higher education and research, to fulfil their obligations to society.

2. States in which enrolment in higher education is low by internationally accepted comparative standards should strive to ensure a level of higher education adequate for relevant needs in the public and private sectors of society and to establish plans for diversifying and expanding access, particularly benefiting all minorities and disadvantaged groups.

3. The interface with general, technical and professional secondary education should be reviewed in depth, in the context of lifelong learning. Access to higher education in whatever form must remain open to those successfully completing secondary education or its equivalent or meeting entry qualifications at any age, while creating gateways to higher education, especially for older students without any formal secondary education certificates, by attaching more importance to their professional experience. However, preparation for higher education should not be the sole or primary purpose of secondary education, which should also prepare for the world of work, with complementary training whenever required, in order to provide knowledge, capacities and skills for a wide range of jobs. The concept of bridging programmes should be promoted to allow those entering the job market to return to studies at a later date.

4. Concrete steps should be taken to reduce the widening gap between industrially developed and developing countries, in particular the least developed countries, with regard to higher education and research. Concrete steps are also needed to encourage increased co-operation between countries at all levels of economic development with regard to higher education and research. Consideration should be given to making budgetary provisions for that purpose, and developing mutually beneficial agreements involving industry, national as well as international, in order to sustain co-operative activities and projects through appropriate incentives and funding in education, research and the development of high-level experts in these countries.

## II. PRIORITY ACTIONS AT THE LEVEL OF SYSTEMS AND INSTITUTIONS

5. Each higher education institution should define its mission according to the present and future needs of society and base it on an awareness of the fact that higher education is essential for any country or region to reach the necessary level of sustainable and environmentally sound economic and social development, cultural creativity nourished by better knowledge and understanding of the cultural heritage, higher living standards, and internal and international harmony and peace, based on human rights, democracy, tolerance and mutual respect. These missions should incorporate the concept of academic freedom set out in the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997.

6. In establishing priorities in their programmes and structures, higher education institutions should:

(a) take into account the need to abide by the rules of ethics and scientific and intellectual rigour, and the multidisciplinary and transdisciplinary approach;

(b) be primarily concerned to establish systems of access for the benefit of all persons who have the necessary abilities and motivations;

(c) use their autonomy and high academic standards to contribute to the sustainable development of society and to the resolution of the issues facing the society of the future. They should develop their capacity to give forewarning through the analysis of emerging social, cultural, economic and political trends, approached in a multidisciplinary and transdisciplinary manner, giving particular attention to:

high quality, a clear sense of the social pertinence of studies and their anticipatory function, based on scientific grounds;

knowledge of fundamental social questions, in particular related to the elimination of poverty, to sustainable development, to intercultural dialogue and to the shaping of a culture of peace;

the need for close connection with effective research organizations or institutions that perform well in the sphere of research;

the development of the whole education system in the perspective of the recommendations and the new goals for education as set out in the 1996 report to UNESCO of the International Commission on Education for the Twenty-first Century;

fundamentals of human ethics, applied to each profession and to all areas of human endeavour;

(d) ensure, especially in universities and as far as possible, that faculty members participate in teaching, research, tutoring students and steering institutional affairs;

(e) take all necessary measures to reinforce their service to the community, especially their activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger and disease, through an interdisciplinary and transdisciplinary approach in the analysis of challenges, problems and different subjects;

(f) set their relations with the world of work on a new basis involving effective partnerships with all social actors concerned, starting from a reciprocal harmonization of action and the search for solutions to pressing problems of humanity, all this within a framework of responsible autonomy and academic freedoms;

(g) ensure high quality of international standing, consider accountability and both internal and external evaluation, with due respect for autonomy and academic freedom, as being normal and inherent in their functioning, and institutionalize transparent systems, structures or mechanisms specific thereto;

- (h) as lifelong education requires academic staff to update and improve their teaching skills and learning methods, even more than in the present systems mainly based on short periods of higher teaching, establish appropriate academic staff development structures and/or mechanisms and programmes;
- (i) promote and develop research, which is a necessary feature of all higher education systems, in all disciplines, including the human and social sciences and arts, given their relevance for development. Also, research on higher education itself should be strengthened through mechanisms such as the UNESCO/UNU Forum on Higher Education and the UNESCO Chairs in Higher Education. Objective, timely studies are needed to ensure continued progress towards such key national objectives as access, equity, quality, relevance and diversification;
- (j) remove gender inequalities and biases in curricula and research, and take all appropriate measures to ensure balanced representation of both men and women among students and teachers, at all levels of management;
- (k) provide, where appropriate, guidance and counselling, remedial courses, training in how to study and other forms of student support, including measures to improve student living conditions.

7. While the need for closer links between higher education and the world of work is important worldwide, it is particularly vital for the developing countries and especially the least developed countries, given their low level of economic development. Governments of these countries should take appropriate measures to reach this objective through appropriate measures such as strengthening institutions for higher/professional/vocational education. At the same time, international action is needed in order to help establish joint undertakings between higher education and industry in these countries. It will be necessary to give consideration to ways in which higher education graduates could be supported, through various schemes, following the positive experience of the micro-credit system and other incentives, in order to start small- and medium-size enterprises. At the institutional level, developing entrepreneurial skills and initiative should become a major concern of higher education, in order to facilitate employability of graduates who will increasingly be required not only to be job-seekers but to become job-creators.

8. The use of new technologies should be generalized to the greatest extent possible to help higher education institutions, to reinforce academic development, to widen access, to attain universal scope and to extend knowledge, as well as to facilitate education throughout life. Governments, educational institutions and the private sector should ensure that informatics and communication network infrastructures, computer facilities and human resources training are adequately provided.

