

TRACTATENBLAD

VAN HET

KONINKRIJK DER NEDERLANDEN

JAARGANG 1968 Nr. 56

Louis che/DVE

A. TITEL

*Statuut van de Organisatie der Verenigde Naties voor
Onderwijs, Wetenschap en Cultuur;
Londen, 16 november 1945*

B. TEKST

De Engelse en de Franse tekst van het Statuut zijn bij Koninklijk besluit van 25 februari 1947 bekendgemaakt in *Stb.* H 62.

Het Statuut is overeenkomstig artikel XIII, eerste lid, een elftal malen gewijzigd door de Algemene Vergadering der Organisatie, laatstelijk in haar twaalfde zitting. De Engelse en de Franse tekst van het Statuut, met daarin opgenomen de wijzigingen welke tot op de tiende zitting van de Algemene Vergadering der Organisatie werden aangenomen, zijn geplaatst in *Trb.* 1960, 131. Inmiddels is het Statuut nogmaals gewijzigd, zie hiervoor rubriek J hieronder.

In overeenstemming met artikel XV, lid 2, is het Statuut nog ondertekend voor:

Guyana	21 maart 1967
Lesotho	29 september 1967

C. VERTALING

De vertaling in het Nederlands van het Statuut is bij Koninklijk besluit van 25 februari 1947 bekendgemaakt in *Stb.* H 62.

De vertaling in het Nederlands van het Statuut, zoals gewijzigd tot op de tiende zitting van de Algemene Vergadering der Organisatie is geplaatst in *Trb.* 1960, 131.

Voor de vertaling van de latere wijziging zie rubriek J hieronder.

D. GOEDKEURING

Zie *Trb.* 1960, 131.

E. BEKRACHTIGING

Zie *Trb.* 1960, 131, *Trb.* 1965, 78 en *Trb.* 1966, 114.

Behalve de aldaar genoemde hebben nog de volgende Staten in overeenstemming met artikel XV, eerste lid, van het Statuut een akte van aanvaarding bij de Regering van het Verenigd Koninkrijk van Groot-Brittannië en Noord-Ierland nedergelegd:

Guyana	21 maart 1967
Lesotho	29 september 1967

F. TOETREDINGG. INWERKINGTREDING

Zie *Trb.* 1960, 131.

I. OPZEGGING

Zie *Trb.* 1960, 131 en *Trb.* 1967, 44.

J. GEGEVENS

Zie *Trb.* 1960, 131, *Trb.* 1965, 78, *Trb.* 1966, 114 en *Trb.* 1967, 44.

3. Wijzigingen van het Statuut

Het Statuut is overeenkomstig artikel XIII door de Algemene Vergadering nogmaals gewijzigd tijdens haar twaalfde zitting, gehouden te Parijs, op 15 november 1962.

De tekst van de wijziging luidt als volgt:

Amendment of Article V of the Constitution (increase in the number of members of the Executive Board)

The General Conference,

Noting with satisfaction the increase in membership of Unesco which has taken place over recent years,

Recognizing the need to increase the membership of the Executive Board taking into account the growing number of Member States,

Desirous of ensuring that the Board's membership shall reflect a wider diversity of cultures and a more balanced geographical distribution,

Decides:

1. to amend Article V of the Constitution as follows:
 - a. the words "twenty-four" in Article V.1 of the Constitution to be replaced by the word "thirty";
 - b. Article V.13 to be reworded as follows: "At the twelfth session of the General Conference, eighteen members shall be elected to the Executive Board pursuant to the provisions of this Article. Three of them shall retire at the close of the thirteenth session of the General Conference, the retiring members being chosen by the drawing of lots. Thereafter, fifteen members shall be elected at each ordinary session of the General Conference".
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De vertaling in het Nederlands van de wijziging luidt:

Wijziging van artikel V van het Statuut (uitbreiding van het aantal leden van het Dagelijks Bestuur)

De Algemene Vergadering,

Met voldoening kennis nemende van de uitbreiding van het aantal leden van de Unesco, die in de laatste jaren kon worden waargenomen,

Zich bewust van de noodzaak het ledental van het Dagelijks Bestuur uit te breiden, daarbij rekening houdend met het toenemende aantal Lid-Staten,

Geleid door de wens dat de gezamenlijke leden van het Dagelijks Bestuur een afspiegeling zullen vormen van een grotere verscheidenheid van culturen en een evenwichtiger geografische verdeling,

Besluit:

1. Artikel V van het Statuut als volgt te wijzigen:
 - a. het woord „vierentwintig” in artikel V, eerste lid, van het Statuut wordt vervangen door het woord „dertig”;
 - b. artikel V, dertiende lid, wordt als volgt gelezen: „In haar twaalfde zitting kiest de Algemene Vergadering ter uitvoering van de bepalingen van dit artikel achttien leden van het Dagelijks Bestuur. Drie van hen, door loting aangewezen, zullen hun zetel ter beschikking stellen bij de sluiting van de dertiende zitting der Algemene Vergadering. Daarna zullen op iedere gewone zitting van de Algemene Vergadering vijftien leden worden gekozen”.

Op 5 december 1956 werden te New Delhi door de Algemene Vergadering van de Organisatie der Verenigde Naties voor Onderwijs, Wetenschap en Cultuur tijdens haar negende zitting, aldaar gehouden van 5 november tot 5 december 1956, aangenomen een Aanbeveling inzake internationale beginselen van toepassing op archeologische opgravingen en een Aanbeveling inzake internationale prijsvragen op het gebied van de architectuur en de stedenbouw. De Engelse tekst van deze Aanbevelingen luidt¹⁾:

**Recommendation on International Principles applicable to
Archaeological Excavations**

The General Conference of the United Nations Educational Scientific and Cultural Organization, meeting at New Delhi, from 5 November to 5 December 1956, at its ninth session,

Being of the opinion that the surest guarantee for the preservation of monuments and works of the past rests in the respect and affection felt for them by the peoples themselves, and persuaded that such feelings may be greatly strengthened by adequate measures inspired by the wish of Member States to develop science and international relations,

Convinced that the feelings aroused by the contemplation and study of works of the past do much to foster mutual understanding between nations, and that it is therefore highly desirable to secure international co-operation with regard to them and to further, in every possible way, the fulfilment of their social mission,

Considering that, while individual States are more directly concerned with the archaeological discoveries made on their territory, the international community as a whole is nevertheless the richer for such discoveries,

Considering that the history of man implies the knowledge of all different civilizations; and that it is therefore necessary, in the general interest, that all archaeological remains be studied and, where possible, preserved and taken into safe keeping,

Convinced that it is highly desirable that the national authorities responsible for the protection of the archaeological heritage should be guided by certain common principles which have been tested by experience and put into practice by national archaeological services,

Being of the opinion that, though the regulation of excavations is first and foremost for the domestic jurisdiction of each State, this principle should be brought into harmony with that of a liberally understood and freely accepted international co-operation,

Having before it proposals concerning international principles applicable to archaeological excavations, which constitute item 9.4.3 on the agenda of the session,

¹⁾ De Franse, de Russische en de Spaanse tekst zijn niet afgedrukt.

Having decided, at its eight session, that these proposals should be regulated at the international level by way of a recommendation to Member States.

Adopts, this fifth day of December 1956, the following Recommendation:

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required to give effect, within their respective territories, to the principles and norms formulated in the present Recommendation.

The General Conference recommends that Member States should bring the present Recommendation to the knowledge of authorities and organizations concerned with archaeological excavations and museums.

The General Conference recommends that Member States should report to it, on dates and in a manner to be determined by it, on the action which they have taken to give effect to the present Recommendation.

I. DEFINITIONS

Archaeological Excavations

1. For the purpose of the present Recommendation, by archaeological excavations is meant any research aimed at the discovery of objects of archaeological character, whether such research involves digging of the ground or systematic exploration of its surface or is carried out on the bed or in the sub-soil of inland or territorial waters of a Member State.

Property Protected

2. The provisions of the present Recommendation apply to any remains, whose preservation is in the public interest from the point of view of history or art and architecture, each Member State being free to adopt the most appropriate criterion for assessing the public interest of objects found on its territory. In particular, the provisions of the present Recommendation should apply to any monuments and movable or immovable objects of archaeological interest considered in the widest sense.

3. The criterion adopted for assessing the public interest of archaeological remains might vary according to whether it is a question of the preservation of such property, or of the excavator's or finder's obligation to declare his discoveries.

(a) In the former case, the criterion based on preserving all objects originating before a certain date should be abandoned, and replaced by one whereby protection is extended to all objects belonging to a given period or of a minimum age fixed by law.

(b) In the latter case, each Member State should adopt far wider criteria, compelling the excavator or finder to declare any object, of archaeological character, whether movable or immovable, which he may discover.

II. GENERAL PRINCIPLES

Protection of the Archaeological Heritage

4. Each Member State should ensure the protection of its archaeological heritage, taking fully into account problems arising in connexion with excavations, and in conformity with the provisions of the present Recommendation.

5. Each Member State should in particular:

(a) Make archaeological explorations and excavations subject to prior authorization by the competent authority;

(b) Oblige any person finding archaeological remains to declare them at the earliest possible date to the competent authority;

(c) Impose penalties for the infringement of these regulations;

(d) Make undeclared objects subject to confiscation;

(e) Define the legal status of the archaeological sub-soil and, where State ownership of the said sub-soil is recognized, specifically mention the fact in its legislation;

(f) Consider classifying as historical monuments the essential elements of its archaeological heritage.

Protecting Body: Archaeological Excavations

6. Although differences of tradition and unequal financial resources make it impossible for all Member States to adopt a uniform system of organization in the administrative services responsible for excavations, certain common principles should nevertheless apply to all national archaeological services:

(a) The archaeological service should, so far as possible, be a central State administration—or at any rate an organization provided by law with the necessary means for carrying out any emergency measures that may be required. In addition to the general administration of archaeological work, this service should co-operate with research institutes and universities in the technical training of excavators. This body should also set up a central documentation, including maps, of its movable and immovable monuments and additional documentation for every important museum or ceramic or iconographic collection, etc.

(b) Steps should be taken to ensure in particular the regular provision of funds: (i) to administer the services in a satisfactory manner; (ii) to carry out a programme of work proportionate to the archaeological resources of the country, including scientific publications; (iii) to exercise control over accidental discoveries; (iv) to provide for the upkeep of excavation sites and monuments.

7. Careful supervision should be exercised by each Member State over the restoration of archaeological remains and objects discovered.

8. Prior approval should be obtained from the competent authority for the removal of any monuments which ought to be preserved *in situ*.

9. Each Member State should consider maintaining untouched, partially or totally, a certain number of archaeological sites of different periods in order that their excavation may benefit from improved techniques and more advanced archaeological knowledge. On each of the larger sites now being excavated, in so far as the nature of the land permits, well defined "witness" areas might be left unexcavated in several places in order to allow for eventual verification of the stratigraphy and archaeological composition of the site.

Formation of Central and Regional Collections

10. Inasmuch as archaeology is a comparative science, account should be taken, in the setting up and organizing of museums and reserve collections, of the need for facilitating the work of comparison as much as possible. For this purpose, central and regional collections might be formed or, in exceptional cases, local collections on particularly important archaeological sites—in preference to small scattered collections, accessible to comparatively few people. These establishments should command, on a permanent basis, the administrative facilities and scientific staff necessary to ensure the preservation of the exhibits.

11. On important archaeological sites, a small exhibit of an educational nature—possibly a museum— should be set up to convey to visitors the interest of the archaeological remains.

Education of the Public

12. The competent authority should initiate educational measures in order to arouse and develop respect and affection for the remains of the past by the teaching of history, the participation of students in certain excavations, the publication in the press of archaeological information supplied by recognized specialists, the organization of guided tours, exhibitions and lectures dealing with methods of excavation and results achieved, the clear display of archaeological sites explored and monuments discovered, and the publication of cheap and simply written monographs and guides. In order to encourage the public to visit these sites, Member States should make all necessary arrangements to facilitate access to them.

III. REGULATIONS GOVERNING EXCAVATIONS AND INTERNATIONAL COLLABORATION

Authority to Excavate Granted to Foreigners

13. Each Member State on whose territory excavations are to take place should lay down general rules governing the granting of excavation

concessions, the conditions to be observed by the excavator, in particular as concerns the supervision exercised by the national authorities, the period of the concession, the reasons which may justify its withdrawal, the suspension of work, or its transfer from the authorized excavator to the national archaeological service.

14. The conditions imposed upon a foreign excavator should be those applicable to nationals. Consequently, the deed of concession should omit special stipulations which are not imperative.

International Collaboration

15. In the higher interest of archaeology and of international collaboration, Member States should encourage excavations by a liberal policy. They might allow qualified individuals or learned bodies, irrespective of nationality, to apply on an equal footing for the concession to excavate. Member States should encourage excavations carried out by joint missions of scientists from their own country and of archaeologists representing foreign institutions, or by international missions.

16. When a concession is granted to a foreign mission, the representative of the conceding State—if such be appointed—should, as far as possible, also be an archaeologist capable of helping the mission and collaborating with it.

17. Member States which lack the necessary resources for the organization of archaeological excavations in foreign countries should be accorded facilities for sending archaeologists to sites being worked by other Member States, with the consent of the director of excavations.

18. A Member State whose technical or other resources are insufficient for the scientific carrying out of an excavation should be able to call on the participation of foreign experts or on a foreign mission to undertake it.

Reciprocal Guarantees

19. Authority to carry out excavations should be granted only to institutions represented by qualified archaeologists or to persons offering such unimpeachable scientific, moral and financial guarantees as to ensure that any excavations will be completed in accordance with the terms of the deed of concessions and within the period laid down.

20. On the other hand, when authority to carry out excavations is granted to foreign archaeologists, it should guarantee them a period of work long enough, and conditions of security sufficient to facilitate their task and protect them from unjustified cancellation of the concession in the event, for instance, of their being obliged, for reasons recognized as valid, to interrupt their work for a given period of time.

Preservation of Archaeological Remains

21. The deed of concession should define the obligations of the excavator during and on completion of his work. The deed should, in particular, provide for guarding, maintenance and restoration of the site together with the conservation, during and on completion of his work, of objects and monuments uncovered. The deed should moreover indicate what help if any the excavator might expect from the conceding State in the discharge of his obligations should these prove too onerous.

Access to Excavation Sites

22. Qualified experts of any nationality should be allowed to visit a site before a report of the work is published and with the consent of the director of excavations, even during the work. This privilege should in no case jeopardize the excavator's scientific rights in his finds.

Assignment of Finds

23. (a) Each Member State should clearly define the principles which hold good on its territory in regard to the disposal of finds from excavations.

(b) Finds should be used, in the first place, for building up, in the museums of the country in which excavations are carried out, complete collections fully representative of that country's civilization, history, art and architecture.

(c) With the main object of promoting archaeological studies through the distribution of original material, the conceding authority, after scientific publication, might consider allocating to the approved excavator a number of finds from his excavation, consisting of duplicates or, in a more general sense, of objects or groups of objects which can be released in view of their similarity to other objects from the same excavation. The return to the excavator of objects resulting from excavations should always be subject to the condition that they be allocated within a specified period of time to scientific centres open to the public, with the proviso that if these conditions are not put into effect, or cease to be carried out, the released objects will be returned to the conceding authority.

(d) Temporary export of finds, excluding objects which are exceptionally fragile or of national importance, should be authorized on requests emanating from a scientific institution of public or private character if the study of these finds in the conceding State is not possible because of lack of bibliographical or scientific facilities, or is impeded by difficulties of access.

(e) Each Member State should consider ceding to, exchanging with, or depositing in foreign museums objects which are not required in the national collections.

Scientific Rights; Rights and Obligations of the Excavator

24. (a) The conceding State should guarantee to the excavator scientific rights in his finds for a reasonable period.

