Revisiting the 1966 ILO/UNESCO Recommendation Concerning the Status of Teachers in the Context of Education 2030

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• Need to give greater focus on QUALITY EDUCATION

• The KEY is to have COMPETENT TEACHERS
UNESCO’s high level Normative Instruments

• International Conventions are subject to:
  ✔ Ratification
  ✔ Accession
  By member states

• They define rules with which states undertake to comply
UNESCO’s high level Normative Instruments

- **Recommendations** not subjected to ratification
- Adoption entails obligations for member states

- A second means of defining norms
- Establish universal principles for member states to support
ILO/UNESCO 1966 Recommendation concerning the Status of Teachers

It is a joint ILO and UNESCO Recommendations, thus it has a dual mandate:
- Labor-rights-based mandate
- Professional mandate
The need to provide society with an **adequate supply** of teachers

**Adequate grants and or financial assistance** should be available to students preparing for teaching to enable them to follow the courses provided and live decently;

As far as possible, the competent authorities should seek to establish a system of **free teacher preparation institutions**.

*By 2030 substantially increase the supply of **qualified** teachers;*

**Teachers and educators should be adequately recruited and supported**

*Many good examples of **free teacher education programmes** in countries in this region.*
All Regions Need More Teachers by 2030

Total number of teachers (in millions) needed to achieve universal primary education, 2015-2030

- New teaching posts needed
- Replacement for attrition

Source: created by EISD, UNESCO Bangkok, UIS Data Centre, accessed in September 2016
Asia-Pacific: Teachers Needed by 2030

To reach every child by 2030, the region needs to hire an extra **10.8 million** primary school teachers.

From this, **10.6 million** are needed to replace teachers leaving the workplace.

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**Number of primary teachers needed to achieve universal primary education by 2030, by sub-region**

<table>
<thead>
<tr>
<th>Sub-region</th>
<th>Replacement for attrition</th>
<th>New teaching posts to achieve UPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Asia</td>
<td>62</td>
<td>307,000</td>
</tr>
<tr>
<td>South and West Asia</td>
<td>131</td>
<td>3.8m</td>
</tr>
<tr>
<td>East Asia and the Pacific</td>
<td>70</td>
<td>6.5m</td>
</tr>
</tbody>
</table>

**Source:** Created by UIS-AIMS, based on UIS Fact Sheet (2015) No.33 “Sustainable Development Goal for Education Cannot Advance without Teachers”
It is not just about numbers: Insufficient **Qualified Teachers**

Pupil-Teacher Ratio (PTR) and Pupil-Qualified-Teacher Ratio (PQTR) by level of education, selected countries, 2014 or latest

**Qualified teachers** refer to those who have the minimum academic qualifications necessary to teach at a specific level of education in a given country (UIS Glossary).


**Source:** created by UIS-AIMS, UNESCO Bangkok, UIS Data Centre, accessed in August 2016.
It is not just about having teachers, the teachers need to be sufficiently qualified.
Gaps remain: Access to Quality Teachers

• There are disparity in the distribution of resources (E.g. teachers)
• Rural and hard-to-staff schools are lacking teachers
• The level of competency of teachers in public schools are uneven
• The quality of teaching and learning needs to be improved
• High need for teacher replacement costs quality learning

• All these stand in the way of achieving SDG4: Education 2030
Distribution Disparity of Trained Teachers

The value of Disimilarity Index is minimized at (0), when both distributions are perfectly equal. The higher the value of DI the higher the degree of disparity between the distribution of the two populations.

<table>
<thead>
<tr>
<th>Country/Levels</th>
<th>2014 PRIMARY</th>
<th>LOWER SEC</th>
<th>ALL SECONDARY LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>6.91</td>
<td>7.07</td>
<td>6.89</td>
</tr>
<tr>
<td>Cambodia</td>
<td>9.77</td>
<td>....</td>
<td>9.82</td>
</tr>
<tr>
<td>China</td>
<td>5.23</td>
<td>5.94</td>
<td>5.53</td>
</tr>
<tr>
<td>India</td>
<td>12.44</td>
<td>12.76</td>
<td>13.65</td>
</tr>
<tr>
<td>Indonesia</td>
<td>7.99</td>
<td>7.83</td>
<td>6.8</td>
</tr>
<tr>
<td>Lao People's Democratic Republic</td>
<td>5.56</td>
<td>4.56</td>
<td>4.92</td>
</tr>
<tr>
<td>Malaysia</td>
<td>4.67</td>
<td>....</td>
<td>3.81</td>
</tr>
<tr>
<td>Pakistan</td>
<td>12.12</td>
<td>11.88</td>
<td>....</td>
</tr>
</tbody>
</table>

Source: created by EISD, UNESCO Bangkok, UIS Data Centre, accessed in September 2016
Teacher education curriculum

1966

• Fundamentally a teacher-preparation programme should include
  (a) general studies;
  (b) study of the main elements of philosophy, sociology as applied to education, the theory and history of education, and of comparative education, experimental pedagogy, school administration and methods of teaching the various subjects;
  (c) studies related to the student’s intended field of teaching;
  (d) practice in teaching and conducting extra-curricular activities under the guidance of fully qualified teachers.

