



Item 7.3 of the provisional agenda

**REPORT OF THE JOINT ILO/UNESCO COMMITTEE OF EXPERTS  
ON THE APPLICATION OF THE RECOMMENDATION CONCERNING  
THE STATUS OF TEACHERS (CEART) ON ITS SIXTH ORDINARY SESSION**

**SUMMARY**

In accordance with 25 C/Resolution 1.23, paragraph 6, as well as with Decision 5.2.4, adopted by the 146th Session of the Executive Board, the report of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers (CEART) is transmitted to the twenty-eighth session of the General Conference.

The present document contains the following three parts:

Part 1 - Summary of the main points of CEART's report which was submitted to the Executive Board (146 EX/16);

Part 2.A - Report of the Executive Board's Committee on Conventions and Recommendations (146 EX/51), and B - Decision 5.2.4, adopted by the 146th session of the Executive Board;

Part 3 - Proposed resolution.

Decision required: Part 3.

The full report of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers (cf. CEART/VI/1994/12) is available, upon request, in English, French and Spanish.

## **PART 1- SUMMARY OF THE MAIN POINTS OF CEART'S REPORT**

(146 EX/16)

### **1. BACKGROUND**

1.1 Following the adoption of the Recommendation concerning the Status of Teachers in 1966 by a special intergovernmental conference, and in pursuance of Resolution 1.311 adopted by the General Conference at its fourteenth session in 1966 and of decisions taken subsequently by the Executive Board (77 EX/Decision 4.2.5 and 78 EX/Decision 4.2.1) and by the ILO Governing Body at its 167th, 170th and 172nd sessions, the ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers (CEART) was set up, in 1968. It comprises 12 independent experts, six of whom are chosen by ILO and six by UNESCO. The terms of reference of CEART are to examine the reports by Member States obtained largely through responses to a questionnaire on the application of the Recommendation and to report thereon to the competent bodies of the two organizations which would, separately, but concurrently, take measures they deem appropriate. The mandate of CEART was extended in 1971 and its membership renewed by half on a rotational basis in 1978, 1982, 1988, 1991.

1.2 At its fifth ordinary session in 1988, CEART examined the effectiveness of the questionnaire methodology it had used since 1968 to prepare four of its reports (1970, 1976, 1982, 1988) to the governing bodies of ILO and UNESCO. Recognizing the limitations of that methodology, CEART proposed a shift over the next few years from the questionnaire methodology to a more interactive and integrated programme of actions whereby it could pursue its work of monitoring the implementation of the Recommendation in a more effective manner.

1.3 A restatement of the mandate and methods of work of CEART (CEART/SP/1991/12) were endorsed by 138 EX/Decision 7.1.1 and 25 C/Resolution 1.23. At its sixth ordinary session (Geneva, 12-20 July 1994), CEART made its fifth six-yearly report on the application of the Recommendation (cf. CEART/VI/1994/12) based on its new working methods.

### **2. THE WORK OF THE SIXTH ORDINARY SESSION**

2.1 In accordance with its revised mandate and methods of work, CEART based its work and conclusions on several sources. These included reports of activities of UNESCO and the ILO carried out during the six-year period 1989-1994 and designed to promote a better awareness and application of the Recommendation, studies and reports prepared on CEART's initiative by the two organizations on specific items of the Recommendation, information supplied by national and international teachers' organizations and other reports on teachers in the public domain. It also drew on the extensive national and regional experience of its members in fields covered by the Recommendation.

2.2 Among its principal sources, CEART reviewed various studies and reports,<sup>1</sup> notably a synoptic study by UNESCO on the initial and continuing education of teachers covering 17 countries; reports on four joint subregional training workshops/symposia (Harare 1989, Accra 1990, Costa Rica 1991, Abidjan 1993); statistical monographs on primary-school

---

<sup>1</sup> Copies of some of the studies are available, upon request, in English, French or Spanish, depending on the language of the countries covered.

28 C/36 - page 2

teachers (UNESCO Statistics Division, 1992); summaries of case-studies and a comparative study by ILO on participation, consultation and collective bargaining covering eight countries, an international survey of stress, burn-out and turnover of teachers, and a related case-study on the impact of decentralization on teachers' job satisfaction and stress.

2.3 CEART paid 'tribute to the impressive range of activities undertaken by the ILO and UNESCO since its last session to promote knowledge and application of the Recommendation's provisions'. CEART felt, however, that despite those efforts, the Recommendation was still not sufficiently known to many of those interested in education, and new initiatives were therefore required to remedy the situation.

