

Education International

Report to the Committee of Experts on the Application of the Recommendation concerning Teachers (CEART)

1966 ILO/UNESCO Recommendation concerning the Status of Teachers and

1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel

COLLABORATION
WORKSPACE



Education International
Internationale de l'Éducation
Internacional de la Educación

April 2015

EDUCATION INTERNATIONAL

Report to the Committee of Experts on the Application of the Recommendation concerning Teachers (CEART)

1966 ILO/UNESCO Recommendation concerning the Status of Teachers and
1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel

April 2015

Contents

Foreword	1
Introduction	3
Education for tolerance and peace and human values	5
De-professionalisation	8
Introduction	8
Private sector practices versus public service values	9
Professionalisation	10
Occupational Health and Safety	13
Psychosocial hazards	13
Physical Security	14
Precarious Work	17
Introduction	17
Exercise of rights	18
“Reforms”	18
Economic Issues	20
Introduction	20
Austerity	21
Education for All	21
Taxes and Finance	22
Discrimination	24
Introduction	24
Migrant Workers	24
Gender	25
Sexual orientation and gender identity	26
Indigenous Peoples	26
Discrimination Based on Terms of Employment and Employment Relationships	27
Trade Union Rights	29
Introduction	29
Effective Exercise of Rights	29
Social Dialogue	30
Respect of Trade Union Rights	30
Sources	37

Foreword

“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, and it was the winter of despair”. The novel of Charles Dickens, *“Tale of Two Cities”*, begins with those words. They were written in 1859 and evoked the French Revolution, but they could describe the world of education of 2015.

It is a contradictory world; indeed, “the spring of hope and the winter of despair”. Even though falling short of the goal, “education for all” made a real and undeniable difference in access to education. But, in too many cases, those sincere efforts had the effect of sacrificing quality for quantity.

Education for All was part of the millennium development goals of 2000. Teachers and education personnel, like others who care about education, focused on that goal with single-minded determination. That focus may be one of the reasons that more progress was made in education than on many of the MDGs. It also meant, however, that we sometimes forgot that EFA was part of a package and that all of the problems of the world could not be solved, in isolation, through education.

Students are not born in schools. They do not live in schools. They are shaped by a lot of forces other than schools and teachers. And, although we all see education as the “great equaliser”, we should not be so “arrogant” as to think that it is the only game in town or that the school environment replaces all other environments.

A teacher who is able to help a student achieve a modest test score who has never had a chance, who has suffered discrimination and “disrespect” and has never known an adult who can read and write has accomplished a near miracle. And yet, if, across town, a middle-class child who may not need much help from a teacher, does a little bit better; does that mean that the first teacher is a failure and the second is a success?

That points to another best of times, worst of times contradiction. Some “reformers” have, correctly, understood that teachers are key to education. That recognition, however, is too often accompanied by an urge to, in the name of “accountability”, measure, prescribe, and control teachers. In other words, a teacher is “important”, but must give up autonomy and “perform” as others determine. Although it may not be intended, the effect is to ignore or insult the profession of education and those who practice it. The difference between an educator and somebody who processes students is more than a nuance. It is the difference between an artist and one who paints by numbers.

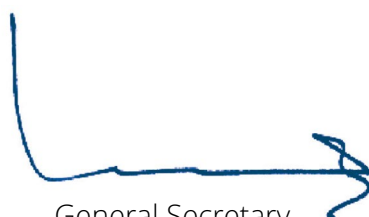
Education International’s Unite for Quality Education is built around three pillars; quality teachers, quality tools, and quality environments. It seeks to combine quality with quantity. It seeks to ensure that teachers can carry out their important mission because they are respected professionals capable of helping young people transform their lives and be equipped for life as well as for jobs.

In this campaign, we discovered some contradictions. For example, in recent years, EI has been increasingly recognised as the global voice of teachers by the OECD, by the UN, and by others. But, some of our affiliates, when they came to the global table, informed us that they were less and less consulted at home or that the consultations took place after all of the important decisions had already been made.

So, we have discovered the advantages of quality dialogue in that campaign. But, we have also discovered the dangers to education of the lack of dialogue with teachers.

As we render this submission for your consideration, we urge you to reflect on how the global dialogue on education can be expanded and ameliorated based on the continued relevance and wisdom of the 1966 and 1997 Recommendations.

Fred van Leeuwen



General Secretary,
Education International

Introduction

In preparing this report for CEART, we reflected on developments on a wide range of education issues on all continents. Our Unite for Quality Education campaign helped us to have a clearer overall picture of the condition of education. That process informed this report.

On the one hand, the “debate” on education has changed radically in recent decades and new issues have arisen at the workplace - our schools. On the other hand, however, in examining the new situation, it became apparent that the fundamentals of the 1966 and 1997 Recommendations remain fully valid and are just as compelling and “on target” for the world of education of 2015 as they were when they were written.

In order to marry reflections on our global education dilemmas with the Recommendations, we decided it would make sense to treat the Recommendations as a whole and not as a string of pieces. In doing so, we are recognising the formidable accomplishments of those who developed these remarkable Recommendations by treating their work as living documents rather than as history. This conforms to the practice for other international standards as well as for the interpretation of national constitutions.

Although we have tried to avoid duplication as much as possible, this new approach depends, in part, on overlaps in a number of areas. For example, “de-professionalisation” is given a separate section in the report. The term “de-professionalisation” is not found in the Recommendations (it had not yet been invented), but they are largely about “professionalisation”, so we would argue that they are highly relevant. De-professionalisation is a transversal theme and appears in other sections for compelling, yet simple reasons:

- Becoming alienated from one’s “calling” because of “dumbing-down” of the teaching profession is a major cause of stress for teachers; the key issue in the section on **occupational health and safety**; and
- The promotion of job insecurity, part of de-professionalisation, with various forms of fixed, often temporary contracts, undermines the teaching profession, including qualifications, so it is relevant to the **precarious work** section; and
- The **economic issues** section discusses how austerity programmes as outcomes of the economic crisis and the “short-termism” of a financialised economy undermine the profession. So does the simplistic notion that the only value of education is to produce cannon fodder for the economy. So do insecurity of revenues and unfair taxes; and
- Reducing the role of teachers’ unions, excluding them from real input on what are, at the same time, teacher and learning issues and limiting the scope of bargaining or eliminating it altogether de-professionalises, but also undermines **trade union rights** as described in the trade union rights section; and
- Creating second class, de-professionalised teachers not only breaks down collegiality and cooperation in schools and universities and damages quality, but is a form of **discrimination** and;
- Teaching to tests and focusing on preparing skilled hands and heads for the economy is not enough. And, among other things it is not **educating for tolerance and peace and human values**.

The same over-lapping will be found for other policy issues as well. Although there are a few specific references to Recommendations in the text, for the most part, a selection of them is listed at the bottom of each section. In fact, if one sees the Recommendations as a whole, they are virtually all relevant to the range of issues raised. We recognise that this approach may make the work of the Experts more difficult than a more traditional and atomised formulation and we hope that it will not create any barriers to understanding.

We would like the Experts to consider the relevance of the Recommendation based on their profound understanding of them in order to increase the impact of those Recommendations on the real problems faced by education and by teachers today.

We are not satisfied with the quality of much of the “debate” on education “reform”. To an unacceptable degree, in many countries, this is a debate with an empty chair where teachers should be. That already tells you that there is a growing problem with the status of teachers.

We believe that the Recommendations are powerful, but they also represent “common sense”. It is in that context that we recommend, in the section on de-professionalisation, that efforts be made to expand and generate real global debate grounded in the Recommendation. The Recommendations not only reflect a consensus of governments, but also the essence of experience in the teaching profession.

Like the Experts, we care about the profession because we care about education. And, education that is to be worthy of our students and of our societies must not go to the highest bidder or be subject to the judgements of bean counters. It must not be the victim of passing whims and fashions. It must, instead, be of quality and be sustainable. It should reflect our values and value our professionals.

Education for tolerance and peace and human values

The role of education and the contributions of teachers to tolerance and peace were recognised in the 1966 Recommendations. These principles have also been essential parts of international teacher trade unionism for generations. The Recommendations, in their “General principles” state:

“Education from the earliest school years should be directed to the all-round development of the human personality and to the spiritual, moral, social, cultural and economic progress of the community, as well as to the inculcation of deep respect for human rights and fundamental freedoms; within the framework of these values the utmost importance should be attached to the contribution to be made by education to peace and to understanding, tolerance and friendship among all nations and among racial or religious groups.”

This remains an important mission of education; in some ways, more compelling than ever before as conflicts and extremism of all forms spill over into the classroom. Indeed, in some situations, students and teachers are targeted (for example, in schools in Mexico, Nigeria, and Pakistan).

Too many teachers and students have been victims of violence. They have also suffered from abuse and harassment. Bigotry and slurs have sometimes been spread through social media where rights and reputations are damaged without due process and, often, without recourse. This is a particularly cruel form of intolerance. Girls have, in some cases, been targeted in deliberate efforts to deny education to them.

At a time of conflict and division in many societies, education for tolerance and peace is a primary means to heal wounds, overcome racism, Islamophobia, anti-Semitism, xenophobia and other forms of bigotry, build acceptance of diversity and open up communication.

Education that combines cultural diversity and common values is not easy. It requires teachers who are motivated and skilled and have the time and support to develop approaches that will work best in the circumstances and communities in which they teach. However, there is often, instead, pressure to “perform” in a limited number of areas that can be easily measured and tested.

There is more and more pressure for “accountability”, often defined in too narrow a sense and tying teacher “performance” to student test scores. Aspects of education that may be very important, but are less measurable, like “the all-round development of the human personality” often get crowded out by pressure to “produce” for the economy.

