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Third sitting, 11 June 2019, 3.10 p.m.

Troisième séance, 11 juin 2019, 15 h 10

Tercera sesión, 11 de junio de 2019, 15.10 horas

Chairperson: Mr Rochford

Président: M. Rochford

Presidente: Sr. Rochford

Discussion of the CEART report

Discussion du rapport de la CEART

Discusión del informe del CEART

Chairperson – We will now continue with the third item on our agenda: Discussions on the report of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel. I would like to remind Committee members that during the informal tripartite consultations on the working methods of the Committee, held in March 2016, there was agreement that, in the view of time constraints, the examination of this report should take no more than one hour.

Representative of the Secretary-General (Ms VAN LEUR, Director of the Sectoral Policies Department) – The Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART), held its 13th Session in Geneva at the International Labour Organization’s headquarters from 1 to 5 October 2018. Founded in 1968, the CEART meets every three years, alternating between Paris and Geneva, to review the application of both the ILO–UNESCO Recommendation concerning the Status of Teachers (1966) and the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel (1997). As in previous practice and as set out in its terms of reference of 1999, the CEART examined a number of urgent issues affecting teaching personnel. This session discussed for-profit low-fee private schools in lower-income countries, upper secondary and tertiary technical and vocational education and training (TVET) conditions, teachers and the future of work, assessment and evaluation of higher-education personnel, as well as education financing. The Joint Committee also examined a number of allegations from teacher organizations regarding the application of the Recommendations. In view of its 50th anniversary in 2018, the CEART also adopted a Declaration titled “Education is not a commodity: Teachers, the right to education and the future of work”. The Declaration underscores the principle that education is a fundamental human right and not a commodity and sets out a reflection on the role of the teacher in the future of work in relation to such matters as technology, migration and the demands of the labour market for skills. The Governing Body at its 335th Session in March 2019 authorized the Director-General to publish its final report and forwarded it, along with any observations made by the Governing Body, to the present International Labour Conference for examination in the first instance by the Committee on the Application of Standards. The Executive Board of UNESCO also took note of the report at its 206th Session in April 2019 and invited the UNESCO Director-General to assist the CEART in carrying out its next cycle of work and to communicate the report to UNESCO’s members. With the continuing importance of target 4.3 on qualified teachers under the Sustainable Development Goal No. 4 on quality education, and in the follow-up to the discussion on the future of work emanating

from this Conference, the CEART's work over the next years could be an important means to support the professional and labour conditions of teachers, the very people who are charged with achieving quality education and skills outcomes.

Employer members – Education is the cornerstone of development. It can improve a country's overall social, economic and cultural conditions. It can also strengthen social well-being and social cohesion, such as productivity, competitiveness, social mobility, poverty reduction and social identity.

Education – both public and private – is crucial in enabling youth to enter the labour market. It is therefore essential for the private sector to engage in the development of educational policies and curriculum to ensure that youth receive essential skills and qualifications required for the labour market of today and tomorrow. Similarly, we recognize the important role that teachers play in facilitating timely comprehension and in instilling “world of work” values such as those related to sustainable enterprises.

The Employers' group welcomes the CEART report on the 1966 and 1997 Recommendations, as well as most of the report's recommendations concerning teaching personnel. This report provides a solid basis for this Committee to examine the pressing labour-related issues in the education sector. This report summarizes the Joint Committee's analysis of major issues affecting teaching personnel worldwide at all levels of education and their recommendations. It also includes the Joint Committee's examination on certain complaints brought by teacher unions regarding the violations of the principles of the Recommendations concerning teaching personnel. We note that recommendations of the Joint Committee, directed to governments, employers' and workers' organizations are legally non-binding.

Concerning the promotion of the two Recommendations and the work of the CEART, the Employers' group recommends involving members from the private sector in the Committee and engaging active consultations with private companies and institutions on

education matters. This will enable wider visibility of the Recommendations, as well as strengthen the inclusiveness and effectiveness of the CEART work.