9. Institutions of higher education should be open to adult learners:

- (a) by developing coherent mechanisms to recognize the outcomes of learning undertaken in different contexts, and to ensure that credit is transferable within and between institutions, sectors and states;
- (b) by establishing joint higher education/community research and training partnerships, and by bringing the services of higher education institutions to outside groups;
- (c) by carrying out interdisciplinary research in all aspects of adult education and learning with the participation of adult learners themselves;
- (d) by creating opportunities for adult learning in flexible, open and creative ways.

### III. ACTIONS TO BE TAKEN AT INTERNATIONAL LEVEL AND, IN PARTICULAR, TO BE INITIATED BY UNESCO

10. Co-operation should be conceived of as an integral part of the institutional missions of higher education institutions and systems. Intergovernmental organizations, donor agencies and non-governmental organizations should extend their action in order to develop inter-university co-operation projects in particular through twinning institutions, based on solidarity and partnership, as a means of bridging the gap between rich and poor countries in the vital areas of knowledge production and application. Each institution of higher education should envisage the creation of an appropriate structure and/or mechanism for promoting and managing international co-operation.

11. UNESCO, and other intergovernmental organizations and non-governmental organizations active in higher education, the states through their bilateral and multilateral co-operation programmes, the academic community and all concerned partners in society should further promote international academic mobility as a means to advance knowledge and knowledge-sharing in order to bring about and promote solidarity as a main element of the global knowledge society of tomorrow, including through strong support for the joint work plan (1999-2005) of the six intergovernmental committees in charge of the application of the regional conventions on the recognition of studies, degrees and diplomas in higher education and through large-scale co-operative action involving, *inter alia*, the establishment of an educational credit transfer scheme, with particular emphasis on South-South co-operation, the needs of the least developed countries and of the small states with few higher education institutions or none at all.

12. Institutions of higher education in industrialized countries should strive to make arrangements for international co-operation with sister institutions in developing countries and in particular with those of poor countries. In their co-operation, the institutions should make efforts to ensure fair and just recognition of studies abroad. UNESCO should take initiatives to develop higher education throughout the world, setting itself clear-cut goals that could lead to tangible results. One method might be to implement projects in different regions renewing efforts towards creating and/or strengthening centres of excellence in developing countries, in particular through the UNITWIN/UNESCO Chairs Programme, relying on networks of national, regional and international higher education institutions.

13. UNESCO, together with all concerned parts of society, should also undertake action in order to alleviate the negative effects of 'brain drain' and to shift to a dynamic process of 'brain gain'. An overall analysis is required in all regions of the world of the causes and effects of brain drain. A vigorous campaign should be launched through the concerted effort of the international community and on the basis of academic solidarity and should encourage the return to their home country of expatriate academics, as well as the involvement of university volunteers - newly retired academics or young academics at the beginning of their career - who wish to teach and undertake research at higher education institutions in developing countries. At the same time it is essential to support the developing countries in their efforts to build and strengthen their own educational capacities.

14. Within this framework, UNESCO should:

(a) promote better co-ordination among intergovernmental, supranational and non-governmental organizations, agencies and foundations that sponsor existing programmes



and projects for international co-operation in higher education. Furthermore, co-ordination efforts should take place in the context of national priorities. This could be conducive to the pooling and sharing of resources, avoid overlapping and promote better identification of projects, greater impact of action and increased assurance of their validity through collective agreement and review. Programmes aiming at the rapid transfer of knowledge, supporting institutional development and establishing centres of excellence in all areas of knowledge, in particular for peace education, conflict resolution, human rights and democracy, should be supported by institutions and by public and private donors;

(b) jointly with the United Nations University and with National Commissions and various intergovernmental and non-governmental organizations, become a forum of reflection on higher education issues aiming at: (i) preparing update reports on the state of knowledge on higher education issues in all parts of the world; (ii) promoting innovative projects of training and research, intended to enhance the specific role of higher education in lifelong education; (iii) reinforcing international co-operation and emphasizing the role of higher education for citizenship education, sustainable development and peace; and (iv) facilitating exchange of information and establishing, when appropriate, a database on successful experiences and innovations that can be consulted by institutions confronted with problems in their reforms of higher education;

(c) take specific action to support institutions of higher education in the least developed parts of the world and in regions suffering the effects of conflict or natural disasters;

(d) make renewed efforts towards creating or/and strengthening centres of excellence in developing countries;

(e) take the initiative to draw up an international instrument on academic freedom, autonomy and social responsibility in connection with the Recommendation concerning the Status of Higher-Education Teaching Personnel;

(f) ensure follow-up to the World Declaration on Higher Education and the Framework for Priority Action, jointly with other intergovernmental and non-governmental organizations and with all higher education stakeholders, including the United Nations University, the NGO Collective Consultation on Higher Education and the UNESCO Student Forum. It should have a crucial role in promoting international co-operation in the field of higher education in implementing this follow-up. Consideration should be given to according priority to this in the development of UNESCO's next draft Programme and Budget.

### **Dakar Framework for Action – Education For All: Meeting our Collective Commitments (28.04.2000)**

1. Meeting in Dakar, Senegal, in April 2000, we, the participants in the World Education Forum, commit ourselves to the achievement of education for all (EFA) goals and targets for every citizen and for every society.

2. The Dakar Framework is a collective commitment to action. Governments have an obligation to ensure that EFA goals and targets are reached and sustained. This is a responsibility that will be met most effectively through broad-based partnerships within countries, supported by cooperation with regional and international agencies and institutions.

3. We re-affirm the vision of the World Declaration on Education for All (Jomtien 1990), supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that all children, young people and adults have the human right to benefit from an

education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual's talents and potential, and developing learners' personalities, so that they can improve their lives and transform their societies.

