



Governing Body

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GB.310/STM/4

Committee on Sectoral and Technical Meetings and Related Issues

STM

FOR INFORMATION

FOURTH ITEM ON THE AGENDA

The sectoral dimension of the ILO's work

Update of sectoral aspects in the context of economic recovery: Education and research

Overview

Issues covered

Overview and analysis of the impact of the economic downturn on financing, quality, employment, decent work and social dialogue developments in education and research, following the review of this grouping of sectors at the STM meeting held during the 307th Session of the Governing Body (March 2010).

Policy implications

None.

Legal implications

None.

Financial implications

None.

Action required

The Committee is invited to take note of the information provided.

References to other Governing Body documents and ILO instruments

GB.307/13(Rev.); GB.307/STM/1; GB.307/STM/3; GB.309/STM1/1; CEART/10/2009; GDFSTES/2010/8; GDFVET/2010/10.

Global Jobs Pact.

Introduction

1. During the meeting of the Committee on Sectoral and Technical Meetings and Related Issues (STM) at the 307th Session of the Governing Body (March 2010), the spokesperson for the Workers' group asked the Office to follow up on further developments in relation to the impact of the economic crisis in the sectors covered in that session – education, health, public administration and hotels and tourism – and report on its findings to the Committee in March 2011.¹ A report updating sectoral aspects of the global economic downturn in public administration was prepared for discussion at the STM's meeting during the 309th Session of the Governing Body (November 2010).² The present report provides an update of developments in the education and research sector since March 2010.
2. The paper first examines the impact of public sector debt and reductions on education budgets before addressing the impact on employment and on terms and conditions of employment (decent work parameters) in basic and secondary education. A separate section follows on the impact of the continued economic downturn and related budgetary difficulties in higher education and research located within higher education institutions (excluding therefore enterprise and private foundation research). A section on social dialogue looks at the use or lack thereof of social dialogue mechanisms to determine policy solutions to the challenges faced. A final section briefly considers the possible outcomes in the future and the sectoral contribution to requests formulated at the March 2010 STM meeting of the Governing Body for further sectoral work on these issues.

Public sector budgets: Under strain and being reduced

3. Education is predominantly a publicly funded service. Much of research carried out in education institutions is also publicly funded. As reported in the paper on public administration at the November 2010 Governing Body session, the economic downturn reduced government resources from lowered income tax or other sources of revenue. Combined with national rescue and stimulus measures adopted to counter the economic downturn, including the rescue of a weakened financial sector and public spending to relaunch economic growth as well as increased payments for social protection (unemployment and other benefits and services), governments' fiscal capacities and specifically their reduced ability to repay debts led to a process known as fiscal consolidation; this was marked by efforts to cap and reduce the public debt and therefore increased cuts in public budgets.
4. Education has rarely been spared in the general budget reductions, although efforts have been made in many countries to exempt it from the most drastic cuts. Teachers' organizations surveyed in September 2010³ reported impacts in at least one and more often several areas of funding as a result of education budget reductions announced in 2010 or forecast for 2011. This was the case in most European countries, in North America, and in selected countries elsewhere. Table 1 indicates that whatever the nature of the cuts – raising education fees, particularly in higher education; cutting back on student

¹ GB.307/13(Rev.).

² GB.309/STM/1/1.

³ L. Figazzolo: *Second follow-up survey on the impact of economic crisis on education, teachers and other education staff 2010* (Brussels, Education International Research Institute, Sep. 2010).

subsidies/allocations and support services, including for marginalized and disadvantaged populations; school consolidation; and reduced or abolished school building and maintenance programmes – in all cases employment, staff salaries, pensions or other staff benefits were affected, reflecting in part the structure of education budgets, of which the largest part of recurrent expenditures is devoted to these budget lines.

