

Universal Periodic Review
(23rd session, October–November 2015)
Contribution of UNESCO to Compilation of UN information
(to Part I. A. and to Part III - F, J, K, and P)

Saint Lucia

I. BACKGROUND AND FRAMEWORK

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

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)	14/10/1991, Ratification		<i>N/A</i>	Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	01/02/2007, Ratification		<i>N/A</i>	Right to take part in cultural life
Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)	01/02/2007, Ratification		<i>N/A</i>	Right to take part in cultural life

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

Constitutional Framework:

2. The **Constitution of Saint Lucia of 20 December 1978**, which came into effect on 22 February 1979 [and as amended in 2001],¹ does not enshrine the right to education. However, with regard to the protection of freedom of conscience, **Article 9** provides the following: “(1) Except with his or her own consent, a person shall not be hindered in the enjoyment of his or her freedom of conscience, including freedom of thought and of religion, freedom to change his or her religion or belief and freedom, either alone or in community with others, and both in public and in private, to manifest and propagate his or her religion or belief in worship, teaching, practice and observance.(2) Except with his or her own consent (or, if he or she is a person under the age of 18 years, the consent of his or her guardian) a person attending any place of education, detained in any prison or corrective institution or serving in a naval, military or air force shall not be required to receive religious instruction or to take part in or attend any religious ceremony or observance if that instruction ceremony or observance relates to a religion which is not his or her own.(3) Every religious community shall be entitled, at its own expense, to establish and maintain places of education and to manage any place of education which it maintains; and no such community shall be prevented from providing religious instruction for persons of that community in the course of any education provided by that community whether or not it is in receipt of a government subsidy or other form of financial assistance designed to meet in whole or in part the cost of such course of education. [...]” **Article 1** enshrines fundamental rights and freedoms and states that "Whereas every person in Saint Lucia is entitled to the fundamental rights and freedoms, that is to say, the right, whatever his race, place of origin, political opinions, colour, creed or sex, but subject to respect for the rights and freedoms of others and for the public interest, to each and all of the following, namely– a) life, liberty, security of the person, equality before the law and the protection of the law [...].” **Article 13** provides the following: “[...] (2) [...] no person shall be treated in a discriminatory manner by any person or authority. (3) In this section, the expression "discriminatory" means affording different treatment to different person attributable wholly or mainly to their respective descriptions by sex, race, place of origin, political opinions, colour or creed whereby persons of one such descriptions are subject to disabilities or restrictions to which persons of another such description are not made subject or are accorded privileges or advantages which are nor accorded to persons of another such

¹ Constitution of Saint Lucia , accessible at:

<http://www.unesco.org/education/edurights/media/docs/5e556f143d601abfd13fcc986d71884da361b2c8.pdf>
http://www.wipo.int/wipolex/en/text.jsp?file_id=209652

descriptions.4) Subsection (1) shall not apply to any law so far as that law makes provision- [...] b) with respect to persons who are not citizens [...]"

Legislative Framework:

3. The legislative framework of Saint Lucia is composed of:

- a) A **new Education Act No. 41**² was promulgated in **November 1999** and repealed the Education Act 1977. **Article 14** of the new Education Act enshrines the right to education and states that "Subject to available resources, all persons are entitled to receive an educational programme appropriate to their needs." **Article 16** states that "(1) No tuition fees consequent to the student's attendance in an educational programme at a public school under section 27 shall be charged to the student or the parents of the student. (2) Notwithstanding subsection (1),—(a) tuition fees may be payable in such amounts, for such purposes and by such persons or classes of persons who are not citizens of any Member State or Associated Member State of the Organization of the Eastern Caribbean States as the Minister may prescribe by order published in the Gazette; and (b) other charges may be imposed at a public school or assisted private school with the approval of the Minister." **Article 27** provides "(1) Every child shall attend school from the beginning of the school year in which that child attains the age of 5 years until the end of the school year in which that child attains the age of 15 years. [...]" Besides, **Article 46** states: "(1) A parent of a child of compulsory school age, who neglects or refuses to cause the child to attend school, unless the child is excused under section 38, commits an offence and is liable on summary conviction to a fine not exceeding one thousand dollars. [...]" and **Article 47** adds "(1) Subject to subsection (2), a person who employs a child of compulsory school age during the school year commits an offence and is liable on summary conviction to a fine not exceeding two thousand dollars." Regarding the principle of non-discrimination in the admission to public school, **Article 29** provides "Subject to the provisions of this Act, no person who is eligible for admission to a public educational institution or an assisted school as a student shall be refused admission on any discriminatory grounds including race, place of origin, political opinion, colour, creed, sex, or subject to the provisions of this Act, mental or physical handicap."

