

Universal Periodic Review
(17th session, from 21 October – 1 November 2013)

Contribution of UNESCO

(The countries to be reviewed are, in this order: China, Jordan, Mauritius, Mexico, Nigeria, Saudi Arabia, Senegal, Belize, Central African Republic, Chad, Republic of Congo, Malaysia, Malta, and Monaco. Each submission should refer to one country only)

Mexico

I. BACKGROUND AND FRAMEWORK

1. 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)	Acceptance 23/02/1984			Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	Ratified 14/12/2005			Right to take part in cultural life
Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)	Ratified 05/07/2006			Right to take part in cultural life

II. Promotion and protection of human rights on the ground

1. Right to education

Normative Framework:

Constitutional framework:

2. The right to education is enshrined in the Mexican Constitution which was last reformed on July 29th, 2010¹. Article 3 is dedicated to education. There are also various provisions related to education in other articles.

3. Article 1 of the Mexican Constitution, as last amended on July 29th, 2010² prohibits all kinds of discrimination, among which gender-based discrimination is included³.

4. According to Article 3, every individual has the right to receive an education. The State shall impart pre-school, primary and secondary education. Pre-school, primary and secondary education is compulsory and all education imparted by the State shall be free. The education shall be designed to develop harmoniously all the faculties of the human being and shall foster in him at the same time a love of country and a consciousness of international solidarity, in independence and justice. Education is non-religious, democratic, national, and contributes to better human relationship. The Federal executive determines plans and programmes for pre-school, primary, secondary and normal education for the whole Republic. The Congress of the Union, with a view to unifying and coordinating education throughout the Republic, shall issue the necessary laws for dividing the social function of education among the Federation, the States and the Municipalities, for fixing the appropriate financial allocations for this public service and for establishing the penalties applicable to officials who do not comply with or enforce the pertinent provisions, as well as the penalties applicable to all those who infringe such provisions. This Article also refers to private education and initial and higher education, as well as universities and other institutions of higher education.

5. On February 9th, 2012, the Official Gazette of the Federation published the Executive Decree of the 8th reform of Article 3 and the 4th reform of Article 31 of the Mexican Constitution⁴. The reform of Article 3 enshrines that school is compulsory up until upper middle primary school (up until and comprising 8th grade). The reform of Article 31 enshrines the duty of parents to make sure that their children attend school and receive a pre-school, primary, secondary and higher education. Moreover, the reform establishes 2022 as the limit year to achieve universal coverage of higher education. To that extent, the reform establishes the duty for the Federal Budget, along with the Federal entities and municipalities to provide for the

¹ <http://www.diputados.gob.mx/LeyesBiblio/pdf/1.pdf> (Accessed 29 September 2010).

² <http://www.diputados.gob.mx/LeyesBiblio/pdf/1.pdf> (Accessed 29 September 2010).

³ Original text in Spanish: “Queda prohibida toda discriminación motivada por ... el género...”

⁴ Reform of Articles 3 & 31 of the Mexican Constitution:

http://www.diputados.gob.mx/LeyesBiblio/ref/dof/CPEUM_ref_201_09feb12.pdf

necessary resources and design multiannual budget plans in order to guarantee and fund a compulsory middle school education.

6. Article 31 stipulates that Mexican citizens have to see that their children or wards attend public or private schooling to obtain pre-school, primary and secondary education and receive military education as prescribed by the Law. Besides, Article 123 stipulates minimum wages have to be sufficient to satisfy normal needs of a family chief notably in providing children compulsory education.

7. Article 2 sets that the state authorities shall promote equal opportunities for Indigenous People and remove any form of discrimination against them, To this end, they have the obligation to guarantee and increase levels of schooling, promoting bilingual and intercultural education, literacy, the completion of basic education, vocational training and higher education. According to this article state authorities also have to establish a system of scholarships for Indigenous students at all education levels. Moreover, they have to define and develop educational programmes with regional contents that recognize people's cultural heritage in consultation with Indigenous communities. This Article also takes into account the particular status of Indigenous women and migrants stipulating that states authorities have to encourage their education and to support special educational programmes.

8. Article 2 (A) recognizes and guarantees the right of self-determination by indigenous communities provided that they respect human rights, and especially, dignity of women, among others⁵. Moreover, their respective autonomous governing bodies must guarantee the participation of women under the principle of gender equity⁶.

9. Article 2: [...] In order to eliminate the shortcomings and deficiencies that affect indigenous peoples and communities, authorities have a duty to: [...] V. encourage the integration of indigenous women in development, through the support of productive projects, the protection of health, the granting of incentives to promote their education and participation in decision-making related to community life.⁷

10. Article 18 sets that penitentiary system shall be organized based on education in order to encourage the reinsertion of prisoners in the society.

