



United Nations
Educational, Scientific and
Cultural Organization

Monitoring of the Implementation
of the Convention and Recommendation
against Discrimination in Education
(8th Consultation)

The Right to Education and the Teaching Profession

Overview of the Measures Supporting
the Rights, Status and Working
Conditions of the Teaching Profession
reported on by Member States



This document was prepared as a background document for the 12th session of the Committee of Experts on the Application of the Recommendations concerning Teachers (CEART) (20-24 April 2015, Paris, France).

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Introduction

“An education system is only as good as its teachers. Teachers are essential to universal and quality education for all: they are central to shaping the minds and attitudes of the coming generations to deal with new global challenges and opportunities. Innovative, inclusive and results-focused teaching is crucial for 2015 and beyond if we are to provide the best possible opportunities for millions of children, youth and adults worldwide.”

Joint Message on the occasion of the World Teachers’ Day (5 October 2014)

Irina Bokova, Director-General, UNESCO

Guy Ryder, Director-General, ILO

Anthony Lake, Executive Director, UNICEF

Helen Clark, Administrator, UNDP

Fred van LEEUWEN, General Secretary, Education International

In many countries, the quality of education is undermined by a severe deficit of teachers. The UNESCO Institute for Statistics estimates that to achieve universal primary education by 2020 countries will need to recruit a total of 12.6 million primary teachers. By 2030, the total demand for teachers would rise to 27.3 million.¹ The shortage of qualified teachers is hampering efforts in many countries to achieve good quality education for all.

Furthermore, there is also a qualitative challenge: teachers are often lacking good resources, such as teaching materials and textbooks, or proper training. The quality of teaching is essential to good learning outcomes. This implies an education system that attracts and retains a

1 “Wanted: Trained teachers to ensure every child’s right to primary education”, Policy Paper, UNESCO Institute for Statistics (UIS) and the Education for All Global Monitoring Report (GMR), UNESCO Institute for Statistics (UIS) and the Education for All Global Monitoring Report (GMR), October 2014, accessible at: <http://en.unesco.org/gem-report/node/257#sthash.ZUbjNPp6.L8H7nqFQ.dpuf>

qualified teaching staff and that supports teachers in the classroom, as well as in their continued professional development.²

UNESCO is committed to upholding legal frameworks that protect teachers' rights and to developing capacity for training. In this respect, the ILO/UNESCO Recommendation concerning the Status of teachers (1966) and the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997) are considered as an important framework to promote teachers' status. As part of its mandate, UNESCO monitors the implementation of the 1960 Convention and Recommendation against Discrimination in Education, which provides an international legal framework for the protection of the right to education and prohibits any form of discrimination in education.

To monitor the implementation of the right to education, UNESCO regularly launches periodic consultations of Member States, which are requested to submit reports highlighting the situation as well as progress and difficulties. Eight consultations have been conducted so far on the implementation of the Convention and Recommendation against Discrimination in Education.

The Eighth Consultation of Member States, covering the period from 2006 to 2011, was conducted in 2011 to 2013 and its results were submitted to UNESCO's Governing Bodies at the end of 2013. Fifty-nine Member States participated in this consultation by submitting national reports to UNESCO and close to 80 per cent of them have reported on measures taken in relation to the teaching profession. National reports show that many States have reinforced their policy frameworks and have adopted concrete measures to further support the teaching profession, including better status, working environment, education and training, and monitoring mechanisms. These positive measures can have a significant impact on teacher's ability to deliver good quality education.

2 Foreword to *The ILO/UNESCO Recommendation concerning the Status of Teachers (1966)* and the UNESCO Recommendation concerning the Status of Higher Education Teaching Profession (1997) with a User's Guide, UNESCO and ILO, 2008, accessible at: <http://unesdoc.unesco.org/images/0016/001604/160495e.pdf>

The International Legal Framework on the Right to Education and the Teaching Profession and Existing Monitoring Mechanisms

The right to education has been internationally recognized as an overarching right: it is a human right in itself and is indispensable for the exercise of other human rights. A number of international standard-setting instruments protect the fundamental human right to education, and pay special attention to the teaching profession.

The International Legal Framework on the Right to Education and the Teaching Profession

The **1960 UNESCO Convention against Discrimination in Education** is the first legally binding instrument covering extensively the right to education. It aims at eliminating discrimination in education and promotes the principles of equality of opportunities and treatment. With regards to the teachers, **Article 4(d)** of the Convention engages State Parties to provide training to the teaching profession without discrimination.

The conditions, qualifications, rights and duties of the teaching personnel are further protected by both the ILO-UNESCO Recommendation concerning the Status of Teachers (1966) and the UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (1997).

The **ILO/UNESCO Recommendation concerning the Status of Teachers** sets forth the rights and responsibilities of teachers, and international standards for their initial preparation and further education, recruitment, employment, and teaching and learning conditions. The Recommendation on the Status of Teachers is highly significant as regards UNESCO's work in the field of the right to education as it reaffirms education as a fundamental human right. It mentions responsibility of States for Education for All (EFA). The normative importance of the Recommendation is indicated by the fact that it expresses the need for the application of a set of common standards and measures. This normative framework covers all school-level teachers, from pre-primary through to secondary level, in all institutions, whether public or private. The Recommendation contains detailed provisions regarding the preparation of teaching profession, for further teacher education, their employment and career advancement and promotion; security of tenure; salaries and social security. The Recommendation is significant in that it enumerates the rights and responsibilities of teachers, along with professional freedom, and conditions for effective teaching and learning. The Recommendation also contains special provisions for teachers in rural and remote areas. The Recommendation recognizes the importance of a normative framework for financing education and makes clear that investment in education should be considered as a high priority.

To complement the 1966 Recommendation, the General Conference of UNESCO in 1997 adopted the **Recommendation Concerning the Status of Higher-Education Teaching Personnel**. This Recommendation suggests good practices covering all teaching personnel in higher education. This Recommendation contains provisions relating to the duties and responsibilities of institutions in terms of institutional autonomy and institutional accountability, and also to the rights and freedoms of teaching personnel, including individual rights and freedoms, civil rights, academic freedom, publication rights and international exchange of information, self-governance and collegiality. According to these duties and responsibilities, higher education teaching personnel have the obligation to respect the rights of other members of the academic community and to base work on an honest search for truth. The Recommendation states that higher education shall be directed to human development and to the progress of society, whose financing is a public investment. Higher education teaching personnel

should have access to libraries, which have up-to-date collections, to international computer systems, without censorship. The interplay of ideas and information among higher education teaching personnel throughout the world is vital and should be encouraged. Concerning the follow-up of this Recommendation, Member States and higher education institutions should take all feasible steps to improve the conditions of higher education teaching personnel, and to apply the provisions to give effect, within their respective territories, to the principles set forth in this Recommendation.

Monitoring the Implementation of International Standards on the Teaching Profession

The Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) is a committee of independent experts in charge of promoting and monitoring the implementation of the 1966 and 1997 Recommendations. The CEART examines reports on the application of the Recommendation that are submitted by governments, by national organizations representing teachers and their employers, and by relevant intergovernmental or non-governmental organizations. The Joint Committee then communicates its findings to the ILO Governing Body, the International Labour Conference and the UNESCO Executive Board, so that they may take appropriate action and authorize transmission to Member States of both organizations.

Another aspect of the CEART's work is the examination of allegations from national and international teachers' organizations on the non-observance of the Recommendations' provisions in ILO and UNESCO Member States. After consideration of the content of the allegation, the CEART issues its findings and recommendations to the governing bodies of ILO and UNESCO for the resolution of the problems or conflicts.

Presentation of the document

This document is the third of a series of thematic mappings on the implementation of the right to education, following a first edition on

*Girls' and Women's Right to Education*³ and a second edition on *The Right to Education for Persons with Disabilities*⁴. It is intended to serve as a practical tool for both advocacy and monitoring. By highlighting concrete examples from Member States, it also offers a basis for regional and international co-operation and shares promising practices from which other countries can learn.

Part I provides a thematic analysis of measures and promising practices that have been reported on by Member States to support the rights, status and working conditions of the teaching profession.

Part II compiles references to measures adopted to support the teaching profession in national reports submitted for the Eighth Consultation of Member States. They are available for the 46 Member States that provided sufficient information on measures taken, out of the 59 reporting Member States. The factsheets contained herein highlight progress and challenges in legal and policy frameworks and measures addressing the rights, status and working conditions of the teaching profession.

3 *Girls' and Women's Right to Education*, UNESCO, 2014: <http://unesdoc.unesco.org/images/0022/002278/227859e.pdf>

4 *The Right to Education for Persons with Disabilities*, UNESCO, 2015: <http://unesdoc.unesco.org/images/0023/002325/232592E.pdf>

PART I
Analysis of Measures
Reported
within the Framework of
the Eighth Consultation

A significant majority – close to 80 per cent – of the reports submitted within the framework of the Eighth Consultation of Member States on the implementation of the 1960 UNESCO Convention and Recommendation against Discrimination in Education describe measures taken to support the teaching profession. It is commonly assumed that, in order to ensure a good quality teaching and learning, teachers should be well supported, motivated and trained. The high number of countries presenting concrete measures adopted in this regard is a strong indication that improving the conditions of teachers has become a growing area of attention and action by Member States.

From the analysis of reports, it emerges that, while they may be confronted to specific and various challenges, countries have adopted quite similar approaches. Many countries have reported efforts to strengthen policy frameworks and innovative programmes to enhance the status of the teaching profession, including better salaries, incentives and sustained career support. More attention has also been paid to the working conditions of teachers and to the environment in which they are teaching. Another fundamental aspect of teachers' status is the quality of their education. In that regard, extensive efforts have been undertaken by countries to generalize and improve teacher qualifications and professional development. Last but not least, a number of countries provide interesting examples of improved monitoring mechanisms and good practices involving the teaching profession.

Enhancing the status of the teaching profession

The important number of measures adopted by Member States witnesses the growing realization that enhancing the status of the teaching profession is essential to improve the attractiveness of the profession and ensure the retention of the existing staff. Indeed adequate salaries and low status are often among the most frequent factors of demotivation and dissatisfaction for teachers.

Conditions of employment and access to the teaching profession

Several countries, such as **Bangladesh, Bosnia and Herzegovina** and the **Dominican Republic**, have reported on measures to improve conditions of employment and to stimulate access to the teaching profession. The **Dominican Republic** provides a good example of a constitutional provision relating to the status of teachers. The new Constitution of 2010 states that “The State recognizes the exercise of the teaching profession as essential to the full development of education and the Dominican nation and, therefore, is obliged to strive to ensure the professionalism, stability and dignity of teachers”. A series of reforms in the teaching profession have been reported. In particular, the Dominican Republic highlights having installed more transparent procedures that avoid the appointment of teachers and school principals on extra-professional grounds. **Bosnia and Herzegovina** adopted a law in 2007 that requests schools to promote equal opportunities for, amongst others, all of their teachers, with respect to the right to diversity. Educational authorities and schools shall, notably, implement programs that support and foster diverse cultures, languages and religions of their employees. In **Bangladesh**, measures have been taken to fill in the vacancies of teachers, and in secondary schools, a 30 per cent quota of the posts is reserved to women.

A significant number of countries, including, amongst others, **Armenia, Ethiopia, Georgia, the Islamic Republic of Iran, Lesotho** and **Poland** have reaffirmed in their reports their attachment to improving the social reputation of teachers in society and the prestige of the profession. Low status and poor social perception of teachers often reveal a teaching profession that feels undervalued. This can have significant impacts on levels of retention, and be detrimental to the efforts undertaken to achieve a good quality education. In the **Islamic Republic of Iran**, measures have been adopted to prioritize the improvement of the social and professional status of human resources with emphasis on the status of the teacher as a role model. Establishing an appropriate reward system and a system to appropriately meet human resources’ welfare, mindful of the necessity of maintaining teachers as full-time staff, is another priority.

In addition, several countries have explored ways to attract new teachers and encourage the choice of this career path. For example, in **Ethiopia**, whereas students at the tertiary level are supposed to share the cost for their study with the government, the would-be teachers are exempted from the cost-sharing program. Under the 'TeachNZ scholarship programme', **New Zealand** offers scholarships to a number of students in order to meet an increasing demand for teachers in some areas. These areas include early childhood and Māori-medium teachers, secondary teachers of specific subjects and teachers in rural areas.

Teachers' salaries

Improving teachers' salaries constitutes a strong lever for countries willing to enhance the status and the attractiveness of the teaching profession. Indeed, lower and inadequate salaries can act as a disincentive for qualified candidates to join and remain in the profession. Several countries, including for example **Armenia, Chile, Czech Republic, Ethiopia and the United Republic of Tanzania**, have provided information on the comparison of teachers' salaries with the rest of the civil service, and some of them have described measures adopted to maintain the attractiveness of the teaching profession. In **Armenia**, legal provisions ensure that salaries for the teaching profession may not be lower than the average salary of some other national institutions. **Ethiopia** reported that the salaries of teachers of the primary and secondary levels are two tiers above the other government employees.

Armenia, Czech Republic, France, Georgia, Lesotho, New Zealand, Poland and Zimbabwe are among the countries that have decided to raise teachers' salaries. **Armenia** mentioned a 160 per cent increase in teachers' salaries within a ten-year period and **Lesotho** indicated that the salary structure was revised. The **Dominican Republic** introduced a new policy of 'pay consolidation' for teachers to simplify and unify many wage settlements and to consolidate many of the existing incentives. **Poland** reported on its efforts to give full value to the teaching profession by an increase in teachers' salaries since 2008. A change of indices in the payment of teachers led to a significant rise of teachers' remunerations. However, despite financial efforts reported by countries, teachers' salaries may still be insufficient for teachers to cover their living costs and to give them a better status.

Special allowances and incentives

Besides teachers' salaries per se, a vast majority of the reporting countries (notably **Armenia, Burkina Faso, Croatia, Ethiopia, Georgia, Iraq, Jordan, Lesotho, Mauritius, Montenegro, Poland, Romania** and **Zimbabwe**) have also reported on the creation of special allowances and incentive mechanisms to reinforce the attractiveness of the teaching profession and address rising demands for education. If the modalities for granting allowances to teachers and target groups vary greatly among countries, similarities can be found on the purpose of these additional payments. They reflect the growing awareness that teachers should be encouraged to teach in more difficult areas, to acquire better qualifications or to get trained on specific subjects. In improving the living conditions of teachers, these tools are also an efficient way to attract new candidates to the teaching profession and to retain the existing staff. For instance, **Croatia** signed a Decision in August 2007 stipulating the terms and conditions of granting subsidized interest rates for housing loans to teachers. One of the objectives was to provide professional teaching staff in schools where teaching is carried out by temporary teachers. Priority was given to teachers of foreign languages, mathematics, physics and computer science, for which records of the Ministry had shown that they were frequently taught by temporary teachers.

Likewise, allowances and incentives have been created to encourage teachers to work in isolated, remote and rural areas. For example, **Romania** grants an allowance for isolated areas to qualified teachers who develop their activity in rural areas or other isolated localities. Similarly, in **Ethiopia**, a 'desert allowance' is granted by some regions, through the payment for special *per diem* to their teachers, and other regions provide housing. **Georgia** provides another good example with the 'Teach for Georgia Program' initiated in 2009. Through additional payments, this programme aims to support teachers to teach in the schools of mountainous regions, where there is a scarcity of teachers. In **Poland**, teachers employed in the rural areas are entitled to a housing benefit and as well as to a rural benefit, which represents 10% of the base remuneration. The governing authority of the school can raise the benefit for the teacher employed in the rural area in the case of staff deficit. In **Lesotho**, steps have been taken to entice qualified and competent teachers to accept jobs in schools located in the most difficult areas by offering an attractive incentive package. Besides a hardship

allowance, such a package can include rapid career progressions and additional benefits.

Improved career prospects and sustained support throughout the career/developing career pathways

To enhance the status of teachers, many countries have adopted policies and programmes aimed at improving career prospects and sustaining the support teachers receive throughout their professional pathways. These efforts can significantly contribute to attract and retain qualified teachers. Besides, they may offer an opportunity for teachers to express their personal aspirations and consider possibilities for career development.

For example, **France** introduced the ‘career covenant’ in 2010 to improve salaries and support for teachers throughout their careers. Besides, sustained support throughout the career has been established through human resources interviews. The meetings allow the individuals concerned to take stock of their professional circumstances and receive assistance in their approaches to professional development. Under the *Smarter Schools Improving Teacher Quality National Partnership*, **Australia** has introduced new approaches to teacher recruitment, retention and reward and has committed 550 million dollars. National reforms have been carried out in the teacher ‘lifecycle’ to attract, train, place, develop and retain quality teachers and leaders. In **Brazil**, the Bill establishing the National Education Plan for the period 2010-2020 contains guidelines and objectives, followed by specific implementation strategies. One of the objectives is to ensure the existence of career plans for teaching professionals in every education system within a few years. **Lesotho** has established in a Teachers’ Career Structure, a regular series of competency breaks, to place performance at the core of the structure. In this arrangement, a teacher progresses from one career level to the next on the basis of meeting specific competency-based assessment criteria.

Improving the working environment and the quality of teaching

As the working environment plays an important role in the quality of teaching, several countries have adopted measures in that regard. Common solutions include investing in material resources and teaching aids, addressing the issue of classroom overcrowding, and increasing human resources in the classroom.

Resources and teaching aids

Australia, Bangladesh, Barbados, Ghana, Iraq and Sweden are among the countries that have highlighted in their reports the specific efforts that have been made to make material resources and aids more available to teachers, with a special focus on ICT. For example, **Australia** has established the 'National Digital Learning Resources Network' to provide a repository of nationally available digital curriculum resources for teachers and students. In addition, more funding has been allocated to develop flexible learning approaches and integrate digital learning resources into the classroom. Likewise, in **Poland**, an information and communication platform was launched and made available to all. Head-teachers and teachers have been given the opportunity to download from the platform and the website of the Ministry of National Education training materials with guidelines on how to work with children with special educational needs, including children with different types of disabilities. **Bangladesh** has introduced a mobile ICT van to cater teachers and students from remote and under-served areas and has established IT laboratories in public teachers' training institutes and schools. **Barbados** and **Ghana** have provided schools and teachers with computers.

Classroom size and teacher-pupil ratio

Many improvements have been undertaken to address the classroom overcrowding, notably in **Bangladesh, the Islamic Republic of Iran, Lesotho** and **Zimbabwe**. **Lesotho** indicated that efforts have been undertaken to reduce the average pupil-teacher ratio, which ranked at 70:1 in the early nineties. Although the target of the Ministry of Education and Training is to reach a ratio of 40:1 in primary schools, the country

reported that it remains a challenge. Pursuing a similar objective, **Bangladesh** set in the framework of the National Plan of Action on Education for All, the objective to reduce of the class size to 45 by 2015 and 40 by 2015 and, accordingly, to improve the pupil-teacher ratio.

Devoting more human resources for educational areas in need

Positive developments emerge from reports in countries where steps have been taken to devote more human resources, especially for educational areas in need. **Australia** informed the '200 Additional Teachers Program' was announced in 2007. The program provided support to Northern Territory remote schools with an additional 200 teachers at a total cost of \$107.8 million. Through the 'Closing the Gap in the Northern Territory National Partnership', additional financial resources have been committed by the government to increase the number of qualified indigenous staff in targeted remote communities. In **Cyprus**, 'Zones of Educational Priority' have been identified and provided with additional human resources, including teachers speaking foreign languages.

Another commendable initiative is the introduction of teacher assistants, supporting teachers for some groups of pupils and students requiring further assistance. In **Bulgaria**, the position of teacher-assistant was recently introduced to support the education of children from different ethno-cultural groups, including those belonging to the Roma population. In **Cyprus** the post of teacher's assistant was created by law in 2004 and can be established in classrooms and study groups where a pupil or student with special needs is enrolled. A similar provision exists in **Serbia**, with the Law on the fundamentals of the education system of 2009 allowing for the appointment of pedagogical assistants. The objective is to extend assistance to teachers and pedagogues for children and pupils in need of additional education support.

Upgrading the opportunities for and quality of teacher education and training

A vast majority of countries have reported active steps towards upgrading the opportunities for quality teacher education and training. Great strides

have been made in reinforcing teachers' pre-service education, as well as developing professional development throughout their careers.

Pre-service education and certifications

The main aspects of the measures adopted in the field of pre-service education deal with the upgrading of the quality of the education provided to future teachers and the increased professionalisation of the future teachers' education.

Various states have reported on specific actions to reinforce the quality of pre-service education, notably by upgrading qualifications requirements and imposing certifications. In **Ethiopia**, with the introduction of the 'General Education Quality Improvement Package', the modalities regulating teacher education and training have been modified and upgraded, by requiring teachers to hold a diploma and undertake a one-year pedagogical training. **France** underscored that the recent reform of initial teacher training in 2010 has raised to master's degree level the basic requirement for the recruitment of teachers, with the objective to improve the training of future teachers and to assist them in becoming more qualified. Similarly, **Nauru** has imposed in the Education Act of 2011 new qualifications requirements upon teachers, including a recognised teaching qualification and at least one year of satisfactory full-time teaching.

