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Item 20 of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART I

GENERAL MONITORING

SUMMARY

In accordance with 191 EX/Decision 20 (I), this document contains an overall report on the conventions and recommendations of UNESCO that the Committee on Conventions and Recommendations (CR) is required to monitor and an analysis of current trends in monitoring the implementation of each of the instruments.

This item has no financial or administrative implications.

Action expected of the Executive Board: proposed decision in paragraph 43.

1. In 191 EX/Decision 20 (I), the Executive Board requested the Director-General to ensure the implementation of the legal framework adopted at its 177th session on the implementation of the three conventions and 11 recommendations for whose monitoring the CR Committee was responsible (177 EX/Decision 35, Parts I and II).

2. This document contains, following a brief report on the status of ratification of the three conventions (and the 1962 Protocol), an assessment of the measures taken by the Secretariat within that framework and an analysis of current trends, including difficulties, in the implementation and monitoring of each of these standard-setting instruments.

Status of ratification of the 1960, 1970 and 1989 conventions

3. As at 1 July 2013, the 1960 Convention against Discrimination in Education had been ratified by 99 States, the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import,

Export and Transfer of Ownership of Cultural Property by 123 countries and 17 States had ratified the 1989 Convention on Technical and Vocational Education. In comparison with the document submitted at the last session, no new States have ratified the conventions.

4. The table below shows the number of ratifications per electoral group of UNESCO for these three conventions, together with the percentage of ratifications of these instruments within each of the six electoral groups. A full list of States Parties and non-Parties per electoral group has been posted on the CR activities portal of the UNESCO website.¹

Conventions	Number of ratifications per electoral group (percentage of ratifications within each electoral group)					
	Group I	Group II	Group III	Group IV	Group V(a)	Group V(b)
1960 Convention ²	16 (59.26%)	22 (88%)	18 (54.54%)	11 (25%)	22 (47.83%)	10 (55.56%)
1970 Convention	19 (70.37%)	24 (96%)	23 (69.70%)	19 (43.18 %)	23 (50%)	14 (77.78%)
1989 Convention	0 (0%)	3 (12%)	0 (0%)	3 (6.81 %)	5 (10.87%)	6 (33.33%)

Specific measures adopted by the Secretariat to apply the new procedures on the monitoring of the implementation of UNESCO conventions and recommendations for whose monitoring the Board is responsible

- **1960 Convention against Discrimination in Education (ED)**

5. The eighth consultation on the implementation of the 1960 Convention and Recommendation covering the period 2006-2011 has been completed. As of mid-June 2013, 58 Member States have submitted their national report. The Secretariat mobilized NGOs having official relations with UNESCO by encouraging them to work with national governments and assist them in this exercise and to undertake advocacy actions to encourage Member States to report. The results of the eighth consultation (document 192 EX/20 Part II) will be submitted to the 37th session of the General Conference. Increasing the number of ratifications as well as the level of reporting on the implementation of the Convention and the Recommendation is a high priority. Before the launching of the eighth consultation, a ratification campaign was conducted under the light of the Convention's fiftieth anniversary in 2010. It is encouraging that 10 Member States have ratified the Convention since the end of the last Consultation (including two in 2010 and three in 2012). Furthermore, the Secretariat has been informed that some 16 countries are in the process of ratification.

6. The Global Database on the Right to Education has been finalized. It will be launched by the end of 2013. This Database contains information on domestic legal framework of each State consisting of their respective constitutional, legislative, administrative and policy frameworks. It also provides specific information on the ratification and reporting status of UNESCO Conventions and other United Nations treaties related to the right education. The management and regular updating of this database will be an important task for the Secretariat.

¹ http://portal.unesco.org/en/ev.php-URL_ID=46874&URL_DO=DO_TOPIC&URL_SECTION=201.html.

² The 1962 Protocol instituting a Conciliation and Good Offices Commission to be Responsible for seeking the Settlement of any Disputes which may arise between States Parties to the Convention against Discrimination in Education has been ratified by 34 States, distributed by electoral group as follows: Group I: 12 (44.44%); Group II: 0 (0%); Group III: 7 (21.21%); Group IV: 4 (9.09%); Group V(a): 7 (15.22%); Group V(b): 4 (22.22%). In accordance with paragraph 4 of 190 EX/Decision 24 (I), the Director-General launched a consultation with States Parties to the 1962 Protocol concerning the functioning of the Commission within the framework of its call for nominations on 26 February 2013 for the election of members of the Commission at the 37th session of the General Conference. As at 1 July 2013, no proposals on the functioning of the Commission had been received by the Secretariat. For more information on the Commission:
http://portal.unesco.org/fr/ev.php-URL_ID=23762&URL_DO=DO_TOPIC&URL_SECTION=201.html.

7. Guidelines for reviewing national legal and policy framework related to education, in particular the right to education has been developed. These guidelines were developed to analyse the degree of compatibility of national legislations on the right to education with international conventions and instruments on human rights in general, and gender equality and inclusive education in particular. The purpose is threefold: help assess the situation in a given country; identify gaps in educational norms and policies; make recommendations to governments to create norms and policies that are in accordance with international standards. The Guidelines are being translated into French.

8. The Spanish version of “Implementing the Right to Education, A Compendium of practical examples based on the seventh consultation of Member States on the implementation of the Convention and the Recommendation against Discrimination in Education” shall be available soon. Providing concrete actions taken at national level within the framework of UNESCO’s normative action and in the context of EFA, this publication (in English and French) was widely disseminated and the Secretariat has received significant requests for additional copies.

9. Pursuant to 190 EX/Decision 25, UNESCO and the ECOSOC Secretariats have been working on a roadmap to implement the decision to terminate the Joint Expert Group UNESCO (CR)/ECOSOC (CESCR) on the Monitoring of the Right to Education and to further strengthen collaboration. In addition, monitoring of the implementation of the right to education has continued to be strengthened within the framework of UNESCO’s collaboration with the United Nations system.

- **Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property (UNESCO, Paris, 1970)**

10. Following the Second Meeting of States Parties to the 1970 Convention in June 2012, the Executive Board authorized, at its 190th session, the convening of an Extraordinary Meeting of States Parties to the 1970 Convention in advance in order to accelerate the establishment of the monitoring organs and in particular the election of the Subsidiary Committee created in June 2012 (190 EX/Decision 43). At the Extraordinary Meeting, which took place on 1 July 2013, the States Parties to the Convention elected the 18 members of the Subsidiary Committee, which held its first session on 2 and 3 July 2013. At this session, the Subsidiary Committee adopted its Rules of Procedure and began to prepare the Operational Guidelines of the Convention.

- **1989 Convention on Technical and Vocational Education (ED)**

11. Pursuant to 190 EX/Decision 24 (III), the Executive Board requested the Director-General to delay further monitoring of the implementation of the 1989 Convention and the 2001 Revised Recommendation pending a possible revision of their texts.

12. By 191 EX/Decision 20 (III), upon examination of the preliminary study on the legal and technical aspects of the desirability of revisions to the 2001 Revised Recommendation, this item has been inscribed on the provisional agenda of the 37th session of the General Conference. By the same decision, the Board reiterated the need to revise the 2001 Revised Recommendation, taking into account relevant international legal instruments and possible revisions to international instruments currently under way, the post-2015 international education and development agendas and goals, the new trends and issues in technical and vocational education and training (TVET), the outcomes of the Third International Congress on TVET and other recent developments.

- **1960 Recommendation against Discrimination in Education (ED)**

13. (See paragraphs 5 to 9 above).

- **1966 Recommendation concerning the Status of Teachers and 1997 Recommendation concerning the Status of Higher-Education Teaching Personnel (ED)**

14. The report of the eleventh session of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) is presented to the present session of the Board (document 192 EX/20 Part III).

15. The following research papers were prepared by UNESCO and are now available online at the CEART website:³ (1) The status of academic freedom and institutional autonomy worldwide and its protection at institutional and national level; (2) Comprehensive teacher education policies and quality assurance standards: initial, in-service and continual teacher education in lifelong perspective; (3) Teacher qualifications and entry into the profession.

16. Progress with regard to promoting the Recommendations continues to garner impact. Its reach has broadened considerably, as evidenced, for instance, by a report prepared for the CEART and available online.⁴ Results of a survey revealed that 52% of respondents from higher education institutions and 82% of Permanent Delegations and National Commissions acknowledged awareness of the 1997 Recommendation. Although much progress has been made, continuous advocacy is indispensable to promote the Recommendations and to ensure implementation through strategic international activities such as World Teachers' Day.

- **1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (ED)**

17. The fifth consultation on the implementation of the 1974 Recommendation was launched in August 2012. Fifty-four countries submitted their respective national reports (as of 28 June 2013). The results of the consultation are submitted to the Executive Board (192 EX/20 Part III).

18. On the occasion of the sixtieth anniversary of UNESCO Associated Schools Network (ASPNet), the Korean National Commission for UNESCO and the Gyeonggi Provincial Office of Education will co-organize an international forum with UNESCO and the Korean Ministry of Education in Suwon, Republic of Korea (7-9 September 2013). It will provide a good opportunity to discuss new approaches in addressing the issues of global citizenship, peace education and education for sustainable development.

19. Through the Intersectoral Platform for a culture of peace, a project has been implemented in support of the promotion of education for peace and conflict prevention in Africa. A mapping of existing education for peace and conflict prevention resources for 45 countries in sub-Saharan Africa has been completed and presented at an experts' meeting in cooperation from the African Union (Addis Ababa, June 2013). The results will inform the development of a specific package of capacity support for key stakeholders including Ministry of Education, teacher-training institutes, etc. with a view to strengthening policy and programming.

- **1974 Recommendation on the Status of Scientific Researchers (SHS)**

20. The implementation of the 1974 Recommendation was monitored by means of a consultation of Member States in 2011-2012, on which two reports were submitted to the Executive Board (189 EX/13 Part III and 190 EX/24 Part IV). In 190 EX/Decision 24 (IV), the Executive Board welcomed "the opinions expressed by Member States that the 1974 Recommendation ... represents an important element of an overarching and broad ethical framework to guide scientific activity and remains adequate and applicable for the science ethics and science policy, issues which it is designed to address" and took note "of the opinions and views expressed by Member States concerning the desirability of revising and updating the 1974 Recommendation".

³ http://www.ilo.org/sector/activities/sectoral-meetings/WCMS_214115/lang--en/index.htm
⁴ http://www.ilo.org/sector/Resources/publications/WCMS_214152/lang--en/index.htm

21. In pursuance of this decision, a preliminary study on technical and legal aspects relating to the desirability of revising the 1974 Recommendation was carried out by an ad hoc group of experts. The Director-General's report on the study is submitted to the Executive Board at this session to determine whether the question of the revision of the Recommendation should be placed on the agenda of the 37th session of the General Conference (document 192 EX/10).

- **1976 Recommendation on the Development of Adult Education (ED)**

22. The preliminary study on the technical and legal aspects relating to the desirability of revising the 1976 Recommendation is inscribed on the agenda of the 37th session of the General Conference pursuant to 191 EX/Decision 20 (II).

23. Monitoring of the 1976 Recommendation is undertaken in connection with monitoring the implementation of the Belém Framework for Action through national reports prepared by Member States for the Global Report on Adult Learning and Education (GRALE). The second issue of GRALE is scheduled for publication in July 2013, and launch events in all regions are planned in cooperation with the International Council of Adult Education.

24. Regional International Conference on Adult Education follow-up conferences will take place for Asia and Pacific (Republic of Korea, October 2013) and for Europe (Lithuania, December 2013). A conference for the Arab States will conclude the cycle of follow-up conferences in 2014. The conferences are appropriate venues to mobilize Member States for the revision process of the 1976 Recommendation, should a decision to that end be taken by the General Conference.

- **1978 Revised Recommendation concerning the International Standardization of Educational Statistics (ISU)**

25. Work has continued on revising the international education surveys according to the new ISCED 2011 framework and in assisting countries to adapt their education data reporting systems in time for the first round of the new surveys in 2014. Regional workshops at which the ISCED has been presented took place in May 2013 in Lima, Peru for Latin American countries participating in the World Education Indicators programme and in Dakar, Senegal for countries in Central and West Africa. Further workshops are planned in the second half of 2013 for countries in Central Asia, the Arab States and, tentatively, for the Gulf States. The Institute is grateful to partner countries and organizations assisting in the promotion of the new ISCED framework, in particular: the Japanese Government, the Arab League's Educational, Cultural and Scientific Organization and the Statistical Authority of Qatar respectively which are co-funding these workshops.

26. The revision of the ISCED fields of education and training has been completed following the global consultation in February/March 2013 of all Member States. The draft proposal was finalized taking account of the detailed feedback from 55 respondents representing over 40 countries. The new classification, ISCED-F, was discussed with members of the United Nations' Expert Group on International Classifications at its biennial meeting in May 2013 and is being submitted to the 37th session of the UNESCO General Conference for adoption.

- **1980 Recommendation concerning the Status of the Artist (CLT)**

27. A consolidated report on the implementation of this Recommendation was examined by the Executive Board at its 187th session and was submitted consequently to the General Conference at its 36th session. After examination of document 36 C/57 and its Annex, the General Conference invited the Director-General to transmit to it at its 38th session the next consolidated report on the implementation of this recommendation (36 C/Resolution 103).

28. It should be noted that the Recommendation is not included in document 36 C/5. Consequently, no budget has been allocated for the biennium to implement and follow-up on the Recommendation.

