

Universal Periodic Review
(24th session, January-February 2016)
Contribution of UNESCO to Compilation of UN information
(to Part I. A. and to Part III - F, J, K, and P)

Paraguay

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)	27/04/1988 Ratification		N/A	Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	14/09/2006 Ratification		N/A	Right to take part in cultural life
Convention on the Protection and	30/10/2007 Ratification		N/A	Right to take part in cultural life

Promotion of the Diversity of Cultural Expressions (2005)				
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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 Framework¹:

1. The right to education is provided in the Constitution adopted on 20 June 1992². **Article 73** of the Constitution defines the right to education as the “right to a comprehensive, permanent educational system, conceived as a system and a process to be realized within the cultural context of the community”. According to this article, the principal objectives of the educational system are “the elimination of illiteracy and the implementation of job training programmes”³. **Article 74** guarantees:

- “(1) The right to learn and to have equal access opportunities to the benefits of humanistic culture, of science, and of technology, without any discrimination [...],
- (2) The freedom to teach, without any requirement other than having ethical integrity and being competent for the job, as well as the right to have a religious education and ideological pluralism [...].”

2. **Article 75** defines educational responsibility which “rests with society, especially with each family, municipal government, and with the State”. **Article 76** lays down the obligations of the State. According to this article,

“(1) Elementary education is mandatory. It is free in public schools. The State will promote secondary, technical, agricultural, industrial, and higher or university education, as well as scientific and technological research.

¹ The translation of the Articles below is non official.

² <http://www.unhcr.org/refworld/category.LEGAL,,,PRY,3dbe93f49,0.html>,
http://www.servat.unibe.ch/icl/pa00000_.html,
<http://www.unesco.org/education/edurights/media/docs/442ea219b85c737131e9f675ee0d876ea0428bd0.pdf>,

Accessed on 11/03/2015

³ Unofficial translation

(2) It is an essential responsibility of the State to organize the educational system, with participation of the distinct educational communities. The system will encompass the public and private sectors, as well as activities conducted both inside and outside schools.”

3. **Article 77** contains special provisions for native language. It states that “teaching in the early school career will be in the official language of which the student is a native speaker”. Nevertheless, it adds that “ethnic minorities whose native language is not Guaraní may choose either of the two official languages”. With regard to Indian peoples, **Article 66** grants that “the State will respect their cultural heritage, especially regarding their formal education.”

4. The Constitution also contains provisions for promoting technical education (**Article 78**), for autonomy of universities (**Article 79**), for the allocation of fund scholarships and other types of aid (**Article 80**) and for the promotion of physical education (**Article 84**).

5. **Article 58** also establishes the right to education of people with special needs and this article aims to enable them to achieve a complete social integration.

6. With regard to non-discrimination, **Article 46** adds that all the inhabitants of Paraguay are equal in dignity and rights. Discrimination is prohibited.

1.2. Legislative Framework:

7. The **General Law of Education of 1998** (*Ley General de Educaciòn n° 1.264/98*)⁴ constitutes the legal framework for education. It recognizes the right to education in **Article 1** and the principle of equality of opportunities in **Article 3**. **Chapter V** promotes an education of quality with the elaboration of an evaluation system. The Law provides for compulsory basic education in a nine-year cycle and free public education (**Article 32**). This article adds that regarding free education, the State shall gradually supply food supplements and school supplies for children with limited resources. The Law promotes inclusive education in **Article 75**, which grants the use of foreign languages and languages from other ethnic groups and in **Articles 80 to 84** that grant basic education for children with disabilities or exceptional capacities.

8. “The **Law No. 2072/03 of 2003** (*Ley de creaciòn de la Agencia nacional de Evaluaciòn y Acreditaciòn de la Educaciòn Superior*)⁵ created the National Agency of Evaluation and

⁴ <http://www.unesco.org/education/edurights/media/docs/a0a38bda64a0f76f3ec29749b7d2f11369874045.pdf>,
Accessed on 11/03/2015

⁵ <http://www.unesco.org/education/edurights/media/docs/b198fc41d2f51e5cc32cd92ff9eb67bfc86710e8.pdf>,
Accessed on 11/03/2015

Accreditation of Higher Education, which aims to evaluate the academic quality of higher education institutions.”⁶

9. “The **Law No. 1725/01 of the Educator of 2001** (*Ley del Estatuto del Docente*)⁷ regulates teachers' status at all levels (initial, basic and secondary).”⁸

10. The **Law No. 1680 on the Code of the Children and Adolescents, 2001** (*El Código de la niñez y la adolescencia*)⁹ enshrines the right to education of children in its **Article 20** and free public education in **Article 21**.¹⁰ It takes into consideration children with special needs (**Articles 22 and 23**) and promotes sexual education in **Article 14**.