(b) The conceding State should require the excavator to publish the results of his work within the period stipulated in the deed, or, failing such stipulations, within a reasonable period. This period should not exceed two years for the preliminary report. For a period of five years following the discovery, the competent archaeological authorities should undertake not to release the complete collection of finds, nor the relative scientific documentation, for detailed study, without the written authority of the excavator. Subject to the same conditions, these authorities should also prevent photographic or other reproduction of archaeological material still unpublished. In order to allow, should it be so desired, for simultaneous publication of the preliminary report in both countries, the excavator should, on demand, submit a copy of his text to these authorities.

(c) Scientific publications dealing with archaeological research and issued in a language which is not widely used should include a summary and, if possible, a list of contents and captions of illustrations translated into some more widely known language.

Documentation on Excavations

25. Subject to the provisions set out in paragraph 24, the national archaeological services should, as far as possible, make their documentation and reserve collections of archaeological material readily available for inspection and study to excavators and qualified experts, especially those who have been granted a concession for a particular site or who wish to obtain one.

Regional Meetings and Scientific Discussions

26. In order to facilitate the study of problems of common interest, Member States might, from time to time, convene regional meetings attended by representatives of the archaeological services of interested States. Similarly, each Member State might encourage excavators working on its soil to meet for scientific discussions.

IV. TRADE IN ANTIQUITIES

27. In the higher interests of the common archaeological heritage, each Member State should consider the adoption of regulations to govern the trade in antiquities so as to ensure that this trade does not encourage smuggling of archaeological material or affect adversely the protection of sites and the collecting of material for public exhibit.

28. Foreign museums should, in order to fulfil their scientific and educational aims, be able to acquire objects which have been released from any restrictions due to the laws in force in the country of origin.

V. REPRESSION OF CLANDESTINE EXCAVATIONS AND OF THE ILLICIT EXPORT OF ARCHAEOLOGICAL FINDS

Protection of Archaeological Sites against Clandestine Excavations and Damage

29. Each Member State should take all necessary measures to prevent clandestine excavations and damage to monuments defined in paragraphs 2 and 3 above, and also to prevent the export of objects thus obtained.

International Co-operation in Repressive Measures

30. All necessary measures should be taken in order that museums to which archaeological objects are offered ascertain that there is no reason to believe that these objects have been procured by clandestine excavation, theft or any other method regarded as illicit by the competent authorities of the country of origin. Any suspicious offer and all details appertaining thereto should be brought to the attention of the services concerned. When archaeological objects have been acquired by museums, adequate details allowing them to be identified and indicating the manner of their acquisition should be published as soon as possible.

Return of Objects to their Country of Origin

31. Excavation services and museums should lend one another assistance in order to ensure or facilitate the recovery of objects derived from clandestine excavations or theft, and of all objects exported in infringement of the legislation of the country of origin. It is desirable that each Member State should take the necessary measures to ensure this recovery. These principles should be applied in the event of temporary export as mentioned in paragraph 23 (c), (d) and (e) above, if the objects are not returned within the stipulated period.

VI. EXCAVATIONS IN OCCUPIED TERRITORY

32. In the event of armed conflict, any Member State occupying the territory of another State should refrain from carrying out archaeological excavations in the occupied territory. In the event of chance finds being made, particularly during military works, the occupying Power should take all possible measures to protect these finds, which should be handed over, on the termination of hostilities, to the competent authorities of the territory previously occupied, together with all documentation relating thereto.

VII. BILATERAL AGREEMENTS

33. Member States should, whenever necessary or desirable, conclude bilateral agreements to deal with matters of common interest arising out of the application of the present Recommendation.

Recommendation concerning International Competitions in Architecture and Town Planning

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting at New Delhi from 5 November to 5 December 1956, at its ninth session,

Having given approval in principle, at its eighth session, to the Standard Regulations for international competitions in architecture and town planning, designed to provide guidance for the drawing up of programmes for international competitions, in the interests both of organizers and of competitors; and having transmitted these Standard Regulations to Member States,

Having before it new proposals concerning international competitions in architecture and town planning, constituting item 9.4.4 on the agenda of the session,

Having decided, at its eighth session, that these proposals should be made the subject of international regulations by way of a recommendation to Member States,

Adopts, this fifth day of December 1956, the following Recommendation:

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required to give effect, within their respective territories, to the principles and norms formulated in the present Recommendation.

The General Conference recommends that Member States should bring the present Recommendation to the knowledge of the authorities and organizations concerned with competitions in architecture and town planning, and of national associations of architects and town planners.

The General Conference recommends that Member States should report to it, on dates and in a manner to be determined by it, on the action they have taken to give effect to the present Recommendation.

I. DEFINITIONS

1. (a) For the purposes of the present Recommendation, the designation "international" shall apply to any competition in which the

participation of architects or town planners of more than one country is invited.

(b) International competitions may be either open or restricted: (i) Competitions for which any technicians of two or more countries may enter are termed open; (ii) Competitions which are limited to certain technicians invited by the organizers are termed restricted.

(c) International competitions may consist of one or two parts.

II. ORGANIZATION OF INTERNATIONAL COMPETITIONS

2. The announcement of an international competition should include a definition of the type of competition and a clear statement of the purpose of the competition. It should indicate whether the competition is open or restricted and whether it is in one or two parts.

3. The programme of an international competition should be drawn up in consultation with the International Union of Architects.

4. The programme of an international competition should state clearly: the purpose of the competition, the precise nature of the problem, and the actual conditions to be fulfilled in the preparation of the plan.

5. The conditions and programme of an international competition should be identical for all competitors, irrespective of nationality.

6. The announcement of an open international competition should be made internationally and on an equitable basis.

III. THE JUDGING OF INTERNATIONAL COMPETITIONS

7. The jury should include a majority of qualified technicians.

8. The jury should include, among its members, persons of nationalities other than that of the country organizing the competition.

IV. ACTION FOLLOWING INTERNATIONAL COMPETITIONS

9. The amount of prizes, awards and compensation specified in the programme of an international competition should be proportional to the size of the programme, its nature, and the work required of competitors.

10. The winner of an international competition should be given adequate safeguards with regard to his collaboration in the execution of the work. If the plan is not executed, provision should be made for compensation proportional to the importance of the plan.

11. Suitable steps should be taken to protect the copyright and rights of ownership of all competitors in the plans they submit for an international competition.

12. The results of an international competition should be made public and the plans submitted for the competition should be shown in a public exhibition.

13. Provision should be made for recourse to the good offices of the International Union of Architects for the settlement of any dispute which may arise in connexion with an international competition.

V. STANDARD REGULATIONS

14. Organizers of international competitions should be guided by the provisions of the Standard Regulations attached, as an annex, to the present Recommendation.

ANNEX

STANDARD REGULATIONS FOR INTERNATIONAL COMPETITIONS IN ARCHITECTURE AND TOWN PLANNING

I. *Introduction*

The aim of these regulations is to provide guidance for the drawing up of programmes for international competitions, in the interests both of organizers and of competitors.

Article 1

The designation "international" shall apply to any competition in which the participation of architects and town planners of more than one country is invited.

II. *Organization and Announcement of Competitions*

Article 2

International competitions may be either open or restricted. Competitions for which any technicians from two or more countries may enter are termed open. Those which are limited to certain technicians invited by the organizers are termed restricted.

Article 3

The conditions and programme of an international competition shall be identical for all competitors.

Article 4

Open international competitions, with a general outline of the conditions, shall be announced by the organizers in technical journals and

reviews in the various countries, as far as possible simultaneously, and with sufficient notice to enable those interested to obtain the complete programme by the time the competition opens. Mention shall be made in this announcement of the institution, in each country, where the detailed programme of the competition and all relevant documents are deposited, as well as the fact that, in accordance with Article 51 of the present regulations, the said programme has been submitted, for its advice, to the International Union of Architects.

Article 5

In order to enable persons interested to verify that the conditions of the programme as issued to them are in fact the same for all countries and all competitors, a copy of the programme shall be officially deposited with the International Union of Architects.

Article 6

Any programme which is not published in one of the official languages of the International Union of Architects (English, French and Russian) shall be accompanied by a translation into at least one of these languages.

Article 7

International competitions may consist of one or two parts.

Article 8

Programmers shall state whether plans are to be signed or submitted anonymously.

III. *Preparation of Programmes*

Article 9

Programmes of international competitions, whether consisting of one or two parts, and whether open or restricted, shall clearly state: (a) the purpose of the competition and the aims of the organizers; (b) the precise nature of the problem; (c) the actual conditions to be fulfilled in the preparation of the plan.

Article 10

A clear distinction shall be made, in programmes, between conditions that are compulsory and those that leave competitors a freedom in interpretation, which should be as wide as possible.

Article 11

The particulars supplied (social, organic, economic, technical and physical) shall be sufficiently specific to rule out any misinterpretation. Competitors admitted to the second part of competitions should receive from the organizers, in each particular case, all the supplementary information necessary for drawing up plans to be entered in the final contest.

Article 12

The programme shall specify the number, nature, scale and dimensions of the documents or models required in two or three dimensions, and indicate the conditions of receipt, acceptance and return of such documents or models. Competitors may be required to supply data from which it will be easy to check the estimate of costs in accordance with uniform standards.

Article 13

In principle, the organizers of international competitions shall use the metre as a scale for plans; in cases where this is not done, a metric equivalent shall be given in an annex to the programme.

Article 14

The organizers shall endeavour to reduce to a minimum, in all cases, the number and size of the documents and drawings required.

IV. Registration and Admission of Competitors

Article 15

As soon as they have obtained details of the complete programme, competitors shall register with the organizers. Registration implies acceptance of the conditions of the competition.

Article 16

The organizers of international competitions shall supply competitors with all the documentation necessary for drawing up their plans. In cases where there is a deposit to be paid for this documentation, the deposit shall be returned to those competitors who in fact take part in the competition.

Article 17

In competitions that consist of two parts, only those competitors who are successful in the first part shall be admitted to the final contest.

Article 18

This list of competitors admitted to the final contest shall be drawn up and published in alphabetical order.

Article 19

Competitors in the final contest shall, in each particular case, receive from the organizers, on the decision of the jury, all the supplementary information necessary for drawing up plans to be entered in the final contest.

V. Allocation of Prizes, Awards and Compensation

Article 20

The programme of any international competition must specify the method of allocation of prizes. The amount of these prizes must be proportional to the size of the programme, the work involved and the expenses incurred by competitors.

Article 21

International competitions for town planning are, by their nature, contests of ideas, since the work generally has to be carried out by the local authorities, frequently on a long-term basis; it is therefore specially important that the organizers should allocate prizes of an amount adequate to recompense authors for their ideas and work; this may even be the sole remuneration received by the prizewinner.

Article 22

Whatever the particular nature of prizes for any contest of ideas, they shall not be such as to exclude the possible collaboration of the author in the execution of the work.

Article 23

Prizes shall be distributed within three months of the announcement of the results of the competition.

Article 24

The programme shall specify the exact use to which the organizers of the competition intend to put prizewinning plans.

Plans may not be put to any use other than that expressly stated in the programme.

In cases where organizers wish to use a prizewinning plan for other purposes, or to modify it, a fresh agreement to this effect shall be concluded between the organizers and the author of the plan.

Article 25

In restricted competitions, provision shall be made for payment of a certain sum to each of the competitors invited to take part, without prejudice to the regular award of prizes.

Article 26

The award of first prize to any plan places the organizers of the competition under an obligation to entrust the author of this plan with the execution of the work. If, however, the winner of the first prize is unable to produce adequate professional references, compatible with the importance of the work, the jury may invite him to enlist the aid, for carrying out the work, of a technician to be chosen by the prizewinner and approved by the jury after examination of his references.

Article 27

Provision shall be made, in the programme, for cases when the organizers, on the expiry of the time-limit specified in the said programme, have not commenced work on the execution of the plan, and the percentage or the amount of compensation to be paid to the prizewinner in such circumstances shall be specified. Any sum thus paid to him shall be deducted from the fee due to him for the execution of the plan.

Article 28

In competitions consisting of two parts, a reasonable sum shall be paid to all competitors admitted to the final contest. This sum, which is intended to cover the cost of drawing up plans for the final contest, shall be specified in the programme, and be distinct from the prizes awarded in the final contest.

Article 29

Insurance charges on plans submitted by the competitors shall be borne by the organizers. The amount of such insurance may in no case exceed the maximum value of any plan.

Article 30

In the event of the cancellation of a competition for which competitors have been officially registered, the organizers shall be obliged to compensate such competitors for work actually executed in connexion therewith.

VI. *Copyright*

Article 31

The author of any plan shall retain the artistic copyright in his work; no alterations may be made without his formal consent.

Article 32

The plan winning the first prize shall become the property of the organizers. No other plan, whether or not is awarded a prize, may be used in whole or in part by the organizers except by special agreement with the author.

Article 33

As a general rule, the organizers' right of ownership in any plan shall cover only one execution thereof. However, the programme of the competition may provide for several executions of the plan and specify the terms.

Article 34

In all cases, unless otherwise stated in the programme, the author of any plan shall retain the right of reproduction.

VII. *Organization and Work of the Jury*

Article 35

The jury shall be set up before the opening of the competition. The list of members and of their deputies shall be given in an appendix to the programme of the competition.

Article 36

The jury shall be composed of as small a number as possible of persons of different nationality, and shall include a majority of qualified technicians. If a preliminary report is to be drawn up, the name of the person—or persons—responsible for the preparation of this report shall likewise be mentioned in the programme.

Article 37

The members of the jury shall be asked by the organizers of competitions to undertake not to be guided in their work by any consideration other than their own conscience and the interests of the competition.

Article 38

No member of the jury shall take part, either directly or indirectly, in the competition, nor be entrusted, either directly or indirectly with work connected with the execution of the prizewinning plan.

Article 39

At its first meeting, the jury shall elect its chairman and rapporteur.

Article 40

The decisions of the jury shall be taken by a majority vote, with a separate vote on each plan. If the vote is equally divided, the chairman shall have the casting vote. A report of the meetings shall be drawn up by the rapporteur and signed by the chairman and all members of the jury.

Article 41

All drawings, photographs, models or documents other than those specified in the programme shall be excluded from consideration, and shall be eliminated by the jury before examination of the plan.

Article 42

The jury may disqualify any plan not conforming with the conditions laid down in the programme.

Article 43

All decisions of the jury shall be explained and made public. All decisions of the jury shall be final.

Article 44

The travelling expenses and allowances for members of the jury shall be paid by the organizers of the competition.

VIII. *Exhibition of Plans*

Article 45

In the case of every competition, registered competitors in all countries shall be notified by the organizers in good time of the date and place of the public exhibition of entries. The organizers shall announce the place, date and hours of opening of this exhibition in the same technical journals and reviews in which the general conditions of the competition were published.

Article 46

All plans submitted for purposes of the competition shall, after the judging has taken place, be publicly exhibited. In addition to the plans themselves, all documents and drawings, as well as the report and decisions of the jury bearing the signatures of the chairman and of all acting members, shall be exhibited.

Article 47

In competitions, consisting of two parts, plans submitted for the first part shall be kept secret until the results of the final contest are announced.

Article 48

Plans disqualified in accordance with Article 42 shall be exhibited and details given of the reasons for the jury's decision.

Article 49

The date of the exhibition shall be specified in the programme of the competition. This exhibition shall be open to the public, free of charge, for a period of at least one week.

Article 50

Within a month of the close of the competition and of the public exhibition, all plans which have been neither awarded prizes nor purchased shall be returned to the competitors, at the expense of the organizers.

IX. *Assistance of the International Union of Architects*

Article 51

Before publication, the programmes of all international competitions in architecture or town planning shall be submitted, for its advice, to the International Union of Architects, which shall consult the International Federation for Housing and Town Planning in the case of all competitions in town planning.