### **3. CEART'S MAIN CONCLUSIONS AND RECOMMENDATIONS OF INTEREST TO UNESCO**

#### **Evaluative remarks and assessment of its revised working methods**

(paras. 10-19, 20-31, 56, 57)

3.1 In evaluating the usefulness, comparative advantages, problems and weaknesses of its revised mandate and new methods of work, CEART concluded that they were 'a considerable improvement on the former practice of reports based on questionnaires'. It 'strongly endorsed' the new methodology, which it considered generally more focused and useful in obtaining information on the subjects studied. CEART noted that, although more limited in its geographical coverage, critical problems and general trends similar across a range of countries clearly emerged, providing a better basis upon which to assess the application of the Recommendation. Furthermore, it noted that individual Committee members were able to work with the secretariats of UNESCO and ILO in developing workshops, seminars, studies and in receiving allegations. It was not in favour of returning to its original methodology of relying solely on a general questionnaire as the basis for its work. CEART considered, however, that for its next cycle of work (1994-2000) a combination of operational activities, case-studies, comparative analysis, and specifically directed statistical surveys and questionnaires was necessary to ensure balanced information on the complex issues regarding the application of the Recommendation.

#### **Recent trends and contemporary issues affecting education and the status of teachers** (paras. 32-46)

3.2 In examining a paper by UNESCO on 'Current Trends and Contemporary Issues Affecting Education and the Status of Teachers', CEART drew attention to several areas of concern: the need to encourage the recruitment and training of women teachers in technical and vocational fields and to foster equal career progression with their male colleagues, since teachers were in a position to take the lead in expanding the participation of women and girls in education; the need for quality control of the new information technologies and their adaptation to the needs of developing countries and use in teacher training and other educational purposes; disparities in educational opportunities (rural/urban, private/public, etc.) arising from the rapid expansion of non-formal education delivery systems; the irrelevance of teacher education curricula in most countries and the need for more appropriate initial training of teachers. CEART concluded that, 'in general, the working conditions of teachers appeared to be growing worse' and that 'a common issue for the teaching profession the world over was the ability to participate in educational decision-making through consultation and collective bargaining'. CEART pointed out that 'when education reforms had been undertaken without the participation of teachers, confrontation and opposition were common consequences and

that when reforms took place with the full participation of teachers, the rate of success was much greater’.

### **Continued appropriateness of the Recommendation** (paras.47-51)

3.3 In response to the request made by UNESCO’s Executive Board (140 EX/Decision 5.2.3) and General Conference (27 C/Resolution 1.16), CEART examined at length ‘ways and means of updating and promoting the further implementation of the 1966 Recommendation’ within the framework of its discussions on recent trends and contemporary issues affecting education and teachers’ status, and concluded that ‘although some parts of the Recommendation were not as pertinent in expression as they were in 1966, its basic principles remain valid and highly important to the teaching profession’. CEART reaffirmed the view, expressed in 1985, that ‘no revision should be undertaken at this time’ and that the limited resources available should rather be devoted to improving dissemination of information on the Recommendation and its implementation.

3.4 CEART regarded as a high-priority task, the revision of the 1984 booklet ‘The Status of Teachers’ with updated joint commentaries on the different provisions. It also examined an ILO document concerning a ‘Proposal for Partnership-Building and Communication Strategy to Promote the Recommendation concerning the Status of Teachers’ (cf, CEART/VI/1994/12, Annex 2) which it recommended to the Governing Body of the ILO for implementation by ILO. It advocated that UNESCO develop a communication strategy along similar lines to promote awareness and implementation of the Recommendation (cf. paras. 56-59).

3.5 UNESCO’s launching of International Teachers’ Day (ITD) on 5 October, date of the adoption of the Recommendation, received the enthusiastic support of CEART, which proposed that national events be organized to help promote greater awareness of the Recommendation. It also welcomed the decision of the Council of the International Bureau of Education (IBE) that the focus of the 45th Session of the International Conference on Education (ICE) should be on the role of teachers. CEART recommended to the competent bodies of UNESCO that, in consultation with ILO, they encourage Member States to promote and support attendance of its members at the 45th ICE. It further suggested that IBE organize a round table on selected provisions of the Recommendation. CEART formulated messages on the occasion of ITD and the 45th ICE (cf. CEART/VI/1994/12, Annexes 3 and 4), which were transmitted separately to the Directors-General of UNESCO and the ILO.