11. “**The Law No. 122/90** [*Ley que establece derechos y privilegios para los impedidos*]¹¹ establishes the rights and privileges for the handicapped.”¹² **Article 1** establishes that the State shall provide free necessary means to people with disabilities for their education at all levels.

12. “The **Law No. 136 of 29 March 1993** (*Ley de las Universidades*)¹³ regulates the creation, organization and functioning of the higher education and universities system.”¹⁴

13. The **Law No. 3231 of 31 May 2007** (*Ley que crea la Dirección General de Educación Indígena*)¹⁵ creates the General Board for Schooling Education of Indigenous as an internal

⁶ IBE, World Data on Education, 7th ed., 2010-2011, Paraguay, p. 4, http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Paraguay.pdf, unofficial translation, Accessed on 11/03/2015

⁷ <http://www.cnt.org.py/Documentos/LEY%201725%20ESTATUTO%20DEL%20EDUCADOR.doc>, <http://www.unesco.org/education/edurights/media/docs/7c4169a3dd8862fe1f459e2069157b4c88a5132a.pdf>, Accessed on 11/03/2015

⁸ IBE, World Data on Education, 7th ed., 2010-2011, Paraguay, p. 4, http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Paraguay.pdf, unofficial translation, Accessed on 11/03/2015, unofficial translation

⁹ http://www.unicef.org/paraguay/spanish/codigo_ultima_version.pdf, <http://www.unesco.org/education/edurights/media/docs/97796e00371784099db79a85f60a8bbac1614add.pdf>, Accessed on 11/03/2015

¹⁰ IBE, World Data on Education, 7th ed., 2010-2011, Paraguay, p. 4, http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Paraguay.pdf, unofficial translation, Accessed on 11/03/2015

¹¹ http://www.iin.oea.org/badaj_v/docs/ldispy90.htm#Texto, Accessed on 11/03/2015

¹² Inclusive education: the road to the future; national report on the development of education in Paraguay submitted for the 48th International Conference on Education in 2008, p. 15, http://www.ibe.unesco.org/National_Reports/ICE_2008/paraguay_NR08_es.pdf, Accessed on 11/03/2015

¹³ <http://www.unesco.org/education/edurights/media/docs/0391bce2a2a14d6232014ac86522646427fb61f5.pdf>, Accessed on 11/03/2015

¹⁴ IBE, World Data on Education, 7th ed., 2010-2011, Paraguay, p. 4, http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Paraguay.pdf, unofficial translation, Accessed on 11/03/2015, unofficial translation

¹⁵ <http://www.unesco.org/education/edurights/media/docs/ef374620eda036612aee175dedf1c1539c66a105.pdf>, Accessed on 11/03/2015

structure of the Ministry of Education. It aims to ensure quality education to indigenous people, and provide differentiated education, taking into account their identity and respecting their culture and communitarian norms.¹⁶

14. “365. The principle that education should be free and compulsory was extended to apply also to preschool and secondary education in 2010, with the adoption of **Act No. 4,088 of 13 September 2010**, which establishes that preschool education and secondary education shall be free of charge. Under this Act, all students attending state schools are exempt from the payment of all enrolment fees, examination costs and diploma expenses, school materials and supplies, which represent a substantial investment.”¹⁷

15. “148. The Directorate-General for Inclusive Education of the Ministry of Education and Culture has based the drafting of the following resolutions on the Convention on the Rights of Persons with Disabilities (notably art. 21, para. (e)):

(a) **Resolution No. 43 of 13 July 2009**, whereby sign language is implemented in the public, subsidized and private institutions of the national education system;

(b) **Resolution No. 1359 of 20 July 2009**, whereby the performance of the national anthem in sign language is implemented in the public, subsidized and private institutions of the national education system;