Table 1. Education sector budget reductions by function, selected countries,* 2010 or projected for 2011

	Student subsidies, user fees	School consolidation	Support services, learning materials	Staff training	Staff jobs, salaries, benefits	Capital expenditures and maintenance
Bulgaria	-	-	-	-	X	X
Denmark	-	-	-	-	X	-
France	-	-	-	-	X	-
Ireland	-	-	X	X	X	X
Italy	X	-	-	-	X	-
Latvia	-	X	-	-	X	-
Netherlands	X	-	X	-	X	-
New Zealand	-	-	X	-		-
Portugal	-	X	-	-	X	-
Slovenia	-	-	-	-	X	-
Spain	-	-	-	-	X	-
United Kingdom	X	-	-	-	X	X
United States	-	-	-	-	X	-

* In many countries, education budgets are decided at municipal, district, state/province or other sub-national level, therefore changes are not necessarily applicable to the country as a whole.

Source: Figazzolo, op. cit.

Employment in education: Declining growth but still positive overall

- As the previous report on the education sector⁴ pointed out, employment in education had slowed in the decade preceding the economic recession, contributing to a worldwide teachers' shortage; there were initial signs of a negative impact of the recession on government financing and therefore education employment by the end of 2009, particularly in some heavily indebted European countries; and projections of future deficits in financing education in poor countries of Africa and other regions were particularly troubling.
- Based on data available to the Office on trends in the education sector in nearly 50 mostly developed countries and a small number of territories and developing countries, education employment grew in the first half of 2010 but continued the downwards trend already evident in 2009. Overall, the rate of growth slipped from an average of 1 per cent in 2009 to 0.3 per cent in the first half of 2010, with a few countries in this survey showing a slight net decline in education employment in the first half of 2010 compared to 2009 (among

⁴ GB.307/STM/1.

them Bulgaria, Estonia, Germany, Japan, Russian Federation and the United States). The slowdown in employment growth has been more pronounced in the Americas than in Asian and Pacific and European countries. There is a gender dimension to the trends as well, with the number of men employed in education growing by 0.5 per cent in the first half of 2010 compared to the 2009 average, whereas women's employment grew by 1.8 per cent in the same period.⁵ If sustained, this trend would further accentuate the feminization of education services.

7. Despite the relatively positive picture presented by the group of countries surveyed compared to other sectors, there are growing indications that education-sector employment, salaries and pensions (see below, paragraphs 11 and 12) have been negatively affected. As previously indicated in papers to the Governing Body and comments by Governing Body members, a decline in employment may not automatically be attributed to the impact of the economic decline, since government policies to change the size and structure of a largely public service such as education may be the driving factor. Although such restructuring may or may not be related to declining economic fortunes, there would seem to be little room for doubt that the economic recession, especially in European and other developed economy countries, has directly or indirectly affected the growth in education employment. Given the decentralized nature of many national education systems that leave all (or the great bulk of) revenue support to local education authorities, the impact may be felt more strongly in some jurisdictions than others in the same country, even where overall employment remains positive.
8. The trend is evident in the United States, where education employment at state level increased by 2 per cent but at the far larger local (municipal and county) level decreased by 1.7 per cent in the period December 2009–December 2010,⁶ a period during which many local governments especially faced declining revenues and therefore had to restrict their budgets. Education employment would have been more significantly affected at the end of 2010 and into 2011 if not for additional funds to protect school jobs provided through the Education Jobs Fund to states to save or create education jobs for the 2010–11 school year in early childhood, elementary, and secondary education.⁷ Where such central government support has been cut as part of public sector reductions, as in Denmark in the latter part of 2010, municipalities who had previously announced expected layoffs of staff in education and childcare in 2009 confirmed education sector cuts in October 2010.⁸
9. Recent evidence from developing countries was not available for this report, therefore it is not possible to confirm trends (or their opposite) reported for a sample of countries in the first year of the recession (to the end of 2009), which generally showed that, despite a worsening international trade and financial picture, developing countries had: resisted large-scale cuts in education funding or even increased funding through stimulus packages designed to have a positive impact for one to three years following their application in 2009 (Kenya, Namibia); exempted education from budget reductions (Guatemala); or limited reductions to one component of education, usually capital or non-salary spending

⁵ E. Zeballos and S. Garry: *A global overview of employment trends and working conditions by economic activity*, Sectoral Activities Department Working Paper No. 279 (Geneva, ILO, 2010).