⁵ Original text in Spanish: “Esta Constitución reconoce y garantiza el derecho de los pueblos y las comunidades indígenas a la libre determinación y, en consecuencia, a la autonomía para: Aplicar sus propios sistemas normativos ...sujetándose a los principios generales de esta Constitución, respetando las garantías individuales, los derechos humanos y, de manera relevante, la dignidad e integridad de las mujeres.”

⁶ Original text in Spanish :Elegir de acuerdo con sus normas, procedimientos y prácticas tradicionales, a las autoridades o representantes para el ejercicio de sus formas propias de gobierno interno, garantizando la participación de las mujeres en condiciones de equidad frente a los varones.”

⁷ Original text in SPanish: Para abatir las carencias y rezagos que afectan a los pueblos y comunidades indígenas, dichas autoridades, tienen la obligación de: [...] V. Propiciar la incorporación de las mujeres indígenas al desarrollo, mediante el apoyo a los proyectos productivos, la protección de su salud, el otorgamiento de estímulos para favorecer su educación y su participación en la toma de decisiones relacionadas con la vida comunitaria.

11. Article 4 guarantees gender equality, stipulating that “men and women are equal under the law.”⁸
12. Articles 73 and 122 describe states authorities powers related to education.
13. In addition, the decree of 12 November 2002 that reforms Articles 3 and 31 of the Constitution establishes that preschool education is gradually going to be compulsory and emphasises the importance of equity and quality.

Legislative framework:

14. The General Law on Education⁹ (*Ley General de Educación*) was adopted in 1993 and last revised in 2010. According to this law everyone has the right to receive education and all the inhabitants of the country have the same opportunities (Article 2). Pre-school, primary and secondary education is compulsory (Article 4). Pre-school education is compulsory since the modification of the Constitution in 2001. Public education is free (Article 6) as well as text books for students (Article 12). Article 7 promotes cultural and linguistic diversities by protecting linguistic rights of Indigenous people and enabling them to receive education in their own language. Article 8 prohibits against discrimination.
15. The Organic Law of the Public Federal Administration (*Ley Orgánica de la Administración Pública Federal*)¹⁰ (in particular article 38) was passed in 1976 and has been revised many times between 1978 and 2003. In this document, the specific functions of the Public Education Secretary, under-secretaries, General directions and decentralized administrative organs are described.¹¹
16. Domestic Regulation of the Public Education Secretary (*Reglamento Interior de la Secretaría de Educación Pública*)¹². This regulation was implemented on March 1994 and was revised in 2005 and 2009.¹³
17. The Law on the Coordination of Higher Education¹⁴ (*Ley para la Coordinación de la Educación Superior*) was adopted on 29 December 1978. This law deals with the promotion, the establishment and the direction of artistic, technical, scientific and educational services, as well as book publications.

⁸ Original text in Spanish: “El varón y la mujer son iguales ante la ley.”

⁹ <http://www.diputados.gob.mx/LeyesBiblio/pdf/137.pdf> (Accessed 29 September 2010)

¹⁰ <http://www.funcionpublica.gob.mx/leyes/loapf2000.htm> (Accessed 29 September 2010)

¹¹ World Data on Education, VII Ed. 2010/11

<http://unesdoc.unesco.org/images/0018/001890/189038s.pdf> (Accessed 29 September 2010)

¹² <http://www.diputados.gob.mx/LeyesBiblio/regla/n128.pdf> (Accessed 29 September 2010)

¹³ World Data on Education, VII Ed. 2010/11, op. cit.

¹⁴ <http://www.diputados.gob.mx/LeyesBiblio/pdf/182.pdf> (Accessed 29 September 2010)

18. The Law for the Protection of Children and Adolescents¹⁵ (*Ley para la protección de los niños, niñas y adolescentes*; Diario Oficial de la Federación, 29 de mayo de 2000) establishes that the exercise of the rights of adults may not, at any time or under any circumstances, condition the exercise of the rights of children and adolescents.

19. General Law of Linguistic Rights of Indigenous Peoples¹⁶ (*Ley General de Derechos Lingüísticos de los Pueblos Indígenas*; Diario Oficial de la Federación, 13 de marzo de 2003) recognizes the plurality of indigenous tongues as one of the main pillars of the multicultural composition of the Mexican Nation.