3.6 CEART reviewed a report on events organized in 1991, in UNESCO, Paris, to celebrate the 25th anniversary of the adoption of the Recommendation and congratulated UNESCO and the ILO on the joint programme. It stressed that ‘continued public recognition and support at the highest levels were essential in order that the principles enshrined in the Recommendation, which were of fundamental importance to the advancement of society, should be properly understood and accepted’ (cf. paras. 52-55).

3.7 The Joint Committee noted the proposal by UNESCO to develop an international Recommendation on higher education teaching personnel and suggested that ‘it might include subjects within the competence of both ILO and UNESCO and that close collaboration be continued to ensure that it be drafted in a manner consistent with the principles expressed in the 1966 Recommendation and related international standards’ (cf. para. 110).

### **Initial and continuing education of teachers** (paras. 60-71)

3.8 In regard to the application of chapters IV, V and VI of the Recommendation concerning educational objectives and policies, preparation for the profession, and the continuing education of teachers, CEART examined 17 country case-studies<sup>1</sup> prepared by national specialists with support from UNESCO. CEART members were involved, in varying degrees, in the preparation of four of them (Barbados, Norway, Pakistan, Senegal). CEART also had before it a synoptic study by UNESCO based on the case-studies.

3.9 CEART expressed concern at the continued quantitative and qualitative inadequacy of initial and continuing education of teachers; the occurrence of under-qualification especially of teachers in scientific and technical subjects, physical education and art; the inadequacy of facilities for continuing education (educators, structures, technical equipment for distance education, relevant syllabi and methods); the absence of coherent national policy on the training of teacher educators and on the initial and continuing education of teachers; the insufficient linkages between teacher-training institutions, education-science institutions and schools, as well as between research and training programmes; and the need for a concerted policy for the introduction of new content and methods. CEART observed that 'the need for coherence, proper co-ordination, research and appropriate actions to enhance the relevance of initial and continuing education and training of teachers expressed in all of the case-studies, raised a more general question of educational planning and the usefulness in highlighting Provisions IO(e) (i) and (j) of the Recommendation relating to these concerns'.

### **Cultural aspects in teacher education** (paras. 72-74)

3.10 CEART stressed the impact of cultural values, norms and traditions on teachers' education as social factors inherent in the culture of teaching that vary according to the local, national and regional setting. At the same time, it noted that educational perceptions and practices should be seen in a global context. Furthermore, it emphasized that teachers were often confronted with serious social problems such as drugs, vandalism, crime and racism, which made them crucial actors and that the expanded role of teachers was to cope with the social consequences of rapid economic and political changes; a task for which they were neither prepared nor rewarded by society. CEART urged its joint secretariat 'to consider such issues as an integral part of future research and other activities concerning the status of teachers'.

## **4. OTHER TOPICS COVERED BY CEART**

### **Participation, consultation and collective bargaining in the teaching profession** (paras. 75-83)

4.1 These topics were discussed by CEART on the basis of studies carried out by the ILO and on a comparative analysis made by one of CEART members. CEART noted that in 'countries undergoing the continuing process of democratization, new opportunities for dialogue among partners had emerged'. The impact of economic restructuring was stressed as a common feature observed in virtually all countries in which the studies were carried out and CEART noted that there were 'varying degrees of consultation in the formulation of educational policies and plans, including decentralization efforts' and that in some cases 'the

---

<sup>1</sup> Algeria, Barbados, Chile, Egypt, Equatorial Guinea, Guinea, Italy, Japan, Kenya, Morocco, Nigeria, Norway, Pakistan, Poland, Senegal, Sri Lanka and Yemen.

higher the decision-making level (national, regional), the less direct involvement and participation by teachers or their respective organizations occurred'. CEART felt that 'the status of teachers in private schools appeared to merit further attention, as well as that of educational personnel in the expanding non-formal subsector of education, particularly in developing countries'.

#### **Stress and burn-out of teachers** (paras. 84-88)

4.2 The conclusions of CEART in regard to this topic, which lies more in ILO's area of competence, point to 'a range of causes (organizational, job design and societal factors), and the typical consequences if left unchecked (absenteeism, lowered professional performance and negative attitudes towards students)'. It suggested, among others, 'the development of a manual on stress management, the conduct of a more definite and broader-based survey to pinpoint more accurately the nature and extent of stressors'.