Article 52

It is desirable that one member of the jury should be appointed by the International Union of Architects, with a view to ensuring that the present regulations are observed.

Article 53

The organizers of international competitions may request the assistance of the Commission on International Competitions of the International Union of Architects in drawing up the programme, nominating persons qualified to serve on the jury, determining the amount of awards in relation to the nature and size of the programme, the work involved and the expenses incurred by competitors, as stipulated in Article 20, and settling any disputes that may arise between the organizers and the competitors. Any expenses thus incurred shall be borne by the organizers.

Op 3 december 1958 werd te Parijs door de Algemene Vergadering van de Organisatie der Verenigde Naties voor Onderwijs, Wetenschap en Cultuur tijdens haar tiende zitting, aldaar gehouden van 4 november tot 5 december 1958, een aanbeveling aangenomen inzake de internationale normalisering van statistieken op het gebied van het onderwijs. De Engelse tekst van deze Aanbeveling luidt¹⁾:

**Recommendation concerning the International Standardization
of Educational Statistics**

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 4 November to 5 December 1958 at its tenth session,

Considering that Article VIII of the Constitution of the Organization specifies that "each Member State shall report periodically to the Organization, in a manner to be determined by the General Conference, on its laws, regulations and statistics relating to educational, scientific and cultural life and institutions",

Convinced that it is highly desirable that the national authorities responsible for the compilation and reporting of statistics relating to

¹⁾ De Franse, de Russische en de Spaanse tekst zijn niet afgedrukt.

education should be guided by certain standard definitions, classifications and tabulations, in order to improve the international comparability of their data,

Having before it proposals concerning the international standardization of educational statistics which constitute item 15.3.1 of the agenda of the session,

Having decided, at its ninth session, that these proposals should be regulated at the international level by way of a recommendation to Member States,

Adopts this third day of December 1958, the present Recommendation:

The General Conference recommends that Member States should, for purposes of international reporting, apply the following provisions regarding definitions, classifications and tabulations of statistics relating to education, by taking whatever legislative or other steps may be required to give effect, within their respective territories, to the principles and norms formulated in the present Recommendation.

The General Conference recommends that Member States should bring the present Recommendation to the knowledge of authorities and organizations concerned with the compilation and reporting of educational statistics.

The General Conference recommends that Member States should report to it, on dates and in a manner to be determined by it, on the action which they have taken to give effect to the present Recommendation.

I. STATISTICS OF ILLITERACY

Definitions

1. The following definitions should be used for statistical purposes:

- (a) A person is literate who can with understanding both read and write a short simple statement on his everyday life.
- (b) A person is illiterate who cannot with understanding both read and write a short simple statement on his everyday life.

Methods of measurement

2. To determine the number of literates and illiterates, any of the following methods could be used:

- (a) Ask a question or questions pertinent to the definitions given above, in a complete census or sample survey of the population.
- (b) Use a standardized test of literacy in a special survey. This method could be used to verify data obtained by other means or to correct bias in other returns.
- (c) When none of the above is possible, prepare estimates based on:

- (i) special censuses or sample surveys on the extent of school enrolment;
- (ii) regular school statistics in relation to demographic data;
- (iii) data on educational attainment of the population.

Classification

3. The population aged 10 years and over should be classified first into two groups: literates and illiterates.
4. Each of these groups should be classified by sex, and also by age in the following groups: 10-14, 15-19, 20-24, 25-34, 35-44, 45-54, 55-64, 65 years and over.
5. Additional classifications should be made, where appropriate, for:
 - (a) urban and rural populations;
 - (b) such ethnic groups as are usually distinguished within a State for statistical purposes;
 - (c) social groups.

II. STATISTICS ON THE EDUCATIONAL ATTAINMENT OF THE POPULATION

Definition

6. The following definition should be used for statistical purposes: The educational attainment of a person is the highest grade or level of education completed by the person in the educational system of his own or some other State.

Methods of measurement

7. To measure the educational attainment of the population, the following methods could be used:
 - (a) Ask a question or questions pertinent to the definition given above, at a complete census or sample survey of the population.
 - (b) Where this is impossible, prepare estimates based on:
 - (i) data from previous censuses or surveys;
 - (ii) records over a number of years of school enrolment, of examinations, of school-leaving certificates, and of degrees or diplomas granted.

Classification

8. The population 15 years old and over should be first classified by educational attainment, expressed preferably in terms of highest grade

completed, but at the least in terms of level of education completed. Whenever possible, distinction should also be made among different types of education at each level.

9. Each of these groups should be classified by sex and also by age in the following groups: 15-19, 20-24, 25-34, 35-44, 45-54, 55-64, 65 years and over.

10. Additional classifications should be made, where appropriate, for:

- (a) urban and rural populations;
- (b) such ethnic groups as are usually distinguished within a State for statistical purposes;
- (c) social groups.

III. STATISTICS OF EDUCATIONAL INSTITUTIONS

Definitions

11. The following definitions should be used for statistical purposes:

- (a) A pupil (student) is a person enrolled in a school for systematic instruction at any level of education.
 - (i) A full-time pupil (student) is one who is enrolled for full-time education for a substantial period of time.
 - (ii) A part-time pupil (student) is one who is not a full-time pupil (student).
- (b) A teacher is a person directly engaged in instructing a group of pupils (students). Heads of educational institutions, supervisory and other personnel should be counted as teachers only when they have regular teaching functions.
 - (i) A full-time teacher is a person engaged in teaching for a number of hours customarily regarded as full-time at the particular level of education in each State.
 - (ii) A part-time teacher is one who is not a full-time teacher.
- (c) A grade is a stage of instruction usually covered in the course of a school year.
- (d) A class is a group of pupils (students) who are usually instructed together during a school term by a teacher or by several teachers.
- (e) A school (educational institution) is a group of pupils (students) of one or more grades organized to receive instruction of a given type and level under one teacher, or under more than one teacher and with an immediate head.
 - (i) A public school is a school operated by a public authority (national, federal, State or provincial, or local), whatever the origin of its financial resources.

(ii) A private school is a school not operated by a public authority, whether or not it receives financial support from such authorities. Private schools may be defined as aided or non-aided, respectively according as they derive or do not derive financial support from public authorities.

- (f) The compulsory school age population is the total population between the age limits of compulsory full-time education.

Classification

12. Education should be classified as far as possible by level as follows:

- (a) Education preceding the first level, which provides education for children who are not old enough to enter a school at the first level (e.g., at nursery school, kindergarten, infant school).
- (b) Education at the first level, of which the main function is to provide basic instruction in the tools of learning (e.g., at elementary school, primary school).
- (c) Education at the second level, based upon at least four years previous instruction at the first level, and providing general or specialized instruction, or both (e.g., at middle school, secondary school, high school, vocational school, teacher-training school at this level).
- (d) Education at the third level, which requires, as a minimum condition of admission, the successful completion of education at the second level, or evidence of the attainment of an equivalent level of knowledge (e.g., at university, teachers college, higher professional school).

13. Education which is not usually classified by level should be placed under one of the following headings:

- (a) Special education, covering all general or vocational education given to children who are physically handicapped, mentally handicapped, socially maladjusted or are in other special categories.
- (b) Other education.

14. Where possible, education of the second level should be subdivided by type as follows:

- (a) General education, which does not aim at preparing the pupils directly for a given trade or occupation. Where appropriate, general education should be further subdivided as follows:

- (i) lower stage, in which general instruction is given, with orientation of pupils according to interests and aptitudes (e.g., at junior middle school, junior secondary school, junior high school), education at this stage may lead to various types of instruction at a higher stage;

- (ii) higher stage, in which some differentiation is provided in the types of instruction according to the interests and aptitudes of the pupils (e.g., at senior middle school, senior secondary school, senior high school).
- (b) Vocational education, which aims at preparing the pupils directly for a trade or occupation other than teaching. Where appropriate, vocational education should be further subdivided as follows:
 - (i) education which is mainly practical;
 - (ii) education which is mainly technical and scientific.
- (c) Teacher training, which aims at preparing the pupils directly for teaching.

15. Education at the third level should, as far as possible, be classified by type as follows:

- (a) education at universities and equivalent institutions leading to an academic degree;
- (b) teacher education at non-university institutions;
- (c) other education at non-university institutions.

Tabulations

16. Tabulations should be made regularly of the types of data listed below, the figures conforming as far as possible to the standard definitions and classifications given in paragraphs 11 to 15 inclusive. Since the characteristics of the educational system in each State should always be taken into account, deviations from the international definitions and classifications should be reported. Whenever possible, separate figures should be presented for public and private schools. Where appropriate, private schools could be subdivided into those aided and those not aided by public authorities.

- (a) Education preceding the first level:
 - (i) Number of schools.
 - (ii) Number of teachers by sex, and by qualification (according to the practice in each State).
 - (iii) Number of pupils by sex.
- (b) Education at the first level:
 - (i) Number of schools.
 - (ii) Number of teachers by sex, and by qualification (according to the practice in each State), classified where appropriate as full-time or part-time teachers.
 - (iii) Number of pupils by sex.
- (c) Education at the second level, not including teacher training. Separate tabulations should be made, where appropriate, for general

education (lower and higher stages) and vocational education by broad types.

(i) Number of schools.

(ii) Number of teachers by sex and by qualification (according to the practice in each State), classified, where appropriate, as full-time or part-time teachers.

(iii) Number of pupils by sex, classified where appropriate as full-time or part-time pupils.

(iv) Number of pupils, by sex, who during the year obtained diplomas upon completion of the second level.

(d) Education at the third level, not including teacher education at non-university institutions. Separate tabulations should be made, where possible, for education at universities and equivalent institutions, and for education at non-university institutions.

(i) Number of schools.

(ii) Number of teachers by sex.

(iii) Number of students by sex, nationality and field of study (or, if that is not possible, by sex and field of study). Where appropriate, undergraduate and post-graduate students should be tabulated separately.

(iv) Number of first-year students by sex.

(v) Number of students who obtained degrees or diplomas during the year, by field of study and by type of degree or diploma.

(e) Teacher education. Separate tabulations should be made, where possible, for schools at the second and at the third level. Where appropriate, separate tabulations should also be made for the levels of education for which the pupils (students) are being trained.

(i) Number of schools; and number of classes of teacher education in schools classified elsewhere.

(ii) Number of teachers by sex.

(iii) Number of pupils (students) by sex. Where appropriate, full-time and part-time pupils (students) should be tabulated separately.

(iv) Number of first-year pupils (students) by sex.

(v) Number of pupils (students) who completed their course of study during the year, classified by sex and by type of diploma or by specialization.

(f) Special education. Separate tabulations should be made, where possible, for each type of special education (e.g., education for the blind, for the mentally retarded, for juvenile delinquents, etc.).

(i) Number of schools; and number of classes of special education in schools classified elsewhere.

- (ii) Number of teachers by sex, and by qualification (according to the practice in each State).
- (iii) Number of pupils by sex.
- (g) Other education. Separate tabulations should be made, where possible, for each type of such education.
 - (i) Number of schools and/or classes.
 - (ii) Number of teachers by sex.
 - (iii) Number of pupils (students) by sex.
- (h) General tables.
 - (i) Population data. The population 5–24 years of age should be tabulated, by single years of age and by sex, according to the latest available census and current estimates. If this is not possible, census data and current estimates should be reported at least for the age groups 5–9, 10–14, 15–19 and 20–24 years, and separately for the compulsory school-age population.
 - (ii) Number of pupils (students) by age and sex or by grade and sex, classified by level and type of education.
 - (iii) Where possible, separate tabulations should be made of pupils (students) classified by age or grade, and by full-time or part-time attendance.
 - (iv) Pupils at the first and the second levels of education separately or together, should, where possible, be classified by grade, sex and age.
 - (v) For schools at the first level of education, tabulation should be made of the number of classes by size. The following groupings should be used: less than 15 pupils, 15–49 pupils (sub-divided into groups suitable for each State), and 50 pupils or more. Where possible, the total number of pupils in each of the groups should also be reported.

IV. STATISTICS OF EDUCATIONAL FINANCE

Definitions

17. The following definitions should be used for statistical purposes:

- (a) Receipts refer to cash received by or made available to or for schools, including appropriations, subventions, fees, cash value of property received as gifts, etc.
- (b) Expenditures refer to financial charges incurred by or on behalf of schools for goods and services.
- (c) Recurring expenditures include all expenditures except those for capital outlay and debt services.
- (d) Capital expenditures refer to expenditures for land, buildings, equipment, etc.

- (e) Debt service refers to the payment of interest and the repayment of the principal of loans.

Classification

18. Statistical data on educational finances, for a given fiscal year, should, as far as possible, be classified as follows:

(a) Receipts.

(i) From public authorities, such as: central government or federal government; provincial, State or similar governments; county, city, district, or other local authorities.

(ii) From other sources (including tuition fees, other receipts from parents, endowments, etc.).

(b) Expenditures.

(i) Recurring expenditures (not including payments of interest): for administration or general control; for instruction, classified where possible as follows; salaries to teachers and other directly supportive professional staff, other instructional expenditures; all other recurring expenditures.

(ii) Capital expenditures (not including debt service): educational; non-educational (residence halls, cafeterias, bookstores, etc.).

(iii) Debt service.

Tabulations

19. Tabulations should be made of receipts by source, and expenditures by purpose, with sub-classifications corresponding as nearly as possible to the classifications given in paragraphs 12 to 15 and in paragraph 18 of the present Recommendation, consistent with the administrative and financial practices in each State. If possible, distinction should be made between expenditures for public and private schools, between expenditures for instruction and other accounts, and between expenditures for education at the third level and education at other levels.

Op 14 december 1960 werden te Parijs door de Algemene Vergadering van de Organisatie der Verenigde Naties voor Onderwijs, Wetenschap en Cultuur tijdens haar elfde zitting aldaar gehouden van 14 november tot 15 december 1960, aangenomen een Aanbeveling inzake de meest doeltreffende middelen om musea voor iedereen toegankelijk te maken en een Aanbeveling inzake de bestrijding van discriminatie in het onderwijs. De Engelse tekst van deze Aanbevelingen luidt¹⁾:

Recommendation concerning the most effective means of rendering museums accessible to everyone

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 14 November to 15 December 1960, at its eleventh session,

Considering that one of the functions of the Organization, as laid down in its Constitution, is to give fresh impulse to popular education and to the spread of culture, to collaborate in the work of advancing the mutual understanding of peoples by instituting collaboration among them to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social, and to maintain, increase and diffuse knowledge,

Considering that museums can effectively contribute towards accomplishing these tasks,

Considering that museums of all kinds are a source of enjoyment and instruction,

Considering also that museums, by preserving works of art and scientific material and presenting them to the public, help to disseminate a knowledge of the various cultures and thus promote mutual understanding among nations,

Considering in consequence that every effort should be made to encourage all sections of the population, and especially the working classes, to visit museums,

Considering that with the progress in the industrial organization of the world, people have more leisure, and that such leisure should be used for the benefit and the cultural advancement of all,

Recognizing the new social conditions and needs which the museums must take into account in order to carry out their permanent educational mission and satisfy the cultural aspirations of the workers,

Having before it proposals concerning the most effective means of rendering museums accessible to everyone, constituting item 17.4.1. of the agenda of the session,

Having decided at its tenth session that proposals on the question should be the subject of international regulation by way of a recommendation to Member States,

Adopts this Recommendation on the fourteenth day of December 1960.

¹⁾ De Franse, de Russische en de Spaanse tekst zijn niet afgedrukt.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required to give effect, within their respective territories, to the principles and norms set forth in this Recommendation.

The General Conference recommends that Member States should bring this Recommendation to the knowledge of the authorities and bodies concerned with museums, and of the museums themselves.

The General Conference recommends that Member States should report to it, on dates and in a manner to be determined by it, on the action they have taken to give effect to this Recommendation.