Concerning teachers and the future of work, the Employers' group believes that this is a very important trend that aligns with the ILC's broad theme and focus this year on the future of work.

The Employers agree with the recommendation in paragraph 37(a) for the need to review and update the teacher education curriculum. However, this is not only to better prepare new teachers, but also to ensure that students obtain the required skills for future employment. Diverse forms of employment as well as technologically driven jobs that continue to add value to national economies as well as allow workers to enjoy a better quality of life can be cited as examples. To achieve this, the Employers' group believes that it is vital to include collaborative partnerships with the private sector and companies as they create employment opportunities to understand the relevant skills for the future market needs.

The critical role teachers play in guiding students for future roles cannot be underestimated. Career guidance linked competencies are an essential element that should be provided to teachers, and resources should be diverted in a manner that students benefit from such services at an early age.

Relating to the funding for teacher training under recommendation paragraph 37(d), the Employers suggest that it should also include private funding and private professional development that will update and advance teachers' knowledge and skills for the future market needs. The use of technology is an essential part of this strategy.

With regard to upper secondary and TVET training conditions, the Employers support the Joint Committee's recommendations for the social partners, including the employers, to actively engage in TVET policy design and delivery through partnerships and to promote decent work.

As mentioned at the beginning, the employers and businesses have valuable knowledge and insights of the labour market that can add value to the policy-making process.

We recognize the important role teachers play in designing courses that are timely in content and recommend modes of delivery that take advantage of technology. Distance learning continues to reach out to large numbers, irrespective of age, and is a fillip to those aspiring to enhance their skills and competences, continuously. Employers can supplement these efforts through effective long-term partnerships.

We recognize the importance of developing a consistent approach in providing quality TVET education through qualification standards, certification processes, valid assessment methods in pursuance of achieving acceptable outcomes.

Regarding the assessment and evaluation of higher education personnel, we welcome the Joint Committee's recommendation to mandate the UNESCO and the ILO to lead the work on developing an internationally accepted framework for defining and assessing effective teaching. This will assist in improving the quality of effective teaching and further contribute to the work these organizations have done in these areas. We note that such joint initiatives targeting common areas of interests and objectives is consistent with the UN's policies of management and assist stakeholders to prioritize their activities and the channelling of resources.

The Employers' group overall supports online learning programmes as they enable society to develop an attitude for lifelong learning and create more access to learning opportunities for people when and wherever they want. Furthermore, higher education can help individuals to update their existing skills and acquire new ones to change different fields of employment.

Relating to low-fee private schools, the Employers' group welcomes the recommendation in paragraph 58 for social partners and stakeholders to find ways to enable

teachers working in privatized schools the right to be organized, acknowledged and respected.

We are long-time supporters of inclusive social dialogue and the right of collective bargaining and freedom of association in both public and private sectors.

The Employers' group congratulate the 20th anniversary of the 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel. This Recommendation continues to be relevant and important today for the education sector. We support the recommendation under paragraph 64 to continue to regularly and adequately monitor the implementation of this instrument.

The Employers' group agrees that the role of private sector institutions in financing for education should be recognized. However, we emphasize that the Employers oppose, I reiterate, the recommendation to establish a global fund for financing education through an education tax. We agree that more money should be invested in education, but this should come from the existing tax regime, not a specially created one. Impediments that can have a negative impact in achieving positive outcomes should be identified and removed at the first instance.

We congratulate the CEART for their 50th Anniversary Joint Declaration entitled "Education is not a commodity". Teachers, the right to education and the future of work go hand in hand. We believe that this document captures well the value of education and provides solid principles and actions that all relevant stakeholders should follow.

Furthermore, this Declaration corresponds to this year's overall broad theme of future of work by recognizing the importance of the future of work on the right to education and preparing future generations for employment.