29. At the fourth ordinary session of the Conference of Parties of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions (June 2013), the question of artistic freedom and the social and economic status of the artist was discussed in relation to the periodic reporting on the implementation of the Convention. The Conference of Parties requested the Secretariat “to update its strategic and action-oriented analytical summary of the quadrennial periodic reports received each year, including a thematic focus on the status of the artist” (paragraph 7 of Resolution 4.CP 10). The Secretariat is currently exploring the possibilities for ensuring this thematic focus in its updated analytical summary to be submitted to the seventh session of the Intergovernmental Committee for the Protection and Promotion of the Diversity of Cultural Expressions in December 2013, mainly through the provision of extrabudgetary resources.

- **1993 Recommendation on the Recognition of Studies and Qualifications in Higher Education (ED)**

30. UNESCO assesses the implementation of the 1993 Recommendation primarily through monitoring the implementation of the five regional and one inter-regional conventions.

31. **Asia-Pacific Regional Convention:** As a follow-up to the International Conference of States (Tokyo, Japan, November 2011), UNESCO has been organizing a series of seminars and workshops to raise awareness of the Asia-Pacific Regional Convention and to discuss the actions in pursuit of the enhancement of quality cross-border higher education through the Convention. The twelfth session of the Regional Committee on the Recognition of Qualifications in Higher Education in Asia and the Pacific⁵ was held in conjunction with a Regional Workshop on the Recognition of Foreign Qualifications (Bangkok, 21-23 May 2013). Representatives from 25 Member States and resource persons attended the meeting, which aimed to assist and encourage Member States to move forward in the ratification process of the Asia-Pacific Regional Convention. During the meeting and workshop participants: (i) reviewed and approved the draft Toolkit for the Recognition of Foreign Qualifications, which is expected to be finalized and distributed in 2013; (ii) endorsed the proposal of the Secretariat of the Regional Committee to establish a Working Group to develop a Regional Guideline on the establishment and maintenance of a national information centre and; (iii) presented country reports outlining issues and challenges in foreign qualifications recognition, and progress in the work towards ratifying the Convention.

32. **Latin America and the Caribbean Regional Convention:** The UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) launched consultations with countries in the region on the development of a roadmap to update the Convention. These will be followed by a technical meeting to be held in Venezuela in early 2014. The Conference, to be hosted jointly by the IESALC, the UNESCO Kingston and the University of West Indies, is scheduled for the end of 2013. The Conference will examine major critical issues and challenges in-terms of access, equity, relevance, quality and science, technology and innovation, financing, structure and governance of tertiary institutions, as well as recognition and mobility.

33. **Europe and North America – Lisbon Recognition Convention:** A meeting of the Lisbon Recognition Convention Committee (Croatia, 19 June 2013) adopted the final texts of the Recommendation on the Use of Qualifications Frameworks in the Recognition of Foreign Qualifications, a subsidiary text to the Convention. As part of the Committee’s ongoing commitment to enhance further the sharing of knowledge and good practices on recognition across regions, the President of the Bureau of the Asia Pacific Convention presented their recent and upcoming activities on enhancing the quality of higher education through the Convention.

34. **A UNESCO Global standard-setting instrument on the Recognition of Higher Education Qualifications:** Following the support expressed by Member States for the conduct of a feasibility study for a UNESCO global standard-setting instrument on the recognition of higher education qualifications, in particular on the occasion of the International Experts’ Meeting on the Feasibility of a Global Convention on Higher Education (China, 30-31 October 2012), a preliminary

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<http://www.unescobkk.org/education/higher-education/promotion-of-academic-mobility/conferences-meetings-and-seminars/12thsession/>

study on the technical and legal aspects of the desirability of a global standard-setting instrument on the recognition of higher education qualifications was finalized in December 2012. Upon examination of the study, the 191st session of the Board expressed their support to UNESCO's work to develop a global instrument on the recognition of higher education qualifications and requested it to be inscribed on the provisional agenda of the 37th session of the General Conference.

- **2001 Revised Recommendation concerning Technical and Vocational Education (ED)**

35. (See paragraphs 11 and 12 above).

- **2003 Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (CI)**

36. As at 3 July 2013, UNESCO's Communication and Information Sector continued undertaking concrete measures for the promotion and implementation of the 2003 Recommendation at international level.

37. In this regard, UNESCO consulted a number of its Member States using a survey as a data collection method to test a typology on the use of country and territory names. A draft final report⁶ entitled "ccNSO Study Group on the Use of Country and Territory Names as TLDs"⁷ is now available for public comments, observations and recommendations on the Internet Corporation for Assigned Names and Names (ICANN) website. The work has been carried out as part of the implementation of the UNESCO and ICANN partnership agreement signed on 10 December 2009.

38. As follow-up to the European Registry of Internet Domain Names (EURid) – UNESCO World Report on International Domain Names Deployment 2012, the Director-General of UNESCO released a statement⁸ concerning the linguistic diversity on the Internet on 7 June 2013. The statement⁹ was addressed to the technical community acknowledging that linguistic diversity on the Internet can be further promoted by addressing few remaining technical challenges as identified by the EURid-UNESCO Report 2012. Building on successful partnerships, UNESCO formalized its cooperation with EURid by signing a Partnership Agreement on 27 February 2013. The Partnership Agreement grants a high priority to the promotion of multilingualism in cyberspace within the framework of 2003 Recommendation and foresees concrete actions related to the research and analysis of the International Domain Names (IDN) deployment.

39. During the World Summit on the Information Society (WSIS)+10 Review Event, organized by UNESCO from 25 to 27 February 2013 in Paris, UNESCO organized two sessions on IDN deployment and economic and educational aspects of multilingual local content on the Internet bringing together representatives from governmental organizations, public and private sectors, academia and educational institutions and civil society. The recommendations provided by the participants of the sessions were taken into consideration in the Recommendations and Final Statement of the WSIS+10 Review Event.¹⁰ Both documents highlighted the importance of ICTs and their contribution to the enhancement of cultural and linguistic diversity.

40. UNESCO granted its patronage and authorized to use its name and logo to the World Conference on Multilingualism and Information and Communication Technologies (ICTs) to be organized by University of Graz (Austria) in September 2014.

⁶ <http://www.icann.org/en/news/public-comment/unct-final-02jul13-en.htm>

⁷ <http://www.icann.org/en/news/public-comment/unct-final-02jul13-en.htm>

⁸ http://www.unesco.org/new/en/unesco/about-us/who-we-are/director-general/singleview-dg/news/statement_of_the_director_general_on_linguistic_diversity_on_the_internet/

⁹ http://www.unesco.org/new/en/unesco/about-us/who-we-are/director-general/singleview-dg/news/statement_of_the_director_general_on_linguistic_diversity_on_the_internet/

¹⁰ <http://www.unesco.org/new/en/communication-and-information/flagship-project-activities/ws-is-10-review-event-25-27-february-2013/homepage/>

41. It should be noted, however, that due to the financial constraints of the Organization, it will be difficult to ensure a coherent facilitation and effective monitoring of the Recommendation during the forthcoming months.

42. In accordance to the request of the members of the CR Committee (Ref.: 189 EX/13 (I)), the following trends and tendencies were observed in the subject area: (i) Challenges remain in the area of terminology, particularly in Internet governance-related issues, among lesser-used language speakers; (ii) Capacity-building and training required on Internet-related language policies among national and regional institutions in order to explore and adapt technological solutions; (iii) Partnerships between local Internet technical and content producing-communities facilitate the spread of local multilingual content.

Action expected of the Executive Board

43. In the light of the foregoing, the Executive Board may wish to adopt a decision along the following lines:

The Executive Board,

1. Recalling 15 C/Resolution 12.2, 23 C/Resolution 29.1, 165 EX/Decision 6.2, 32 C/Resolution 77, 170 EX/Decision 6.2, 171 EX/Decision 27, 174 EX/Decision 21, 175 EX/Decision 28, 176 EX/Decision 33, 177 EX/Decision 35 (I) and (II), 34 C/Resolution 87, 180 EX/Decision 31, 181 EX/Decision 27, 182 EX/Decision 31, 184 EX/Decision 20, 185 EX/Decision 23 (I), 186 EX/Decision 19 (I), 187 EX/Decision 20 (I), 189 EX/Decision 13 (I), 190 EX/Decision 24 (I) and 191 EX/Decision 20 (I) relating to the first aspect of the terms of reference of the Committee on Conventions and Recommendations (CR), which concerns the implementation of standard-setting instruments,
2. Having examined document 192 EX/20 Part I, 192 EX/20.INF and the report of the Committee on Conventions and Recommendations thereon (192 EX/...),
3. Urges Member States once again to fulfil their legal obligations under Article VIII of the Constitution of UNESCO regarding periodic reports on the action taken on conventions and recommendations;
4. Requests the Director-General to ensure the implementation of the legal framework for the enforcement of standard-setting instruments, adopted at its 177th session, by the programme sectors and the UNESCO Institute of Statistics (UIS), which have responsibility for the conventions and recommendations monitored by the Committee on Conventions and Recommendations;
5. Decides to continue consideration of the matter at its 194th session.



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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART II

IMPLEMENTATION OF THE 1960 CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

Summary

Pursuant to 34 C/Resolution 13, 177 EX/Decision 35 (I and II), 184 EX/Decision 20 and 186 EX/Decision 19 (II), the Director-General reports on the results of the Eighth Consultation of Member States on the Implementation of the 1960 Convention and the Recommendation against Discrimination in Education, covering the period 2006-2011. It has been prepared on the basis of national reports from Member States received by UNESCO.

The financial or administrative implications of the reported activities fall within the parameters of the 36 C/5.

Action to be taken by the Executive Board: proposed decision in paragraph 21.

Introduction

1. Since 1960, when the Convention and Recommendation against Discrimination in Education (hereinafter referred to as the “1960 Convention”, and the “1960 Recommendation”, respectively) were adopted, the Secretariat has conducted seven periodic consultations of Member States. As of June 2013, there are 99 States Parties to the Convention. Since the end of last Consultation (covering the period 2000-2005), it is encouraging that 10 Member States have ratified the Convention. The Recommendation, which sought to take into account the difficulties Member States might experience in ratifying the Convention for various reasons, is monitored in conjunction with the Convention.

2. In compliance with 177 EX/Decision 35 (I and II), and as scheduled per 184 EX/Decision 20, the eighth consultation was launched in September 2011 (CL/3974) to monitor the measures taken by Member States to implement the two normative instruments for the period 2006-2011. The consultation is in line with the guidelines for the preparation of national reports as adopted by 186 EX/Decision 19 (II).

3. As of 4 June 2013, the Secretariat had received **58 reports** from States, 44 of which are States Parties to the Convention.¹ This document summarizes the information provided by Member States in response to the guidelines. A more extensive report will be available in the six working languages of the Executive Board on the UNESCO webpage dedicated to this eighth consultation.²

General measures on the implementation of the Convention against Discrimination in Education and the domestic legal order

4. Most Member States reported having a clear constitutional or legislative framework that enshrines the right to education as well as the principle of non-discrimination. A general constitutional or legal provision stating that each citizen has the right to education is necessary but not sufficient. It is equally important that policies be in place to ensure that these principles are materialized. The constitutional principles reported by Member States have to be coupled with an institutional framework that ensures that individuals and civil society can hold governments accountable and address violations. Some States have reported on how the provisions in the Convention can be invoked before and given effect to by courts, tribunals and administrative authorities. The components of the Right to Education must be precisely described in law and illustrations of such specifications are included in some reports.

The principle of non-discrimination

5. According to many reports, constitutional laws and legislative texts prohibiting discrimination in education have been adopted. Moreover, some States have constitutional provisions that allow for judicial review if a law is contrary to the principle of non-discrimination. Many European countries have adopted new non-discrimination laws in recent years due to European Union regulations. It is important that the principle of non-discrimination cover not only laws, but also administrative practices and individual acts of public authorities. Likewise, it is important that such non-discrimination laws not be restricted to public educational institutions. Consequently, the principle of non-discrimination should accordingly be interpreted so that discriminatory acts in private institutions are also prohibited. It is unclear from the reports to what extent this is the case in the Member States. It appears from the reports that a challenge is to identify discrimination and then effectively combat it with relevant policies that support the laws. Some States, therefore, discuss the need to build up knowledge and support research on discrimination.

¹ Broken down as follows: 8 from Group I, 16 from Group II, 8 from Group III, 10 from Group IV, 8 from Group V(a), and 8 from Group V(b). (See Annexes I and II).

² <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/monitoring/8eme-consultation-of-member-states-on-their-implementation/>.

Towards equal access to educational opportunities

6. Most States have reported mainly on the constitutional and legislative measures for the progressive expansion of a free and compulsory education system and have emphasized its importance to increase access and educational opportunities for all and at all levels (i.e. from pre-school to higher education), especially for vulnerable populations. The reports show that the countries experiencing progress in terms of school enrolment and completion have taken a holistic approach and identified the strengths and weaknesses of their legal measures, policies and implementation.

7. Some States have strived to give free pre-primary education for economically disadvantaged families as a means of encouraging learning at an early age and facilitating integration into primary education. As regards children from poor households, the measures that States have reported are mainly financial aid initiatives and programmes that facilitate access and continuation of education. Many countries have devised policies to eliminate costs related to education, especially for children living in rural and/or remote areas.

8. Regarding secondary education, Iraq, for instance, has reported on measures to include students who could not attend schools from 2006 to 2008. Some countries discuss how civil society is included in decision-making processes in order to achieve policies that are democratically founded and informed.