I. DEFINITION

1. For the purposes of this Recommendation, the term "museum" shall be taken to mean any permanent establishment administered in the general interest for the purpose of preserving, studying, enhancing by various means and, in particular, exhibiting to the public for its delectation and instruction, groups of objects and specimens of cultural value: artistic, historical, scientific and technological collections, botanical and zoological gardens and aquariums.

II. GENERAL PRINCIPLES

2. Member States should take all appropriate steps to ensure that the museums on their territory are accessible to all without regard to economic or social status.

3. To that end, account should be taken, in selecting the measures to be applied, of the different forms of museum administration that may exist in individual Member States. The measures might vary, for example, according to whether museums are owned and administered by the State or whether, even if not State owned, they receive regular or occasional financial assistance from the State, or whether the State participates in their management in a scientific, technical or administrative capacity.

III. MATERIAL ARRANGEMENTS IN AND ADMISSION TO MUSEUMS

4. The collections should be made easy for all types of people to appreciate by a clear form of presentation, by the systematic placing of notices or labels giving concise information, by the publication of guide books and folders which provide visitors with such explanations as they require and by the organization of regular guided visits accompanied by a commentary adapted to the various categories of visitors; the guides should be properly qualified persons, preferably appointed through the agency of the bodies referred to in paragraph 16 of this Recommendation; discreet use may be made of apparatus for the reproduction of recorded commentaries.

5. Museums should be open every day and at hours convenient for all categories of visitors, particular account being taken of workers' leisure time. They should be provided with a sufficiently large supervisory staff to permit of a rota system so that the museum can remain open every day without interruption—subject to local conditions and customs—as well as every evening after working hours. They should be installed with the necessary equipment for lighting, heating, etc.

6. Museums should be easily accessible, and should be made as attractive as possible, with a measure of comfort. Provided that the character of the establishment is respected and that visits to the collections are not disturbed thereby, lounges, restaurants, cafés and the like should be provided for the public, preferably within the precincts of the museum (in gardens, on terraces, in suitable basements, etc.) or in the immediate vicinity.

7. Admission should be free whenever possible. In cases where admission is not always free and where it is considered necessary to maintain a small admission fee, even if only a token charge, admission to every museum should be free during at least one day a week, or for an equivalent period.

8. Where an admission fee is charged, it should be waived for persons in low-income groups and for members of large families in those countries in which there exist official methods of identifying these groups.

9. Special facilities should be provided to encourage regular visits, such as reduced subscription fees for a given period entitling the subscriber to an unlimited number of entries to a particular museum or group of museums.

10. Free admission should whenever possible be granted to organized parties—whether of schoolchildren or adults—taking part in educational and cultural programmes, and also to members of the museum or of the associations mentioned in paragraph 17 of this Recommendation.

IV. PUBLICITY FOR MUSEUMS

11. Member States should, through the intermediary of either the local authorities or of their own cultural relations or tourist services, and in the context of national education and international relations, do everything in their power to encourage increased visits to museums and to exhibitions arranged therein.

12. *a.* Member States should urge national or regional tourist agencies to make it one of their main objectives to encourage increased visits to museums and to devote part of their activities and resources to that end.

b. Museums should be invited to make regular use of the services of those agencies and to associate them with their own efforts to extend their social and cultural influence.

V. PLACE AND ROLE OF MUSEUMS IN THE COMMUNITY

13. Museums should serve as intellectual and cultural centres in their own localities. They should therefore contribute to the intellectual and cultural life of the community, which in turn should be given the opportunity of taking part in the activities and development of the museums. This should apply in particular to museums situated in small towns and villages and whose importance is often out of proportion to their size.

14. Close cultural relations should be established between museums and groups in the community, such as professional organizations, trade unions, and social services in industrial and business enterprises.

15. Co-operation between museums and radio and television services and undertakings should also be established or improved so that museum exhibits can be used for the purposes of adult and school education with the maximum safety precautions.

16. The contribution which museums can make to school and adult education should be recognized and encouraged. It should furthermore be systematized by the establishment of appropriate bodies responsible for establishing official and regular liaison between local educational leaders and museums which, owing to the nature of their collections, are of particular interest to schools. This co-operation might take the following forms:

- a.* Each museum might have on its staff educational specialists, to organize, under the curator's supervision, the use of the museum for educational purposes;
- b.* Museums might set up educational departments which would call on the services of teachers;
- c.* Joint committees of curators and teachers might be established at local, regional or provincial level to ensure that the best use is made of museums for educational purposes;
- d.* Any other measures which would co-ordinate the demands of education and the resources of museums.

17. Member States should promote (in particular by granting legal facilities) the establishment and development of associations of friends of the museum or similar associations able to lend their moral and material support to museums. These associations should be granted such powers and privileges as they require to fulfil their purpose.

18. Member States should encourage the development of museum clubs to encourage young people to take part in various museum activities.

Recommendation against Discrimination in Education

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 14 November to 15 December 1960, at its eleventh session,

Recalling that the Universal Declaration of Human Rights asserts the principle of non-discrimination and proclaims that every person has the right to education,

Considering that discrimination in education is a violation of rights enunciated in that Declaration,

Considering that, under the terms of its Constitution, the United Nations Educational, Scientific and Cultural Organization has the purpose of instituting collaboration among the nations with a view to furthering for all universal respect for human rights and equality of educational opportunity,

Recognizing that, consequently, the United Nations Educational, Scientific and Cultural Organization, while respecting the diversity of the national educational systems, has the duty not only to proscribe any form of discrimination in education but also to promote equality of opportunity and treatment for all in education,

Having before it proposals concerning the different aspects of discrimination in education, constituting item 17.1.4 of the agenda of the session,

Having decided at its tenth session that this question should be made the subject of an international convention as well as of recommendations to Member States,

Adopts this Recommendation on the fourteenth day of December 1960.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required to give effect, within their respective territories, to the principles set forth in this Recommendation.

I

1. For the purposes of this Recommendation, the term "discrimination" includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular:

- a. Of depriving any person or group of persons of access to education of any type or at any level;
- b. Of limiting any person or group of persons to education of an inferior standard;

- c. Subject to the provisions of section II of this Recommendation, of establishing or maintaining separate educational systems or institutions for persons or groups of persons; or
- d. Of inflicting on any person or group of persons conditions which are incompatible with the dignity of man.

2. For the purposes of this Recommendation, the term "education" refers to all types and levels of education, and includes access to education, the standard and quality of education, and the conditions under which it is given.

II

When permitted in a State, the following situations shall not be deemed to constitute discrimination, within the meaning of section I of this Recommendation:

- a. The establishment or maintenance of separate educational systems or institutions for pupils of the two sexes, if these systems or institutions offer equivalent access to education, provide a teaching staff with qualifications of the same standard as well as school premises and equipment of the same quality, and afford the opportunity to take the same or equivalent courses of study;
- b. The establishment or maintenance, for religious or linguistic reasons, of separate educational systems or institutions offering an education which is in keeping with the wishes of the pupil's parents or legal guardians, if participation in such systems or attendance at such institutions is optional and if the education provided conforms to such standards as may be laid down or approved by the competent authorities, in particular for education of the same level;
- c. The establishment or maintenance of private educational institutions, if the object of the institutions is not to secure the exclusion of any group but to provide educational facilities in addition to those provided by the public authorities, if the institutions are conducted in accordance with that object, and if the education provided conforms with such standards as may be laid down or approved by the competent authorities, in particular for education of the same level.

III

In order to eliminate and prevent discrimination within the meaning of this Recommendation, Member States should:

- a. Abrogate any statutory provisions and any administrative instructions and discontinue any administrative practices which involve discrimination in education;

- b.* Ensure by legislation where necessary, that there is no discrimination in the admission of pupils to educational institutions;
- c.* Not allow any differences of treatment by the public authorities between nationals, except on the basis of merit or need, in the matter of school fees and the grant of scholarships or other forms of assistance to pupils and necessary permits and facilities for the pursuit of studies in foreign countries;
- d.* Not allow, in any form of assistance granted by the public authorities to educational institutions, any restriction or preference based solely on the ground that pupils belong to a particular group;
- e.* Give foreign nationals resident within their territory the same access to education as that given to their own nationals.

IV

Member States should furthermore formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

- a.* To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;
- b.* 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;
- c.* To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;
- d.* To provide training for the teaching profession without discrimination.

V

Member States should take all necessary measures to ensure the application of the following principles:

- a.* Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance

and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

- b. It is essential to respect the liberty of parents and, where applicable, of legal guardians firstly to choose for their children institutions other than those maintained by the public authorities but conforming to such minimum educational standards as may be laid down or approved by the competent authorities and, secondly, to ensure, in a manner consistent with the procedures followed in the State for the application of its legislation, the religious and moral education of the children in conformity with their own convictions; and no person or group of persons should be compelled to receive religious instruction inconsistent with his or their convictions;
- c. It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and, depending on the educational policy of each State, the use or the teaching of their own language, provided however:
 - (i) That this right is not exercised in a manner which prevents the members of these minorities from understanding the culture and language of the community as a whole and from participating in its activities, or which prejudices national sovereignty;
 - (ii) That the standard of education is not lower than the general standard laid down or approved by the competent authorities; and
 - (iii) That attendance at such schools is optional.

VI

In the application of this Recommendation, Member States should pay the greatest attention to any recommendations hereafter adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization defining the measures to be taken against the different forms of discrimination in education and for the purpose of ensuring equality of opportunity and of treatment in education.

VII

Member States should in their periodic reports submitted to the General Conference of the United Nations Educational, Scientific and Cultural Organization on dates and in a manner to be determined by it,

give information on the legislative and administrative provisions which they have adopted and other action which they have taken for the application of this Recommendation, including that taken for the formulation and the development of the national policy defined in section IV as well as the results achieved and the obstacles encountered in the application of that policy.

Op 11 december 1962 werden te Parijs door de Algemene Vergadering van de Organisatie der Verenigde Naties voor Onderwijs, Wetenschap en Cultuur tijdens haar twaalfde zitting aldaar gehouden van 9 november tot 12 december 1962 aangenomen een Aanbeveling inzake het behoud van het landschapsschoon en het eigen karakter van landschappen en streken en een Aanbeveling inzake het technische onderwijs en de beroepsopleiding. De Engelse tekst van deze Aanbevelingen luidt¹⁾:

**Recommendation concerning the safeguarding of the
beauty and character of landscapes and sites**

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 9 November to 12 December 1962, in its twelfth session:

Considering that at all periods men have sometimes subjected the beauty and character of landscapes and sites forming part of their natural environment to damage which has impoverished the cultural, aesthetic and even vital heritage of whole regions in all parts of the world,

Considering that by the cultivation of virgin land, the sometimes ill-regulated development of urban centres, the carrying out of extensive works and vast plans for industrial and commercial development and equipment, modern civilizations have accelerated this trend whose progress was relatively slow up to the last century,

Considering that this phenomenon affects the aesthetic value of landscapes and sites, natural or man-made, and the cultural and scientific importance of wild life,

Considering that, on account of their beauty and character, the safeguarding of landscapes and sites, as defined in this recommendation, is necessary to the life of men for whom they represent a powerful physical, moral and spiritual regenerating influence, while at the same time contributing to the artistic and cultural life of peoples, as innumerable and universally known examples bear witness,

¹⁾ De Franse, de Russische en de Spaanse tekst zijn niet afgedrukt.

Considering furthermore that landscapes and sites are an important factor in the economic and social life of many countries, and are largely instrumental in ensuring the health of their inhabitants,

Recognizing, however, that due account should be taken of the needs of community life, its evolution and the rapid development of technical progress,

Considering, therefore, that it is highly desirable and urgent to consider and adopt the necessary steps with a view to safeguarding the beauty and character of landscapes and sites everywhere, whenever it is still possible to do so,

Having before it proposals concerning the safeguarding of the beauty and character of landscapes and sites, this question forming item 17.4.2 of the session's agenda,

Having decided at its eleventh session that proposals on this item should be the subject of an international instrument in the form of a recommendation to Member States,

Adopts, on this eleventh day of December 1962, this recommendation.

The General Conference recommends that Member States should apply the following provisions by adopting, in the form of a national law or in some other way, measures designed to give effect in the territories under their jurisdiction to the norms and principles embodied in this recommendation.

The General Conference recommends that Member States should bring this recommendation to the attention of the authorities and bodies concerned with the protection of landscapes and sites and with regional development and of bodies entrusted with the protection of nature and the development of the tourist trade, together with youth organizations.

The General Conference recommends that Member States should, on dates and in a form to be determined, submit to it reports concerning the implementation of this recommendation.

I. DEFINITION

1. For the purpose of this recommendation, the safeguarding of the beauty and character of landscapes and sites is taken to mean the preservation and, where possible, the restoration of the aspect of natural, rural and urban landscapes and sites, whether natural or man-made, which have a cultural or aesthetic interest or form typical natural surroundings.

2. The provisions of this recommendation are also intended to supplement measures for the protection of nature.

II. GENERAL PRINCIPLES

3. The studies and measures to be adopted with a view to the safeguarding of landscapes and sites should extend to the whole territory of a State, and should not be confined to certain selected landscapes or sites.

4. In choosing the measures to be adopted, due account should be taken of the relative significance of the landscapes and sites concerned. These measures might vary in accordance with the character and size of the landscapes and sites, their location and the nature of the dangers with which they are threatened.

5. Protection should not be limited to natural landscapes and sites, but should also extend to landscapes and sites whose formation is due wholly or in part to the work of man. Thus, special provisions should be made to ensure the safeguarding of certain urban landscapes and sites which are, in general, the most threatened, especially by building operations and land speculation. Special protection should be accorded to the approaches to monuments.

6. Measures taken for the safeguarding of landscapes and sites should be both preventive and corrective.

7. Preventive measures should be aimed at protecting sites from dangers which may threaten them. These measures should include, in particular, the supervision of works and activities likely to damage landscapes and sites, for example:

- a. The construction of all types of public and private buildings. These should be designed so as to meet certain aesthetic requirements in respect of the building itself and, while avoiding a facile imitation of certain traditional and picturesque forms, should be in harmony with the general atmosphere which it is desired to safeguard;
- b. The construction of roads;
- c. High or low tension electric lines, power production and transmission plant and equipment, aerodromes, broadcasting and television stations etc.;
- d. Petrol filling stations;
- e. Advertising hoardings and illuminated signs;
- f. Deforestation, including the destruction of trees contributing to the beauty of the landscape, particularly those lining thoroughfares or avenues;
- g. Pollution of the air and water;

- h.* Working of mines and quarries and the disposal of their waste products;
- i.* Piping of spring water, irrigation works, dams, channels, aqueducts, river regulation works, etc.;
- j.* Camping;
- k.* Dumping of worn-out material and waste, and domestic, commercial or industrial scrap.

8. In safeguarding the beauty and character of landscapes and sites, allowance should also be made for the dangers resulting from certain forms of work and certain activities of present-day life, by reason of the noise which they occasion.

9. Activities likely to mar landscapes or sites in areas that are scheduled or protected in some other way should be sanctioned only if the public or social welfare imperatively requires it.

10. Corrective measures should be aimed at repairing the damage caused to landscapes and sites and, as far as possible, restoring them to their original condition.

11. In order to facilitate the task of the various public services responsible for the safeguarding of landscapes and sites in each State, scientific research institutes should be set up to co-operate with the competent authorities with a view to the alignment and codification of the laws and regulations applicable in this matter. These provisions and the results of the work carried out by the research institutes should be published in a single administrative publication brought periodically up to date.