We appreciate that the Declaration recognizes the contribution of private investment and public-private partnerships on providing resources and technological knowledge for

education institutions. However, we disagree that these will pose threats on education quality and equity, but rather we believe that they will strengthen and broaden education opportunities for all.

Good learning requires a strong teacher! Therefore, we hope that the guidelines in the report, when implemented, will further empower teachers.

As for certain complaints regarding cases in Japan, we note that these cases concerning Japanese teachers discussed in the report have already been resolved between the Japanese Government and the major Japanese teachers' unions. Additionally, the cases have also been rejected by the Japanese Supreme Court. The report therefore reflects only the voice of radical minority unions, which we do not accept or recognize. In fact, with much respect to CEART, we humbly request them to revisit and amend these provisions to ensure accuracy.

We trust that the Joint Committee will continue to improve working conditions for teachers worldwide and we look forward to the next report in 2022.

Worker members – The future of work for teachers is a broader challenge than simply learning a new discipline. The role of teachers goes beyond merely imparting skills. Education is to develop the whole person. Tomorrow's jobs will require to understand the complexities of our societies, manage the overflow of information, think critically, adapt creatively to changing environments and collaborate with others from diverse backgrounds and across cultures.

The report of the Committee of Experts on the application of the two Recommendations for the teaching profession states the importance of teachers in learning and in achieving Goal 4 on education of the Sustainable Development Goals. It also underscores the holistic function of education, not just the economic, the role of technology in teaching and that education is not a commodity. While 69 million new teachers are needed to only achieve quality primary and secondary education for all by the year 2030, teaching continues to be a profession of low prestige. Education workers are employed on precarious contracts with

poor service conditions and salaries and with increasing workload and little access to professional development opportunities. There continues to be pressure on teachers to focus on learning outcomes and the employability of students driven by an economic agenda which overrides the discourse around education as a fundamental human right, a cornerstone of democracy and an equalizer for social justice. Some countries even deny education workers the right to join unions. They cannot bargain collectively.

Colleagues in this room can testify to the suppression of teachers' union rights in Iran, the Philippines, Swaziland and Turkey, for example. The absence of freedom of association, limitations on the scope of bargaining, strike bans and other restrictions often make it difficult for education workers and support personnel to participate in the development of their profession and influence education policy. However, the CEART recommendations provide guarantees for teachers and their representative organizations to be consulted, not only on working conditions, but also on education reforms, school organization and curriculum. You would have thought that with economic benefits, what the twentieth century brought, this was achievable. Yet education systems, education authorities and education gurus still refrain from talking to their teachers. We know social dialogue is key to bringing all actors on board, and restoring or implementing a dialogue between legitimate union and education authorities is a recommendation made by the CEART Committee in many allegations.

The ILO has been working for 100 years now to improve the conditions and realities in which people work. The 1966 Recommendation concerning the Status of Teachers is still relevant. Now it is more widely known by teachers and also by governments. The 1997 Recommendation added further clarity for the higher education sector. The ILO Policy Guidelines on the promotion of decent work for early childhood education personnel are getting some leverage and we ask that the reach of the joint ILO–UNESCO Committee also cover personnel in early childhood education and that the CEART is mandated to supervise those guidelines. The CEART report was presented on 5 October last year which is World

Teachers' Day. On that occasion, Education International, the global federation representing 32 million teachers, education support personnel, education workers and academics, presented a survey on the status of the teaching profession. What are the main findings? The deterioration of democracy in many countries and the importance of the status of teachers in rebuilding support for democratic values and practices in and through education. The attacks on academic freedom and professional autonomy. Allegations to CEART have denounced a restrictive environment for academic freedom in Denmark and in the UK, but pressure is not coming only from governments, but also from non-state actors, including community groups, extremists and sometimes parents. Academic freedom may also be compromised by the increasing dependence of universities on corporate financing. Another worrying development is precarious work and teachers' health. Teachers are paid less than professions with similar qualifications. The CEART report talks about a decent work deficit. Precarious work is prevalent, particularly in universities and for education support personnel. Work-related stress is a growing threat to the health of both education workers and students. Stress for teachers is not inevitable. In the right environment, teaching is an enormously satisfying profession.