Inclusive education

9. Some States have established a right for student with disabilities to assistance and a special study plan. Another common policy of many States is to integrate students with special needs into the regular school system and adapt school infrastructures to students with disabilities.

10. A substantial majority of States have reported on their various initiatives and measures to ensure gender equality, and thus, make their education system more inclusive both to women and men, girls and boys. To this end, the Philippines reported on legal provisions that mandate a revision of educational material to eliminate gender stereotypes and prohibit exclusion from education for pregnant girls. The provided examples illustrate the need for a gender approach *in education* and not only *to education*.

11. Most States have reported on the measures they have taken to expand access to education, reaching groups of their respective populations that surpass the compulsory school age. These measures are mainly educational programmes aiming to eliminate adult illiteracy. To provide continuing education, some countries offer short-term training programmes for professionals on demand and others have devised programmes focusing on developing entrepreneurship.

12. Many States have institutionalized equivalent ways for adults to complete primary and secondary education. Moreover, many countries have recognized that ensuring equitable access for young and adults to appropriate learning and life-skills necessitates initiatives to create a learning society, where the engagement for lifelong education is spread throughout society.

13. The States have reported on how they have eliminated and prevented discrimination in education by giving foreign nationals the same access to education as that given to their own nationals. Regarding cultural, ethnic and linguistic minorities, States' reports mainly focus on measures that improve inclusion of the minorities of their respective countries. Concerning immigrants, most of these initiatives launched by States deal with language programmes and aim to facilitate immigrant integration into society.

Towards quality education

14. Several countries report on measures to evaluate the educational system and assess strengths and addressing weaknesses. Some countries point to the fact that if educational policy

development is to have an impact, long-term coordination in collaboration with experts and civil society is required. The policies that the countries report on to ensure quality are numerous. A common strategy is to introduce teaching pedagogies directed to the individualization of learning. Many States report on improving Information and Communication Technologies (ICTs) in education and several countries have integrated human rights education in the curriculum. Other policies include reducing class sizes, centralizing the way examinations are conducted, and raising and enforcing teaching qualification. However, very few States report on quality in relation to an overarching human rights objective.

15. Most Member States report on administrative measures to guarantee quality through national monitoring procedures. The comprehensiveness of these monitoring processes varies between countries and there are differences in how countries use the gathered information in policy revision. A noticeable trend is that many countries give importance to international standards and best practices to measure and improve the quality of education.

16. Almost no country reports cases of discrimination against teachers and some report on the lack of statistical data in this domain. Many countries report on the living conditions of teachers compared to other civil servants, and the reports demonstrate that there are sharp differences in teachers' salaries between countries and, in many cases, within countries. As a response to this situation, many countries have devised policies that aim to help teachers with housing and to support teachers who teach in remote areas. To improve the quality of teaching as well as encourage professional development, many countries have established professional development programmes and opportunities for further studies.

17. Two tendencies can be seen in the reports regarding teachers' training. First, the link between education and work in teachers' education is addressed in many countries by creating in-service teacher training. Secondly, training using ICTs has been integrated into professional training in many countries. Moreover, some countries report on strengthening the role of teachers by giving them a more autonomous role in teaching.

Challenges and the way forward

18. The difficulties and obstacles encountered by Member States in the process of implementing key provisions provide an interesting map of the work ahead in realizing the Right to Education. Although many obstacles are local, most Member States report on shared challenges. For example, countries report on lack of financial resources in ensuring a quality education for all. Fulfilling the Right to Education requires that necessary resources be allocated to the education sector and that these funds be well-managed.

19. Providing a quality education appears as a main challenge for many of the Member States and the reports demonstrate the wide range of policy measures that are available in addressing this. In terms of equality of opportunities, many countries report that children's socio-economic situation largely determines their educational success. In addition, the lack of accurate and precise data is also frequently pointed out as an important obstacle to the design of efficient policies and programmes targeting children and adults who remain out of the education system.

20. Given the goal of education to "help one realize one's aspirations", educational systems must be devised so that the socio-economic background of students does not negatively impact on their academic interests and vocational aspirations. Moreover, countries reported on many specific issues that limit access. Some of the most common factors were educational fees and costs related to education. Some countries reported on cultural traditions and practices that block access to education. Structural problems, such as lack of birth certification and poor data collection, are also mentioned as explanations for unsatisfactory enrolment and completion rates.

Proposed decision

21. The Executive Board may wish to adopt a decision worded as follows:

The Executive Board,

1. Recalling 34 C/Resolution 13, 177 EX/Decision 35 (I and II), 184 EX/Decision 20 and 186 EX/Decision 19 (II),
2. Having examined document 192 EX/20 Part II and the report of the Committee on Conventions and Recommendations thereon (192 EX/..),
3. Notes with appreciation the replies of the 58 Member States that submitted their reports within the eighth consultation on the implementation of the 1960 Convention and Recommendation against Discrimination in Education, 44 of them being States Parties to the Convention;
4. Invites Member States that have not yet adhered to the Convention to do so, and to make the 1960 Convention and Recommendation, as well as the 1962 Protocol instituting a Conciliation and Good Offices Commission, better known, in line with Article 16.2 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution of UNESCO;
5. Commends the steps undertaken at national level on meeting the continuing challenges to fully implement the provisions of the Convention and the Recommendation;
6. Invites the Director-General to take appropriate action as follow-up to the Eighth Consultation and to intensify normative action for education for all without discrimination or exclusion, and requests her to make the national reports available online through the newly-established global database on the right to education;
7. Further requests the Director-General to transmit to the General Conference at its 37th session document 192 EX/20 Part II, together with the Executive Board's comments and any observations or comments that the Director-General may wish to make.

ANNEX I

**Comparative table of 1960 Convention Consultations:
6th, 7th and 8th Consultations**

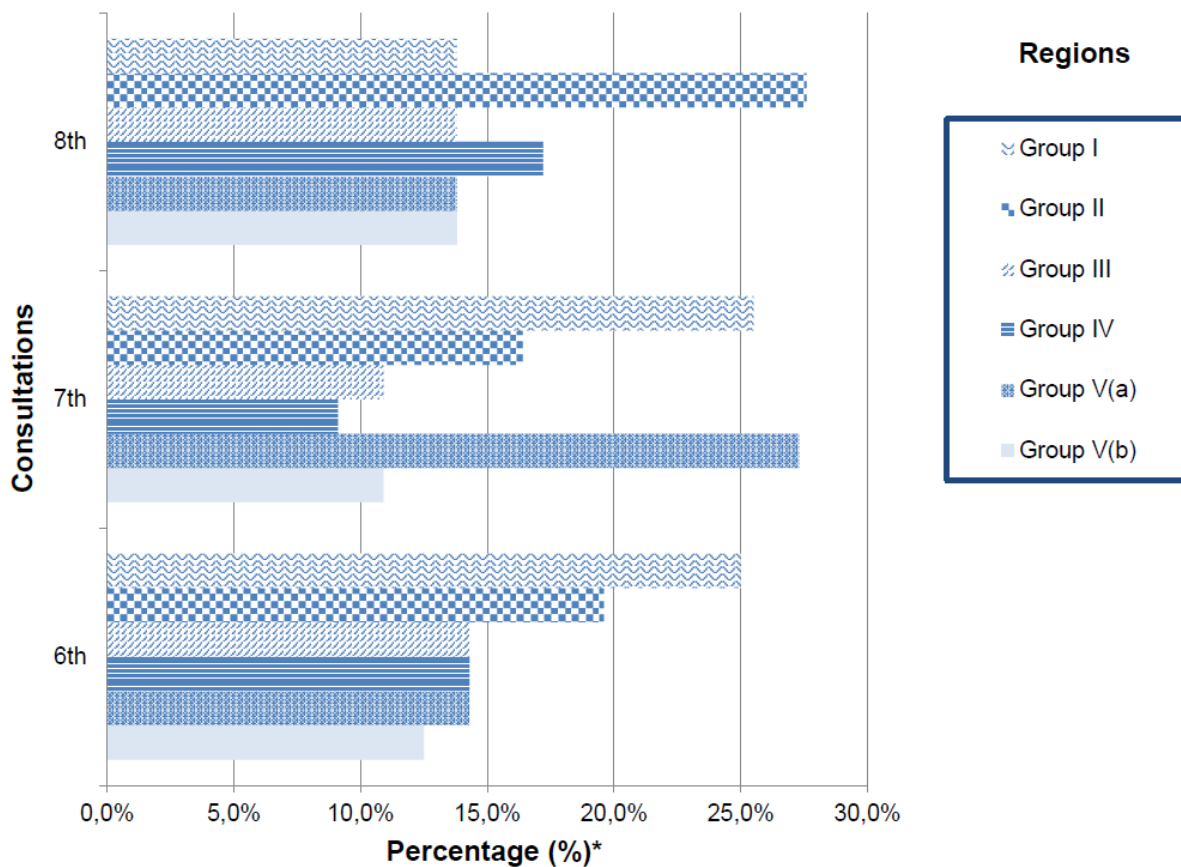
	6th Consultation	7th Consultation	8th Consultation
Total Reports	56	55	58
Group I	Belgium, Canada, Finland,* Germany,* Italy,* Luxembourg,* Malta,* Norway,* Portugal,* San Marino, Sweden,* Switzerland, Turkey, United Kingdom of Great Britain and Northern Ireland*	Austria, Canada, Cyprus,* Denmark,* France,* Germany,* Italy,* Norway,* Portugal,* San Marino, Spain,* Sweden,* Turkey, United Kingdom of Great Britain and Northern Ireland*	Canada, Cyprus,* Finland,* France,* Germany,* Luxembourg,* Norway,* Sweden*
Total	14	14	8
Group II	Azerbaijan, Belarus,* Bulgaria,* Czech Republic,* Estonia, Hungary,* Latvia,* Poland,* Slovakia,* The former Yugoslav Republic of Macedonia,* Uzbekistan*	Croatia,* Czech Republic,* Georgia,* Hungary,* Latvia,* Russian Federation,* Slovakia,* Slovenia,* Uzbekistan*	Armenia,* Bosnia and Herzegovina,* Bulgaria,* Croatia,* Czech Republic,* Estonia, Georgia,* Hungary,* Latvia,* Montenegro,* Poland,* Romania,* Russian Federation,* Serbia,* Slovakia,* Uzbekistan*
Total	11	9	16
Group III	Bahamas, Brazil,* Colombia, Cuba,* Dominican Republic,* El Salvador, Paraguay, Peru*	Brazil,* Chile,* Colombia, Ecuador,* Grenada, Jamaica*	Argentina,* Barbados,* Brazil,* Chile,* Costa Rica,* Cuba,* Dominican Republic,* Panama*
Total	8	6	8
Group IV	Australia,* Bangladesh, Iran (Islamic Republic of),* Mongolia,* New Zealand,* Pakistan, Philippines,* Republic of Korea	Australia,* Bangladesh, Malaysia, Nepal, Sri Lanka*	Afghanistan,* Australia,* Bangladesh, Cook Islands, Democratic People's Republic of Korea, Iran (Islamic Republic of),* Nauru, Pakistan, Philippines,* Sri Lanka*
Total	8	5	10
Group V(a)	Benin,* Burkina Faso,* Burundi, Cameroon, Mali,* Mauritius,* Togo,* Zimbabwe*	Benin,* Burundi, Cameroon, Côte d'Ivoire,* Gabon, Guinea,* Malawi, Mali,* Mauritius,* Niger,* Senegal,* South Africa,* Uganda,* United Republic of Tanzania,* Zimbabwe*	Burkina Faso,* Ethiopia, Ghana, Lesotho, Mauritius,* Nigeria,* United Republic of Tanzania,* Zimbabwe*
Total	8	15	8
Group V(b)	Jordan,* Lebanon,* Oman, Saudi Arabia,* Syrian Arab Republic, Tunisia,* United Arab Emirates	Algeria,* Bahrain, Egypt,* Jordan,* Kuwait,* Qatar	Bahrain, Egypt,* Iraq,* Jordan,* Kuwait,* Morocco,* Qatar, Syrian Arab Republic
Total	7	6	8

* Member States which are parties to the Convention against Discrimination in Education (1960)

ANNEX II

Comparative bar graph of 1960 Convention Consultations:

6th, 7th and 8th Consultations



* 100% equals the total of State reports that were submitted for each Consultation



United Nations
Educational, Scientific and
Cultural Organization

Executive Board
Hundred and ninety-second session

192 EX/20
Part III

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Item 20 of the provisional agenda

IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART III

**IMPLEMENTATION OF THE 1974 RECOMMENDATION CONCERNING EDUCATION
FOR INTERNATIONAL UNDERSTANDING, COOPERATION AND PEACE AND
EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS**

SUMMARY

Pursuant to 34 C/Resolution 87, 177 EX/Decision 35 (I) and 184 EX/Decision 20, the Director-General reports on the results of the results of the Fifth Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. It has been prepared on the basis of analysis of replies from Member States to a questionnaire as well as resources available in-house.

The financial or administrative implications of the reported activities fall within the parameters of the 36 C/5.

Action to be taken by the Executive Board: proposed decision in paragraph 21.