(c) **Resolution No. 31 of the Directorate-General**, whereby the Directorate-General for Inclusive Education recognizes the Standing Committee on Paraguayan Sign Language;

(d) **Resolution No. 4256 of 11 August 2009**, whereby the gradual establishment of classrooms in hospitals to serve children and adolescents undergoing long periods of hospitalization is approved;

(e) Article 30, on participation in cultural life, recreational, leisure and sport.”¹⁸

1.3. Policy Framework:

i) General information

16. The **Strategic Education Plan 2020**¹⁹ (Plan Estratégico de Educación Paraguay 2020) highlights the fact that the challenges in the area of education are very different from the 90's and

¹⁶ IBE, World Data on Education, 7th ed., 2010-2011, Paraguay, p. 5,

http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Paraguay.pdf, unofficial translation, Accessed on 11/03/2015

¹⁷ Paraguay Report submitted to the Committee on Economic, Social and Cultural Rights, 27 May 2013, p. 47, http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=PRY&Lang=EN, Accessed on 11/03/2015

¹⁸ Paraguay Report submitted to the Committee on the Rights of Persons with Disabilities, 28 June 2011, p. 23, http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=PRY&Lang=EN, Accessed on 11/03/2015

that education is an essential tool to bring Democracy.²⁰ The plan provides uses and principles of the Education in Paraguay and establishes strategic guidelines, such as, adequate conditions of access to education, renewing of curricular, quality teachers, efficient and effective governance within the education system.²¹

17. “In Paraguay, the main government intervention at the lower secondary level is the second phase of the **Escuela Viva programme**. As a means of increasing retention and learning outcomes, it aims to improve participation in school management by training stakeholders to identify school needs and then develop, implement and monitor a school improvement plan. In addition, it provides transport subsidies, scholarships and boarding school arrangements. However, the expected results are relatively modest: from a baseline of 15% in 2005, the target is to raise the lower secondary completion rate in a thousand targeted rural schools to 25% by 2014.”²²

18. In 2013, Paraguay adopted a **National Plan for Human Rights Education** (Plan Nacional de Derechos Humanos).²³

19. “336. The Ministry of Education and Culture continues to implement the “**Programme to Redefine Secondary Education**”, through which support materials for secondary schoolteachers have been developed and annual plans have been proposed for various areas of study, of which 25,000 digital copies have been distributed.

337. The National Literacy Campaign, using the programmes “**Paraguay Reads and Writes**” and “**Literacy for Young People and Adults**”, seeks to meet the educational needs of young people and adults who have not learned to read and write, through joint efforts by the Ministry of Education and Culture and the Social Affairs Cabinet. The “Literacy for Young

¹⁹ Strategic Education Plan 2020, http://planipolis.iiep.unesco.org/upload/Paraguay/Paraguay_plan_estragico_Paraguay2020.pdf, Accessed on 11/03/2015

²⁰ Strategic Education Plan 2020, p. 7, http://planipolis.iiep.unesco.org/upload/Paraguay/Paraguay_plan_estragico_Paraguay2020.pdf, Accessed on 11/03/2015

²¹ Strategic Education Plan 2020, p. 17, http://planipolis.iiep.unesco.org/upload/Paraguay/Paraguay_plan_estragico_Paraguay2020.pdf, Accessed on 11/03/2015

²² EFA GMR 2013-14, p 66, <http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>, Accessed on 11/03/2015

²³ <http://www.ohchr.org/Documents/Issues/Education/Training/actions-plans/Excerpts/Paraguay2013.pdf>, Accessed on 11/03/2015

People and Adults” programme was implemented in 13 Departments in the country in 2010, benefiting more than 10,500 people, 70 per cent of whom were women.”²⁴

20. “340. The “**Formal Literacy and Bilingual Basic Education Programme**” seeks to raise the education level of 43,000 Paraguayans and foreigners living in the country by improving their bilingual literacy skills and educating them in a self-care approach to reproductive health, cultural identity and gender equity. There are currently 1,000 bilingual literacy centres in the various departments of the country.