Looking ahead

• Develop a qualification framework for teachers, teacher trainers, teacher supervisors and inspectors (ICT skills, media literacy, etc.)

• Competency-based teacher education curriculum development: More learner-centered approach; more relevant to the needs of the workplace
Teacher training should consider this:

Today’s landscape of Teaching and Learning is very different

Then
- Knowledge acquisition
- Transmission instruction
- Teacher-centered approach
- Chalk and talk
- Prescriptive teaching
- Classroom-based learning
- Little collaboration

Now
- Knowledge application and co-creation
- Constructivist pedagogy
- More student-centered approach
- Multi-modal learning platforms with ICT
- Incentive to learn and explore
- Learning beyond classroom
- Collaborative learning
## Competency-based Teacher Education (Pre- and In-service) clarifies the following

### Pre-service teacher education

- Inform pre-service teacher education **curriculum reform and development**
- **Measurable** learning outcomes, monitoring-friendly, reduce the **competency gap** between TEI graduates and competent teachers

### Teachers continuing and professional development

- Inform teachers continuing and professional development, including **qualification upgrading** programmes, school-based **action research** for professional development programmes, etc.
- Increase the **relevance** and **effectiveness** of teachers CPD programmes

### Career progression

- Serve as a basis for teachers appraisal, teachers academic promotion and career planning
- Facilitate teachers **professional growth** with different level sets of indicators
Teacher Competency focuses on:
• subject knowledge
• pedagogy/ICT competencies
• abilities, values and attitudes required for teachers to practice in the teaching profession
An Example of Competency-based Teacher Policy

Hong Kong (SAR): Value-focused Teacher Competency as Basis

Hong Kong developed a teacher-competency framework to drive policies and practices. Framework includes 6 values. EXAMPLES of values include: *believing all students, can learn, teamwork, passion for professional development*

<table>
<thead>
<tr>
<th>4 Domains in Framework:</th>
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</thead>
<tbody>
<tr>
<td>• teaching and learning</td>
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<tr>
<td>• student development</td>
</tr>
<tr>
<td>• professional</td>
</tr>
<tr>
<td>relationships</td>
</tr>
<tr>
<td>• community service</td>
</tr>
</tbody>
</table>

Increase emphasis in other aspects of what makes a good teacher:

• leadership,
• communication skills,
• The ability to create active and inquiry-oriented learning environments, and
• the desire to reach out and affect students’ lives.

Source: Asia Society: 2011 International Summit on the Teaching Profession
Teacher education institutions

- The staff of teacher-preparation institutions should be qualified to teach in their own discipline at a level equivalent to that of higher education.
- The staff teaching pedagogical subjects should have had experience of teaching in schools and wherever possible should have this experience periodically refreshed by secondment to teaching duties in schools.

- Capacity building of TEIs leading to a robust teacher education system.
- Upgrading the level of TEIs from senior secondary education to tertiary education, even to undergraduate and postgraduate levels.
- Levelling up the qualification requirements of teachers to promote professionalism of the teaching profession.
An example of raising the quality of recruited teachers

Singapore: Rise in percentage of teacher with degrees

### Diagram:

- **Teachers with minimum degree at entry point**
- **Percentage (%)**
- **PRIMARY**
- **SECONDARY**

- **YR 1994**: 6.1%
- **YR 2004**: 42.3%
- **YR 2014**: 72.3%
- **YR 1994**: 6.1%
- **YR 2004**: 87.6%
- **YR 2014**: 94.7%

### Source:
Further education of teachers

• Authorities and teachers should recognize **the importance of in-service education** designed to secure a systematic improvement of the quality and content of education and of teaching techniques

• In-service education available **free** to all teachers

• Courses to enable teachers to **improve** their qualifications

• Opportunities and **incentives**

**Looking ahead**

• **Diversify** delivery modalities of PD programmes, including classroom-based pedagogical innovation through **action research**

• **Institutionalize** teachers’ continuing and professional development requirements

• Develop a **PD culture** and collective pursuit for **professionalism**
Professional Development and Support
What teachers said about their PD needs: TALIS 2008

Source: The Experience of New Teachers: Results from TALIS 2008 (Chapter 3). OECD 2012. TALIS
An Example of recruiting the right profile of candidates

Malaysia: Targeting certain values and dispositions in candidates

Teacher Recruitment Selection has 3 main criteria:
• performance grades in the tests taken at the end of secondary education;
• performance in the written qualifying test: The Malaysian Teachers Selection Test (M-TeST),
• the Teachers Personality Inventory (InSaK);
Candidates who passed the criteria will be called for an interview

Recruitment policy also makes explicit the self-development and career development opportunities available to new teachers. (Policy is based on study on graduate’s work preference for career development pathways and opportunities)

Employment and career

1966

• A **probationary period** on entry to teaching should be recognized both by teachers and by employers

• **Advancement** and **promotion**

• Security of tenure

• Disciplinary procedures related to the breaches of professional conduct

• Medical examinations

• Women teachers with family responsibility

• Part-time service

Looking ahead

• **Alignment** with national labor and employment-related laws
The rights and responsibilities of teachers

- **Professional freedom**: The teaching profession should enjoy academic freedom in the discharge of professional duties.
- **Operational autonomy** in teaching and learning process.
- Engagement with parents.
- **Professional standards** developed and maintained with the participation of the teachers’ organizations.
- Teachers’ voices heard.
- Both **salaries** and **working conditions** for teachers should be determined through the process of negotiation between teachers’ organizations and the employers of teachers.