20. Regarding curriculum, Agreement No. 348¹⁷ of 17 September 2004 deals with pre-school education curriculum, Secretary Agreement No. 384 of 26 May 2006 deals with secondary education curriculum, and Agreement No. 494 of 7 September 2009 deals with primary education curriculum.¹⁸ Moreover, Agreement 357 of 2005 established requirements and processes related to the authorization to provide pre-school education.¹⁹

21. Additionally, as Mexico is a Federal Republic with 31 states, there are many other state laws that have been promulgated.²⁰

22. In May 1992, federal authorities, the 31 governments of the Republic and the National Education Trade Union signed the National Agreement for the modernization of basic education (National Agreement for the modernization of basic education).²¹

23. The Law on the Promotion of Reading and Books²² (*Ley de Fomento para la Lectura y el Libro*) has as objectives: to promote reading; promote the production, distribution, diffusion, and quality of the Mexican book, and facilitate its access to all of the Mexican population; distribute and coordinate among the Federal and States Governments, Municipalities and the Federal District, all the activities that have to do with the educational and cultural function of promoting reading and books; and to coordinate the social and private sectors in this matter.

24. The General Law of Libraries²³ (*Ley General de Bibliotecas*) regulates the distribution and coordination among the Federal and States Governments and Municipalities, the educational

¹⁵ http://cedoc.inmujeres.gob.mx/documentos_download/100613.pdf

¹⁶ <http://basica.sep.gob.mx/dgei/pdf/normateca/LeyGeneraldeDerechosLinguisticosdelosPueblosIndigenas2003.pdf>

¹⁷ http://www.reformapreescolar.sep.gob.mx/NORMATIVIDAD/ACUERDO348_PRINT.HTM (Accessed 29 September 2010)

¹⁸ World Data on Education, VII Ed. 2010/11, op. cit., p. 4.

¹⁹ <http://www.oei.es/inicial/legislacion/mexico/acuerdo357.pdf> (Accessed 29 September 2010)

²⁰ World Data on Education, VII Ed. 2010/11, op. cit., p. 6.

²¹ World Data on Education, VII Ed. 2010/11, op. cit., p. 5.

²² http://www.oei.es/quipu/mexico/Ley_libro.pdf

²³ http://www.oei.es/quipu/mexico/Ley_bibliotecas.pdf

and cultural function that is carried out through the establishment, maintenance, and organization of public libraries. This law also establishes the guidelines for the development of a National System of Libraries.

25. Article 4 of the Federal Law to Prevent and Eliminate Discrimination²⁴ defines “discrimination” as any type of distinction, exclusion or restriction based on...sex...”

26. Article 10 establishes the positive measures that public and federal authorities must undertake in order to favor equal opportunities for women, such as gender-mixed education at all levels.

27. Article 11 establishes the positive measures that public and federal authorities must undertake in order to favor equal opportunities for boys and girls.

28. The General Law for the Equality between Women and Men of 2002²⁵, as last amended in 2012, aims to “regulate and guarantee equality between women and men and propose institutional measures and mechanisms that will guide the Nation towards achieving substantive equality in the public and private sector, by promoting the empowerment of women” (Article 1).

29. The General Law on Access of Women to a Violence-Free Life of 2007²⁶, as last amended on 2011, aims “to establish a Federal coordination between federal entities, the Federal District and municipalities, to prevent, sanction and eradicate violence against women, as well as principles and measures to guarantee access to women to a life free of violence that will favour their development and well-being in conformity with the principles of equality and non-discrimination...” (Article 1).

30. The General Act on Equality between Women and Men, which has been in force since 2006, establishes institutional mechanisms to promote equality and the empowerment of women at the national level in both the public and private spheres. By March 2008, four federal entities had enacted legislation on equality.²⁷

Policy measures:

31. Education is a fundamental right that is guaranteed and promoted by the Mexican State. Both the right to education and human rights education are promoted, thereby generating inclusion, learning and participation and developing a sense of citizenship. The objectives of the 2007-2012 Sectorial Education Programme²⁸ include improving the quality of education;

²⁴ <http://www.diputados.gob.mx/LeyesBiblio/pdf/262.pdf>

²⁵ <http://www.diputados.gob.mx/LeyesBiblio/pdf/LGIMH.pdf>

²⁶ <http://www.diputados.gob.mx/LeyesBiblio/pdf/LGAMVLV.pdf>

²⁷ National Report submitted in accordance with paragraph 15 (A) of the Annex to Human Rights Council Resolution 5/1*, 10 November 2008, op. cit., p. 15.

²⁸ Programa Sectorial de Educación, Estados Unidos Mexicanos, Secretaria de Educación Publica (2007-2012)

http://www.sep.gob.mx/wb/sep1/programa_sectorial (Accessed 29 September 2010)

expanding educational opportunities as a means of reducing inequality and promoting equality between social groups; and offering an all-round education.²⁹

32. A Programme named “Ver bien para aprender mejor”(Seeing clearly to learn better)³⁰ was launched in 1998. This programme is a private program with support from the Public Education secretariat which aims at improving primary and secondary education, by providing free glasses to children suffering from visual acuity. This in turn has led to a decrease in children dropping out of school. Free and Compulsory Education

33. According to Article 37 of the General Law on Education, preschool, primary and secondary education, are considered as part of compulsory basic education.

