

Universal Periodic Review
(25th session, April-May 2016)
Contribution of UNESCO to Compilation of UN information
(to Part I. A. and to Part III - F, J, K, and P)

Sudan

I. BACKGROUND AND FRAMEWORK

Scope of international obligations: Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO

I.1. Table:

<i>Title</i>	<i>Date of ratification, accession or succession</i>	<i>Declarations /reservations</i>	<i>Recognition of specific competences of treaty bodies</i>	<i>Reference to the rights within UNESCO's fields of competence</i>
Convention against Discrimination in Education (1960)	Not state party to this Convention	<i>Reservations to this Convention shall not be permitted</i>		Right to education
Convention on Technical and Vocational Education. (1989)	Not state party to this Convention			Right to education
Convention concerning the Protection of the World Cultural and Natural Heritage (1972)	06/06/1974, ratification	<i>N/A</i>	<i>N/A</i>	Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	19/06/2008, ratification	<i>N/A</i>	<i>N/A</i>	Right to take part in cultural life
Convention on the		<i>N/A</i>	<i>N/A</i>	Right to take part in

Protection and Promotion of the Diversity of Cultural Expressions (2005)	19/06/2008, ratification			cultural life
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II. INPUT TO PART III. IMPLEMENTATION OF INTERNATIONAL HUMAN RIGHTS OBLIGATIONS, TAKING INTO ACCOUNT APPLICABLE INTERNATIONAL HUMANITARIAN LAW TO ITEMS F, J, K, AND P

Right to education

1. NORMATIVE FRAMEWORK

1.1. Constitutional Framework

1. The **Interim National Constitution of the Republic of the Sudan** of 2005¹ enshrines the right to education in **Article 44**:
 - “(1) **Education is a right** for every citizen and the State shall provide access to education without discrimination as to religion, race, ethnicity, gender or disability.
 - (2) Primary education is **compulsory** and the State shall provide it **free**.”
2. **Article 13** provides
 - “(1) (a) The State shall promote education at all levels all over the Sudan and shall ensure free and compulsory education at the primary level and in illiteracy eradication programmes.
 - (b) Every person or group of persons shall have the right to establish and maintain private schools and other educational institutions at all levels in accordance with the conditions and standards provided by law.
 - (2) The State shall mobilize public, private and popular resources and capabilities for education and development of scientific research, especially Research and Development. [...]
 - (4) The State shall recognize the cultural diversity of the country and shall encourage such diverse cultures to harmoniously flourish and find expression, through the media and education. [...]

¹ <http://www.unesco.org/education/edurights/media/docs/406c27fc936c7a75d2686c2abf58f3a2c92b1b08.pdf>
http://www.wipo.int/wipolex/fr/text.jsp?file_id=241714, Accessed on 22/04/2015

- (6) The State shall guarantee academic freedom in institutions of higher education and shall protect the freedom of scientific research within the ethical parameters of research.
3. On the rights of women and children, **Article 32** states:
 - “(1) The State shall guarantee equal right of men and women to the enjoyment of all civil, political, social, cultural and economic rights, including the right to equal pay for equal work and other related benefits.
 - (2) The State shall promote woman rights through affirmative action.
 - (3) The State shall combat harmful customs and traditions which undermine the dignity and the status of women.
 - (4) The State shall provide maternity and child care and medical care for pregnant women.
 - (5) The State shall protect the rights of the child as provided in the international and regional conventions ratified by the Sudan.”
 4. “185. Under article 6 (e) of the Constitution, the right to education, including the teaching of religious matters pertaining to the different faiths, must be observed and respected. The Constitution affirms the right to religious education in article 38 of the Bill of Rights, which provides that: “Every person has the right to freedom of belief through worship, education, the practice of rites or the observance of religious festivals, in accordance with the requirements of the law and public order. No one may be forced to adopt a religion in which he or she does not believe or to perform rites or rituals that he or she does not accept voluntarily.”²

1.2. Legislative Framework

5. “**The Child Act, Provisional Decree of 2004**, drafted by the National Council for Child Welfare, stipulate[d] that the State shall guarantee the welfare and protection of children and shall endeavour to create circumstances conducive to child overall and proper upbringing within the framework of freedom, human dignity and spiritual and social values and in a healthy environment. **A new (federal) Child Act** has been endorsed in 2010. [...]
6. **Article 28** of the **new Child Act of 2010** stipulates that: every child shall have the right to general education; the State shall provide the capabilities for availing the chances of the compulsory basic education, free of charge; the State shall endeavour to provide