III. PROTECTIVE MEASURES

12. The safeguarding of landscapes and sites should be ensured by use of the following methods:

- a.* General supervision by the responsible authorities;
- b.* Insertion of obligations into urban development plans and planning at all levels: regional, rural and urban;
- c.* Scheduling of extensive landscapes "by zones";
- d.* Scheduling of isolated sites;
- e.* Creation and maintenance of natural reserves and national parks;
- f.* Acquisition of sites by communities.

General supervision

13. General supervision should be exercised over works and activities likely to damage landscapes and sites throughout the whole territory of the State.

Town planning and rural planning schemes

14. Urban and rural planning schemes should embody provisions defining the obligations which should be imposed to ensure the safeguarding of landscapes and sites, even unscheduled ones, situated on the territory affected.

15. Urban and rural planning schemes should be drawn up in order of urgency, specifically for towns or regions in process of rapid development, where the protection of the aesthetic or picturesque character of the town or region justifies the establishment of such schemes.

Scheduling of extensive landscapes "by zones"

16. Extensive landscapes should be scheduled "by zones".

17. When, in a scheduled zone, the aesthetic character is of prime importance scheduling "by zones" should involve control of plots and observation of certain general requirements of an aesthetic order covering the use of materials, and their colour, height standards, precautions to be taken to conceal disturbances of the soil resulting from the construction of dams and the operation of quarries, and regulations governing the cutting down of trees, etc.

18. Scheduling "by zones" should be publicized, and general rules to be observed for the safeguarding of scheduled landscapes should be enacted and made public.

19. Scheduling "by zones" should not, as a rule, involve payment of compensation.

Scheduling of isolated sites

20. Isolated small sites, whether natural or urban, together with portions of a landscape of particular interest, should be scheduled. Areas which provide a fine view, and areas and buildings surrounding an outstanding monument should also be scheduled. Each of these scheduled sites, areas and buildings should be the subject of a special administrative decision of which the owner should be duly notified.

21. Scheduling should mean that the owner is prohibited from destroying the site, or altering its condition or aspect, without permission from the authorities responsible for its protection.

22. When such permission is granted, it should be accompanied by all the conditions necessary to the safeguarding of the site. No permission should be needed, however, for normal agricultural activities, nor for normal maintenance work on buildings.

23. Expropriation by the authorities, together with the carrying out of public works in a scheduled site, should be subject to the agreement of the authorities responsible for its protection. No-one should be able to acquire, by prescription, within a scheduled site, rights likely to change the character or aspect of the site. No conventional rights should be granted by the owner without the agreement of the responsible authorities.

24. Scheduling should involve a prohibition on the pollution of the ground, air or water in any way whatsoever, while the extraction of minerals should likewise be subject to special permission.

25. All advertising should be forbidden in a scheduled area and its immediate surroundings, or be limited to special emplacements to be decided by the authorities responsible for the protection of the site.

26. Permission to camp in a scheduled site should, in principle, be refused, or granted only within an area fixed by the responsible authorities and subject to their inspection.

27. Scheduling of a site may entitle the owner to compensation in cases of direct and definite prejudice resulting therefrom.

Natural reserves and national parks

28. When conditions are suitable, Member States should incorporate in the zones and sites to be protected, national parks intended for the education and recreation of the public, or natural reserves, strict or special. Such natural reserves and national parks should form a group of experimental zones intended also for research into the formation and restoration of the landscape and the protection of nature.

Acquisition of sites by communities

29. Member States should encourage the acquisition by communities of areas forming part of a landscape or site which it is desired to protect. When necessary, it should be possible to effect such acquisition by expropriation.

IV. APPLICATION OF PROTECTIVE MEASURES

30. The fundamental norms and principles governing the protection of landscapes and sites in each Member State should have the force of law, and the measures for their application should be entrusted to the responsible authorities within the framework of the powers conferred on them by law.

31. Member States should set up specialized bodies of an administrative or advisory nature.

32. The administrative bodies should be specialized central or regional departments entrusted with carrying out protective measure. Accordingly, those departments should be in a position to study problems of protection and scheduling, to undertake surveys on the spot, to prepare decisions to be taken and to supervise their implementation. They should likewise be entrusted with proposing measures designed to reduce the dangers which may be involved in carrying out certain types of work or repairing damage caused by such work.

33. The advisory bodies should consist of commissions at national, regional or local level, entrusted with the task of studying questions relating to protection and giving their opinion on those questions to the central or regional authorities or to the local communities concerned. The opinion of these commissions should be sought in all cases and in good time, particularly at the stage of preliminary planning, in the case of large-scale works of public interest, such as the building of highways, the setting up of hydro-technical or new industrial installations, etc.

34. Member States should facilitate the formation and operation of national and local non-governmental bodies, one of whose functions would be to collaborate with the bodies mentioned in paragraphs 31, 32 and 33, particularly by informing the public and warning the appropriate departments of dangers threatening landscapes and sites.

35. Violation of the rules governing the protection of landscapes and sites should involve payment of damages or the obligation to restore the site to its former condition, as far as possible.

36. Administrative or criminal prosecutions should be provided for in the case of deliberate damage to protected landscapes and sites.

V. EDUCATION OF THE PUBLIC

37. Educational action should be taken in school and out of school with a view to arousing and developing public respect for landscapes and sites and publicizing the regulations laid down to ensure their protection.

38. Teachers to be entrusted with task in schools should undergo special training in the form of specialized courses in institutions of secondary and higher education.

39. Member States should also facilitate the work of existing museums, with a view to intensifying the educational action they have already undertaken to this end, and should consider the possibility of establishing special museums, or specialized departments in existing museums, for the study and display of the natural and cultural features of particular regions.

40. The education of the public outside schools should be the task of the press, of private associations for the protection of landscapes and sites or for the protection of nature, of bodies concerned with the tourist trade and of youth or popular education organizations.

41. Member States should facilitate the education of the public and promote the work of associations, bodies and organizations devoted to this task by the supply of material assistance and by making available to them and to educationists in general appropriate publicity media such as films, radio and television programmes, material for permanent, temporary or mobile exhibitions, pamphlets and books suitable for wide distribution and planned on educational lines. Wide publicity could be provided through journals and magazines and regional periodicals.

42. National and international "days", competitions and similar occasions should be devoted to encouraging the appreciation of natural or man-made landscapes and sites in order to direct public attention to the fact that the protection of their beauty and character is of prime importance to the community.

Recommendation concerning Technical and Vocational Education

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 9 November to 12 December 1962, at its twelfth session,
Recalling the constitutional responsibilities of the Organization for the promotion of education,
Considering that improved education is an important factor in economic, social and cultural advancement,
Recognizing that technical and vocational education is a prerequisite for sustaining the complex structure of modern civilization and continued economic progress,
Recognizing further the particular and urgent needs of the developing countries for guidance in the planning and improvement of their educational systems,
Having before it proposals concerning the general principles to be observed when planning technical and vocational education constituting item 17.1.1 of the Agenda of the session,
Having decided at its eleventh session that this question should be made the subject of an international instrument by way of a Recommendation to Member States,
Noting that the General Conference of the International Labour Organisation has adopted, during its forty-sixth session, a Recommendation concerning vocational training,
Adopts this Recommendation on the eleventh day of December 1962.

The General Conference recommends that when developing and improving their systems of technical and vocational education, Member States should apply the following provisions by taking whatever legislative or other steps may be required to give effect, within their respective territories, to the principles set forth in this Recommendation.

The General Conference recommends that Member States should bring this Recommendation to the knowledge of the authorities and bodies concerned with technical and vocational education.

The General Conference recommends that Member States should report to it, on dates and in a manner to be determined by it, on the action they have taken to give effect to this Recommendation.

I. SCOPE AND DEFINITIONS

1. This Recommendation applies to all forms of education provided in schools or other educational institutions in order to prepare persons for the exercise of occupations in such fields as industry, agriculture, commerce and the related services.

2. For the purpose of this Recommendation:
- a. A distinction is made between
 - (i) Education at the level of the skilled worker,
 - (ii) Education at the level of the technician,
 - (iii) Education at the level of the engineer or technologist;
 - b. The term "skilled worker" applies to persons who have received a broad education and training in the exercise of a trade or craft in a particular field;
 - c. The term "technician" applies to persons working in occupations requiring a knowledge of technology and related sciences between that of a skilled worker and that of an engineer or technologist; occupations at the technician's level may call for inspection and maintenance, detailed development plans, supervision of production work, detail construction. Collaboration with the engineer is an essential part of the work of the technician;
 - d. The term "engineer" or "technologist" applies to persons working in occupations for which the need of education in appropriate sciences in universities or equivalent institutions of higher education is officially or traditionally recognized; this level of occupations would cover such activities as research, development, organization, planning and production.

3. Technical and vocational education, being part of the total educative process, is included in the term "education" as defined in the Convention¹⁾ and Recommendation²⁾ against Discrimination in Education adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its eleventh session and the provisions of that Convention and Recommendation are therefore applicable to it.

II. EDUCATION IN THE PERSPECTIVE OF SCIENTIFIC AND TECHNOLOGICAL PROGRESS

4. In view of the immense technical development taking place or envisaged in all countries of the world, education should be such as to enable man to live in a period of great scientific and technological progress.

5. Since scientific methods, technology and increasing complexity of organization form the basis of economic and social development, the need for a high standard of general education for as many people as

¹⁾ De tekst van het op 15 december 1960 te Parijs tot stand gekomen Verdrag nopens de bestrijding van discriminatie in het onderwijs is geplaatst in *Trb.* 1964, 69 Zie ook *Trb.* 1966, 205.

²⁾ Voor de tekst van de Aanbeveling inzake de bestrijding van discriminatie in het onderwijs zie blz. 34 van dit *Tractatenblad*.

possible should be recognized. As a greater proportion of children continue beyond the primary level, the education provided, particularly in the later years, should assist in meeting the needs of society.

6. Technical and vocational education should therefore be capable of extension, if future needs are to be adequately satisfied.

7. Technical and vocational education should be an integral part of an overall system of education and, as such, due consideration should be given to its cultural content. It should do more than train an individual for a given occupation by providing the persons concerned with the necessary skills and theoretical knowledge, it should also, in conjunction with general education, provide for the development of personality and character and foster the capacity for understanding, judgement, self-expression and adaptation to varying environments. To this end, the cultural content of technical and vocational education should be set at such a level that the inevitable specialization in technical and vocational education does not stifle broader interests.

8. On the other hand, general education should not be limited to providing knowledge, but should also prepare every student for active participation in life by providing him with an understanding of the production and utilization of goods created with the help of technology and with a better comprehension of the world in which he lives.

9. In view of the evolution of technology the need for an adequately broad background of general education before specialization at any level and continuous with it should be recognized.

10. Since developments in society require from women, besides family and domestic activities for which training can be given, a much wider participation in all types of occupations, the facilities for women in technical and vocational education should be the same in importance and range as those offered to men. Men and women should have equality of opportunity for access to all types and levels of technical and vocational education. A special effort should be made in order to give to women the possibility of personal fulfilment in the vocational field through technical and vocational education.

III. GENERAL PRINCIPLES AND AIMS OF TECHNICAL AND VOCATIONAL EDUCATION

11. Technical and vocational education programmes should take into account the rapidly changing nature of technology so that the education provided is continually adapted to the needs of the times. It should therefore not only aim at improving the basic skills but also at providing more basic scientific knowledge and a certain versatility which will allow skilled workers, technicians and engineers or technologists to adapt themselves rapidly to new methods of work and to enable them to achieve future promotion.

12. Premature specialization should be avoided and in all programmes of study the proper balance between general education, scientific and specialized subjects should be maintained without increasing the amount of subject matter taught.

13. Technical and vocation should at all levels inculcate recognition of the dignity of manual work and of its importance in modern production processes.

14. Technical and vocational education should be so organized that every person can continue his education until his potentialities have been developed to the full. Transfer from one field of technical and vocational education to others should be possible, and access to all levels of both technical and vocational education and general education should be open to any capable person. Appropriate measures for making such access possible should be taken.

15. Certain forms of technical and vocational education should be made accessible to physically or mentally handicapped persons in order to integrate them into society and its occupations.

IV. PLANNING AND ADMINISTRATION OF TECHNICAL AND VOCATIONAL EDUCATION

Planning

16. Planning for technical and vocational education should be carried out in close liaison with interested parties in industry, agriculture and commerce, taking into account the economic situation and prospects.

17. If a national economic development plan exists, technical and vocational education should be one of its essential chapters. A national economic development plan or any other appropriate research programme should include a forecast of the future demand for trained personnel. Although methods of prediction should take account of local circumstances, the planning and statistical authorities should, in making their forecasts, follow certain broad principles, adapted where necessary to different national needs. The forecasts should be kept up to date.

18. Estimates of supply and demand in the field of technical and vocational education will only give general indications of future needs for qualified personnel and many other factors, including demographic data, should be taken into account by the competent authorities in coming to a decision. In making estimates of requirements for the replacement and extension of occupational groups, use may be made of census tables of occupations by age, of retirement rates, and of statistics which indicate general trends in the economy and changes likely to take place in the demand for different classes of goods and services and for different types of skill and knowledge.

Administration

19. The responsibilities of the public authorities concerned with technical and vocational education should be clearly defined and the pattern should be sufficiently stable to ensure continuity of action.

20. In many countries, the responsibility for the organization, development and planning of technical and vocational education falls within the authority of a Minister of Education. Where this is not so there should be close co-operation between such other authority or authorities and the Ministry or Ministries of Education.

21. When, in federal States, the responsibility for education rests with each of the states, provinces or cantons, there should be a council or other consultative body concerned with planning at the national level.

Material facilities

22. The competent authorities, national or local, should pay particular attention to the planning of buildings for technical and vocational education having due regard both to their purpose and to local factors.

23. Technical and vocational schools and institutions should have special facilities such as workshops, laboratories, farms and commercial offices for the teaching of practical subjects. Premises and equipment should be such that the transition from school to employment is effected with a minimum of difficulty.

24. The distribution of classrooms and the detailed requirements of space for them, for drawing rooms, laboratories, workshops, stores, administrative offices and student residence and welfare facilities should be established as a function of the number of students to be accommodated and of the specialities to be taught before actual building plans are commissioned.

V. ORGANIZATION OF TECHNICAL AND VOCATIONAL EDUCATION

Relationship between general education and technical and vocational education

25. Any system of primary education which is mainly general and non-vocational should include some means of giving children a liking and respect for manual work, accustoming them to observation and creative effort and encouraging in them an intelligent approach to the practical problems arising at home and in the community. However, work not likely to contribute towards general education should be avoided.

26. Learning through observation and action should supplement the acquisition of knowledge through books so that pupils will relate what they learn in the primary school to the realities of everyday life.

27. The trend to include certain technical subjects in general secondary education should be encouraged. In the later stages, all pupils should be offered a choice between various special subjects in order that they may be better prepared to select a suitable career.

Requirements of technical and vocational education

28. A high degree of flexibility should be maintained in any system of technical and vocational education in order to yield effective results and to provide:

- a. Diversity in specialization;
- b. Adaptability;
- c. Consideration of each problem of technical and vocational education as a special case in order to find an appropriate solution;
- d. Facilities allowing the student to pursue his studies in conformity with his aptitudes and preferences in correspondence with the foreseeable needs of the country and the ability of the economy to absorb the output of the system.

29. The responsible authorities should, in consequence, promote the organization of technical and vocational education on the basic assumption that, with the development of technology, the need for more and better technical and vocational education is far greater than is usually recognized. Moreover, if increasing numbers of young people are to be encouraged to acquire technical and vocational education everything should be done to make it attractive, efficient and truly educational in the broadest sense.