Introduction

1. Adopted by UNESCO's General Conference in 1974, the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms provides a normative framework for promoting values and principles of human rights in and through education, by stipulating guiding principles and offering a basis for exchanges of experiences and lessons learned among Member States.
2. The values promoted by the 1974 Recommendation have been integrated in more recent international and regional instruments and frameworks, such as the World Programme for Human Rights Education (2005-ongoing)¹ adopted in 2004 by the United Nations General Assembly and the UN Declaration for Human Rights Education and Training (2011). UNESCO is member of the International Contact Group for Citizenship and Human Rights Education composed of major intergovernmental organizations² to better coordinate actions at the international level, create synergy in their support given to Member States and improve information sharing.
3. The Fifth Consultation was conducted, in line with Article VIII of UNESCO's Constitution and Article 17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution, and pursuant to 34 C/Resolution 87, 177 EX/Decision 35 (I) and 184 EX/Decision 20. In August 2012, the Director-General addressed a Circular Letter (ref: CL/3997) to Ministers responsible for relations with UNESCO, enclosing a questionnaire, to request periodic reports on the measures taken at national level for the implementation of the Recommendation. As of 30 July 2013, UNESCO received 55 reports (see Annex for the list of countries).³ The present report synthesizes the information provided by Member States in response to the questionnaire as well as resources available in-house.

Application of the Recommendation and national legal framework

4. Member States were requested to report on the general legal framework established at the country level for the implementation of the Recommendation. The reports indicate the increasingly important place given to education for peace and human rights. National constitutional and legislative frameworks have been developed and reinforced to facilitate the implementation of the provisions contained in the Recommendation.
5. General indications on the ways in which the administrative and policy frameworks comply with the commitments under the Recommendation have been provided by almost all reporting Member States. Various measures, such as national plans and programmes, policies and other administrative measures are described as important ways to disseminate the rights and values set forth in the Recommendation.
6. Constitutional and legislative frameworks are clearly mentioned by almost all reporting Member States as ways to protect the rights set forth in the 1974 Recommendation. For example, Guatemala's Constitution stipulates that one of the main goals of education is to acquire the knowledge of the universal values and underlines its national interest in the systematic teaching of human rights.
7. Various reports describe their respective legal norms showing that the legislative provisions have been introduced to implement the Recommendation. Many countries such as Austria, Bangladesh, Belgium, Peru and Slovenia have adopted a legislative framework that incorporates the provisions of the Recommendation. As reported by some Member States, notably Mali and Uzbekistan, setting up administrative frameworks at the State level is an effective means to promote education for a culture of peace and human rights.

¹ <http://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx>

² http://www.coe.int/t/dg4/education/edc/What/ICC_EN.asp

³ 37 countries submitted their respective reports to the previous Fourth Consultation

8. Curriculum is frequently mentioned as an important instrument to put in practice the Recommendation. Moreover, the implementation of the Recommendation in Member States has been supported especially through National Commissions for UNESCO and in cooperation with UNESCO Chairs and Associated Schools Project network (ASPnet). Furthermore, many reports indicated as a way of raising awareness on the Recommendation, the commemoration of the international and/or national days for peace, human rights and other relevant issues.

Putting into practice the Recommendation: key findings and examples of action

9. Countries reported a wide range of themes and issues addressed in their respective educational plans: universal values such as tolerance and respect, solidarity, human dignity, a culture of peace, also in link with religious and traditional values of different societies; world culture, diversity, indigenous knowledge; child protection, international humanitarian laws, child, women's and human rights, freedoms, duties and responsibilities, citizenship, patriotism, social justice, rule of law, democracy, gender equality; peaceful resolution of conflicts, violence in schools, sustainable development, sexuality education, HIV and AIDS, health, substance abuse, security, media literacy; prevention of fascism, racism, discrimination, xenophobia, etc. These issues are integrated into the teaching subjects such as civic, moral, values educations, social science, languages, history, geography, religious studies, life skills, sciences, philosophy, literature and art.

10. Stand-alone and cross-cutting approaches are often mixed in education for peace and human rights. Most countries adopted a cross-cutting approach by integrating these components in major education policies, curriculum and teaching subjects. In Romania, a series of curricular recommendations made at the national level allow schools to include the themes of democracy and human rights as a subject and/or in a cross-curricular manner or in the form of educational projects.

11. All reporting Member States make efforts to go beyond a knowledge-based approach. In Andorra and Bahrain among many others, a competency-based approach has been put in place with the aim of developing attitudes, skills and knowledge related to learner's personal and civic life and professional activities. Such competencies include systems thinking, ability to show respect for cultural diversity and environment, critical thinking, analytical and communication skills. In this regard, many countries link education policy with other policies such as youth policy as a strategy for further engaging young people in concrete actions at the community level encouraging them to apply what they learn at school in real life situations. In Niger, through the National Youth Council, youth are engaged in the socio-economic development of the country. New Zealand has developed a youth-focused programme around natural disasters.

12. Member States reported on their efforts not only in formal education ranging from ECCE to higher education, but also in favour of parents, policy-makers, civil servants, police, the military, judges and prison guardians, media professional, religious leaders, social workers and private sector. The role of non-formal education was underlined in many reports. For example, Togo reported the adult literacy programmes deal with the issues related to human rights, citizenship and discrimination against women. Several countries including Morocco mentioned UNESCO Clubs and peace clubs as effective non-formal means reaching out to young people.

13. Countries in post-conflict situation and democratic transition face numerous challenges in terms of increasing political will and interest of educational professionals in a culture of peace and human rights, managing continuous tensions, and educating new actors for peace by engaging them in dialogue and action. Training is provided to the personnel of the army in Côte d'Ivoire, and in Rwanda, efforts are made to raise awareness in secondary schools and higher education institutions, rehabilitations centres, solidarity camps and camps for demobilized military staff. In the Democratic Republic of the Congo, research on the management of conflicts and their impact resulted in the integration of education for peace and human rights in school programmes.

14. Efforts have been made towards a more inclusive education. Burkina Faso underlined the importance of ensuring both access and quality for girls, learners with disabilities and minorities.

Mexico has developed an indigenous bilingual model. Several countries including Albania have specific policies for Roma. In many countries, inclusive education policies address indigenous peoples, people of African descent, lesbian, gay, bisexual and transgender (LGBT), populations in rural areas, people with low levels of education and literacy skills, unemployed adults, the elderly and immigrants.

15. Countries have undertaken measures for improving the learning environment. For example, Bosnia and Herzegovina and Tunisia promote a healthy psycho-social environment and organizational settings of classrooms and other learning spaces conducive to values and principles of the Recommendation. Schools are considered as a place to experiment the concept of living together and can be better utilized for improving inter-ethnic relations and preventing violence. In Dominican Republic, criteria are set for facilitating a positive school environment conducive to learning such as an atmosphere of respect, security and cooperation in the classrooms, procedures for establishing sanctions. In Ethiopia, Mauritius and Zimbabwe, child parliaments, student governments and codes of conduct are put into place. Turkey's "Democratic Citizenship and Human Rights Education Project" addresses a democratic school culture being piloted involving all school employees, students and parents. Hungary's 'Educating Space' project promotes participative planning involving users in shaping inclusive and sustainable environments.

16. Almost all countries mentioned violence and bullying, including gender-based violence, as a major concern. In Philippines, secondary schools advocate for a child-friendly school system where bullying and corporal punishment are not accepted, involving students and the community. Poland's "Safe and Friendly School Programme" aims at improving competences of education professionals and parents as well as students in building constructive inter-personal relationships. The Republic of Korea combines the methodologies of human rights education with school counselling to facilitate conflict resolution. In Czech Republic, each school has an advisor who helps to prevent and solve conflicts in cooperation with teachers and other school staff. The "Working Environment Act" in Norway defines the school's obligations as "all pupils in primary, lower secondary and upper secondary schools are entitled to a good physical and psycho-social environment that will promote health, well-being and learning". In Chad, youth organizations encourage members to intervene as mediators in conflicts and disputes among peers. Spain created an observatory to collect and analyse information to diagnose problems and suggest measures for a safe school life.

17. A gap between policies and practices was noted in several reports. In most countries, teaching of peace and human rights is made compulsory by the national policies and curriculum, but some reported that the implementation is limited and that its quality remains as a challenge due to the lack of capacity of schools and teachers and inadequate teaching materials. Both institutional and individual capacity developments are considered essential. In the majority of the countries, human rights education is included in pre-service and in-service training for teachers and head teacher training. Germany suggested that more extensive and practice-relevant human rights-oriented pre-service and in-service training could be the most important leverage. Another continuous challenge is the lack of coordination and synergy among diverse structures and actors (e.g. ministries, national human rights institutions, NGOs, universities, development partners). The role of research was highlighted in filling the gap by Sweden: research informs the development of quality learning materials for schools; a collaborative mechanism is put in place in Japan between ASPnet and universities.

18. Several countries emphasized the need for a systemic framework and tools for assessing impact on learners. For example, Italy has a policy for systemically evaluating the behaviours of students. The following are some of the indicators and quantitative and qualitative means of measurement of the effects of education on learners in terms of attitudes and behaviours reported by Member States: the atmosphere in classrooms on learners' satisfaction with the education they receive and their learning results; the "Civil Empowerment Index" studies show how pupils use their civil rights (Lithuania); surveys and studies using questionnaires, interviews and observation of attitudes and behaviours; changes in the number of violent acts in educational settings; evaluation of student initiatives, projects and competitions promoting peace and human rights in

schools; youth engagement in voluntary work; exams; survey involving parents and the community at large. Several countries took part in the International Civic and Citizenship Education Study (ICCS, 2009) of the International Association for the Evaluation of Educational Achievement (IEA).

Lessons learnt and way forward

19. **Challenges.** Education alone cannot fully promote the values of the Recommendation although all levels of education need to be prepared to take necessary actions whenever incidents occur; changes in political leadership may change thrusts of the ongoing efforts made by schools and communities; in some countries, these issues remain optional in higher education; pedagogy and teaching methods need to be improved in terms of adequacy and consistency; disparities between theory and social practices, including negative effects of media and the Internet need to be addressed, taking into account that young people learn informally from their home and environment; lack of capacities of school leadership, teachers, textbook authors, etc. to respond to new curricular demands.

20. **Suggestions for future actions by Member States and UNESCO:** (a) Further promote legislative and administrative measures for every relevant institution in view of a mandatory and systematic human rights education throughout society within a lifelong learning perspective; (b) promote continuous incentives for activities in this field using both bottom-up and top-down approaches; (c) ensure a systemic mechanism for the monitoring and evaluation of the policy implementation; (d) develop tools and framework for assessing the impact on learners, in terms of attitudes, knowledge, skills and behaviour; (e) improve coordination among existing structures and harmonize actions; (f) increase awareness-raising and capacity-building of policy-makers; (g) increase community participation in educational activities; (h) develop and promote informal learning programmes using information and communication technologies (ICT) and social media; (i) formulate strategies valuing and linking with local knowledge as appropriate; (j) further improve quality of teaching materials and pedagogy and more participatory and practical training programmes and make them available also using with ICT and other education media; (k) increase regional and international cooperation; and (l) share good practices and lessons learned. A compilation of examples of action submitted by all reporting Member States to the Fifth Consultation is being prepared and shared by the Secretariat on relevant occasions.

Proposed decision

21. The Executive Board may wish to adopt a decision worded as follows:

The Executive Board,

1. Recalling 34 C/Resolution 87, 177 EX/Decision 35 (I) and 184 EX/Decision 20,
2. Having examined document 192 EX/20 Part III and the report of the Committee on Conventions and Recommendations thereon (192 EX/..),
3. Notes with appreciation the replies of the 55 Member States which submitted their reports within the Fifth Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms;
4. Takes note of the concrete application of the 1974 Recommendation by Member States to further promote a culture of peace and human rights in and through education;
5. Requests the Director-General to ensure that the results of the Fifth Consultation be shared with the Office of United Nations High Commissioner for Human Rights as UNESCO's contribution to the monitoring of the second phase of the World Programme for Human Rights Education;

6. Invites the Director-General to share the results of the Fifth Consultation with other specialized agencies through the International Contact Group for Citizenship and Human Rights Education;
7. Requests the Director-General to make the national reports available online through the newly established global database on the right to education and further requests the Director-General to transmit document 192 EX/20 Part III to the General Conference at its 37th session, together with the Executive Board's comments and any observations or comments that the Director-General may wish to make.

ANNEX

LIST OF THE COUNTRIES HAVING SUBMITTED NATIONAL REPORT

Albania	Philippines
Algeria	Poland
Andorra	Republic of Korea
Armenia	Romania
Australia	Rwanda
Austria	Slovenia
Bahrain	Spain
Bangladesh	Sweden
Belgium	Syrian Arab Republic
Bosnia and Herzegovina	Togo

Burkina Faso
Burundi
Chad
Colombia
Congo
Côte d'Ivoire
Czech Republic
Democratic Republic of the Congo
Dominican Republic
Equatorial Guinea

Ethiopia
Germany
Georgia
Guatemala
Hungary
Iran (Islamic Republic of)
Italy
Japan
Kazakhstan
Kuwait

Lithuania
Mali
Mauritius
Mexico
Monaco
Morocco
New Zealand
Niger
Norway
Pakistan
Peru

Tunisia
Turkey
Uzbekistan
Zimbabwe

(55 countries as of 30 July 2013)



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Educational, Scientific and
Cultural Organization

Executive Board
Hundred and ninety-second session

192 EX/20
Part IV

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IMPLEMENTATION OF STANDARD-SETTING INSTRUMENTS

PART IV

**APPLICATION OF THE 1966 RECOMMENDATION CONCERNING THE STATUS OF
TEACHERS AND THE 1997 RECOMMENDATION CONCERNING THE STATUS OF
HIGHER EDUCATION TEACHING PERSONNEL**

**REPORT BY THE DIRECTOR-GENERAL ON THE ELEVENTH SESSION
OF THE JOINT ILO/UNESCO COMMITTEE OF EXPERTS ON THE APPLICATION
OF THE RECOMMENDATIONS CONCERNING TEACHING PERSONNEL (CEART)**

SUMMARY

In accordance with 185 EX/Decision 23 (III), the Director-General submits to the Executive Board a summary of the findings of the Eleventh Session of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel ([CEART], Geneva, 8-12 October 2012) as set out in the Committee's report (CEART/11/2012/9).