4. We welcome the commitments made by the international community to basic education throughout the 1990s, notably at the World Summit for Children (1990), the Conference on Environment and Development (1992), the World Conference on Human Rights (1993), the World Conference on Special Needs Education: Access and Quality (1994), the International Conference on Population and Development (1994), the World Summit for Social Development (1995), the Fourth World Conference on Women (1995), the Mid-Term Meeting of the International Consultative Forum on Education for All (1996), the Fifth International Conference on Adult Education (1997), and the International Conference on Child Labour (1997). The challenge now is to deliver on these commitments.

5. The EFA 2000 Assessment demonstrates that there has been significant progress in many countries. But it is unacceptable in the year 2000 that more than 113 million children have no access to primary education, 880 million adults are illiterate, gender discrimination continues to permeate education systems, and the quality of learning and the acquisition of human values and skills fall far short of the aspirations and needs of individuals and societies. Youth and adults are denied access to the skills and knowledge necessary for gainful employment and full participation in their societies. Without accelerated progress towards education for all, national and internationally agreed targets for poverty reduction will be missed, and inequalities between countries and within societies will widen.

6. Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals should be postponed no longer. The basic learning needs of all can and must be met as a matter of urgency.

7. We hereby collectively commit ourselves to the attainment of the following goals:

- (i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

8. To achieve these goals, we the governments, organizations, agencies, groups and associations represented at the World Education Forum pledge ourselves to:

- (i) mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education;
- (ii) promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies;
- (iii) ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development;
- (iv) develop responsive, participatory and accountable systems of educational governance and management;
- (v) meet the needs of education systems affected by conflict, national calamities and instability and conduct educational programmes in ways that promote mutual understanding, peace and tolerance, and help to prevent violence and conflict;
- (vi) implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices;
- (vii) implement as a matter of urgency education programmes and actions to combat the HIV/AIDS pandemic;
- (viii) create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all;
- (ix) enhance the status, morale and professionalism of teachers;
- (x) harness new information and communication technologies to help achieve EFA goals;
- (xi) systematically monitor progress towards EFA goals and strategies at the national, regional and international levels; and
- (xii) build on existing mechanisms to accelerate progress towards education for all.

9. Drawing on the evidence accumulated during the national and regional EFA assessments, and building on existing national sector strategies, all States will be requested to develop or strengthen existing national plans of action by 2002 at the latest. These plans should be integrated into a wider poverty reduction and development framework, and should be developed through more transparent and democratic processes, involving stakeholders, especially peoples' representatives, community leaders, parents, learners, non-governmental organizations (NGOs) and civil society. The plans will address problems associated with the chronic under-financing of basic education by establishing budget priorities that reflect a commitment to achieving EFA goals and targets at the earliest possible date, and no later than 2015. They will also set out clear strategies for overcoming the special problems facing those currently excluded from educational opportunities, with a clear commitment to girls' education and gender equity. The plans will give substance and form to the goals and strategies set out in this Framework, and to the commitments made during a succession of international conferences in the 1990s. Regional activities to support national strategies will be based on strengthened regional and subregional organizations, networks and initiatives.

10. Political will and stronger national leadership are needed for the effective and successful implementation of national plans in each of the countries concerned. However, political will must be underpinned by resources. The international community acknowledges that many countries currently lack the resources to achieve education for all within an acceptable time-frame. New financial resources, preferably in the form of grants and concessional assistance, must therefore be mobilized by bilateral and multilateral funding agencies, including the World Bank and regional development banks, and the private sector. We affirm

that no countries seriously committed to education for all will be thwarted in their achievement of this goal by a lack of resources.

11. The international community will deliver on this collective commitment by launching with immediate effect a global initiative aimed at developing the strategies and mobilizing the resources needed to provide effective support to national efforts. Options to be considered under this initiative will include:

- (i) increasing external finance for education, in particular basic education;
- (ii) ensuring greater predictability in the flow of external assistance;
- (iii) facilitating more effective donor coordination;
- (iv) strengthening sector-wide approaches;
- (v) providing earlier, more extensive and broader debt relief and/or debt cancellation for poverty reduction, with a strong commitment to basic education; and
- (vi) undertaking more effective and regular monitoring of progress towards EFA goals and targets, including periodic assessments.

12. There is already evidence from many countries of what can be achieved through strong national strategies supported by effective development cooperation. Progress under these strategies could - and must - be accelerated through increased international support. At the same time, countries with less developed strategies - including countries in transition, countries affected by conflict, and post-crisis countries - must be given the support they need to achieve more rapid progress towards education for all.

13. We will strengthen accountable international and regional mechanisms to give clear expression to these commitments and to ensure that the Dakar Framework for Action is on the agenda of every international and regional organization, every national legislature and every local decision-making forum.

14. The EFA 2000 Assessment highlights that the challenge of education for all is greatest in sub-Saharan Africa, in South Asia, and in the least developed countries. Accordingly, while no country in need should be denied international assistance, priority should be given to these regions and countries. Countries in conflict or undergoing reconstruction should also be given special attention in building up their education systems to meet the needs of all learners.

15. Implementation of the preceding goals and strategies will require national, regional and international mechanisms to be galvanized immediately. To be most effective these mechanisms will be participatory and, wherever possible, build on what already exists. They will include representatives of all stakeholders and partners and they will operate in transparent and accountable ways. They will respond comprehensively to the word and spirit of the Jomtien Declaration and this Dakar Framework for Action. The functions of these mechanisms will include, to varying degrees, advocacy, resource mobilization, monitoring, and EFA knowledge generation and sharing.