#### **Gender issues in the teaching profession** (paras. 89-95)

4.3 CEART brought to the fore the continuing gender disparities in the teaching profession, such as scarcity of women teachers in technical and vocational education and training, unequal status with men colleagues despite equal qualifications, the problems linked with the feminization trends in the teaching profession, etc. CEART noted that in addressing these disparities, strategies would have to take into account cultural aspects as potential factors in obstructing the access of women to fields traditionally dominated by men. CEART further recommended that 'research should be undertaken to provide educational planners with indicators to assess the impact of certain values, norms, rules and habits in particular countries'. CEART recognized 'the complexity of gender concerns and the need to further study the type of statistical aspects of the problem and to identify positive strategies to improve the status of women'. It called upon ILO and UNESCO to try to develop a joint project on this subject, an idea that might attract the donor community for multi- and bilateral funding.

#### **Allegations** (paras. 23-30)

4.4 In examining the allegations received, CEART made suggestions aimed at minimizing delays so as to render the procedures regarding the treatment of allegations more effective. It suggested that its joint secretariat produce a document containing simple explanatory guidelines concerning the submission of allegations, which could be widely disseminated (cf. para. 104(1). Annex 1 of its report provides full information on the five receivable allegations, with specific recommendations to the competent bodies of the ILO and UNESCO in respect to them).

## **5. PROPOSALS FOR FUTURE ACTION**

5.1 CEART outlined a series of proposals (paras. 96-110) in the chapter entitled 'Questionnaire or other methodology to monitor the application of the Recommendation for the next term (1995-2000)', and in the chapter entitled 'Conclusions and proposals for future action'. It recalled the suggestions for future actions made in the body of its report, some of which have been outlined in the above paragraphs of this document. It also suggested that the statistical services of ILO and UNESCO design a questionnaire that would attempt to test the validity of the trends emerging from the case-studies related to subjects that were treated by them, such as shortage of qualified teachers and recourse to unqualified staff, the continuing education of teachers and the training of teacher educators. It considered that certain more

28 C/36 - page 6

general, key indicators should be taken into consideration, such as qualifications required for entry into the profession of the men and women employed as deputy heads, heads and inspectors and the level of education. It also suggested that a synopsis of the various case-studies and the apparent trends revealed by them should be widely disseminated and all relevant parties be encouraged to use these studies in operational activities and in the formulation of educational policy and reforms.

## **6. THE DIRECTOR-GENERAL'S COMMENTS ON**

### **The report of CEART**

6.1 The Director-General concurs with the very positive assessment made by CEART of the work carried out under its revised mandate and methods of work which 'is a considerable improvement on the former practice of reports based on questionnaires'.

6.2 The Director-General agrees, in principle, with the various analytical remarks, recommendations and proposals for more dynamic action to promote the status of teachers. He also endorses CEART's proposals concerning its future work of monitoring the application of the Recommendation (cf. paras. 96-110 of CEART's report), which foresee a combination of training activities, case-studies and comparative research studies, and the collection of data through joint or separate questionnaires focusing on specific trends emerging from the various case-studies by UNESCO and ILO on the status of teachers. Some of these proposals are taken into account in the Draft Programme and Budget for 1996-1997 (28 C/5).

6.3 In respect to the response by CEART to the Executive Board's request that it examine 'ways and means of updating and promoting further implementation of the 1966 Recommendation' (cf. 140 EX/Decision 5.2.3), the Director-General supports the conclusions reached by CEART that 'although some parts of the Recommendation were not as pertinent as they were in 1966, its basic principles remain valid' and that 'no revision of the Recommendation should be undertaken at this time'. The Director-General further supports the suggestion of a publication of a revised booklet 'The Status of Teachers' (1984) with updated commentaries by UNESCO and ILO on the different provisions of the Recommendation, made within the context of major trends and events, and contemporary issues that impact on education, society and the teaching profession.

6.4 Furthermore, the Director-General wishes to point out that UNESCO intends to publish for wide dissemination a document outlining a framework for action to improve educational standards and the status of teachers through partnership-building, based on the ILO proposal outlined in Annex 2 of CEART's report.

6.5 Lastly, in regard to paragraphs 50 and 104(f) of CEART's report suggesting the attendance of its members at the 45th session of the International Conference on Education (ICE, Geneva, 1996) that will concentrate on the theme of teachers, the Director-General, in consultation with the Director-General of ILO and the International Bureau of Education (IBE), will examine the feasibility of advancing CEART's Special Session from 1997 to 1996 at the time of the 45th ICE and of shifting its venue from Paris to Geneva thereby permitting CEART's members to attend the ICE. As a consequence, the seventh ordinary session of CEART (foreseen in the year 2000) will be scheduled in Paris.