Another common strategy adopted to further enhance the quality of pre-service education is to reinforce certification procedures. A good example comes from **Georgia**, which has tied up a gradual teachers' salary increase to the certification procedure. Thus, certified teachers are entitled to a salary increase, and those who pass English and IT tests receive additional payments. Besides, the top 25 per cent of teachers in result of the certification process receive a significant salary increase. **Chile** has also taken action with regard to initial teacher training, through the creation of the *Inicia* programme. Through the establishment of standards and support for training institutions, this programme seeks to improve quality in the training of future teachers in higher education institutions. In order to ensure that these institutions deliver good quality training, the accreditation of teacher training courses has been made compulsory. It is interesting to note that **Poland** has also introduced the compulsory accreditation of qualification courses for teacher candidates.

In an effort to provide training opportunities to candidates and teachers from diverse backgrounds, **Germany** and **Hungary** have respectively sought to ensure teacher training opportunities to migrant teachers and to teachers belonging to minority groups.

Making teacher training more practice oriented

Making teacher training more practice oriented and relevant to classroom contexts is an emerging trend in teacher education policy in many countries. Countries have given attention to the role of mentors to support the induction phase of new teachers. It is expected that they benefit from the experience and guidance of qualified teachers and workers. In **Cyprus**, a mentor, who may be the school deputy head or an experienced teacher with a significant period of service, is often appointed to take responsibility for newly qualified teachers. In **France**, the ministerial circular of 2011 encourages higher education institutions to offer students an opportunity to earn a master's degree through courses that include sandwich courses to prepare them for the competitive examinations.

The objective is to enhance the practical aspects of university education by facilitating a gradual entry into working life. Students on work placement are assisted and counselled within the school or institution by a course mentor responsible for their supervision. Likewise, **Germany** has focused on developing the professionalisation and vocational aspects of trainings, so that they combine education studies and practical elements. In **Georgia**, the 'Novice Teacher Induction Program' has been initiated in 2008. During the first phase of the programme, 100 inductees had been trained by 58 mentor teachers in 36 schools of Georgia. Mentors are certified teachers and they receive an increase on their salary. The trainings include on-the-job trainings, peer coaching, and detailed guidance on teachers' day-to-day activities. In 2010, the Rules for Induction Process were adopted and detailed handbooks for mentors and inductees were prepared. In **Croatia**, where training is deeply connected to career advancement, a total of 1789 educational workers were promoted into the position of mentors and advisers in 2011.

Continuous professional development for teachers

Extensive information has been reported by countries in their reports with regard to the provision of continuous professional development. A vast majority of countries have indicated measures adopted in this regard and the reporting shows that a lot of investment has been made to improve both the quantitative and qualitative aspects of teacher training.

Extended opportunities for in-service training have been offered in a large number of countries, particularly in those striving to promote access to continuous professional development and to make it a priority. Thus, **Dominican Republic** has prioritized the training of highly qualified human resources for the education sector in the Ten Year Education Plan 2008 to 2018. Besides, **Croatia, Cuba, Georgia, Nauru** and **Montenegro** have reported that the government has financed teacher training programmes.

Various states, including **Argentina, Brazil, Cyprus** and **Cook Islands**, have highlighted their efforts to ensure the continuity of teacher training. For instance, **Cyprus** has devised a comprehensive strategy for the in-service training of teachers, balancing theoretical and practical training, to address the learning needs of teachers at various stages of their careers. In the **Cook Islands**, the government developed the Fast Track Training initiative, with a special focus on untrained teachers. Furthermore, the Performance Development System for Cook Islands Teachers has been implemented in 2011 with a view to improving practice through professional development. It allows staff to identify personal goals and the professional development support they will need to achieve them. **Lesotho** has provided for a system of opportunities for teachers to access relevant professional development equitably, with priority placed on under-qualified teachers and on national priority teaching areas. **Chile** indicated that professional upgrading programmes have been strengthened and that new initiatives have been created for both on-site and distance learning to enhance the abilities of existing teachers. In **Ethiopia**, as part of the 'Upgrading, Updating and Continuous Professional Development' programme, after identifying the skill gap of teachers, they are provided with tailor made training at the school and cluster centres. The **Islamic Republic of Iran** encourages teachers to get university qualifications through continuing studies of teachers and new facilities. Emphasis has been placed on in-service training in conformity with national and international standards. In

2003, **New Zealand** approved a strategy to improve quality teaching for diverse students. The 'In-Service Teacher Education Practice' Project was designed to help further understanding and knowledge about what constitutes effective in-service teacher education practice. The project led to the development of learning materials for in-service teacher educators. **Montenegro** has taken action to make sure that no group of teachers, irrespective of whether they are teaching vocational or general subjects, feel discriminated against in their access to training sessions.

As an incentive, a number of countries have linked in-service training opportunities to rewards such as allowances or professional advancement. In **Montenegro**, teachers receive certificates which, inter alia, state the number of hours of training, which enables them to get a certain number of points which influence their professional advancement. In **France** the individual right to training introduced in 2010 enables teachers to gain new skills with a view, in particular, to their professional advancement. Courses take place preferably during the school holidays and teachers may get a training allowance.

Another important aspect of the efforts deployed by countries in increasing the quality of in-service training programmes is the emphasis placed on specific skills and knowledge. For example, **Armenia** and **Poland** reported on the possibility offered to teachers to undertake language courses. Further, **Romania** and **Hungary** have set the right for teachers from national minorities to training in the teaching language in their respective legislation. In **Georgia**, as in many other countries, the emphasis was also placed on ICT. Training on human rights was carried out in **Bahrain**, **Cyprus** and **Romania** notably, and in several countries handbooks were prepared as support materials for teachers. To help teachers and the school personnel recognise signs of discrimination, **Norway** has included a new subject called 'Pedagogies and Student Knowledge' in training programmes for teachers, principals and education management. Similarly, as part of the national strategy to implement the measures of preventing and fighting discrimination (2007-2013), **Romania** developed the project 'School without discrimination III – Train the trainers', involving a group of teachers.

Examples of monitoring practices related to teacher matters

Information was also provided by some countries on ways to improve the system regulating teaching, by further consulting and involving the teaching profession and by putting in place new monitoring mechanisms. In that respect, the readiness to learn from countries' experiences and to share best practices emerged from several reports.

Consultation and active participation of teachers

Argentina reported that the teacher training system enables teachers to participate in the discussion, consultation and decision-making. Furthermore, a programme of visits abroad for managers and trainers is expected to boost the sharing of good practices. In **Latvia**, the Education Law provides for the right for educators to participate in the self-governance of an educational institution. A good initiative was put in place by **Poland**, which convened a dialogue with stakeholders on the professional status of teachers.

New structures for teaching supervision

Several countries mentioned the creation of new structures in the field of teaching. They are mainly designed to help to supervise and monitor teaching and learning processes. In **New Zealand**, the New Zealand Teachers' Council was recently created to supervise registrations and ensure quality assurance in teacher education programmes. Pursuing a similar objective, **Bangladesh** set up the National Teacher Education Council. In **Nigeria**, the Teachers' Registration Council of Nigeria was established to control and regulate teacher education, training and practice, with a view to meeting international standards of quality, professionalism and dignity. In Iraq, efforts were directed towards fostering the coordination between the existing directorates in charge of educational matters. Last but not least, in **Ghana**, the National Inspectorate Board was mandated by the Education Act of 2008 to provide independent external evaluation and to focus, amongst others, on the quality of teaching and learning provided by the educational institutions.

Standards on Teaching Performance

A few countries have indicated in their reports new reforms on performance standards for the teaching profession. For instance, in **Cyprus**, a new evaluation system based on objective criteria has been put in place. The **Islamic Republic of Iran** has also reaffirmed the importance of enhancing the vocational skills and abilities of teachers, and in particular, vocational standards in terms of knowledge, behaviour and performance. A new system based on academic competency will be adopted. In **Lesotho**, specific competency-based assessment criteria have been defined and promotion procedures have been clarified, based on annual assessments. Regarding information-sharing in **Australia**, new mechanisms have allowed sharing of information and publication of indicators on schools, for example the number of teaching staff and resources, along with other indicators.

The extensive reporting of countries on the efforts deployed to support the teaching profession exemplifies their commitments to this issue. However, one of the most pressing issues and challenges remains to narrow the gap between commitments and the reality by investing in teachers. The current shortage of teachers and the high demand for quality education require countries to accelerate progress in supporting the teaching profession, especially in the context of the post-2015 agenda.

PART II

Country Factsheets

How to use the factsheets?

The factsheets available in Part II start by providing information on countries' status of ratification of the 1960 UNESCO's Convention against Discrimination in Education.

The "constitutional provisions, legislative provisions, measures" sections are composed of extracts from 46 country reports. They illustrate how Member States have made noteworthy advances in addressing the condition of the teaching profession and taking measures to support their rights, status and working conditions. As these sections are solely composed of extracts from country report, no language editing has been made. The factsheets are available in English. For Member States submitting their reports in other languages, the extracts have been translated by UNESCO.

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Argentina

● Status of ratification

Convention against Discrimination in Education:
State Party since 30/10/1963

● Legislative provisions

“The National Teacher Training Institute (INFD), established by Act No. 26.206 on National Education, is the national regulatory body for teacher training in Argentina and is responsible for planning and implementing policies to coordinate initial and further teacher training (Article 76 (d) of the Act).

In the setting of policies for the teacher-training system, pride of place is given to pupils as subjects of law, and pupil integration and participation are promoted (Strategy 5, Resolution CFE No. 23/07).

Accordingly, provisions on the establishment of the teacher-training system require that:

- higher education institutes be managed democratically through collegiate bodies that foster teacher and student participation in the governance of the institute and give them a greater say in the design and implementation of the institutional blueprint (Article 124 of Act No. 26.206);
- the organizational structure enable teachers, students, graduates and academic support staff to participate, as appropriate, in the discussion of issues, information, consultation, decision-making and regulatory bodies, so that action is taken publicly. Furthermore, appointments, the exercise of the roles and functions of members of the institute, scheduled representative bodies and all decisions adopted must be lawful (Resolution CFE No. 72/08);
- the knowledge, life experience and educational record of young, adult and, in many cases, employed students determine the conditions and arrangements under which they complete their training (Resolution CFE No. 72/08);

- students be entitled to participate in decision-making on project formulation and in the selection of complementary curriculum areas that enable them to learn more responsibly and autonomously (Article 126 (i) of Act No. 26.206).⁵

“Moreover, Act No. 13.047 regulates the teacher-specific aspects of private educational institutions, with special emphasis on their serving staff’s rights and the State’s obligation to keep a register of those institutions.”⁶

● Measures

“The Government of Argentina has taken steps to ensure that there is no discrimination in the education system, in particular: [...] teachers’ handbooks containing teaching suggestions adapted to various types of disabilities have been produced;”⁷

“Action has been taken to monitor intercultural bilingual education delivered by the Ministry of Education, in accordance with the guidelines on initial literacy education in multicultural and bilingual settings. The strategies implemented in support of preschool and primary intercultural bilingual learning achievement include coordination between child activity centres (CAI) and intercultural bilingual schools, and the training of community teachers to support preschool and primary learning achievement and, in particular, to monitor and support pupils during the transition from one level to the next, especially in the North-East Region (Chaco, Formosa and Misiones) and East Salta, where bilingual indigenous peoples are concentrated.”⁸

“In regard to education in rural areas, progress has been achieved by improving connectivity, the distribution of multimedia equipment, books and teaching materials, and the training of teachers and headteachers

5 Argentina Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 7

6 *Ibid.*, p. 13

7 *Ibid.*, pp. 2-3

8 *Ibid.*, p. 5

through the introduction of the Postgraduate Certificate in Rural Education, in cooperation with the National Teacher Training (INFD).”⁹

“Student-policy working strategies:

- view students’ participation in teacher-training institutes as a policy-related and teacher-training strategy designed to reinterpret education as social action that transforms reality; [...]
- hold meetings with education workers with wide-ranging experience at various levels in order to acquaint students with other educators’ multifaceted tasks, concerns and interests in the quest for new knowledge on teachers’ work and practices;
- promote the formation of working groups and research teams connected with schools in the institute’s catchment area in order to support, monitor and critically discuss educational practices; [...]

Student-policy action taken by INFD:

1. The National Teacher Training Institute (INFD) is taking intersectoral action with the Ministry of Labour, Employment and Social Security, the National Women’s Council, the Human Rights Secretariat, Social Development and the Ministry of Health in the:

- “Building the future through education” project adopted by the Ministry of Education and the Ministry of Labour, Employment and Social Security (Resolution No. 267/06) and promoted by the International Labour Organization; in implementing its student policy, INFD conducts in teacher training institutions an attractive series of discussions and enquiry into the concept of teaching and basic labour rights and principles;
- “Another life is possible” competition held during Argentina’s campaign to promote gender equity and combat violence on the initiative of the Equity and Quality Secretariat of the Ministry of Education and the Alicia Moreau de Justo Foundation and funded by the United Nations Development Programme in Argentina (UNDP) in conjunction with the National Women’s Council and the Human Rights Secretariat.

2. “Science camps”. INFD and the Civil Science Expedition Association have held regional science camps for student teachers from all over the

9 *Ibid.*, p. 5

country in subjects such as mathematics, physics, biology and chemistry since 2008.

The purpose is to enhance student teachers' interest, enquiry and discovery through contact with scientific issues and problems in places in various parts of the country that form part of the cultural heritage or have interesting natural features. The importance of the camps lies in bringing students closer to the processes entailed in building scientific knowledge and the various related social and contextual factors in an environment of scientific exploration conducive to discovery and empirical and intellectual research. The goal was to conduct training experiments so that, during their studies, students could experience other forms of interaction with teachers, scientists and peer groups in scenarios of high educational value, as an alternative to the classroom and classroom training.

3. The "Among all: citizenship and teacher training" project is conducted under its strategies in support of the institutional development of the education system and is geared specifically to the student's acknowledgement of teacher training as being actively role-building and of prime importance in educational change.

To ensure that education fulfils its citizen-training function, future teachers must be trained in technical skills in order to use new information and communication technologies and to consider such resources and contemporary culture from a critical standpoint.

Goals:

- Strengthen the knowledge society within teacher-training institutions.
- Promote ever-growing interactive multimedia habits among student teachers.
- Promote proactive capacities for linkages with children's, teenagers' and adults' non-formal media culture.
- Develop a critical approach to the media and to contemporary culture."¹⁰

10 *Ibid.*, pp. 7-9

“Teaching profession

The main functions of the National Institute, set out in the National Education Act (No. 26.206), are to plan and implement policies for initial and in-service teacher training, stronger links between the teacher-training system and the education system, curriculum development, research, initial and in-service training plans and programmes and the implementation of regulations required for the organization of the system.

The goal of professional development is to boost linkages between teacher training and other levels of the education system. For that purpose, work-study arrangements are being made to give in-service training opportunities to teachers in higher education institutes and to teachers in schools at the educational levels for which they have been trained, thus combining various in-service training approaches that systematically meet schools' needs for pedagogical practices.

Teachers' professional development rests on recognition of the training system's responsibilities to current and future teachers and acknowledges the political and social aspects of teacher training. Teachers' professional development and in-service training include the following activities:

- develop and approve in-service training courses for management teams in higher teacher-training institutes (ISFD) in order to strengthen their role in encouraging innovation and institution-improvement projects;
- develop and approve training courses for trainers and principals in order to strengthen the use of ICTs in education;
- ensure continuity in the training of trainers through postgraduate qualifications in education research, specialist postgraduate courses in teaching and curriculum, training-specific pedagogy and new childhood and youth issues;
- broaden and intensify supportive educational activities for new teachers at the beginning of their professional career;
- ensure continuity and expand, in agreement with education authorities, supportive activities for teachers taking up professional duties;
- design and approve, in conjunction with each education authority, in-service refresher training schemes for trainers on disciplinary and educational issues, involving trainers and teachers at the various

- levels and geared to meeting the most strategic needs and problems in each education authority;
- draw up a programme of visits abroad to enable managers and trainers to learn about other countries' professional experience and thus enrich local viewpoints.

Against this backdrop, education authorities submitting projects cooperate with higher education authorities from all provinces and the city of Buenos Aires in formulating, implementing and evaluating teachers' school-based professional development projects."¹¹

11 Argentina Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 11-12

Armenia

● Status of ratification

Convention against Discrimination in Education:
State Party since 05/09/1993

● Legislative provisions

“According to the Law of the Republic of Armenia “On education”, the remuneration rate for work carried out by administrative and pedagogical (academic) staff at state education institutions may not be lower than the average salary of employees at budgetary institutions”. This demand in the Law of the Republic of Armenia “On education” is enshrined in the field of professional education. Professional education institutions provide the academic staffs with bonuses through the funds received from their paid instruction systems.”¹²

● Measures

“In 2011, the National Assembly of the Republic of Armenia adopted the RA Law “On education development 2011-2015 State programme, which is based on strategic programmes and development concepts in the area of education approved by the Government of the Republic of Armenia. Based on the achievements reported in the system of education, the programme aims at gradual development thereof in view of the priority directions and strategies of developing the sector. Particularly, the programmes set the following as its objectives: [...]

2. to improve quality of education bringing it into compliance with internationally recognised standards and by ensuring that the society and business community is content with educational

12 Armenia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 23

services, particularly: [...] to certify 95% of general education school teachers;”¹³

“The Government of the Republic of Armenia continues to take measures to improve the level of professional preparedness of pedagogues, as well as help them have a higher reputation in society and make them more attracted to the teaching profession. [...]

A policy on increasing the salaries of pedagogues is carried out to increase interest in the teaching profession and to improve the quality of education in the field of general education.

Throughout the past ten years, teachers’ salaries have been increased by nearly 160 per cent. Every year, the best teachers are awarded by the Prime Minister of the Republic of Armenia and the Ministry of Education and Science of the Republic of Armenia during the contests for “The Best Teacher of the Year”, “The Best Principal of the Year” and “The Best Educator of the Year”. The Government of the Republic of Armenia has set additional payments for teachers of general education schools in the borderline, highland and mountainous residential areas.

In compliance with the introduction of the 12-year system of education, the training of teachers in the provinces of the Republic of Armenia and Yerevan is carried out for computer literacy, as well as new curricula, the system of assessment and new teaching methods. Branches of the National Institute of Education have been established in all provinces of the Republic and 52 school-centres have been selected to ensure the large-scale training process. The volume of teacher training has been expanded. Whereas until 2003 only 4-5% of teachers underwent training, since 2005, that number has gone up to 20%, providing the opportunity to ensure a 5-year period of training for the entire teaching staff.

The programmes for the enrolment of teachers and targeted preparation of pedagogues have continued in the borderline, highland and mountainous residential areas. To provide general education schools with teachers, teachers are commissioned to borderline, highland and mountainous residential areas, and students are accepted to pedagogical

13 *Ibid.*, pp. 9-10

universities through targeted admission within the framework of the free of charge places allocated for pedagogical professions.

The procedure for certification of teachers of general education institutions has been introduced in accordance with the Law of the Republic of Armenia "On general education". The introduction of a new procedure for certification of teachers provides the opportunity for differentiated pay and creates stimuli for professional improvement. It is envisaged that all teachers of general education schools will be certified and that qualified teachers will receive bonuses within five years."¹⁴

"The National Institute of the Ministry of Science and Education of the Republic of Armenia conducts regular trainings of Yezidi teachers, while lessons of Armenian have been organised for the representatives of the national minorities.

The Russian language is also included in the list of subjects of the Olympiads of pupils held every year in the Republic. Competitions and festivals of Russian language are held among the pupils. The Armenian pupils take part in the Distance Olympiad of the Russian language. There are permanent training courses, as well as seminar-consultations for Russian language teachers in the National Institute of Education of the Ministry of Science and Education of the Republic of Armenia and Russian Language Development Armenian Centre. Within the framework of the cooperation with this Centre issues related to textbooks, educational materials and training of teachers are discussed."¹⁵

14 *Ibid.*, pp. 23-24

15 *Ibid.*, p. 29

Australia

● Status of ratification

Convention against Discrimination in Education:
State Party since 29/11/1966

● Measures

“Under the More Support for Students with Disabilities initiative, the Australian Government is providing significant funding to education authorities to increase support for students with disability by building the capacity of schools and teachers to better meet students’ individual needs. The funding may be used for a range of activities, including adapting curriculum to students’ needs; providing assistive technology to support students’ learning in the classroom and the professional development of teachers.”¹⁶

“The framework for information published on MySchool was agreed by all states and territories, and reflects research and expert advice that the most appropriate indicators to publish about schools are those that provide insight into three aspects of a school: [*The list includes, amongst others:*] the school’s capacity, including the numbers of teaching staff and resources.”¹⁷

“Additional indicators are being developed for inclusion in future releases of the website, such as the numbers of students with disability, the satisfaction of parents, students and teachers with schools and the number/proportion of teachers by level of expertise.”¹⁸

“Through the Smarter Schools National Partnership (SSNP) agreements, the Australian Government has provided funding to states and territories

16 Australia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 8-9

17 *Ibid.*, p. 9

18 *Ibid.*, p. 9

for the priority reform areas, including literacy and numeracy, principal leadership development and teacher quality, and improving educational outcomes in disadvantaged school communities. The SSNPs are an agreement under the NEA. [...]

