



FOURTH ITEM ON THE AGENDA

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

1. The Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) held its Eighth Session at UNESCO headquarters in Paris from 15 to 19 September 2003. It adopted a [report](#)¹ including four annexes at its concluding sitting. The Committee on Sectoral and Technical Meetings and Related Issues (STM Committee) and the Governing Body examined an interim report on the results of the Eighth Session at the Governing Body's 288th Session, November 2003.²
2. At the same time, a paper and the annex of the CEART report which concerned allegations from teachers' organizations on non-observance of the provisions of the recommendations were examined by the Committee on Legal Issues and International Labour Standards at the 288th Session.³ The Governing Body took note of these documents and authorized the Director-General to transmit the CEART's findings and recommendations to the governments and teachers' organizations concerned.

The status of teachers and the 1966 and 1997 recommendations: Principal issues and recommendations arising from the Eighth Session

3. As reported to the STM Committee at the last session, the principal issues and recommendations arising from the Eighth Session include:

¹ Copies available on request.

² GB.288/STM/3.

³ GB.288/LILS/10/1.

- *Employment, teaching and learning conditions:* The most serious issues facing education and the teaching profession are the actual shortage of qualified teachers, resulting from the growing demand for teachers caused by country commitments to achieve “education for all” (EFA), the limited evidence of any general improvement in the status of teachers and their overall conditions of service, and an ageing teacher population in developed countries. Undesirable practices of recruiting inadequately trained “volunteer teachers” or truncated training programmes that undermine the professionalism of teachers have emerged. To address these challenges, educational decision-makers must develop measures for adequate in-service and continual training programmes, establish salary levels comparable to other professions requiring similar qualifications, and ensure balanced recruitment, including gender balance, across the entire teaching service.
- *Social dialogue in education:* Social dialogue in education remains extremely fragile. Teachers and their organizations are not generally consulted on key education reforms. There remains a wide gap between ratification of international labour standards and effective practice at national level. Some progress has been noted in recent years in regions such as Latin America and Central and Eastern Europe, as greater democracy has improved the climate and mechanisms for sustainable social dialogue. Recommendations were made for systematic installation of effective social dialogue mechanisms in all member States, greater recourse to social dialogue at international level, especially by international financial institutions, and assistance by the ILO and UNESCO to strengthen capacity for dialogue between educational authorities and teachers’ organizations.
- *Teacher education:* Available information indicates progress in some areas such as the introduction of tertiary qualifications for new teachers in an increasing number of countries, but the issue of teacher qualifications remains a concern in many developing countries.
- *ICT in teaching and learning:* Adequate time for teachers to benefit from professional development, and to plan and introduce ICT in teaching practice, is essential, as is the use of social dialogue processes for effective ICT utilization.
- *HIV/AIDS and EFA:* The ripple effects of HIV/AIDS on teaching and education are spiralling out of control. These effects include: increasing numbers of orphans; teacher deaths and absenteeism; and impoverishment of families and communities that normally support schools. The ILO and UNESCO should collaborate in disseminating and helping to implement the ILO code of practice on HIV/AIDS and the world of work.
- *Gender and education:* As part of their efforts to identify barriers to women’s participation in educational management and ways to overcome them, the ILO and UNESCO should carry out research or develop indicators on this issue.
- *Higher education:* Security of tenure or its functional equivalent are common institutions in many countries, but a growing trend towards part-time and temporary employment constitutes a threat to quality education and academic freedom in higher education.
- *Teacher indicators:* UNESCO and the ILO should continue with their work in developing and expanding key teacher indicators relevant to the teaching profession on a permanent basis, and explore ways for the indicators to be actively used by governments and teachers’ organizations to produce positive change in educational provision.

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

- (a) transmit the Report of the Eighth Session of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel to the governments of member States and, through them, to the relevant employers' and workers' organizations, as well as to relevant intergovernmental and international non-governmental organizations concerned with education and teachers;***
- (b) take into consideration, where appropriate in consultation with the Director-General of UNESCO, the Joint Committee's proposals for future action by the ILO and UNESCO, which are contained in its report, in planning and implementing future ILO activities, due account being taken of the programme and budget approved for 2004-05.***

Geneva, 19 January 2004.

Point for decision: Paragraph 4.