Social discrimination against teachers is also becoming significant with 16 per cent reporting this to be very common for teachers expressing political views, and with 13 per cent reporting harassment for union activism. This statistic shows that not only is it difficult for teachers as a result of insufficient spending on education, but also because of inadequate social support for the profession. One of the allegations reviewed by the CEART deals with this issue of freedom of expression. It is a sensitive and divisive issue, but the principle is critical today.

The German Far Right party (AFD) has created a website to report teachers who expose critical views of German history. Hungary and Poland are facing similar issues. In Brazil, a member of parliament created an online platform to report teachers and academics who express criticism of the current Government. Teachers are the change we need in our

education systems. Governments need to nurture them. All the wrong things have been tried, ranging from privatization, blame and performance pay which evidently do not work, as well as structural reform which often means segregation, removal of rights and contract insecurity, lack of consultation and the list goes on. Coherent education policies through collective bargaining negotiations need to make teaching a more attractive profession. Perhaps it is time you start trusting the teachers and their unions and put them in the position to make a positive difference for students the world over.

Observador, Internacional de Servicios Públicos (ISP) (Sr. DI STEFANO) —

Tomamos la palabra en nombre de la Red Mundial de Trabajadores del Soporte de la Educación del Internacional de Servicios Públicos y de la Confederación de Trabajadores y Trabajadoras de las Universidades de las Américas (CONTUA) para referirnos al informe del Comité Mixto OIT/UNESCO.

En tal sentido, queremos expresar nuestras felicitaciones a los miembros del Comité, a nuestros hermanos y hermanas del Internacional de Educación, y resaltar la importancia de contar con un organismo que articule políticas sociolaborales en el contexto educativo. En primer lugar, expresamos que compartimos la conceptualización del Comité cuando expresa que la educación no es una mercancía para asociar ese concepto con la célebre frase de la Declaración de Filadelfia, y concluimos nosotros con claridad ideológica en que la educación es un derecho humano universal, un bien público y social que debe ser financiado y garantizado por los Estados para promover la movilidad social ascendente y el desarrollo de las personas.

Queremos destacar también la importancia de las recomendaciones OIT/UNESCO de 1966 y 1997, debemos profundizar sus objetivos, cobertura e impacto. También debemos señalar que existe un sector muy importante de trabajadores y trabajadoras de la educación, el sector que nosotros representamos, los trabajadores técnicos, administrativos, personal de apoyo no docente que se encuentra excluido de todo el sistema protectorio sectorial. Es por ello que destacamos en esta Comisión los resultados del Foro de diálogo mundial sobre las

condiciones de empleo del personal de la educación superior, realizado en esta misma casa en septiembre de 2018, en el cual concluimos en que la Oficina debería emprender, y difundir investigaciones sobre las condiciones de empleo del personal del soporte de la educación. Esta propuesta fue aceptada por el Consejo de Administración, y entendemos que se constituirá en una herramienta de análisis para proponer la inclusión de los trabajadores del soporte de la educación en las normas protectoras vigentes, o en su caso proponer una norma específica para el colectivo que representamos.

Estamos entusiasmados desde la ISP y la CONTUA con esta tarea, listos para comenzar los trabajos junto al Internacional de Educación. Pondremos todo nuestro empeño para alcanzar resultados positivos basados en el consenso. Asimismo, queremos reafirmar desde el movimiento sindical que sostenemos la necesidad de garantizar la educación pública y gratuita, de calidad, con sentido exclusivo, igualitario y con equidad. Una educación centrada en el desarrollo local, nacional y regional, sin discriminaciones de ningún tipo. Creemos en la educación continua a lo largo de la vida, que cumpla con el objetivo principal de dar respuestas a los desafíos del futuro del trabajo, que se están abordando en las distintas comisiones de esta Conferencia.