The Smarter Schools Improving Teacher Quality National Partnership (TQNP) was introduced in recognition that teacher quality is the single greatest in-school influence on student engagement and achievement and that improving teacher quality requires both strong school leadership from principals and new approaches to teacher recruitment, retention and reward. Under the TQNP, Australian governments are implementing a range of nationally significant and sustainable reforms targeting critical points in the teacher 'lifecycle' to attract, train, place, develop and retain quality teachers and leaders. The Australian Government has committed \$550 million to this NP."¹⁹

"The Australian Government, together with the state and territory governments has made a major investment in the National Digital Learning Resources Network, a repository of nationally available digital curriculum resources for students and teachers.

The repository is maintained by Education Services Australia (ESA). In addition, the Australian Government has recently provided additional funding to ESA to enhance the pool of nationally available digital learning resources and professional support for teachers to implement the Australian Curriculum. The funding will focus on filling resource gaps identified for English, mathematics, science history, geography, languages and the arts as well as supporting teachers to develop flexible learning approaches and integrate digital learning resources into the classroom. ESA is working in partnership with education authorities and other groups to maximise the benefits of this initiative."²⁰

"In addition the Australian Government has committed significant resources to initiatives such as the Initiatives supporting quality teaching and literacy and numeracy through the Closing the Gap in the Northern Territory National Partnership. This funding is being used by Northern Territory education providers to increase the number of Indigenous staff

19 *Ibid.*, pp. 11-12

20 *Ibid.*, p. 13

with education qualifications, develop career pathways for Indigenous staff, and provide support and programs to enable teachers and students achieve improved outcomes in literacy and numeracy in targeted remote communities.”²¹

“The 200 Additional Teachers program was announced in 2007. The program provided support to Northern Territory remote schools with an additional 200 teachers, to be recruited by the end of 2012, at a total cost of \$107.8 million, comprising:

- \$91.6 million for the recruitment, placement and retention of up to 170 classroom teachers in agreed remote and very remote Northern Territory Government schools in order to improve attendance and education outcomes for Indigenous students; and
- \$16.2 million in 2009-10 for the engagement of 30 additional teachers in non-government schools in remote communities in the Northern Territory.

The target is to provide an extra 50 teachers each year, with a total of 200 additional teachers deployed by the end of 2012. Targets have been largely met by the end of each year to date.”²²

21 *Ibid.*, p. 14

22 *Ibid.*, p. 16

Bahrain

● Status of ratification

Convention against Discrimination in Education:
Not yet a State Party to the Convention

● Legislative provisions

"In 2005, after the issuance of the Higher Education Act, a conference was convened [...] to examine the education system in the Kingdom, including that of higher education, and to determine its future course. The conference resolved to form a number of working parties for that purpose. The recommendations of the working parties were presented to the Council of Ministers on 3 September 2006 and the Council issued the following decrees:

- Council of Ministers Decree No. 1897-03 on the agreement to establish a college specifically for preparing and training teachers and school directors and which will assume responsibility for the development of training programmes for teachers and school directors;
- Council of Ministers Decree No. 1897-04 on the agreement to adopt procedures and effective strategies to promote excellence in education, provide support for outstanding teachers within the framework of a new cadre of teachers and examine their working conditions;[...]"²³

23 Bahrain Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 6-7, unofficial translation

● Measures

“The Ministry provided many facilities and programmes to help achieve success in eradicating illiteracy. These include: [...]

- (b) the provision of transport for learners and teachers, especially women; [...]
- (i) the implementation of a programme to build reading skills among the semi-literate which relies on the exploitation of their writing skills, and to promote these skills in a functional way employing all reading aids. Training for this began in the academic year 2005/6 with the purpose of creating senior female instructors to work in the programme. Their performance in the following years would be used as a basis for establishing this type of training in literacy centres.”²⁴

“The Ministry of Education is concerned to identify those students who are slow learners and who have learning difficulties so as to meet their needs, organize a programme of rigorous academic care within a comprehensive educational plan and to prepare trained personnel specialized in this.

Ninety-two schools benefit from this. The aim is to raise the level of attainment of students with special needs in the Arabic language and mathematics with the assistance of a teacher focusing on special needs education and supported by the academic administration and a social worker. In 2001/2 the Ministry also initiated a programme for children with Down’s syndrome and mild mental retardation in order to integrate them incrementally into State schools for basic education before integrating them as a whole. This is to be done by admitting children with learning difficulties into mainstream classes, expanding the curriculum in the first and second classes of basic education and by providing all necessary care for these students. Teachers specializing in special needs education have been employed, ramps, public facilities and lifts have been supplied in all State school premises, the appropriate academic services have been made available and a curriculum has been designed specifically for this group of children. The programme has

24 *Ibid.*, pp. 10-11, unofficial translation

been implemented in 25 boys' and girls' schools. It aims at developing the abilities, sensory and ambulatory skills of those with special needs and the learning of basic academic skills."²⁵

"There are other programmes and activities which the [...] [Saudi-Bahraini Institute for the Blind] is implementing, these are: [*The list includes, amongst others:*]

- enhancing the professional skills of the teachers by means of programmes and training sessions in the methods of teaching students with multiple disabilities;"²⁶

"The School Improvement Programme strives to enhance the performance of schools according to a schedule of monitoring, motivation and evaluation. In implementing the Programme the Ministry cooperates with many partners foremost of which is the Economic Development Board, global consultancy firms, the Bahrain Polytechnic and the Quality Assurance Authority for Education and Training. This integrated programme has the following aims: [...]

- review of the measures within the framework of which schools receive support from the Ministry so as to achieve the desired level of performance, and to distinguish non-academic from academic services in order to reduce the burden on school administration thus enabling it to focus on teaching and learning. In this regard a number of achievements can be highlighted the most significant of which are the following: [*The list includes, amongst others:*]
 - (i) The training of 3,300 teachers of the four basic subjects within the preparatory and secondary stages in the Teaching Academy 1-2 and how to employ the model lesson. [...]
 - (k) The preparation of headteachers and deputy heads in secondary schools and headteachers in preparatory schools to enter the Leadership for Learning programme.
 - (l) The formation of a team of "partners in improvement" to support the schools. One hundred education specialists were

25 *Ibid.*, p. 16, unofficial translation

26 *Ibid.*, pp. 16-17, unofficial translation

trained to enter support teams for groups of schools. Similarly, some partners in improvement were commissioned to enhance school performance by monitoring those which underperform and to ensure that they receive professional vocational support from headteachers."²⁷

“- The provision of training for all members of the teaching profession

The programmes for preparing and training teachers, provided by the Ministry of Education as part of its services, has the aim of increasing the competence of teachers through workshops and by offering them more possibilities for further academic and professional advancement by means of continuing professional development. These programmes, of which there are 50, include those which increase professional competence in science in all its specialized fields, those concerned with computing and educational technology, with preparing new teachers, short- and medium-length training programmes, programmes dealing with higher studies (the diploma, masters degree and doctorate), all having the aim of preparing and training members of the Ministry and providing them with professional development.

As regards the qualification and continued advancement of headteachers and ordinary teachers, the following has been accomplished:

- (a) sending male and female teachers working in the industry and commerce pathways to Australia to receive technical and professional development;
- (b) providing qualification programmes for new teachers in all specializations;
- (c) training a number of teachers in industrial schools and qualifying them to train those working in the employment market;
- (d) training a number of teachers and specialists in the use of communication technology in teaching;
- (e) preparing a programme in critical and creative thought for those of high ability and certain target groups in education;

27 *Ibid.*, pp. 18-19, unofficial translation

- (f) creating a programme leading to the Professional Diploma in Education.

- The Centre of Excellence for Technical and Vocational Education

The Centre of Excellence for Technical and Vocational Education opened on 14 May 2005 as a result of collaboration between the Ministry of Education in the Kingdom of Bahrain and UNESCO. It aims at creating training programmes which develop the administrative, technical and educational bodies involved with technological and vocational training as well as raising scientific and cultural standards to meet the requirements of the Kingdom and the needs of the employment market. The Centre has produced advanced and developed training programmes for teachers specialized in industry and commerce. This is in addition to supervising training sessions for various sectors both within and outside the Ministry so as to improve technical and technological standards and thus provide graduates with the vocational skills which answer to new developments in learning and manufacturing. [...]

- The Bahrain Teachers College

Since its opening in 2008, the Bahrain Teachers College has taken part in preparing and training teachers and headteachers within the Vocational Training Scheme in the belief that teachers and the leadership are the basis of advancement in teaching and learning.

The College plays three important roles:

- (a) It selects the best graduates from the secondary stage of education to be the teachers of the future and, from the first year, it instructs them while maintaining a close connection between field training and academic development according to the highest international benchmarks.
- (b) It offers vocational training to headteachers and deputy headteachers through the Diploma in Educational Leadership programme.
- (c) It prepares and trains teachers through the Apprenticeship Diploma in Education programme.

The programmes concerned with preparing and training teachers while still at work have the aim of developing their abilities through courses

and workshops and by offering them more possibilities for further academic and professional advancement through continued vocational development. These programmes deal with raising professional competence in science in all its various fields, computing and educational technology, preparing new teachers, short- and medium-length programmes in educational training and higher studies (the diploma, the master's degree and the doctorate)."²⁸

"The procedures and projects of the Ministry aim to achieve the following in the near future:

- (i) Strengthening the role of teachers in promoting human rights

On the basis of the recommendation of the Human Rights Council in its second session, item 6 on the agenda, the Ministry of Education established a Working Group in accordance with Ministerial Decree No. 1280/MAN of 2009. The Committee worked with the United Nations Development Programme to prepare a scheme to disseminate the culture of human rights in the Bahrain education system to be implemented in 2011-16. The aims of the scheme are: [*The list includes, amongst others:*]

- (a) to increase awareness of the values of citizenship and human rights in students, teachers and the academic administration;
- (c) to prepare methods of teaching and training and make these available to teachers and learners;
- (f) to design teaching and learning procedures, assessment and academic activities which are consonant with the aims of human rights education;
- (i) to create a handbook for teachers working in the field of human rights education."²⁹

28 *Ibid.*, pp. 20-21, unofficial translation

29 *Ibid.*, pp. 32-33, unofficial translation

Bangladesh

● Status of ratification

Convention against Discrimination in Education:
Not yet a State Party to the Convention

● Legislative provisions

“Registration of Private Schools (Amendment) Act, 1989

The Act also enriched by gender focused teachers recruitment rule lead to at least two female teachers out of four. [...]”³⁰

“Non-Government Teachers Registration and Certification Authority Act 2005

To improve the overall educational system of the country, the Government has formulated “Non-Government Teachers Registration and Certification Authority Act 2005”. By implementing the new Act, scope will be made to appoint eligible and competent teachers in non-govt. institutions. This act has been enforced from 20 March, 2005. The recruitment is free for all race, religion and minorities to preserve the right of all the citizens of the country.”³¹

● Measures

“[...] Teachers are trained at a large scale under Teaching Quality Improvement Project to maintain equal standard at all public and private secondary institutions. [...]”³²

30 Bangladesh Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 6

31 *Ibid.*, p. 22

32 *Ibid.*, p. 16

“National Plan of Action (NPA) on Education for All (EFA)

Improved Attendance, Retention and Completion of Cycle [*The list includes, amongst others:*]

- Reducing the class size to 45 by 2008 and 40 by 2015 and teacher student ratio to 1:45/40”³³

“Government Initiatives for Teacher Education

- Approved National Education policy-2010.
- Establishment of National Teacher Education Council (NTEC).
- Establishment of Non-government Teacher Registration Certification Authority (NTRCA).
- Free textbooks for all students from grade I to Grade X and available from the 1st day of the new year.
- Implementation of National Education Policy (phase-wise).
- Introduction of Mobile ICT Van to cater students and teachers from remote and under-served areas.
- Establishment of IT Laboratories in Public Teachers’ Training Colleges, Higher Secondary Teachers’ Training Institute and schools.
- GoB [*Government of Bangladesh*] financed ICT Project to provide laptops and multimedia projector to 20,500 secondary institutions.
- More than 400,000 secondary level teachers received CPD.
- School monitoring and mentoring system piloted.
- CPD through mobile technology piloted in 2 islands (Hatya & Sandwep).
- Improvement of pass rate in public examination, including girl’s pass rate.

Recently Ministry of Education has formed the National Teacher Education Council for ensuring quality in teacher education. This council is working for setting up a national standard of teacher education. Government has a plan to set up a national university of education for meeting the nation needs through teacher education.

- **Strategies for upgrading Teacher Education**

The Bangladesh Government has set the following strategies for developing teacher education and training through its National Education Policy 2010:

33 *Ibid.*, p. 16

1. Immediately after their recruitment, primary and secondary teachers will undergo 2- months' foundation training and for the college teachers it will be of 4-months. The primary and secondary level teachers must take part in courses of C-in-Ed and B.Ed within 3-years of joining their posts.
2. The curriculum and syllabus for the training program will be modernized regularly.
3. The trainers will be accordingly trained in their own subjects before the change in curriculum and syllabus takes place. They should have adequate knowledge and idea regarding their own subjects.
4. The existing primary teachers training program known as C-in-Ed will be revised and the duration of the new programs will be one year and a half instead of one. Modern strategies of teaching-learning and evaluation will be incorporated. Practical classes will continue for at least nine months in two phases through the introduction of internship.
5. The government college teachers are usually trained at National Academy of Educational Management (NAEM) and this training will continue. Phasewise, every teacher will have to undergo freshers' courses in every 3 years. Steps will be taken to establish one Regional Academy of Educational Management in each division to accelerate the course-based training programs.
6. Comprehensive training will be introduced for employees at middle and senior levels to create qualified and confident officials in educational administration.
7. A basic training will be organized for the teachers of non-government schools and colleges. These teachers will also be trained at HSTTI. The existing subject-based training conducted at HSTTI will be strengthened.
8. In order to standardize the quality of all training institutions and with a view to creating a standard environment in them, the officials of equal status of different institutions will be transferred from one to the other.
9. Training facilities of the trainers will be created both at home and abroad to upgrade their standard. Existing special training for Head teachers and Principals will continue.
10. Extensive co-curricular programs will be included in the training and the role of the trainees will be properly evaluated.
11. Internet connection will be provided to all educational and training institutions to help all academic staff/personnel update themselves with the latest information.

12. Continuous assessment will be conducted to evaluate the proficiency of the trained teachers. Any weakness found will be remedied through special measures.
13. The training programs, designed for creating efficient teachers appointed for performing different duties at different types of educational institutions (primary, secondary, higher education, technical, vocational and for the disabled) will include various courses of diverse contexts.
14. Teachers' organizations should be encouraged to play their roles in upgrading the standard of teachers and not just in realizing their professional demands.
15. Universities will be encouraged to initiate training programs for the young/fresh faculty members.
16. Increment of financial grants/remunerations and other facilities for the trainees will be ensured.
17. Training programs should be made more realistic and effective. To do so and to ensure full-time training, the establishment of non-government training institutions of inferior standard will be discouraged. Rather, the number of government institutions will be increased to a rational number and full residential facilities will be provided to the trainees to make the training programs meaningful and effective.

- **Appointment & Promotion**

To fill in the vacancies of teachers in government schools appropriate measures have been taken to appoint new teachers and officers according to the staffing pattern. It is to be mentioned that in the appointment system at secondary schools 30% of the posts are reserved for the women"³⁴

34 *Ibid.*, pp. 20-22

Barbados

● Status of ratification

Convention against Discrimination in Education:
State Party since 24/06/1975

● Measures

“Training opportunities [for the teaching profession] are in the form of teaching skills enhancement, classroom management, post graduate training at specialist institutions, fellowships, introduction of technology in the classrooms-in particular Information Technology, and improved environmental conditions in the form of better physical surroundings. Teachers have also been provided with learning support co-coordinators in schools and nursery aides, and a parent volunteer scheme at the primary level in which parents assist in the teaching effort. In 2011 all teachers were assigned a lap top computer to assist them with their planning and teaching.”³⁵

“Conditions for Teaching

The conditions of teaching staff at all levels are quite favourable. Teachers are granted non-teaching periods at the primary and secondary levels. They are entitled to study leave with pay subject to approval. Teachers in the public system are eligible for a term’s leave with pay after 15 years of continuous teaching with the same period of leave after every 5 subsequent years of continuous service. Temporary teachers are entitled to 14 days of certified and uncertified sick leave with pay. Permanent teachers are entitled to 21 sick leave days (certified and uncertified) with pay. Female teachers are entitled to 3 month’s maternity leave with pay.

35 Barbados Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 14-15

Teachers have vibrant and militant trade unions to which they are affiliated, and freedom of association to these bodies is enshrined in the laws of Barbados. They are represented in vigorous credit unions, which they own and use to enhance their financial and material status.

Teachers receive a marginally higher salary than their counterparts in the civil service whose qualifications are on par with theirs. Whereas seniority and the posts held determine rates of remuneration in the civil service, the categories of teachers i.e. trained, qualified, graduate etc. determine the salaries of teachers. However in the teaching service, the organizational chart is less steep and there are fewer opportunities to advance beyond the salary point of principal as posts are fewer. The management structure received a nudge when in 2011, Early Childhood and Special Needs Co-ordinators were formally assigned, several years after the position of these co-ordinators was created.

The ratio of salaries for teachers has remained the same over time in the public, primary and secondary system, with those of civil servants, as salary increases have tended to be simultaneous with the same incremental increases."³⁶

36 *Ibid.*, pp. 15-16

Bosnia and Herzegovina

● Status of ratification

Convention against Discrimination in Education:
State Party since 12/07/1993

● Legislative provisions

“Three Articles of the Framework Law on Primary and Secondary Education in BiH [*Bosnia and Herzegovina*] regulate the Role and Obligations of Schools as follows:

[...]

‘Schools shall promote equal opportunities for all of their pupils, teachers and other employees, while recognizing and promoting the right to diversity among them.’ ‘To this end, the competent education authorities and schools shall identify and implement their own programs that support and foster diverse cultures, languages and religions of their pupils and employees.’ (Article 36)”³⁷

● Measures

“In addition to established agencies and the Centre, it is necessary to mention the important institutions that make up the structure of the education sector in the cantons, the Republic of Srpska and Brcko District of BiH: nine Pedagogical Institutes (PI) are operational (one in the Republic of Srpska, two in the Herzegovina-Neretva Canton and

37 Bosnia and Herzegovina Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 6-7

one in Sarajevo, Tuzla, Zenica, Bihac, Gorazde and the Brcko District of BiH).

Their task is to develop curricula, affirm new approaches and methods in the educational process, organize teacher trainings, provide counseling and evaluation of teachers, principals and schools in general, etc. Among the total number of PIs, there are only three independent organizations (two institutes in Mostar and Bihac), and others are functioning within the ministries of education.

Ensuring equal educational standards in all public and private institutions of the same level and equality of conditions affecting the quality of education is achieved by unifying the legislation in this area, i.e.: pedagogical standards and norms, establishing the surveillance and control of the implementation of the obligations of all participants in the educational process and prescribing and facilitating continuous professional training and supplementary training of teachers and other staff."³⁸

"Teaching profession

[...] Based on the information of the relevant education institutions in BiH, there are no significant differences in average teacher salaries in relation to the salaries of civil servants with the same qualifications. Deviations are possible in terms of regulations governing the amount of salaries.

The living and professional conditions of teachers can be improved only in a way to provide more funding for education, in all budget items, while the task of the competent education authorities is the distribution of available resources in a manner that will ensure maximum impact of spending and give the best results in this regard."³⁹

38 *Ibid.*, pp. 17-18

39 *Ibid.*, pp. 18-19

Brazil

● Status of ratification

Convention against Discrimination in Education:
State Party since 19/04/1968

● Measures

“The Bill establishing the National Education Plan for the period 2010-2020 contains 10 guidelines and 20 objectives, followed by specific implementation strategies. Both the objectives and strategies support educational initiatives, regardless of the level, stage or circumstances. In addition, there are strategies to foster the inclusion of pupils and students from minority groups, such as persons with disabilities, indigenous peoples, the *quilombolas*, rural populations and young people on probation. [...]”.

Objective 13: Raise the quality of higher education by increasing the participation of teachers and professors in higher education institutions to at least 75% of practising teachers, 35% of whom are professors.

Objective 14: Gradually increase enrolment numbers in higher education in the strict sense of the term in order to ensure the tenure of 60,000 primary teacher and 25,000 higher education professor appointments per annum.

Objective 15: Ensure, through the collaboration of the union of states, municipalities and the Federal District, that all basic education teachers receive specific high-level training through university studies in their respective fields of competence.

Objective 16: Train 50% of basic education teachers to higher education levels, in the broad and strict sense of the term, and ensure continuing education for all in their preferred fields.

Objective 17: Value the state teaching profession in basic education by ensuring that the average income of teaching professionals with 11

years' experience is equal to that of other professionals with equivalent education.

Objective 18: Ensure the existence of career plans for teaching professionals in every education system within the next two years.