A market mentality is creeping into many schoolhouses, either through public administrations that seek to copy the private sector or through privatisation. And, tolerance and peace are less “marketable” than skills.

Teachers need to be able to exercise their professional judgements and respond to the needs of students if diverse groups of people are to be brought together in whatever combination is found in the school. In addition, students need to be helped to develop the capacity for listening to others, for creative, critical and independent thinking and be able to engage in and accept free expression and discussion.

An example of the market mentality that is limiting the role of education is Omega Schools in Ghana. The private schools, working in cooperation with Pearson Education, are described as

“schools in a box” and can be set up in a week. One of the reasons that these private schools make money is that teachers earn between 15 and 20 per cent of what teachers in the public sector receive.

Teachers are poorly trained; only required to have a high school education; and Omega franchise schools have a higher than average student to teacher ratio. They have developed their own, limited curriculum and teachers are trained to “deliver” that content. Such practices neither equip nor motivate teachers to provide the kind of education that helps students live in their communities and understand and have tolerance for others. Private schools with similar weaknesses for “low-income communities” have been set up by others in several countries, including China, Kenya, and Bangladesh.

The UK has adopted some elements of a Swedish initiative to change schools. Private parties are able to set up “free schools” or academies and apply for government funding. This establishes a competitive, market mentality. Contracting out education to various groups runs the risk of separating student populations and creating ethnic or religious divides that undermine the role of education in promoting tolerance and peace. EI affiliates in the United Kingdom have opposed the establishment of academies. They are concerned about the effects on education and teachers, including through ‘flexibility’ arrangements promoted in these schools. These quite often include ‘flexibility’ in hiring and firing teachers; thus denying them their full trade union rights.

There has also been pressure to engage “contract” teachers, often with short-term contracts, rather than regular, tenured employees, who may not have the requisite expertise or confidence to educate for tolerance and peace. A number of World Bank programmes have promoted job insecurity in that manner; considering that “performance” will increase through the pressure of precarious work.

The role of education and its contributions to tolerance and peace are not limited to primary and secondary schools. It is important that universities are also in a position to encourage free and open debate and that academic freedom is fully respected. Universities prepare leadership for the future in all walks of life. It is vital that universities and other higher education institutions are autonomous centres of education and not “captive” centres of indoctrination.

Recommendation

Conflicts are taking place among countries, but also inside countries, mainly due to tensions between different ethnic, national, social and religious groupings, in some cases, including armed conflict. Tensions may also be linked to migrant status, caste, gender or other characteristics. In many countries, extremism is gaining ground. The effects of these conflicts and intolerance are felt in the classroom. Education did not cause these problems, but it can be an important part of their solution. Examples of “good practices” on education for tolerance and peace should be gathered and shared.

Relevant Recommendations’ Provisions include:

1966 Recommendation

- Guiding Principles (paragraphs 3-9)
- Educational objectives and policies (a, b, and c)
- Preparation for the Profession (11, 19, and 20)
- Professional freedom (61-68)
- Relations between teachers and the education service as a whole (75-78)
- Rights of teachers (78-84)
- Conditions for effective teaching and learning (85-93)
- Teacher Exchange (104-107)

1997 Recommendation

- Preamble
- Guiding Principles (paragraphs 3-9)
- Educational objectives and policies (10-16)
- Institutional rights, duties and responsibilities (17-24)
- Rights and Freedoms of higher-education teaching personnel (25-32)
- Duties and responsibilities of higher-education teaching personnel (33-36)
- Preparation for the Profession (37-39)
- Security of Employment (45, 46)
- Negotiation of terms and conditions of employment (52-56)

De-professionalisation

"Education is not the filling of a pail, but the lighting of a fire"
— William Butler Yeats (1865-1939)

Introduction

The World Bank, in a study on Pakistan refers to teachers as “service delivery agents”. Unfortunately, that “mechanical” vision of teachers and the teaching profession is becoming more common. Are learning institutions to be transformed into manufacturing plants of factors of production and services for the economy?

Peter Drucker, the influential management theorist, speaking of business, famously said, “If you can't measure it, you can't manage it.” That has not turned out to be, strictly speaking, true in many business situations, in part, because the world, including the corporate world, is not completely rational. And, when companies deal with “intangibles” like reputation, human rights, and corporate responsibility, many discover the weakness of letting priorities be dictated by measurement. They find, for example, that some things, like release of chemicals into the atmosphere, are easier to measure than freedom of association. Drucker's maxim automatically and inevitably makes measurable things important and immeasurable things irrelevant. And, immeasurable things can produce measurable results; like going out of business.

Albert Einstein has been quoted as saying, *“Not everything that can be counted counts. Not everything that counts can be counted.”* Nowhere is this truer than in education. Yet, a fixation on measurement has characterised “accountability” approaches to education. One important example is student testing. Testing can be useful as part of a teacher's range of education tools. But, when the test becomes the centre of the education universe and students and teachers auxiliary to it, there is a serious and dangerous confusion of means and ends.

Many damaging “reforms” are couched in terms of helping teachers and improving access to and quality of education. Many are, undoubtedly, sincere and well-intentioned. However, they often reduce the space for teachers to exercise their profession by prescribing, sometimes in detail, how and what they must teach. Sometimes such reforms go so far as evaluating teachers based on test scores of students. This approach produces “de-professionalisation”.

The recruitment and prevalence of unqualified teaching personnel in countries such as Mali, Niger, India, Indonesia and Senegal continues to be a major concern to education unions. This deprofessionalisation trend is not limited to developing or middle income countries. The UK, USA, Australia, Chile and more than 30 other countries recruit unqualified personnel to commit to teaching for a period of 2 years through the Teach for All initiative. Recruiting unqualified and inexperienced individuals to teach on a temporary basis is not the solution to the challenges of quality education in inner-city schools and other disadvantaged areas as the proponents of the programme claim. This perpetuates and exacerbates disadvantage.

There are no references to de-professionalisation in either the 1966 or 1997 Recommendations; however, the status of teachers depends, in large part, on their professional role. So, de-professionalisation is relevant. And, the professionalisation of teaching flows directly from the Recommendations.

Private sector practices versus public service values

The 1966 and the 1997 Recommendations represent a coherent approach to the teaching profession. They connect training and professional development, teacher rights, working conditions, professionalism, and experience with the quality of education. The emphasis on autonomy and other professional issues is fundamental to the pursuit of excellence in education. The Recommendations recognise that student learning conditions are inextricably tied to teacher teaching conditions.

There are many countries that strive for the best preparation possible for teachers, value professional qualifications of teachers, and provide teacher support and encouragement. They depend on dedicated and motivated teachers to provide well-rounded education that prepares young people and all learners for life, as well as employment.

However, increasingly, the “models” for education are not what, demonstrably, work best, but are informed by dogma rather than experience. For example, there is general agreement that Finland has an exceptionally good education system grounded in respect for and autonomy of teachers. One does not find efforts to spread that “model” around the world, however. A cynic might claim that it is because there is no money in it. The new models, instead, apply untested private sector thinking; deemed to be inherently superior to knowledge in the teaching profession. It is a triumph of faith over experience.

The new models come from a handful of developed countries, from public and private sources, and emphasise choice, competition, incentives and accountability. They have not been confined to those few countries, however. They have been accepted and spread, to a great extent, by development agencies, regional development banks, the World Bank and private philanthropists.

In the EI survey of affiliated unions on the status of teachers and the teaching profession, several affiliates expressed concerns about competitive attitudes, growing standardisation and accountability systems. The comment by the Korean Teachers and Education Workers Union (KTU) was considered representative of the situation in many other countries:

“First, competitive culture has been introduced to the teaching profession...like merit-bonus payment, standardised testing, teacher evaluation systems... Government policy makers wanted to show...a big effort to bring innovative change among teachers, but it has resulted in no positive fruit. Rather, those policies have played a role to break the cooperative culture among teachers. Second, students’ interest in learning has declined because of teaching to the test. It has brought about students’ bad behaviour that teachers can’t control...”

An Australian union (IEU) also reported a much more competitive approach, with school test scores being posted on the internet and the creation of a national testing regime; all leading to teachers being blamed for “perceived underperformance”. Both US EI affiliates, the NEA and the AFT, reported a shift to policies that have “focused on identifying and sanctioning individual teachers for poor student achievement, resulting in a culture that ‘blames and shames’ teachers (AFT) and stating that the “reform movement” stressed “teacher effectiveness and evaluation” centring on a message that there are “too many bad teachers who cannot be fired” (NEA). In other words, such reforms demonise teachers; the only actors in education capable of ensuring that students receive a quality education.

In the EI publication, “Global Managerial Education Reforms and Teachers”, also devoted to the same, imposed models, in none of the countries examined (Indonesia, Jamaica, Namibia, Uganda, India, Turkey, and Peru) were teachers and their organisations properly consulted. In most, they were not consulted at all. In other words, reforms are being imposed from “on high”.

In Els Education for All survey, including extensive discussions with affiliates, the same lack of consultation was described in a disturbing number of countries, including Sri Lanka, the

Philippines, Cameroon, and Mauritius, although NGOs that were “friendly” were allowed to be at the table. In some cases, trade unions were permitted to join discussions until they expressed concerns; then they were excluded. Overall, the report shows that, “according to the more than 14,000 teachers surveyed, education reform is imposed by government and 88 per cent of them do not feel consulted on matters affecting their professional lives”. Exclusion from official bodies established to deal with education issues were reported by unions in Bangladesh, Fiji, Rwanda, Benin, Zimbabwe, Cote d’Ivoire, Mozambique, Guinea Bissau, Niger, Democratic Republic of the Congo and Swaziland.