Any financial and administrative implication related to the present document is borne within the framework of 36 C/5 Approved and the proposed document 37 C/5.

Action to be taken by the Executive Board: proposed decision in paragraph 6.

Introduction

1. Every three years, a committee of 12 independent experts appointed by the Director-General of UNESCO and the Governing Body of the International Labour Organization (ILO) holds a work session in which they review the extent to which Member States have applied the 1966 Recommendation concerning the Status of Teachers and the 1997 Recommendation concerning the Status of Higher Education Teaching Personnel. The Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) then produces a report making recommendations to the Executive Board of UNESCO and the Governing Body of ILO to enhance the application of the two Recommendations. The full report of the Eleventh Session (CEART/11/2012/9), held at the ILO Headquarters (Geneva, 8-12 October 2012), is found online.¹

2. The CEART report aims to highlight trends in the key areas covered by the two Recommendations and to make suggestions to UNESCO and ILO on how to improve the implementation of these Recommendations. The main body of the report deals with education programmes, teacher employment and issues concerning teaching/learning conditions, described as they relate to the priorities of both organizations and with reference to the provisions of one or both Recommendations. The CEART report also deals with allegations of non-application of provisions of the 1966 and 1997 Recommendations made against governments by teacher organizations.

Programmatic conclusions and recommendations

3. The Eleventh Session of the CEART focused on the major issues affecting the current status of teaching personnel worldwide, within the framework of the Recommendations including escalating violence in education, the role of social dialogue in a climate of austerity and public services cutbacks, academic freedom in the context of changes in higher education, the continuing shortage of teachers in many countries, and how conditions of employment can be improved to attract highly qualified people to the teaching profession.

Allegations relating to the 1966 and 1997 Recommendations on the Status of Teaching Personnel

4. During CEART's Eleventh Session, a new case from Portugal was considered, while a continued review of cases from Australia, Denmark, Ethiopia and Japan was undertaken. The review of these allegations can be found in Part II A, B, and C of the Eleventh Session Report. Those cases were reported to the 185th session of the Executive Board in 2010 (185 EX/23 Part III B). Further developments in the case from Japan were reviewed by the 190th session of the Executive Board in October 2012, reported in the interim report on allegations (190 EX/24 Part II).

Comments by the Director-General on the CEART report

5. The Director-General notes with satisfaction the focused work of this Committee, which continues to provide its expertise in education and labour issues. She appreciates the holistic approach to these major teacher issues and the strengthened inter-agency monitoring mechanism. She also commends the relevance of the report to critical matters affecting the teaching profession and the pragmatic recommendations to redress trends such as the deprofessionalization of teachers; violence against teachers; the continued economic downturn and declining teacher salaries and conditions of work; and teacher shortages. Furthermore, the Director-General acknowledges the sustained efforts of the Committee to promote adherence to the 1966 and 1997 Recommendations and its valued assistance in resolving allegation issues.

¹ http://www.ilo.org/global/industries-and-sectors/education/WCMS_204803/lang--en/index.htm

Proposed decision

6. The Executive Board may wish to adopt a decision worded as follows:

The Executive Board,

1. Recalling 154 EX/Decision 4.4, 176 EX/Decision 32, 185 EX/Decision 23 (III) and 190 EX/Decision 24 (II),
2. Having examined document 192 EX/20 part IV and the report of the Committee on Conventions and Recommendations thereon (192 EX/...),
3. Appreciating the work of the Joint Committee in stimulating action to promote greater awareness and wider application of the two Recommendations concerning the status of teaching personnel,
4. Takes note of the report of the Eleventh Session of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART/11/2012/9) including its Part II A, B, and C relating to allegations on the non-observance of certain provisions of the ILO/UNESCO Recommendation (1966) or of the UNESCO Recommendation (1997) in Australia, Denmark, Ethiopia, Japan and Portugal;
5. Invites the Director-General to assist the Joint Committee in carrying out its next cycle of work and report on its work to the Executive Board in 2016;
6. Requests the Director-General to communicate the report of the Joint Committee together with the observations of the Executive Board, if any, to Member States and their National Commissions, international teachers' organizations and other relevant international organizations having relations with UNESCO, inviting their consideration and comments on the policy recommendations of the CEART that concern them and encouraging them to continue to apply all provisions of both normative instruments, as well as to take the necessary follow-up action as recommended in the report.



INTERNATIONAL LABOUR ORGANIZATION
UNITED NATIONS EDUCATIONAL, SCIENTIFIC
AND CULTURAL ORGANIZATION



CEART/11/2012/9

Final report

Eleventh Session

**Joint ILO–UNESCO Committee of Experts on the Application
of the Recommendations concerning Teaching Personnel**

(Geneva, 8–12 October 2012)

Geneva, 2012

UNESCO – PARIS

ILO – GENEVA

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Introduction

This report summarizes the analysis of major issues affecting the status of teaching personnel worldwide at all levels of education by the Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART), referred to in this report as the Joint Committee.

Established in 1967 after the ILO and UNESCO adopted a far-reaching Recommendation concerning the Status of Teachers (1966), the Joint Committee meets every three years to review major trends in education and teaching, and to make relevant recommendations. It also reviews allegations brought by teachers' unions regarding violations of the principles of the Recommendation. In 1997, when UNESCO adopted a Recommendation concerning the Status of Higher Education Teaching Personnel, the Joint Committee was also charged with examining key issues facing higher education staff.

Composed of eminent education experts from around the world, the Joint Committee at its 11th Session examined a number of urgent issues affecting teaching personnel, including escalating violence in education, the role of social dialogue in a climate of austerity and public services cutbacks, academic freedom in the context of changes in higher education, the continuing shortage of teachers in many countries, and how conditions of employment can be improved to attract highly qualified people to the teaching profession.

The Joint Committee also adopted general conclusions regarding the deprofessionalization of teaching and the effects of the current recession on education personnel.

The report of this session contains recommendations to the Governing Body of the ILO and to the Executive Board of UNESCO, and through them to governments, employers' and workers' organizations of their member States, on how to improve the condition of the teaching profession within their respective mandates, using the two Recommendations as guidelines. The next meeting of the Joint Committee will take place in 2015 in Paris.

Opening session

1. The Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) held its 11th Session in Geneva at the International Labour Organization (ILO) headquarters, from 8 to 12 October 2012.
2. In accordance with its mandate, the meeting focused on the monitoring and promotion by the Joint Committee of both the Recommendation concerning the Status of Teachers, 1966 (hereafter, the 1966 Recommendation) and the Recommendation concerning the Status of Higher Education Teaching Personnel, 1997 (hereafter, the 1997 Recommendation).
3. The agenda of the Joint Committee covered the following items related to its work and the two Recommendations:
 - (1) Election of Officers and adoption of the agenda.
 - (2) Progress made in promotion and application of the 1966 and 1997 Recommendations:
 - (a) review of reports and other sources of information in accordance with the mandate of the Joint Committee;
 - (b) review of ILO and UNESCO joint or separate activities to promote the two Recommendations;
 - (c) methodology and procedures of the Joint Committee.
 - (3) Consideration of allegations received from teachers' organizations:
 - (a) allegations received since the Tenth Session;
 - (b) allegations considered at the Tenth Session.
 - (4) Monitoring of the application of the ILO–UNESCO Recommendation concerning the Status of Teachers, 1966:
 - (a) comprehensive teacher education policies and quality assurance standards: initial, in-service and continual teacher education in lifelong perspectives;
 - (b) social dialogue in education: national good practices and trends;
 - (c) terms and conditions of employment of teachers in relation to teacher shortages and EFA.
 - (5) Monitoring of the application of the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel, 1997:
 - (a) governance of higher education: influence of changing patterns of organization and structures on academic freedom, institutional autonomy and social dialogue;
 - (b) teaching qualifications for university staff and faculty entry into the profession.
 - (6) Violence and insecurity in schools and for teaching personnel: impact on educational access and quality.
 - (7) Draft agenda for the 12th Session (Paris, 2015).

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4. Members of the Joint Committee designated by the Governing Body of the ILO and the Director-General of UNESCO were as follows:

Members appointed by the Governing Body of the ILO:

Dr (Ms) Beatrice Avalos (Chile), Associate Researcher, Centre for Advanced Research in Education, University of Chile.

Dr (Ms) Linda Chisholm (South Africa), Director, Education, Science and Skills Development, Human Sciences Research Council and Board Member of the Centre for Education and Policy Development.

Dr (Ms) Anne-Lise Høstmark Tarrou (Norway), Professor Emeritus in Education and former Director of the Centre for Research on Education and Work, Oslo and Akershus University College.

Professor (Mr) Maasaki Katsuno (Japan), Associate Professor of School Development and Policy Studies, Graduate School of Education, University of Tokyo and Secretary-General, Japan Academic Society for Education Policy.

Dr (Mr) Mark Thompson (Canada), Professor Emeritus of Industrial Relations and former William M. Hamilton Professor of Industrial Relations, Sauder School of Business, University of British Columbia.

Members appointed by the Director-General of UNESCO:

Professor (Mr) Bernard Cornu (France), Centre national d'Enseignement à distance (CNED), University Joseph Fourier.

Professor (Ms) Konai Helu-Thaman (Fiji), Professor of Pacific Education and Culture and UNESCO Chair in Teacher Education and Culture, University of the South Pacific.

Dr (Ms) Nada Moghaizel-Nasr (Lebanon), Professor and Honorary Dean of the Faculty of Educational Sciences, University of Saint Joseph of Beirut.

Dr (Ms) Munawar S. Mirza (Pakistan), Chairperson, National Accreditation Council for Teacher Education and Professor Emeritus, University of the Punjab.

Dr (Mr) Gennady Ryabov (Russian Federation), President, Nizhny Novgorod Linguistic University and member, Association of Teacher Training Institutions of the Russian Federation.

Professor (Mr) Toussaint Yaovi Tchitchi (Benin), Professor of linguistics and languages, University of Abomey-Calavi, and former Director, National Institute for Training and Research in Education (INFRE).

5. The Joint Committee designated the following Officers:

Chairperson: **Dr (Ms) Nada Moghaizel-Nasr**

Vice-chairperson: **Dr (Ms) Anne-Lise Høstmark Tarrou**

Reporters: **Dr (Ms) Konai Helu-Thaman**
Dr (Ms) Linda Chisholm
Dr (Mr) Mark Thompson

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6. The Secretariat of the meeting was composed of ILO and UNESCO officials listed in Appendix III.
 7. Opening remarks on behalf of the Director-General of the ILO, as the host organization of the 11th Session, were made by Ms Alette van Leur, Director of the Sectoral Activities Department, ILO. As co-organizer, welcoming remarks were also made on behalf of the Director-General of UNESCO by Mr Francesc Pedró, Chief, Section for Teacher Development and Education Policies, UNESCO. Ms Anne-Lise Høstmark Tarrou and Ms Moghaizel-Nasr made some preliminary remarks on behalf of the Joint Committee members.
 8. Consistent with its practice, the Joint Committee created eight working groups to analyse agenda items related to the 1966 and 1997 Recommendations. The composition of the working groups is listed in Appendix I.
 9. The Joint Committee considered a range of studies and reports relating to major themes relevant to the two Recommendations:
 - (a) reports from governments on the application of the 1966 and 1997 Recommendations;
 - (b) studies and reports of the ILO and UNESCO on specific items of the 1966 and 1997 Recommendations; and
 - (c) reports by international organizations representing teachers and employers, and by intergovernmental and international non-governmental organizations.
 10. The list of documents on which the Joint Committee based its monitoring of the 1966 and 1997 Recommendations is contained in Appendix II.

I. Monitoring of the 1966 and the 1997 Recommendations

A. Major trends: The perspectives of international organizations

11. Continuing a practice from previous sessions, the Joint Committee invited a number of relevant organizations to provide additional information and views on issues arising from the two Recommendations. The following organizations addressed the Joint Committee at a special sitting: Education International, the World Federation of Teachers Unions (FISE), the International Task Force on Teachers for Education for All, the UNESCO International Bureau of Education, the United Nations Children's Fund (UNICEF), and Voluntary Service Overseas (VSO). Education International and VSO submitted written reports to the Joint Committee.

Deprofessionalization of teachers

12. One of the presenters referred to the "seven signs of deprofessionalization". The first sign was the influx of unqualified teachers, which stemmed from an inadequate means of addressing teacher shortages. The second sign was the casualization of teachers, which included short-term contracts, reduced pay and benefits, increased class sizes, and lowered qualifications. The problem was acute in many parts of the world. In one African country, for instance, the number of contract teachers reportedly went up to 100 per cent; in another, the number of unqualified teachers was approximately 80 per cent. Contract

teachers accounted for 20 per cent of the total teaching force in one country in Latin America. Contract teachers functioned alongside regular teachers in several Asian countries. The third sign was the growing gap between teachers' pay and remuneration in other sectors. In parts of Eastern Europe, for instance, teachers' salaries went down by a third in the past five years. The 2012 Results Report of the Global Partnership for Education found that teacher poverty was one of the major constraints on quality education, and stated that teachers were often unable to pay even for basic needs. The fourth major problem was the restriction of teachers' autonomy, which included limited professional freedoms, "teaching to the test", and curriculum reforms.