Objective 19: Ensure, by means of a specific law approved at the state, Federal District and municipal levels, the authorized appointment of head teachers according to technical criteria linked to merit and involvement and participation in the school community [...].⁴⁰

40 Brazil Report submitted for the Eighth Consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 2-3, unofficial translation

Bulgaria

● Status of ratification

Convention against Discrimination in Education:
State Party since 04/12/1962

● Legislative provisions

“By the enforcement of the Law on Protection against Discrimination as of 01.01.2004, the Ministry of Education, Youth and Science disseminated a note to the school heads and directors of kindergartens across all regions in the country, stating their duty to include since then in the job descriptions of the teachers the obligation to not allow any forms of discrimination at school and in class.”⁴¹

● Measures

“The job position of the “teacher-assistant” was listed in National Classification for the professions and job positions for 2010, following the Ministerial decision issued in 2003 to introduce it in the educational system. The teacher-assistants facilitate the educational integration of the children and pupils from different ethno-cultural groups, including of those who are of Roma origin. Thus the access to education is further enabled and supported.

The List comprising of professions that require vocational education and training features the following “job positions”:

- a school educator - assistant
- a kindergarten educator-assistant
- a social activities collaborator
- a social worker with children at risk

41 Bulgaria Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 2

Teacher-assistants at school and teacher-assistants at kindergarten are appointed at their employer's discretion in order to support the educational integration of the children and pupils from ethno-cultural groups. The observations conducted as part of the implemented projects aimed at the educational integration, found out that where teacher-assistants are also involved in the ongoing learning process, the benefits for the learners are far more tangible and in particular in favour of building up a respectable and equal in terms of ethno-cultural characteristics, educational environment. The job position of the teacher-assistant was introduced at the proposal of Roma non-governmental organizations and was incorporated into the body text of the Framework Programme for equal integration of Roma into the Bulgarian society, adopted by a CM Decision as of April 1999. The job description for the position opened for teacher-assistants was approved by the Minister of Education and Science as of 25.08.2003."⁴²

42 *Ibid.*, p. 3

Burkina Faso

● Status of ratification

Convention against Discrimination in Education:
State Party since 04/09/2012

● Measures

“What strategies and programmes are implemented to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities can gain access to and complete free and compulsory primary education of good quality?

[...]

- training for teachers and educational supervisors on combatting female genital mutilation;
- teacher training on inclusive education; [...]
- teacher training on gender-based violence in schools”.⁴³

“What measures has your country taken to ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent?

- establishment of schools to provide teachers and educational supervisors with vocational training [...];
- organization of an annual educational conference for teachers; [...]
- gender-sensitive education training for teachers”.⁴⁴

43 Burkina Faso Report submitted for the Eighth Consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 7-8, unofficial translation

44 *Ibid.*, p. 11, unofficial translation

“What measures has your country taken or contemplated to improve the living conditions of teaching staff?

- construction of housing for teachers;
- allocation of specific allowances for the various teaching professions;
- preparation of a teaching staff capacity-building plan to be implemented in the very near future”.⁴⁵

“Activities carried out to raise public awareness of the principles of non-discrimination and equality of opportunities [include] teacher training on gender mainstreaming in education; [...]”.⁴⁶

45 *Ibid.*, p. 12, unofficial translation

46 *Ibid.*, p. 14, unofficial translation

Chile

● Status of ratification

Convention against Discrimination in Education:
State Party since 26/10/1971

● Legislative provisions

A substantive contribution from the General Law on Education and the draft law on the National Quality Assurance System (SNAC) are the educational standards which will be a central instrument in the quality assurance system. Article 2 (a) of the draft law on the SNAC defines the following: [...]

- Performance standards for: [*The list includes, amongst others:*] Teachers⁴⁷

“Under Act No. 19.070, the Estatuto Docente on the status of teachers, the profession is accessible to the holders of teaching or education qualifications awarded by training colleges, universities or professional institutes. Where no holders of such qualifications are available to fill vacant teaching positions, these may be occupied by persons who are legally entitled to do so (persons registered with the Colegio de Profesores en Chile (Chilean Teachers’ Association)) and persons who, by satisfying certain requirements, have been authorized by the Ministry of Education to exercise the teaching profession.⁴⁸

“The Estatuto Docente (legislative statute on the teaching profession) is the main legal framework establishing teachers’ conditions of employment. It is applicable to all education professionals regardless of the type of establishment in which they work (State schools, subsidized private

47 Chile Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 14, unofficial translation

48 *Ibid.*, pp. 14-15, unofficial translation

schools or fee-paying private schools), but it provides for different types of contract for teachers depending on where they work. Those in State schools have the type of contract known as Carrera Docente (teaching profession). In contrast, those working in the private sector have a type of private contract governed by Labour Code standards applicable to all private-sector workers, except for certain standards relating to the working day and public holidays, and to contract termination, where the employer is required to pay additional compensation equivalent to any months remaining until the end of the current working year. Teachers working in the public sector are treated as public servants.”⁴⁹

● Measures

“For all grades and modalities in the education system and all its sectors and subsectors, the national curriculum defines the knowledge and abilities that students must acquire as well as the way in which the teaching and learning process is to be structured. To enable establishments and teachers to apply the curriculum successfully, the Ministry of Education has created the following support tools: [*The list includes, amongst others:*]

- Study plans: These set out the number of hours per week that teachers are to spend on each area of learning, according to the corresponding educational level. These plans are required to be used by establishments using the study programmes provided by the Ministry. [...]

“Teachers’ initial training is organized under different study plans depending on their chosen specializations and the institutions providing the training. Generally, the training of pre-school and primary teachers takes three to five years and that of secondary school teachers four to five years. [...]

As for the Carrera Docente [teaching profession] type of contract, teachers wishing to work in the State sector are required, in addition to the appropriate qualifications, to meet the following conditions: they must be Chilean nationals, they must have fulfilled their military-service

⁴⁹ *Ibid.*, p. 15, unofficial translation

obligations (where applicable), their state of health must be compatible with the performance of their duties, they must not have been disqualified from the exercise of public service, and they must neither have been convicted of nor be currently charged with any type of criminal offence. [...]

In June 2003, the Government established a professional performance assessment system for teachers. This assessment is applied to all State-sector teachers every four years, and each teacher's final result is an overall performance evaluation based on the Framework for Good Teaching, with its various fields and criteria. The result of the assessment can have the following levels: outstanding, competent, basic and unsatisfactory.

The Framework for Good Teaching sets out the following four areas to be considered:

- Preparation for teaching;
- Creating a suitable learning environment;
- Ensuring that all students are enabled to learn;
- Professional responsibility.

The assessment is made on the basis of evidence of performance derived from the following:

- Teaching portfolio: this gives the teacher the opportunity to present evidence of his or her best teaching practices;
- Self-assessment: here, the teacher reflects on and evaluates his or her own professional performance;
- Structured interview: this reveals aspects of the teacher's pedagogical practices and the context of his or her teaching work;
- Third-party report: this includes an assessment by the director or chief of unit on various aspects of the teacher's work.

Teachers assessed as "outstanding" or "competent" will have priority access to professional development opportunities, and those whose overall assessment is "basic" or "unsatisfactory" will have access, free of charge, to specific improvement plans designed to help them overcome their weaknesses.

Lastly, all teachers assessed as "outstanding" or "competent" may apply voluntarily for a variable performance allowance by taking a written

test on disciplinary and pedagogical knowledge. [...] Since 2008, the Ministry of Education has been preparing a proposal for a new structure for the teaching profession; among other things, this is intended to improve the composition of teacher salaries.”⁵⁰

“In recent years, despite the difficulties facing the teaching profession in Chile – and sometimes because of them – the Ministry has developed a series of initiatives which seek to ensure that teachers’ initial and continuing training is appropriate for the demands of the national curriculum and the requirements of the school system and will raise the quality of teachers, enhance their remuneration and provide them with continuing support so that they can continue to improve throughout their careers. It is understood that the quality of teachers is one of the most important factors in the learning process.

The main teaching-oriented policies in 2006-2010 were designed to strengthen the most basic aspects of the profession:

- **Initial teacher training:** Notable in this area is the creation of the *Inicia* programme which, by means of various components (analysis, establishment of standards and support for training institutions), seeks to improve quality in the training of future teachers at higher education institutions which offer such training. Also of note is the compulsory accreditation of teacher training courses to ensure that those who receive such training will do so in institutions which have the necessary capacities and will provide good-quality training.
- **Continuing training or upgrading for teachers:** Important in this respect are the strengthening of professional upgrading programmes and the creation of new initiatives for both on-site and distance learning to enhance the abilities of existing teachers. The following have been implemented: a postgraduate course for primary-school teachers; an upgrade programme for teachers in technical and vocational secondary education; a leadership course for head teachers (training and upgrades for members of the management teams of educational establishments); an entry-level programme for new teachers; and internships in foreign countries.”⁵¹

50 *Ibid.*, pp. 15-16, unofficial translation

51 *Ibid.*, pp. 20-21, unofficial translation

Cook Islands

● Status of ratification

Convention against Discrimination in Education:
Not yet a State Party to the Convention

● Measures

“Historically, and especially at senior secondary level, the Cook Islands has had to rely on expatriate teachers in specialist subject areas. To decrease this reliance, the Ministry has developed the Fast Track Training initiative. The concept of training untrained teachers in-country is seen as an important strategy for teacher development and as a model for ensuring that all teachers in the country are well trained and continuously upgraded in their qualifications.

Ideally, those selected for this training will already hold a first degree, although the research shows that it is not necessarily academic qualifications that make effective teachers, but rather the teachers’ ability to connect with students and deliver quality lessons based on sound pedagogical practice and thinking. Each expression of interest will be assessed on its individual merits and will take into account:

- qualifications already attained (in either education or a specialist subject area);
- previous teacher training or teaching experience (if any);
- fluency in both Cook Islands Maori and English;
- maturity;
- educational ability;
- desired area of specialization (secondary) and teacher supply need;
- personal attributes suitable for teaching.

The Ministry of Education Master Plan 2008-2023 identifies the importance of quality learning for all people in the Cook Islands. The Performance Development System (PDS) for Cook Islands teachers is an attempt to improve practice through professional development and achieving performance excellence.

The purpose of the PDS system is to provide staff with an opportunity to be appraised and to provide a clear overview of their performance. It allows staff to identify personal goals and the professional development support they will need to achieve them. The PDS system also provides tools to implement the system consistently across all Cook Islands schools. There have been recent changes to the PDS system implemented in 2011, and the aim is to strengthen the performance of the system by making it more effective for all involved. The aim is also to simplify the process so that teachers and their appraisers can focus on developing their individual performance."⁵²

52 Cook Islands Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 13

Croatia

● Status of ratification

Convention against Discrimination in Education:
State Party since 06/07/1992

● Legislative provisions

“Professional development of teachers is realized according to the Act on Education and Teaching in Primary Schools and the provisions of the State Standards of Education and Teaching for Primary Schools and various subordinate regulations.

Article 115 of said Act stipulates that teachers, professors, teaching associates and principals have the right and the obligation of continuing professional education and to receive further training through programs approved by the Ministry. Continuing professional education and training involves individual and organized training in their original profession, in the field of pedagogy, didactics, educational psychology, teaching methods, ICT, counselling, management, educational policies and other areas relevant to an effective performance and high quality provision of educational activities in schools.

Professional training programs are conducted and organized by the Agency for Teacher Training and Education but may also be implemented by higher education institutions and entities from the civil sector. Sub-regulative provisions provide for the methods and procedure of the professional training of teachers, professors, teacher associates and principals.

In accordance with the provisions of Article 116 of said Act, teachers, professors and professional associates and principals can advance in the profession i.e. their occupation and acquire appropriate titles and

be rewarded for outstanding achievements in educational and teaching activities; the rewards are subject to special regulations.”⁵³

“The Regulations on the advancement of teachers in the Law on Primary and Secondary Education (Official Gazette 89/95, 148/99, 20/05) establish the procedure and terms of evaluation and promotion of teachers, professors, educators, expert associates and trainers in primary and secondary schools and student homes into the position of mentors and advisors.”⁵⁴

● Measures

“In order to improve the living conditions of teachers and provide for their professional employment in all parts of Croatia, a Decision was signed in August 2007 stipulating the terms and conditions of granting subsidized interest rates for housing loans to teachers in primary schools and secondary school temp professors from August 31 to December 31 2007.

According to this Decision, the objectives of granting subsidized interest rates for housing loans are:

- Provide professional teaching staff in schools where teaching is carried out by temporary teachers;
- Systematically consolidate the quality of educational and teaching work at the state level.

Priority is given to teachers of foreign languages, mathematics, physics and computer science, because the records of the ministry show that those subjects are frequently taught by temporary teachers.

In July 2008 an agreement was signed between the Ministry of Science, Education and Sports and the bank of Zadar on the basis of which those bank loans are paid to 22 applicants from elementary schools.”⁵⁵

53 Croatia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 4

54 *Ibid.*, p. 11

55 *Ibid.*, pp. 3-4

“Ministry of Science, Education and Sports concluded on 23 July 2008 an Agreement on housing loans to employees in the system of primary and secondary education with OTP Bank Croatia dd Zadar, and submitted to the bank a list of 29 employees of elementary and secondary schools who are eligible for interest subsidy.

According to the report of OTP bank, twenty-three (23) employees of elementary and secondary school took the loans and the Ministry paid by way of compensation for the interest subsidy since 2008. until now worth 931,639.00 HRK.

Competent agencies conduct free professional training for all educational workers (educators, teachers, expert associates and principals). Training enables advancement in the profession by giving them higher credit points for the calculation of their wages at a certain rate of percentage. In 2011 a total of 1789 educational workers were promoted into the position of mentors and advisers.”⁵⁶

“[...] In the school year 2007/2008 some 150 new teachers were employed and some 50 professional staff (pedagogues or psychologists) and some 40 administrative workers. A vertical and horizontal progression through the educational system was made possible, i.e. the transition from lower to higher levels, and vice versa. The State Educational Standard was passed in 2008 which aims to create equal staff and material in all secondary schools.”⁵⁷

56 *Ibid.*, p. 11

57 *Ibid.*, p. 8

Cuba

● Status of ratification

Convention against Discrimination in Education:
State Party since 02/11/1962

● Measures

“The State provides all human and material resources required to ensure that teacher-training centres –currently comprising university education science departments and teacher-training colleges give students every opportunity to be trained in their chosen profession by applying the same principles of equity and social justice that underpinned their education at lower levels in the system.

Teacher-training institutions are co-educational, although their students and graduates are mostly women, as in the professional setting. Students in financial need receive grants that are completely free of charge, as are all other aspects of their education. Students enrolled in university departments of education receive, as do other university students in the country, a stipend that increases with each year of study.”⁵⁸

“There is also a further teacher-training broadcast designed to reinforce teachers’ training in education science, psychology, teaching and philosophy. Topics include pupil assessment, interaction with families, value formation with José Martí as the model teacher, educational research and use of information and communication technology.”⁵⁹

“In teacher-training colleges, students are trained in information technology applied to teaching, achieve mastery of educational software applications and develop computer networking skills for access to scientific, technological, educational, administrative and economics data of relevance to each course.”⁶⁰

58 Cuba Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 9, unofficial translation

59 *Ibid.*, p. 10, unofficial translation

60 *Ibid.*, p. 12, unofficial translation

Cyprus

● Status of ratification

Convention against Discrimination in Education:
State Party since 09/06/1970

● Measures

"[...] [T]he Ministry of Education and Culture is promoting the implementation of educational measures and policies that will facilitate the smooth integration of pupils from different cultural identities in a creative environment, regardless of background. The Ministry's Departments of Education make provisions so that teachers can support the linguistic and cultural needs of all pupils more effectively. [...]"

In its effort to enhance the achievement of migrant, refugees and asylum seekers needs, the Ministry has developed a strategic plan which represents part of the Government's agenda for the Educational Reform, and aims at improving the educational opportunities available in public schools by narrowing the achievement gap of the specified groups of pupils. Some areas with disadvantaged pupil population and with high registration and attendance of non-native language speakers operate as "Zones of Educational Priority". [...]"⁶¹

"Actions taken within the framework of the "Zones of Educational Priority" include: [*The list includes, amongst others:*]

- Employment of teachers speaking the mother tongue of foreign language speaking pupils. [...]
- Appointment of two teachers in each Zone as coordinators. [...]"⁶²

61 Cyprus Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 7

62 *Ibid.*, p. 8

“In Cyprus, teachers at pre-primary and primary levels of education are trained under the both the concurrent as well as the consecutive model. For General Secondary Education the consecutive model is the only available pattern of training. The duration of the induction phase is 39 days for prospective teachers at all levels. Support measures that can help teachers overcome the difficulties they may experience as newcomers to the profession, and help to reduce the likelihood that they will leave the profession early are applied. Moreover, a mentor, who may be the school deputy head or an experienced teacher with a significant period of service, is often appointed to take responsibility for newly qualified teachers.

The authority that bears the responsibility for appointing teachers in public education establishments is the Educational Service Commission, an independent five member body appointed by the Council of Ministers for a period of six years. The Commission applies a highly centralized and bureaucratic procedure for appointing teachers, mainly to preserve the objectivity and impartiality of the system. Qualified teachers, i.e. holders of a Bachelor degree are placed on a waiting list and are appointed in strict order. All teachers are initially appointed under probation and their appointment becomes permanent after two years. They are employed in accordance with a regulatory framework, which is distinct from legislation governing contractual relations in the public sectors. The concept of permanent appointment for life is very important, as teachers lose their jobs only under very exceptional circumstances. With the accession of Cyprus in the European Union in 2004, all necessary steps were taken so that European citizens have the same rights and responsibilities with Cypriot citizens. No instances of discrimination as regards the training for the teaching profession have been reported.

The maximum teachers' salaries are almost (and in some cases more) than double comparing with those for starting teachers but it takes around 20 years to obtain them. In 2010 and 2011, teachers' salaries were increased approximately by 4 % for each year. For 2012, due to budgetary restrictions, no cost of living allowance or increment was conceded. Furthermore, from October 2011, a gradual deduction of monthly salaries has been enforced with progressive rates starting from 2.5 % for brut monthly salary between EUR 2 501 and EUR 3 500 to 4 % for salaries higher than EUR 4 501. The severe economic situation the State is currently facing and pending Cyprus' support from the European

Stability Fund, further reductions in salaries of public employees as well as education professionals will be implemented during the fiscal year of 2013-2014. [...]

The Ministry of Education and Culture gives great importance to the high-quality training and professional development of teachers, since it is a keystone to the quality of education and to the status of the profession.

The radical improvement of the quality of teaching through teacher training is one of the key objectives of the Educational Reform Program. Within this context, the pre-service training of secondary school teachers, which was carried out by the Pedagogical Institute, has been upgraded and assigned to the University of Cyprus.

Additionally, a comprehensive strategy for in-service training of teachers has been adopted, which provides for the systematic identification of training needs and planning of specific programs to address these needs for upgrading the skills of teachers at various stages of their career, keeping them at the fore front of technological and educational developments and compensating for any weaknesses they may exhibit. The strategy promulgates a combination of institutional and school-based training variety of forms of training aiming at a balance between theoretical and practical training. [...]"⁶³

"In 2012, in the context of PROGRESS Programme the Cyprus Pedagogical Institute planned a series of teacher training activities as to multicultural education and human rights education based on cooperation and interaction between different parties: the academia, governmental institutions and NGOs. The activities were structured into four stages:

- Preparation of a teacher's guide where resources and ideas for promoting teaching, managing, enhancing diversity and combating discrimination are presented by giving examples of how the teachers can work on issues of human rights, exclusion and discrimination. These were organized in three sectors: school subjects and interdisciplinary approaches, organization of the school and school- community relations.

63 *Ibid.*, pp. 25-27

- A group of teachers got acquainted with legislation and key issues on discrimination in the country and work as mentors for small groups of students. They work together via the routes of innovation and creativity to produce visual material on discrimination issues.
- A big conference was organized where teachers got acquainted with the work produced in stage 2, get theoretical knowledge through the presentations of university teachers and hands-on empowered to combat discrimination and ready to design their own action plans.
- Teachers' attitudes and beliefs in ability to work against discrimination were investigated.
- In June 2012 a conference was offered to all school counsellors on their role in the induction, adjustment and career guidance of migrant students."⁶⁴

"Teachers' evaluation and promotion system, which has been criticized as anachronistic, bureaucratic and ambiguous, is one of the main difficulties that primary education faces, as it has a negative impact on the careers, morale and motivation of teachers, as well as on the quality of education provided. In practice promotion of teachers are based too much on age and seniority. The Ministry has prepared a new evaluation system that is based on more objective and rational criteria. Consequently, it is expected that the above mentioned difficulties will be effectively addressed and that teachers will receive objective evaluations and promotions according to their ability to perform their duties."⁶⁵

64 *Ibid.*, pp. 33-34

65 *Ibid.*, p. 38

Czech Republic

● Status of ratification

Convention against Discrimination in Education:
State Party since 26/03/1993

● Legislative provisions

“Specific instruments that may be applied in the education of children, pupils and students with special educational needs include mainly the following:

Act No. 561/2004 Coll., on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act), as amended:

- **Establishment of the post of teacher’s assistant - Section 16(9):**

(9) Head teachers of nursery schools, basic schools, basic special schools, secondary schools, and tertiary professional schools may, with the consent of the relevant Regional Authority, establish the post of teacher’s assistant for classes or study groups where a child, pupil or student with special educational needs is educated. In the case of disabled children, pupils and students or children, pupils and students disadvantaged in terms of health conditions the opinion of the school advisory facility shall be required. [...]”⁶⁶

● Measures

“MEYS [The Ministry of Education, Youth and Sports] supports the education of socially disadvantaged pupils and disabled pupils also by means of subsidy and development programmes. The following programmes went ahead in 2010: [The list includes, amongst others:]

66 Czech Republic Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2011, p. 4

- Programme financing teacher's assistants for socially disadvantaged children. Pupils and students [...]
- Programme promoting the establishment of the post of teacher's assistant for disabled pupils."⁶⁷

"Even at a time of budgetary constraints teacher salaries were increased. In 2011 those who entered the teaching profession saw a salary increase. In 2012 teacher salaries will be increased in general. Approximately CZK 3.5 billion will be allocated directly for the individual salary bands in regional education and teacher salaries will thus rise by up to CZK 1,250."⁶⁸

⁶⁷ *Ibid.*, p. 10

⁶⁸ *Ibid.*, p. 16

Dominican Republic

● Status of ratification

Convention against Discrimination in Education:
State Party since 30/08/1977

● Constitutional provisions

“Article 63 – Right to education. ‘Everyone has the right to lifelong comprehensive quality education, under equal conditions and with equal opportunities, without limitations other than those stemming from their aptitude, vocation and aspirations. As a result: [...]’

