



FOURTH ITEM ON THE AGENDA

**Joint ILO/UNESCO Committee of Experts
on the Application of the Recommendations
concerning Teaching Personnel
(CEART), Ninth Session
(Geneva, 30 October–3 November 2006)**

1. The Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) held its Ninth Session at the ILO in Geneva, 30 October–3 November 2006. It adopted a report¹ including four annexes at its concluding sitting. The Office presented a brief oral report on the outcomes of the Ninth Session to the STM at the Governing Body's 297th Session (November 2006).²
2. A separate paper³ and the annex of the CEART report which concerns allegations from teachers' organizations on non-observance of the Recommendations' provisions is being examined at the current session by the Committee on Legal Issues and International Labour Standards regarding further action on these allegations and a recommendation to forward the full report to the International Labour Conference at its 96th Session in May–June 2007.

**The status of teachers and the 1966 and
1997 Recommendations: Principal issues
and recommendations arising from the
Ninth Session**

3. As indicated in the report's executive summary, the principal issues and recommendations arising from the Ninth Session include:
 - *Social dialogue in education*: Positive examples of social dialogue in education, including implementation of the four primary Conventions relevant to the sector – Conventions Nos. 87, 98, 151 and 154 – could be observed in some countries though

¹ Available from the secretariat.

² GB.297/15.

³ GB.298/LILS/8.

substantial improvements are still necessary across and within regions. The positive cases cited provide examples of the Conventions' application in countries at different stages of development. At the same time, teachers, including head teachers, experience a strong sense of distance from regional and national-level education policy, which often remained in the realm of mere information sharing, and needed to be broadened to more effective forms of social dialogue. Recommendations included that member States establish social dialogue as an integral part of education planning and policy formulation, and that teacher organizations be encouraged and assisted in developing comprehensive and proactive positions on educational policy.

- *Employment, teaching and learning conditions:* Teacher shortages remain a major issue in education; in certain of the most acute cases there is a recorded shortfall of 30 per cent of qualified teachers in primary and secondary schools, with even greater shortages in remote and high-risk areas. In a number of countries there is a high attrition rate, especially where teachers experience high workloads, violence, stress and poor working environments. Many governments in developing countries have adopted short-term, finance-driven measures relying heavily on increasing class sizes or engaging unqualified or poorly qualified teachers on a short-term contractual basis, affecting preparation for the labour force and civic participation of those leaving such learning environments. Policies to provide for continued professional development of contract or unqualified teachers and to integrate all teachers into a single, regular teaching force based on professional qualifications were urgently needed.
- *Teacher salaries:* In a significant number of countries, teacher salaries are not comparable with those paid in other skilled occupations of equivalent professional or even lower occupational levels, affecting high-quality teacher recruitment and retention. The CEART recommended that governments of member States take steps: to ensure that salaries paid to teachers are reasonably comparable with those paid to other professionals having comparable qualifications and levels of responsibility, and in relation to GDP per capita; consider alternative sources of education financing and alternative allocations of existing education expenditure to upgrade teachers' salaries; and not introduce systems of merit-based pay or rewards, except in accordance with the 1966 Recommendation.
- *Teacher education:* In many countries, policies on teacher education were fragmented, an increasing number of students entered teacher training with low academic qualifications, traditional training providers were unable to train the required numbers of new trainees to fill teacher shortages, and induction programmes for novice teachers plus adequate provision for professional development of teacher educators were lacking. Teacher training programmes did not focus adequately on reflective practice, active learning, innovation, creativity or partnership building, and the realities of the schools, their communities, and the world of work. Addressing these challenges required that UNESCO and the ILO encourage greater use of the 1966 and 1997 Recommendations for guiding principles and minimum standards for teacher education programmes, and provide support to member States in developing more reflective, innovative and creative teachers.
- *HIV/AIDS in education:* HIV and AIDS continues to have a significant impact on education systems, especially in sub-Saharan African countries, notably in the form of higher human resource costs. Women and girls are often more adversely affected by the epidemic, due to physiological, socio-cultural and economic reasons. Recommendations underlined the importance of building on model education sector workplace policies developed by the ILO and UNESCO to help governments, in collaboration with teachers' unions and employers, to implement HIV and AIDS gender-sensitive workplace programmes for the education sector.

- *Gender and education:* A need persists to recruit women teachers at secondary and higher levels in some subject areas, and to address under-representation of women in leadership and management positions in schools and higher education institutions. To reach these goals, governments should develop and implement better recruitment and retention strategies to ensure gender balance, including quota targets, more flexible teacher training programmes, scholarships, pay equity and incentive programmes, and facilitate supportive environments for women teachers in regions where there are shortages of female teachers.
- *Higher education employment:* Evidence strongly pointed to the continued steady rise in the phenomenon of part-time and temporary teaching faculty in higher education institutions and regions, driven by a number of factors. Where faculty salaries were inadequate, and staff were obliged to accept part-time or temporary positions, their employers were deprived of the full benefit of their energies and talents. Moreover, a disproportionate number of part-time and temporary faculty were female. Recommendations called on government and other educational authorities to re-examine the use of part-time and temporary appointments in relation to the needs of academic institutions and the principles of the 1997 Recommendation, and to facilitate obtaining the necessary qualifications for temporary or part-time faculty to become eligible for tenure or permanent status.
- *Higher education freedom of association and decision-making:* Universities were increasingly adopting corporate models and restructuring operations to reflect business, rather than academic functions, resulting in a decline of collegiate management arrangements and more bureaucratic control. Opportunities for cooperative dialogue and negotiation, proper institutional autonomy and accountability have been reduced, weakening academic freedom, staff participation in decision-making and freedom of association in the practical sense. There was a pressing need to develop new approaches to ensure the 1997 Recommendation's application in a rapidly changing environment, notably with help from UNESCO and the ILO.

4. *The Committee on Sectoral and Technical Meetings and Related Issues may wish to recommend that the Governing Body request that the Director-General:*

- (a) *transmit the report of the Ninth Session of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel to the governments of member States and, through them, to the relevant employers' and workers' organizations, as well as to relevant intergovernmental and international non-governmental organizations concerned with education and teachers;*
- (b) *take into consideration, where appropriate in consultation with the Director-General of UNESCO, the Joint Committee's proposals for future action by the ILO and UNESCO which are contained in its report, in planning and implementing future ILO activities, due account being taken of the programme and budget approved for 2008–09 and decisions regarding the future orientation of the sectoral activities programme.*

Geneva, 24 January 2007.

Point for decision: Paragraph 4.