



An international teacher policy framework

Developed by the ILO as part of EFA reflections and international task force on teachers work

Reviewed by the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART)

Based on standards of the ILO/UNESCO Recommendation concerning the Status of Teachers, 1966 – comprehensive international instrument on teachers which has stood the test of time

Ongoing work by the ILO to develop a comprehensive toolkit of good human resource policies for the teaching profession

High quality teacher policies – standards, competencies, performance and equity - need to be a comprehensive whole – piecemeal approaches do not work effectively

1. Defend and promote professionalism in teaching

Teacher policies based on the fundamental principles of the ILO/UNESCO Recommendation – professionalism of teachers is the goal, implying high preparation standards, good rewards, high degree of individual autonomy and responsibility.

Finland a good practice – preparation to Masters degree, including for autonomy and reflective research; reasonable salaries compared to national averages; trust in teachers for individual learning improvements; public school system, accessible throughout the country with comparable levels of quality

2. Finance education at levels that ensure quality and sustainability

Government and educational authorities to ensure necessary levels of investments, mix of public, private, or public-private sources, within carefully regulated frameworks.

Establish a common benchmark on education expenditure as a percentage of **national income** not just government budgets - 5-6 percent of GDP per annum or fiscal period - fix milestones to achieve the target

Support of donor countries and international institutions to reach the goal by encouraging innovative means of mobilizing national resources:

- Formal and the informal economy taxed to contribute to education
- EPZs or foreign direct investment taxed for education
- Migrant remittances & govt-regulated public-private partnerships
- Government spending favours the social sector, including education, over non-productive expenditures such as the military/security

- Reduce corruption in and out of education systems - good governance for more efficient use of the resources

Iceland, USA, Israel, Russian Federation, Denmark, Korea invest 7% or more GDP in education – **Brazil, Chile, Mexico** invest 5-6 %

Brazil has nation-wide funding scheme (FUNDEF) to ensure adequate resources for education and teaching go to all states – complement to Bolsa Familia to encourage poor family enrolments

3. *Strengthen teacher governance and management systems*

Based on EMIS/TMIS as a tool, including gender-disaggregated data, **develop a comprehensive national teacher recruitment and development strategy**, including a costing study, with fixed targets and timelines for recruiting sufficient numbers of teachers qualified to nationally defined standards.

Targeted recruitment strategies by means of bursaries, material incentives and fast-track career schemes to focus on:

- young teachers in critical subjects, for example, maths and sciences
- women in under-represented areas where girls' education needs to be increased
- men in early years' education – ILO report to be published soon on critical gaps in ECE staffing and policies to change

Singapore stipends encourage applications for teacher training

Teacher management and support through training, development, effective deployment and material support for good school leadership and adequate numbers of inspectors

Indonesia cited in the forum on some policies – to explore how effective this is

4. Establish and maintain high teacher qualification and relicensing standards

Establish highest possible initial teacher training standards that countries' fiscal situation will permit and increase standards as education investment climate improves - attainment of the financing benchmark. Resist pressures to lower standards in the face of demographic pressures or recruitment difficulties.

Where no option to lowering standards to recruit more teachers, compromise should be temporary and time-bound, with a clear plan and schedule to phase out the short-term training - contract teachers to work under the supervision of fully trained teachers until they acquire the required qualifications and skill levels.

Senegal policies to phase out contract teachers over time

Reform initial teacher education and training to meet teaching and learning needs and evolving roles of teachers - teacher training institutions required to develop close cooperation with schools and practising teachers

Set and enforce high standards through a teachers' council or equivalent institution to set, apply and monitor professional standards through the licensing of all teachers – Develop and apply codes of conduct or ethics governing professional responsibilities of teachers

South Africa, Scotland (UK), New Zealand among others have councils or commissions that set and monitor standards

5. Develop and maintain a continual professional development (CPD) programme for all teachers

Establish an investment/funding target for CPD of 1 per cent minimum of the teacher payroll per annum as a benchmark

Support provided for small-scale teacher resource centres and networks in rural or remote areas - partnerships between local education authorities, teacher organizations, and other partners

Proper teacher assessment system to be maintained for all teachers – based on inspectorate, special evaluation units or school-based (peer) evaluation

Indonesia, Zimbabwe have some components of these policies; High rates of compulsory CPD in **Malaysia, Mexico, Bulgaria, Spain, Italy and Korea**

6. Transparent, diversified career structures enhance teacher retention

Recruitment policy, including probation, deployment and transfers, developed in cooperation with teachers' organizations, transparent to all teachers, applied objectively

Develop diversified careers along the lines of 'advanced skills teachers' to include mentoring of new teachers and supervising unqualified, contract teachers.

Develop and apply a new teacher induction programme including mentoring by experienced teachers or school directors.

Time-bound policies devised to phase out contract and community teachers within shortest time possible

Singapore is good practice of an integrated and forward-looking career structure tied to good appraisal systems

7. Set remuneration levels consistent with attracting and retaining high-calibre individuals in teaching

Long-term teacher salary policy established that pays teachers at rates comparable to those paid in other jobs requiring similar qualifications

in a country and in relation to their high level of responsibilities – attainment of the financial benchmark

Remuneration systems to balance:

- constraints of government financial capacity
- personnel and non-personnel budget allocations
- signals that salary levels send to individuals considering teaching.

Establish salary levels and adjustments for cost of living through voluntary negotiations/collective bargaining with teachers' unions.

Ensure solid salary management system to make sure salaries are paid on time with special attention to rural and remote areas.

Teacher remuneration policies to avoid merit pay unless agreed with teachers' organizations in schemes that encourage teamwork and professional responsibility - systematically review and eliminate any gender discrimination in remuneration scales

Korea and Japan good examples of strong high salary policies, even premiums for teachers compared to other professional salaries

8. *Recognize that targeted material and professional incentives are necessary for rural and remote areas*

Housing, transport, medical provision and professional development (leave) incentives critical for teacher recruitment and effective work in difficult rural and remote areas – need to be carefully targeted

Local recruitment among ethnic minority populations and to recruit sufficient numbers of women teachers to apply same professional standards CPD and other support mechanisms

Australia and Canada provide strong incentives for remote and rural areas - Many poor countries apply but without adequate funding and proper targeting

9. Teaching and learning conditions need to be optimal

Class sizes should be set at levels that allow for the maximum individual instruction between teachers and - the FTI benchmark of 40 learners in a classroom useful for some countries

For countries with more capacity and need to develop higher levels of learning, establish a benchmark of 30 or less learners per teacher especially in early years' education.

Fixed hours of work of teachers to take account of the range of teacher responsibilities

Conditions of work to be negotiated with teachers' organizations

Number of **European countries** set maximum class sizes especially for early years classes

10. Make teachers' voices count – teachers are best represented by their organizations

Develop and maintain an institutionalised structure for social dialogue between education employers and teachers by means of regular information sharing, consultation on policy issues and negotiation of employment and working conditions, including dispute resolution mechanisms -

South Africa is good practice example: Education Labour Relations Council – ELRC

Develop effective partnerships – national policy - between schools, teachers, students parents and community actors in ways that do not undercut the professional responsibilities of teachers

Finland example of national consensus on changes in education and teaching profession achieved through social dialogue that led to one of the world's top performing systems – **Norway** has recently

developed a strong consensus at municipal levels between authorities and teachers unions