The Education for All survey also showed, however, that there were some cases of progress on professional issues. In Angola, the union convinced the government to provide initial teacher training at university level. And, in Senegal, the union got the government to fix the salaries and conditions of contract teachers at the same level as regular teachers. The teachers’ union in the Gambia was able to persuade the government to provide allowances and incentives for teachers in rural areas.

Although in many countries, opportunities for teachers to participate in the development of sound policy for quality education seem to be shrinking, at the same time, doors are opening to private, profit-making companies to take the lead. In a transformation that is contrary to both the spirit and the letter of the Recommendations, misguided reforms have made teachers “outsiders” in education. And, real outsiders increasingly have the inside track.

As is laid out in the 1966 Recommendation, States have the responsibility to ensure that “there is an adequate network of schools and that education is free”. Even if governments try to “contract out” their responsibilities, they are ultimately accountable for the condition of education in their countries. Privatisation, public-private partnerships or other “innovative” approaches do not change that reality.

Professionalisation

The Australian Council of Professions defined teaching in this way:

“A profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as, possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others.”

That definition is consistent with the Recommendations. But, some global players and global forces, well-intentioned and less so, are encouraging de-professionalisation. In that contest, there needs to be an expanded global discussion on the future of the teaching profession and quality education.

Reforming destructive reforms is a difficult, probably impossible, task. Such a debate should not take place in a false and misleading “reform” framework where both values and logic must be checked at the door. Rather, it would make more sense to find a way to initiate a process of discussion on the future of the teaching profession and of quality education based on the 1966 and 1997 Recommendations. There would be no “non-negotiable” demands and generations of experience in the teaching profession would carry at least as much weight as the latest fashions and the slick fluff of education profiteers.

EI believes that the governments and the world of education should seek to strengthen the qualifications of teachers, support professional autonomy, place standardised testing and student evaluations in a larger education context, and treat teachers with respect; as valued partners rather than as objects or obstacles. Recognising teachers as valuable, interested, and useful professionals would also aid with recruitment and retention of talented teachers.

Education is no doubt important for economic development. It is essential to prepare young people for work. But education should also; in the words of the 1966 Recommendation, “be directed to the all-round development of the human personality...” It is understandable if captains of industry see “products” of education as factors of production. Governments and educators, however, must see students as human beings who will shape the future of both our economies and our societies.

Teacher trade unionism brings together two traditions; trade union and professional. At national level, the division between bargaining and professional consultations or governance processes have varied. However, in most situations, it has been possible to deal with professional issues in a cooperative manner, if not through bargaining, through other forms of social dialogue or processes. However, “reform” has often crowded out that essential space for people on the ground who care about education to combine the best of their professional experience and instincts in the interests of students and society.

Traditional collective bargaining covers wages, working hours, and working conditions. As this submission to CEART shows, working conditions and professional issues are often the same. Whether it is precarious work or occupational stress or values and tolerance or the ways of dealing with austerity and other economic/political issues, professional issues have a huge and direct impact on the working conditions of teachers.

It is not in the interests of either school leaders, administrators or teachers and their representatives or students to have prescriptions imposed from above. One way to open up some room for the teaching profession to enter the debate is to expand the scope of bargaining to those professional issues that have such an important impact on wages, working hours and working conditions.

Bargaining puts both parties at the table rather than excluding them. And, bargaining is a flexible process. Part of its intrinsic merit is that the outcomes are agreed, and, therefore, move forward only when there is a meeting of the minds. Much reform seems to have an ideological bias against trade unions, but that does not reflect the general experience of the social partners. That experience is, rather, of pragmatic engagement to find solutions to common challenges.

Recommendation

UNESCO and the ILO should endeavour to expand global dialogue on de-professionalisation and professionalisation for quality education. It is past time to expand real discussions with the real actors. An open approach that would put everything on the table at the global level might ease up some of the stifling pressure that many EI affiliates in developing and developed countries feel as “solutions” are imposed that do not correspond with the real problems and opportunities in education.

Expanded global dialogue might also help open the door to normal consultations and bargaining at the national level on these vital issues. It is time for those who care about quality education to come together and “risk” doing the right thing to build workable and sustainable solutions to the challenges that face the world of education.

De-professionalisation, linked with mistaken approaches to education reform, is the mirror image of the entirety of the 1966 and 1997 Recommendations. Nevertheless, it may be useful to cite some of the Recommendations that are most pertinent to the professionalisation challenge:

1966 Recommendation

- Guiding Principles (paragraphs 3-9)
- Educational objectives and policies (10)
- Preparation for the profession (11-18)
- Teacher preparation programmes (19-24)
- Teacher preparation institutions (25-30)
- Further education for teachers (31-37)
- Entry into the teaching profession (38-39)
- Advancement and promotion (40-44)
- Security of tenure (45-52)
- Women teachers with family responsibilities (54-58)
- Part-time service (59-60)
- Professional freedom (61-69)
- Responsibilities of teachers (70-74)
- Relations between teachers and the education service as a whole (75-78)
- Rights of teachers (79-84)
- Conditions for effective teaching and learning (85-93)
- Study leave (95)
- Special leave (96-100)
- Sick leave and maternity leave (101-103)
- Teacher exchange (104-107)
- School buildings (108-110)
- Special provisions for teachers in rural or remote areas (111-113)
- Teacher salaries (114-124)
- Social security (125-140)
- The teacher shortage (141-145)

1997 Recommendation

- Preamble
- Guiding Principles (3-9)
- Education objectives and policies (10-16)
- Institutional rights, duties and responsibilities (17-24)
- Rights and freedoms of higher-education teaching personnel (25-32)
- Duties and responsibilities of higher-education teaching personnel (33-36)
- Preparation for the profession (37-39)
- Terms and conditions of employment (40-72)
- Utilization and implementation (73-76)

Occupational Health and Safety

Psychosocial hazards

The most significant occupational health hazards for teachers are related to stress. They can go from inhibiting the ability of teachers to carry out their professional responsibilities to the development of stress-related diseases. Stress is on the increase in many countries. Based on figures from 2005 provided by the European Agency for Safety and Health at Work, stress was highest in education and health care (workers in those sectors were also subject to the greatest anxiety and irritability).

Stress comes from internal and external sources and it can affect teachers as a group as well as individually. Regardless of the sources of stress, however, they can result in stress-related diseases. As with other occupational health and safety dangers, the most effective manner to deal with them is through prevention.

A school leadership survey conducted by the European Trade Union Committee for Education (ETUCE), EI European Region in 2012 revealed that high workload was a common source of stress and work-life imbalance for school leaders. The average working hours of school leaders per week in nine of the 10 participating countries was above the maximum number of hours and over time (48 per week) stipulated in the Working Time Directive of the European Union (2003), with Germany, France and the UK reporting the highest at 60, 62 and 65 hours per week, respectively.

Examples of sources of stress that may come from outside the school would be non-payment of wages (for example, in a recent EI seminar in Africa looking at MDG education goals, seven months of non-payment of wages was reported in the Gambia and other forms of non-payment were described in Guinea-Bissau, Uganda, and the Congo), low salaries that may lead to seeking supplemental payments from parents or private tutoring, budget and staff cuts, and anti-teacher attitudes and policies. In other words, the general environment and support for teachers as well as their status in society may produce or reduce stress.

People who go into teaching are usually highly motivated. They wish to make a contribution and use their training and professional skills to reach and effectively educate students. When conditions evolve in such a way that their professional judgement is no longer valued, where they lose autonomy, where they are not consulted or where they do not have sufficient time to do their jobs, including when their time is diverted into less useful tasks, stress rises. De-professionalisation undermines education, but it also damages teachers and produces stress that makes it more dangerous to work and makes it more difficult for teachers to carry out their missions. Or, it may lead them to quit the teaching profession at a time that many countries are facing teacher shortages.

A major source of stress is temporary, fixed term, and contract employment (precarious work). Abuses are widely found in, but not limited to, higher education.

Moral or sexual harassment are offenses that also contribute to stress as does violence and fear of violence or harassment. And, unlike many other occupations, teachers may have “psychosocial hazards”, including harassment, which does not derive directly from the employment relationship, but from other interlocutors like students and parents. And, social networking can rapidly spread mis-information and disinformation about teachers that may damage or destroy reputations and will, in effect, undermine due process and disciplinary

processes that are elaborated in the Recommendations (1966) under "security of tenure (paragraphs 45-52), under the Recommendations (1997), under discipline and dismissal (paragraphs 46-51) and in national law, school rules and/or collective agreements. They may also, de facto, affect possibilities for promotion.

Teachers and other education personnel, like all people, need and deserve respect, from educational leaders, administrations and from colleagues, but also from third parties like students, parents, and communities. Respect is also necessary if one is to be able to teach effectively and have sufficient authority in the classroom. In both a specific and more general societal contest, it largely defines and determines the status of teachers.

In addition, work and family issues, referred to in the 1966 Recommendations, although they affect both male and female teachers, disproportionately impact women, as the burden for family responsibilities is more often borne by them. Although it is outside the classroom, an imbalance between work and family life creates stress and schools need to act in these areas if they are to accommodate important needs for teachers, especially women, and ensure that teachers can focus on their professions in a way that does not exclude adequate care for their families.

Physical Security

Safety in school buildings remains an important issue in many countries. Asbestos was widely employed for decades during construction of buildings because of its insulation and sound reduction properties. In some cases, improper and unsafe removal of asbestos has posed hazards to teachers and students alike.

It is important that school buildings be designed in such a manner as to avoid health and safety dangers, but also to facilitate the education process. Issues like noise in classrooms, for example, can limit concentration and increase stress and fatigue for both students and teachers.

The buildings and facilities must provide a secure environment within which staff and students are safe and feel safe and protected from physical harm.