⁶ US Department of Labor, Bureau of Labor Statistics: *The employment situation – December 2010*, 7 Jan. 2011 (Washington, DC).

⁷ US Department of Education: “Education Jobs Fund” available at <http://www2.ed.gov/programs/educationjobsfund/index.html> (accessed 1 Feb. 2011).

⁸ “74 kommuner skaerer på skoleområdet”, in *Avisen*, 21 Oct. 2010 (Copenhagen); Eurofound: *Current restructuring developments in local government*, Background paper (Dublin, 2010).

(Sri Lanka, Yemen).⁹ Indications of an upsurge in growth in major emerging economies over the last year would suggest that revenues from domestic and export-led industries in countries such as Brazil, China, India, Indonesia and South Africa would have provided a strong basis for sustained or even increased education investments, but confirmation is dependent on further research.

10. Reports from European and North American countries which have experienced budget difficulties in the last year indicate that employment reductions or freezes have come at the expense of temporary or supply teachers, but there are also some reports of more hiring of unqualified teaching staff for reasons of economy.¹⁰ Recourse to less qualified contract teachers is also a feature of Kenya's 2009–10 education budget in the face of continued massive enrolments.¹¹ Reductions in employment of qualified teachers, related support staff, and supply teachers have several undesirable by-products, among which are reduced curricula options for students, particularly at secondary school level; reduced or abolished extra-curricular activities; less in-school support to deal with increased bullying and violence and in general to support disadvantaged students; and obstacles to professional development opportunities derived from in-service training (see below).

Terms and conditions of employment: Decent work parameters have deteriorated

11. In most countries for which the Office has available information (mainly developed countries, especially European), employment terms and conditions have deteriorated in the last year as budget cuts have affected salaries, pensions and other benefits (see table 1 above for a selective list of countries affected). Actual or projected (2011 and beyond) freezes on remuneration that amount to effective pay cuts when inflation is taken into account are common (France, Italy, Netherlands, New Zealand, United Kingdom), and substantial real pay cuts have been imposed by means of outright salary cuts, reduced subsidies or extra payroll levies (Ireland, Slovenia, Spain). Pensions have been especially targeted as a means of reducing budgetary obligations (France, Ireland, Slovenia, Spain) by increasing contributions of education sector workers, reducing benefits, extending the retirement age or a combination of these measures.¹²
12. In some developing countries such as Zambia, teachers have continued to receive nominal salary increases up to 2010, but a survey of developing countries in relation to the first year of the crisis and downturn noted that nominal increases often do not take account of price rises for basic goods, so that primary-school teachers' salaries in one-sixth of the countries surveyed were barely above the poverty line of US\$2 per day despite the lack of budget reductions in most countries.¹³

⁹ UIS–UNESCO: *Early impact assessment of the global financial crisis on education financing, Country Case Studies* (Montreal, 2009).

¹⁰ Figazzolo, op. cit.

¹¹ UIS–UNESCO, op. cit.

¹² Figazzolo, op. cit.

¹³ UN Global Pulse: *Voices of the vulnerable: Recovery from the ground up* (New York, 2010); UNICEF: *Protecting salaries of frontline teachers and health workers*, Social and Economic Policy Working Briefs (New York, Apr. 2010). The countries surveyed were: Algeria, Bangladesh, Belize, Bhutan, Bosnia-Herzegovina, Burkina Faso, Cameroon, Chad, Colombia, Congo, Democratic Republic of the Congo, Egypt, Gambia, Indonesia, Madagascar, Mali, Morocco, Myanmar, Nepal, Sudan, Thailand, Tunisia, Yemen and Zambia.

