



THIRD ITEM ON THE AGENDA

**Joint ILO/UNESCO Committee of Experts  
on the Application of the Recommendations  
concerning Teaching Personnel (CEART):  
Report of the Tenth Session  
(Paris, 28 September–2 October 2009)**

1. The Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) held its Tenth Session at UNESCO in Paris on 28 September–2 October 2009. It adopted a report<sup>1</sup> including six annexes at its concluding sitting.
2. In a brief oral report the Office informed the Committee at the 306th Session of the Governing Body (November 2009), that the parts of the report on allegations concerning non-observance of the Recommendations' provisions in member States that were submitted by teachers' organizations and examined at the Tenth Session were to be taken up by the Committee on Legal Issues and International Labour Standards (LILS) at the same session. On the proposal of the Officers, the Committee agreed not to discuss this matter to avoid duplication of work in the Governing Body.<sup>2</sup>
3. A separate paper<sup>3</sup> with a recommendation to forward the full report on the Tenth Session to the International Labour Conference at its 99th Session in June 2010 is before the LILS Committee at the current session of the Governing Body.

<sup>1</sup> To be made available in the room during the Committee sitting.

<sup>2</sup> See GB.306/13 and GB.306/10/2.

<sup>3</sup> GB.307/LILS/6/1.

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

### **4. The principal issues and recommendations arising from the Tenth Session include:**

- *Social dialogue in education.* In a survey of trends in major regions, CEART concluded that education sector social dialogue is well-established and respected in Western Europe, varying between positive trends and continued restrictions in Eastern Europe, restricted in terms of collective bargaining rights in some parts of North America, varying from very adverse to highly favourable in Africa, limited in the Asia and Pacific region, displaying a mix of continued restrictions and violations in many Latin American countries despite some positive trends in recent years, and not a common practice in Arab States. Noting that too often countries ratified but failed to respect relevant ILO Conventions in this domain, the CEART also concluded that the benefits of social dialogue in education were not fully appreciated despite the fact that several studies had shown its positive impact on education governance and the quality of education. Recommendations were made for the ILO and UNESCO, in cooperation with the social partners, to prepare materials, deliver training and promote the establishment of social dialogue frameworks in countries where the practice did not exist.
- *Employment and careers, teacher salaries and teaching and learning conditions.* The employment of teachers, especially in developing countries, has declined relative to increased demand in basic education at a time of continued teacher shortages worldwide. Under-investment in education and teachers works against economic and social well-being. An ageing teacher workforce in OECD countries and continued underemployment of women teachers, especially in rural areas, represent major concerns. Teaching career structures are evolving to encourage better teaching practices but the evidence of a general lack of professional development policies points to the need for more efforts to link teacher training, professional development, teacher evaluation and careers. Class sizes remain excessively large in many developing countries, working hours remain stable despite the economic recession but the teaching and learning environment is steadily deteriorating under the impact of student indiscipline, violence and insecurity in and against education institutions. Starting salaries of teachers have improved in some industrialized countries, but the long-term decline in teacher remuneration has not changed; the CEART reaffirmed its view that individual performance-related pay is not justified for teacher recruitment or good learning results. Recommendations include changes in government policies and more resources to adopt and implement a forward-looking teacher recruitment and retention strategy and ILO and UNESCO support to these efforts through information sharing on good practices.
- *Teacher education, initial and continuing.* New challenges for teachers in all countries call for new roles and competencies at a time of concerns over quality teacher and teacher education programmes. Professional development efforts remain generally ad hoc and weak induction programmes for new teachers constitute a missing link in teacher policy, along with a lack of regulatory frameworks and effective quality assurance mechanisms in most developing countries. Recommendations include ILO and UNESCO support to member States to formulate clear and comprehensive policy and funding mechanisms for teacher education based on teaching as a profession and an integrated strategy for teacher preparation, recruitment and development.

- *Higher education – Academic freedom, terms and conditions of employment and private providers.* Major changes in higher education provision – “massification” of access, growing privatization, use of new information technologies and globalization – have increased pressure on traditional concepts of academic freedom and institutional autonomy, highlighting the need for more and better adapted collegial governance structures to protect academic freedom as a cornerstone of excellence. While long-established private universities offered higher education faculty conditions equal to or even superior to public institutions, the CEART concluded that the growth of private higher education, especially profit-making institutions employing mostly part-time staff in a framework of weak qualifications standards, has weakened traditional commitment to strong academic preparation and rigorous selection of staff. At the same time, accountability for results has grown in public sector institutions to ensure a more effective use of resources and some for-profit universities have well-developed assessment programmes. Despite improvements at junior staff levels, women academics continue to face a “glass-ceiling” in career promotion that deprives institutions of valuable leadership resources and calls for more proactive policies to encourage equality of opportunity. Recommendations include ILO and UNESCO support to governments of member States to follow the standards of the 1997 Recommendation and quality assurance mechanisms for engaging, retaining and professionally developing higher education staff, and for higher education staff unions to use appropriate means to improve the position of temporary and part-time staff in cooperation with higher education authorities and management.

**5. *The Committee may wish to recommend that the Governing Body request that the Director-General:***

- (a) *transmit the report of the Tenth 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, inviting their consideration and comments on the policy recommendations of the CEART that concern them;*
- (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 contained in its report, in planning and implementing future ILO activities, due account being taken of the Programme and Budget for 2010–11.*

Geneva, 21 January 2010.

*Point for decision:* Paragraph 5.