Large numbers of education buildings are located in insecure zones due to climate change, in coastal areas or near other bodies of water where they may be exposed to storms and flooding. Or, they may be found on complicated geological structures or seismically active zones.

Education institutions everywhere should be recognised, by all parties to conflicts, as sanctuaries in which all have an equal opportunity to develop their potential in safety, secure from violence in all of its forms. Threats to security may also come from lawlessness. All children and adults have the right to education in a safe, peaceful learning and teaching environment. Girls and women are particularly vulnerable to violent acts, including rape.

National legislation should be adopted and implemented that protects children, students, teachers, academics and education support personnel from violent political or military or other attacks on educational settlements, as well as on their way to or from their places of learning or work.

It is vital that all such danger factors are taken into account by public authorities at the time schools are located and constructed as well as during the "lifetime" of the buildings.

Other issues mentioned in the 1966 recommendations that are considered to be important considerations for the quality of education, include class size (paragraph 86), ancillary support (paragraph 87), preparation time and "Hours of work" (paragraphs 89-93). These factors are

also related to stress. On the issue of class size, a survey of EI-affiliated organisations indicated that most affiliates (56%) reported over-crowded classrooms.

At European level, a major focus of social dialogue has been stress in a limited number of sectors, including education. A social dialogue project beginning in 2015 is devoted exclusively to the education sector. It seeks to “identify concrete and practical ways to prevent and combat work-related stress in education”. At the national level in Europe, negotiations have taken place in a few countries on de-professionalisation issues closely linked to stress.

Recommendation

Teacher health and safety issues, in particular, psychosocial hazards have become serious problems in all regions of the world. The causes are diverse. Some of them are more controllable than others. Prevention of such hazards should be a major priority. The impact of stress on teachers is related to and rooted in a large number of Recommendations of both 1966 and 1997 and they affect both teachers and the quality of education.

Concerning the safety of buildings, there are a multitude of important threats to health and safety of education personnel and students where governments need to act. These include not only the physical safety of the structures, but external threats, whether they come from the forces of nature or from human beings.

Recommendations relevant to occupational health and safety of teachers include:

1966 Recommendations

- Guiding Principles (paragraphs 4-9)
- Educational objectives and policies ((c), (e), (g)-(l))
- Further Education for Teachers (31-37)
- Advancement and promotion (40-44)
- Security of tenure (45-52)
- Medical examinations (53)
- Woman teachers with family responsibilities (54-58)
- Part-time service (59-60)
- Rights and responsibilities of teachers (61-74)
- Relations between teachers and the education service as a whole (75-78)
- Rights of teachers (79-84)
- Conditions for effective teaching and learning (85-93)
- Annual holidays with pay (94)
- Study leave (95)
- Special leave (96-100)
- Sick leave and maternity leave (101-103)
- Teacher Exchange (106)
- School buildings (108-110)
- Social security (125-127)

- Medical care (126)
- Sickness benefit (129)
- Employment injury benefit (130-131)
- Invalidity benefit (135-137)

Recommendation (1997)

- Guiding Principles (6-8)
- Institutional autonomy (17-21)
- Individual rights and freedoms: civil rights, academic freedom, publication rights, and the international exchange of information (25-30)
- Self-governance and collegiality (31-32)
- Entry into the academic profession (40-44)
- Security of tenure (45-46)
- Appraisal (47)
- Discipline and dismissal (48-51)
- Negotiation of terms and conditions of employment (52-56)
- Salaries, workload, social security benefits, health and safety (57-64)
- Study and research leave and annual holidays (65-69)
- Terms and conditions of employment of women higher-education teaching personnel (71)
- Terms and conditions of employment of disabled higher-education teaching personnel (72)

Precarious Work

Introduction

The recommendations of 1966 and of 1997 connect quality education with security of employment. The assumption is that teaching is a profession that requires qualifications and an environment in which that profession can be effectively practiced.

Precarious work has been a problem in higher education for some years; however, it is spreading to primary and secondary education as well. And, it is endemic in early childhood education and common in vocational education and training. It takes many forms, including fixed term contracts and even “informal” teachers. Some substitute teachers in the UK and Ireland are dispatched to schools by temporary employment agencies.

Overall, the EI survey on the status of teachers shows that higher percentages of teachers with civil servant status can be found in primary and secondary education, whereas contractual status was recorded more often in early childhood education, vocational education and training, higher education and among education support personnel. However, employing state school teachers on a contractual basis is becoming a common practice in many countries, including Armenia, Estonia, Ireland, Latvia, Russia, Sweden, and the UK. In several countries, teachers can be employed either as civil servants or as contract employees (for example, Australia, Brazil, the Cook Islands, Greece, Guinea, Haiti, France, Malawi, the Netherlands, Portugal, Senegal, the Solomon Islands, and Turkey). One EI affiliate in the US indicated that, whereas in the past, a majority of teachers in higher education were civil servants, a growing majority is now contract employees. France has also seen a significant increase of teachers in higher education employed on fixed term contracts.

EI's extensive survey on Education for All showed that half of the affiliates responding reported that terms of employment had deteriorated since the adoption of the Dakar Framework for Action in 2000. The survey indicates that “Fixed, long-term contracts are being replaced by short-term, temporary contracts, creating a sense of job instability. There is widespread concern with the dramatic increase in the number of teachers with precarious or temporary contracts”.

One lecturer in Ireland described his situation in higher education as follows:

“One of the problems for academics is that [...] it's increasingly difficult to get a full time job, particularly straight out of your qualification period, so after I got my PhD, I was working contract for nearly 15 years and a contract meant at one point I was working in 6 different institutions but small amounts of work in each and trying to piece together an income out of that and that's so, my working conditions changed enormously when at the age of 42 I got my first full-time job.”

As in other sectors, public and private, a disproportionate share of precarious work, including “informal” teaching, is done by women. This development adds to the fact that women teachers remain predominant in lower paid categories of teachers (for example, primary school and early childhood education) and less present in higher paid teaching positions (for instance, higher secondary education and higher education). The EI Quadrennial Survey on Equality and Diversity 2019 – 2011, however, shows that not all affiliates consider that there is a problem in that area. Some indicate that there is, in fact, a need to attract more men into the teaching profession (sometimes discouraged by low salaries).

Limited, insecure contracts are also often associated with recruiting unqualified teachers. The proliferation of such contracts lowers pay and often results in narrow training limited to a few specific subjects. One reflection of diminished status of education and teachers in some countries is the attitude that “anybody can teach”. Low qualifications and contract employment (often with few benefits of teachers with secure jobs) also fuels the teacher shortage as the profession becomes less attractive to young people.

Some teachers’ unions have been able to limit the trend towards contract teachers. The organisations of teachers in Senegal were able to produce changes that mean that most contract teachers will receive the same salary and conditions as other teachers. In Mali, EI and Oxfam Novib (Netherlands), together with EI affiliate (SNEC-UNTM), the Malian Government and teacher education institutions came up with a successful training and upgrading programme for community teachers. Through this programme, known as Quality Educators for All, over 4 000 community teachers have been trained and the majority of them integrated into the Public Service. This should also help to resolve the problem of excessive turnover.

Exercise of rights

Precarious work and “casualisation” are linked with de-professionalisation. Many reform efforts seek to make employment less secure. Some reform programmes advocate elimination of teacher tenure to facilitate getting rid of teachers who do not “perform” according to certain criteria. Teachers, like workers in other professions, do not perform better because they are afraid of losing their jobs. Fear, in fact, undermines teachers and teaching. As Edmund Burke said, “No power so effectually robs the mind of all its powers of acting and reasoning as fear.”

Fear related to precarious work or, as a minimum, reluctance to take a chance or act in a way that might result in contracts not being renewed or extended, undermines many teachers’ rights and provisions in the Recommendations that are designed to both protect teachers and the quality of education. It may make teachers hesitant to join or form trade unions or to become active trade unionists. Precarious work also makes teachers reluctant to exercise other rights or to denounce corruption or other abuses.

The section “Rights and freedoms of higher-education teaching personnel” of the 1997 Recommendation, groups academic freedom with “self-governance. Precarious work clearly connects with both areas. A teacher in constant danger of losing employment is much less likely to exercise academic freedom than one with secure employment. Similarly, independence of precarious teachers is limited in terms of participation in governance structures. There may be, understandably, a tendency to remain silent or to consider that management is always right.

“Reforms”

A number of “reforms” have included changes which would make teaching a more precarious profession, for example, making it easier to dismiss teachers, expanding the use of contract teachers, and tying performance to student test scores.

The World Bank, in its recommendations for India and for some other countries, has encouraged the use of contract teachers. One “advantage” reported in a World Bank report for the use of contract teachers in India was that “they get paid between one-fourth and one-fifth of the salary of regular teachers”.

The expansion of the use of contract teachers is often advocated in combination with lower

levels of teacher qualifications and preparation. An analysis of World Bank projects points out that recommendations are not identical in the area of job security in all countries in which the Bank has projects, but there are several where such policies are advocated. The EI report, “Global Managerial Education Reforms and Teachers” confirms the support for changes that make work more precarious in several country examples, including some funded by the World Bank.

Recommendation

Precarious work has grown considerably in education, particularly higher education, early childhood education and vocational education and training, since the adoption of the 1966 and 1997 Recommendation. The deterioration of secure employment structures has hindered the ability of many teachers to exercise their rights and their professional judgements. Precarious work is relevant to both Recommendations because it erodes important protections for teachers as well as undermining quality education. The examination of precarious work and its effects in education should be included as part of real, constructive reform programmes. Global policy action and assistance should seek to make employment more, not less secure.