Different patterns of technical and vocational education

30. When establishing institutions for technical and vocational education, the responsible authorities should consider the following main systems:

- a. Full-time technical and vocational education, including practical training, provided in the school itself;
- b. Theoretical education provided by the school while part of the practical training is obtained by periods of work in the chosen occupation;
- c. The day-release system providing for workers to attend school for one day a week;

- d. The "sandwich" or "co-operative" system under which periods of school alternate with periods in a factory, farm or other undertaking;
- e. The block release system whereby employees are released by their employer to attend technical and vocational education courses for one or two short periods a year;
- f. Evening courses for persons in full-time employment;
- g. Correspondence courses;
- h. Refresher courses for persons who have already received vocational and technical education, or for those having practical experience in the occupation.

31. The system of full-time schooling should be available to all suitably qualified students who desire this type of education. The necessary facilities and equipment should be provided to make this possible.

32. Adequate facilities should be provided in each country to cover each level of technical and vocational education, thus permitting each student to carry out his training to the highest level compatible with the needs of the country.

33. Developing countries should examine the desirability of establishing joint facilities for technical and vocational education, especially at the highest level.

Economic requirements

34. In the organization and development of technical and vocational education, account should be taken, in each country, both of human resources and of foreseeable requirements in the matter of specially trained personnel.

35. Moreover it is essential that efforts be made to obtain employment for all students who have completed their studies. The competent authorities should be concerned to see that the graduates of the schools obtain employment in the occupations for which they have received an education taking into account their personal wishes.

36. Economic and technological development requires specialists as well as persons whose education and training is of a more general and versatile character. Specialized education should, however, be based upon a broad scientific and technological education which would enable the specialist to keep abreast of the general trend of scientific and technological change.

37. Furthermore, considering the cost of construction, equipment and operation of technical and vocational schools, such establishments

should be set up only where there is a steady and foreseeable demand for their graduates.

38. It should be universally accepted that technical and vocational education at all levels should not be denied on financial grounds to any person capable of benefiting from it. Appropriate means should therefore be taken by government or other authorities to provide technical and vocational education free of charge or to accord means of financial or other support to students needing such assistance without implied obligation.

Advisory commissions and committees

39. All those concerned with technical and vocational education, and particularly public authorities, educational bodies, and employers' and workers' organizations, as well as private educational organizations, should take every opportunity of mutual assistance and consultation in planning, developing and operating technical and vocational education schemes.

40. To assist the authorities responsible for the organization of technical and vocational education, advisory commissions should be set up at the national level to assist in the preparation of plans and to co-ordinate the work done in connexion with any form of technical and vocational education.

41. Advisory committees at the local level should be set up to assist particular institutions. These committees should keep in direct touch with these institutions and take part in their organization. They should help in planning studies on local manpower requirements and advise on adapting the institutions with which they co-operate to the actual and foreseeable needs of users.

42. Advisory commissions and committees should include representatives of:

- a. The authorities, responsible for the planning of technical and vocational education;
- b. The various branches of economic activity;
- c. Trade unions and other workers' organizations;
- d. Employers' organizations;
- e. Teachers', and, where appropriate, students' and alumni associations;
- f. Public employment agencies;
- g. Other competent organizations, such as technicians' and engineers' associations.

Programme of study

43. When planning the organization of technical and vocational courses responsible authorities, in consultation with other interested bodies, may wish to take into account the specimen schemes contained in the Annex to this Recommendation.

44. When grouping specialities, attention should be paid to local economic factors, and the importance of these specialities in the region. Where the number of students desirous of studying a particular speciality is considerable, a separate department should be formed, thus ensuring that proper attention is paid to the establishment of laboratories and workshops and to relevant administrative matters.

45. The education and training of skilled workers, while providing a broad basis for later specialization or advancement, should be directed to the practical and theoretical skills and knowledge which are or may be required for future employment.

46. The education and training of technicians should lay stress upon the technological aspects of a particular occupation without neglecting the practical skills and knowledge involved.

47. The education and training of engineers or technologists should be broadly based, and should provide a sound working knowledge of the sciences appropriate to their field. For those who may wish to specialize in research and development, there should be opportunity for advanced study of these sciences, while for those whose interest is likely to lie in the fields of production and maintenance more specialized technological studies should be similarly available.

48. In addition to a specialist knowledge technicians, engineers and technologists should study the social and economic aspects of their respective fields in order that the most harmonious and effective use can be made of the human and material resources available to them.

49. Teaching programmes at the technician, engineer and technologist levels should include the study of one foreign language of world-wide use to enable the student to be and remain conversant with the continuing development of techniques in his speciality and in the fields of science in general.

50. These study courses could, for example, be divided into the following sections:

- a. General subjects, such as languages, social sciences, etc.;
- b. Basic sciences, such as mathematics, physics, chemistry, biology, etc.;
- c. General technical subjects, such as applied mechanics, strength of materials, thermo-dynamics, fluid mechanics, agronomy, accountancy, etc.;

- d.* Specialized subjects, such as thermal engines, compressors, machine tools, stability of structures, electronics, accounting machines, agricultural machines, etc.

51. The responsible authorities should ensure that the students receive a comprehensive general education. They should lay stress on developing the personality and reasoning power of the students, as well as their sense of moral, social and professional values and responsibilities.

VI. GUIDANCE

52. Every student proceeding from general education to some form of technical and vocational education should feel free to make his own choice in the light of his aspirations and with an understanding of his abilities and interests, bearing in mind the future demands for qualified staff and knowing that arrangements made by the responsible authorities will enable him later to change his field of training if he so wishes and to continue his studies to the limit of his capacities, without encountering obstacles other than a longer period of training.

53. Without prejudice to the free choice mentioned above, appropriate entrance requirement standards should be established in order to avoid excessive wastage.

54. Guidance should enable students, through a more accurate knowledge of their individual potentialities on the one hand and of the requirements of the various groups of professions and the future needs of the economy on the other, to set themselves more precisely determined objectives, and to attain them more certainly by taking advantage of the most appropriate means of training.

55. Guidance services should be available to all students whether provided by the school system or by other authorities.

56. Whenever possible, arrangements should be made for organizing an adequate diagnostic or exploratory period in each establishment before a particular field of training is selected by the student.

57. A guidance and placement service should be established by the competent governmental or other authorities for the purpose of:

- a.* Maintaining full and systematic accumulative records of the students;
- b.* Providing students and parents with details of vocational opportunities, types of available courses and other relevant matters;
- c.* Helping students in interpreting the results of evaluations and in making decisions affecting them;
- d.* Assisting young persons in finding employment in accordance with the type and the level of education and training they have received or are receiving;

- e. Maintaining contact with former students, whether graduates or not, and ensuring the efficiency of the guidance system employed.

VII. STAFF

Teaching staff for the education of engineers and technologists

58. In recruiting new teaching staff for establishments of higher technical and vocational education, and in training such staff, responsible authorities should take into account the requirements of the dual functions to be performed by such staff, namely the carrying out of pedagogical duties and the conduct of research in the field of the scientific or technical subject taught.

59. The right balance should be maintained between the teaching duties and the research work of the teaching staff in order to produce effective results and improve the status of the educational institution. Working conditions and teaching schedules should be such as to permit the senior teaching staff and suitably gifted young teachers to carry out their research work.

60. The teaching staff in scientific subjects should generally have the same qualifications as those holding comparable posts in science faculties of universities. However, the teachers in basic sciences should also have a knowledge of applied sciences since, for student engineers, these subjects will at a later stage be of the utmost importance.

61. As a rule, the teaching staff in technological institutes, polytechnics, engineering colleges and other institutions in the fields of higher technical and vocational education should consist of graduates from universities or institutions of an equivalent level. The senior teaching staff should as a rule possess higher scientific or technical qualifications since they not only have to carry out teaching duties but are also called upon to guide research.

62. The teachers of specialized subjects should possess practical experience in their field of specialization.

63. In order to create a closer link with industry, agriculture and commerce, engineers and technologists working in these fields should be invited to join the teaching staff of institutions of higher technical education so that they can combine with their principal work the teaching of specialized subjects.

64. A good balance between the number of full-time and part-time teachers should be maintained. The majority of teachers of specialized technical subjects should be recruited as full-time teachers for, in addition to teaching, they should be responsible for the training of young teachers, planning laboratories and study rooms, preparing teaching materials and other similar work.

65. Postgraduate study should be encouraged as a means of attracting the most capable candidates for teaching and scientific research. Announcements of vacancies and of competitive examinations should be made public and financial aid should be given to postgraduate students in the form of fellowships, grants, etc.

66. Research work in the technical field for postgraduates and members of the teaching staff should be mainly of an experimental character and should be carried out in close relation to the objectives of industry, agriculture, and commerce. Such work should especially be carried out in those new techniques where rapid solution of problems is of special value.

Teaching staff for the education of technicians

67. The teaching staff for the education of technicians should possess either a degree or a higher technician's qualification in an appropriate field and should have had industrial or comparable experience in their particular discipline.

68. The senior staff of institutions for the education of technicians who are called upon not only to carry out teaching duties but to guide applied research work, should have appropriate higher qualifications.

Teaching staff for the education of skilled workers

69. Teachers of general education and theoretical subjects should have sufficient knowledge of the branch of activity which their students are intending to enter or have already entered.

70. Teachers of basic sciences should adapt their teaching, as far as possible, to the particular branches of study of their students.

71. Teachers of general technical or specialized subjects should have received specialized training at a level higher than that in which they are teaching, or should have achieved an equivalent level of competence as the result of extended practical experience.

72. Whenever possible, teachers of technical or specialized subjects should have at least three years' practical experience of the trade or speciality which they are to teach.

Workshop instructors

73. Workshop instructors should possess extensive trade or craft experience in appropriate industrial or equivalent undertakings.

Teacher training

74. Teaching staff employed either full-time or part-time in institutions for technical and vocational education should receive, or have

received special training, including teaching practice, for the purpose of developing their teaching ability and improving their technical qualifications and general education. Such training would be imparted in one or more of the following forms:

- a. Full-time studies in appropriate institutions;
- b. Part-time courses;
- c. In-service training as assistant teachers or instructors;
- d. Advice on teaching methods from a specialist.

75. Training facilities for teachers in technical and vocational education should be adapted to suit local needs.

76. The training of teachers in technical and vocational education should be considered as a process continuing throughout their teaching career. Arrangements should be made for the periodic release of teachers in order that they may keep abreast of modern processes and methods of production and management through periods of work in their specialty.

The principal and other personnel

77. The post of principal of a technical institution should be entrusted to a person who is fully proficient in the actual pursuit of one of the specialities taught at the institution and has had both practical and teaching experience. The administrative capacity of the candidates for the post should however also be taken into account as sound administration is essential to the success of any school.

78. The principal should receive sufficient administrative assistance to enable him to devote his work in the main to the important educational and scientific aspects of his institution.

79. The staff of institutions for technical and vocational education should include personnel to provide for:

- a. Advice and guidance to pupils and students;
- b. Preparation, supervision and co-ordination of practical work and experiments;
- c. Maintenance of instruments, apparatus and tools in workshops and laboratories.

80. Workshop instructors and laboratory staff should receive special training on the subject of safety, with emphasis on safe working conditions and the safe use of tools and appliances for the occupations in which they instruct.

81. Every technical institution should provide for the maintenance of contact with industry, trade unions, parents' and alumni organizations,

etc., and for ensuring that the establishment keeps in constant touch with the latest developments in the subjects that it teaches. Co-ordination might also be achieved by the use of part-time teachers from industry, agriculture, commerce, or in any other suitable manner.

82. One of the purposes of co-ordination should be to ensure that the work given to trainees in industry, agriculture and commerce has value for their training.

Conditions of service

83. In order to attract and retain highly qualified personnel into the technical and vocational education system, the emoluments and conditions of service which are offered should compare favourably with those enjoyed by persons with similar qualifications and experience in industry, agriculture and commerce. In particular, salaries and pension scales for the staff of institutions for technical and vocational education should take into account the practical experience acquired before entry upon a teaching career.

VIII. TEACHING METHODS

84. The teaching of all subjects in technical and vocational schools should make full use of experiment and of active and participative methods. It should be related to present or future occupations of the students, it should have reference to local conditions, and should reflect the latest scientific and technical developments. It should prepare students to adapt themselves to varying economic requirements.

85. Farm, office and workshop practice should aim at teaching students to overcome systematically the problems encountered in the occupations for which they are training. It should be based on an analysis of the appropriate occupation and should include graded exercises of increasing difficulty, performed under supervision.

86. In the teaching of mathematics and science, practical applications should be emphasized and full use made of experiment.

87. Considering the important contributions of general subjects to the cultural background of the students, and the limited amount of time apportioned to them, a careful selection of these subjects should be made and appropriate methods for their teaching developed. Such methods should take fully into account the special needs of schools of technical and vocational education and of their students.

88. Carefully selected textbooks, audio-visual and other new teaching aids should be used in the teaching process.

Evaluation in technical and vocational education

89. In order to obtain complete assessment of the students, the responsible authorities should ensure that full use is made of modern evaluation methods in accordance with the following general principles:

- a. An efficient comprehensive system of evaluation should not only give an idea of the level of knowledge and performance, but also of the educational, cultural and social standards of the student, the class and the school;
- b. It should be adapted to the requirements and general features of the school and of the economic system in which it is used;
- c. In the choice and application of evaluation techniques and in the recording of results, consideration should be given not only to the immediate but also to the long-term use of the data supplied;
- d. Evaluation should be comprehensive, necessitating the co-operation of the students in assessing their own merits. Self-appraisal should enable them to be aware of their own progress;
- e. The underlying assumptions, intentions and immediate aims of the evaluation methods used should be explained to teachers, parents and students.

90. The following evaluation methods might be used: the traditional type of examination, school marks, the marking of samples of work, general ability and other tests, observations, questionnaires, interviews and medical checks.

91. The results obtained from an entrance examination if given should be used by the school authorities for the initial assessment of students. Action should be taken to ensure continuing evaluation.

IX. RESEARCH AND TECHNICAL AND VOCATIONAL EDUCATION

92. The spirit of research should be fostered at all levels of technical and vocational education. The responsible authorities should encourage:

- a. Scientific and technological research at higher technical institutions;
- b. Research applied to the appraisal and orientation of sound curricula in technical and vocational education for a country or region;
- c. Pedagogic research applied to technical and vocational education its methods means of action and use of equipment.

93. In order to ensure that the problems in technical and vocational education are studied at the highest level, and with a view also to fostering an international approach to this field. Member States should establish a chair of technical and vocational education in an appropriate institution of higher education, either within their own territory or by co-operating among a group of States.

X. INTERNATIONAL CO-OPERATION

94. Member States should co-operate in the field of technical and vocational education with, where desirable, the help of international organizations. Their co-operation, multilateral or bilateral, should be well co-ordinated and should extend to such measures as:

- a.* The exchange of information and technical documents;
- b.* The organization of seminars and working parties on specific subjects;
- c.* The award of scholarships and travel grants, the provision of technical personnel or equipment, and the exchange of teachers and students;
- d.* The provision of opportunities for vocational or other employment experience abroad;
- e.* The progressive standardization within a group of States of curricula for a given occupation.

95. Member States should take continuous action in the preparation of programmes of international co-operation in the field of technical and vocational education. For this purpose, they should create within their own territory a climate of opinion favourable to international co-operation. Every principal and teacher should be kept informed of what the authorities are doing to develop international co-operation in technical education and be asked to give effective aid to this undertaking.

96. Within each country, the first step towards international exchange of information should be to promote the systematic application of international norms relating to one or other field of technical education, such as systems of units and scientific and technical symbols.

ANNEX

Sample schemes in full-time technical and vocational education

(The sample schemes given relate only to full-time courses conducted entirely within educational institutions.)