34. The 2007-2012 Sectorial Education programme includes a scholarship scheme³¹ that currently benefits some 6 million low-income pupils at all levels of education.³²

Preschool Education

35. Preschool Education is compulsory for children between 4 and 5 years old. It is divided into three terms: general, indigenous and common classes. The agreement n° 348 on 17 September 2004 sets the curriculum of preschool education.³³ According to this report, preschool education has to be provided in urban and rural areas and has to be provided for indigenous children.

36. Programa de Renovación Curricular y Pedagógica de la Educación Preescolar - PRONAE³⁴: The aim of the PRONAE is to improve the quality and ensure the equity in the educational attention given to the children from three to five years old.

Primary Education

37. Primary Education is compulsory from 6 to 11 years old. It is divided into three types : general, indigenous and common classes. It is possible for adults to follow classes of primary education.³⁵

Secondary Education

²⁹ National Report submitted in accordance with paragraph 15 (A) of the Annex to Human Rights Council Resolution 5/1*, 10 November 2008, p. 12. <http://www.upr-epu.com/files/116/NR.pdf> (Accessed 29/09/2010)

³⁰ <http://www.verbien.org.mx/> (Accessed 29 September 2010)

³¹ Secretaria de Educación Publica, http://www.sep.gob.mx/wb/sep1/sep1_Becas (Accessed 29 September 2010)

³² National Report submitted in accordance with paragraph 15 (A) of the Annex to Human Rights Council Resolution 5/1*, 10 November 2008, op. cit., p. 12.

³³ World Data on Education, VII Ed. 2010/11, op. cit., p. 22.

³⁴ <http://www.oei.es/quipu/mexico/PRONADE.pdf>

³⁵ World Data on Education, VII Ed. 2010/11, op. cit., p. 15.

38. It is compulsory since 1993 and it is divided into: general, vocational (para trabajadores/ for workers), technical and for adults.

Higher Education

39. In order to achieve the main objectives of the 2007-2012 Sectorial Education Programme, a programme to improve Higher education has been launched. This is called *Programa de apoyo al desarrollo de la educación superior (PADES)*.³⁶

Adults Education

40. It is possible for adults to follow classes of primary education.³⁷

Literacy

41. Basic Educational Project of young people and adults, pertaining to the National Educational Institute of Adults of Mexico.

42. Alphabetization project of Indigenous Groups: This project has as objective to offer to either the indigenous population the elements that facilitates acquiring competences to improve their written expression in both languages: Spanish and indigenous tongues. Please see the different programs carried out by the National Commission for Development of Indigenous Peoples:

http://www.cdi.gob.mx/index.php?option=com_content&view=article&id=1384&Itemid=200004

43. Proyecto de Bi-Alfabetización Tsotsil-Castellano y Tseltal-Castellano – BI-ALFA³⁸: This is a project developed with the technical assistance of the Economical Commission for Latin America and Caribbean (CEPAL), with the objective to contribute to achieving a regional scope strategy to decrease poverty, for the indigenous and the non-alphabetized rural populations, through the integral development of competences in bilingual and simultaneous alphabetization.

Language of Instruction

44. According to Agreement 348³⁹, languages (oral and written) have to be taught in preschool education. The government recognizes the linguistic, cultural, social and ethnic diversity among the country and it takes into account those individual features through its programmes, starting in preschool education.⁴⁰

45. Although it develops educational materials, promotes initial and specialist teacher training and promotes the teaching of indigenous languages in schools, Mexico should pursue its efforts

³⁶ Secretaria de Educación Pública, http://www.sep.gob.mx/wb/sep1/programa_de_apoyo (Accessed 29/09/2010)

³⁷ World Data on Education, VII Ed. 2010/11, op. cit., p. 15.

³⁸ http://www.oei.es/quipu/mexico/bi_alfabetizacion.pdf

³⁹ http://www.reformapreescolar.sep.gob.mx/NORMATIVIDAD/ACUERDO348_PRINT.HTM (Accessed 29 September 2010)

⁴⁰ World Data on Education, VII Ed. 2010/11, op. cit., p. 23.

to guarantee indigenous peoples full access to compulsory bilingual intercultural education with qualified teachers who can speak and write a given community's language variant. The Federal Government has developed intercultural universities in various federal entities.⁴¹ Human Rights Education

46. The secretary of national Education also recognizes the great importance of Human Rights Education and books in the collection "*Los libros de mama y papa*" (the books of mom and dad) teach Human Rights.⁴²

Inclusive Education

Indigenous children and migrants

47. According to the General Law on Education, the government takes into account the multicultural composition of the Republic. Article 7 aims at promoting through the education the knowledge of the nation's linguistic plurality and the linguistic rights' respect of indigenous people. The speakers of indigenous languages will have access to the formal education in their own language and in Spanish.