13. Education sector budget reductions have also led to reduced teacher training and professional development opportunities (for example Ireland, Italy)¹⁴ with probable harmful effects on future teacher recruitment, effectiveness of teaching and therefore learning outcomes if the reductions are maintained for a longer period of time.
14. The teaching and learning environment has also been affected by budgetary reductions. Capital expenditures for new school buildings and maintenance of existing facilities have been slashed in some countries (Bulgaria, Slovenia, United Kingdom). Average class sizes are again on the rise in many countries (Ireland, France, Portugal) after a long-term decline, as teacher recruitment slows or declines.¹⁵ There is no widespread evidence that average working time has changed significantly, but as part of the reductions in some countries statutory or effective hours may have increased (for example Ireland, see below).
15. There are some positive exceptions to the general rule. An agreement was reached between trade unions and the Government of Poland in September 2009, for a 10 per cent increase in salaries in 2009–10. After delays in the early part of 2010 due to financial uncertainty, in July 2010 the Ministry of Education announced a 7 per cent increase in salaries for teachers from September 2010. The new coalition Government in the Netherlands proposed in September 2010 to preserve funding for a 2007 action plan for the teaching profession that includes many provisions advocated by teachers' unions, including:
- teacher recruitment and retention incentives: investments of up to €1 billion until 2020 for better pay for qualified teachers;
 - professional development measures: a study fund for teachers by which individual teachers will obtain funding and time to undertake university courses of their choice;
 - professional autonomy: a professional charter for teachers, outlining school subjects that are to be decided by teachers themselves; and
 - career development: opening up of more career possibilities within teaching rather than management.¹⁶

In Ireland, the 2010 budget reduction was accompanied by a dialogue with the public sector trade unions, including teachers' unions. Among other provisions, the subsequent agreement meant that teachers would be required to work an extra hour per week and accept more flexibility in a redeployment scheme, as well as changes in the supervision and substitution schemes.¹⁷ These provisions at least represented an attempt to reach agreement on measures to deal with reduced education resources through social dialogue.

Higher education and research: Particularly hard hit by budget reductions

16. Higher education and research based in education institutions have been variously affected by the continuing economic downturn. A recent survey of higher education institutions in

¹⁴ Figazzolo, op. cit.

¹⁵ *ibid.*

¹⁶ *ibid.*

¹⁷ *ibid.*

Europe¹⁸ revealed that the impact on countries and institutions has occurred at different periods of time, as the effects of the initial financial crisis rippled through economies and budgets, but that very few have escaped uncertainty and measures to adapt to reduced income from both public and private sources. An indication of public funding cuts to universities (on average close to 75 per cent of European universities' financial structures) is provided in table 2.

Table 2. Estimated reductions in public funding to higher education, selected European countries, beginning 2010

	15–40%	5–10 %	< 5%
Croatia	–	–	Up to 5%
Czech Republic	–	–	2–4%
Estonia	–	10% in 2010, following 7% in 2009	–
Greece	30%	–	–
Iceland	–	6–7% expected in 2011 following 5% in 2010	–
Ireland	–	9.4 % in 2010 + 7% in 2011 universities grant + 50% capital grant	–
Italy	20% by 2013	–	–
Latvia	18% in 2010 (after 49% in 2009)	–	–
Lithuania	–	8%	–
Romania	–	10%	–
Serbia	–	–	Up to 5%
United Kingdom (England)	40% of current budget to 2014–15	–	–
United Kingdom (Scotland)	16% for 2011	–	–

Source: EUA, op. cit.