	Length of previous education (years)	Duration of course (years)	Percentage allocation of time per subject group					Qualification requirements additional to written or oral examination
			General subjects ¹	Basic science subjects ¹	General technical subjects ¹	Special technical subjects ¹	Practical work in workshop or field	
Engineer or technologist	11-13	4-6	10	20-30	20-30	20-30	10-20	Thesis or project
Technicians	A 11-12	2-3	10	15	20	20	35	Project Project
	B 9-10	3-5	10	15	20	20	35	
Skilled workers	8-10	2-4	20		20		60	Practical test

1. To include related laboratory or similar work.

Op 5 oktober 1966 werd te Parijs door de Bijzondere Intergouvernementele Conferentie inzake de status van leerkrachten een Aanbeveling aangenomen inzake de status van leerkrachten. De Engelse tekst van deze Aanbeveling luidt¹⁾:

Recommendation concerning the status of teachers

The Special Intergovernmental Conference on the Status of Teachers, Recalling that the right to education is a fundamental human right, Conscious of the responsibility of the States for the provision of proper education for all in fulfilment of Article 26 of the Universal Declaration of Human Rights, of Principles 5, 7 and 10 of the Declaration of the Rights of the Child and of the United Nations Declaration concerning the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples,

Aware of the need for more extensive and widespread general and technical and vocational education, with a view to making full use of all the talent and intelligence available as an essential contribution to continued moral and cultural progress and economic and social advancement,

Recognizing the essential rôle of teachers in educational advancement and the importance of their contribution to the development of man and modern society,

Concerned to ensure that teachers enjoy the status commensurate with this rôle,

Taking into account the great diversity of the laws, regulations and customs which, in different countries, determine the patterns and organization of education,

Taking also into account the diversity of the arrangements which in different countries apply to teaching staff, in particular according to whether the regulations concerning the public service apply to them,

Convinced that in spite of these differences similar questions arise in all countries with regard to the status of teachers and that these questions call for the application of a set of common standards and measures, which it is purpose of this Recommendation to set out,

Noting the terms of existing international conventions which are applicable to teachers, and in particular of instruments concerned with basic human rights such as the Freedom of Association and Protection of the right to Organize Convention, 1948, the Right to Organize and Collective Bargaining Convention, 1949, the Equal Remuneration Convention, 1951, and the Discrimination (Employment and Occupation) Convention, 1958, adopted by the General Conference of the International Labour Organisation, and the Convention against Discrimination in Education, 1960, adopted by the

¹⁾ De Franse, de Russische en de Spaanse tekst zijn niet afgedrukt.

General Conference of the United Nations Educational, Scientific and Cultural Organization,

Noting also the recommendations on various aspects of the preparation and the status of teachers in primary and secondary schools adopted by the International Conference on Public Education convened jointly by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, and the Recommendation concerning Technical and Vocational Education, 1962, adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization,

Desiring to supplement existing standards by provisions relating to problems of peculiar concern to teachers and to remedy the problems of teacher shortage,

Has adopted this Recommendation:

I. DEFINITIONS

1. For the purpose of the Recommendation:

- a. the word "teacher" covers all those persons in schools who are responsible for the education of pupils;
- b. the expression "status" as used in relation to teachers means both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups.

II. SCOPE

2. This Recommendation applies to all teachers in both public and private schools up to the completion of the secondary stage of education, whether nursery, kindergarten, primary, intermediate or secondary, including those providing technical, vocational, or art education.

III. GUIDING PRINCIPLES

3. Education from the earliest school years should be directed to the all-round development of the human personality and to the spiritual moral, social, cultural and economic progress of the community, as well as to the inculcation of deep respect for human rights and fundamental freedoms; within the framework of these values the utmost importance should be attached to the contribution to be made by education to peace and to understanding, tolerance and friendship among all nations and among racial or religious groups.

4. It should be recognized that advance in education depends largely on the qualifications and ability of the teaching staff in general and on the human, pedagogical and technical qualities of the individual teachers.

5. The status of teachers should be commensurate with the needs of education as assessed in the light of educational aims and objectives; it should be recognized that the proper status of teachers and due public regard for the profession of teaching are of major importance for the full realization of these aims and objectives.

6. Teaching should be regarded as a profession: it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.

7. All aspects of the preparation and employment of teachers should be free from any form of discrimination on grounds of race, colour, sex, religion, political opinion, national or social origin, or economic condition.

8. Working conditions for teachers should be such as will best promote effective learning and enable teachers to concentrate on their professional tasks.

9. Teachers' organizations should be recognized as a force which can contribute greatly to educational advance and which therefore should be associated with the determination of educational policy.

IV. EDUCATIONAL OBJECTIVES AND POLICIES

10. Appropriate measures should be taken in each country to the extent necessary to formulate comprehensive educational policies consistent with the Guiding Principles, drawing on all available resources, human and otherwise. In so doing, the competent authorities should take account of the consequences for teachers of the following principles and objectives:

- a. it is the fundamental right of every child to be provided with the fullest possible educational opportunities; due attention should be paid to children requiring special educational treatment;
- b. all facilities should be made available equally to enable every person to enjoy his right to education without discrimination on grounds of sex, race, colour, religion, political opinion, national or social origin, or economic condition;
- c. since education is a service of fundamental importance in the general public interest, it should be recognized as a responsibility of the State, which should provide an adequate network of schools, free education in these schools and material assistance to needy pupils; this should not be construed so as to interfere with the liberty of the parents and, when applicable, legal guardians to choose for their children schools other than those established by the State, or so

as to interfere with the liberty of individuals and bodies to establish and direct educational institutions which conform to such minimum educational standards as may be laid down or approved by the State;

- d. since education is an essential factor in economic growth, educational planning should form an integral part of total economic and social planning undertaken to improve living conditions;
- e. since education is a continuous process the various branches of the teaching service should be so co-ordinated as both to improve the quality of education for all pupils and to enhance the status of teachers;
- f. there should be free access to a flexible system of schools, properly interrelated, so that nothing restricts the opportunities for each child to progress to any level in any type of education;
- g. as an educational objective, no State should be satisfied with mere quantity, but should seek also to improve quality;
- h. in education both long-term and short-term planning and programming are necessary; the efficient integration in the community of today's pupils will depend more on future needs than on present requirements;
- i. all educational planning should include at each stage early provision for the training, and the further training, of sufficient numbers of fully competent and qualified teachers of the country concerned who are familiar with the life of their people and able to teach in the mother tongue;
- j. co-ordinated systematic and continuing research and action in the field of teacher preparation and in-service training are essential, including, at the international level, co-operative projects and the exchange of research findings;
- k. there should be close co-operation between the competent authorities, organizations of teachers, of employers and workers, and of parents as well as cultural organizations and institutions of learning and research for the purpose of defining educational policy and its precise objectives;
- l. as the achievement of the aims and objectives of education largely depends on the financial means made available to it, high priority should be given, in all countries, to setting aside, within the national budgets, an adequate proportion of the national income for the development of education.

V. PREPARATION FOR THE PROFESSION

Selection

11. Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills.

12. To meet this need, educational authorities should provide adequate inducements to prepare for teaching and sufficient places in appropriate institutions.

13. Completion of an approved course in an appropriate teacher-preparation institution should be required of all persons entering the profession.

14. Admission to teacher preparation should be based on the completion of appropriate secondary education, and the evidence of the possession of personal qualities likely to help the persons concerned to become worthy members of the profession.

15. While the general standards for admission to teacher-preparation should be maintained, persons who may lack some of the formal academic requirements for admission, but who possess valuable experience, particularly in technical and vocational fields, may be admitted.

16. Adequate grants or financial assistance should be available to students preparing for teaching to enable them to follow the courses provided and to live decently; as far as possible, the competent authorities should seek to establish a system of free teacher-preparation institutions.

17. Information concerning the opportunities and the grants or financial assistance for teacher-preparation should be readily available to students and other persons who may wish to prepare for teaching.

18. 1) Fair consideration should be given to the value of teacher-preparation programmes completed in other countries as establishing in whole or in part the right to practise teaching.

2) Steps should be taken with a view to achieving international recognition of teaching credentials conferring professional status in terms of standards agreed to internationally.

Teacher-preparation programmes

19. The purpose of a teacher-preparation programme should be to develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which

underlie good human relations, within and across national boundaries, and a sense of responsibility to contribute both by teaching and by example to social, cultural and economic progress.

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

21. 1) All teachers should be prepared in general, special and pedagogical subjects in universities, or in institutions on a level comparable to universities, or else in special institutions for the preparation of teachers.

2) The content of teacher-preparation programmes may reasonably vary according to the tasks the teachers are required to perform in different types of schools, such as establishments for handicapped children or technical and vocational schools. In the latter case, the programmes might include some practical experience to be acquired in industry, commerce or agriculture.

22. A teacher-preparation programme may provide for a professional course either concurrently with or subsequent to a course of personal academic or specialized education or skill cultivation.

23. Education for teaching should normally be full-time; special arrangements may be made for older entrants to the profession and persons in other exceptional categories to undertake all or part of their course on a part-time basis, on condition that the content of such courses and the standards of attainment are on the same level as those of the full-time courses.

24. Consideration should be given to the desirability of providing for the education of different types of teachers, whether primary, secondary, technical, specialist or vocational teachers, in institutions organically related or geographically adjacent to one another.

Teacher-preparation institutions

25. The staff of teacher-preparation institutions should be qualified to teach in their own discipline at a level equivalent to that of higher education. The staff teaching pedagogical subjects should have had ex-

perience of teaching in schools and wherever possible should have this experience periodically refreshed by secondment to teaching duties in schools.

26. Research and experimentation in education and in the teaching of particular subjects should be promoted through the provision of research facilities in teacher-preparation institutions and research work by their staff and students. All staff concerned with teacher education should be aware of the findings of research in the field with which they are concerned and endeavour to pass on its results to students.

27. Students as well as staff should have the opportunity of expressing their views on the arrangements governing the life, work and discipline of a teacher-preparation institution.

28. Teacher-preparation institutions should form a focus of development in the education service, both keeping schools abreast of the results of research and methodological progress, and reflecting in their own work the experience of schools and teachers.

29. The teacher-preparation institutions should, either severally or jointly, and in collaboration with another institution of higher education or with the competent education authorities, or not, be responsible for certifying that the student has satisfactorily completed the course.

30. School authorities, in co-operation with teacher-preparation institutions, should take appropriate measures to provide the newly-trained teachers with an employment in keeping with their preparation and individual wishes and circumstances.

VI. FURTHER EDUCATION FOR TEACHERS

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

32. Authorities, in consultation with teachers' organizations, should promote the establishment of a wide system of in-service education, available free to all teachers. Such a system should provide a variety of arrangements and should involve the participation of teacher-preparation institutions, scientific and cultural institutions, and teachers' organizations. Refresher courses should be provided, especially for teachers returning to teaching after a break in service.

33. 1) Courses and other appropriate facilities should be so designed as to enable teachers to improve their qualifications, to alter or enlarge the scope of their work or seek promotion and to keep up to date with their subject and field of education as regards both content and method.

2) Measures should be taken to make books and other material available to teachers to improve their general education and professional qualifications.

34. Teachers should be given both the opportunities and the incentives to participate in courses and facilities and should take full advantage of them.

35. School authorities should make every endeavour to ensure that schools can apply relevant research findings both in the subjects of study and in teaching methods.

36. Authorities should encourage and, as far as possible, assist teachers to travel in their own country and abroad, either in groups or individually, with a view to their further education.

37. It would be desirable that measures taken for the preparation and further education of teachers should be developed and supplemented by financial and technical co-operation on an international or regional basis.

VII. EMPLOYMENT AND CAREER

Entry into the teaching profession

38. In collaboration with teachers' organizations, policy governing recruitment into employment should be clearly defined at the appropriate level and rules should be established laying down the teachers' obligations and rights.

39. A probationary period on entry to teaching should be recognized both by teachers and by employers as the opportunity for the encouragement and helpful initiation of the entrant and for the establishment and maintenance of proper professional standards as well as the teacher's own development of his practical teaching proficiency. The normal duration of probation should be known in advance and the conditions for its satisfactory completion should be strictly related to professional competence. If the teacher is failing to complete his probation satisfactorily, he should be informed of the reasons and should have the right to make representations.

Advancement and promotion

40. Teachers should be able, subject to their having the necessary qualifications, to move from one type or level of school to another within the education service.

41. The organization and structure of an education service, including that of individual schools, should provide adequate opportunities for and recognition of additional responsibilities to be exercised by in-

dividual teachers, on condition that those responsibilities are not detrimental to the quality or regularity of their teaching work.

42. Consideration should be given to the advantages of schools sufficiently large for pupils to have the benefits and staff the opportunities to be derived from a range of responsibilities being carried by different teachers.

43. Posts of responsibility in education, such as that of inspector, educational administrator, director of education or other posts of special responsibility, should be given as far as possible to experienced teachers.

44. Promotion should be based on an objective assessment of the teacher's qualifications for the new post, by reference to strictly professional criteria laid down in consultation with teachers' organizations.

Security of tenure

45. Stability of employment and security of tenure in the profession are essential in the interests of education as well as in that of the teacher and should be safeguarded even when changes in the organization of or within a school system are made.

46. Teachers should be adequately protected against arbitrary action affecting their professional standing or career.

Disciplinary procedures related to breaches of professional conduct

47. Disciplinary measures applicable to teachers guilty of breaches of professional conduct should be clearly defined. The proceedings and any resulting action should only be made public if the teacher so requests, except where prohibition from teaching is involved or the protection or wellbeing of the pupils so requires.

48. The authorities or bodies competent to propose or apply sanctions and penalties should be clearly designated.

49. Teachers' organizations should be consulted when the machinery to deal with disciplinary matters is established.

50. Every teacher should enjoy equitable safeguards at each stage of any disciplinary procedure, and in particular:

- a. the right to be informed in writing of the allegations and the grounds for them;
- b. the right to full access to the evidence in the case;

- c. the right to defend himself and to be defended by a representative of his choice, adequate time being given to the teacher for the preparation of his defence;
- d. the right to be informed in writing of the decisions reached and the reasons for them;
- e. the right to appeal to clearly designated competent authorities or bodies.

51. Authorities should recognize that effectiveness of disciplinary safeguards as well as discipline itself would be greatly enhanced if the teachers were judged with the participation of their peers.

52. The provisions of the foregoing paragraphs 47—51 do not in any way affect the procedures normally applicable under national laws or regulations to acts punishable under criminal laws.

Medical examinations

53. Teachers should be required to undergo periodical medical examinations, which should be provided free.

Women teachers with family responsibilities

54. Marriage should not be considered a bar to the appointment or to the continued employment of women teachers, nor should it affect remuneration or other conditions of work.

55. Employers should be prohibited from terminating contracts of service for reasons of pregnancy and maternity leave.

56. Arrangements such as crèches or nurseries should be considered where desirable to take care of the children of teachers with family responsibilities.

57. Measures should be taken to permit women teachers with family responsibilities to obtain teaching posts in the locality of their homes and to enable married couples, both of whom are teachers, to teach in the same general neighbourhood or in one and the same school.

58. In appropriate circumstances women teachers with family responsibilities who have left the profession before retirement age should be encouraged to return to teaching.

Part-time service

59. Authorities and schools should recognize the value of part-time service given, in case of need, by qualified teachers who for some reason cannot give full-time service.

60. Teachers employed regularly on a part-time basis should:
- a. receive proportionately the same remuneration and enjoy the same basic conditions of employment as teachers employed on a full-time basis;
 - b. be granted rights corresponding to those of teachers employed on a full-time basis as regards holidays with pay, sick leave and maternity leave, subject to the same eligibility requirements; and
 - c. be entitled to adequate and appropriate social security protection, including coverage under employers' pension schemes.

VIII. THE RIGHTS AND RESPONSIBILITIES

Professional freedom

61. The teaching profession should enjoy academic freedom in the discharge of professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be given the essential rôle in the choice and the adaptation of teaching material, the selection of textbooks and the application of teaching methods, within the framework of approved programmes, and with the assistance of the educational authorities.