16. The heart of EFA activity lies at the country level. National EFA Forums will be strengthened or established to support the achievement of EFA. All relevant ministries and national civil society organizations will be systematically represented in these Forums. They should be transparent and democratic and should constitute a framework for implementation at subnational levels. Countries will prepare comprehensive National EFA

Plans by 2002 at the latest. For those countries with significant challenges, such as complex crises or natural disasters, special technical support will be provided by the international community. Each National EFA Plan will:

- (i) be developed by government leadership in direct and systematic consultation with national civil society;
- (ii) attract co-ordinated support of all development partners;
- (iii) specify reforms addressing the six EFA goals;
- (iv) establish a sustainable financial framework;
- (v) be time-bound and action-oriented;
- (vi) include mid-term performance indicators; and
- (vii) achieve a synergy of all human development efforts, through its inclusion within the national development planning framework and process.

17. Where these processes and a credible plan are in place, partner members of the international community undertake to work in a consistent, co-ordinated and coherent manner. Each partner will contribute according to its comparative advantage in support of the National EFA Plans to ensure that resource gaps are filled.

18. Regional activities to support national efforts will be based on existing regional and subregional organizations, networks and initiatives, augmented where necessary. Regions and subregions will decide on a lead EFA network that will become the Regional or Subregional Forum with an explicit EFA mandate. Systematic involvement of, and co-ordination with, all relevant civil society and other regional and subregional organizations are essential. These Regional and Subregional EFA Forums will be linked organically with, and be accountable to, National EFA Forums. Their functions will be: co-ordination with all relevant networks; setting and monitoring regional/subregional targets; advocacy; policy dialogue; the promotion of partnerships and technical cooperation; the sharing of best practices and lessons learned; monitoring and reporting for accountability; and promoting resource mobilization. Regional and international support will be available to strengthen Regional and Subregional Forums and relevant EFA capacities, especially within Africa and South Asia.

19. UNESCO will continue its mandated role in co-ordinating EFA partners and maintaining their collaborative momentum. In line with this, UNESCO's Director-General will convene annually a high-level, small and flexible group. It will serve as a lever for political commitment and technical and financial resource mobilization. Informed by a monitoring report from the UNESCO International Institute for Educational Planning (IIEP), the UNESCO International Bureau of Education (IBE), the UNESCO Institute for Education (UIE) and, in particular, the UNESCO Institute of Statistics, and inputs from Regional and Subregional EFA Forums, it will also be an opportunity to hold the global community to account for commitments made in Dakar. It will be composed of highest-level leaders from governments and civil society of developing and developed countries, and from development agencies.

20. UNESCO will serve as the Secretariat. It will refocus its education programme in order to place the outcomes and priorities of Dakar at the heart of its work. This will involve working groups on each of the six goals adopted at Dakar. This Secretariat will work closely with other organizations and may include staff seconded from them.

21. Achieving Education for All will require additional financial support by countries and increased development assistance and debt relief for education by bilateral and multilateral donors, estimated to cost in the order of \$8 billion a year. It is therefore essential that new, concrete financial commitments be made by national governments and also by bilateral and multilateral donors including the World Bank and the regional development banks, by civil society and by foundations.

**Durban Declaration: World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance (08.09.2001)**

(95) We recognize that education at all levels and all ages, including within the family, in particular human rights education, is a key to changing attitudes and behaviour based on racism, racial discrimination, xenophobia and related intolerance and to promoting tolerance and respect for diversity in societies; we further affirm that such education is a determining factor in the promotion, dissemination and protection of the democratic values of justice and equity, which are essential to prevent and combat the spread of racism, racial discrimination, xenophobia and related intolerance;

(96) We recognize that quality education, the elimination of illiteracy and access to free primary education for all can contribute to more inclusive societies, equity, stable and harmonious relations and friendship among nations, peoples, groups and individuals, and a culture of peace, fostering mutual understanding, solidarity, social justice and respect for all human rights for all;

(97) We underline the links between the right to education and the struggle against racism, racial discrimination, xenophobia and related intolerance and the essential role of education, including human rights education and education which is sensitive to and respects cultural diversity, especially amongst children and young people, in the prevention and eradication of all forms of intolerance and discrimination;

**2009 World Conference on Higher Education: The New Dynamics on Higher Education and Research For Societal Change and Development, Communiqué (08.07.2009)**

Preamble

We, the participants of the 2009 World Conference on Higher Education, held from 5 to 8 July 2009 at UNESCO Headquarters in Paris, recognising the abiding relevance of the outcomes and Declaration of the 1998 World Conference on Higher Education and taking into account the outcomes and recommendations of the six regional conferences (Cartagena de Indias, Macau, Dakar, New Delhi, Bucharest and Cairo) as well as the debates and outcomes of this world conference, 'The New Dynamics of Higher Education and Research for Societal Change and Development', adopt the present communiqué.

As a public good and a strategic imperative for all levels of education and as the basis for research, innovation and creativity, higher education must be a matter of responsibility and economic support of all governments. As emphasised in the Universal Declaration of Human

Rights, 'higher education shall be equally accessible to all on the basis of merit' (Article 26, paragraph 1).

The current economic downturn may widen the gap in access and quality between developed and developing countries as well as within countries, presenting additional challenges to countries where access is already restricted.

At no time in history has it been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity.

The past decade provides evidence that higher education and research contribute to the eradication of poverty, to sustainable development and to progress towards reaching the internationally agreed upon development goals, which include the Millennium Development Goals (MDGs) and Education for All (EFA). The global education agenda should reflect these realities.

#### Social Responsibility of higher education

1. Higher Education as a public good is the responsibility of all stakeholders, especially governments
2. Faced with the complexity of current and future global challenges, higher education has the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, inter alia food security, climate change, water management, intercultural dialogue, renewable energy and public health.
3. Higher education institutions, through their core functions (research, teaching and service to the community) carried out in the context of institutional autonomy and academic freedom, should increase their interdisciplinary focus and promote critical thinking and active citizenship. This would contribute to sustainable development, peace, wellbeing and the realization of human rights, including gender equity.
4. Higher education must not only give solid skills for the present and future world but must also contribute to the education of ethical citizens committed to the construction of peace, the defence of human rights and the values of democracy.
5. There is need for greater information, openness and transparency regarding the different missions and performance of individual institutions.
6. Autonomy is a necessary requirement for fulfilling institutional missions through quality, relevance, efficiency, transparency and social responsibility.