The most Relevant Recommendations include:

1966 Recommendation

- Guiding Principles (paragraphs 4-5)
- Security of tenure (52)
- Part-time service (59-60)
- Relations between teachers and the education service as a whole (76-78)
- Rights of teachers (79-84)
- Teachers’ salaries (114-124)
- Social security (125-140)
- The teacher shortage (141, 142, 145)

1997 Recommendation

- Guiding principles (4-8)
- Rights and freedoms of higher-education teaching personnel (26-29, 31-32)
- Terms and conditions of employment (40, 43, 45-46, 48-72)

Economic Issues

Introduction

The financial crisis which started in 2007/2008 was the most recent and most serious of a series of crises in financial markets based on unsustainable private debt and facilitated by progressive financial market de-regulation. What began as a financial crisis rapidly became a more general economic crisis; the largest since the Great Depression of the 1930's.

These crises had several, direct and indirect, effects on education. Among them were instability of employment and of government revenue, acceleration of growing inequalities inside and between countries, and the effects of austerity programmes prompted, in large part, by public assumption of private debt.

The growing domination of the global economy by financial market actors looking for large, rapid returns rather than productive investments and economic development led to "short-termism" (economic, social, and environmental) instead of sustainable development, which requires a longer term perspective.

The national de-regulation that produced unregulated global financial markets also massively changed the balance of power even within the business community. But, more importantly for governments and public services, it shifted power from the elected to the un-elected. Government decisions were limited by reactions or feared reactions of markets. Markets were not only determining value, but, in effect, values. Although there is wide-spread agreement that global regulation of financial markets is needed, steps have not yet been taken that would prevent another financial crisis.

Governments have acted to lock in corporate advantage through a series of trade and investment agreements that privileged investors over workers and consumers. A dogmatic, as opposed to pragmatic, orientation has a major impact on public services, including education.

The effects of the Great Recession, but in particular the mobilisation of resources to bail out banks and other financial institutions, took away resources from public services and from addressing social needs. It reduced revenue as unemployment grew and tax income shrunk. Inequality of sacrifice was added to tax systems that had already become less fair. Although progressive income taxes remained in place in those countries that had them, rates were being cut for wealthy individuals and for companies in order to avoid capital flight.

On the expenditure side, there was initially coordinated government spending, mostly on infrastructure, which prevented the recession from becoming a depression. However, this brief positive period was followed, again because of issues of financial market "confidence" and the influence of ratings agencies, by austerity.

When the "recovery" began in affected countries, it was in the form of jobless growth. When jobs began being created at a slow pace, they were often "rights-less jobs". Even in public services, there were some shifts to more precarious jobs and fixed term contracts or the use of temporary employment agencies. In some cases, precarious work has accentuated relative disadvantages for women workers.

In many countries, the crisis and the "recovery" have had a disproportionate impact on young people. Not only are there, in many countries, high levels of youth unemployment, but there

is often, among the employed, a “generation gap”, with the concentration of “rights-less” jobs for the young or those returning to the labour force after a long absence. One finds secure contracts for some and short-term, fixed contracts or triangular employment relationships (for example, “working” for a private employment agency rather than for the “real employer”) for others. This is also a form of discrimination. To some extent and in some locations, this divide also exists in the education sector.

In other words, in this context, education was hit with several related developments; shifts in policy influence, ideological obstacles to public service, deteriorating economic circumstances, and austerity. The effects were not uniform over the global economy, but they had impact on, for example, the achievement of the millennium development goals, including education for all.

Austerity

Although financing for education is a problem in many countries, which delayed implementation of the education for all goals, not all countries were affected in the same manner by the crisis that began in 2008. Overall, progress was made on those goals, but financing problems in many developing countries and other problems still hindered implementation.

Even in developed countries most affected by the crisis, the impact was mixed. An OECD study showed that many governments shielded education from cuts or from significant cuts. Exceptions were mainly the European countries most severely hit by the crisis (particularly, Greece, Portugal, Spain, Latvia, and Ireland) and parts of the United States.

In some cases, not only education budgets were affected, but austerity was used as a rationale or excuse for violation of trade union rights (ILO Committee on Freedom of Association cases were filed and decisions rendered concerning Greece and Portugal and there have certainly been trade union rights violations in some States in the US where, for example, collective bargaining has been abolished). There are long-term dangers in some countries that have not yet been affected because of general government revenue/finance issues and the fact that education is a major component of government budgets.

Education for All

EI surveyed affiliates on the achievement of the Education for All goals. In addition to the survey, they conducted discussions on a regional basis. The results show that the record is very mixed. Some countries have clearly increased investment in education (for example, Benin, Brazil, Burundi, Democratic Republic of the Congo, Ethiopia, the Gambia, Ghana, Indonesia, Kenya, Mali, Nepal, Senegal, and Swaziland), in others, spending stagnated at low levels (for example, Côte d'Ivoire, Guinea, Madagascar, Mauritius, Morocco, the Philippines, Togo, Uganda and Zimbabwe). Some governments have reduced the share of the national budget devoted to education (as a percentage of GDP, for example, Burkina Faso, Chad, Djibouti, Fiji, Egypt, Sierra Leone, and Sri Lanka), while others have increased it, but not enough to compensate for the growth of school populations. Foreign aid to education, intended to help many developing countries reach their goals has been on the decline since 2010 and aid to basic education has been cut for countries that need it most.

There is also often a problem of efficient use of resources or establishing sound priorities. More money may be found in national budgets, but teachers do not see it in the classroom. It remains difficult in many countries (for example, Burkina Faso and Niger) to provide adequate

incentives or resources for quality education in rural areas although progress has been made in others (for example, Senegal and Burundi). In regional meetings, EI affiliates also identified corruption as a significant factor siphoning off funds allocated for education. Forms of corruption include “ghost schools” (Senegalese unions identified and exposed several) and “ghost teachers” (for example, Angola, Madagascar, Zimbabwe and Cambodia).

A number of organisations reported significant problems with the availability of teaching materials and with over-crowded classrooms and with inadequate teacher training. There are also schools in some countries, particularly in rural areas, where there is inadequate furniture: students have to sit on the ground and work on their laps.

In a large number of countries, school fees have been abolished. However, “free” public education is not always free (for example, Zimbabwe). In others, salaries are so low that parents contribute, informally, to teacher compensation. Or, parents may not have to pay a fee, but they may have to pay rent for their children’s desks (for example, Guinea) or must pay for books, examinations, school materials and other costs (for example, Tunisia, Philippines, Swaziland, and Sri Lanka). In some countries (for example Haiti, Liberia and Somalia) the implementation of education for all has been difficult because much of the school systems are private.

In all regions, a significant number of teacher organisations reported a decline in social dialogue or a reduction in its quality. This was often the case in countries that were undertaking major “reforms” of their education systems.

Taxes and Finance

EI, in 2011, published a report entitled, “Global Corporate Taxation for Quality Public Services”. It focused on corporate tax evasion and avoidance; both legal and illegal. The publication raised issues of tax fairness as well as revenue loss. Much more recently, the G-20 asked the OECD to work on this issue. They launched very useful work on what they called “Base Erosion and Profit Shifting (BEPS)”. Considerable progress has been made and rules should be developed that would prevent companies from artificially transferring operations or profits to different jurisdictions depending on tax rates in a manner that is unrelated to where they are actually earning their money. This should reduce distortions of corporate decision making and generate new revenues.

A number of European governments are looking at imposing a financial transactions tax (FTT) designed to limit and slow down financial speculation (and help to ensure that another financial crisis does not occur) as well as raise revenue even though the rates being considered are low.

Alternative revenue sources are also being examined, including through the UN Financing for Development process. Instruments that would generate revenues through government bonds and would not allow education and other vital public services to pass into private hands would be more in keeping with global education policy goals and the Recommendations than private-public-partnerships that would cede or share policy making and operation of schools with private, profit-making enterprises.

Recommendation

Realising the right to education requires that education be insulated from the shocks produced by economic mis-management and financial speculation. Stabilising the global economy is essential if quality education is not to suffer from temporary gaps as the loss of education for even one generation is irreparable. Taxes are essential for secure and sustainable financing of education. They are also an important instrument to overcome growing inequality. Public money needs to be credibly and efficiently managed and used in order to serve education priorities to be determined with the participation of teaching professionals and their organisations. Awareness of tax injustices is high as is support for quality education and the post-2015 process offers an opportunity to build consensus and mobilise governments and others on such issues. Not addressing these central issues would be a sad, even tragic missed opportunity.

Relevant Recommendations

1966 Recommendation

- Guiding principles (paragraphs 8-9)
- Educational objectives and policies (10)
- Preparation for the profession (11-37)
- Security of tenure (45)
- Conditions for effective teaching and learning (85-124)
- Social security (125-140)
- The teacher shortage (145-149)

1997 Recommendation

- Guiding principles (5-8)
- Educational objectives and policies (10-16)
- Institutional accountability (22-24)
- Duties and responsibilities of higher-education teaching personnel (34, 36)
- Preparation for the profession (37)
- Security of employment (45-46)
- Negotiations of terms and conditions of employment (52-56)
- Salaries, workload, social security benefits, health and safety (57-64)

Discrimination

Introduction

Progress has been made against discrimination in many countries. It, nevertheless, continues on the basis of age, disability, ethnicity or indigeneity, gender, gender identity or sexual orientation, language, marital status, migratory status, political activism, race, religion, socio-economic status, and trade union affiliation, among others.

There is also discrimination that is not based on identifiable characteristics. That includes discrimination based on status or employment relationships. A contract teacher, for example, who is doing the same as a colleague with comparable qualifications but does not receive the same benefits or protections, is suffering from discrimination.

Migrant Workers

There are serious problems of portability of credentials for migrant teachers. Many highly trained teachers cannot exercise their full professional capabilities no matter how well educated they are and how much teaching experience they might have. In addition, some countries are more willing to accept teaching credentials from other developed countries than from developing countries regardless of real professional levels. There are also some problems in this area in "South-South" migration. In a few cases, teachers even have credentials problems when they return.