² 1999 Education act, accessible at:

<http://www.unesco.org/education/edurights/media/docs/cc8deda54e8fc22b0ea96d3bc34760df95e34caf.pdf>

“Saint Lucia has not amended the Education Act of 1999 to explicitly prohibit corporal punishment in educational institutions.”³

- b) “[...] The draft Labour Code of 2006 addresses the minimum age of employment for children to coincide with the school leaving age which is 16 years according to the Education Act of 1999.”⁴
- c) “Another important piece of legislation is the **Teaching Service Commission Act of 1977**. This Law brought fundamental changes in the teaching profession. Previously, the appointment, discipline and dismissal of teachers were handled by the Department of Education in the case of government schools. Since the passing of this Act, the Teaching Service Commission became responsible for all appointments, transfers, discipline and dismissal with the Constitution, which came into effect in 1979.
- d) The third piece of legislation is the **Sir Arthur Lewis Community College Act of 1985**. This Act amalgamated three existing institutions (the Advanced-level College, the Teacher College and the Technical College) to form the nucleus of a Community College and laid the basis for the addition of other divisions, which now include agriculture, nursing, the creative and performing arts. The Act created a Board of Governors for the management of the college and can be regarded as the legislation designed for guiding tertiary education in the country.”⁵

Policy Framework:

A) General information

4. “[...] the Ministry of Education and Culture **Education development Plan 2009-2014 and beyond**⁶ [...] placed continued emphasis on raising the level of achievement of all learners,

³ Report of Saint Lucia on the Convention on the Rights of the Child, 2013, p.15, accessible at : http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fLCA%2f2-4&Lang=fr (Accessed on 26-11-2014)

⁴ Report of Saint Lucia on the Convention on the Rights of the Child, 2013, p.29, accessible at : http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fLCA%2f2-4&Lang=fr (Accessed on 26-11-2014)

⁵ World Data on Education, 7th Edition, 2010/11, p. 3, accessible at: http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Saint_Lucia.pdf (Accessed on 18 March 2014)

⁶ Education development Plan 2009-2014, accessible at: http://planipolis.iiep.unesco.org/upload/Saint%20Lucia/Saint_Lucia_Education_sector_development_plan_2009-2014.pdf (accessed on 2014-09-17)

reforming the management of education, and improving the relevance of the secondary curriculum and introduction of alternative modes of certification [...].”⁷

B) Inclusive Education

5. Within the 2014 budget statement, the Government of Saint Lucia states that: “[...] the child disability grant announced in last year’s budget address will commence this quarter [...]”.⁸

6. “Saint Lucia has developed a **draft National Policy for Persons with Disabilities, 2006** Sections 4.3.1 to 4.3.32 delineate the measures to be pursued in order to improve the quality of life for all persons with disabilities. Some of the measures specifically related to children are as follows:

- (a) All schools and facilities will be made accessible to Children with Special Needs (CSNs) through the construction of ramps, rails and other suitable structures; [...]
- (c) Establish an integrated system of education for all children with disabilities (CWDs). The Ministry of Education will support the production of educational materials in alternate formats such as Braille or audiocassettes that should be made available in all school libraries and public libraries;
- (d) Teacher training programmes at the Sir Arthur Lewis Community College (SALCC) will include compulsory special education course work for all teachers in the core curriculum;
- (e) Establish a National Assessment Centre (NAC) which shall provide various assessments for students within the educational system whenever necessary;
- (f) Develop and implement a School Entry Assessment Programme (SEAP) where all students receive hearing, vision, paediatric and developmental assessment before entry into infant school;
- (g) Compulsory education will be from 5 years to 18 years at special schools;
- (h) Provisions will be made for the rehabilitation of children with multiple disabilities through parental training, education and professional support.