(5) The State recognizes the exercise of the teaching profession as essential to the full development of education and the Dominican nation and, therefore, is obliged to strive to ensure the professionalism, stability and dignity of teachers [...]”⁶⁹

● Legislative provisions

“Currently, in the Dominican Republic there are more than 61,000 practising teachers in the public sector. While in the past there were numerous deficiencies in the teaching profession, in recent years a series of reforms has been initiated and augur well for the future. The General Education Act 66/97 and the Teaching Statute of 2000 and 2003 provide a valuable framework for remedying the employment status of teachers.”⁷⁰

69 Dominican Republic Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 1-2, unofficial translation

70 *Ibid.*, pp. 9-10, unofficial translation

● Measures

“The aim of the Ten-Year Education Plan 2008–2018, a working tool for governing the education system during this period, is to ensure ‘that all Dominicans have access to a relevant quality education’.

This document sets out 10 education policies to: [*The list includes, amongst others:*]

6. Prioritize the training of highly qualified human resources for the education sector and promote the retention and professional growth of existing staff. [...]”⁷¹

“The current curriculum used in the Dominican Republic’s education system pays attention to diversity as one of the cornerstones for achieving educational quality and fairness, by providing for a set of processes and actions that adequately respond to educational needs. Some of the main measures are described below: [...]

- Extraordinary opportunities for teacher training and capacity building in areas of knowledge of Dominican teachers.
- Strong intersectoral links between the Ministry of Education and other State and civil society bodies, as well as a harmonious relationship between the Ministry and the Association of Dominican Teachers.”⁷²

“Other actions concerning the current situation of young persons and adults in Dominican society include:

- [...]
- The Masters in the Education of Young Persons and Adults, which offers specialized training of technicians and teachers. This degree is offered under the auspices of the Ministry of Education.
- Training workshops to improve the educational quality of technical staff, teachers and administrators of educational programmes for young persons and adults.”⁷³

71 *Ibid.*, pp. 3–4, unofficial translation

72 *Ibid.*, pp. 4–5, unofficial translation

73 *Ibid.*, pp. 8–9, unofficial translation

"A new policy of "pay consolidation" for teachers was implemented, by which many wage settlements were simplified and unified, and many of the existing incentives were consolidated. In the past, the appointment of teachers and school principals could be influenced by political and other extra-professional circumstances. Under Teaching Statute 639/03 more transparent procedures have been implemented."⁷⁴

74 *Ibid.*, p. 10, unofficial translation

Democratic People's Republic of Korea

● Status of ratification

Convention against Discrimination in Education:
Not yet a State Party to the Convention

● Measures

"Yearly plans are being made on the periodical basis of three years for all teachers to take re-education courses by no exceptions; and county- and province-level in-service teacher training centres organize and offer 15-20 day training courses and demonstration and re-education sessions to teachers in the period of summer and winter vacations. The re-education courses are also offered to the teachers in city areas for them to teach and help each other in their professions."⁷⁵

"The government of the republic is attaching a great significance and directing efforts to solving questions arising in the training of teachers.

The teachers of general education are educated and trained both in normal universities and teaching colleges run in all provinces.

The normal universities offer teacher training courses for would-be teachers at junior and senior secondary education, while teaching colleges offer courses for kindergarten and primary school teachers.

Some graduates from technical universities could also be given teaching posts at junior and senior secondary schools if so wished by themselves.

The salary of teachers at different levels of educational institutions is 1.5 times higher than that of office workers of the same qualifications. [...]"⁷⁶

75 Democratic People's Republic of Korea Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, pp. 3-4

76 *Ibid.*, p. 4

Ethiopia

● Status of ratification

Convention against Discrimination in Education:
Not yet a State Party to the Convention

● Measures

"[...] [U]ntil the introduction of the New Education and Training Policy in 1994 there were no clear directions regarding the teacher training system in the country. It was only following the New Education and Training Policy a system has been set in place regarding teachers training. Then it was introduced training of teachers with certificate for those who teach at the first cycle of primary (grades 1-4); training of teachers with diploma for those who are supposed to teach the second cycle of primary (grades 5-8); training of teachers with BA degree for those who teach the secondary level (grades 9-12).

But recently in the ministry's quest to promote quality of education the teacher training system has been overhauled. On the basis of the new system those teachers who are supposed to teach at the primary level are expected to be diploma holders having their training in cluster modality. Teachers of the second cycle of primary, having a major area of subject for their training, shall hold diploma."⁷⁷

"[...] [I]n 2006 the Ministry of Education adopted its first strategy of Special Needs Education/SNE. The main goal of the strategy is to ensure access and quality education for marginalized children and students with special educational needs, especially children with disability. Subsequent to the adoption of the strategy, different practical measures were undertaken. Different universities and colleges have started new teacher education programs on special needs education; core curricula

77 Ethiopia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 38

have been modified for children with disabilities and manuals were prepared on disability; special needs education has been mainstreamed across all teacher education and training institutions in the country. Furthermore, five Teacher Education Institutes and four Higher Education Institutions have opened SNE departments and are training SNE professionals at different levels (Diploma, BA, MA and PhD). Moreover, sign language training has been given as a subject in undergraduate program to train teachers with a BA degree."⁷⁸

"With the introduction of GEQIP [General Education Quality Improvement Package] the country's teacher training modality has been completely changed. As a result a training system has been set in place for first cycle primary teachers to be trained in cluster modality, where they are required to take two or three subjects, and graduate with diploma. For second cycle, however, their training, concentrating in a major area (only one subject), they are meant to hold diploma upon graduation. The training modality for the secondary level likewise is changed. For the first cycle of secondary (9-10) those teachers with BA degree are to be required and provided with one year pedagogical training before they become professional teachers. For the second cycle secondary (11-12) those master's degree holders are to be recruited and following a year-long pedagogical training are supposed to be placed as subject teachers. The new teachers' training modalities are believed to engender quality of education in the country and it has started to already show some positive results to this end. [...]

Equally important are the strategies in place designed to improve teachers' profession sustainably. One of these is upgrading programs laid for improving those certificate holders to diploma level as per the new requirement for teachers' qualification for the second cycle primary. As a result of this upgrading program 30% of teachers has attained the requirement and are fit to teach at the level. Those who are identified fit to teach at the secondary level, as a result of their participation in the upgrading program, do amount to 86.7%. The second is Updating program where, after identifying the skill gap of teachers, they are provided with tailor made training at the school and cluster centers. In all teachers' training undertakings special attention are paid to Science, Mathematics and English Language as the country drives towards creating

78 *Ibid.*, p. 12

technological society for its accelerated development to end with the age-old poverty that characterized the country for many years.”⁷⁹

“In Ethiopia teachers are part of the civil service enjoying the rights and bearing the responsibilities accorded to the civil servants. Attempts are there to motivate teachers by introducing different mechanisms. To begin with, [...] students at the tertiary level, whatever departments or faculty they may enroll, are supposed to share the cost for their study with the government. But when it comes to those would-be teachers they are exempted from cost sharing program. This is designed to tempt trainees to join the profession on the basis of their pure choice. After joining the profession provisions of trainings in the forms of Upgrading, Updating and Continuous Professional Development are strategies meant not only to boost their caliber but also to motivate teachers in their professional undertakings. Even more enticing is teachers of the primary and secondary levels, as opposed to the other civil servants, their salaries are two tiers above the other government employees. Some regions, like Somali, Gambella, Benishangul and Afar have an arrangement whereby they pay special per diem to their teachers called desert allowance because of the geographical nature of the regions. Some regions like the Oromia regional state also provides houses to its teacher to alleviate their problems of domicile which, with expansion of urbanization, is becoming an acute problem for all citizens in all walks of life.

In higher education as well various actions have been taken to improve their lots and motivate them in their professional undertakings. From the outset the main criteria for selection of teachers for higher education from among graduates are nothing but only academic achievements, proficiency in English language, and their own interest. And this selection is undertaken in transparent manner without any discrimination on the basis of gender, nationality, culture, etc... attached to the candidates. To enhance teachers’ professional skills opportunities of scholarships are offered, both locally and abroad, to enable them pursue the post graduate that includes masters and doctoral studies. Different trainings are also in place to nurture their pedagogical skills, the typical example being Higher Diploma Program.

79 *Ibid.*, p. 34

Economic and social measures are also methods used to benefit teachers economically and socially. For example, university teachers are either provided with houses in the university or paid housing allowance, which varies according to their academic positions such as Graduate Assistant I, Graduate Assistant II, Assistant lecturer, Lecturer. . .

At the university level also teachers' salary scale is relatively higher than other civil servants with equivalent qualification. For example, the starting monthly salary of a university teacher holding the rank of Graduate Assistant I/ GAI (bachelor degree holder with no working experience) is Birr 2250 (around USD 125) while that of a civil servant, with the same qualification, in civil service institutions at the rank of professional science I is Birr 1440 (around USD 80). Therefore, the preferential treatment meted out to teachers in higher education helped to improve the living and professional conditions of teachers."⁸⁰

80 *Ibid.*, pp. 43-44

France

● Status of ratification

Convention against Discrimination in Education:
State Party since 11/09/1961

● Legislative provisions

“Teacher qualification

The recent reform of initial teacher training (2010) has raised to master’s degree level the basic requirement for the recruitment of teachers. The aim is to improve the training of future teachers and to assist them in becoming more qualified. Moreover, this reform has made it possible to align the French recruitment system with the European framework.

Initial teacher training is now provided by universities. Within the scope of the independence granted under the 2007 university freedoms and responsibilities act (law no. 2007-1199 of 10 August 2007), they organize master’s degree courses and prepare students for the competitive recruitment examination enabling access to the teaching profession at the primary and secondary levels. The training revolves around 10 benchmark competencies combining, among other things, a high level of proficiency in the discipline with the capacity to teach and lead a class, linguistic proficiency and the use of new information and communication technologies.

Preparation for the competitive recruitment examination includes courses where students can familiarize themselves with the various aspects of the teaching profession [...].

In addition, ministerial circular no. 2011-157 of 14 September 2011 encourages higher education institutions to offer students an opportunity to earn a master’s degree through courses that include sandwich courses to prepare them for the competitive examinations, in order to enhance the professionalizing aspects of university education by facilitating a gradual entry into working life. Students on work placement are assisted

and counselled within the school or institution by a course mentor responsible for their supervision. Those on sandwich courses, during the practical experience periods of their training, have the status of civil service contractors. [...]”.⁸¹

● Measures

“As part of the upgrading of the teaching profession, the “career covenant” introduced by the Department of Education, Youth Affairs and the Voluntary Sector in 2010 aims to improve salaries and support for teachers throughout their careers.

- Upgrading of new teachers

In 2010-2011, the salaries of new teachers were increased by a sum total of around €178 million: over €153 and €259 net per month awarded respectively to qualified teachers and associate professors, for a total of more than 170,000 teachers.

- Introduction of the individual right to training (DIF)

In place since the start of the 2010 school year, the individual right to training (DIF) enables teachers to gain new skills with a view, in particular, to their professional mobility. DIF courses take place preferably during the school holidays, which makes it possible to pay a training allowance amounting to 50% of the teacher's hourly pay.

- Sustained support throughout the career

Human resources interviews have been introduced for new teachers after their second year of work and for those practising for more than 15 years. The meetings allow the individuals concerned to take stock of their professional circumstances and receive assistance in their approaches to professional development.

81 France Report submitted for the Eighth Consultation of Member States on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 30-31, unofficial translation

A professional development Web portal has also been set up to assist teachers further with those approaches: www.education.gouv.fr/portailmobilite. The portal provides access to details on tools and services as well as to information on job vacancies at the ministry of education and other government departments.

In addition, the Jules Verne programme (launched in 2009) makes it possible for some teachers to spend a full school year teaching abroad.

- Continuing professional development for primary and secondary teachers

The education authorities are responsible for the continuing vocational training of tenured teachers.

It falls to the chief education officer to set out and, as the person in charge of the academic programme operating budget (BOPA) to implement the academic training plan for continuing education (PAF). The chief education officer sets priorities in line with the teacher training specifications laid down by the education department, by its decree of 19 December 2006, which constitute the template for the academic training plan.

Vocational training is included in the primary teachers' statutory working hours and managed according to the needs identified by the inspection teams".⁸²

82 *Ibid.*, p. 38, unofficial translation

Georgia

● Status of ratification

Convention against Discrimination in Education:
State Party since 04/11/1992

● Legislative provisions

“The Law of Georgia on General Education creates legal base for ensuring basic rights and freedoms of children, teachers and parents. The law guarantees the right of participation in school management, the right to appeal, freedom of expression, freedom of assembly, freedom of belief, freedom of association, right to respect for private life.”⁸³

“Legal regulation of private schools is ensured by the Law of Georgia on General Education. Legal provisions regarding compulsory character of national curriculum, protection of parents’, teachers’ and children’s basic rights and freedoms, teacher’s certification process and compliance with teachers’ professional standard, the rule regarding financing general education are applicable to private schools.”⁸⁴

● Measures

“In order to encourage current teachers to remain in the teaching profession, the government is working on gradual increase of teachers’ salaries. For the years teachers’ salaries have remained extremely low. They have been gradually increased since the Rose Revolution from GEL7 to GEL355. Upon introduction of teacher certification, salary increase is tied to the certification process: certified teachers receive additional GEL 75, in case they pass English and IT test, the salary

83 Georgia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 15

84 *Ibid.*, p. 15

increase is GEL 200. In addition to that, based on the new initiative of the President of Georgia, the top 25 per cent of teachers in result of the certification process will receive salary increase up to GEL1, 000.

In addition to salary increases, there are a lot of programs which motivate teachers and attract new professional cadre to the profession:

The government is financing number of programs and trainings for teachers in order to support their professional development:

- In order to attract new teachers into the profession, a **Novice Teacher Induction Program** has been initiated in 2008. In 2008-2009 and 2009 – 2010 academic years the pilot program has been implemented, in the frames of which 100 inductees had been trained by 58 mentor teachers in 36 schools of Georgia. The trainings include on-job trainings, peer coaching, instructions, detailed guidance on teachers' day-to-day activities. In 2010, the Rules for Induction Process had been adopted and detailed handbooks for mentors and inductees had been prepared. The mentor teachers are certified teachers and they receive an increase on their salary in amount of GEL180/per month.
- **Teach for Georgia Program** aims to increase access to the education and high quality of teaching in the high mountainous regions of Georgia. The program has been initiated in 2009 and aims to support teachers to teach in the schools of mountainous regions, where there is a scarcity of teachers. The program participants receive GEL 500/per month.
- **Georgian, As a Second Language Program** aims supporting teaching of Georgian language in regions populated with ethnic minorities, where literacy in Georgian language is not well developed. In parallel to teaching Georgian Language and Literature, the selected teachers carry out trainings for teachers and local community, establish Georgian language clubs and organise various events, which support to development of Georgian language skills. The selected teachers receive remuneration in amount of GEL 1,000/per month.
- **Teach and Learn with Georgia program** aims to invite native speaking volunteer teachers (mostly English language) to work in Georgia and promote Georgian teachers to work in remote areas. The program was initiated in 2010. The volunteer teacher work at public schools of Georgia and deliver the classes together with

Georgian foreign language teachers. The program was initially intended for English language teachers, though it has been extended in 2011 to cover Italian, German and French language speakers, who work and support to the improvement of the language skills of Georgian teachers and students.

- In order to support **inclusive education**, a special teacher's professional standards, relevant handbooks, training modules and recommendations for high educational institutions on the skills and requirements towards the special teacher, had been developed.
- In addition to programs, there are **various trainings** carried out nationwide with the aim to help teachers be informed on the changes in the National Curriculum. Only in 2011 up to 40,000 teachers had been trained throughout Georgia in applying the modern teaching methods, developing professional and subject skills, use of virtual labs, ICT in the first class, sport classes, civil safety and security and etc"⁸⁵

"With the support of Norwegian Ministry of Education and Research, Ministry of Education and Science of Georgia has been working on making education system accessible for people with special educational needs, since 2005.

The following activities were undertaken:

[...]

(2) Extra professionals, like special teacher and psychologist were hired in the schools to support SEN children. (3) Inclusive education support system was created: multidisciplinary groups are assessing children's education needs and consulting teachers.

(4) Teachers professional development system was created: trainings were conducted in more than 1000 schools, inclusive education summer academy was established in several universities, new special education MA program was created in Ilia state university. [...]"⁸⁶

"Moreover, to provide high quality education in the mother tongue and simultaneously, to support the process of integration of national

85 *Ibid.*, pp. 13-15

86 *Ibid.*, p. 8

minorities, MES is implementing the programme of Multilingual Education (MLE), which includes the implementation of the MLE policy in non-Georgian schools. During piloting of the program in 40 selected non-Georgian schools the multilingual education techniques and methodology were elaborated; trainings and seminars for teachers involved in the programme are provided on a regular basis."⁸⁷

87 *Ibid.*, pp. 18-19

Germany

● Status of ratification

Convention against Discrimination in Education:
State Party since 17/07/1968

● Measures

“Following PISA 2000, teacher training was fixed as one of the seven fields of action in which priority measures are to be taken. The objective is to improve professionalism in teaching – particularly with regard to diagnostic and methodological skills. In this connection the Standing Conference adopted “Standards for teacher training: education studies” in 2004 which are already being implemented in the Länder. In continuation of this, the Standing Conference is currently working on the requirements with regard to the content of the subject-related studies and teaching methodologies common to the Länder. In addition, the Länder are endeavouring to an increased extent to train teachers with a migrant background and deploy them in schools.

Against the background of the Bologna Declaration, the Länder have modularised the teacher training courses. Connected with this, there is a greater focus on vocational aspects within teacher training (placements and practice semesters). To an increasing extent consecutive study courses are being set up in teacher training which provide for components covering education studies and practical elements as early as the Bachelor phase.”⁸⁸

“In order to ensure efficient teaching also in the context of human rights education most Länder have taken special measures tailored to this issue which take the form of in-service training for teachers, symposia and teaching conferences in particular subjects, but which also start as

88 Germany Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 15

early as teacher training where the subject of human rights as a cross-sectional subject receives special attention. At an institutional level, targeted measures flow into the reform of the framework curricula and guidelines as well as schools legislation. In addition, the Länder as a rule endeavour to support schools and teachers through regular newsletters and suitable Internet materials. The schools, in turn, have the opportunity – by carrying out projects, project days or weeks, but also through the development of school partnerships and a commitment to developing countries – to highlight their understanding of social interdependencies. [...]"⁸⁹

89 *Ibid.*, p. 16

Ghana

● Status of ratification

Convention against Discrimination in Education:
Not yet a State Party to the Convention

● Measures

“The salaries of teachers are comparable to personnel of equivalent grade in the public service. Numerous incentive schemes have been instituted for teachers. They include:

- i. *Best Teacher and Best School Award Schemes;*
- ii. *Institutionalization of in-service training for teachers;*
- iii. *Making salaries and conditions of service comparable to other professions;*
- iv. *Provision of bicycles, motor bikes and housing for teachers in deprived areas;*
- v. *Accelerated promotion for teachers in such deprived areas; and*
- vi. *Special quotas for study leave-with-pay.”⁹⁰*

“The Government of Ghana has initiated basic schools computerization project aimed at facilitating ICT teaching and learning in basic schools as part of broader measures to improve the quality of basic education and knowledge acquisition. A total of 25,751 computers have been distributed to basic schools in Ghana since the commencement of the programme in 2011. An additional 34,249 computers are expected to be supplied to selected basic schools by the end of October, 2012.”⁹¹

“The National Inspectorate Board has been established to set and enforce standards to be observed at the basic and second cycle levels in

90 Ghana Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 23

91 *Ibid.*, p. 19

both private and public educational institutions and undertake periodic inspection of schools.