**PART 2- REPORT OF THE EXECUTIVE BOARD'S COMMITTEE ON  
CONVENTIONS AND RECOMMENDATIONS AND DECISION 5.2 ADOPTED  
BY THE 146TH SESSION OF THE EXECUTIVE BOARD**

**A. REPORT OF THE COMMITTEE ON CONVENTIONS AND  
RECOMMENDATIONS (146 EX/51)**

1. The Committee on Conventions and Recommendations of the Executive Board held one meeting on 13 May 1995 to consider item 5.2.4 of its agenda, notably, document 146 EX/16 relating to the report of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers on its sixth ordinary session (Geneva, 12-20 July 1994) (CEART/VI/1994/12).

2. The Committee took note of the report which was based on the revised mandate and working methods of CEART. A few members commented on the report. One member expressed satisfaction with the new methodology, but felt that some of the comments made by CEART regarding the status of teachers did not apply to all countries, for example, the remarks regarding the status of women teachers. Another member was of the opinion that CEART's report was rather bureaucratic and that the French version was not well translated. Furthermore, the same member regretted that CEART did not provide more profound observations on the problems that affect education and teachers today nor on the progress made on the application of the recommendation. Still another member considered that there was a lacuna in the report in as far as it did not cover the education and training needs of youth. There were also a few general questions concerning the updating of the 1966 Recommendation; the need for setting up appropriate mechanisms for enforcing the application of the Recommendation; and, the need to follow up on the allegations treated by CEART. Finally, it was suggested that the Executive Board's comments be brought to the notice of CEART.

3. Explanations were provided by the Secretariat regarding the work of the sixth ordinary session of CEART and on the actions helping to reinterpret the Recommendation in the light of evolutions that have occurred, since 1966, in education and society. It was also suggested that the Chairperson of CEART be invited to present the next six-year report, foreseen in the year 2000, to the Executive Board, and it was agreed that the Secretariat when transmitting CEART's report to governments and international bodies will highlight the findings and conclusions of CEART and indicate the manner in which follow-up action could be envisaged.

**B. DECISION 5.2.4 ADOPTED BY THE 146TH SESSION OF THE  
EXECUTIVE BOARD (146 EX/Decisions, Paris, 29 June 1995)**

The Executive Board,

1. Recalling 138 EX/Decision 7.1.1, 140 EX/Decision 5.2.3, 25 C/Resolution 1.23, paragraph 6, and 27 C/Resolution 1.16,
2. Having examined the report submitted by the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers (CEART) on its sixth ordinary session (CEART/VI/1994/12) in the light of document 146 EX/16,
3. Agrees with the assessment made by CEART of the activities carried out under its revised mandate and methods of work, and concurs with CEART's proposals that

- its next cycle of work (1995-2000) comprise a combination of training activities, in-depth national case-studies, comparative research studies and the collection of data through short joint or separate questionnaires focusing on specific trends emerging from the various case-studies carried out by UNESCO and ILO on the status of teachers;
4. Supports the views expressed by CEART in response to the Executive Board's request that it examine 'ways and means of updating and promoting further implementation of the 1966 Recommendation' (140 EX/Decision 5.2.3), notably that the Recommendation's basic principles remain valid and that UNESCO in co-operation with ILO undertake, as a priority action, the publication of a revised version of the booklet 'The Status of Teachers' (1984) with updated joint UNESCO/ILO comments on the provisions of the Recommendation, made in the light of major current trends and contemporary issues affecting education and society and consequently the teaching profession;
  5. Agrees with CEART's suggestion in paragraph 110 of its report regarding 'UNESCO's initiative for the preparation of an international recommendation on higher education teaching personnel and that 'it might include subjects within the competence of both ILO and UNESCO and that close collaboration be continued to ensure that it be drafted in a manner consistent with the principles expressed in the 1966 Recommendation and related international standards';
  6. Agrees with the Director-General's comments on CEART's report, and hereby invites the Director-General, in consultation with the Director-General of the ILO, to develop an enhanced programme of co-operation with ILO on the status of teachers and to reinforce the education draft programme and budget for the biennium (1996-1997) to accommodate some of the proposals for future action (CEART/VI/1994/12, paras. 96-110) and to arrange for the preparation of a document outlining a framework for action to improve educational standards and the status of teachers through partnership-building, based on the ILO proposal contained in Annex 2 of CEART's report;
  7. Supports the Director-General's proposal regarding examination, in consultation with the Director-General of ILO and the International Bureau of Education (IBE), the feasibility of attendance of members of CEART at the 45th session of ICE, together with the possibility of advancing CEART's special session from 1997 to 1996 at the time of the 45th session of ICE and of shifting its venue from Paris to Geneva, and takes note that, as a consequence, the seventh ordinary session of CEART (scheduled for 2000) will be held in Paris;
  8. Greatly appreciates the valuable suggestions and enhanced role of CEART in stimulating action to promote greater awareness and better application of the Recommendation concerning the status of teachers, and requests the Director-General to support CEART in the carrying out of its next six-year cycle of work and the drafting of its interim report on its special session, for submission in due course to the Executive Board, and, furthermore, to invite the Chairperson of CEART to present its next six-year report, which is scheduled for 2000, to the Executive Board;
  9. Invites the Director-General to bring CEART's report, together with the Executive Board's comments, to the attention of Member States and their National