7. [...] the **Special Education Unit** in the Ministry of Education coordinates the Multi-disciplinary Team (MDT) which conducts developmental assessments for children.[...] **Special**

⁷ World Bank Report on Inclusive Growth Project, 2014, p 8, accessible at: http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2014/03/21/000333037_20140321103311/Rendecred/PDF/ICR28740P097140C0disclosed030190140.pdf (accessed on 2014-09-16)

⁸ 2014 budget statement, <http://www.govt.lc/www/text/2014-BUDGET-STATEMENT.pdf>

Education Centres on the island cater to students with a wide range of special needs including: hearing, visual and learning.[...]”⁹

8. “Cognizant of the need to eradicate the use of corporal punishment in schools and to find alternatives, Saint Lucia is part of a UNICEF and UNESCO sponsored project entitled: **“Fostering the positive behavioural management of children in inclusive child-friendly classrooms in Saint Lucia.”** The objective of this initiative is to create school environments that are free of violence and classrooms that are inclusive and child-friendly. This is in keeping with UNESCO’s vision of creating a space in which reflection, creativity, innovation, effective communication and quality education are channels of change. The activities of this project include parenting skills training and principal and teacher training. The positive behavior change management of children in **inclusive child-friendly classrooms** began in 2009 and is being implemented at two pilot schools in Saint Lucia, the Fond Assau Combined School and the Bocage Secondary School. The project is a collaborative effort between the Ministry of Education, the Saint Lucia National Commission for UNESCO, UNICEF and a number of other national corporations/agencies, including the Saint Lucia Teachers’ Union, Ministry of Health, RISE (St Lucia) Inc, Behavioural Insights Inc, and religious organizations.”¹⁰

C) Quality education

9. “The civil works component of the **Basic Education Enhancement Project** should gain some significant momentum, as the tendering process will be completed during the first quarter of the fiscal year. Works are to be undertaken on seven schools around the island [...]”¹¹

10. “The Government was concerned with [...] rate of school dropout both at the primary and secondary schools and in 2009 filled the vacant position of School Attendant Officer. This Officer has the sole responsibility to ensure that children attend school regularly. In response to the school dropout social problem, in January **2010 the programme ‘Why Try’** was piloted in four secondary schools. This programme which is sponsored by a private commercial organization is intended to help students stay in school. The Ministry of Social Transformation, Youth and Sports is piloting a **Community After School Programme** in three deprived communities, namely; Faux–A-Chaux, La Maze and Mon Repos. This programme started in April 2009 and is for a duration of four years. The main aim of the programme is to improve the

⁹ Saint Lucia Reports submitted to the 2014 session of the Committee of the Rights of the Child, p22, accessible at: http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fLCA%2f2-4&Lang=en (accessed on 2014-09-17)

¹⁰ Saint Lucia Reports submitted to the 2014 session of the Committee of the Rights of the Child, p15, accessible at: http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fLCA%2f2-4&Lang=en (accessed on 2014-09-17)

¹¹ 2014 budget statement, <http://www.govt.lc/www/text/2014-BUDGET-STATEMENT.pdf>

academic performance as well as the behavior and attitudes of underprivileged children between the ages of 8 – 16 years. The ultimate goal is to ensure children remain in school and contribute to community empowerment and national development. As of 2010, a total of 108 children are benefitting from the programme engaging in various activities such as home work, drama, painting and other healthy recreational activities. The programme is funded by the Organization of American States (OAS) and the Government of Saint Lucia.”¹²

D) Curriculum

11. The **2012-2017 Development Plan** was issued by the Ministry of Youth Development and Sports. It promotes physical education as “essential to health, well-being and participation in nation building”. The expected outcome of the plan is:

- a) “Citizens actively participating in nation building
- b) Education, lifelong learning, wellbeing and development of a positive culture
- c) Society embracing and pursuing excellence
- d) Economic empowerment of citizens through Youth Development and Sports.”¹³

12. “Recently, our Government launched an exciting and innovative **ICT Business Incubation and Training Grants programme** that makes \$2.5 million available in grant funds for training in ICT business related activities and for ICT business start-ups. [...] This year [2014], we will expand this programme to provide training to young people in areas such as mobile app development, creating animations, scripting, video-camera usage, developing gaming applications, and the use of social media for marketing. [...] In the area of ICT and education, our Government will significantly increase the bandwidth available to Government schools at all levels, from primary to post-secondary. This will augment the **Schools Laptop programme** which commenced last year.”¹⁴

E) Financing of education

13. Within 2014-2015 brochures on state budget, it is said that budget allocation will aim, among others, to improve: “Education and Skills Training.”¹⁵

¹² Saint Lucia Reports submitted to the 2014 session of the Committee of the Rights of the Child, p27, accessible at: http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fLCA%2f2-4&Lang=en (accessed on 2014-09-17)

¹³ 2012-2017 Development Plan, <http://www.govt.lc/www/publications/Ministry%20of%20Youth%20Development%20&%20Sports%202012-2017%20Development%20Plan.pdf> (accessed on 20/04/14)

¹⁴ 2014 budget statement, <http://www.govt.lc/www/text/2014-BUDGET-STATEMENT.pdf>

¹⁵ 2014-2015 brochure on government budget, accessible at: <http://www.govt.lc/www/text/Budget-Brochure-2-1.pdf> (accessed on 2014-09-17)

F) School environment

14. “The **Upton Gardens Girls Centre** targeting students with behavioural problems, abused and neglected girls who are at risk of severe delinquent behaviours continued with its programme. There are plans to expand the Centre to include a residential facility for adolescent girls who are deemed to be at risk of engaging in behaviours destined to their own self destruction.