## Access, Equality and Quality

7. In the past ten years, tremendous efforts have been made to improve access and ensure equity. This effort must continue. Access alone is, however, not enough. Much more needs to be done. Efforts must be made to ensure the success of learners.

8. Expanding access has become a priority in the majority of Member States and increasing participation rates in higher education are a major global trend. Nevertheless, great disparities persist, constituting a major source of inequality. Governments and institutions must encourage women's access, participation and success at all levels of education.

9. In expanding access, higher education must pursue the goals of equity, relevance and quality simultaneously. Equity is not simply a matter of access - the objective must be successful participation and completion while at the same time assuring student welfare. This must include appropriate financial and educational support to those from poor and marginalized communities.

10. The knowledge society needs diversity in higher education systems, with a range of institutions having a variety of mandates and addressing different types of learners. In addition to public institutions, private higher education pursuing public objectives has an important role to play.

11. Our ability to realize the goals of EFA is dependent upon our ability to address the worldwide shortage of teachers. Higher education must scale up teacher education, both pre-service and in-service, with curricula that equip teachers to provide individuals with the knowledge and skills they need in the twenty-first century. This will require new approaches, including open and distance learning (ODL) and information and communications technologies (ICTs).

12. Preparing education planners and conducting research to improve pedagogical approaches also contributes to EFA goals.

13. ODL approaches and ICTs present opportunities to widen access to quality education, particularly when Open Educational Resources are readily shared by many countries and higher education institutions.

14. The application of ICTs to teaching and learning has great potential to increase access, quality and success. In order to ensure that the introduction of ICTs adds value, institutions and governments should work together to pool experience, develop policies and strengthen infrastructure, especially bandwidth.

15. Higher education institutions must invest in the training of faculty and staff to fulfil new functions in evolving teaching and learning systems.

16. Greater emphasis on the areas of Science, Technology, Engineering and Mathematics as well as Social and Human Sciences is vital for all our societies.

17. The results of scientific research should be made more available through ICTs in addition to open access to scientific literature.



18. The training offered by institutions of higher education should both respond to and anticipate societal needs. This includes promoting research for the development and use of new technologies and ensuring the provision of technical and vocational training, entrepreneurship education and programmes for lifelong learning.

19. Expanding access poses challenges to the quality of higher education. Quality assurance is a vital function in contemporary higher education and must involve all stakeholders. Quality requires both establishing quality assurance systems and patterns of evaluation as well as promoting a quality culture within institutions

20. Regulatory and quality assurance mechanisms that promote access and create conditions for the completion of studies should be put in place for the entire higher education sector.

21. Quality criteria must reflect the overall objectives of higher education, notably the aim of cultivating in students critical and independent thought and the capacity of learning throughout life. They should encourage innovation and diversity. Assuring quality in higher education requires recognition of the importance of attracting and retaining qualified, talented and committed teaching and research staff.

22. Policies and investments must support a broad diversity of tertiary/postsecondary education and research - including but not limited to universities – and must respond to the rapidly changing needs of new and diverse learners.

23. The knowledge society requires a growing differentiation of roles within higher education systems and institutions, with poles and networks of research excellence, innovations in teaching/learning and new approaches to community service.

#### Internationalisation, Regionalisation and Globalisation

24. International cooperation in higher education should be based on solidarity and mutual respect and the promotion of humanistic values and intercultural dialogue. As such, it should be encouraged despite the economic downturn.

25. Institutions of higher education worldwide have a social responsibility to help bridge the development gap by increasing the transfer of knowledge across borders, especially towards developing countries, and working to find common solutions to foster brain circulation and alleviate the negative impact of brain drain.

26. International university networks and partnerships are a part of this solution and help to enhance mutual understanding and a culture of peace.

27. Partnerships for research and staff and student exchanges promote international cooperation. The encouragement of more broadly based and balanced academic mobility should be integrated into mechanisms that guarantee genuine multilateral and multicultural collaboration.

28. Partnerships should nurture the creation of national knowledge capabilities in all involved countries, thus ensuring more diversified sources of high quality research peers and knowledge production, on regional and global scales.

29. For globalisation of higher education to benefit all, it is critical to ensure equity in access and success, to promote quality and to respect cultural diversity as well as national sovereignty.

30. Globalisation has highlighted the need for the establishment of national accreditation and quality assurance systems along with promotion of networking among them.

31. Cross-border provision of higher education can make a significant contribution to higher education provided it offers quality education, promotes academic values, maintains relevance and respects the basic principles of dialogue and cooperation, mutual recognition and respect for human rights, diversity and national sovereignty.

32. Cross-border higher education can also create opportunities for fraudulent and low-quality providers of higher education that need to be counteracted. Spurious providers ('degree mills') are a serious problem. Combating 'degree mills' requires multi-pronged efforts at national and international levels.

33. New dynamics are transforming the landscape of higher education and research. They call for partnerships and concerted action at national, regional and international levels to assure the quality and sustainability of higher education systems worldwide - particularly in Sub Saharan Africa, Small Island Developing States (SIDs) and other Least Developed Countries (LDCs). This should also include South-South and North-South-South cooperation.

34. Greater regional cooperation is desirable in areas such as the recognition of qualifications, quality assurance, governance, and research and innovation. Higher education should reflect the international, regional and national dimensions in both teaching and research.