If migrant teachers cannot practice or fully practice their profession, they may suffer from de-professionalisation because they end up performing work that does not correspond to their qualifications and may, over time, result in deterioration of their skills. One of the reasons that teachers migrate is for professional development. Unfortunately, the opposite is sometimes the result.

A teacher from Ecuador, Alfredo Ramirez, reported on his position, *"Professionally, the barriers that have been imposed on us in Spain create a sense of deception. After you have carefully prepared for many years, put in the effort to become part of the profession, and even though we use the same pedagogical system, you will not be accepted into teaching, because according to them, your degree is not valid."*

EI conducted focus groups with English teachers who worked in the Gulf States. They revealed:

"...Jordanian teachers who had worked in the UAE spoke of discrimination, lack of support, and wide pay disparities between themselves and the teachers who were nationals of their host country. Jordanian teachers were paid between one half and one quarter the salary of local teachers. Most felt discriminated against by their employer, and some felt mistreated by parents and teachers as well. Few felt the experience had met their expectations."

"By comparison, the Americans and Australians who were hired as English Medium Teachers reported in a focus group that they were treated lavishly. Upon arrival, they spent the first month at the five-star Intercontinental Hotel in Abu Dhabi, where their only job was to acclimatize. They earned a tax-free income that exceeded their home country salaries, in addition to free housing, health care, several trips home, and even a furniture allowance. They noted with concern the inequity between their treatment and that of their predecessors from Egypt and Jordan, and suggested that there was

even a third tier of salary and benefits reserved for the South African teachers, who fell mid-way between the Westerners and the teachers from the region."

Too many migrant teachers also suffer from racism and xenophobia from colleagues, parents, students, and the larger community and even from public authorities. Such problems are found in many European countries but also, for example, in South Africa, where there are large numbers of migrant teachers. The study, "A Strategy for Managing Teacher Migration in Southern Africa: Principles, guidelines and policy considerations"(Sinyolo, 2013) described various forms of discrimination, hostility and xenophobic attacks experienced by migrant teachers in South Africa and Botswana.

This story from an Indian teacher working in a school outside of Sydney, Australia shows one example of racism. In an interview with researchers, she said "My supervisor, who was supposed to supervise me when I was teaching – she was very racist, she discouraged me continuously, [saying] you can't do teaching, this is not the right kind of job for you".

Another important issue for migrant teachers as well as other migrant workers is the exploitation of migrants by recruitment agencies as well as employment bodies in some receiving countries. This may include charging exorbitant fees and misrepresentation of salaries, conditions, and rights in receiving countries. The EI survey of migrant teachers shows that there is a majority of migrant teachers who lack trade union representation.

In addition to improving global governance of migration, bilateral, multilateral and unilateral arrangements from both sending and receiving countries need to take into account that they are dealing with human beings with rights and not products. Much progress needs to be made at all levels to ensure that the rights and social protection of migrant workers are fully respected.

Education International is devoting considerable attention to migration and migration-related issues. Among its activities is the work of an active task force on migration and the establishment of a portal on the internet for the use of migrant teachers (<http://www.migrantteachersrights.org/>). That site offers information on rights for teachers who have left their home countries. It has also been used to discover the views and concerns of migrant teachers, including through an extensive survey. EI, in cooperation with other Global Unions, also addresses a number of policy issues in the global arena that affect the rights of all migrant workers, including teachers.

Gender

Women tend to be concentrated in early childhood education, in primary schools and among education support personnel. They are sometimes, but not always, under-represented at upper secondary school level and in school leadership. In general, there are relatively few women teaching and performing research in higher education.

In many countries, even if there are many women teachers, there are proportionately few in school leadership posts. A number of teacher unions have raised this issue with school administrations and Ministries of Education.

Progress has been made in some countries on discrimination against women teachers and against girl students. It is particularly important in several countries in the provision of education for girls. EI is promoting equality, not only in education, but also inside education trade unions.

The quadrennial survey on equality shows that some progress has been made for women in leadership positions in unions, but not enough.

The survey also shows that roughly half of responding unions are participating in EI's new initiative on School-Related Gender-Based Violence (SRGBV). A number of affiliates are also examining curricula to try to ensure that there is no gender bias and that important gender issues are included.

Sexual orientation and gender identity

Standards on non-discrimination and equality for LGBT persons have been adopted, further developed or reinforced by the United Nations (2013), the European Union, the Organization of American States (OAS), and the African Commission on Human and Peoples' Rights.

There are national differences concerning groups suffering from discrimination, but prejudice against LGBT people remains a global problem even if progress has been made in a few countries. Homosexuality is considered a crime in a number of countries. Even the perception of being gay or lesbian or transgender often puts people at risk. LGBT persons rarely "come out" at the workplace so their problems remain invisible.

Actions against LGBT people are often not considered as mobbing and harassment. Even if it is recognised as such, it is rarely reported. Some educational institutions do not hire certain teachers because of their sexual orientation or gender identity or for perceptions of such orientation or identity. The same factors may hinder their career advancement. Religious schools have been known to dismiss teachers for entering into same-sex marriages or being divorced. Same-sex couples, including those with children, have protection from discrimination in few countries, in schools or elsewhere. And, in many nations, there is no legal recourse for victims of such discrimination.

Violations of rights of LGBT persons include the rights of assembly, expression, and information. They also suffer from stigmatisation and far too often are victims of persecution and violence. Physical attacks, torture, arbitrary detention, rape and killings of LGBT persons have been reported by national human rights bodies

Indigenous Peoples

There remain many serious problems of discrimination against indigenous peoples. Issues include failure to accept indigenous people outside of their communities when they wish to take advantage of opportunities there.

However, there are also problems of lack of respect of many rights linked to the possibilities of indigenous peoples to maintain their own communities, cultures, and traditions. This includes indigenous schools.

The right to receive education in one's mother tongue or native language is recognised in several international instruments, including the United Nations Declaration on the Rights of Indigenous Peoples (2007). This implies that educational planning should include the training of sufficient numbers of fully competent and qualified teachers able to teach in the mother tongue, as is stipulated in UNESCO's Recommendation on the Status of Teachers. Children should also be offered opportunities to benefit from multilingual education – the mother tongue, a regional or national language and/or an international language – to acquire knowledge, skills and competencies.

Discrimination Based on Terms of Employment and Employment Relationships

Article 7 (a) (i) of the UN International Covenant on Economic, Social and Cultural Rights, adopted in 1966, calls for “Fair wages and equal remuneration for work of equal value without distinction of any kind...” The promotion of precarious work, including temporary and fixed term contracts in teaching often establishes inequality based on employment relationships or employment status even if the work is “of equal value”. Such changes are being promoted by a number of education “reformers”, donor agencies and inter-governmental bodies.

In a few cases, teachers may not even have a direct employment relationship. Others have fixed term contracts that may not entitle them to the same pay or benefits or training opportunities or possibilities for promotion. In addition to constituting discrimination, it creates a “two-tier” employment structure that undermines collaboration among teachers and other teaching personnel.

Recommendation

Migrant teachers are playing a growing role in education in many countries. Governments should ensure that they are treated fairly. This includes openness to recognition of credentials, just employment practices, protection from harassment from parents, students, the community, and school authorities, and respect. It also requires protection of rights of migrants at global level as well as in bilateral and multilateral agreements. International conventions (UN and ILO) should be respected. Abuses by recruitment agencies and domestic employment bodies should be monitored and eliminated.

Although progress has been made in the education of girls and women teachers have also seen their status improve in many countries, there is still much to be done to ensure that women have equal opportunities, equal pay, and equal treatment.

LGBT teachers often live in fear and “hiding”. In some countries, they are subject to harassment and prejudice. Measures need to be taken to ensure that their rights are recognised and fully protected and that education serves to increase tolerance. National policy should target both the causes and the consequences of discrimination. Public representatives, including law enforcement officials and teachers should be adequately trained in order to help ensure equal treatment of LGBT people and the elimination of all forms of harassment and bullying.

Respect for rights of indigenous peoples includes the full range of human rights. It also means protections for indigenous education and cultural rights.

Growing numbers of “second-class” education personnel are suffering discrimination due to their employment status. This also damages the cohesion of the education workforce and quality of education. This unfair treatment, like bias based on identifiable personal characteristics, should be recognised as discrimination and addressed.

Relevant Recommendations

1966 Recommendation

- Guiding Principles (paragraphs 4, 5, and 7)
- Education objectives and policies (10 b)
- Women teachers with family responsibilities (54-58)
- Part-time service (59-60)
- Rights of teachers (79-84)
- Special leave (98)
- Sick leave and maternity leave (101-103)
- Teacher exchange (104-107)
- Teacher salaries (116)
- Social security (125-127)

1997 Recommendation

- Preamble
- Guiding Principles (7)
- Educational objectives and policies (13-16)
- Institutional accountability (22 f-h)
- Rights and freedoms of higher-education teaching personnel (25-27, 32)
- Terms and conditions of employment (43-46)
- Negotiation of terms and conditions of employment (56)
- Salaries, workload, social security benefits, health and safety (63- 64)
- Terms and conditions of employment of women higher-education teaching personnel (70)
- Terms and conditions of employment of disabled higher-education teaching personnel (71)
- Terms and conditions of employment of part-time higher-education teaching personnel (72)
- Utilization and implementation (73)

Trade Union Rights

Introduction

Trade union rights are enabling rights that allow workers to obtain other rights, as well as respect and recognition of their basic human dignity. The right to education is also an enabling right for individuals and for society. Trade union rights and the right to education are both part of the foundation for democracy. If those rights are respected and if trade unions and education are strong, that foundation will be solid and resilient.