² State reports submitted to the Committee on Economic, Social and Cultural Rights, 2013, pp. 35-36, http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=SDN&Lang=EN, Accessed on 22/04/2015

education free of charge, at the government secondary schools, for orphans, and the disabled and those of unknown parents; the State shall endeavour to include in the educational curricula, the following: spiritual and religious instruction; national instruction; and principles of human rights.”³

7. “[...] **The General Education Planning and Organization Act of 2001**, abrogat[ing] the Education Act of 1992, stipulates the right to education for all children of eligible school age without any discrimination.”⁴

1.3. Policy Framework

i) General information

8. “14. South Kordofan State has adopted a social peace initiative through which members of armed movements who voluntarily laid down their arms were given amnesty and re-absorbed into their former posts in the civil service of the State. The State is collaborating with UNDP for the practical realization of human rights through development projects in the five areas of education, health, water, poverty alleviation and social peace. This initiative of linking development to human rights, particularly in the rural areas of the Sudan, is commendable and should be effectively sustained and replicated in other parts of the country.”⁵
9. “72. The Ministry of Welfare and Social Security of the Sudan is doing very good work in pursuance of its mandate to reduce poverty and provide welfare for the people, especially through its Zakat Chambers and other initiatives for the economic empowerment of women, the disabled and the very poor. Nevertheless, poverty continues to be an issue of concern, especially for IDPs in conflict-affected areas. There are noticeable inequalities in terms of access to education, sanitation, clean water and a wide gap in income opportunities between people living in rural settings and those in urban settings. People in rural settings continually complained about their limited access to basic needs and services as well as their limited ability to provide for themselves and their families.”⁶

³ World Data on Education, 7th Edition, 2010/11, pp. 3-4, accessible at:

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Sudan.pdf, Accessed on 22/04/2015

⁴ IBE, World Data on Education, 2010/2011, p. 3,

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Sudan.pdf, Accessed on 22/04/2015

⁵ Report of the Independent Expert on the situation of human rights in the Sudan, Mashood A. Baderin, Advanced Edited Version, 2014, pp. 5-6, <http://www.ohchr.org/EN/countries/AfricaRegion/Pages/SDIndex.aspx>, Accessed on 22/04/2015

⁶ Report of the Independent Expert on the situation of human rights in the Sudan, Mashood A. Baderin, Advanced Edited Version, 2014, p. 18, <http://www.ohchr.org/EN/countries/AfricaRegion/Pages/SDIndex.aspx>, Accessed on 22/04/2015

10. “54. The Independent Expert notes that lack of access to basic social services such as clean water, education, health facilities and infrastructure has exacerbated the already impoverished situation in most rural parts of the Sudan. While the Government has initiated development projects, such as the Merowe Dam and Roseiris Heightening projects, to address these deficits, proper structural measures and mid- to long-term economic policy planning and implementation are necessary to ensure effective alleviation of poverty at the grassroots level. The international community is also encouraged to provide the country with the needed financial assistance for the realization of economic, social and cultural rights, as well as support for early recovery initiatives in conflict-affected areas.”⁷
11. “State of Sudan response: Special programmes were developed in the states affected by the drop out specially Kassala State to decrease the dropout.”⁸

ii) Inclusive education

12. “Since 2000, the visibility of this issue –nomadic community- has increased in countries with substantial pastoralist populations. Support for flexible learning frameworks, which offer students choices of when, where and how they learn, has been significant from international agencies and governments, particularly UNICEF and Save the Children, with workshops and Commonwealth-supported forums (Dyer, 2015). Nomad-specific education plans have emerged in (...) Sudan”⁹

iii) Curriculum

13. “26. The Government has established a National Committee for the implementation of its 10-year National Action Plan for the Protection of Human Rights, as recommended by the Independent Expert. It is now in the process of creating State and local committees for coordinating the implementation of the Action Plan at the grass-roots level. A human rights adviser has also been assigned to the Minister of Education to advise on the inclusion of human rights in the educational curriculum, with a high-level committee established in the Ministry of Education to monitor the implementation of the Action Plan at national level. The Ministry has requested technical expertise from the international