48. Article 38 provides that Basic education, at its three levels, will be adapted to answer to the linguistic and cultural characteristics of each native group of the country, as well as the scattered rural population and migratory groups.

49. The National Commission for the Development of Indigenous Peoples (CDI), which was established in 2003, carries out programmes that contribute to the overall development of the indigenous peoples, including education hostels.⁴³

50. The National Institute of Indigenous Languages was created in 2005 to elaborate educational material, promote basic and professional education for educators, and promote the teaching of indigenous languages. Nevertheless, one of the main challenges is achieving full access for indigenous peoples to compulsory, bilingual and intercultural education. The Federal Government is creating Intercultural Universities in several states. Mexico recognized the challenge of respecting indigenous peoples' right of access to justice of and ensures certified defence counsel, interpreters and translators in all lawsuits and proceedings involving indigenous people.⁴⁴

⁴¹ National Report submitted in accordance with paragraph 15 (A) of the Annex to Human Rights Council Resolution 5/1*, 10 November 2008, op. cit., p. 17.

⁴² Secretaria de Educación Pública,
http://www.sep.gob.mx/wb/sep1/sep1_Los_derechos_humanos_en_el_hogar_en_la_escuel (Accessed 29 September 2010)

⁴³ National Report submitted in accordance with paragraph 15 (A) of the Annex to Human Rights Council Resolution 5/1*, 10 November 2008, op. cit., p. 17.

⁴⁴ Universal Periodic Review, Report of the Working Group on the Universal Periodic Review * Mexico, 3 March 2009, p. 5-6, http://www.upr-epu.com/files/116/A_HRC_11_MEX_E.pdf (Accessed 29 September 2010)

51. The Programme called “*El Programa Binacional de Educación Migrante*” (PROBEM) (Bi-national Programme of Migrant Education) aims at facilitating education for children that follow classes in the United States of America and in the Mexican United States.⁴⁵

Gender equality

52. Despite important advances in protecting the rights of women, who represent 51.3 per cent of the population, Mexico still faces the challenge of developing a culture of full equality between men and women and eliminating discrimination. As far as education is concerned, in 2005, 36.7 per cent of girls and women aged 15 or more had not completed basic education. In labour terms, the rate of female economic participation in the second quarter of 2008 was 37.6 per cent, while for men it was 62.4 per cent. With regard to decision-making, women hold 27.4 per cent of middle and upper management posts in the Federal Administration, while in terms of elected office, they account for 17.2 per cent of seats in the Senate and 23.4 per cent in the Chamber of Deputies.

53. The National Institute for Women (INMUJERES), established in 2001, is responsible for promoting, coordinating and evaluating Government programmes to develop a culture of equal opportunities for men and women.

54. The General Act on Equality between Women and Men, which has been in force since 2006, establishes institutional mechanisms to promote equality and the empowerment of women at the national level in both the public and private spheres. By March 2008, four federal entities had enacted legislation on equality.⁴⁶

55. Decree of August 11th, 2009⁴⁷ approves the National Program on the Equality of Women and Men 2009-2012.

Children with disabilities

56. Significant efforts are also being made to integrate children and young people with disabilities. During the 2007/08 school year, 21,997 basic education facilities met the minimum conditions for integrating pupils with special educational needs and attended to 177,856 pupils with such needs.⁴⁸

Quality of Education

⁴⁵ Secretaria de Educación Pública

http://www.sep.gob.mx/wb/sep1/sep1_Programa_Binacional_de_Educacion_Migrante (Accessed 29 September 2010)

⁴⁶ National Report submitted in accordance with paragraph 15 (A) of the Annex to Human Rights Council Resolution 5/1*, 10 November 2008, op. cit., p. 15.

⁴⁷ <http://www.hsph.harvard.edu/population/womenrights/mexico.women.09.doc>

⁴⁸ National Report submitted in accordance with paragraph 15 (A) of the Annex to Human Rights Council Resolution 5/1*, 10 November 2008, op. cit., p. 12.

57. The Alliance for Quality in Education, a programme launched in May 2008, promotes infrastructure improvement, refresher training for teachers and evaluation of the education system. The plan is to renovate 27,000 schools and to equip 14,000 schools so as to enable three out of every four students to connect to the Internet. Primary, secondary and upper secondary curricula have a high human rights content.⁴⁹

58. [Programa Escuelas de Calidad](#)⁵⁰ (Quality Schooling programme) This programme's mission consists of transforming the organization and smooth running of the schools that in a voluntary way benefit from the Programme.