#### Learning, Research and Innovation

35. Given the need for increased funding for research and development in many countries, institutions should seek new ways of increasing research and innovation through multi-stakeholder public-private partnerships that include small and medium enterprises.

36. It is increasingly difficult to maintain a healthy balance between basic and applied research due to the high levels of investment needed for basic research as well as the challenge of linking global knowledge to local problems. Research systems should be organised more flexibly to promote science and interdisciplinary in the service of society.

37. For the quality and integrity of higher education, it is important that academic staff has opportunities for research and scholarship. Academic freedom is a fundamental value that must be protected in today's evolving and volatile global environment.

38. Higher education institutions should seek out areas of research and teaching that can address issues related to the well-being of the population and establish a strong foundation for locally-relevant science and technology.

39. Indigenous knowledge systems can expand our understanding of emerging challenges; higher education should create mutually beneficial partnerships with communities and civil societies to facilitate the sharing and transmission of appropriate knowledge.

40. In the face of increasingly scarce resources, stakeholders are encouraged to explore and intensify the use of electronic library resources and tools to support teaching, learning and research.

#### Higher Education in Africa

41. The 2009 World Conference on Higher Education gave special focus to the challenges and opportunities for the revitalization of higher education in Africa - an important tool for the development of the continent. The issues raised for African higher education are integrated throughout this communiqué.

42. Participants welcomed the recommendations of the Dakar Regional Preparatory Conference of November 2008 and noted the progress recorded since the 1998 World Conference on Higher Education - especially increased enrolments in higher education. Participants underscored the critical need to confront emerging challenges relating to gender and racial inequality, academic freedom, brain drain and the lack of graduates' preparedness for the labour market. They underlined the urgency for the adoption of new dynamics in African higher education that work towards a comprehensive transformation to sharply enhance its relevance and responsiveness to the political, social and economic realities of African countries. This new momentum can provide a trajectory in the fight against under-development and poverty in Africa. This will demand greater attention to higher education and research in Africa than has been given for the last eleven years. Higher education in Africa should foster good governance based on robust accountability and sound financial principles.

43. The evolution of a quality African higher education and research area will be stimulated through institutional, national, regional and international collaboration. There is, therefore, the need for a strategic orientation towards the establishment/strengthening of such collaboration. African countries with well-developed higher education systems should share with those that have less developed systems. We must commit to making African higher education an instrument for regional integration.

44. The development of the higher education area in Africa will also be catalysed by the establishment of a quality assurance mechanism at the regional level. In this connection, we urge the fast-tracking of the initiative of the African Association of Universities (AAU), with support from UNESCO, to stimulate the setting up of national, sub-regional and regional quality assurance systems. Equally, staff and student mobility within an African higher education area will be fostered through the active implementation of the Arusha Convention on the mutual recognition of diplomas, certificates and degrees. The indispensability of the Pan African University in fostering African integration should be stressed.

45. Access: To meet the rapidly increasing demand for higher education and research in Africa, there is an urgent need for differentiated institution – ranging from research universities to polytechnics and technical colleges, with diversified programmes within each institution - to cater to different types of learners as well as the needs of the country. The increasing demand for higher education will hardly be met by traditional face-to-face delivery alone. Other approaches, such as ODL and online learning, will have to be utilized, especially for areas such as continuing adult education and teacher training.

46. Curriculum relevance: A number of areas of expertise are crucial for the diversification of African economies, yet are not receiving the required attention. These include agriculture, natural resource extraction, the environment, indigenous knowledge systems and energy. A focus on these areas in higher education can contribute to ensuring the competitiveness of African economies.

47. Funding: Education remains a public good, but private financing should be encouraged. While every effort must be made to increase public funding of higher education, it must be recognised that public funds are limited and may not be sufficient for such a rapidly developing sector. Other formulae and sources of funding, especially those drawing on the public-private partnership model, should be found.

48. Students should be given a voice in governance of higher education at all levels.

49. Participants expressed deep appreciation for the ongoing support to the development of African higher education by several countries and organizations. They also welcomed the new pledges made by several new partners, notably China, India and the Republic of Korea. They also applauded the concrete proposals from the African Development Bank, the African Union and associations of universities - notably the African Association of Universities (AAU), the Agence Universitaire de la Francophonie (AUF) and the Association of Commonwealth Universities (ACU) - on the issues of governance and higher education delivery models.

50. The participants appreciated the priority that UNESCO accorded to Africa at this conference.

#### Call for Action: Member States

51. Member States, working in collaboration with all stakeholders, should develop policies and strategies at system and institutional levels to:

- a) Maintain, and if possible, increase investment in higher education in order to sustain quality and equity at all times and foster diversification in both the provision of higher education and the means of funding;
- b) Ensure adequate investments in higher education and research to reflect growing expectations and societal needs;
- c) Put in place and strengthen appropriate quality assurance systems and regulatory frameworks with the involvement of all stakeholders;
- d) Scale up pre-service and in-service teacher training with curricula that equip them to prepare students as responsible citizens;
- e) Encourage women's access, participation and success in higher education;
- f) Guarantee equal access to underrepresented groups such as workers, the poor, minorities, the differently abled, migrants, refugees and other vulnerable populations;

- g) Develop mechanisms to counteract the negative impact of brain drain while encouraging academic, staff and student mobility;
- h) Support greater regional cooperation in higher education conducive to the establishment and strengthening of regional higher education and research areas;
- i) Empower Least Developed Countries and Small Island Developing States to benefit from the opportunities offered by globalisation and foster collaboration between them;
- j) Pursue the goals of equity, quality and success by developing more flexible entry pathways and assuring better recognition of prior learning and work experience;
- k) Enhance the attractiveness of academic careers by ensuring respect for the rights and adequate working conditions of academic staff in accordance with the 1997 Recommendation Concerning the Status of Higher Education Teaching Personnel;
- l) Ensure active student participation in academic life, with freedom of expression and the right of organisation, and provide adequate student services;
- m) Combat degree mills through multi-pronged action at national and international levels;
- n) Develop more flexible and organised research systems which promote science excellence, interdisciplinary and serve society;
- o) Support the fuller integration of ICTs and promote ODL to meet increasing demands for higher education.