341. The objective of the “**Information and Communication Technologies in Schools Programme**” is to develop educational policies to gradually incorporate technology in the school system, focusing on remote areas, border areas, and poverty-stricken areas. It seeks to provide technology infrastructure by installing 20 videoconference centres and 400 wireless Internet hotspots in public institutions, implementing a one-computer-per-student model and distributing a Paraguayan virtual encyclopaedia and a programme for teachers called “**Technology for All**”.”²⁵

ii) Other (as appropriate)

21. Paraguay adopted a National Strategy for the Prevention and Eradication of Child Labour and Protection of Working Adolescents (2010-2015)²⁶.

2. COOPERATION:

22. Paraguay is **not party** to the 1960 UNESCO Convention against Discrimination in Education.

23. Paraguay **reported** 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).

24. However, Paraguay **did not report** to UNESCO within the framework of the:
- **Seventh Consultation** of Member States (covering the period 2000-2005);

²⁴ Paraguay Report submitted to the Committee on Economic, Social and Cultural Rights, 27 May 2013, p. 43, http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=PRY&Lang=EN, Accessed on 11/03/2015

²⁵ Paraguay Report submitted to the Committee on Economic, Social and Cultural Rights, 27 May 2013, pp. 43-44, http://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/countries.aspx?CountryCode=PRY&Lang=EN, Accessed on 11/03/2015

²⁶ Unofficial translation, <http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=17455>, Accessed on 11/03/2015

- **Eighth Consultation** of Member States (covering the period 2006-2011).

25. Paraguay **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).

26. Paraguay **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, Paraguay **did report** to UNESCO within the framework of the **Second Consultation** of Member States (2011).

27. Paraguay is **not party** to the 1989 UNESCO Convention on Technical and Vocational Education.

Freedom of opinion and expression

1. CONSTITUTIONAL AND LEGISLATIVE FRAMEWORK

28. Freedom of Expression is enshrined in article 26 of the 1992 Constitution of Paraguay. Article 27 explicitly grants media pluralism.²⁷

29. Defamation is regarded as a criminal offense according to article 151 to the Penal Code of Paraguay and is punished with fines and prison terms up to one year.²⁸

30. A law on access to public information and transparency has recently been enacted.²⁹

2. MEDIA SELF-REGULATION

31. The nation-wide operating journalists' association, the Sindicato de Periodistas,³⁰ has passed a code of ethics. Since the association is acting as an implementer of ethical values for media

²⁷ See the constitution of the website of the Congreso Nacional:

http://www.bacn.gov.py/CONSTITUCION_ORIGINAL_FIRMADA.pdf.

²⁸ See the penal code on the website of the Organization of American States:

http://www.oas.org/dil/esp/Codigo_Penal_Paraguay.pdf.

²⁹ See the news on the website of the Paraguayan president: <http://www.presidencia.gov.py/noticia/14691-el-presidente-cartes-promulgo-la-ley-no-5282-de-acceso-a-la-informacion-publica-.html#.VPcrn-ERQgg>.

professionals, it can be regarded as a self-regulatory body.³¹ The Foro de Periodistas Paraguayos, another association of media professionals actively supports the discussion on journalistic ethics.³²

3. SAFETY OF JOURNALISTS

32. UNESCO recorded the killing of six journalists since 2008.³³

III. RECOMMENDATIONS

33. 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>)

34. In the Report of the Working Group on the Universal Periodic Review of 28 March 2011, various recommendations were made to Paraguay.

- i. 84. The recommendations formulated during the interactive dialogue and listed below enjoy the support of Paraguay:
- ii. 84.16. **Continue implementing programmes and measures to improve the enjoyment of the right to education and the right to health, including for the indigenous peoples (Cuba);**
- iii. 84.22. **Take additional measures to implement recommendations on various issues as put forward by the Committee for the Elimination of Discrimination against Women, in particular the low participation of women in decision-making bodies and in public life, and the high rates of illiteracy and school dropout among women (Moldova);**
- iv. 84.26. **Ensure that persons with disabilities have appropriate access to facilities and services, including education, information, and public transportation (United States);**

³⁰ See its website: <http://sindicatodeperiodistas.org/sa/spp/>.

³¹ See the full text on the website of the Paraguayan Ethics Forum: <http://topua.semillas.org.py/wp-content/uploads/2011/06/C%C3%B3digo-de-%C3%89tica-del-Sindicato-de-Periodistas-del-Paraguay.pdf>.