59. [Programa de Innovación y Calidad SEP](#)⁵¹: (Innovation and Quality Programme) The purpose of this programme is to establish strategies and mechanisms that ensure the implementation and development of the Innovation and Quality Model in the Management of Educational Sector.

60. [Programa Oportunidades](#)⁵²: (Opportunities Programme) Is a federal programme focused in the human development of population living in extreme poverty. Supporting them with helps in education, health, nutrition.

61. [Programa para Combatir el Rezago en Educación Inicial y Básica - PAREIB](#)⁵³: (Programme to combat lag in initial and basic education) This is a compensatory programme designed to redistribute the public expenses applied to equity education, using the structure of the National Council of Educational Promotion (CONAFE) for its development.

62. The activities carried out by the PAREIB in the schools in depressed and socially vulnerable areas are the following: Donation of packs with educational and pedagogical equipment, maintenance of a net of Advice Technical-Pedagogical, Recognition to current teachers, construction, rehabilitation and providing the equipment for schools: Capacity building for parents' association on the management of scholar resources.

63. [Programa Secundaria a Distancia para Adultos - SEA](#)⁵⁴: (Secondary School Distance Learning for Adults) This programme is focused on young and adult people that never did or never completed secondary and that due to either familiar or working obligations they are not able to go with regularity to a school.

⁴⁹ National Report submitted in accordance with paragraph 15 (A) of the Annex to Human Rights Council Resolution 5/1*, 10 November 2008, op. cit., p. 12.

⁵⁰ <http://basica.sep.gob.mx/pec/pdf/dprograma/MatGestModulo2.pdf>

⁵¹ <http://www.dgest.gob.mx/programas-de-innovacion-y-calidad/direccion-de-programas-de-innovacion-y-calidad>

⁵² <http://www.oportunidades.gob.mx/Portal/>

⁵³

[http://app.ialisco.gob.mx/PortalTransparencia.nsf/TodosWeb/2368EB00A3BD2E74862573A80083317F/\\$FILE/Programa%20Pareib%20Abr%202006.pdf](http://app.ialisco.gob.mx/PortalTransparencia.nsf/TodosWeb/2368EB00A3BD2E74862573A80083317F/$FILE/Programa%20Pareib%20Abr%202006.pdf)

⁵⁴ <http://sea.dgme.sep.gob.mx/html/centro-proyecto.htm>

64. [Programa "Vivir Mejor"](#)⁵⁵: (Living Better) This programme is an initiative of the Mexican government to eradicate extreme poverty in the medium-term through three main actions: Developing capacities of Mexican people, especially those of the children, giving them the guaranty to access education, health and a decent home; through a Social Protection Net that supports the most poor families when they face an illness or unemployment and the access to employment for all Mexican people, making stronger the coordination between social and economic politics.
65. [Proyecto Plazas Comunitarias](#)⁵⁶: (Communitarian Spaces Project) The aim of the project is to achieve that young and adult population with an educational fault count on a place with technological access to help them in first place to finish their basic education and in second place, to have several formation options to get a job reducing the digital gap within Mexico's population.
66. [Evaluación Nacional del Logro Académico en Centros Escolares - ENLACE](#)⁵⁷: (National Academic Achievement Evaluation in School centers) The Project's objective is to give appropriate information to all the actors and educational programmes respect to each student's achievements. In all primary and secondary schools through all the country
67. [Sistema Nacional de Información Educativa – SNIE](#)⁵⁸: (National system of educational information) This Internet site is created so that everybody can consult the relevant and updated information describing the characteristics, placement, statics and main indicators of the services that are part of the Educational System of United Mexican States.

Learning environment

68. Thanks to the Programme "Tu maestro en línea", (Your teacher online) people can register on line to receive on line lessons and to learn from home.⁵⁹

Cooperation:

69. Mexico is not party to UNESCO's Convention against Discrimination in Education and did not report to UNESCO for the Seventh Consultation on the measures taken for the implementation of the Recommendation against Discrimination in Education (covering the period 2000-2005).
70. Mexico is not party to UNESCO's Convention on Technical and Vocational Education (1989).

⁵⁵ http://portal.salud.gob.mx/sites/salud/descargas/pdf/prog_vivir_mejor.pdf

⁵⁶ <http://www.inea.gob.mx/index.php/proyectosbc/pestrategicosplazasbc/pestplazasdescrb.html>

⁵⁷ http://www.enlace.sep.gob.mx/que_es_enlace/

⁵⁸ <http://www.sniesep.gob.mx/?AspxAutoDetectCookieSupport=1>

⁵⁹ Secretaria de Educación Pública, http://168.255.111.18/contacto_maestro/index.jsp# (Accessed 29/09/2010)

71. Mexico reported to UNESCO in 2009 within the framework of the fourth consultation of Member States 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 (covering the period 2005-2008).