The Board is mandated by the Education Act 778, 2008 to provide independent external evaluation of the quality and standards in education institutions by focusing on: [*The list includes, amongst others:*]

- b. *The quality of teaching and learning provided by the educational institution;*⁹²

92 *Ibid.*, p. 25

Hungary

● Status of ratification

Convention against Discrimination in Education: State Party since 16/01/1964

● Legislative provisions

“The paragraphs of the CXXXIX Act of 2005 on Higher Education in connection to equal treatment are attached here:

Section 9 (1) Persons engaged in the organisation, governance, operation and the execution of the tasks of higher education shall be obliged to adhere to the requirements of equal treatment in making decisions and taking actions affecting students, lecturers and staff employed in higher education.

Section 22 (4) The higher education institution shall respect the freedom of belief and religion of students, lecturers, and researchers. The student, the lecturer, and the researcher may not be coerced to state or to deny his/her beliefs, secular or political views. Their beliefs, secular or political views may not prove detrimental to students, lecturers, and researchers.”⁹³

“The CXXXIX. Act of 2005 on Higher Education has the following regulations with regards the educational activities of national minorities:

Section 146 (1) Where a higher education institution may provide national or ethnic minority teacher training as stated in its founding charter, such training shall be organised for applicants who meet the entry requirements.

93 Hungary Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 1-2

(2) Applicants belonging to the minority concerned shall be accorded priority in respect of admission to national or ethnic minority teacher training. Affiliation to any minority shall be deemed confirmed if the secondary school-leaving examination has been taken in the minority language.

(3) The language of the minority concerned shall be taught throughout the whole length of the programme in national or ethnic minority teacher training.

(4) National and ethnic minority teacher training shall be considered as a programme with a small headcount in terms of funding.

(5) Where the Hungarian Accreditation Committee delivers an expert opinion on national or ethnic minority teacher training, it shall seek the cooperation of the expert delegated by the national minority government concerned.

The New CCIV Act of 2011 on Higher Education (which will be issued from the first of September 2012) will confirm this regulation.”⁹⁴

94 *Ibid.*, p. 8

Iran (Islamic Republic of)

● Status of ratification

Convention against Discrimination in Education:
State Party since 17/07/1968

● Legislative provisions

“Article 52 of the [Law of the] 4th Economic, Social and Cultural Development Plan of the Islamic Republic of Iran: [*The list includes, amongst others:*]

Para (E): Enhancement of teachers’ vocational skills and abilities through adopting vocational standards for teachers in terms of knowledge, behavior and performance, benefiting from localised international experiences.

Para (F): Boosting teachers’ occupational motivation through improving their dignity and revising the system of payment proportionate to their productivity and quality of services.

Para (H): Adoption and enforcement of an academic competency appraisal system, teachers ranking system, and increasing teachers level of education.”⁹⁵

● Measures

“The trends and differences of the program indicators for each of the target groups have been shown as follows: [...]

In Primary Education

[...] The pupil-teacher ratio has also decreased from 35.5 students in 1991-92 to 24.7% in 2008-09.

⁹⁵ Iran Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 16-17

The indicator of teachers with university qualifications has remarkably increased due to measures taken during the recent years to upgrade teachers' educational qualifications and their degrees such that this rate has increased from 2.1% in 1991-92 to 72.16% in 2008-09. The main reasons for such increase are attributed to facilities provided by the Ministry of Education in the form of in-service courses as well as Bachelor's degree programs.

In Lower Secondary Education

[...] To encourage teachers to upgrade their educational degrees in the time limit of the plan, important policies have been implemented such that the indicator of teachers with university qualifications has significantly increased and the percentage of teachers holding associate degrees grew from 88.4% in 1991-92 to 97% in 2000-01 and 98% in 2006-07. Meanwhile, the percentage of teachers with Bachelor's degrees and higher reached from 27.04% in 2000-01 to 48.55% in 2006-07. The main reason for such a growth lies in the facilities available for continuing studies of teachers. [...]."⁹⁶

"Priority areas in relation to the teaching profession as stipulated in the National Fundamental Transformation Document of Education, adopted by the High Council of the Cultural Revolution in 2011 are as follows:

- Improving the social and professional status of human resources with emphasis on the status of the teacher as a role model;
- Reformulation of policies and regulating principles governing teacher training educational programmes with special emphasis on in-service training and conformity of teachers' qualifications with national and international standards and curricular requirements of the educational system and developing appropriate policies, to improve teacher recruitment methods and training;
- Establishing an appropriate reward system and a system to appropriately meet human resources' welfare, mindful of the necessity for maintaining teachers as full-time staffs."⁹⁷

96 *Ibid.*, pp. 5-6

97 *Ibid.*, p. 19

Iraq

● Status of ratification

Convention against Discrimination in Education:
State Party since 28/06/1977

● Measures

“Attained Achievements: [*The list includes, amongst others:*]

6- Proceeding to provide residence for teaching staff members in coordinating with the Ministry of Construction and Housing through preparing projects for this purpose.

7- Inclusion of the teaching staff members by transport allocations who are in schools located in remote areas to ensure fill the vacancy.

[...]

9- Coordinating with the General Directorate of Examinations and Assessment to follow the performance assessment of the teaching staff members which will implement in the beginning of the school year 2012-2013.

[...]

11- Facilitating the steps of moving for the teaching staff members among the Governorates according to their desire during the period of expulsion from 2006 to 2008 years.

[...]

17- Coordinating with the General Directorate of Teachers' Preparation, Training and Educational Development on the involvement of teachers in developmental courses.

18- Coordinating with the General Directorate of Educational Supervision on the involvement of teachers with middle evaluation in developmental courses.

19- Coordinating with the General Directorate of Cultural Relationships on the involvement of teaching staff members in training courses outside Iraq.

[...]

23- Coordinating with the General Directorate of Curriculum on the involvement of teachers in developmental courses to escorted with new curriculum.”⁹⁸

“Instructions and Controls of Implementing the Strategic National Project of the Comprehensive Educational Integration in Primary School: *[The list includes, amongst others:]*

2- A qualified educational staff within the school has self-development incentive and creativity, and ensures the acceptance of other and respects the individual differences among children; all children are capable of learning whatever their abilities.

[...]

4- Forming permanent committees of comprehensive educational integration within the comprehensive school to spread the culture of comprehensive educational integration and supervising the admission of pupils in comprehensive schools which are included by the educational integration program includes:-

- a- The school principal.
- b- A special education supervisor.
- c- An educational supervisor of the school.
- d- A special education teacher / a responsible of the sources room
- e- A habitual teacher of first class

5. Establishing the resources room in regular school:

Working in establishing a sources room within the regular school which is one of the alternatives and integrated options in offering educational services for pupils with special educational needs, and equipped it with the necessary tools, teaching aids, games for capacity development

98 Iraq Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, pp. 10-12

and supported technology for developing children's education, and providing school furniture for pupils and the teacher within the room.

The sources room is managed by one of the special education teachers of highly competent and experienced in educating pupils with special needs, and also a number of specialists in psychological care and training of speech. Pupils attend part-time during their school day in the room and the other part of the day in the regular classroom."⁹⁹

99 *Ibid.*, pp. 15-18

Jordan

● Status of ratification

Convention against Discrimination in Education:
State Party since 06/04/1976

● Measures

“Level of Qualitative Improvement in Achieving the Generalization of Basic Education

[...]

Solutions and Procedures: [*The list includes, amongst others:*]

9- Work on motivating teachers who work in remote areas through providing more incentives and allowances.”¹⁰⁰

“The future plan to achieve the goal in light of what is listed in ERfKE II [Education Reform for Knowledge Economy – Second Phase] and the strategic plan of the Ministry of Education according to indicators until 2015

Future policies and procedures of education system that contribute in enhancing the quality of education in schools: [*The list includes, amongst others:*]

- Fourth – Inspiring Teacher

Concentrating on the new role of teacher as a facilitator and his/her ability to provide the best atmosphere to develop students emotionally, socially, and psychologically and using methods of participatory and interactive learning.”¹⁰¹

100 Jordan Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 2

101 *Ibid.*, p. 4

“The Future plan for achieving the intended objectives in light of (ERfKE II)

The Ministry of Education hopes through ERfKE II that more focus will be realized on kindergarten and so to be treated as a top priority covering the following aspects: [*The list includes, amongst others:*]

- Focusing on all aspects related to quality kindergartens concerning curricula, physical environment, training, qualifying staff and services provided to children and at the same time to be consistent with the developmental standards that characterize the Jordanian children.
- Establishing educational center for excellence for the purpose of training and qualifying working staff in the preschool stages.”¹⁰²

102 *Ibid.*, pp. 6-7

Latvia

● Status of ratification

Convention against Discrimination in Education:
State Party since 16/06/2009

● Legislative provisions

“Section 52 (Rights of Educators) of the Education Law states that educators, including the academic staff of institutions of higher education, have the following rights:

- 1) to participate in the self-governance of an educational institution;
- 2) to receive a State- guaranteed annual paid vacation of eight weeks;
- 3) on the basis of a contract for development of teaching materials, to receive a paid leave of absence for creative work for up to three months, or an unpaid leave of absence for up to six months, in accordance with procedures prescribed by the Cabinet.
- 4) to spend 30 calendar days in a three year period for his or her professional skill improvement; retaining the basic salary at the educational institution in which the educator has principal employment,
- 5) to receive and use the informational and material provision necessary for the implementation of an educational programme, and
- 6) to receive public support for the implementation of an educational programme.”¹⁰³

“In accordance with the Law on Institutions of Higher Education, the protection of the rights of higher education instructors is undertaken by an Academic Arbitration Court formed at each institution of higher education, whose tasks include:

103 Latvia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 22-23

- review of the submissions of students and academic staff regarding the restriction or infringement of the academic freedoms and rights prescribed in the constitution of an institution of higher education; and
- adjudication of arguments between officials of an institution of higher education, as well as the administrative bodies of structural units, which are subject to a subordinate relationship.”¹⁰⁴

“The Law on Institutions of Higher Education prescribes an autonomy of institutions of higher education with respect to the formation of the academic staff of the institution, except that it prescribes that, at institutions of higher education, no fewer than twenty per cent of the persons elected to academic posts shall hold a doctoral degree. At academies, no fewer than thirty per cent of the persons elected to academic posts shall hold a doctoral degree. Whereas, at universities, no fewer than one half of the persons elected to academic posts shall hold a doctoral degree.

The academic staff members of institutions of higher education are elected to academic positions by the senate or faculty councils if the scientific degree held by a candidate conforms to the requirements specified in the Law on Institutions of Higher Education.

In turn, minor group 23.1 of the Classification of Occupations, “Academic Staff of Universities and other Institutions of Higher Education”, prescribes that the senior specialists of this minor group teach in their discipline at institutions of higher education, work in research and perfect and develop concepts, theories and working methods that are required in the disciplines being taught, prepare pedagogical articles and write academic textbooks. The occupations of this separate group are an assistant (in the field of education), docent, lecturer, professor, associate professor, head of department, senior instructor, instructor, educator”¹⁰⁵

“Section 14 of the Education Law states that the Cabinet shall specify the procedures for the payment of work remuneration and the amount of remuneration for educators.

104 *Ibid.*, p. 23

105 *Ibid.*, p. 24

According to Section 53 of the Education Law, work remuneration of educators shall be determined according to the professional qualifications, length of service and workload of the educator. The work remuneration for one full-time workload for the educator with the appropriate professional qualifications shall be not less than the work remuneration specified in the schedule for increase in work remuneration of educators approved by the Cabinet in the relevant period of time.

The procedures for the determination of the work remuneration for educators, the amount of the work remuneration and the extent of a full-time workload are prescribed by Cabinet Regulation No 836 of 28 July 2009 "Regulations regarding the Work Remuneration of Educators". According to Paragraph 2 of this Regulation, the monthly work salary of an educator shall be set for the time worked in astronomical hours (including breaks between academic periods, activities or lectures) in accordance with his or her workload and length of service as an educator.

The education of instructors of higher education relative to the education required for the performance of the official duties of representatives of other occupations has been regulated on an equal basis by Cabinet Regulation No 461 of 18 May 2010 "Regulations regarding the Classification of Occupations, Basic Tasks and Basic Qualifying Requirements in Relation to an Occupation and Procedures for the Use and Updating of the Classification of Occupations", which determines the conformity of an occupation to the Classification of Occupations, i.e., the basic tasks and basic qualifying requirements in relation to the occupation. The use of the Classification of Occupations is mandatory in the legal employment relations and service relations in the Republic of Latvia."¹⁰⁶

106 *Ibid.*, p. 24

Lesotho

● Status of ratification

Convention against Discrimination in Education:
Not yet a State Party to the Convention

● Measures

“Measures that the country takes to improve the living and professional conditions of the teaching staff :

As part of the Public Sector Improvement and Reform Programme (PSIRP), the Ministry of Education and Training (MOET) was mandated by the Government of Lesotho to review the career structure of the Teaching Service with the intention to professionalise teaching and attract and retain teachers in the Teaching Service. The former career structure that was used in the Teaching Service was last reviewed in 1991 and it was reviewed again in 2009.

Objectives for the Review of the Teaching Service Career and Salary Structure

The key objectives of the review are to:

1. Enhance the professional quality of the Teaching Service and bring about quality improvement in educational attainment.
2. Update the old teachers’ career structure established in 1991 by developing guidelines on the career progression of teachers with clear benchmarks, milestones and competence breaks.
3. Accommodate, in the Teaching Service, policy developments in the public sector in line with the Government of Lesotho Public Sector Review and Improvement Programme (PSRIP).
4. Enhance the competitiveness of teaching as a career prospect for school-leavers and other job-seekers in the light of increased demand for good quality teachers and other career opportunities in the public and private sectors.

5. Adopt a unified career and salary structure for teachers that will ultimately bring about parity between primary and secondary school teachers, on the principle of equal reward for equal work.
6. Eliminate undue gaps and overlaps in the teachers' salary structure.
7. Acknowledge and incentivise national priority areas in teacher development and remuneration, and optimise retention of rare-skills in the Teaching Service.
8. Create incentives for qualified teachers to take up jobs and stay in schools located in difficult areas which are currently staffed by unqualified teachers. There is 42% of unqualified teachers teaching in difficult to access schools.

Interventions towards improvement of the living and professional conditions of teaching staff

1. Established in a Teachers' Career Structure, a regular series of competency breaks, to place performance at the core of the structure. In this arrangement, a teacher progresses from one career level to the next on the basis of meeting specific competency-based assessment criteria.
2. Revised and upgraded the Salary Structure based on the principle that equivalent work merits equal reward. This gradually eliminates all undue disparities in salary payment among teachers with equivalent levels of responsibility requiring similar levels of competence.
3. Reduced the over-emphasis on qualification and experience in career progression; while retaining them as components.
4. Devised and applied support mechanisms to enable all teachers and managers to engage in quality improvement processes that are more individually driven and emphasise self-evaluation with external validation. The allocation of training opportunities for teachers is aimed to prioritise national priorities and upgrading of the under-qualified teachers.
5. Provide a system of opportunities for teachers to access relevant professional development equitably, with priority placed on under-qualified teachers and on national priority teaching areas such as natural sciences and commercial subjects.
6. Created a once-off offer for unqualified teachers whose current qualifications and/or competences are far below the desired minimum (e.g. those with Standard 6, JC and GCE qualifications) to leave the Teaching Service on early retirement with terminal benefits.

This will create an opportunity for recruitment of job-seekers with higher qualifications whom, if necessary can be trained on the job to become teachers.

7. Entice qualified and competent teachers to take up jobs in schools in the most difficult areas by offering an incentive package more attractive than the current government-wide hardship allowance. Besides the hardship allowance, such a package for qualified teachers who take jobs in designated schools located in difficult areas should mainly take the form of rapid career progression and other benefits that come after every year of service in the difficult schools. The designation of a limited number of schools to be termed difficult schools, shall be based on specific and verifiable criteria that will be subject to revision every three years.
8. Separate school management positions such as those of principal from the regular classroom teaching salary structure and create a parallel management salary structure not based on promotion but assignment of responsibility on a five year contract, remunerated by means of a responsibility allowance above the basic teachers' salary.
9. In the school management salary scale, there will be a differentiation in the career rank and remuneration paid to principals on the school size in terms of enrolment (and not on the level of education) of the school. Principals of large schools will be paid higher than those of those of medium-sized and small schools respectively.
10. Along with the career progression structure, the MOET revised salary structure for teachers along the civil servants salary scale. The objective of this revision was to improve the salary packages for teachers to make teaching more attractive and competitive in the job market.
11. While for practical purposes it was proposed that annual progression within each career level remain automatic, there will be annual school-based appraisals of each teacher to determine his/her effectiveness and professional competence. Progression from one career rank to another, however, will occur only by promotion, which will only be based on a full appraisal of the teacher and with a recommendation to that effect, approved by the Teaching Service Commission (TSC).
12. All teachers who currently have the minimum qualifications requirements for each career level will be placed at a salary level that matches their qualification and experience. This will include

those teachers who are currently substantively incumbent in the management positions such as HODs, deputy principals and principals.”¹⁰⁷

“Conditions of teaching staff

[...] (ii)Pupil – Teacher Ratio:

Since 1992 the Ministry of Education and Training (MOET) has been issuing new teaching grants to primary schools in Lesotho. The purpose of the creation of the new positions was to reduce the average pupil – teacher ratio from 70:1 to about 45:1 then. Teaching grants were also increased to make provision for teachers who to be employed for the increased number of pupils under Free Primary Education (FPE) that was implemented in 2000. The MOET’s target is to have PTR of 40:1 in primary schools since there are schools that still have PTR above 60:1. In Secondary schools the average PTR is 35:1.”¹⁰⁸

107 Lesotho Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 12-15

108 *Ibid.*, p. 10

Mauritius

● Status of ratification

Convention against Discrimination in Education:
State Party since 20/08/1970

● Measures

“All Educators whether working in public or private grant-aided primary and secondary schools are provided with the same or equivalent training by the Mauritius Institute of Education. Their conditions of service and remuneration are determined by the Pay Research Bureau which is responsible for harmonizing/rationalizing/streamlining and modernizing the reward, recruitment, training and other correlated human resource strategies in the Public Service and private secondary schools.”¹⁰⁹

“Provision is made in both primary and secondary public and private grant aided schools for the teaching of Asian languages (Hindi, Urdu, Tamil, Marathi, Telugu, Modern Chinese) and Arabic as optional and examinable subjects. Moreover, in line with a Government policy dating from 1976 to propagate and foster ancestral languages and uphold the cultural heritage of Mauritians, the Ministry of Education and Human Resources contributes about Rs 29 million annually for the payment of an allowance to those who teach these languages after school hours and during week-ends in what are commonly known as “Evening Schools” run by socio cultural organisations and to the Visiting Officers who monitor these schools and provide pedagogical advice to the teachers. Arrangements (teacher training, production of textbooks for free issue to pupils and teachers, etc.) were also made in 2011 for the teaching, as from January 2012, of Kreol Morisien in Standard I in all public and private aided primary schools where the parents had opted for it and for inclusion of Bhojpuri in Hindi.”¹¹⁰

109 Mauritius Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 17

110 *Ibid.*, p. 18

Montenegro

● Status of ratification

Convention against Discrimination in Education:
State Party since 26/04/2007

● Measures

“Teacher training is widely designed and accessible to all teachers under the same conditions. All training modules are accredited in the Catalogue of Professional Development of Teachers, which offers modules which are ordered and which are, by default, created by the Bureau for Educational Services and the Vocational Education Centre, and modules which are created by faculties and NGO. This is the way of defining modules that teachers need to undergo since they define the main objectives of the reform of education, the new structure of curricula, active methods of teaching, different methods and ways of monitoring and assessing achievements of students. In addition, opportunities to apply to the public competition for professional development programmes are offered to everyone: schools, teachers, faculties, and teachers’ associations, NGOs in education, which makes this process completely open and transparent. [...]

Also, all training modules offered are financed by the state of Montenegro; teachers receive certificates which, inter alia, state the number of hours of training, which enables them to get a certain number of points which influence their professional advancement. The programme of professional development of teachers is introduced in schools, which is very important for continuous monitoring of novelties in teaching, application of modern teaching methods, monitoring of students, supporting students, etc. [...]

Teacher training and the development of human resources in general are recognized as priorities in the system of development of vocational education. Consequently, fighting against discrimination in this field is of utmost importance to us. This also applies to training and continuous improvement of knowledge of teachers both in modern pedagogy and

methodology and the domain of their respective professions (field of work). [...]

In addition, teacher training is organized by the Vocational Education Centre and the Bureau for Educational Services, and it sometimes happened that teachers felt discriminated because they had not been invited to some training sessions that they needed, just because they teach a vocational but not a general subject – these are two different fields under the competence of the Centre and the Bureau. Having this in mind, the principle that we used in training sessions that we organized was to invite all teachers who are a target group for the respective training, regardless of the subject they teach. In those terms, teachers' motivation and activity are the only elements needed for their advancement.

In addition, systematic monitoring of advancement achieved by every teacher (SBPD system – school-based professional development), which was initiated in vocational schools last year¹¹¹ as well, has reduced substantially opportunities for discrimination. Every teacher has a portfolio where all of his/her relevant activities are transparently registered, including training and future goals for career advancement. Consequently, this is the lead milestone for both the teacher and the principal when selecting people to participate at a seminar. [...]

The funds that the Ministry of Education and Sports allocate for transport of students and teachers amount to around 1.2 million EUR a year, as planned by the Budget.