The effective exercise of trade union rights does not only mean that the rights of trade unionists are protected. By creating representative organisations, workers broaden the distribution of power in society; a key to democracy. Trade unions also provide depth to democracy because they are democracies inside democracy as well as “schools” for democracy. In addition, by changing the balance of power, they open up “space” for the development of civil society.

The effective right to education means that doors are opened to people who would, otherwise, never have a chance. It is a key to equality between men and women. It is a powerful force for equality and opportunity in general.

Both the 1966 and the 1997 Recommendations recognise the links between trade union rights and their exercise and quality education. Freedom of association and the right to collective bargaining not only allow education personnel to help shape their own destinies, but they enable them to improve working conditions, which often also means teaching conditions and learning conditions.

Effective Exercise of Rights

Even where rights are protected in law and properly enforced by governments, precarious work, including limited term contracts, casual work, involuntary part-time work, contracting out and other forms of insecure, unstable work, have undermined many fundamental rights, including the rights to form trade unions and bargain. This has been particularly true in higher education and for certain groups of non-teaching staff (where contracting out/privatisation of services has expanded). Rights may exist on paper, but it is risky to exercise them.

In other situations, laws may, in theory, protect rights, but there is impunity for employers (including governments) if they violate those laws. Protection of the exercise of rights is linked with the rule of law and/or with trade unions that are strong enough to limit arbitrary treatment and other abuses.

Repressive governments often pay close attention to teachers, even beyond measures that may be taken against other trade unionists because they have contact with children and are playing a more “public” role. That is why the protections of civil rights and political action for teachers in the 1966 Recommendations as well as the general protections in ILO Convention 87 are so important. In Zimbabwe, Swaziland, Iran, and Ecuador, teachers are closely monitored out of fear that they may act politically. As one organisation indicates, when they put proposals forward, they are considered “dangerous or an attempt to bring about regime change”. In the

United States, it is clear that some of the recent action against trade union rights at the state level was in “retaliation” for the political activities of trade unions and their members.

Zimbabwe is only one example of a country where labour legislation (with the exception of labor legislation governing the public sector) does not seriously violate international labour standards, but where, on the ground, practices render legislation nearly meaningless. Another example is Djibouti where trade union rights violations take the form of gross interference in trade unions (including creating unions close to the government), and harassment and attacks on trade union leaders. Harassment and interference in trade unions has also been reported, among other countries, in Cote d’Ivoire, Cameroon, Equatorial Guinea. Honduras, Venezuela, Ecuador, Guatemala, Cambodia, Fiji, Iran, Korea, Belarus, Macedonia, and Turkey.

Social Dialogue

Unlike collective bargaining, social dialogue is not a right (it is based in part, however, on the right to collective bargaining), but it has been used extensively in education, particularly to deal with professional issues. There are also often structures related to governance, particularly in higher education, which address such issues.

For such processes to work, it is important that teachers feel free to speak and act independently without fear. It is also indispensable that professional issues can be discussed and decisions reached at school or university level rather than having key decisions made at higher levels and imposed on schools and teachers. If real issues cannot be discussed in such structures and, in addition, the scope of bargaining is limited, teachers are unable to make their special contributions to developing and protecting the profession of teaching.

Respect of Trade Union Rights

In some countries, for example, Georgia, Colombia and Myanmar, the trade union rights situation for teachers and others has improved even if laws and practices still have serious weaknesses. There also seems to be overall progress in Ghana, Kenya, the Philippines, Senegal, and Uganda

In others, like the Republic of Korea, Cameroon, Djibouti, Haiti, Honduras, Guatemala, and Macedonia, rights violations seem to have gotten worse. And, the situation remains very difficult in Turkey, Algeria, Burundi, Iran, and Honduras. In the United States, where there had been decades of progress at the state level, there have been some serious setbacks for both freedom of association and the right to collective bargaining.

The following information is not comprehensive, but it highlights a few countries by continent and covers some countries that were not already mentioned in this section:

Africa

The trade union rights situation in **Swaziland** has been difficult for generations; swinging back and forth between greater and lesser degrees of repression. Arbitrary rule rather than rule of law means that one never knows when vague, repressive laws will be applied (for example, against “sedition”) or when the necessary liberties for a trade union organisation will be restricted (like freedom of expression and freedom of assembly). One member of the EI affiliate

SNAT, said, “We can’t meet, we can’t talk, we can’t express ourselves, this is the Swaziland we want to change”.

In October of 2014, the Swazi Minister of Labour and Social Security dissolved all workers’ and employers’ federations with immediate effect, pending legal reforms. This includes the Trade Union Congress of Swaziland (TUCOSWA), to which the Swaziland National Association of Teachers (SNAT) is affiliated.

The right of teachers to form and join trade unions is recognised in **Botswana**, but not the right to collective bargaining. Decisions on civil service pay and benefits are made by the Cabinet of the Government. In the **Democratic Republic of the Congo**, teachers have the right to organise. On paper, they have the right to collective bargaining, but, in practice, wages are fixed by decree. There are many other countries as well where collective bargaining is banned or restricted in law or practice.

Engaging in teacher trade unionism in **Ethiopia** remains difficult. There are periodic arrests of activists and other forms of harassment. Students have also suffered from police repression when they have demonstrated. Meqcha Mengistu, a teacher and former member of the teachers’ union, continues to seek asylum. He has been in a refugee camp in Kenya since 2012.

Somalia remains in a state of chaos. Neither education nor industrial relations function. Other freedoms are not respected, including freedom of expression. Rule of law does not exist.

Trade union pluralism is not allowed in **Sudan**. All “trade unions” must belong to the State-controlled national centre, SWTUF.

Americas

Over the last three decades, legislation has been passed and other measures taken in **Canada** that, in effect, restrict organising and the scope of bargaining. Key legislation on trade union rights exists at provincial level. There are some provinces that restrict or ban strikes by teachers. However, in January of 2015, the Supreme Court ruled that the right to strike is protected in the Constitution.

In **Cuba**, a state/party controlled national centre, the CTC, exists. Attempts to form independent trade unions are repressed.

Public sector unions in **Colombia** have long been denied the right to collective bargaining. A decree issued in 2012 provides for collective bargaining. The decree was issued without proper consultations with teachers’ and other public sector unions. Nevertheless, the changes provide some opportunities for trade unions to better engage and function.

Most public employees in **Ecuador** do not have the right to form trade unions and bargain collectively. They have also been denied facilities for the collection of dues (check-off). There have been a number of demonstrations and other actions by unions to obtain these rights; some of which have been violently put down by the government.

Legislation protects the rights of workers in **Guatemala** to organise and bargain collectively, however, there is repression and violence against many trade union activists, up to and including assassination. Perpetrators of crimes against trade unionists often go unpunished.

Although the constitution in **Haiti** guarantees freedom of association, the labour code excludes many categories of workers. Among the workers denied basic trade union rights are civil servants, including teachers.

Under the law in **Honduras**, teachers have the right to organise and bargain. However, teacher leaders have been subject to attack as have peaceful demonstrators.

Legislation recognising the right to organise and bargain collectively of teachers is adopted by state legislatures in the **United States**. Exceptions are teachers working for the military, who have their rights protected by federal law, and a few local districts where employers bargain with teachers without being required to do so by state law. Only 34 states and the District of Columbia (Washington, DC) provide for full collective bargaining rights for teachers, although a few have restrictions on the right to strike. This represents, nevertheless, progress over the 1960's where there was very few collective bargaining rights for teachers even though teacher unions existed.

However, teachers and other public employees have seen their rights under attack in recent years. The economic crisis led to tough bargaining in many states and, in some cases, concessions by teachers' unions, but in other states, often with the excuse of tight budgets, fundamental rights were attacked. The deduction of union dues ("check-off") was banned in Alabama, Arizona, Michigan, and Wisconsin. In addition, in Wisconsin, most collective bargaining rights for most public employees, including teachers, were eliminated. This attack on public sector unions was followed by the passage of anti-union legislation (so-called right-to-work) covering the private sector in March of 2015. In Tennessee, collective bargaining by teachers has been replaced by "collaborative conferencing".

A few states have reduced the scope of bargaining for teachers (K-12), including taking many education issues off of the bargaining table. Limits on the scope of bargaining have included eliminating such issues as placement of teachers, discipline and dismissal procedures (including those related to layoffs for budgetary reasons), teacher evaluation and performance management criteria, performance based compensation, hours of work and working days, as well as anything related to out-sourcing and "private-public partnerships". There are also a number of restrictions on bargaining at university level, particularly at private universities.

Trade unions have become fragmented and weaker in **Venezuela** in recent decades. The government has sought, with partial success, to bring trade unions under control. Although labour unrest has increased in recent years, there are still some unions controlled by the government and the ruling party. Structures for "community-control" of schools have been opposed by many unions as means of weakening education and trade unions, but such changes have been welcomed by Chavista unions. An independent union of university teachers struck over low wages, but with the opposition of pro-government unions.

Asia

Teachers in both the public and the private sectors are not allowed to form trade unions in **Bangladesh**, but have formed associations. The right to strike is not recognised in law, but strikes are common.

In **Bhutan**, workers do not have the right to organise, bargain or strike. In the public sector. All decisions on wages, hours, and working conditions are made, unilaterally, by the government.

Teachers in **Cambodia** do not have the right to form trade unions (they have associations) or bargain. Union leaders have been subject to threats and harassment.

Only one, government/party trade union structure, the ACFTU, is allowed in **China**. There are some independent trade union activists and there are many strikes. The overwhelming majority of those strikes, however, appear to be in the market economy (private and public sector companies) and not in government service.