No hay futuro del trabajo digno sin educación pública de calidad, igualitaria y con equidad. Podremos escribir cientos de documentos sobre el futuro del trabajo, sus desafíos y consecuencias, pero si no sustentamos los acuerdos en políticas públicas activas con suficiente financiamiento, sólo estaremos redactando catálogos de ilusiones. El contexto actual no parece llevarnos por el camino correcto. La tendencia es a la privatización y al incremento del poder del sector privado, incidiendo en las políticas educativas con fines mercantilistas. Aumenta la precarización laboral y se dificulta cada día más el ejercicio de la libertad sindical, la negociación colectiva y el derecho a la huelga del sector público en general, y en la educación, en particular; pero los trabajadores y las trabajadoras somos optimistas, creemos en la necesidad de un nuevo contrato social centrado en las personas, en la garantía laboral universal y en la vigencia del concepto del trabajo decente. Creemos en

la OIT, el tripartismo y el diálogo social, y todo ello sólo es posible con educación pública para todos y todas. Para lograrlo, sin duda, sin ninguna duda, hay que garantizar los derechos laborales a los trabajadores y trabajadoras docentes, no docentes, técnicos administrativos y de soporte de la educación en cada rincón del mundo.

Observer, Education International (EI) (Mr BOZDOGAN) – Mr Chairman, ladies and gentlemen, I greet you all on behalf of Education International and the Education and Science Workers' Union of Turkey. First of all, I want to draw your attention to the attitude of the governments which are using education as a tool for their political wills. Of course, to some extent, each and every government has a will to use education for their objectives but, as a public service, education has to be autonomous to some extent. The content, administration and inspection of this service must be independent from political powers and political groups. But currently, in Turkey and in the other countries, the situation is not like this. The Turkish Government and the Ministry of Education are planning to enact a new law by which some of the issues like professionalism and professional freedom, as mentioned in the 1966 Recommendation, will be negatively affected. Because of the lack of cooperation on policy items, creating a climate for open discussion seems not possible. We, as the international community, have to say a few words against this. There must be some mechanisms like this Commission or like this session which will intervene in these kind of situations when we need it.

Secondly, if development in the fields of economy and technology are taken into consideration together, it can easily be stated that the future of the teaching profession will also be negatively affected. The use of artificial intelligence and other instruments by global companies, on the one hand, has commercialized the data of the students and education in general, and on the other hand, limited and decreased the role of the teacher in the classroom and limited the need for teachers. We always have to keep in mind that education is more than teaching and learning. It is a long way in which the children learn themselves, notice their abilities and progress socially and psychologically. So the roles of technology and

teachers must be redefined one more time from a point of view which puts the student and the teacher in the centre. This is also related to issues of professionalism, teacher training, responsibilities and cooperation on policy items.

Thirdly, ministries of education and governments, when deciding on the policies of education, usually do not cooperate with the organizations of teachers, especially with the trade unions of teachers. This has an inevitable result of failure. It is not possible for them to achieve any success without cooperation. We understand that the governments' expectations and society's expectations from education are different, but when we are deciding on the issue of education as a public service, the decisive factor must be the high interest of the child. Again the issue of cooperation on policy items in the 1966 Recommendation is ignored in this sense.

As a result, we strongly believe that an international framework based on an international consensus for strengthening the status of teachers and also protecting the status of teachers is a must for the international community, not only for teachers, but also for the common future of humankind and also for our world. ILO and UNESCO did a very valuable and historic job 53 years ago. Now it is our turn to take one step further and improve the rights and working conditions of teachers. Now it is our turn to stop violence against teachers and in the field of education. Now it is our turn to restructure the school and the classroom in which all the teachers and students feel happy and satisfied. Now it is time to revise and improve the Recommendations of 1966 and 1997. We believe in Turkey that if teachers lose, we will lose. Because of that, supporting and being in solidarity with teachers means supporting society and the common future.