⁷ Report of the Independent Expert on the situation of human rights in the Sudan, Mashood A. Baderin, 2013, p. 13, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G13/170/30/PDF/G1317030.pdf?OpenElement>, Accessed on 22/04/2015

⁸ UPR-info, Sudan Mid-term Implementation Assessment, 2014, p. 82, http://www.upr-info.org/sites/default/files/document/sudan/session_11_-_may_2011/mia-sudan.pdf, Accessed on 22/04/2015

⁹ GMR EFA: Achievements and Challenges 2000-2015 p: 81
<http://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCoQFjAA&url=http%3A%2F%2Funesco.doc.unesco.org%2Fimages%2F0023%2F002322%2F232205e.pdf&ei=u4iCVZzfCsn8ULragsAB&usg=AFQjCNEso8XWrRKjEk2uHje6KUzaMmevuw&bvm=bv.96041959,d.d24>

community to take that process forward. The Independent Expert commends that positive step by the Government and urges the international community to support the Ministry with technical assistance in that regard. Inculcating human rights into the educational curriculum in the Sudan is imperative for the future and long-term integration of a human rights culture in the society.”¹⁰

14. “22. Further to the Independent Expert’s recommendations, the Government has adopted a 10-year national action plan for the protection of human rights in the Sudan, which was formally launched in June 2013. The action plan focuses on eight major objectives, including in the following areas: human rights education, law reform, awareness-raising and capacity-building for human rights and international humanitarian law and strengthening partnership between Government and civil society organizations. The plan is expected to be reviewed biannually to evaluate progress made in its implementation. However, details of the plan are yet to be fully sorted out. The plan marks a positive step and provides a clear strategy for the improvement of human rights in the country, and the Government should expedite its implementation. The Government should also establish a high-level body to oversee its implementation, and the ACHR and NCHR should be tasked with monitoring progress made in its implementation. In following the results-oriented approach, the Government should publish an annual report of the tangible results achieved under the national action plan for the protection of human rights to allow the public to evaluate the progress made in its implementation.”¹¹

15. “67. The police play an important role in the protection of human rights in the Sudan, especially in the areas of law enforcement, preventing and investigating crimes, ensuring safety and security as well as generally protecting society. In his meeting with the Independent Expert, the Deputy Director General of Police highlighted that the police were doing their best to fulfil that role in the Sudan, but noted that there were a number of challenges due to the ongoing conflicts in different parts of the country. The Police College and other police training institutions have incorporated human rights education into their training programmes, so that all members of the police force are made aware of their human rights responsibilities in the performance of their duties. However, there is evident lack of effective law enforcement by the police in some conflict-affected areas of the country.

16. 68. The police force has received useful training in community policing and other capacity-building workshops from international partners and UNAMID, which have

¹⁰ Report of the Independent Expert on the situation of human rights in the Sudan, Mashood A. Baderin, Advanced Edited Version, 2014, p. 8, <http://www.ohchr.org/EN/countries/AfricaRegion/Pages/SDIndex.aspx>, Accessed on 22/04/2015

¹¹ Report of the Independent Expert on the situation of human rights in the Sudan, Mashood A. Baderin, 2013, p. 7, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G13/170/30/PDF/G1317030.pdf?OpenElement>, Accessed on 22/04/2015

helped to improve police and community relations in many localities. Between April and June 2013, UNAMID trained a total of 390 police personnel on human rights, community policing and gender-based violence in Darfur. It also trained 86 community policing volunteers and set up a total of 142 community safety committees in camps and villages. The Deputy Director General of Police, however, highlighted the need for further technical assistance and capacity-building to help the police service to continue to meet the human rights challenges confronting it in the discharge of its role.”¹²