13. It was important to monitor any policy or practices that affected equal access for all to quality public education. The rapid spread of standardized testing – the fifth major concern – ranked among the top ten challenges affecting teachers around the world. The sixth issue was related to high-stake teachers' evaluations. Teachers' performance appraisal was more often being based on students' test scores. In September 2012, the Chicago Teachers Union refused to let their teachers be evaluated by unfair and inadequate methods. The last major sign was increased private sector management practices.
14. Such "cheaper teacher scenario[s]" were driven by a desire for replicable policy solutions that did away with investments in the development of teachers. They focused instead on hired contract teachers and sent them where they were most needed, for example, to areas that needed to increase student scores, without having to pay good wages, and without thinking of the impact on quality and access.
15. The presenter recommended that the Joint Committee, the ILO and UNESCO take concrete steps to address these issues and monitor policies that affected equal access to quality education. The UNESCO–Brookings learning metrics task force would also benefit from Joint Committee participation.
16. Another presenter pointed out that teachers in private schools, early childhood education and technical institutes were generally not unionized, and contract teachers had even lower conditions of work and pay. The biggest challenge was to attract talent. Also, poverty kept many students out of school. Entering teachers also need to be paired with the necessary knowledge. Violence against Asian students and teachers in general was on the rise, and students should receive more training on tolerance. The economic crisis had increased the trend towards unemployment, underemployment, reduced investment, outsourcing, and lower school attendance.
17. Another presenter cited a recent report by his organization which showed that low-income countries continued to maintain low standards of entry into the profession and no common minimum qualifications for teachers. In some cases, teachers only had three months of training; in one African country, for example, unqualified teachers hired as an interim measure introduced by the Government had now become established. In another country, unqualified teachers were hired, and even if the teachers were trained, they were often hired on contract or as Parent–Teacher Association teachers.
18. Teachers' salaries were often low and payment delayed, as, for example, in one African country, where 15,000 teachers hired in 2010 only received their salary in late 2011 and 2012. Deduction problems appeared where no efficient banking system existed. In one South-East Asian country, the average monthly salary of a teacher was US\$55 whereas food for a family of four would cost US\$92 a month. In contrast, hardship and housing allowance allocated to teachers appeared to increase motivation in rural areas in Mozambique and Ghana. The study found that the most important of the non-salary allowances was pension, as it gave teachers a sense of security for retirement. It was further noted that continuous professional development, opportunities and in-service training increased motivation as well.

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19. The report had also showed that the views of teachers were hardly taken into account in reviewing national education policies, especially when negotiating with the International Monetary Fund (IMF) and other international financial institutions on the number of teachers, salaries and terms and conditions. Lastly, the report highlighted the issue of sexual violence and insecurities in school.
 20. Commenting on the presentations, a speaker indicated that there were important regional differences. For example, the rising numbers of contract teachers in West Africa were part of a strategy to expand access to education in the face of the scarcity of trained teachers, but this required follow-up to address the problem of untrained teachers. She pointed out the example of Indonesia, which hired contract teachers and then created a teacher education programme using working teachers. It did not make sense to withdraw teachers for lack of qualifications, which would punish them. She encouraged organizations to consider regional variations in discussing key issues.
 21. In the ensuing discussion, the Joint Committee noted that the influx of unqualified teachers degraded the value of a teaching certificate. There were teachers who only sought monetary compensation, and those who practiced without a degree. Policies reducing teaching standards encouraged both. The Joint Committee also noted the continuing difficulties in working and learning conditions faced by teachers in higher education and in early childhood education. It emphasized the importance of defining quality teaching, minimum qualifications, and student learning outcomes that measured not only quantitative outcomes such as the Programme for International Student Assessment (PISA) scores but considered human development. Professional associations other than trade unions which were dedicated to upholding professional standards might also play a role in elevating the teaching profession. It was important to endow such bodies with appropriate funding and independence, and to focus them on improving the quality of teaching, not just control.
 22. The Joint Committee also noted the close link between the issue of teachers' status and salaries and the political environment. The often low status of teachers was linked to a lack of clear policy visions. The Joint Committee also highlighted the importance of participatory data collection methods in research on teachers.

International coordination

23. A representative from the International Task Force on Teachers for Education for All highlighted the need for further international coordination on teachers. The Task Force focused on global coordination of resources and activities in order to achieve real impact and to keep teachers on the political agenda. It also supported countries to develop appropriate policies to holistically address teacher issues, to develop the capacity to plan, implement, monitor and evaluate, and to generate and efficiently use necessary financial resources. The focus of the Task Force was particularly on those countries furthest away from reaching the EFA goal and those with the largest teacher gaps. An external evaluation acknowledged that despite challenges, the Task Force was relevant. The external evaluation had also suggested better cooperation with the Joint Committee.
24. The Task Force could provide a platform for dissemination of research reports for effective use as well as a wider and broader awareness of the Recommendations. The Joint Committee could contribute to studies and capacity development; members of the Joint Committee could facilitate policy dialogue forums, training events, online discussion forums and media debates; and they could facilitate social dialogue programmes such as the one in Burundi where one Joint Committee member had acted as a resource person. Finally, Joint Committee members could contribute to the debate on the role of teachers in the post-2015 agenda.

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25. A representative of UNICEF stressed the importance of the Joint Committee's work in relation to the areas of work of her organization, including work on equity and access to education, particularly for children out of school; capacity building, particularly for children with disabilities; and education in emergencies. She also called for a greater role of teachers in promoting children's rights.
26. In the ensuing discussion, the Joint Committee noted the importance of coordination in the multitude of initiatives on education, especially with a view to placing the subject of teaching in the post-2015 development agenda. Online discussions and mapping exercises of initiatives were a useful way to track such initiatives. However, caution was expressed on initiatives which simply placed further expectations on teachers, who were clearly already stretched in delivering their primary mandate.

B. The status of teachers: Trends in the application of the 1966 Recommendation

Teacher education policies and quality assurance standards

Trends

27. In view of the application of the Recommendations of 1966 and 1997, the Joint Committee has noted the following trends:

I. A strategic vision to meet new challenges

Education today is faced with new challenges:

- economic and social challenges linked to the economic crisis, social problems leading to children leaving school, violence in schools, and widespread scholastic difficulties;
- challenges of the digital society, in which knowledge and access to knowledge are undergoing deep transformations.

These new challenges lead to new competencies necessary for teachers.

Appropriate definitions of the teaching profession, teacher training, and conditions for teachers to exercise their profession require a political and strategic vision of the role of schools in today's society and an understanding of teachers as essential actors in education policies.

II. Deprofessionalization

The Joint Committee notes the trend of disregarding teaching as a profession, which has resulted in the deprofessionalization of teachers. Indicators of this situation are the lowering of entry requirements into teacher education institutions and the massive hiring of unqualified teachers and untrained teachers. In part this is caused by the highly inadequate working conditions for teachers in many countries worldwide and, in some countries, by criticisms of teacher education, the perception that teaching only requires minimal pedagogic preparation, and the narrowing of evaluation to a few curriculum-related parameters.

III. *The social status of teachers*

In many countries, the teaching profession has become precarious and, as a result, teachers have become pauperized through short-term recruitments at part-time levels, insufficient salaries, low social recognition, weak professional training, and lack of continuing professional development.

There are notable difficulties in the exercise of the teaching profession throughout a professional career, especially with regard to selection, recruitment, teaching conditions, remuneration, career development, mobility, etc. It is necessary to redefine the career of the teacher.

IV. *Better training for teachers*

The question of balance and complementarity between the training of teachers in the subjects they are to teach and professional training is not settled in many countries. Theoretical training and practical training are often not well articulated. Training for reflective practice in the profession is insufficient.

The profound changes that are occurring in our societies require that teachers be capable to develop continuously through training and lifelong professional development. It also requires that particular attention is paid to new teachers. The concept of “learning how to learn” applies not only to students, but to teachers as well.

The teaching profession, often practiced in solitary conditions, requires more and more a collective vision, collaborative work, and participation in pedagogical teams. Early childhood education and primary education should be considered fundamental in educational policies, and be the subject of priority measures. In many countries, social dialogue between teachers and their institution is insufficient and should be strengthened. In conclusion, three areas require particular attention from policy-makers: the social status of teachers; the conditions in which they exercise their profession; and the training of teachers.

Recommendations

28. Questions related to the training of teachers and the exercise of their profession can only be resolved in the framework of a strategic vision on education and the role of schools in society. It is necessary for every State to elaborate such a policy vision. In this context, the Joint Committee recommends that the Governing Body of the ILO and the Executive Board of UNESCO:

- (1) Request the ILO and UNESCO to develop a framework of fundamental principles related to competencies required by teachers in the twenty-first century, in a world which is profoundly changing, and which takes into account the different dimensions of the teaching profession: subject matter to be taught; pedagogy and didactic methods; social and institutional aptitudes; collaborative work; consideration of new digital developments; and aptitude towards lifelong learning, etc. Then, from this framework, member States can develop national comprehensive systems of competencies that describe what teachers need to know and should be able to do to perform adequately in schools and classrooms. This system should orient teacher education curriculum development and the assessment of new teachers.
- (2) Encourage member States to precisely define the social status of teachers, and their professional dignity, especially in relation to other professions, and take appropriate measures to ensure that this social position is respected. In particular, each State could put in place a monitoring function, charged with defining and specifying the social

status of teachers and the necessary conditions to carry out their profession, and with monitoring the reality of this social status in each country. This function should include teachers.

- (3) Encourage member States and teacher training institutions to take into account the profound changes brought about by digital technology, and include these in initial and continuing training programmes for teachers. Changes brought about by technology include new knowledge, new access to knowledge, and new ways of learning in the digital age for students who are more and more connected and on the Web. This requires “digital learning methods”, fully using the capacities of digital technologies and distance learning, and preparing teachers pedagogically to teach the “net generation”.
- (4) Encourage UNESCO, the ILO and member States to implement proper support for beginning teachers that includes a reduction of teaching hours, carefully selected and prepared mentors, and opportunities for collaborative learning. This can be done with assistance from teacher education institutions.

Violence and insecurity in schools and for teaching personnel: Impact on educational access and quality

Trends

29. Violence in all types of schools, higher education and other learning institutions has increased in various forms around the world and this is being increasingly recognized and partially addressed by institutional arrangements. Its expressions are diverse depending on what triggers the violence and what the responses to it are.
30. There are forms of violence that occur within learning institutions and classrooms, such as excesses in physical and verbal expressions between teachers and students, as well among students and among teachers. Violence towards school personnel from parents and community members also occurs.
31. Harassment and abuse is another form of violence occurring amongst students and amongst teachers in schools, and this includes harassment against girls and women.
32. Amongst the more recent forms of violence is cyber-violence. Bullying is also increasingly recognized as a form of violence. In its extreme form, violence includes the bringing of guns into schools for purposes of intimidation, sometimes to the extent of firing and killing people in educational institutions.
33. Teachers are especially affected by the conflicts and violence in and outside educational institutions in various forms of direct aggression, cyber-bullying, and physical injury to the extent of killing. This produces an atmosphere of insecurity, anxiety, fear or depression that affects teacher performance, well-being and may cause them to leave the profession.
34. There are a number of contextual conditions that explain this increasing situation of insecurity and violence. Some of them have to do with the broader socio-economic conditions of countries, ideological diversity, the spread of consumerism, mobility, and technological facilities that enable the spread of cyber-bullying as well as other forms of harassment.
35. External conflicts such as guerrilla movements, wars, and various community-related, national and international conflicts create climates that lead to intolerance and violent behaviour in schools.

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36. Education authorities have tended to react to violence in education institutions, rather than undertaking proactive measures to ensure a violence-free learning and working environment.

Recommendations

37. In line with Paragraph 3 of the ILO–UNESCO Recommendation Concerning the Status of Teachers (1966), and Paragraph 3 of the UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel (1997), the Joint Committee recommends that the Governing Body of the ILO and the Executive Board of UNESCO:
- (1) urge member States to address violence in its diverse forms in their policies in educational institutions and teachers;
 - (2) recommend that educational authorities acknowledge their responsibilities to prevent violence in educational institutions;
 - (3) request member States to establish and institutionalize various systems at school, local and national levels to address insecurity and violence;
 - (4) urge educational authorities at all levels to use diverse means such as social dialogue, violence prevention mechanisms, and corrective measures to counteract manifestations of violence and their effect at the educational institution level.

Impact of the continued economic downturn on education and teachers: Employment, salaries and conditions of teaching and learning

Trends

38. The Joint Committee noted that the 1966 Recommendation in Paragraph 10(d) emphasizes that “education is an essential factor in economic growth”, a principle that should guide government spending in difficult times.
39. The first question the Joint Committee raised was whether education had suffered more than other sectors from reductions in government spending. The impacts of the recession on education have been severe, although there are differences in high-, middle- and low-income countries. Countries which implemented stimulus programmes generally included education in these programmes, for example. The second question the Joint Committee members raised was how the recession had affected teacher salaries. Again, data showed that teacher salaries have suffered less than other items in education budgets, but have fallen relative to general income levels. However, the quality of education declined because non-teaching expenditures fell, pupil–teacher ratios rose, teacher recruitment declined in the OECD and partner states, and casualization of the teaching profession increased.
40. The recession has increased debates in many countries about the role of public funding in the provision of education services and the importance of education as a public good. Within countries, there is a tendency of central governments to shift costs of education to lower jurisdictions, which normally increases inequalities in the quality of education.
41. Unfortunately social dialogue has not been employed extensively in preparing responses to the financial crisis in the education sector.