Freedom of opinion and expression⁶⁰

Achievements, best practices, challenges and constraints

Legislative framework

72. The Constitution of Mexico provides for freedom of the expression in Article 6. Further guarantees are afforded in Article 7 for freedom of the press and media.

73. A Freedom of Information Act came into force in 2002.

74. Article 73 XXI of the Mexican Constitution was amended by the Parliament of Mexico on 6 June 2012; the amendment gives the federal authorities the power to initiate procedures against or investigate and try those who committed crimes against freedom of expression and information.

75. UNESCO welcomes the decriminalization of defamation which was completed in 2011 with the Mexican Senate approving the repeal of articles 1 and 31 of the Law of Crimes of the Press; defamation, libel, and slander thereby became civil offences under new articles 1916 and 1916a of the federal civil code.

Media self-regulation

76. Media self-regulatory mechanisms are not developed in Mexico.

Safety of journalists

77. UNESCO recorded 36 killings of journalists and media workers in Mexico between 2008 and 2012. Mexico continues to be a dangerous place for journalists and media workers to work in. The majority of the killings are associated with retaliatory actions against the journalists who report on organized crimes and drug cartels.

78. It must be noted that in recent years Government is taking pro-active actions to improve the safety of journalists. Furthermore, according to the UNESCO's Director-General 2012 Report on The Safety of Journalists and the Issue of Impunity, the Government of Mexico is amongst the countries which have responded to the Director-General's call to provide information on the judicial follow-up of these killings.

The right to enjoy the benefits of scientific progress and its applications (REBSP)

⁶⁰ Sources :

Cooperation, Achievements, best practices, challenges and constraints:

79. Mexico transmitted its national submission to UNESCO on the application of the 1974 Recommendation on the Status of Scientific Researchers and took part in the consultations concerning the issue of a possible revision of the 1974 Recommendation discussed currently at UNESCO.

80. Mexico is committed to the International Declaration on Human Genetic Data (2003).

81. Mexico is party to the Network of Natural Sciences Faculties and Academic Institutions at the Graduate Level in Latin America. The first meeting of the network (Mexico, 2003) was supported by UNESCO. It was devoted to the results of ongoing empirical research on current trends of science training.⁶¹

82. The National Academy of Science, founded in 1884, is the principal scientific organization. Among Mexico's 36 scientific and technological learned societies and 26 scientific research institutes, the natural sciences and medicine predominate. Especially well known is the International Maize and Wheat Improvement Center, founded in Mexico City in 1966; its director, Norman Ernest Borlaug, received the Nobel Peace Prize in 1970 for his work in advancing the "green revolution." More than 60 universities and colleges in Mexico offer courses in basic and applied sciences. In 1987–97, science and engineering students accounted for 32% of college and university enrollments.

83. The primary science and technology policymaking body is the National Council for Science and Technology, a decentralized public body created in 1970 composed of researchers, scientists, academicians, and government officials. They formulate, study, evaluate, and execute national science and technology policies. In 1989, the Consultative Council on Sciences was created to advise directly the President of Mexico on science and technology. In 1993, Mexico's expenditures totaled 3.6 billion pesos; 8,595 scientists and engineers and 2,477 technicians were engaged in research and development.

84. Mexico is involved in a great variety of projects dealing with watershed or coastal management, biosphere reserves, oceans, basic sciences and more. It is participating in a large number of earth sciences research projects.

85. It is directly concerned by a remote sensing project that aims to help protect biodiversity in the Mesoamerica Biological Corridor. The project uses space technologies to assess the current overall status of conservation of the ecosystem as a whole, using UNESCO sites as main pilot samples. The environmental assessment will contribute to implementation of the Convention on Biological Diversity, which aims to reduce biodiversity loss.

86. Mexico participates in all of the following projects in co-operation with UNESCO:

Freshwater

- International Hydrological Programme-Latin America and the Caribbean (IHP-LAC) Working group on snow and ice
- Hydrology for the Environment, Life and Policy programme (HELP) projects;

⁶¹ http://portal.unesco.org/science/en/ev.php-URL_ID=2895&URL_DO=DO_TOPIC&URL_SECTION=201.html

- Cupatitzio Basin ;
- Lerma-Chapala Basin.