17. “State of Sudan response: National Coordination Council on Human Rights and Humanitarian Law was established at the Ministry of Interior and is functioning.
18. A training programme for law enforcement officials in relation to administration of justice and more that 20 activities were implemented since 2012, the activities took place in the different states of Sudan.”¹³

iv) Financing of education

19. “192. The State established a fund, known as the National Student Welfare Fund, which provides students in higher education at the national level with services in the areas of housing, social welfare, student sponsorship, health care and supervision of student activities.
20. 193. Despite its earnest efforts to meet the needs of students and help them as much as possible, the Fund faces the problem of providing adequate finance.”¹⁴
21. “State of Sudan response: The 2013 budget increased the budget allocated to education. NCCW in collaboration with State NCCW and National and State Ministries of Education together with civil society organizations had an ongoing training programmes for all the schools in the different states of Sudan.”¹⁵

v) Gender equality

¹² Report of the Independent Expert on the situation of human rights in the Sudan, Mashood A. Baderin, 2013, pp. 16-17, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G13/170/30/PDF/G1317030.pdf?OpenElement>, Accessed on 22/04/2015

¹³ UPR-info, Sudan Mid-term Implementation Assessment, 2014, p. 56, http://www.upr-info.org/sites/default/files/document/sudan/session_11_-_may_2011/mia-sudan.pdf, Accessed on 22/04/2015

¹⁴ State reports submitted to the Committee on Economic, Social and Cultural Rights, 2013, p. 36, http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=SDN&Lang=EN, Accessed on 22/04/2015

¹⁵ UPR-info, Sudan Mid-term Implementation Assessment, 2014, p. 83, http://www.upr-info.org/sites/default/files/document/sudan/session_11_-_may_2011/mia-sudan.pdf, Accessed on 22/04/2015

22. “State of Sudan response: There is strategy to eliminate FGM implemented by the NCCW [National Council of Child Welfare] and UNICEF.”¹⁶

vi) Other (as appropriate)

23. “In Sudan, adequate accommodation rarely exists in rural areas, and married women teachers have to be deployed where their husbands live. As 67% of primary school teachers are women, this further reduces the pool of teachers available for rural areas (World Bank, 2012b).”¹⁷
24. “51. Bombing of several villages in North Darfur, including in Um Shisha, Sortony and Wadi Mura, were reported in February 2011. While it did not appear that civilians were specifically targeted, close to 40,000 civilians were displaced from these clashes. More than 15,000 of them sought temporary shelter around a UNAMID team site in Khor Abeche, where the Mission was providing limited assistance. The rest migrated northwards to the Zamzam camp for internally displaced persons near El Fasher and to Tawila, north-west of El Fasher. Fleeing the armed clashes, civilians who relocated to the camps for the displaced continued to face insecurity, inadequate food and water supplies, and lack of basic rights such as education, shelter and land. Many of the newly displaced have yet to receive any full humanitarian assistance owing to a variety of reasons. Furthermore, the presence of armed men around some of the camps severely restricted the movement and other rights of camp residents.”¹⁸
25. “The high-population countries, which had the largest numbers of out-of-school children in 1999, continued to have very high out-of-school populations in 2012 (UNESCO, 2014g). Some of the smaller countries that have more than 800,000 children out of school, such as (...) Sudan, are affected by conflict or are extremely poor.”¹⁹

2. COOPERATION:

¹⁶ UPR-info, Sudan Mid-term Implementation Assessment, 2014, p. 77, http://www.upr-info.org/sites/default/files/document/sudan/session_11_-_may_2011/mia-sudan.pdf, Accessed on 22/04/2015

¹⁷ EFA GMR 2013-2014, p. 250, <http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>, Accessed on 22/04/2015

¹⁸ Report of the independent expert on the situation of human rights in the Sudan, Mohamed Chande Othman, 2011, pp. 19-20, <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G11/155/41/PDF/G1115541.pdf?OpenElement>, Accessed on 22/04/2015

¹⁹ GMR EFA: Achievements and Challenges 2000-2015 p: 81

<http://www.google.fr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCoQFjAA&url=http%3A%2F%2Funesdoc.unesco.org%2Fimages%2F0023%2F002322%2F232205e.pdf&ei=u4iCVZzfCsn8ULragsAB&usg=AFQjCNEso8XWrRKjEk2uHje6KUzaMmevuw&bvm=bv.96041959,d.d24>

26. Sudan is **not party** to the 1960 UNESCO Convention against Discrimination in Education.
27. Sudan did **not report** to UNESCO on the measures taken for the implementation of the 1960 UNESCO Recommendation against Discrimination in Education within the framework of the:
- **Sixth Consultation** of Member States (covering the period 1994-1999),
 - **Seventh Consultation** of Member States (covering the period 2000-2005),
 - **Eighth Consultation** of Member States (covering the period 2006-2011).
28. Sudan did **not report** to UNESCO on the measures taken for the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms within the framework of the:
- **Fourth Consultation** of Member States (covering the period 2005-2008),
 - **Fifth Consultation** of Member States (covering the period 2009-2012).
29. Sudan did **not report** to UNESCO on the measures taken for the implementation of the 1976 UNESCO Recommendation on the Development of Adult Education within the framework of the **First Consultation** of Member States (1993). However, it **reported** within the framework of the **Second Consultation** of Member States (2011).
30. Sudan is **not party** to the 1989 UNESCO Convention on Technical and Vocational Education.