15. In 2005, the Ministry of Education began a **Student Support Centre** to provide services to students in the following areas: **counselling, special education, school attendance, welfare programmes and HIV and AIDS programmes**. In that same year Guidance Counsellors were appointed in every secondary school and District Counsellors appointed to provide support to primary and Infant schools.”¹⁶

16. “Saint Lucia recognized the need to review its established social service agencies providing counseling and **parenting education** to families. To this end, a **parenting project** was introduced in 2004/5 as part of the Year of the Child and activities. This project continued in 2009 with funding from the European Commission through its Special Framework of Assistance (SFA). [...]”¹⁷

Cooperation:

17. Saint Lucia is not **party** to the 1960 UNESCO Convention against Discrimination in Education.

18. Saint Lucia 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:

- a) **Sixth Consultation** of Member States (covering the period 1994-1999)
- b) **Seventh Consultation** of Member States (covering the period 2000-2005)
- c) **Eighth Consultation** of Member States (covering the period 2006-2011)

¹⁶ Saint Lucia Reports submitted to the 2014 session of the Committee of the Rights of the Child, p28, accessible at: http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fLCA%2f2-4&Lang=en (accessed on 2014-09-17)

¹⁷ Saint Lucia Reports submitted to the 2014 session of the Committee of the Rights of the Child, p16, accessible at: http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fLCA%2f2-4&Lang=en (accessed on 2014-09-17)

19. Saint Lucia 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:

- a) **Fourth Consultation** of Member States (covering the period 2005-2008)
- b) **Fifth Consultation** of Member States (covering the period 2009-2012)

20. Saint Lucia 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 to UNESCO within the framework of the **Second Consultation** of Member States (2011).

21. Saint Lucia is **not party** to the 1989 UNESCO Convention on Technical and Vocational Education.

Freedom of opinion and expression

Constitutional and Legislative Framework:

22. Freedom of expression is guaranteed under Article 1(c) and Article 10 of Chapter I of the 1978 Constitution of Saint Lucia.¹⁸

23. Defamation and libel are considered criminal offences by the Criminal Code of Saint Lucia and can lead up to five years of imprisonment.¹⁹

24. A Freedom of Information Bill has been drafted by December 2014 but had yet to be enacted.²⁰

Media Self-Regulation:

26. Media self-regulatory mechanisms of the media exist in Saint Lucia through the Media Association of Saint Lucia (MASL).²¹

¹⁸ See the Constitution of Saint Lucia at:

<http://www.govt.lc/media.govt.lc/www/legislation/ConstitutionOfSaintLucia.pdf>

¹⁹ See Articles 313 to 316 as well as Article 327 of the Criminal Code of Saint Lucia at:

<http://www.govt.lc/media.govt.lc/www/legislation/Criminal%20Code.pdf>

²⁰ See the Freedom of Information Bill at:

http://www.jadaconsulting.co.uk/gosl_content/resources/FreedomOfInformation.pdf

²¹ Consult their official website at: <http://www.masl.lc/>

Safety of journalists:

27. UNESCO registered no killing of journalists in Saint Lucia between 2008 and 2013. Journalists and media professionals generally work in a safe environment.

III. RECOMMENDATIONS

Right to education

28. 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>)

