



## THIRD ITEM ON THE AGENDA

**Joint ILO/UNESCO Committee of Experts on  
the Application of the Recommendations  
concerning Teaching Personnel (CEART)****Interim report of the Eighth Session**

1. The Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) held its Eighth Session at UNESCO headquarters in Paris, 15-19 September 2003. It adopted a report including four annexes at its concluding sitting. Due to the need to complete final editing of the report, and to ensure translation of the report into Spanish, which is not a working language of the CEART, this report will be submitted in the three languages to the 289th Session (March 2004) of the Governing Body. It will also be submitted to the 168th Session of the Executive Board of UNESCO in May 2004.
2. An interim report is submitted for information, summarizing the main outcomes of the Eighth Session in relation to its monitoring of the two international Recommendations concerning teachers – the ILO/UNESCO Recommendation concerning the Status of Teachers, 1966, and the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel, 1997.

**Composition, agenda and methods of work**

3. The Joint Committee welcomed two new members, including one appointed by the Governing Body at its 284th Session (June 2002),<sup>1</sup> expressed its appreciation of the many contributions to the work of the CEART and condolences to the family and colleagues of its long-time Chairperson, the late Professor Segá Seck Fall (Senegal), and elected new Officers, including its first woman Chairperson, Dr. Anne Lise Hostmark Tarrou (Norway). It also adopted a new approach based on working groups for substantive issues related to the two Recommendations, and continued the practice of inviting interested stakeholders in the education sector, including the international teachers' organizations and the International Organisation of Employers, to inform it on major issues affecting the teaching profession.

<sup>1</sup> Ms. Lilia Garcia (Philippines), GB.284/11.

## Major issues affecting the teaching profession, monitoring and promotion of the 1966 and 1997 Recommendations

4. The Joint Committee examined extensive information and adopted findings and recommendations on the following major issues affecting teachers and the quality of education in member States:
- *Employment, teaching and learning conditions:* The most serious issue facing the teaching profession is the actual shortage of qualified teachers. The growing demand for teachers caused by country commitments to achieve “education for all” (EFA), combined with an ageing teacher population in developed countries, will create shortages of at least 10 million teachers in the next decade. There is limited evidence of any general improvement in the status of teachers and their overall conditions of service, especially in many developing countries where recruitment remains difficult. This has led to the undesirable practice of recruiting inadequately trained “volunteer teachers” or truncated training programmes. Such trends undermine the professionalism of teachers. In addressing these challenges, it is important to provide adequate in-service and continual training programmes, establish salary levels comparable to other professions requiring similar qualifications, plan for recruitment to avoid exacerbating the “brain drain” of qualified teachers and achieve an acceptable gender balance across the whole teaching service, particularly in management positions.
  - *Social dialogue in education:* Social dialogue in education remains extremely fragile. Teachers and their organizations are not generally consulted on key education reforms even though the attainment of the EFA goals requires full partnerships. A major obstacle is the apparent reluctance of public authorities to engage in meaningful consultations and negotiation with teacher organizations in a context of limited budgetary resources. There remains a wide gap between ratification of international labour standards and effective practice at national level. Some progress has been noted in recent years in regions such as Latin America and Central and Eastern Europe as greater democracy has improved the climate and mechanisms for sustainable social dialogue. The Joint Committee highlighted a number of “good practices” in African, Latin American and European countries which could be shared with other countries. Recommendations were made for systematic installation of effective social dialogue mechanisms in all member States, greater recourse to social dialogue at international level, especially in the decision-making practices of international financial institutions, and assistance by the ILO and UNESCO to strengthen capacity for dialogue between educational authorities and teachers’ organizations.
  - *Teacher education:* Although the available information indicates progress in some areas such as the introduction of tertiary qualifications for new teachers in an increasing number of countries, the issue of teacher qualifications remains a concern in many developing countries.
  - *ICT in teaching and learning:* Teachers are crucial to the successful use of information and communications technologies. Adequate time for teachers to benefit from professional development, plan and introduce ICT in teaching practice is essential, as are uses of social dialogue processes for effective ICT utilization.
  - *HIV/AIDS and EFA:* The ripple effects of HIV/AIDS on teaching and education are spiralling out of control: increased orphaning; teacher deaths and absenteeism; impoverishment of families and communities normally supporting schools. The ILO

and UNESCO should collaborate in disseminating and helping implement the ILO code of practice on HIV/AIDS and the world of work.

- *Higher education*: Security of tenure or its functional equivalent are common institutions in many countries, but a growing resort to part-time and temporary employment constitutes a threat to quality education and academic freedom in higher education.

### **Allegations by teachers' organizations**

5. In accordance with its mandate and procedures of work, the Joint Committee examined a number of allegations submitted to it by national and international teachers' organizations concerning non-observation of the Recommendations' provisions on the part of governments. In order to transmit the findings and recommendations to the concerned governments and teachers' organizations in a timely fashion, the annex to the Joint Committee's report, which contains its examination of these cases, has been submitted for review by the Committee on Legal Issues and International Labour Standards at the present session,<sup>2</sup> in accordance with past practice.

Geneva, 10 October 2003.

<sup>2</sup> GB.288/LILS/10.