³² <http://fopep.blogspot.fr/>. Or <http://www.vivaparaguay.com/fopep.org.py/beta/index.php>.

³³ <http://www.unesco.org/new/en/communication-and-information/freedom-of-expression/press-freedom/unesco-condemns-killing-of-journalists/countries/paraguay/>.

- v. 84.41. **Take on board the concerns expressed in connection with the implementation of the right to education for all citizens (Algeria);**
- vi. 84.42. **Step up efforts to improve the literacy rate among the indigenous communities and the people who live in rural areas (Malaysia);**
- vii. 84.43. **Continue with its literacy efforts, access to bilingual education and the promotion and protection of the Guaraní language, in all its territory (Plurinational State of Bolivia);**
- viii. 85. The following recommendations enjoy the support of Paraguay which considers that they are already implemented or in the process of implementation:
- ix. 85.17. **Take measures to rectify the situation of low participation of women in decision-making bodies and public life, the wage gap between women and men, and the high illiteracy rate among women (Norway);**
- x. 85.19. **Adopt the necessary measures to eliminate discrimination against women, both in law and practice, including with regard to remuneration, employment opportunities, access to educational and health services (Mexico);**
- xi. 85.48. **Ensure that children living or working in the street be provided with adequate protection, assistance, nutrition and shelter as well as with health care and educational opportunities (Poland);**
- xii. 85.50. **Ensure that children living and working on the street are provided with adequate protection, assistance, health care, education and shelter (Hungary);**
- xiii. 85.59. **Make further efforts to ensure free education for all, since much of the burden still remains with the families (Nicaragua);**
- xiv. 85.60. **Step up its efforts in providing equal opportunities to education and work to both vulnerable groups and minorities (Thailand);**
- xv. 85.61. **Accord special attention, within its public policy on teaching, to the education of indigenous persons and children living in poverty (Costa Rica);**
- xvi. 85.72. **Pursue appropriate, efficient policies to address the access of its indigenous population to employment, medical services, education and housing (Slovakia);**

35. Analysis:

Paraguay continues to implement its Strategic Education Plan 2020. It has also adopted a National Plan for Human Rights Education and various programmes to further improve the literacy rate, including the bilingual literacy. However, no additional specific measures have been taken to further promote education for all, including for the students from both vulnerable and minorities groups. In addition, according to available information, no sufficient measures have been taken to address discrimination against women or to ensure the right to education of children living or working in the street.

36. Specific Recommendations:

1. Paraguay should be strongly encouraged to ratify the UNESCO Convention against Discrimination in Education.
2. Paraguay should be strongly encouraged to further submit state reports for the periodic consultations of UNESCO's education related standard-setting instruments.
3. Paraguay could be encouraged to continue its effort to further improve the literacy rate, including for people from minority groups.
4. Paraguay could be encouraged to further promote education for all, especially for women, children living or working in the street and students from minority groups.
5. Paraguay could be encouraged to further promote gender equality by continuing to implement programmes to ban discrimination against women.

Cultural rights

37. 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),³⁴ Paraguay 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, Paraguay is encouraged to give due

³⁴ See UNESCO. 2012. Paraguay Periodic Report on the 2005 Convention on the Promotion and Protection of the Diversity of Cultural Expressions
https://en.unesco.org/creativity/sites/creativity/files/periodic_report/Paraguay_Report_Ownformat_FR_2012_0.pdf

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

38. Paraguay must ensure that journalists and media workers are able to practice the profession in a free and safe environment as part of their fundamental human rights in accordance with international standards.³⁵ It must investigate all attacks on journalists and media workers, and ensure full implementation of the rule of law.

39. It is further recommended to decriminalize defamation and place it within a civil code that is in accordance with international standards.³⁶

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

40. **Paraguay**, 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. **Paraguay** did not submit its 2011-2012 report on the implementation of the 1974 Recommendation. In providing its report in 2015-2017 on this matter, **Paraguay** is kindly invited to pay a particular attention to the legal provisions and

³⁵ See for example, UN General Assembly Resolution A/RES/68/163 and Human Rights Council Resolution A/HRC/21/12

³⁶ 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.

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.