These funds are intended to be used as it follows:

1. a part is transferred to schools for fuel, registration and maintenance of school vehicles (63 schools have their own vehicles – in rural areas)
2. another part, which is related to participation in the transport of 20%, 40% and 50%, is transferred to transporters selected through a public competition, based on documents prepared in cooperation with schools (students of primary and secondary schools, students and beneficiaries of family social benefits)."¹¹²

111 For information, Montenegro submitted its national report in 2012

112 Montenegro Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 22-23

Nauru

● Status of ratification

Convention against Discrimination in Education:
Not yet a State Party to the Convention

● Legislative provisions

“Significant progress has been made in secondary education in Nauru in the last few years. Through development assistance from Australia, a new secondary school has been constructed which boasts excellent facilities for students, including a library, gymnasium/hall and fully equipped science classrooms. The Education Act has imposed qualification requirements on teachers and government has funded teacher training [...].

The rates of school attendance and retention of students in the later years of secondary school have improved dramatically. A re-entry program for early school-leavers is being implemented at the secondary level for students 16 years old and above. The resources devoted to education have increased substantially in recent years, through the prioritising by government of education and through generous assistance from development partners, particularly Australia and New Zealand. Education receives a greater portion of the annual government budget than any other sector except health.”¹¹³

“The Education Act 2011 provides for the development and application of quality education that is appropriately developed with input from a range of stakeholders. Part 5 of the Education Act 2011 provides for the Minister for Education to approve a curriculum for each school year level which is made on the recommendation of the Teacher Registration and Curriculum Board (the “Board”) which in turn receives submissions

113 Nauru Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, pp. 6-7

from the Secretary for the Department and any other external experts as necessary. [...]”¹¹⁴

“One of the roles of the Teacher Registration and Curriculum Board [...] is to maintain the teachers register. Part 7 of the Education Act provides for teacher registration, and requires all teachers to be registered in order to teach at a school. The requirements for full registration are that a person has a recognised teaching qualification and has successfully completed at least one year of full-time teaching (or equivalent part-time) to the satisfaction of the Board, and that the person is of good character.

There are additional provisions permitting people to teach if they have provisional registration (for a person who has a recognised teaching qualification but does not yet have 12 months’ teaching experience) or a limited authority (for people who may be authorised to teach a particular trade skill for example).”¹¹⁵

“The Government is required under the Education Act to implement the principle of inclusive education, for example, by requiring schools to accommodate and support school-age children who have a disability and by ensuring that teachers are trained with additional modes of communication and educational techniques as may be required. These matters are specifically required by the Education Act to be considered in detail by a principal of a school in relation to the enrolment of a school-age child with a disability at the school.”¹¹⁶

● Measures

“Higher education in Nauru is limited, The island has a centre of the University of the South Pacific – a regional University with its main campus in Suva, Fiji. The Nauru Centre of USP provides some courses locally and also facilitates distance learning. Higher education is also being provided to teachers through Divine Word University (Papua New Guinea) which offers courses that can be done partly by distance

114 *Ibid.*, p. 8

115 *Ibid.*, p. 10

116 *Ibid.*, p. 7

learning and partly through face-to-face teaching done during visits to Nauru by academics from the University. [...]

Some teachers are being funded by the government of Nauru to pursue teaching qualifications at Goroka University in Papua New Guinea.”¹¹⁷

“There is currently no teacher training institution in Nauru, but the government has made provision for external providers (Divine Word University PNG, UNESCO/SPBEA, the University of the South Pacific) so that training packages can be delivered to teachers in Nauru.”¹¹⁸

117 *Ibid.*, p. 7

118 *Ibid.*, p. 9

New Zealand

● Status of ratification

Convention against Discrimination in Education:
State Party since 12/02/1963

● Measures

“TeachNZ scholarships are targeted at areas of priority for teacher supply, in order to meet increasing demand for teachers in some areas over the next ten years. These areas are early childhood and Māori-medium teachers, secondary teachers of specific subjects and teachers in rural areas. These scholarships are available for New Zealand citizens and permanent residents only. TeachNZ Māori-Medium Scholarships aim to increase the supply of teachers in both total immersion and bilingual settings in either primary or secondary schools, but they are available to people of any ethnicity who are proficient speakers of te reo Māori.”¹¹⁹

“Teachers are required to be registered by the New Zealand Teachers’ Council. Teacher registration is a system for ensuring that there is a minimum quality standard applied to all teachers entering the general education system in New Zealand. Maintenance of a register assists boards of trustees and other employing bodies in making appointments, and reassures parents and the public that a national minimum standard for the teaching profession is available.

Teacher registration was introduced in 1990 and made compulsory in state kindergartens, primary and secondary schools in 1996, in early childhood centres in varying stages from 2005 and for Kura Kaupapa Māori from 2006. The New Zealand Teachers’ Council was created under the Education Standards Act 2001, and carries out the functions relating to registration set out in the Education Act 1989.

119 New Zealand Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 79

Criteria for entry to teacher training programmes are set by the tertiary education institutions that offer teacher education programmes. Teacher education programmes need to meet the standards defined by the New Zealand Teachers' Council and by national quality assurance bodies. A review of the Teachers Council was recently announced (May 2013) to enhance the professionalism of teachers."¹²⁰

"New Zealand has a strong record of teacher inservice practices. There is a widespread belief that investing in high quality inservice teacher education creates an environment where ongoing teacher learning is promoted and supported, thus improving quality of teaching leading to improved student outcomes. A significant part of the Ministry of Education's efforts and investment to improve teaching quality therefore is directed towards the inservice professional learning of teachers.

In 2003 government approved a strategy to improve quality teaching for diverse students. Based on the understanding that the quality of inservice teacher education practice is a critical contributing factor to improving the quality of teaching, the Inservice Teacher Education Practice (INSTEP) Project was designed to help further understanding and knowledge about what constitutes effective inservice Teacher Education (ISTE) practice. It was also to address a critical gap in educational research and literature about the practice and learning of inservice teacher educators at the time. INSTEP led to the development of learning materials for inservice teacher educators – those who work with classroom teachers and school leaders to support their professional learning and development, including advisers and facilitators from the major universities of New Zealand, resource teachers, facilitators from private provider organisations, and in-school leaders of professional learning.

The complementary publication, the Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (2007) - TPLD BES - describes the critical role of external experts, including inservice teacher educators (ISTEs), in effective teacher professional learning and development in assisting teachers to improve outcomes for students."¹²¹

120 *Ibid.*, pp. 86-87

121 *Ibid.*, p. 88

“Financial rewards within the education sector increased relative to other sectors between 1996 and 2011. Education also gained ground over this period against the broader “government administration and defence” group and on average is paid 14% more ((NZ\$29.4/hr versus NZ\$25.7/hr) in 2011 [...].

Between 1999 and 2011, total teacher average salary increased by 57%, with increases of 62% for primary school teachers and 50% for secondary school teachers. Over the same period, total principal average salary increased by 72%, with 70% increases for primary school principals and 79% for secondary school principals.”¹²²

122 *Ibid.*, p. 89

Nigeria

● Status of ratification

Convention against Discrimination in Education:
State Party since 18/11/1969

● Measures

“With the expansion in primary, secondary and tertiary institutions, there is a corresponding need for more qualified teachers. The teaching profession has experienced a tremendous growth in Nigeria, and has also experienced both quality input and output. Various teacher training institutions were established to ensure quality teacher education. [...]

Government in Nigeria has established the Teachers’ Registration Council of Nigeria (TRCN) in order to control and regulate teacher education training, and practice at all levels and sectors of the Nigerian education system in order to match quality, discipline, professionalism, reward and dignity with international standards.

A notable teacher training institution in Nigeria is the National Teachers’ Institute (NTI). Its mandate is to expose those in the teaching profession, to obtain the minimum teaching qualification through in-service programmes”¹²³

123 Nigeria Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 16

Norway

● Status of ratification

Convention against Discrimination in Education:
State Party since 08/01/1963

● Legislative provisions

“The Education Act states that teaching shall be adapted to the abilities and aptitudes of the individual pupils and apprentices. Emphasis shall be placed on constructive cooperation between teachers and pupils, between the school and the home, between the school and the workplace, and between apprentices and companies. All persons associated with school or with training establishments: “... shall make efforts to ensure that pupils and apprentices are not injured or exposed to offensive words or deeds”.¹²⁴

● Measures

“It is important that teachers and other school personnel are aware of signs indicating exposure to discrimination or bullying. They need to know how to handle individual incidents themselves, and know where to turn for assistance if additional efforts are considered necessary. A new subject, called Pedagogies and student knowledge, has therefore been included in training programs for teachers, principals and education management.”¹²⁵

124 Norway Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 6

125 *Ibid.*, p. 12

“Basic Competence in Working Life (BCWL)”

[...] The aim of the programme is to give adults the opportunity to acquire the basic skills they need to keep up with the demands and changes in modern working life and civil society. Funding and participation have increased every year since the programme was established in 2006. At present, the number of participants exceeds 20 000. [...]

The Framework for Basic Skills

All training in the BCWL program must be based on the national Framework for Basic Skills, which contains competence goals for reading and writing, mathematics, digital competence and oral communication. It also contains teacher guidelines, professional development systems, tests and tools.

The standards descriptions for each of the basic skills have three levels. Each level is described in terms of intended learning outcomes. The competence goals are primarily meant to be a tool for the teacher, who can contextualize the different goals to the individual work place. A handbook has been produced to further assist the teacher in this process.

Recognizing the fact that quality of provision is to a great extent linked to the quality of the teachers operating at the workplace, Vox [*the Norwegian Agency for Lifelong Learning*] has developed and organizes further training for this group. A credit giving course has since 2009/2010 been delivered in cooperation with teacher training institutes. Vox also organizes series of one-day seminars for training providers, focusing on methodology and practical application of the competence goals.”¹²⁶

126 *Ibid.*, pp. 17-18

Pakistan

● Status of ratification

Convention against Discrimination in Education:
Not yet a State Party to the Convention

● Measures

“Teacher training is the primary responsibility of the provincial government. For this purpose, the provincial governments have established pre/ in-service teacher-training institutes such as; Government Colleges of Elementary Teachers, Colleges of Education, Regional/ Provincial Institute of Teacher Education, Provincial Bureau of Curriculum & Extension centers or Directorate of Staff Development etc. The Education Departments/ Institutes of Education & Research of Universities also play a vital role in pre-service teacher training. The Punjab is the only province which has a full-fledged Education University with its campuses spread in all major cities of the Punjab to impart pre-service training to the potential school teachers from B.Ed to Ph.D levels.”¹²⁷

“A number of measures were being undertaken by GoP [Government of Pakistan] to provide literacy programs for adults, especially women. Under the President’s Education Sector Reforms program, an amount of Rupees 100 Million was allocated annually since 2001-02 till 2008 for opening adult literacy centers in the provinces. The Literacy Initiative for Empowerment (LIFE) was launched in collaboration with UNESCO in 2006. LIFE activities include training of literacy managers and teachers, curriculum development, development of literacy materials, establishment of community learning centers and needs assessment for literacy for the next 10 years. A number of other adult literacy projects aware implemented by the Government and by NGOs. For the first time in the history of Pakistan, a national curriculum for literacy was developed and launched. The curriculum covers the areas of basic literacy (3 levels), functional literacy and income-generating skills.”¹²⁸

127 Pakistan Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 12

128 *Ibid.*, pp. 17-18

Panama

● Status of ratification

Convention against Discrimination in Education:
State Party since 10/08/1967

● Measures

“The national Government, through the Ministry of Education (MEDUCA), is carrying out the following programmes:

Peer education: whereby each teacher leader multiplies knowledge gained so that at the regional level 100% (40,000) of formal and special education schools are reached in order to develop learning resources that will enable students to implement and integrate curricular content in solving real problems that affect their environment using the resources available on the Ministry of Education website “Educa Panamá”.¹²⁹

“With regard to the matter of education quality, action has been taken to make curricular changes in secondary school education and to update the curriculum in general basic education, benefiting approximately 702,947 students in 3,126 general basic education schools. As to secondary education, the project concerns 83 pilot sites in the country’s 13 educational regions benefiting some 26,000 teachers.

[...]

The aims of the curricular changes are: [*The list includes, amongst others:*]

3. Training teachers to apply the competency-based education model.

129 Panama Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 2, unofficial translation

Curricular changes have also updated the content of basic and secondary education curricula, including: [*The list includes, amongst others:*]

- Twenty-nine thousand teachers trained in competency-based lesson planning and evaluation of learning as well as the use and operation of new technologies.

Under this pilot scheme to make curricular changes a project is being run to equip education institutions nationwide, providing for the supply, installation and training in the use of equipment. The project is 60% complete, should be completed within four years and will benefit the teachers of the 82 vocational and technical institutes across the country.”¹³⁰

“The Fund for the Quality and Equity of Education (FECE) [...] finances the operating and administrative costs of schools (80%) and the training of teachers (20%) of Panama’s formal schools.”¹³¹

130 *Ibid.*, pp. 2-3, unofficial translation

131 *Ibid.*, p. 11, unofficial translation

Philippines

● Status of ratification

Convention against Discrimination in Education:
State Party since 19/11/1964

● Legislative provisions

“Republic Act No. 4670 - Magna Carta for Public School Teachers. This act sets forth provisions pertaining to standards on hiring of teachers including their rights and liberties. Salient provisions of this law [...] are as follows:

Section 1. Declaration of Policy. It is hereby declared to be the policy of this Act to promote and improve the social and economic status of public school teachers, their living and working conditions, their terms of employment and career prospects in order that they may compare favorably with existing opportunities in other walks of life, attract and retain in the teaching profession more people with the proper qualifications, it being recognized that advance in education depends on the qualifications and ability of the teaching staff and that education is an essential factor in the economic growth of the nation as a productive investment of vital importance.

Section 2. Title Definition. This Act shall be known as the “Magna Carta for Public School Teachers” and shall apply to all public school teachers except those in the professorial staff of state colleges and universities.

Section 6. Consent for Transfer Transportation Expenses. Except for cause and as herein otherwise provided, no teacher shall be transferred without his consent from one station to another. Where the exigencies of the service require the transfer of a teacher from one station to another, such transfer may be effected by the school superintendent who shall previously notify the teacher concerned of the transfer and the reason or reasons therefor. If the teacher believes there is no justification for the transfer, he may appeal his case to the Director of Public Schools or the Director of Vocational Education, as the case may be. Pending his

appeal and the decision thereon, his transfer shall be held in abeyance: Provided, however, That no transfers whatever shall be made three months before any local or national election. Necessary transfer expenses of the teacher and his family shall be paid for by the Government if his transfer is finally approved.

[...]

Section 7. Code of Professional Conduct for Teachers. Within six months from the approval of this Act, the Secretary of Education shall formulate and prepare a Code of Professional Conduct for Public School Teachers. A copy of the Code shall be furnished each teacher: Provided, however, That where this is not possible by reason of inadequate fiscal resources of the Department of Education, at least three copies of the same Code shall be deposited with the office of the school principal or head teacher where they may be accessible for use by the teachers.

[...]

Section 10. No Discrimination. There shall be no discrimination whatsoever in entrance to the teaching profession, or during its exercise, or in the termination of services, based on other than professional consideration.

Section 11. Married Teachers. Whenever possible, the proper authorities shall take all steps to enable married couples, both of whom are public school teachers, to be employed in the same locality.

Section 12. Academic Freedom. Teachers shall enjoy academic freedom in the discharge of their professional duties, particularly with regard to teaching and classroom methods.”¹³²

“Republic Act No. 9155 – Governance of Basic Education Act of 2001. This law institutionalizes a framework of governance for basic education establishing authority and accountability. [...] Salient provisions of this law [...] are as follows:

132 Philippines Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 9-10

Section 3. The purposes and objectives of this act are: [...] (e) To enable the schools and learning centers to reflect the values of the community by allowing teachers/learning facilitators and other staff to have the flexibility to serve the needs of all learners; [...]"¹³³

"Republic Act No. 8545 – Expanded Government Assistance to Students and Teachers in Private Education Act - Section 4. Forms of Assistance. Assistance to private education shall consist of assistance to students and assistance to teachers. [...] The following are forms of assistance to teachers and faculty in private education:

- (1) In-service training fund for teachers in private high schools; and
- (2) College Faculty Development Fund."¹³⁴

"Republic Act No. 8190 – An Act Granting Priority to Residents of the Barangay, Municipality or City where the School is Located, in the Appointment or Assignment of Classroom Public School Teachers. In the appointment or assignment of teachers to public elementary or secondary schools, this law grants priority to bona fide residents of the barangay, municipality, city or province where the school is located, provided that the teacher possesses all the minimum qualifications for the position as required by law."¹³⁵

"Republic Act No. 9710 – The Magna Carta of Women

Section 13. Equal Access and Elimination of Discrimination in Education, Scholarships and Training.

- (a) The State shall ensure that gender stereotypes and images in educational materials and curricula are adequately and appropriately revised. Gender-sensitive language shall be used at all times. Capacity-building on gender and development, peace and human rights education for teachers, and all those involved in the education sector shall be pursued toward this end. Partnerships between and among players of the education sector, including the private sector, churches, and faith groups shall be encouraged.

[...]"¹³⁶

133 *Ibid.*, pp. 4-5

134 *Ibid.*, p. 7

135 *Ibid.*, p. 10

136 *Ibid.*, p. 12

● Measures

“Special Needs Education Program (SNEP) and Special Education Program

[...] To help the teachers and learners in the learning process, four (4) volumes of elementary and secondary books have been transcribed into Braille. Additional resources were likewise distributed in the form of Braille papers, writing slates with stylus, and 165 copies of Filipino Braille Code.

Yearly, a capacity building program for teachers, administrators and Supervisors on SPED is conducted which aims to provide participants the 18-unit requirement in the materials program for teachers to meet the qualification standards of a SPED teachers and to better equip these teachers to handle the learners. Apart from this, various capacity building programs have been conducted.

- A total of 31 SPED teachers were trained on how to handle children with hearing Impairment, visual impairment, multiple disabilities and children with intellectual disability.
- 30 Administrators and supervisors were trained on the organization, administration and Supervision of SPED which aims to provide the appropriate knowledge and skills necessary for the management of the education of children with specials needs.
- 30 SPED teachers completed the scholarship training for children with Autism Spectrum Disorder. The activity aims to provide teachers with appropriate knowledge and skills necessary for the management of learners with the said disability. [...]

From 89 secondary schools in 2006, SPED has been expanded to 222 secondary schools across the country. Some of these schools are now equipped with some assistive devices, instructional materials and other facilities out of the Php 500,000.00 subsidy from the national government. Teachers were also trained in basic classroom accommodation strategies for the differently-abled students.

In 2011, the following SPED Programs were conducted: Validation of the Modified Curriculum for Individuals with Moderate Disabilities at RELC, Marikina on September 21 – 23, 2011. Ten (10) validators and seven (7) BSE staff were involved in the validation phase of the documents.

The First (1st) National Secondary Level SPED Conference – Workshop was held at Tagaytay International Convention Center (TICC) on October 26 – 28, 2011. The objective of the conference participated in by three hundred seventy-eight (378) education supervisors, principals, guidance counselors, and teachers was to bring together secondary level special education practitioners and advocates to address pertinent issues on special education."¹³⁷

“Modified In-School Off-School Approach (MISOSA). MISOSA is an alternative delivery mode of education meant to address the problem of congestion-- overcrowding due to classrooms and teachers shortages resulting to big class size, less contact time with pupils, absenteeism and insufficient learning materials. This problem results to the poor performance of schools in terms of learning achievement, participation and completion rates.

With the objective of ensuring that equal access to quality education is provided by addressing the problems on congestions in schools and providing adequate learning materials, the program makes use of Self-Instructional Materials as an approach in the different learning areas which learners can work on independently in a venue other than the regular classroom under the supervision of a teacher-facilitator."¹³⁸

137 *Ibid.*, pp. 17-18

138 *Ibid.*, pp. 18-19

Poland

● Status of ratification

Convention against Discrimination in Education:
State Party since 15/09/1964

● Legislative provisions

“Legal acts establishing national norms and standards in education in the field of education of teachers and qualification requirements:

- 1) Act of 26 January 1982 – Teacher’s Charter,
- 2) Act of 7 September 1991 on Education System,
- 3) regulation of the Minister of National Education and Sport of 7 September 2004 on standards for teacher training and education (since February 2012 replaced by the regulation of the Minister of Science and Higher Education of 17 January 2012 on educational standards for teaching professions),
- 4) regulation of the Minister of National Education of 12 August 1997 on centres of teachers education,
- 5) regulation of the Minister of National Education of 30 June 2006 on educational standards for teachers in teacher training colleges and teacher training colleges of foreign languages,
- 6) regulation of the Minister of National Education of 12 March 2009 on detailed qualifications required from teachers and on determination of schools and cases at which teachers without higher education or accomplished course of teacher education may be employed.