17. Other European countries have seen less direct budget reductions but still face structural and quality issues. Minor or no direct reductions have been reported by the Nordic countries – Denmark, Finland, Norway, Sweden – and by the Netherlands, Poland and Switzerland, but universities in these countries face indirect impacts on their funding structure, especially from increased student numbers. Some governments have also abandoned previously announced plans to increase tertiary funding, as for example Austria, Belgium (French-speaking and Flanders regional governments) and Hungary. The confluence of zero budget growth compared to inflation, and increased student enrolments – either from expansion of enrolments already expected or from increases in a time of recession when jobs are scarce and education more attractive – has meant effective reductions in many countries as more students vie for reduced teaching time and access to existing facilities. To maintain quality standards, countries such as the Netherlands and the United Kingdom are considering placing caps on student enrolments.¹⁹

¹⁸ European University Association (EUA): *Impact of the economic crisis on European universities*, update Jan. 2011 (Brussels).

¹⁹ *ibid.*

- 18.** In most countries teaching has been more affected than research activities, especially in European countries such as Belgium, Estonia, Hungary, Latvia, and the United Kingdom. Some of these countries' institutions have begun to close some programmes or departments, while others have been obliged to merge entire institutions (Iceland) or particularly smaller departments and faculties in areas such as languages (Denmark). Not surprisingly, overall levels of academic and/or managerial staff have been held constant or reduced through hiring freezes, as in Latvia, Ireland, Italy and the United States, or through redundancies, which have been reported in these countries as well as in Hungary and the United Kingdom and are threatened elsewhere. In countries such as the United States, teaching staff are increasingly hired on temporary rather than tenure track positions, though this trend was evident even before the recession. Salary freezes or reductions have been imposed by institutions in Estonia, Latvia, Greece, Ireland, Portugal and Spain. Larger class sizes, where enrolments have increased but hiring has not, have also had an impact on universities' support infrastructure and services, for instance reduced library and student support services in Ireland or infrastructure maintenance and renovation as in Austria and Poland.
- 19.** Research has not gone untouched, although many governments and institutions have sought to protect or redirect available resources in what is viewed as a strategic economic and national commitment, as the case of France and Germany illustrate (see below). Countries such as Austria, Netherlands, and Spain have experienced research funding reductions of various kinds, while in others (among them Denmark, Finland, Ireland, Norway, Poland, Portugal and the United Kingdom) funding has been more protected or in some cases augmented, but increasingly targeted to specific objectives through teaching grants, and usually in line with strategic national priorities such as science, technology, engineering and mathematics (STEM) subjects. At the same time direct funding to arts, humanities and social sciences has been reduced or cut altogether in some countries. Governments have in the process acquired more steering power over universities, potentially if not actually reducing university autonomy, an issue reviewed in a case concerning Denmark before the Joint ILO/UNESCO Committee of Experts on Teachers (CEART) in 2009.²⁰ In response to reduced investment capacity, funding authorities are turning to competitive funding schemes with the goal of increasing quality and encouraging more efficiency in allocations. Some observers contend that such schemes endanger universities' financial sustainability; risk shortfalls in maintaining tenured staff payrolls; and tend to widen funding gaps between universities, departments or subjects in a climate of reduced university funding where grants do not cover the full costs of the funded activity, are highly fragmented by research discipline and funding source, and require time-consuming application and reporting processes.²¹
- 20.** In contrast to public funding cuts, some countries have increased public funding in areas such as student loan support, new programmes or infrastructure (Mexico, Norway, Spain, Russian Federation), or have undertaken commitments to do so, for instance France and Germany (see box 1). Brazil has maintained an ambitious investment programme (REUNI) throughout the financial crisis and economic downturn, focusing on investment in higher education staffing, infrastructure expansion, restructuring, academic renovation, and social inclusion by encouraging large-scale enrolments, particularly from less advantaged families.²² The largest university in Ghana reportedly offset slight public funding drops in

²⁰ CEART/10/2009 and GB.307/STM/3.

²¹ EUA, op. cit.