Freedom of opinion and expression

1. CONSTITUTIONAL AND LEGISLATIVE FRAMEWORK

31. Freedom of Expression is enshrined in Article 39 of the 2005 Interim Constitution of Sudan. The Government is obliged to guarantee the freedom of the media as long as they refrain from inciting any kind of hate, discrimination or violence.²⁰
32. According to chapter 26 of the 2003 Penal Code, defamation is regarded as a criminal offense. It can be punished with prison terms not exceeding two years as well as fines.²¹

²⁰ See the 2005 Interim Constitution on the website of UNMIS:
<http://unmis.unmissions.org/Portals/UNMIS/CPA%20Monitor/Annexes/Annex%201-%20Interim%20National%20Constitution%20of%20Sudan%20-%20FIXED.pdf/>

33. There is no freedom to information legislation in Sudan. The major legislation on the media is the 2009 Press and Publications Act.

2. MEDIA SELF-REGULATION

34. There are no self-regulatory mechanisms for the media in Sudan.

3. SAFETY OF JOURNALISTS

35. UNESCO recorded no killing of journalists in Sudan.

3. RECOMMENDATIONS

36. **Recommendations made within the framework of the first cycle of the Working Group on the Universal Periodic Review, considered on (please check the date on the following [web site:](http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx) <http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx>)**

37. The following recommendations have been examined by Sudan and enjoy its support:

- i. 83.103. Take further measures to prevent and combat all forms of violence against children and women, including training law enforcement officials to deal with sexual violence cases (Brazil);
- ii. 83.105. Develop and implement national legislation explicitly prohibiting female genital mutilation and ensure its practical enforcement. Enhance school programmes and community education to raise public awareness about the harmful effects of this practice which constitutes a serious form of violence against women and a serious attack on human rights (Ecuador);
- iii. 83.108. Adopt legislative and other measures to explicitly prohibit and eradicate female genital mutilation, and reinforce awareness and education programmes about its harmful effects (Uruguay);

²¹ See the 2003 Penal Code on ilo.org :

<http://www.ilo.org/dyn/natlex/docs/ELECTRONIC/75718/78931/F440057801/SDN75718.pdf>.

- iv. 83.116. Take efforts to organize more training programmes for national personnel working in the areas of judicial affairs and law enforcement, in accordance with international human rights principles (Egypt);
- v. 83.117. Train professionals in the area of judicial affairs so as to enable them to perform their role effectively (Palestine);
- vi. 83.120. Step up human rights education and training for personnel involved in prosecution and law enforcement activities, including the police, armed forces personnel, judges and lawyers (Malaysia);
- vii. 83.121. Strengthen awareness-raising and training in the human rights area, in particular for judges and law enforcement personnel (Jordan);
- viii. 83.139. Remain committed to helping the poor to access education and health care (Oman);
- ix. 83.148. Continue efforts aimed at ensuring education for all children and make arrangements to improve the performance of the education system (Algeria);
- x. 83.149. Devote attention to the education of children and take measures to reduce the rate of dropouts from school (Bahrain);
- xi. 83.150. Strengthen the capacities and competencies of educational institutions in terms of providing services and rehabilitation to them, especially primary schools (Oman);
- xii. 83.151. Continue applying programs and measures aimed at guaranteeing universal access to quality education and health services to the population (Cuba);
- xiii. 83.152. Devote attention to the education of children and use education to spread a human rights culture through school curricula (Saudi Arabia);
- xiv. 83.153. Increase the expenditure allocated for education in order that it could be accessible to children across the country (Sri Lanka);
- xv. 83.154. Increase actions for access to schooling (Democratic Republic of the Congo);
- xvi. 83.155. Take all appropriate measures to eliminate illiteracy throughout the country (Islamic Republic of Iran);

xvii. 83.156. Continue education and awareness-raising programmes in the area of human rights and international treaties (Algeria);