The enumerated regulations do not contain provisions which could be considered as discriminatory.”¹³⁹

139 Poland Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 99-100

“Teachers’ Board – pursuant to the provisions of art. 40-42 of the ESA [Act of 7 September 1991 on Education System], it operates in a school or establishment employing at least 3 teachers. It is a collective school or establishment body within the scope of realisation of its statutory tasks regarding teaching, education and caregiving.”¹⁴⁰

“Additionally, in art. 30a of the *Act Teacher’s Charter*, a mechanism was introduced which makes it possible to control the implementation of the annual average remunerations for teachers by the statutory obligation of local governments to analyse each year expenses incurred for teachers remunerations and to pay supplementary benefit if they do not reach average remunerations.”¹⁴¹

● Measures

“Human Capital Development Strategy – draft forwarded for social consultations and inter-ministerial arrangements in November 2011.

[...] Provisions in the draft of Human Capital Development Strategy (HCDS) directly correspond to the objectives of Medium-term Country Development Strategy. Moreover the HCDS is implementation of the decisions and projects that have been outlined in Long-term Country Development Strategy “Poland 2030 – Third Wave of Modernity”. Strategy for Human Capital Development will be adopted by the Council of Ministers in 2012 along with other integrated strategies. [...]

Operating objectives of the HCDS, referring to the activities in the area of education, include inter alia: [*The list includes, amongst others:*]

- Improvement of the quality of education and training for teachers and other educators (including increasing the social prestige and competitiveness of their profession)”¹⁴²

140 *Ibid.*, pp. 87

141 *Ibid.*, p. 105

142 Poland Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 46-47

“Development of new model of training of teachers and access to teaching profession

[...]

Implemented activities

In February 2012 Regulation of the Minister of Science and Higher Education of 17 January 2012 on educational standards for teaching profession, issued in concert with the Minister of National Education, entered into force.

Planned activities

- Postponing the age of choosing teaching educational path to the commencement of level II studies or post-graduate studies (possibly except for pre-school and early school education studies) so that teaching studies would be undertaken by graduates of good subject studies who are mature enough to make the decision on starting teaching career;
- Ensuring compliance of qualification requirements towards teachers with the assumptions of Bologna process (i.e. for example with the possibility of changing the field of study in the moment of transition from I to II level of studies);
- Focusing teachers' education on dedicated, selective forms of education: innovative level II teaching studies of practical profile, offering highest value further subject-related education with focus on work at school and, for graduates of level II subject studies, who did not receive teaching preparation, innovative post-graduate studies/qualification courses conducted by higher education facilities and other entities, e.g. non-academic centres of excellence;
- Increasing significance and quality of practical education on teaching studies of all types;
- Supporting establishment and development, in and outside of higher education facilities, of specialised improvement centres offering innovative programmes of teachers' training;
- Contracting (ordering) teaching studies by public authorities, in the scope justified with forecasted demographic situation in schools;
- Opening and adding flexibility to the path of accessing teaching profession by introducing the right to work in teaching profession, granted to persons who acquired necessary qualifications regardless of the path applied for acquisition thereof (formal or non-formal,

- in higher education system or outside of it), in line with the assumptions of Polish Qualification Framework;
- Introduction of obligatory accreditation of qualification courses conducted by teachers improvement facilities, based on education effects achieved therein.”¹⁴³

“Increasing attractiveness of teaching profession, improving effectiveness and quality of teachers’ work and development of incentives for best teachers to stay in the profession

[...]

Implemented activities

Involving by the Minister of National Education broad group of representatives of various circles related to education into the works of consultative-advisory team, in order to perform analysis of current system of teachers’ professional practice, and in the case of determining the need for changes – to design direction thereof in order to acquire possibly best teaching staff that will take up new challenges and guarantee improvement of teaching quality.

Plan of increasing teachers’ remuneration that should achieve the level adequate to the social significance of the profession is being implemented. Within 2008-2012 teachers remuneration will averagely increase by 50%.

Planned activities

- Designing direction of changes, and then detailed solutions regarding legal conditions regulating the professional status of teachers, in order to encourage best teachers to take up work and remain in the profession, in the scope of the system for compensating teachers (promoting work quality irrespective of teacher’s job seniority) and the system for teacher’s promotion;
- Development of legal solutions strengthening the tools of human resources policy, ensuring employment of the best, in the scope of:
 - teachers’ work evaluation – obligatory periodic evaluation of teacher’s work, making it easier to dismiss teachers who do not perform well in the profession,

143 *Ibid.*, pp. 58-59

- mechanism of increasing teachers' remuneration – flexible system enabling promotion of best teachers regardless of job seniority and promotion level;
- Reform of quality control system and schools support system;
- Development of system of support for teachers suffering from professional burnout – development of conditions enabling requalification (by adequate system of trainings, courses, as well as teachers improvement programme)."¹⁴⁴

"Social Rights

[...] The teacher employed in the rural area or in a town with less than 5 000 inhabitants, who has qualifications to hold the position of a teacher, is entitled to a housing benefit, the amount of which depends on the family situation of the teacher. The amount of the benefit can vary depending on the place where the teacher is employed. The teacher is entitled to a separate benefit in the amount of 10% of the base remuneration as well (so called "rural benefit"). The governing authority of the school can raise the benefit for the teacher employed in the rural area in the case of staff deficit."¹⁴⁵

"Workplace

[...] Teachers of special schools and establishments, pursuant to the list included in the regulation of the Minister of National Education of 31 January 2005 on minimum base remuneration rates for teachers, general conditions for granting benefits to the base remuneration and remuneration for working on holidays are entitled to the benefit for difficult and arduous working conditions."¹⁴⁶

"Activities for Improvement of Life and Professional Conditions of Teachers

One of the priorities of the Polish government in the field of education is to improve the professional status of the teacher profession, which significantly influences the teaching quality. It has been assumed that one of the ways to achieve the above goals is, inter alia, to provide

¹⁴⁴ *Ibid.*, p. 60

¹⁴⁵ *Ibid.*, p. 103

¹⁴⁶ *Ibid.*, p. 104

a consistent rise in teachers' remuneration and, at the same time, rise in state expenditures on education, and to implement solutions which are aimed at strengthening the motivational nature of professional promotion and system of teachers' remuneration. In connection with the above statement, in 2008 a process of a consistent rise in teachers' remuneration was commenced. A significant rise of teachers' remunerations, especially teachers who start working in this profession, was triggered by a change of indices which serve the purpose of calculating the average remuneration and annual rises of the base remuneration for teachers introduced on 1 January 2009. The average teachers' remuneration in different promotional groups rose significantly more than the average remuneration in the national economy. Increase of remuneration in 2011 in relation to 2007:

- for trainee teachers 69%
- for contract teachers 50%
- for appointed teachers 39%
- for chartered teachers 38%
- in the national economy 25% (instruction of the Minister of Labour and Social Policy of 15 December 2010 on limit amount of the annual contribution assessment basis for retirement and pension schemes in 2011 and the amount of the projected average remuneration, established to calculate such limit amount).¹⁴⁷

"[...] The MNE [Minister of National Education] recognises the need to change current laws regulating the professional status of teachers. Teachers, as a professional group which performs work of special importance, deserve to have their professional status described in a clear way, which is adequate to the challenges faced by the Polish education. Regulations should guarantee teachers due rights and support for those who are engaged in their work the most. We need a dialogue with partners for whom the professional status of the teacher is important. The Minister of National Education of the previous term appointed a team the aim of which is to prepare proposals of assumptions of a document on the professional status of teachers. The Team consists of, inter alia, representatives of local, scientific, non-public education and trade unions communities. Research has been commenced on working hours of teachers and analysis of legal regulations within the scope of

147 *Ibid.*, pp. 104-105

professional promotion and disciplinary liability of teachers. Results of the research and completion of the work of the Team will make it possible to assess the scope of possible changes of regulations. [...]”¹⁴⁸

“In 2010-2011, a system project titled „Improving the effectiveness of education for students with special educational needs” aimed at:

- preparing management and pedagogical staff in schools and education system facilities, pedagogical supervisor, representatives of local government units and other founding bodies of schools and education system facilities to ensure e.g. students with disabilities with support and individualised assistance in accordance with the objectives of the new legislation,
- supporting the groups referred to above in correct implementation of changes, in particular by informing, training and providing materials to facilitate the understanding of the essence of the changes and their practical application.

As part of the project referred to above more than 52 000 teachers throughout Poland were provided with trainings related to new models of working with children with special educational needs, including the implementation by schools of tasks related to the organisation and providing psychological and pedagogical assistance.

Also information and training meetings were conducted for the managing and pedagogical staff of schools and facilities, pedagogical supervisors and school governing bodies so that the cooperation of all entities providing children with individualised assistance and support is as effective as possible.

Also an information and communication platform was launched as part of the project to provide information about recommended changes, available for all beneficiaries of the education system. Headmasters and teachers could download from the platform and the website of the Ministry of National Education training materials with guidelines on how to work with children with special educational needs, including children with different types of disabilities. Training materials were also provided to kindergartens and schools.”¹⁴⁹

148 *Ibid.*, p. 105

149 *Ibid.*, p. 21

Romania

● Status of ratification

Convention against Discrimination in Education:
State Party since 09/07/1964

● Legislative provisions

“There are no cases of discrimination in what concerns teachers training, as access to training, employment and progress in teaching career is done based on open competition, legally regulated:

- admission to the courses of initial training for the teaching profession is done based on an interview and a registration file, according to OMECTS No. 4316/2008;
- teachers from pre-university education have the right to participate to any type of training and organization of continuous improvement/ training foreseen in The methodology of continuous training for the personnel from pre-university education within the country or abroad (Article 2);
- the teachers from groups or classes with complete teaching in the national minorities language have the right to training and improvement in the teaching language, in the country or abroad (acc. The Law of National Education 1/2011, Article 45 (11));
- employment for the teaching positions is done through competition organized at the level of the educational unit with legal body; the competition is open, any person who meets the conditions provided by the law being allowed to apply (acc. The Law of National Education no. 1/2011, Articles 89-90);
- in higher education, the rights and duties of the teaching personnel are established by university Charter, the University Ethics Code, the individual employment contract and other legislative provisions; the academic freedom is guaranteed to members of the

university community (The Law of National Education, no. 1/2011, Article 304)."¹⁵⁰

"Law no. 284/2011 on unitary salaries for the personnel paid from public funds stipulates uniform salaries for the teachers, but there are measures of financially rewarding teachers with very good results:

- merit gradation is obtained for five years, based on a competition organized at the county school inspectorates level and represents 25% from the basic salary (according to OMECTS no. 5486 from 29.09.2011);
- "Gheorghe Lazăr" diploma grades 1, 2, 3 represents an award of 20%, 15% and, respectively 10% from the basic salaries sum received in the last 12 months of activity;
- excellency diploma may be conferred to retired or about to retire teachers and it is accompanied by an award of 20% from the basic salaries sum received in the last 12 months of activity.

Other decisions regarding employment, motivation, evaluation, rewarding, disciplinary responsibility and teaching personnel dismissing are taken at the education unit level by the administration council (according to the Law of National Education No. 1/2011, Article 93).

To stimulate teachers to teach in rural areas, the allowance for isolated areas is conferred (Article 2, al. 3, and Appendix No. 5 from Law 63/2011). This is conferred to qualified teachers who develop their activity in rural areas or other isolated localities and represents 3-20% from the employment salary, according to the geographic area the teacher works in. The area and localities differentiation was approved by H.G. no. 1613 from December 23rd 2009 on unitary salaries of the personnel paid from public funds.

Along with the allowance for isolated areas, if the case, the following can be conferred: bonus for pedagogical practice, bonus for simultaneously teaching, transitory indemnification, bonus for dangerous or baneful conditions, bonus for labour seniority."¹⁵¹

150 Romania Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 24

151 *Ibid.*, p. 37

● Measures

“The National strategy to implement the measures of preventing and fighting discrimination, 2007 – 2013 was approved by the Order no. 286/2007 of the President of The National Council for Fighting Discrimination. One of its most important objectives is to ensure equality in the field of education (Article 16). [...]

Within the same strategy, in line with the priority that aimed to consolidate the citizens’ education in the field of non-discrimination through formal or non-formal educational processes, the following projects were developed:

- [...]
- “School without discrimination III– Train the trainers”– a project developed in partnership with the Minister of Education, Research, Youth and Sports, developed in Drobeta Turnu-Severin, Sibiu, Calarasi, Tulcea, Miercurea-Ciuc, Bistrita, having as target-group directors and teachers from the Teaching Staff Houses.”¹⁵²

“The Department for Interethnic Relations (DRI) is a component of The Romanian Government and supports intercultural programmes, organizes events in the multi-ethnic areas of Romania like: educational programmes, contests for pupils, seminars, conferences, training sessions for pupils, teachers and journalists, documentary films about Roma issues, book fairs, inter-ministries work reunions, cultural and academic manifestations etc.

DRI realized activities like: *[The list includes, amongst others:]*

- Teachers training to include the intercultural component in teaching humanities like history and civic education; to observe the close connection between education for democratic citizenship and intercultural education, as well as preparing the curriculum for Intercultural education optional course for secondary school (approved by Order No. 3774/ 22.04.2008 of The Minister of Education).”¹⁵³

152 *Ibid.*, pp. 12-13

153 *Ibid.*, p. 47

Serbia

● Status of ratification

Convention against Discrimination in Education:
State Party since 11/09/2001

● Legislative provisions

“Staff support is another measure set forth by the law [on the fundamentals of the education system] to assist certain groups of children or pupils in adapting to the conditions of educational and pedagogical work:

Pedagogical assistant shall extend assistance and additional support to children and pupils in keeping with their needs, but also to teachers, preschool teachers and psychologists/pedagogues for the purpose of improving their performance when working with children and pupils in need of additional education support. While performing his/her activities he/she shall establish cooperation with parents or caregivers, while at the same time he/she shall cooperate with the managing director so as to establish cooperation with competent institutions, organisations, associations and the local self-government unit.”¹⁵⁴

● Measures

“The Project Good quality education for all-increasing the availability and quality of education for children from marginalised groups contributes to inclusion of children from marginalised groups in the system of preschool and primary education by providing a systemic support based on legal regulations. The support system has been provided primarily by introducing pedagogical assistants in the educational system i.e. preschools and primary schools. Financing has been provided from the budget of the Republic of Serbia.”¹⁵⁵

154 Serbia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 8

155 *Ibid.*, p. 13

Slovakia

● Status of ratification

Convention against Discrimination in Education:
State Party since 31/03/1993

● Legislative provisions

“Act no. 317/2009 Z.z. on pedagogical employees and specialised employees and on the amendment of certain acts, as amended (act no. 317/2009 Z.z.) provided comprehensive regulation of the status and activity of pedagogical and specialised employees, defined their rights and duties, set the conditions for the performance of pedagogical and specialised activities and introduced professional development, career levels, career positions, attestations for pedagogical and specialised employees and a system of continuing education.”¹⁵⁶

“Conditions for pedagogical employees are regulated by universally applicable legislation that creates objective, non-discriminatory and generally acceptable conditions for the performance of their work, in particular act no. 317/2009 Z.z. and act no. 552/2003 Z.z. on the performance of work in the public interest, as amended. [...]

Rates of pay are increased according to relevant experience, or length of service in the case of state employees, up to 32 years of experience. Besides the basic rates of pay and experience-related increases in pay rates, both groups of employees can receive non-obligatory pay components – personal supplements and bonuses. Pedagogical employees who acquire credits in continuing education can also receive a credit supplement and if they perform the specialised activities of a class teacher or teacher mentor they can be paid a supplement for such activities.

156 Slovakia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 4

In order to improve living and working conditions for pedagogical employees, Slovakia aims to increase their basic rates of pay and make commensurate increases in other pay components, in the credit system and the career system."¹⁵⁷

157 *Ibid.*, p. 9

Sri Lanka

● Status of ratification

Convention against Discrimination in Education:
State Party since 11/08/1983

● Measures

“Government policies for protect the education rights of the disabled people: [*The list includes, amongst others:*]

- 1997 General Education Reforms introduced the inclusion of children who have disabilities in the ordinary classroom (an approach which started in the early 1970s). Changes in teaching, the curriculum, counselling, career guidance, school-based management and new strategies for teacher education, were all promoted to benefit children who have disabilities within inclusive education. Child assessment on entry to and continuously through primary school also helps to identify children with disability.”¹⁵⁸

“Capacity development of teachers in psychosocial response

350 teachers based in Vavuniya were trained to implement recreation activities supporting physical and mental well-being, relaxation and socialisation among approximately 15,000 children. The program motivated children through teacher-guided psychosocial activities to continue their schooling while in the camps and upon their resettlement to their homes in the North and East of the country.”¹⁵⁹

“Disaster Safety was incorporated into the curricula for teacher education at the NCOEs [National Colleges of Education] and TTCs. The new syllabus for disaster safety education in the NCOEs was developed

158 Sri Lanka Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, pp. 6-7

159 *Ibid.*, p. 13

by education officers and lectures also created with teaching material like resource material kits to teach the new syllabi were practical DRM workshops, including fire safety and first aid activities, have been conducted."¹⁶⁰

"Teacher trainers and teachers have been trained on the project-based learning methodology. Through school projects in Science, students learn about disaster management and work together with their communities. DRM has been integrated into the subjects of Geography, Life Competencies, Civics Education and Science from grade 6 to 12."¹⁶¹

"Pre-service teacher training takes place in the National Colleges of Education (NCoEs) and in universities. The National Institute of Education provides in-service teacher training. One hundred teacher centres have been set up to facilitate in-service teacher training around the country. Teacher development framework are being preparing with the collaboration of all stake holders."¹⁶²

160 *Ibid.*, p. 14

161 *Ibid.*, p. 14

162 *Ibid.*, p. 17

Sweden

● Status of ratification

Convention against Discrimination in Education:
State Party since 21/03/1968

● Measures

“All pupils who need it are entitled to special support. Special support might include personal assistance as well as special teaching aids and tools. The head teacher is responsible for this being investigated and for an action plan being drawn up together with the pupil and his or her guardians. According to the Education Act (2010:800) it is possible to lodge an appeal against the head teacher’s decision regarding the action plan.”¹⁶³

“In the Swedish decentralized education system local school organizers are responsible for the conditions of teaching staff. These conditions are usually established through negotiations between the teachers unions and the employer or the employer’s origination.”¹⁶⁴

“Most of the authorities’ information initiatives regarding the principles of non-discrimination in education is targeting the principal organizer and the school-staff. The purpose is to raise their awareness of their duties under the Discrimination Act (2008:567) and the Education Act (2010:800). [...]”¹⁶⁵

163 Sweden Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 4

164 *Ibid.*, p. 8

165 *Ibid.*, p. 11

United Republic of Tanzania

● Status of ratification

Convention against Discrimination in Education:
State Party since 03/01/1979

● Legislative provisions

“Provision of Teacher education is guided by the Education and Training Policy (1995 now under review), Education Act 2002, Education Sector Development Plan as well as Teacher Development and Management Strategy TDMS (2008) which together emphasize a guaranteed access to education without regard to sex, colour, ethnicity, creed or economic status.

The pre-determined current setting of teaching staff in Tanzania includes Certificates Teacher for Pre - Primary and Primary Education, Diploma and Graduates Teachers for Secondary Education. Basically minimum qualification for Primary Education Teachers is Certificate for Secondary Education and those for Secondary Education is Advanced Certificate for Secondary Education.

Tanzania’s Teachers’ salaries compared to salaries of some other civil servants are slightly higher as an incentive measures for teachers. The improved teachers’ salaries scheme was the output of job evaluation made in the year 2002.

Tanzania Government takes various measures to improve the living condition of teachers. It includes annual review of basic salaries, housing schemes and in-service training. Recently, the government is strategizing on how to retain civil servants including teachers working in remote and hard to reach areas with minimum social and public services.”¹⁶⁶

166 United Republic of Tanzania Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2012, p. 8

Zimbabwe

● Status of ratification

Convention against Discrimination in Education:
State Party since 30/05/2006

● Measures

“In Zimbabwe there are public schools run by government and private schools run by religious organisations and other groups. In the interest of the child, the country government has put in place measures to ensure equivalency and comparability of standards in all schools. The measures are:- [*The list includes, amongst others:*]

- Setting the pupil – teacher ratio at each level. Currently the recommended level is 33:1 for primary schools, and for secondary schools:
- 33:1 for forms 1 and 2
- 30:1 for forms 3 and 4
- 20:1 for forms 5 and 6.
- Providing pre and in-service training for those aspiring to be teachers and those already in the service. This helps to improve teacher qualifications and competencies.”

“Teacher education

There are fourteen teachers’ colleges in the country. Three of them offer courses for the Diploma in Education for aspiring secondary school teachers while the rest offer the Diploma in Education for primary school teachers. All fourteen are associate colleges of the University of Zimbabwe. Under the scheme of association, the University through its Department of Teacher Education (D.T.E.), examines and awards diplomas to successful students.

According to the University (2012), the quality assurance processes are seen through by the Department of Teacher Education, Board of examiners and the Board of Studies that report to the Senate Sub-Committee on Affiliate and Associate Status. Among the functions of the various boards are:

- To monitor the work of all associate colleges with emphasis on library, teaching and learning facilities and student services.
- To approve courses of study syllabi, and the conduct of examination.
- To appoint examination assessors and external examiners."

"Measures being taken to improve the living and professional conditions of teachers are:

- Paying housing and transport allowances.
- Affording loans to teachers so that they can build or buy houses and cars.
- Reviewing teachers' salaries in line with the performance of the economy."