²² Varghese, N.V.: "Higher education and the global economic crisis", in *IAU Horizons*, Vol. 16, No. 1 (Apr. 2010); N. Almeida-Filho: "How the global crisis affected higher education in Brazil", in *IAU Horizons*, *ibid.*

2009 by increased fund-raising within and outside the country, and has even slightly increased faculty hiring during this period.²³

Box 1

Higher education funding increases in France and Germany

France plans significant increases in higher education funding through what is known as the “Grand Emprunt” (National loan), with large-scale investments foreseen to improve the overall quality of higher education, developing research and to create new university campuses of excellence or restructure existing ones. Prospects for 2011 include a further increase of the budget mainly to raise the attractiveness of teaching careers, support university reform, student social policy and increased resources for research.

Germany reportedly plans to invest large additional sums under the renewed Higher Education Pact to support growing student numbers until 2015, and to make further investments from 2012–15 through the “German Excellence Initiative”, as well as provide additional funding through the 5 per cent per year increase for an “Innovation and Research Pact” until 2015. Federal authorities, with state support, are also reportedly committed to guaranteeing further financial resources over the next ten years as part of a “Pact to Increase the Quality of Teaching” in parallel with an increase in current levels of student support via the Federal Student Finance Act.

Source: EUA, op. cit.

- 21.** To meet the challenge of increasing demand and reduced public resources, many European and North American countries have turned to more private funding of higher education, notably through increased student fees, as in the United Kingdom (England), where institutions have been allowed to increase tuition by up to three times the previous rates. At the same time mechanisms are expected to be put in place to ensure funding for students from poor families, and a more extensive loan and subsidy system has been established. On the other hand, there are reports that other private funding sources have been negatively affected in some European countries, either in starting or continuing what have been viewed as strategic university/industry partnerships (Austria, Belgium, Finland, Germany, the Netherlands, Norway, Portugal, Switzerland and the United Kingdom): reduced income from philanthropic sources such as foundations (Cyprus, Finland, Portugal and the Netherlands), or reduced endowments in the initial phase of the recession, as well as alumni and other fund-raising activities (United Kingdom, United States).²⁴ In response, some universities in the United Kingdom and the United States have begun to issue their own bonds to raise revenue. When the new university law came into effect in Finland in 2010, the Government reportedly promised to provide universities with funding equivalent to 2.5 times the amount the institutions raised themselves, a considerable “matching” grant for some universities that rely heavily on private grants.

Social dialogue: Little utilized to define responses to education sector difficulties

- 22.** In most of the countries in which plans were adopted in the last year to reduce public budget deficits and therefore investments in the education sector, there is little evidence that social dialogue has played an important role. Education sector unions have sometimes been consulted but rarely engaged in full-blown negotiations leading to agreements on the way forward, qualified exceptions being Ireland and Poland as indicated above. As highlighted by national press coverage, the result has often been wide-ranging protests

²³ Nii Boi Tagoe, C.: “Higher education and the global financial crisis: The case of University of Ghana”, in *IAU Horizons*, *ibid*.

²⁴ EUA, op. cit.; Varghese, op. cit.

against unilaterally imposed budget reductions and therefore reduced terms and conditions of employment of public servants, including teachers. Such protests have marked national debates and policies concerning public indebtedness and the appropriate response in the last year in France, Greece, Ireland, Spain and the United Kingdom, among others. Protests against teacher unemployment have affected not only industrialized economies but even resource-rich countries (though often in a different framework): in January 2011, some 250 unemployed Saudi teacher graduates staged a protest outside the Ministry of Education.²⁵