38. The following recommendations have been examined by Sudan and enjoy in part its support:

- i. 83.109. Abolish the law that legalizes the Sunna and completely eradicate the practice of female genital mutilation through education and awareness campaigns in the communities (Honduras);
- ii. “83.109. Although we do not understand what is meant by the “law that legalizes the Suna” and we do not have a “law that legalizes the Suna”. We accept the rest of the recommendation in so far as it complies with our Constitution and international law obligations.”²²

39. Analysis:

Sudan launched a 10-year national action plan in June 2013 for the protection of human rights which focuses on human rights education, awareness-raising, law reform etc. Police forces in Sudan have received training on human rights and gender-based violence from UNAMID in 2013 and a training programme for law enforcement officials was implemented in 2012 in different areas of Sudan. The State of Sudan increased the 2013 budget for education. An existing strategy to eliminate Female Genital Mutilation (FGM) is in place; however, it appears, according to available information, that Sudan has not taken further steps toward prohibiting this practice and informing the female population about their rights.

40. Specific Recommendations:

1. Sudan should be strongly encouraged to ratify the UNESCO Convention against Discrimination in Education.
2. Sudan should be strongly encouraged to submit state reports for the periodic consultations of UNESCO’s education related standard-setting instruments.

²² Report of the Working Group on the Universal Periodic Review, Sudan, Addendum, Views on conclusions and/or recommendations, voluntary commitments and replies presented by the State under review, 16 September 2011, p. 3, <http://www.ohchr.org/EN/HRBodies/UPR/Pages/SDSession11.aspx>, Accessed on 29/04/2015

3. Sudan should be strongly encouraged to continue working toward access to basic education for all, including in remote areas and with special attention for refugees and asylum seekers.
4. Sudan could be strongly encouraged to continue working toward human rights education and training.
5. Sudan should be encouraged to continue its endeavour to abolish FGM through education and awareness campaigns in the communities.

Cultural rights

41. As a State Party to the Convention concerning the Protection of the World Cultural and Natural Heritage (1972), the Convention for the Safeguarding of the Intangible Cultural Heritage (2003), and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), Sudan is encouraged to fully implement the relevant provisions that promote access to and participation in cultural heritage and creative expressions and, as such, are conducive to implementing the right to take part in cultural life as defined in article 27 of the Universal Declaration of Human Rights and article 15 of the International Covenant on Economic, Social and Cultural Rights. In doing so, Sudan is encouraged to give due consideration to the participation of communities, practitioners, cultural actors and NGOs from the civil society as well as vulnerable groups (minorities, indigenous peoples, migrants, refugees, young peoples and peoples with disabilities), and to ensure that equal opportunities are given to women and girls to address gender disparities.

Freedom of opinion and expression

42. Sudan is encouraged to introduce a freedom of information law that is in accordance with international standards.²³
43. The country is further recommended to decriminalize defamation and place it within a civil code that is in accordance with international standards.²⁴

²³ See for example, General Comments No 34. of the International Covenant on Civil and Political Rights (ICCPR), 2006 Recommendation of the 87th Session Human Rights Committee, the recommendations of the UN Special Rapporteurs on the Right to Freedom of Opinion and Expression, and Resolution 1577 (2007) of the Parliamentary Assembly of the Council of Europe.

44. The country is recommended to facilitate the introduction of a self-regulatory mechanism for the media.

**Freedom of scientific research and
the right to benefit from scientific progress and its applications**

45. Sudan, in the framework of the 2015-2017 consultations related to the revision and monitoring of the Recommendation on the Status of Scientific Researchers is encouraged to report to UNESCO on relevant legislative or other steps undertaken by it with the aim to implement this international standard-setting instrument, adopted by UNESCO in 1974.

²⁴ See for example, General Comments No 34. of the International Covenant on Civil and Political Rights (ICCPR), 2006 Recommendation of the 87th Session Human Rights Committee, the recommendations of the UN Special Rapporteurs on the Right to Freedom of Opinion and Expression, and Resolution 1577 (2007) of the Parliamentary Assembly of the Council of Europe.