#### Call for Action: UNESCO

52. In the context of significant progress towards achieving Universal Primary Education, UNESCO should reaffirm the priority of higher education in its future Programmes and Budgets. In pursuing this priority UNESCO, within its five functions as laboratory of ideas, catalyst for international cooperation, standard setter, capacity-builder and clearing house, should:

- a) Assist with the formulation of long term, sustainable strategies for higher education and research in tune with internationally agreed development goals and national/regional needs;
- b) Provide platforms for dialogue and the sharing of experience and information on higher education and research and assist in building capacity in the formulation of higher education and research policies;
- c) Help governments and institutions address international issues in higher education by:
  - Continuing to implement its standard-setting instruments, in particular the new generation of regional conventions for the recognition of qualifications; and the 1997 Recommendation Concerning the Status of Higher Education Teaching Personnel;
  - Pursuing its work in capacity building for quality assurance in higher education in developing countries;
  - Fostering international collaboration in teacher education in all regions, especially in Africa through TTISSA (Teacher Training in Sub-Saharan Africa);
  - Encouraging the transfer of knowledge through UNITWIN Networks and UNESCO Chairs, in collaboration with other agencies, to further capacity development in support of internationally agreed goals such as Education for All (EFA), the Millennium Development Goals (MDGs) and the United Nations Decades.
- d) Encourage international mobility and exchanges of students and staff, while developing strategies to counteract the negative impact of brain drain.
- e) Enhance student participation in UNESCO forums and support global student dialogue.
- f) Ensure follow-up to the 2009 World Conference on Higher Education through: the identification of the most important issues and priorities for immediate action; the monitoring of trends, reforms and new developments; and the promotion of regional

integration and academic cooperation by supporting the creation and development of regional areas of higher education and research and strengthening the regional UNESCO units in coordination with the existing networks.

g) Reinforce and extend the UNESCO-ADEA Task Force for Higher Education in Africa, which includes major partners and donors, to ensure effective follow-up to the 2009 World Conference on Higher Education to move from talk to action.

## **Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (21.05.2015)**

### *Preamble*

We, Ministers, heads and members of delegations, heads of agencies and officials of multilateral and bilateral organizations, and representatives of civil society, the teaching profession, youth and the private sector, have gathered in May 2015 at the invitation of the Director-General of UNESCO in Incheon, Republic of Korea, for the World Education Forum 2015 (WEF 2015). We thank the Government and the people of the Republic of Korea for having hosted this important event as well as UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR, as the co-convenors of this meeting, for their contributions. We express our sincere appreciation to UNESCO for having initiated and led the convening of this milestone event for Education 2030.

2. On this historic occasion, we reaffirm the vision of the worldwide movement for Education for All initiated in Jomtien in 1990 and reiterated in Dakar in 2000 — the most important commitment to education in recent decades and which has helped drive significant progress in education. We also reaffirm the vision and political will reflected in numerous international and regional human rights treaties that stipulate the right to education and its interrelation with other human rights. We acknowledge the efforts made; however, we recognize with great concern that we are far from having reached education for all.

3. We recall the Muscat Agreement developed through broad consultations and adopted at the Global Education for All (EFA) Meeting 2014, and which successfully informed the proposed education targets of the Open Working Group on Sustainable Development Goals (SDGs). We further recall the outcomes of the regional ministerial conferences on education post-2015 and take note of the findings of the 2015 EFA Global Monitoring Report and the Regional EFA Synthesis Reports. We recognize the important contribution of the Global Education First Initiative as well as the role of governments and regional, intergovernmental and non-governmental organizations in galvanizing political commitment for education.

4. Having taken stock of progress made towards the EFA goals since 2000 and the education-related Millennium Development Goals (MDGs) as well as the lessons learned, and having examined the remaining challenges and deliberated on the proposed 2030 education agenda and the Framework for Action as well as on future priorities and strategies for its achievement, we adopt this Declaration.

5. Our vision is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs. We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind. This new vision is fully captured by the proposed SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and its corresponding targets. It is transformative and universal, attends to the ‘unfinished business’ of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development. We recognize education as key to achieving full employment and poverty eradication. We will focus our efforts on access, equity and inclusion, quality and learning outcomes, within a lifelong learning approach.

6. Motivated by our significant achievements in expanding access to education over the last 15 years, we will ensure the provision of 12 years of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes. We also encourage the provision of at least one year of free and compulsory quality pre-primary education and that all children have access to quality early childhood development, care and education. We also commit to providing meaningful education and training opportunities for the large population of out-of-school children and adolescents, who require immediate, targeted and sustained action ensuring that all children are in school and are learning.

7. Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.

8. We recognize the importance of gender equality in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.

9. We commit to quality education and to improving learning outcomes, which requires strengthening inputs, processes and evaluation of outcomes and mechanisms to measure progress. We will ensure that teachers and educators are empowered, adequately recruited, well-trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. Quality education fosters creativity and knowledge, and ensures the acquisition of the foundational skills of literacy and numeracy as well as analytical, problem-solving and other high-level cognitive, interpersonal and social skills. It also develops the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development (ESD) and global citizenship education (GCED). In this regard, we strongly support the implementation of the Global Action Programme on ESD

launched at the UNESCO World Conference on ESD in Aichi-Nagoya in 2014. We also stress the importance of human rights education and training in order to achieve the post-2015 sustainable development agenda.