Observatrice, Internationale de l'éducation (IE) (M^{me} KOHLER) – Les analyses du rapport du comité conjoint reposent sur le constat que le monde a changé. En effet, l'éducation et les services publics ont été gravement atteints par la crise de 2008 et les politiques de restriction budgétaire qui en ont dérivé.

En France, les réformes ont été engagées qui, partout où elles ont été appliquées, ont mené au développement des inégalités en contradiction avec l'objectif de développement durable 4 (ODD) qui vise l'accès pour chacun à une école de qualité. Le salaire des enseignants n'a pas augmenté depuis dix ans. Il représentait 180 pour cent du salaire minimum dans les années quatre-vingt, il est aujourd'hui à 110 pour cent du salaire minimum. La nouvelle évaluation mise en place est davantage perçue comme source de pression et de stress que comme une aide. Cela nuit à l'attractivité du métier.

Dans l'enseignement supérieur, les contrats à durée déterminée représentent un tiers des recrutements avec un turnover qui nuit à la qualité du service public. Le recrutement par contrats de courte durée ne cesse d'augmenter dans les autres secteurs avec des personnels qui découvrent le métier et se confrontent à d'immenses difficultés.

Le projet de loi sur l'éducation et celui sur la fonction publique vont affaiblir les statuts et généraliser l'emploi contractuel dans une logique de flexibilité dont les raisons ne peuvent être que budgétaires. La réforme du baccalauréat instaurerait un diplôme local qui n'apporterait aucune garantie à son titulaire. Cela fragiliserait les garanties collectives et, *in fine*, la négociation collective et les organisations syndicales qui la mènent.

En 2017, en France, le taux de chômage était de 16 pour cent pour les non diplômés contre 6 pour cent pour les titulaires d'un Bac+2. La défense des diplômes nationaux est donc au cœur de la mission des enseignants, dans un contexte où les garanties collectives doivent être protégées. Dans ce cadre, les recommandations de 1966 et de 1997 sont plus que jamais d'actualité. On ne peut que plaider en faveur d'une augmentation massive des investissements du gouvernement dans les secteurs publics, en particulier dans l'éducation publique de qualité. On ne peut qu'insister sur le renforcement nécessaire du recrutement des personnels de l'éducation sur la base de l'emploi permanent de titulaires garanti par un statut accompagné d'un droit à la formation et d'un salaire à la hauteur d'un métier exigeant. On ne peut que soutenir la titularisation de tous les personnels en situation précaire; c'est la condition d'une éducation de qualité ouverte à tous.

Worker member, Republic of Korea (Ms RYU) – I would like to draw the Committee’s repeated attention on the breach of freedom of association and trade union rights of teachers in Korea, especially the decertification of the Korean Teachers and Education Workers Union. Back in 2013, the Ministry of Employment and Labour notified that the Union is not a teachers’ union under the Act on the Establishment and Operation etc., of Teachers’ Unions, based on the fact that the Union rejected the order to revise the Union by-law, which allows union membership for dismissed teachers. While the validity of this administrative measure by the Ministry is still pending in the Supreme Court, the Ministry of Education ordered full-time union officials back to work. The 34 full-time union officials who decided to remain as full-time union officers were dismissed and are still not able to be reinstated. The Supreme Court ruling is delayed even though the Committee on Freedom of Association of the ILO recommended to the Court to rule based on the principle of freedom of association.

The Union has strongly requested the new Government, which declares itself as a labour-respecting Government, to nullify the unjust administrative measure which is a serious violation of the freedom of association of teachers. However, the Government is maintaining that it cannot take any step before the Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87) is ratified and the existing law is revised accordingly, as well as that the Supreme Court will deliver its decision. So the Korean Teachers Union still remains an outlawed union and cannot exercise any trade union rights including the right to collectively bargain or take leave for union activity. I would like to emphasize that the freedom of association of teachers is fundamental for the democracy of the society and for the quality of the education system.