Recommendations

- 42.** The Joint Committee recommends that the Governing Body of the ILO and the Executive Board of UNESCO:
- (1) Encourage member States to sustain education spending and protect teacher salaries and conditions of work, employing the principles of social dialogue in the planning of necessary changes in educational policies.
 - (2) Request the ILO and UNESCO to monitor trends in educational spending, teacher salaries and conditions of work, including changes in the sources of public funding for education.
 - (3) Request that the ILO and UNESCO conduct research on the role of education in economic recovery and case studies of changes in the quality of education in selected member States, with particular emphasis on the professional status of teachers.

Social dialogue in education: National good practices and trends

Trends

- 43.** At first glance, the record of social dialogue in recent years seems discouraging. Upon closer examination, the basic record does not reveal the whole scope of the possibilities of social dialogue. Social dialogue in times of austerity is difficult, but can be productive. Many decisions taken to deal with the demands of austerity are unpopular with groups directly affected. However, effective social dialogue can produce better policies and facilitate their implementation.
- 44.** In the current climate, the focus of many governments is to restructure the economy and the public sector. Social dialogue traditionally has been practiced in times of economic expansion, when resources existed to permit all parties to obtain at least some gains. Since 2008, however, that condition has not existed, and social dialogue has been neglected in some countries. In Europe particularly, governments opted for unilateral measures, even where the mechanisms of social dialogue were well established.
- 45.** Cases where social dialogue succeeded usually displayed two characteristics: (i) the experience of well-established institutions, rooted in law, for conducting social dialogue; and (ii) the political will by all participants. In recent years, the political will to conduct social dialogue has been weak, at least in some parts of government. Even in times of economic crisis, however, the institutions of social dialogue create the space for the parties to seek common solutions to the problems they face.
- 46.** The traditional definitions of social dialogue may not entirely apply in education. They assume unitary positions within the social partners. In practice, ministries of education may have different views of the proper application of austerity measures than other government agencies, for example. Not all teachers' organizations combine the capacity to conduct traditional collective bargaining and deal with educational policy issues that can be important topics for social dialogue. Social dialogue can be successful in these conditions, but practices may have to be adapted to the realities of education.
- 47.** Social dialogue is process oriented. Governments see traditional forms of social dialogue as time consuming, costly and cumbersome at the time of rapid economic changes. These concerns may increase if more parties participate. Existing institutions seldom provide for expedited action when rapid responses seem necessary. The time necessary for social

dialogue has not been examined in the context of education and warrants attention while the current recession continues.

Recommendations

- 48.** The Joint Committee recommends that the Governing Body of the ILO and the Executive Board of UNESCO:
- (1) request the ILO and UNESCO to assess examples of social dialogue in education during the recent economic crisis, suggest best practices and propose appropriate training programmes in social dialogue and consensus-building negotiation techniques;
 - (2) request the ILO to examine possible ways to expedite the processes of social dialogue;
 - (3) request the ILO and UNESCO to analyse the practices of social dialogue to reflect the expanded scope of the concept, including the multiplicity of representatives of employers and governments and teachers' organizations.

Terms and conditions of employment of teachers in relation to teacher shortages and Education for All

Trends

- 49.** The nature and sources of teacher shortages vary between regions and countries. In some, there are shortages in the number of teachers, in others, in the number and quality, and in yet others, shortages of quality teachers. There are shortages of teachers in specific subject areas, especially in secondary schools, and in mathematics and sciences, across all regions. Shortages can be exacerbated by dysfunctional systems for the allocation and distribution of teachers, often related to poor information systems, and especially in developing countries.
- 50.** Shortages are affected by the nature of the public and private systems in different regions and countries, and the relationships between them. Declining conditions in the public sector and growth of private sector schooling has resulted in many teachers in developing countries being drawn into private schools. But in Chile and India, for example, conditions and salaries are not necessarily better than those in the public sector.
- 51.** The definition of appropriate working conditions is an issue in the light of conflicting views about what these are. The usual concept of good working conditions is associated with salaries relative to teaching hours, numbers of pupils per class, incentives for work in difficult conditions such as rural areas or with vulnerable populations in big cities, and the linking of salaries to GDP per capita. However, these criteria or indicators do not take into account the appropriate balance between teaching hours and other responsibilities that are not direct teaching tasks.
- 52.** The differences in salaries between private and public school teachers should constitute an indicator on working conditions, as these differences may affect teacher satisfaction in either public or private sectors, and contribute to teachers leaving the profession or performing inadequately. Monetary stimuli or bonuses may have negative or positive effects depending on how they are used. If they are a substitute for an adequate salary, they can become a source of dissatisfaction as they encourage competitiveness rather than collaboration. However, monetary incentives provided over and above a salary that

guarantees minimum living standards can become a positive way of recognizing quality in teacher performance.

53. The type of contract is also an issue in that fixed-term contracts contribute to increased instability and teacher turnover.
54. Austerity measures in the second phase of the recession in OECD countries have worsened terms and public sector conditions of employment and so contributed to teacher shortages. Cuts have fallen particularly heavily on education and health. Public sector salaries are now much lower than those in the private sector, attracting teachers to the private sector, and contributing to shortages in the public sector.

Recommendations

55. Adequate numbers of motivated and quality teachers are the key to sustaining education levels where they are already high or improving them where they are poor. Attracting, recruiting and retaining good quality teachers requires decent salaries and working conditions. The Joint Committee therefore recommends that the Governing Body of the ILO and the Executive Board of UNESCO urge the ILO, UNESCO and member States, as appropriate, to:
 - (1) make social dialogue a central component of discussions about austerity measures because of the long-term negative impact on salaries, recruitment and teacher preparation;
 - (2) strengthen possibilities for international teacher exchanges, networks and communities of practice;
 - (3) assist member States to achieve an equitable balance of male and female teachers between urban and rural areas in developing countries through research on information systems and systems for the recruitment, allocation and deployment of teachers.

C. The status of higher education teachers: Trends in the application of the 1997 Recommendation

Governance of higher education: Influence of changing patterns of organization and structures on academic freedom, institutional autonomy and social dialogue

Trends

56. Higher education is undergoing rapid change with extensive impact on people and institutions, including increasing demand for and better access to higher education; increasing number of private providers; increasing use of information and communication technology in teaching and learning; increasing staff and student mobility; lowering salaries often resulting in increased brain drain; and reduced academic freedom, institutional autonomy and social dialogue.
57. Many countries have legal provisions for protecting academic freedom and institutional autonomy. However, what is important is the extent to which there are enabling environments for exercising them. Paradoxically, when university faculty have the status of civil servants, they may not support expanded university autonomy if these changes affect their employment status.

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58. There are ongoing debates regarding the complexity of the impact of global changes on higher education, many of which seem to focus on the necessity, affordability and sustainability of research systems, institutional structures, and policy frameworks, as national governments and higher education institutions struggle with the impact of the privatization and massification of higher education on their roles and decision-making processes.
 59. Some of the more immediate manifestations of global change on higher education include: increasing insecurity of staff employment and loss of tenure; increase in staff workload; reduced public financing; diminished rights of staff and their organizations; and reduction in resources for staff development.
 60. While many of the above issues had been noted by the Joint Committee in previous meetings, most seem to have intensified in the last three years. However, the Joint Committee reaffirms the important role of higher education in strengthening all sectors of society.

Recommendations

61. The Joint Committee recommends that the Governing Body of the ILO and the Executive Board of UNESCO, as appropriate:
 - (1) Request the ILO, UNESCO and expert partners to engage in further participative research on the state of academic freedom, institutional autonomy and social dialogue in different regions of the world, with particular focus on the trends identified above, and report their findings at the 12th Session of the Joint Committee in 2015.
 - (2) Request the ILO and UNESCO to encourage national commissions and member States to support the creation of independent bodies (such as higher education councils or commissions) for ensuring academic freedom, institutional autonomy, responsibility and application of international standards and instruments in law and in practice.

Teaching qualifications for university staff and faculty entry into the profession

Trends

62. University teaching is a highly valued profession, with a relatively low attrition rate because of opportunities for scholarships, academic freedom and a performance-based career ladder. However, the assessment of the performance of higher education teaching personnel is generally based on research productivity, with little emphasis on quality of classroom performance. Furthermore, there is a dearth of information on the relationship between the academic background of a university teacher and classroom effectiveness.
63. Recently some universities have put in place formal training using short courses to help staff improve their teaching capabilities. In some universities, teaching staff start off by tutoring or assisting senior staff while pursuing higher degrees. Depending on the university or discipline, they may proceed to higher positions with a Masters, PhD or other terminal degrees. Other institutions may encourage staff to take formal certificate courses. Paradoxically, there is much resistance to such training in some countries.
64. Current challenges to higher education that impact teaching personnel include: the massification and internationalization of education; global economic changes requiring universities to align their programmes with the requirements of the workplace; increasing

class sizes and diversity of students; accessibility to a variety of learning resources outside the classroom, including information and communication technologies; decreasing public funding; changing pedagogical paradigms such as switching from directly transmitting content to developing competencies; market-oriented curricula; and interest in the study of teaching and learning.

65. These changes have implications for higher education teaching personnel who are now required not only to be subject experts but to have a passion for teaching and learning, to have up-to-date knowledge on teaching and assessing students' learning in diverse contexts, as well as relating their teaching to the world of work.

Recommendations

66. The Joint Committee recommends that the Governing Body of the ILO and the Executive Board of UNESCO, as appropriate:
- (1) In view of Paragraphs 25 and 37 of the 1997 Recommendation, request the ILO and UNESCO to assist member States to develop courses and programmes in teaching skills for higher education personnel and, where possible, gradually institutionalize such offerings as prerequisites for entry into the profession, selection to higher positions and promotion.
 - (2) Request the ILO and UNESCO to commission research on one or more of the following areas that are pertinent to higher education teaching personnel: (i) the relationship between qualification and quality of student learning; (ii) current status of higher education personnel's pedagogical preparation and qualifications; (iii) mobility of higher education teaching personnel; and (iv) teaching/learning practices in universities.
 - (3) Request the ILO and UNESCO to assist member States to step up activities aimed at promoting the 1997 Recommendation and other international documents pertaining to higher education personnel by conducting joint workshops, seminars and symposia in different regions, possibly with the assistance of Joint Committee members.

II. Progress in promotion and use of the 1966 and the 1997 Recommendations¹

A. Allegations received since the Tenth Session, 2009

Allegation received from the National Teachers' Federation (FENPROF) of Portugal

67. FENPROF submitted an allegation to UNESCO's Director-General dated 27 January 2011, concerning the Portuguese Government's alleged disregard for collective bargaining, including absence of negotiation in relation to the reduction of teachers' salaries and

¹ Extracts of the report of the Joint Committee concerning allegations received from teachers' organizations were presented to the Legal Issues and International Labour Standards Section (LILS) of the Governing Body at its 316th Session in November 2012. The discussion of the allegations can be found in the minutes of LILS (GB.316/LILS/PV).

suspension of teachers' career progression; and absence of negotiation with regard to legislative measures aimed at introducing changes in the curriculum. According to FENPROF, these actions contradict principles of the 1966 and 1997 Recommendations.

- 68.** UNESCO transmitted the letter to the Portuguese Minister of Education and Science on 7 September 2011, stating that the allegations appeared to fall within the competence of the Joint Committee and requested any observations that the Government considered appropriate.
- 69.** A reply was received from the Minister of Education and Science in November 2011. The Minister replied to FENPROF's two points:
- (a) Regarding the absence of negotiation with respect to the reduction of salaries and the suspension of teachers' career progression, the Minister noted that Portugal was experiencing a serious economic and financial crisis and the Government had decided to put in place several budgetary measures to respect its commitments to reduce deficits and achieve a balanced public budget to guarantee regular financing of the Portuguese economy. Some measures were approved in Financial Law No. 55-A/2010 of 31 December 2010 on austerity measures for civil servants in public administration. Among these measures were the freezing of career progression and reduction of salaries mentioned by FENPROF in its allegation. All public administration civil servants, and not only teachers, were called to contribute to this effort to reduce budgetary deficits. Furthermore, in relation to the absence of negotiations with the unions on salary reduction, the constitutional tribunal, by decision No. 396/2011, stated that there was no procedural irregularity regarding the lack of participation of representative organizations of workers in the development of the 2011 State Budget Law, since the proposal of the Law was preceded by invitations to trade unions to pronounce themselves on the draft.
 - (b) With regard to legislative measures introducing curriculum modifications, which were allegedly not negotiated with representative teachers' organizations and therefore contrary to the 1966 and 1997 Recommendations, the new Government's entry into function also brought about a change in policy orientation on education. Nonetheless, it was argued that the Government had complied with the requirements of social dialogue and teacher representation through a number of meetings between July and September 2011 at which representatives of FENPROF were present.
- 70.** In response to the Ministry, FENPROF sent a letter and an email dated 15 May 2012 to the Director-General of UNESCO, stating that FENPROF had not been invited to participate in decisions and had not received any invitation as claimed by the Ministry; and even if there had been such an invitation, it would still have violated Law No. 23/98, of 26 May 1998, which establishes the need for collective bargaining regarding possible amendments of rules on wages or careers. FENPROF also claimed that the Minister of Education and Science had not promoted negotiation, or even listened to teachers' unions, citing several examples.
- 71.** FENPROF's comments were again communicated to the Ministry on 23 May 2012 requesting the latter to send any final remarks by 30 June 2012, in order for this matter to be dealt with accordingly by the Joint Committee at its 11th Session. Since then no reply has been received from the Ministry.