Looking ahead

- Professional freedom with **social accountability**
Conditions: Starting and Maximum salary

- Is the starting salary able to retain teachers after 2 to 3 years?
- Is the maximum salary sufficient to attract and keep competent individuals

Teacher salaries (AP region) Lower secondary teachers’ salaries in equivalent USD converted using PPPs

Source: UIS (2006)
Are the salaries of Asia-Pacific teachers sufficient?

Teacher salaries (OECD)

- Salary after 15 years of experience/ minimum training
- Salary at the top of scale/ minimum training
- Starting salary/ minimum training

Sources: OECD (2009), Education at a Glance
Unions exist with limited rights or managed by the respective governments

Workers (including teachers) have the freedom to form or join independent unions

Unions are not allowed

Unionism is a new idea in the country, and unionist activities are still evolving

There are no unions (although not outlawed). Professional associations exist

Unions exist but larger scale actions were suppressed

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Chart created by EISD. Data Source: Education International Country Profiles, status of union autonomy, 43 Asia-Pacific countries. Accessed August 2016
Conditions for effective teaching and learning

1966

• **Class size:** Class size should be such as to permit the teacher to give the pupils individual attention.

• Ancillary staff, teaching aids, hours of work, annual holiday with pay

• Study leave, special leave, sick leave and maternity leave, teacher exchange, school buildings

• Special provision for teachers in rural and remote areas

**Looking ahead**

• Policy and legislative measures to make the teaching profession **attractive** to current and potential staff by improving working conditions, guaranteeing social security benefits and ensuring that the salaries of teachers and other education personnel are at least comparable to those paid in other professions requiring similar or equivalent qualifications
Ensuring teaching is an attractive profession to young people

In 2006, PISA surveyed 15-year-olds from 60 education systems, around 44% of students in OECD countries said that they expect to work as professionals in high-status occupations but only 5% of students wants to work as teachers

Source: Who Wants to be a Teacher? In PISA in Focus – 2015/12 (December). DOI:10.1787/5jrp3qdk2fzp-en
Attrition: Loss of Teacher Knowledge and Experience

How many classes of students are routinely taught by novice teachers?

Source: Created by UIS-AIMS, based on UIS Fact Sheet (2015) No.33 “Sustainable Development Goal for Education Cannot Advance without Teachers”
Attrition: The Cost of Constantly Replacing Teachers

New teacher spend **MORE class time keeping order in class**

Source: The Experience of New Teachers: Results from TALIS 2008 (Chapter 5). OECD 2012. TALIS
Attrition: The Cost of Constantly Replacing Teachers

New teachers attained LESS actual teaching and Learning during class

Source: The Experience of New Teachers: Results from TALIS 2008 (Chapter 5). OECD 2012. TALIS
How do teachers perceive their own value in the society?

- Principals believing that the teaching profession is valued in society (%)
- Teachers who believe that the teaching profession is valued in society (%)

Data Source: TALIS 2013. OECD. Accessed August 2016

Created by EISD.
Job Satisfaction Affects Teacher’s Morale

Teacher’s Job Satisfaction: TALIS 2013

Percentage %

Created by EISD. Data Source: Results from TALIS 2013. OECD. Accessed August 2016
Under the 2010–2020 Education Plan, China works to raise the social status of teachers through explicit policy:

• Highlighting teachers’ role in economic development;
• raising their salaries to match the salaries of local civil servants;
• offering many professional development opportunities
Towards 2030: 4 Strategies to abuilding a Quality Teaching Force

2015 Incheon Declaration – Education 2030:

As teachers are a fundamental condition for guaranteeing quality education, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified, and supported within well-resourced, efficient and effectively governed systems.
What Matters to Teachers?
Revisiting the 1966 ILO/UNESCO Recommendations

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Conditions</th>
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<tbody>
<tr>
<td><em>Professionalism</em></td>
<td><em>Rights</em></td>
</tr>
<tr>
<td><em>Co-operation in policy</em> (issues between all stakeholders)</td>
<td><em>Hours of Work</em></td>
</tr>
<tr>
<td><em>Teacher-training</em></td>
<td><em>Salaries</em></td>
</tr>
<tr>
<td><em>Responsibilities</em></td>
<td><em>Responsibilities</em></td>
</tr>
</tbody>
</table>

Status of the profession

*Teacher Shortage*
Thank You