Government member, Japan (Mr CHIJIWA) – Let me thank the Committee members who participated in the investigation. The Japanese Government has always administered its education policy in a manner that conforms to Japan’s circumstances and the legal system while respecting the spirit of the Recommendation concerning the Status of

Teachers. We have worked to ensure the property and fairness of the system that was the subject of the allegations. The Japanese Government has properly explained its position and opinions regarding the Japan-related allegations submitted by the five organizations concerned. However, this CEART report contains sections which are written without making sufficient allowance for Japan's circumstances and legal system. We are disappointed that Japan's circumstances and legal system were not properly understood.

The Japanese Government will place top priority on what is good for the children who will be responsible for the future. While respecting the spirit of the Recommendation concerning the Status of Teachers, we will continue to administer our policies in a manner that conforms to Japan's circumstances and legal system.

Government member, Republic of Korea (Ms JUN) – As pointed out by my Worker colleague, article 2 of the Teachers' Unions Law in Korea explicitly prohibits dismissed education workers from joining trade unions. Given that the Korean Teachers Union's litigation to revoke the notification that the Union is illegal is pending at the Supreme Court after the notification was ruled legitimate by the First and Second Instance Courts, it is difficult in practice for the Government to use its authority to reverse the decision. The Government is of the view that the issue of dismissed workers should be addressed through legislative reform. The Amendment Bill to the Teachers' Unions Act that will allow dismissed teachers to join trade unions was submitted on 21 February 2019 and is currently pending at the National Assembly. The Government will support the discussion at the National Assembly to come up with reasonable measures.

Worker members – The Workers' group wishes to thank all the participants for their constructive interventions. In concluding, we would like to state the continued relevance of the two Recommendations on the status of the profession. They provide, among other things, useful provisions for the union rights of education workers. They insist on the values of social dialogue, not only to improve conditions of service, but also to give teachers and their

unions a say in education policy, a say in education funding, professional development, and curriculum development, among other issues.

Of course, as workers, we would prefer the Recommendations to be elevated to the status of Conventions within the ILO's supervisory mechanisms. We will also push to extend the mandate of CEART to also monitor the implementation of the ILO Policy Guidelines on the promotion of decent work for early childhood education personnel. Together, the 1966 and 1997 Recommendations provide relevant guidance for governments and for achieving the seven targets of the Sustainable Development Goal on quality and inclusive education for all by 2030.

The shortage of teachers worldwide is a challenge. Teaching is not attractive because of the poor status and low prestige of the profession. A high proportion of young teachers leave the profession within the first five years of their teaching. The conditions in the education sector, including those of support personnel, are weakening, while workload continues to increase.

As unions, we are committed: (1) to engage in social dialogue with the education authorities at all levels, particularly to advocate for funding of public education because we believe public education is a public good that must be supported by the State; (2) to improve the status of the teaching profession and to make teaching and learning attractive; (3) to strengthen the professional autonomy of teachers and academics; and finally (4) to focus education on the development of the whole person and instil competencies for life around the principles of inclusion, democracy, citizenship, critical thinking, collaboration and respect.

With the proper implementation of these recommendations, we envisage the total implementation of the Sustainable Development Goal on inclusive and quality education by the year 2030.

Employer members – The Employers’ group wishes to emphasize the importance of our common goals of achieving future work objectives and it would be extremely important in that context to get the private sector and the employers involved in every process in relation to education. We also understand that education, being one of the important Sustainable Development Goals for any country, will thrive only if there is inclusivity, and I do not think it will succeed if there is segregation, as mentioned by some of the speakers. So, there has to be inclusiveness, and the private sector, especially, has a lot to offer in terms of well-trained teachers and the common objective of benefiting the students.

Chairperson – That concludes the discussion on the CEART report.