- i. A - 89.33 Continue considering concrete measures to ensure the protection of the **human rights of girls and boys** through the amendment of the Law on Education (Chile);
- ii. A - 89.43 Look to develop and support programmes directed towards the training and education of **marginalized youth** in Saint Lucia (Maldives);
- iii. A - 89.44 Strengthen its efforts to develop and support educational programmes and technical training for marginalized youth in the country (Canada);
- iv. A - 89.45 **Develop and support programmes directed towards the training and education of marginalized youth** (Slovenia);
- v. A - 89.61 Ensure **equal rights between women and men** in areas such as work, education, public life and decision-making (Italy);
- vi. A - 89.63 Strengthen efforts to ensure that **women in rural communities** have better access to education and literacy and vocational training programmes (Trinidad and Tobago);
- vii. R - 89.82 Increase efforts to **ban corporal punishment** from schools (Costa Rica);
- viii. R - 89.84 Amend the legislation to explicitly prohibit corporal punishment in families, schools and institutions, to conduct awareness-raising campaigns on this issue and to ensure that the existing legislation related to children fully reflects the principles and provisions contained in CRC (Italy);
- ix. R - 89.92 Repeal any legal provision that criminalizes consensual relations between adults of the same sex and combat the **discrimination against LGBT** persons through awareness-raising and education campaigns to begin at school (Spain);
- x. A - 89.103 Continue to implement programmes and measures to improve the enjoyment of the **rights to education** and health (Cuba);
- xi. A - 89.107. Continue and strengthen its efforts relating to the **number of children, especially boys**, entering secondary school (Germany);
- xii. A - 89.108. Adopt measures for the greater inclusion of the **Kweyol community and other non-English speaking linguistic minorities** into the social and political life of the country through specific education and training programmes (Spain);

Analysis:

29. Saint Lucia adopted various plans and programmes to further include marginalized youth and reduce the number of dropouts. In addition, Saint Lucia took part in a project to ban corporal punishment. However, the Law on education has not been amended and no sufficient measures have been taken to address persisting discriminations.

30. Specific Recommendations:

30.1 Saint Lucia should be strongly encouraged to ratify the UNESCO Convention against discrimination in education.

30.2 Saint Lucia should be strongly encouraged to submit state reports for the periodic consultations of UNESCO's education related standard-setting instruments.

30.3 Saint Lucia could be encouraged to further promote inclusive education in all its aspects.

30.4 Saint Lucia could be encouraged to take additional measures to raise awareness on the negative aspect of corporal punishment and promote a comprehensive education.

30.5 Saint Lucia may be encouraged to amend its legislation on Education.

Freedom of opinion and expression

31. Saint Lucia is encouraged to continue with the introduction of an access to information law that is in accordance with international standards.²²

32. Saint Lucia is recommended to decriminalize defamation, and place it within a civil code that is in accordance with international standards.²³

²² See for example, the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights (ICCPR), the recommendations of the 2000 Report of the UN Special Rapporteur on Freedom of Opinion and Expression, the 1981; 2002 Recommendation of the Committee of Ministers of the Council of Europe, the 2002 African Commission on Human and Peoples' Rights Declaration of Principles of Freedom of Expression in Africa and the 2000 Inter-American Commission on Human Rights' Declaration of Principles of Freedom of Expression.

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.

Cultural rights

33. 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), Saint Lucia 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, Saint Lucia 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 scientific research and the right to benefit from scientific progress and its applications

34. **Saint Lucia**, 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 any legislative or other steps undertaken by it with the aim to implement this international standard-setting instrument, adopted by UNESCO in 1974. The 1974 Recommendation on the Status of Scientific Researchers sets forth the principles and norms of conducting scientific research and experimental development and applying its results and technological innovations in the best interests of pursuing scientific truth and contributing to the enhancement of their fellow citizens' well-being and the benefit of mankind and peace. The Recommendation also provides the guidelines for formulating and executing adequate science and technology policies, based on these principles and designed to avoid the possible dangers and fully realize and exploit the positive prospects inherent in such scientific discoveries, technological developments and applications. **Saint Lucia** did not submit its 2011-2012 report on the implementation of the 1974 Recommendation. In providing its report in 2015-2017 on this matter, **Saint Lucia** is kindly invited to pay a particular attention to the legal provisions and regulatory frameworks which ensure that scientific researchers have the responsibility and the right to work in the spirit of the principles enshrined in the 1974 Recommendation, such as: i) intellectual freedom to pursue, expound and defend the scientific truth as they see it, and autonomy and freedom of research, and academic freedom to openly communicate on research results, hypotheses and opinions in the best interests of accuracy and objectivity of scientific results; ii) participation of scientific researchers in definition of the aims and objectives of the programmes in which they are engaged and to the determination of the methods to be adopted which should be compatible with respect for universal human rights and fundamental freedoms, as well as ecological and social responsibility; iii) freedom of expression relating to the human, social or ecological value of certain projects and in the last resort withdraw from those projects if their conscience so dictates ; iv) freedom of movement, in particular for participation in international scientific and technological gatherings for furtherance of international peace, cooperation and understanding; v) guarantees of non-discrimination in application of rights to

satisfactory and safe working conditions and avoidance of hardship; to access to educational facilities, occupational mobility, career development, participation in public life, and vi) right of association, etc.