10. We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.

11. Furthermore, we note with serious concern that, today, a large proportion of the world's out-of-school population lives in conflict-affected areas, and that crises, violence and attacks on education institutions, natural disasters and pandemics continue to disrupt education and development globally. We commit to developing more inclusive, responsive and resilient education systems to meet the needs of children, youth and adults in these contexts, including internally displaced persons and refugees. We highlight the need for education to be delivered in safe, supportive and secure learning environments free from violence. We recommend a sufficient crisis response, from emergency response through to recovery and rebuilding; better coordinated national, regional and global responses; and capacity development for comprehensive risk reduction and mitigation to ensure that education is maintained during situations of conflict, emergency, post-conflict and early recovery.

#### *Implementing our common agenda*

12. We reaffirm that the fundamental responsibility for successfully implementing this agenda lies with governments. We are determined to establish legal and policy frameworks that promote accountability and transparency as well as participatory governance and coordinated partnerships at all levels and across sectors, and to uphold the right to participation of all stakeholders.

13. We call for strong global and regional collaboration, cooperation, coordination and monitoring of the implementation of the education agenda based on data collection, analysis and reporting at the country level, within the framework of regional entities, mechanisms and strategies.

14. We recognize that the success of the 2030 education agenda requires sound policies and planning as well as efficient implementation arrangements. It is also clear that the aspirations encompassed in the proposed SDG 4 cannot be realized without a significant and well-targeted increase in financing, particularly in those countries furthest from achieving quality education for all at all levels. We therefore are determined to increase public spending on education in accordance with country context, and urge adherence to the international and regional benchmarks of allocating efficiently at least 4 - 6% of Gross Domestic Product and/or at least 15 - 20% of total public expenditure to education.



15. Noting the importance of development cooperation in complementing investments by governments, we call upon developed countries, traditional and emerging donors, middle income countries and international financing mechanisms to increase funding to education and to support the implementation of the agenda according to countries' needs and priorities. We recognize that the fulfilment of all commitments related to official development assistance (ODA) is crucial, including the commitments by many developed countries to achieve the target of 0.7 per cent of gross national product (GNP) for ODA to developing countries. In accordance with their commitments, we urge those developed countries that have not yet done so to make additional concrete efforts towards the target of 0.7 per cent of GNP for ODA to developing countries. We also commit to increase our support to the least developed countries. We further recognize the importance of unlocking all potential resources to support the right to education. We recommend improving aid effectiveness through better coordination and harmonization, and prioritizing financing and aid to neglected sub-sectors and low income countries. We also recommend significantly increasing support for education in humanitarian and protracted crises. We welcome the Oslo Summit on Education for Development (July 2015) and call on the Financing for Development Conference in Addis Ababa to support the proposed SDG 4.

16. We call on the WEF 2015 co-convenors, and in particular UNESCO, as well as on all partners, to individually and collectively support countries in implementing the 2030 education agenda, by providing technical advice, national capacity development and financial support based on their respective mandates and comparative advantages, and building on complementarity. To this end, we entrust UNESCO, in consultation with Member States, the WEF 2015 co-convenors and other partners, to develop an appropriate global coordination mechanism. Recognizing the Global Partnership for Education as a multi-stakeholder financing platform for education to support the implementation of the agenda according to the needs and priorities of the countries, we recommend that it be part of this future global coordination mechanism.

17. We further entrust UNESCO, as the United Nations' specialized agency for education, to continue its mandated role to lead and coordinate the 2030 education agenda, in particular by: undertaking advocacy to sustain political commitment; facilitating policy dialogue, knowledge sharing and standard setting; monitoring progress towards the education targets; convening global, regional and national stakeholders to guide the implementation of the agenda; and functioning as a focal point for education within the overall SDG coordination architecture.

18. We resolve to develop comprehensive national monitoring and evaluation systems in order to generate sound evidence for policy formulation and the management of education systems as well as to ensure accountability. We further request the WEF 2015 co-convenors and partners to support capacity development in data collection, analysis and reporting at the country level. Countries should seek to improve the quality, levels of disaggregation and timeliness of reporting to the UNESCO Institute for Statistics. We also request that the Education for All Global Monitoring Report be continued as an independent Global Education Monitoring Report (GEMR), hosted and published by UNESCO, as the mechanism for monitoring and reporting on the proposed SDG 4 and on education in the other proposed SDGs, within the mechanism to be established to monitor and review the implementation of the proposed SDGs.

19. We have discussed and agreed upon the essential elements of the Education 2030 Framework for Action. Taking into account the United Nations summit for the adoption of the post-2015 development agenda (New York, September 2015) and the outcomes of the Third International Conference on Financing for Development (Addis Ababa, July 2015), a final version will be presented for adoption and launched at a special high-level meeting to be organized alongside the 38th session of the General Conference of UNESCO in November 2015. We are fully committed to its implementation after its adoption, to inspire and guide countries and partners to ensure that our agenda is achieved.

20. Building on the legacy of Jomtien and Dakar, this Incheon Declaration is an historic commitment by all of us to transform lives through a new vision for education, with bold and innovative actions, to reach our ambitious goal by 2030.

### **Transforming our world: the 2030 Agenda for Sustainable Development (25.9.2015)**

*Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States

and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.

This compilation of international standards contains the provisions which appear in the right to education norms under concepts taken from the international instruments of the United Nations, UNESCO and ILO. Thus, this study concerns exclusively the universal system. Its aim is to give an exhaustive vision of the international right on education and also facilitate a better understanding of this right.

The consolidation of the provisions is closely following the structure of article 13 of the International Covenant on Economic, Social and Cultural Rights. This treaty, which has been the subject of many ratifications, represents the most comprehensive instrument on the right to education.

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