Nevertheless, protests and disputes organised outside the official teacher federation are reported, mostly occurring throughout ten provinces in the South East of China. Teachers are confronted with late or non-payments of wages and/or benefits. They form independent "resistance groups" because they do not consider that the official union protects their rights and conditions.

Workers are free to form trade unions independent of the government in **China (Hong Kong SAR)**. However, the government does not bargain with civil service unions, including those representing teachers.

It is difficult for trade unions in **Fiji** to function. There are regular attacks against union leaders and the court system does not function properly.

The laws in **India** provide protections for trade union rights although enforcement is poor and employer attacks on trade unions take place. The law makes a clear distinction between public employees and other workers. Teachers and other public employees have very limited rights to organise and bargain.

Teachers in **Indonesia**, many of whom are civil servants united in the United Teachers of the Republic of Indonesia (PGRI), have difficulties to act freely. The Department of Manpower interprets the law to mean that teachers are not covered by labour laws because they are not considered to be “workers”.

The Government of **Iran** continues its preference for Islamic Councils established under rules of the Ministry of Labour and Social Affairs. There is no right to collective bargaining or right to strike, although some strikes have taken place. There is repression of independent trade unions. In 2010, a teacher trade unionist was executed and several remain in jail. In spite of this repression, the education union has been able to have meetings with the Education Ministry and with some members of parliament.

Public employees in **Japan**, while having the right to organise, have limited possibilities to help determine salaries and working conditions. Wages and working conditions for public employees are based on the recommendations of the National Personnel Authority.

Teachers in the **Republic of Korea** after years of struggle and a major general strike, obtained the right to organise and bargain. However, on 24 October of 2014, the legal status of the Korea Teachers' Union (KTU) was withdrawn. The basis of the decision to “de-register” the union was that the KTU allowed dismissed and retired teachers to retain union membership. The right for such members to maintain their membership has been upheld repeatedly by the ILO.

Trade unions and all other organisations are controlled by the ruling party and the government in the **Democratic People's Republic of Korea**. Trade union rights and most other freedoms are not respected.

In **Malaysia**, civil service employees, including teachers, are free to form trade unions. However, in 1979, they lost the right to collective bargaining. They are only allowed to express their views.

In **Pakistan**, workers have the right to form and join trade unions and engage in collective bargaining except for agricultural workers and teachers. Limitations of rights also apply, however, in other sectors. Some teachers are members of associations.

In the **Philippines**, although there have been some overall improvements in education and in the treatment of teachers, the government falls far short when it comes to consulting trade unions, particularly before decisions are made.

In **Taiwan**, teachers may organise associations, but not trade unions.

In **Thailand**, many restrictions make it difficult to organise and bargain. In addition, certain categories of workers are not allowed to organise. These include those working for private universities and other private schools.

Vietnam does not accept trade union pluralism. Trade unions are controlled by a centralised structure that is, in turn, controlled by the Vietnamese Communist Party. Strikes occur. Most are illegal and are not supported by the national centre, but are tolerated by the government.

Europe

Restrictions on collective bargaining and other violations of trade union rights were imposed by the “troika” in **Greece, Spain, and Portugal**. Collective bargaining rights were restored by the Greek government elected in 2015.

There have been many, serious trade union rights violations in **Belarus** affecting both the public and private sectors. These include various forms of repression and interference in internal union affairs and collective bargaining. For government employees as for workers in the private sector, a fixed-term contract system is in place. It is reported that there have been cases of the non-extension of employment contracts for independent trade union activists. This employment system has a chilling and destructive impact on the exercise of trade union rights.

Teachers and other civil servants in **Bulgaria** are allowed to form and join trade unions. However, they are denied the right to collective bargaining and the right to strike.

There is a long and strong tradition of collective bargaining in **Denmark** that has generally worked well. However, in 2013, bargaining in education became difficult. The Employers insisted that working time for teachers was to be at the discretion of principals and indicated that this was a “non-negotiable” demand. When teachers sought negotiations on the working time issue rather than accepting the demand, they were locked out. The government intervened to “settle” the lockout, but seemed to act as an employer rather than as a neutral party.

In **Hungary**, certain issues, like dismissals, were removed from the scope of collective bargaining. A structure of education under a new authority has been created as well as other changes that may affect teacher rights.

In 2014, The Education Ministry in **Macedonia** did not engage in serious, good-faith bargaining. The teachers’ union, SONK reported repression and threats. The ETUCE (EI European region) intervened and was able to restore dialogue.

In **Serbia**, education is considered an essential service and teachers are denied the right to strike. They are subject, instead, to compulsory arbitration.

A wide range of repression against trade unions is found in **Turkey**. Attacks on trade unions by the government and employers are common in both public and private sectors. The EI affiliate, Egitim Sen, and its national centre, the Confederation of Public Employees' Trade Unions (KESK), have been subjected to attacks from Turkish authorities. Their leaders have been detained and they have been victims of police brutality during demonstrations

Middle East and North Africa (MENA)

In **Algeria**, legislation recognises freedom of association and the right to strike. However, in practice, there are many limitations placed on trade union rights. A new union was created to represent teachers. Its leaders have suffered harassment and interference from the government.

In **Bahrain**, there are restrictions on the ability of civil servants, including teachers, to join or form trade unions of their own choosing. They are not allowed to exercise their right to collective bargaining. A number of teachers have lost their jobs for union activity EI is seeking the immediate and unconditional release of Mahdi Abu Dheeb, President of the Bahrain Teacher Association.

In **Iraq**, a trade union law adopted in 1987 remains in effect in spite of changes in governments. It seriously violates trade union rights including through a ban on organising by civil servants, including teachers.

Civil servants in **Kuwait**, including teachers, are not allowed to exercise their right to collective bargaining, although there are consultations with civil service unions. They do not have the right to strike.

In **Lebanon**, government employees cannot set up and belong to trade unions and federations. However, trade unions have been established in education.

There have been some positive changes in labour laws in **Oman**. It is possible for workers to organise in many sectors, although many restrictions remain and there is considerable interference by the government in establishing rules for trade union structures and representation. However, government employees, including teachers, do not have organising and bargaining rights. Wages are fixed in individual employment contracts.

There is a single trade union structure imposed in **Qatar** with severe restrictions on collective bargaining. Government employees, including teachers, do not have the right to organise or to bargain.

Trade unions are illegal in **Saudi Arabia**, although Workers' Committees may be formed under the strict control and supervision of the government.

Trade union organisations are not allowed to exist in the **United Arab Emirates**, however, professional organisations exist, including for teachers.

Recommendation

In addition to action against fundamental trade union rights, many governments are narrowing the scope of bargaining, including through removing from the bargaining table education issues. In many situations, trade union rights are only on paper either because they are not enforced or because employment relationships are so insecure that education personnel are afraid to exercise their rights. Far too many governments interfere in internal union affairs and harass, persecute, and attack trade union activists.

In addition to concerns about ongoing formal violations of trade union rights and often brutal attacks on trade unionists, it is important to bear in mind in assessing the respect of rights that there is often a difference between having rights on paper and being able to effectively exercise them in practice. The erosion of the effective exercise of trade union rights should also be on the table of any global discussions on the improvement of education. Without strong, independent, and democratic trade unions, teachers will not be able to defend their rights. And, they will also not be at the table on education issues and, therefore, denied the possibility to carry out their mission to re-enforce and develop the teaching profession and quality education.

Relevant Recommendations

1966 Recommendations

- Preamble
- Guiding principles (paragraphs 8- 9)
- Educational objectives and policies (10 k)
- Further education for teachers (32)

- Employment and career (38)
- Security of tenure (49)
- Responsibilities of teachers (70-73)
- Relations between teachers and the education service as a whole (75-75)
- Rights of teachers (82-84)
- Special leave (99)
- Means of providing social security for teachers (140)

1997 Recommendation

- Preamble
- Institutional rights, duties and responsibilities (17, 21, 22 c, k, 24)
- Rights and freedoms of higher-education teaching personnel (26-29, 31-32)
- Negotiation of terms and conditions of employment (52-56)
- Salaries, workload, social security benefits, health and safety (61)

Sources

This report drew on a number of sources, mostly from EI, but also from academic publications. It also drew on un-published or as yet unpublished surveys as well as experiences from EI officers and staff. The major sources from EI used in this submission are listed below followed by the most valuable unpublished sources.

Principal Published Sources

[*Global Corporate Taxation and Resources for Quality Public Services*](#)

EI and Global Unions December 2011

[*Global Managerial Education Reforms and Teachers*](#)

EI Research Institute January 2013

[*Study on trends in freedom of association and collective bargaining in the education sector since the financial crisis 2008-2013*](#)

EI September 2013

[*Getting Teacher Migration and Mobility Right*](#)

EI May 2014

[*School Leadership in Europe: Issues, challenges and opportunities*](#)

ETUCE 2012

A Strategy for Managing Teacher Migration in Southern Africa:

Principles, guidelines and policy considerations

Sinyolo, D. 2013

Principal Unpublished sources

"The Status of Teachers and the Teaching Profession"

Results of EI survey of affiliates on the status of teachers.

Draft 'Political Commitment' Report: 8 Themes Combined

This report on the Education for All MDG goals is based on a survey and in-person discussions.

More than 10,000 teachers were consulted. It will be completed and released in May 2015

Report on the Quadrennial Survey on Equality and Diversity 2010-2014

The EI survey is based on responses from 125 teacher union affiliates. 2015



Education International
Internationale de l'Education
Internacional de la Educaci3n

Head Office | Siège | Sede

5, bd du Roi Albert II

1210 Brussels, Belgium

Tel. +32-2 224 06 11

Fax +32-2 224 06 06

headoffice@ei-ie.org

www.ei-ie.org
[#unite4ed](https://twitter.com/unite4ed)