23. On the other hand, some governments have looked for ways to improve the social dialogue climate, for instance the coalition Government in the Netherlands, which reportedly agreed in 2010 to the creation of a foundation to promote social dialogue and a social pact between social partners in education and the Government along the lines of the existing “Foundation of Labour” in the private sector.²⁶ A promising new initiative at European level was the creation in June 2010 of a new social dialogue committee in education with teachers, trainers, lecturers and education authorities from across the European Union, to address challenges facing the sector, including the impacts of public spending cuts.²⁷
24. The process of defining policies and delivery of education to meet the needs of individuals and member States includes a wide range of challenges and objectives: access through universal enrolment, still far from the Education for All (EFA) and Millennium Development Goals (MDG) in many developing countries; quality outcomes related to citizenship, social inclusion, employability and skills development; and well trained and professionally committed human resources. In addressing these challenges, one of the most important “gaps” at present – the relative lack of social dialogue mechanisms used to make decisions – will need to be addressed in accordance with the provisions of the Global Jobs Pact and sector-specific recommendations from 2010 global dialogue forums on skills development and on vocational education and training.²⁸

Looking to the future: ILO support to constituents on education and research

25. In the March 2010 paper to the Committee, the Office observed that if the recession continued, the up to then relatively light impact on education would likely deepen, as countries’ fiscal capacities, public budgets and – in the case of developed economies – commitments to development assistance, deteriorated.²⁹ As the above information suggests, to some extent these projections have been borne out, but not on a large scale so far with the exception of higher education in some countries. Public and private investment in education, through additional stimulus packages, government allocation decisions and private choices, continue to keep education and training high on the agenda of most

²⁵ Reuters, “Unemployed Saudi teachers stage rare Riyadh protest”, 9 Jan. 2011.

²⁶ Figazzolo, *op. cit.*

²⁷ “EU launches European social dialogue with education workers and employers”, Europa press release, Brussels, 11 June 2010.

²⁸ “Consensus-based recommendations”, Global Dialogue Forum on Strategies for Sectoral Training and Employment Security, March 2010, GDFSTES/2010/8; “Consensus points of the forum”, Global Dialogue Forum on Vocational Education and Training, September 2010, GDFVET/2010/10.

²⁹ GB.307/13(Rev.).

countries. If the modest signs of economic recovery continue, worse-case scenarios will be avoided.

26. As part of the Office's support to constituents, and subject to available resources for this biennium and agreed priorities decided by the Governing Body on 2012–13 activities, the Office would continue at least limited work activities on this subject as proposed in March 2010, notably:

- periodic monitoring of, and information sharing on, the effects of any continued economic downturn on education and training, reforms affecting service delivery and their implications for education objectives, the terms and conditions of employment in the sector and the impact of skills and training on employability. This includes: publication of an updated information note to the 2009 note on the economic crisis and education; publication of the final report of the Global Dialogue Forum on Vocational Education and Training (GDFVET) and its follow-up; and a mapping exercise on educational support and non-teaching staff;
- technical advice and assistance to constituents and to other international organizations and financial institutions, when requested, on policy options to meet the objectives of the Global Jobs Pact in the education sector and its potential contribution to development goals. The Office has over the past year contributed to the policy debate through participation in the International Task Force on Teachers for EFA, most recently by means of a presentation on an ILO teacher policy framework to an Africa-wide conference (January 2011) on financing and quality teachers;
- research and related cooperation among ILO units on the implications of financing and investments, changing employment and working conditions in service delivery, and the relevance of employability and skills in the concerned sectors, including good practices at country and sectoral levels in line with the provisions of the Global Jobs Pact. This includes cooperation with EMP/SKILLS as a follow-up to the GDFVET;
- strengthened efforts to secure ratification and application/implementation of international labour and sectoral standards and tools, and capacity-building support for social dialogue mechanisms and policies to address the impact of the crisis on education with sustainable recovery policies. This includes: preparatory work and report of the 11th Session of CEART to be held in 2012; and completion and promotion through pilot policy dialogue and training seminars of the toolkit on good human resource practices in the teaching profession;
- continued strengthening of respect for and use of mechanisms of social dialogue in the education and research sector.

Geneva, 16 February 2011

Submitted for information