Commissions, international teachers' organizations and other relevant international organizations having relations with UNESCO, and the United Nations;

10. Transmits CEART's report, together with the Executive Board's comments, to the General Conference,

### **PART 3- DRAFT RESOLUTION FOR CONSIDERATION BY THE GENERAL CONFERENCE**

The following draft resolution is based on Decision 5.2.4, adopted by the 146th session of the Executive Board (cf. Part 2.B of this document).

The General Conference,

Considering the important contribution that teachers 'make to the advancement of education and of society and the need for actions to be taken at the national, regional and international levels in order for that contribution to be acknowledged and the status and standards of the teaching profession to be made commensurate with the needs of education as assessed in the light of its aims and objectives,

Recalling the terms of 25 C/Resolution 1.23, paragraph 6, adopted in 1989, as well as 27 C/Resolution 1.16, adopted in 1993,

Having noted the fifth report of the ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers on its sixth ordinary session (cf. CEART/VI/1994/12) as well as the summary of the main points of CEART's report outlined in 146 EX/16,

1. Agrees with the comments of the Director-General on CEART's report contained in document 146 EX/16 and supports Decision 5.2.4, adopted by the 146th session of the Executive Board;
2. Notes with satisfaction the activities carried out under the revised mandate and methods of work of CEART and concurs with its proposals that the next cycle of work (1995-2000) foresee a combination of actions, such as joint training seminars, national case-studies and comparative research studies, as well as the collection of data through a short questionnaire focusing on specific trends emerging from the various case-studies undertaken by UNESCO and ILO on the status of teachers;
3. Endorses the views expressed by CEART that the basic principles underlying the recommendation remain valid and that UNESCO in co-operation with ILO undertake, as a priority action, the publication of a revised booklet 'The Status of Teachers' (1984) with updated joint UNESCO/ILO commentaries on the different provisions of the Recommendation, made in the light of major current trends and contemporary issues impacting education and society and consequently the teaching profession;
4. Takes note that the Director-General will examine, in consultation with the Director-General of ILO and the competent body of the International Bureau of Education (IBE), the feasibility of attendance of members of CEART at the 45th ICE, together with the possibility of advancing CEART's special session from 1997 to 1996 at the time of the 45th ICE and of shifting its venue from Paris to Geneva, and that, as a consequence, the seventh ordinary session of CEART (foreseen in the year 2000) will be scheduled in Paris;
5. Authorizes the Director-General, in consultation with the Director-General of ILO, to develop an enhanced programme of co-operation with ILO on the status of teachers within the Education Programme and Budget for the biennium (1996-1997), and to

foresee the preparation of a document outlining a framework for action to improve educational standards and the status of teachers through partnership-building, based on the ILO proposal contained in Annex 2 of CEART's report;

6. Invites Member States to research ways and means to promote the application of the provisions of the Recommendation concerning the status of teachers, with a view to enhancing educational standards through the services of better professionally trained and motivated teachers, and to take into consideration the comments and suggestions made by CEART in this regard;
7. Invites the Director-General to facilitate CEART in carrying out its work and in holding its seventh ordinary session to make its next six-year report on the application of the Recommendation and on the status of teachers for submission to the General Conference at its thirty-first session.