People, Biodiversity and Ecology

- UNESCO and the European Space Agency (ESA) Project: Using Space Technologies to Assist Mesoamerica with the Biological Corridor;
- Biosphere Reserves (WNBRs);
- UNESCO Chair in Habitat and socially sustainable development , established in 1998 at the Instituto Tecnológico y de Estudios Superiores de Occidente (ITESO);

Oceans

- Pacific Tsunami Warning and Mitigation System (ICG/PTWS)
- Intergovernmental Oceanographic Commission (IOC) Sub-Commission for the Caribbean and Adjacent Regions (IOCARIBE)

Earth Sciences

- Seismic Microzoning of Latin American Cities (IGCP)
- The role of Holocene environmental catastrophes in human history (IGCP)
- The Rheic Ocean: Its origin, evolution, and correlatives (IGCP)
- Volcano collapse and fault activity – ‘Young Scientists Project’ (IGCP)
- Global Comparison of Volcanic-hosted Massive Sulphide Districts (IGCP)
- Marine and Non-marine Jurassic: Global correlation and major geological events (IGCP)
- Neoproterozoic Ice Ages (IGCP)
- Karst Aquifers and Water Resources (IGCP)
- Hydrogeology, Hydrochemistry and Management of Coastal Aquifers on the Atlantic Coast of South America (IGCP)
- Global Ground Water Network GROWNET (IGCP)

Basic Sciences

- UNESCO Chair in Bioethic and Clinical Medicine, established in 2007 at Instituto Nacional de Enfermedades Respiratorias, México D.F.

Coasts and Small Islands

- Caribbean Coastal Marine Productivity Program (CARICOMP): sustaining coastal biodiversity benefits and ecosystem services

Remote Sensing

- UNESCO and the European Space Agency (ESA) Project: Using Space Technologies to Assist Mesoamerica with the Biological Corridor⁶²

Right to take part in cultural life

Normative Framework: constitutional and legislative frameworks

87. The political Constitution of the Mexican United States provides that the Nation has a multicultural integration based on its indigenous peoples which are those inhabiting the country since before the conquest took place and who have lived according to their own social, economic, cultural and political institutions. The Constitution recognizes and enforces the right of indigenous peoples and communities to self-determination and therefore their autonomy to preserve and enrich their language, knowledge and every part of their culture and identity.⁶³

88. Mexico has ratified the International Covenant on Economic, Social and Cultural Rights (ICESCR) on 23 March 1981.

Institutional framework

89. The Instituto Nacional de Antropología e Historia (INAH, *National Institute of Anthropology and History*) is the federal government bureau established in 1939 and its mission is to guarantee the research, preservation, protection, and promotion of the prehistoric, archaeological, anthropological, historical, and paleontological heritage of Mexico. INAH is in charge of the implementation of Culture Conventions.

Work with civil society:

90. Mexico has a long tradition of charitable organizations and in the last twenty years new organizations have expanded to include fields like environmental and human rights. In 2004, the Federal Law for the Promotion of Activities Undertaken by Civil Society Organizations (“The Law on Promotion”) was enacted in order to provide a legal framework at the Federal Government level for non-profit organizations, and a mechanism for the participation of nonprofit organizations in the social development of Mexico. This legislation opened the possibility for greater Government/CSO collaboration with mutual responsibility and transparency.⁶⁴

⁶² http://portal.unesco.org/science/en/ev.php-URL_ID=5768&URL_DO=DO_TOPIC&URL_SECTION=201.html

⁶³ Extract from <http://www.juridicas.unam.mx/infjur/leg/constmex/pdf/consting.pdf> ; January 30, 2013.

⁶⁴ Extracts from <http://www.icnl.org/research/monitor/saudi Arabia.html>, January 30, 2013.

III. RECOMMENDATIONS

Right to education

91. Mexico is encouraged to ratify the 1960 Convention against Discrimination in Education.
92. UNESCO launched the 8th Consultation on the measures taken for the implementation of the Convention and Recommendation against Discrimination in Education (covering the period 2006-2011), the results of this Consultation will be submitted to UNESCO's governing bodies at the end of 2013. Mexico is encouraged to submit a report on the actions taken for giving effect to the Recommendation against Discrimination in Education.
93. Mexico is encouraged to further elaborate provisions in its legislation and/or report on the justiciability of the right to education in order to increase the potential for the right to education to be respected, protected, fulfilled and monitored.

Freedom of opinion and expression

94. UNESCO recommends developing the media self-regulatory mechanism.
95. The Government is encouraged to continue with the positive steps undertaken towards ensuring journalist and media worker safety.

Right to take part in cultural life

96. For 2003 Convention, new and advanced integration strategies of the institutions working in the field of intangible cultural heritage at the three government levels are required in order to ensure its effective safeguarding; Broader civil society participation in safeguarding initiatives would also be necessary to continue the transformation of cultural heritage from an exclusive distinction to an inclusive reality; Broader and more systematic integration of the safeguarding of intangible cultural heritage into planning programmes should be achieved.