Recommendation

- 72.** The Joint Committee recognizes that many countries are facing difficulties in the context of the current economic crisis. While austerity measures may be part of the measures taken for economic recovery, they cannot be used as an excuse to violate principles of the

Recommendation concerning the Status of Teachers, 1966. The Recommendation provides that both salaries and working conditions for teachers should be determined through a process of negotiation between teachers' organizations and the employers of teachers. The Joint Committee recommends that the ILO Governing Body and the Executive Board of UNESCO urge both parties to seek a resolution to this matter in line with the principles of the Recommendation.

B. Follow-up on allegations considered at the Tenth Session, 2009

Allegation received from the Dansk Magisterforening (DM) of Denmark

73. The discussion of the allegation received from the DM was discussed at the Joint Committee's Tenth Session and is found in Annex 2 of its report. The Joint Committee requested the ILO to communicate its findings to the Government of Denmark. It urged the Government to engage in effective social dialogue around the issue of performance contracts, and requested the Government and the DM to report on results discussions.
74. In a letter addressed to the Director-General of UNESCO, in August 2011, the Danish Minister of Science, Technology and Innovation reported that there was ongoing dialogue between the Ministry and the DM and with the Danish Confederation of Professional Associations. Moreover, the Danish University Act had been amended in 2011. The amendment had clarified the university's duty to safeguard academic freedom of individual researchers. The law allowed researchers to engage in independent research when they were not performing assigned tasks, and provided that tasks allocated by the rector should not be of a nature that would exclude the possibility of engaging in independent research.
75. In correspondence transmitted to UNESCO on 25 May 2012, the DM did not consider that the situation had significantly improved. The revision of the Danish University Act had been a positive step, but it did not provide for collegial governance of faculty appointments that could guarantee academic freedom. The DM pointed to a recent case at the University of Aarhus, where a professor was allegedly disciplined for questioning university policies about marketing and academic strategy. The DM maintains that the principle of academic freedom also included the freedom to take a critical stance towards university management policies. Moreover, the DM was not consulted regarding the letter from the Minister of Science, Technology and Innovation. There had only been one social dialogue meeting since 2010.

Recommendation

76. The Joint Committee calls attention to the continued dissatisfaction of the DM and recommends that the Governing Body of the ILO and the Executive Board of UNESCO encourage the Government of Denmark to discuss issues raised in this case with the relevant parties.

**C. Developments in cases previously examined
by the Joint Committee**

***Allegation received from the National Tertiary
Education Union (NTEU) of Australia***

77. The details of the allegation and findings are set out in the reports of the Joint Committee at its Ninth Session (2006) and in its interim report of 2008. At its Tenth Session, the Joint Committee requested the parties to keep the Joint Committee informed of further progress and any difficulties encountered in the case. No further information has been received from either party.
78. The Joint Committee considers this case closed unless further information is supplied by the parties.

***Allegation received from Education International
and the Ethiopian Teachers' Association (ETA)***

79. The details of the allegation are set out in the reports of the Joint Committee's Seventh and Eighth Sessions (2000, 2003) and subsequent interim reports. In its interim report of 2008, the Joint Committee considered it necessary to suspend any further consideration of the allegations until further information was received. At its Tenth Session, the Joint Committee once again requested UNESCO to communicate to the Joint Committee the outcomes of actions by its Director-General to use her good offices to improve communications between the Government and teachers' organizations, and requested the parties in the allegation to provide further information to the Joint Committee. No further information has been forthcoming from the parties in this case.
80. As no further information has been received on this case, the Joint Committee considers this case closed.

***Allegation received from the All Japan Teachers' and
Staff Union (ZENKYO)***

81. The details of this allegation and findings are set out in the reports of the Joint Committee at its Eighth and Ninth Sessions (2003, 2006) and in its interim reports of 2005, 2008 and 2011. The 2011 interim report noted that the Government of Japan had presented proposals to implement fundamental changes in employment relations in the public sector in the form of a bill on labour relations for public employees and related bills on the union/management relations system that would allow public employees at national level to conclude collective agreements, establish a new national public employees office, examine the rights of national public employees in regard to dispute resolution mechanisms, and consider local public employee labour relations in terms of compliance with a new national system. The Joint Committee considered that reforms along these lines held promise for a more effective social dialogue climate in relation to the provisions of the 1966 Recommendation, and therefore resolution of the other issues initially raised in this case.
82. The Joint Committee in its 2011 interim report requested the Government and the relevant trade unions to keep the Committee informed of further developments. No further information was received.

Recommendation

83. The Joint Committee considers that there is progress in resolving this case. It recommends to the Governing Body of the ILO and the Executive Board of UNESCO to request both parties to keep it informed of further developments to allow for monitoring of the situation.

D. Promotional activities

84. The Joint Committee noted and commended a wide range of activities undertaken by UNESCO and the ILO to promote greater knowledge and use of the two Recommendations, including those undertaken by CEART members. It specifically noted the publication of the ILO *Handbook of good human resource practices in the teaching profession*, the Global Dialogue Forum on Conditions of Personnel in Early Childhood Education, and the Global Dialogue Forum on Vocational Training and Education. It also noted the celebration of World Teachers' Day, the UNESCO *Users' Guide* to the two Recommendations, UNESCO training workshops on the Recommendations, and the UNESCO *Methodological Guide for the Analysis of Teacher Issues*.

85. In the ensuing discussion, the Joint Committee discussed the need to set criteria for good practices in the teaching profession. This would facilitate decisions about which practices to include in such publications as the Handbook. There was also a call to the ILO and UNESCO to direct more attention to developments in the Asian region, including such issues as working conditions in private education establishments, which were often very poor in Asia, as well as social dialogue in the context of austerity measures.

86. The Joint Committee also stressed the need for more official translations of the Recommendations. It noted with satisfaction that UNESCO had engaged more with its regional bureaus on promoting the Recommendations and for gathering information.

E. Working methods of the Joint Committee

87. The Joint Committee reviewed its internal working methods and found that the working group approach, which it has used since its Ninth Session, had worked well. The Committee agreed that guidance issued on shorter and more specific reports on trends and recommendations had sharpened the working group outputs. The Joint Committee requested earlier constitution of working groups and receipt of documents to allow for advance preparation; better consultations with representatives from higher education during the informal session; more advanced draft recommendations to be discussed by the groups; more time for plenary sessions; more visibility for the Joint Committee report; and more frequent inter-sessional consultation between experts on developments in teaching.

F. Draft agenda of the 12th Session of the Joint Committee

88. The Joint Committee adopted the draft agenda for its 12th Session in 2015 (see Appendix IV).

G. General conclusions

89. In conclusion, the Joint Committee wishes to call the attention of the ILO and UNESCO to two overriding themes that dominated its discussions: the deprofessionalization of teaching and the effects of the current recession on education personnel. No papers were presented

on the first topic, and a general treatment of the recession provided information on the second. However, the impact of reduced levels of economic growth and cuts in public expenditures permeated the Joint Committee's discussions. A brief treatment of the Committee's thoughts may guide the work of the two organizations in the future.

- 90.** Perhaps the most fundamental principle of the 1966 and 1997 Recommendations is the recognition of teaching as a profession. Paragraphs 6 of both Recommendations state that teaching should be regarded as a profession. The respective paragraphs then list the major characteristics of a profession. It is a form of public service which is based on expert knowledge and specialized skills. These attributes are acquired by rigorous and continuing study. In addition, professionals accept personal and social responsibility for the education and welfare of their pupils.
- 91.** The Recommendations anticipate that professionalism will be strengthened and enhanced by the application of more demanding standards for entry into teaching and efforts by teachers and education authorities to improve their knowledge and skills.
- 92.** During its 11th Session, the Joint Committee noted with dismay that education authorities in all regions of the world are hiring teachers with few, if any, professional and educational qualifications. Major private funding organizations advocate the use of enthusiastic but unskilled personnel as a means to improve education. Less developed countries place untrained teachers into difficult school settings. An increasing proportion of education at all levels is delivered by schools motivated by profits, not service. Evaluation systems are often established without regard to the basic requirements of the profession.
- 93.** Studies prepared by the ILO and UNESCO, presentations from interested organizations to the Joint Committee, and the experiences of the experts themselves, confirmed the breadth and depth of these trends.
- 94.** The current recession influenced the Joint Committee's discussions in almost every session. Members of the Committee were gratified at the efforts of governments, in all regions and at all levels of economic development, to secure a prosperous future for their citizens by maintaining support for education. Of course, this was not a universal policy, but it was a strong trend, beginning to be undermined by the austerity measures since 2010. In many ways these are exciting times for education. The Secretary-General of the United Nations has launched an initiative on education, "Education First". New technology is changing the ways that teaching and learning are conducted. Education is no longer confined to the young. The expansion of human knowledge has increased the educational requirements for many occupations. More women are gaining an education than at any other time in history.
- 95.** Despite the economic difficulties most of the world faces, it is imperative that the momentum of enhancing educational opportunities for our children and our citizens not be sacrificed to the demands generated by the slowing of economic growth in all regions of the world.
- 96.** The Joint Committee calls the attention of the ILO and UNESCO to these developments that undermine the professional status of teachers and the quality of education.
- 97.** The Joint Committee considers itself fortunate to be able to contribute to the improvement of education.

Appendix I

Composition of the working groups

Teacher education: Mr Cornu, Ms Høstmark Tarrou, Ms Moghaizel-Nasr, Mr Tchitchi, Ms Avalos, Ms Helu-Thaman, Mr Katsuno, Ms Mirza, Mr Ryabov

Allegations: Ms Chisholm, Mr Thompson

Violence and insecurity: Ms Avalos, Ms Høstmark Tarrou, Ms Mirza, Mr Tchitchi

Impact of economic recession: Ms Chisholm, Mr Katsuno, Mr Thompson

Academic freedom and institutional autonomy: Mr Cornu, Ms Helu-Thaman, Ms Moghaizel-Nasr, Mr Ryabov

Social dialogue: Mr Cornu, Ms Høstmark Tarrou, Mr Katsuno, Mr Thompson

University staff teaching qualifications and entry into the profession: Ms Helu-Thaman, Ms Mirza, Ms Moghaizel-Nasr, Mr Ryabov

Teacher shortages and Education for All: Ms Avalos, Ms Chisholm, Mr Tchitchi

Appendix II

Information sources for the 11th Session

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- Figazzolo, L. *Terms and conditions of employment of teachers in relation to teacher shortages and Education for All*, ILO, background report for the 11th Session of CEART.
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- VSO. *VSO Report to the Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel*.

Appendix III

Secretariat of the Joint Committee

International Labour Organization (ILO)

Ms Alette van Leur
Director
Sectoral Activities Department

Mr Oliver Liang
Education Sector Specialist
Sectoral Activities Department

Mr Carlos Carrion-Crespo
Public Service and Utilities Sectors Specialist
Sectoral Activities Department

Mr John Myers
Private and Public Services Team Leader
Sectoral Activities Department

Ms Christiane Wiskow
Health Services Sector Specialist
Sectoral Activities Department

Mr Michael Axmann
Skills Development Systems Specialist
Skills and Employability Department

Mr Daniel Vaughan-Whitehead
Senior Wages Specialist
Conditions of Work and Employment Branch

Ms Angelika Muller
Labour Law Officer
Industrial and Employment Relations Department

Mr Luc Demaret
Senior Specialist in Workers' Activities
Bureau for Workers' Activities

Ms May Mi Than Tun
Meetings Coordinator
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Ms Vicky Hinch-Majuva
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Ms Isabelle Delsaux
Administrative Support
Sectoral Activities Department

**United Nations Educational, Scientific
and Cultural Organization (UNESCO)**

Mr Francesc Pedró
Chief
Section for Teacher Development and Education Policies

Mr Lucio Sia
Programme Specialist
Section for Teacher Development and Education Policies

Appendix IV

Draft agenda of the 12th Session of the Joint Committee (Paris, 2015)

1. Election of Officers and adoption of the agenda
2. Progress made in promotion and use of the 1966 and 1997 Recommendations
 - (a) Review of progress on previous CEART recommendations
 - (b) Review of ILO and UNESCO joint or separate activities to promote the two Recommendations
 - (c) Methodology and procedures of the Joint Committee
3. Consideration of allegations received from teachers' organizations
 - (a) Allegations received since the 11th Session
 - (b) Allegations considered at the 11th Session
4. Monitoring of the application of the ILO–UNESCO Recommendation concerning the Status of Teachers, 1966
 - (a) Professionalization of early childhood teaching
5. Monitoring of the application of the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel, 1997
 - (a) Maintaining professionalization of teaching in higher education: From entry into the profession to lifelong professional development
 - (b) Quality of teaching in the context of increasing non-public providers of higher education
6. Major themes relating to the 1966 Recommendation, the 1997 Recommendation, or both
 - (a) The impact of the digital age on the teaching profession
 - (b) Changing employment relationships in the teaching profession
 - (c) Quality of teaching performance: development and evaluation
7. Draft agenda for the 13th Session
8. Other questions