62. Teachers and their organizations should participate in the development of new courses, textbooks and teaching aids.

63. Any systems of inspection or supervision should be designed to encourage and help teachers in the performance of their professional tasks and should be such as not to diminish the freedom, initiative and responsibility of teachers.

64. 1) Where any kind of direct assessment of the teacher's work is required, such assessment should be objective and should be made known to the teacher.

2) Teachers should have a right to appeal against assessments which they deem to be unjustified.

65. Teachers should be free to make use of such evaluation techniques as they may deem useful for the appraisal of pupils' progress, but should ensure that no unfairness to individual pupils results.

66. The authorities should give due weight to the recommendations of teachers regarding the suitability of individual pupils for courses and further education of different kinds.

67. Every possible effort should be made to promote close co-operation between teachers and parents in the interests of pupils, but teachers should be protected against unfair or unwarranted interference

by parents in matters which are essentially the teacher's professional responsibility.

68. 1) Parents having a complaint against a school or a teacher should be given the opportunity of discussing it in the first instance with the school principal and the teacher concerned. Any complaint subsequently addressed to higher authority should be put in writing and a copy should be supplied to the teacher.

2) Investigations of complaints should be so conducted that the teachers are given a fair opportunity to defend themselves and that no publicity is given to the proceedings.

69. While teachers should exercise the utmost care to avoid accidents to pupils, employers of teachers should safeguard them against the risk of having damages assessed against them in the event of injury to pupils occurring at schools or in school activities away from the school premises or grounds.

Responsibilities of teachers

70. Recognizing that the status of their profession depends to a considerable extent upon teachers themselves, all teachers should seek to achieve the highest possible standards in all their professional work.

71. Professional standards relating to teacher performance should be defined and maintained with the participation of the teachers' organizations.

72. Teachers and teachers' organizations should seek to co-operate fully with authorities in the interests of the pupils, of the education service and of society generally.

73. Codes of ethics or of conduct should be established by the teachers' organizations, since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles.

74. Teachers should be prepared to take their part in extra-curricular activities for the benefit of pupils and adults.

Relations between teachers and the education service as a whole

75. In order that teachers may discharge their responsibilities, authorities should establish and regularly use recognized means of consultation with teachers' organizations in such matters as educational policy, school organization, and new developments in the education service.

76. Authorities and teachers should recognize the importance of the participation of teachers, through their organizations and in other ways, in steps designed to improve the quality of the education service, in educational research, and in the development and dissemination of new improved methods.

77. Authorities should facilitate the establishment and the work of panels designed, within a school or within a broader framework, to promote the co-operation of teachers of the same subject and should take due account of the opinions and suggestions of such panels.

78. Administrative and other staff who are responsible for aspects of the education service should seek to establish good relations with teachers and this approach should be equally reciprocated.

Rights of teachers

79. The participation of teachers in social and public life should be encouraged in the interests of the teacher's personal development, of the education service and of society as a whole.

80. Teachers should be free to exercise all civic rights generally enjoyed by citizens and should be eligible for public office.

81. Where the requirements of public office are such that the teacher has to relinquish his teaching duties, he should be retained in the profession for seniority and pension purposes and should be able to return to his previous post or to an equivalent post after his term of public office has expired.

82. Both salaries and working conditions for teachers should be determined through the process of negotiation between teachers' organizations and the employers of teachers.

83. Statutory or voluntary machinery should be established whereby the right of teachers to negotiate through their organizations with their employers, either public or private, is assured.

84. Appropriate joint machinery should be set up to deal with the settlement of disputes between the teachers and their employers arising out of terms and conditions of employment. If the means and procedures established for these purposes should be exhausted or if there should be a breakdown in negotiations between the parties, teachers' organizations should have the right to take such other steps as are normally open to other organizations in the defence of their legitimate interests.

IX. CONDITIONS FOR EFFECTIVE TEACHING AND LEARNING

85. Since the teacher is a valuable specialist, his work should be so organized and assisted as to avoid waste of his time and energy.

Class size

86. Class size should be such as to permit the teacher to give the pupils individual attention. From time to time provision may be made for small group or even individual instruction for such purposes as remedial work, and on occasion, for large group instruction employing audio-visual aids.

Ancillary staff

87. With a view to enabling teachers to concentrate on their professional tasks, schools should be provided with ancillary staff to perform non-teaching duties.

Teaching aids

88. 1) Authorities should provide teachers and pupils with modern aids to teaching. Such aids should not be regarded as a substitute for the teacher but as a means of improving the quality of teaching and extending to a larger number of pupils the benefits of education.

2) Authorities should promote research into the use of such aids and encourage teachers to participate actively in such research.

Hours of work

89. The hours teachers are required to work per day and per week should be established in consultation with teachers' organizations.

90. In fixing hours of teaching account should be taken of all factors which are relevant to the teacher's work load, such as:

- a. the number of pupils with whom the teacher is required to work per day and per week;
- b. the necessity to provide time for adequate planning and preparation of lessons and for evaluation of work;
- c. the number of different lessons assigned to be taught each day;
- d. the demands upon the time of the teacher imposed by participation in research, in co-curricular and extra-curricular activities, in supervisory duties and in counselling of pupils;
- e. the desirability of providing time in which teachers may report to and consult with parents regarding pupil progress.

91. Teachers should be provided time necessary for taking part in in-service training programmes.

92. Participation of teachers in extra-curricular activities should not constitute an excessive burden and should not interfere with the fulfilment of the main duties of the teacher.

93. Teachers assigned special educational responsibilities in addition to classroom instruction should have their normal hours of teaching reduced correspondingly.

Annual holidays with pay

94. All teachers should enjoy a right to adequate annual vacation with full pay.

Study leave

95. 1) Teachers should be granted study leave on full or partial pay at intervals.

2) The period of study leave should be counted for seniority and pension purposes.

3) Teachers in areas which are remote from population centres and are recognized as such by the public authorities should be given study leave more frequently.

Special leave

96. Leave of absence granted within the framework of bilateral and multilateral cultural exchanges should be considered as service.

97. Teachers attached to technical assistance projects should be granted leave of absence and their seniority, eligibility for promotion and pension rights in the home country should be safeguarded. In addition special arrangements should be made to cover their extraordinary expenses.

98. Foreign guests teachers should similarly be given leave of absence by their home countries and have their seniority and pension rights safeguarded.

99. 1) Teachers should be granted occasional leave of absence with full pay to enable them to participate in the activities of their organizations.

2) Teachers should have the right to take up office in their organizations; in such case their entitlements should be similar to those of teachers holding public office.

100. Teachers should be granted leave of absence with full pay for adequate personal reasons under arrangements specified in advance of employment.

Sick leave and maternity leave

101. 1) Teachers should be entitled to sick leave with pay.

2) In determining the period during which full or partial pay shall be payable, account should be taken of cases in which it is necessary for teachers to be isolated from pupils for long periods.

102. Effect should be given to the standards laid down by the International Labour Organisation in the field of maternity protection, and in particular the Maternity Protection Convention, 1919 ¹⁾, and the Maternity Protection Convention (Revised), 1952 ²⁾, as well as to the standards referred to in paragraph 126 of this Recommendation.

103. Women teachers with children should be encouraged to remain in the service by such measures as enabling them, at their request, to take additional unpaid leave of up to one year after childbirth without loss of employment, all rights resulting from employment being fully safeguarded.

Teacher exchange

104. Authorities should recognize the value both to the education service and to teachers themselves of professional and cultural exchanges between countries and of travel abroad on the part of teachers; they should seek to extend such opportunities and take account of the experience acquired abroad by individual teachers.

105. Recruitment for such exchanges should be arranged without any discrimination, and the persons concerned should not be considered as representing any particular political view.

106. Teachers who travel in order to study and work abroad should be given adequate facilities to do so and proper safeguards of their posts and status.

107. Teachers should be encouraged to share teaching experience gained abroad with other members of the profession.

¹⁾ De tekst van het op 29 november 1919 te Washington door de Internationale Arbeidsconferentie in haar eerste zitting aangenomen Verdrag betreffende de arbeid van vrouwen voor en na haar bevalling (Arbeidsverdrag nr. 3), zoals dat Verdrag is gewijzigd bij het Verdrag tot herziening der slotartikelen, 1946, is afgedrukt in het „Recueil des Traités” van de Verenigde Naties, deel 38, blz. 53 e.v.

²⁾ Tekst en vertaling van het op 28 juni 1952 te Genève door de Internationale Arbeidsconferentie in haar vijfendertigste zitting aangenomen Verdrag betreffende de bescherming van het moederschap (herzien) (Arbeidsverdrag nr. 103) zijn geplaatst in *Trb.* 1953, 129.

School buildings

108. School buildings should be safe and attractive in overall design and functional in layout; they should lend themselves to effective teaching, and to use for extra-curricular activities and, especially in rural areas, as a community centre; they should be constructed in accordance with established sanitary standards and with a view to durability, adaptability and easy, economic maintenance.

109. Authorities should ensure that school premises are properly maintained, so as not to threaten in any way the health and safety of pupils and teachers.

110. In the planning of new schools representative teacher opinion should be consulted. In providing new or additional accommodation for an existing school the staff of the school concerned should be consulted.

Special provisions for teachers in rural or remote areas

111. 1) Decent housing, preferably free or at a subsidized rental, should be provided for teachers and their families in areas remote from population centres and recognized as such by the public authorities.

2) In countries where teachers, in addition to their normal teaching duties, are expected to promote and stimulate community activities, development plans and programmes should include provision for appropriate accommodation for teachers.

112. 1) On appointment or transfer to schools in remote areas, teachers should be paid removal and travel expenses for themselves and their families.

2) Teachers in such areas should, where necessary, be given special travel facilities to enable them to maintain their professional standards.

3) Teachers transferred to remote areas should, as an inducement, be reimbursed their travel expenses from their place of work to their home town once a year when they go on leave.

113. Whenever teachers are exposed to particular hardships, they should be compensated by the payment of special hardship allowances which should be included in earnings taken into account for pension purposes.

X. TEACHERS' SALARIES

114. Amongst the various factors which affect the status of teachers, particular importance should be attached to salary, seeing that in present world conditions other factors, such as the standing or regard accorded them and the level of appreciation of the importance of their

function, are largely dependent, as in other comparable professions, on the economic position in which they are placed.

115. Teachers' salaries should:

- a. reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into the service;
- b. compare favourably with salaries paid in other occupations requiring similar or equivalent qualifications;
- c. provide teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities, thus enhancing their professional qualification;
- d. take account of the fact that certain posts require higher qualifications and experience and carry greater responsibilities.

116. Teachers should be paid on the basis of salary scales established in agreement with the teachers' organizations. In no circumstances should qualified teachers during a probationary period or if employed on a temporary basis be paid on a lower salary scale than that laid down for established teachers.

117. The salary structure should be planned so as not to give rise to injustices or anomalies tending to lead to friction between different groups of teachers.

118. Where a maximum number of class contact hours is laid down, a teacher whose regular schedule exceeds the normal maximum should receive additional remuneration on an approved scale.

119. Salary differentials should be based on objective criteria such as levels of qualification, years of experience or degrees of responsibility but the relationship between the lowest and the highest salary should be of a reasonable order.

120. In establishing the placement on a basic salary scale of a teacher of vocational or technical subjects who may have no academic degree, allowance should be made for the value of his practical training and experience.

121. Teachers' salaries should be calculated on an annual basis.

122. 1) Advancement within the grade through salary increments granted at regular, preferably annual, intervals should be provided.

2) The progression from the minimum to the maximum of the basic salary scale should not extend over a period longer than 10 to 15 years.

3) Teachers should be granted salary increments for service performed during periods of probationary or temporary appointment.

123. 1) Salary scales for teachers should be reviewed periodically to take into account such factors as a rise in the cost of living, increased productivity leading to higher standards of living in the country or a general upward movement in wage or salary levels.

2) Where a system of salary adjustments automatically following a cost-of-living index has been adopted, the choice of index should be determined with the participation of the teachers' organizations and any cost-of-living allowance granted should be regarded as an integral part of earnings taken into account for pension purposes.

124. No merit rating system for purposes of salary determination should be introduced or applied without prior consultation with and acceptance by the teachers' organizations concerned.

XI. SOCIAL SECURITY

General provisions

125. All teachers, regardless of the type of school in which they serve, should enjoy the same or similar social security protection. Protection should be extended to periods of probation and of training for those who are regularly employed as teachers.

126. 1) Teachers should be protected by social security measures in respect if all the contingencies included in the International Labour Organisation Social Security (Minimum Standards) Convention, 1952¹⁾, namely by medical care, sickness benefit, unemployment benefit, old-age benefit, employment injury benefit, family benefit, maternity benefit, invalidity benefit and survivors' benefit.

2) The standards of social security provided for teachers should be at least as favourable as those set out in the relevant instruments of the International Labour Organisation and in particular the Social Security (Minimum Standards) Convention, 1952¹⁾.

3) Social security benefits for teachers should be granted as a matter of right.

127. The social security protection of teachers should take account of their particular conditions of employment, as indicated in paragraphs 128—140.

Medical care

128. In regions where there is a scarcity of medical facilities teachers should be paid travelling expenses necessary to obtain appropriate medical care.

¹⁾ Tekst en vertaling van het op 28 juni 1952 te Genève door de Internationale Arbeidsconferentie in haar vijfendertigste zitting aangenomen Verdrag betreffende minimum-normen van sociale zekerheid (Arbeidsverdrag nr. 102) zijn geplaatst in *Trb.* 1953, 69. Zie ook, laatstelijk, *Trb.* 1964, 36.

Sickness benefit

129. 1) Sickness benefit should be granted throughout any period of incapacity for work involving suspension of earnings.

2) It should be paid from the first day in each case of suspension of earnings.

3) Where the duration of sickness benefit is limited to a specified period, provisions should be made for extensions in cases in which it is necessary for teachers to be isolated from pupils.

Employment injury benefit

130. Teachers should be protected against the consequences of injuries suffered not only during teaching at school but also when engaged in school activities away from the school premises or grounds.

131. Certain infectious diseases prevalent among children should be regarded as occupational diseases when contracted by teachers who have been exposed to them by virtue of their contact with pupils.

Old-age benefit

132. Pension credits earned by a teacher under any education authority within a country should be portable should the teacher transfer to employment under any other authority within that country.

133. Taking account of national regulations, teachers who, in case of a duly recognized teacher shortage, continue in service after qualifying for a pension should either receive credit in the calculation of the pension for the additional years of service or be able to gain a supplementary pension through an appropriate agency.

134. Old-age benefit should be so related to final earnings that the teacher may continue to maintain an adequate living standard.

Invalidity benefit

135. Invalidity benefit should be payable to teachers who are forced to discontinue teaching because of physical or mental disability. Provision should be made for the granting of pensions where the contingency is not covered by extended sickness benefit or other means.

136. Where disability is only partial in that the teacher is able to teach part time, partial invalidity benefit should be payable.

137. 1) Invalidity benefit should be so related to final earnings that the teacher may continue to maintain an adequate living standard.

2) Provision should be made for medical care and allied benefits with a view to restoring or, where this is not possible, improving the health of disabled teachers, as well as for rehabilitation services designed to prepare disabled teachers, wherever possible, for the resumption of their previous activity.

Survivors' benefit

138. The conditions of eligibility for survivors' benefit and the amount of such benefit should be such as to enable survivors to maintain an adequate standard of living and as to secure the welfare and education of surviving dependent children.

Means of providing social security for teachers

139. 1) The social security protection of teachers should be assured as far as possible through a general scheme applicable to employed persons in the public sector or in the private sector as appropriate.

2) Where no general scheme is in existence for one or more of the contingencies to be covered, special schemes, statutory or non-statutory, should be established.

3) Where the level of benefits under a general scheme is below that provided for in this Recommendation, it should be brought up to the recommended standard by means of supplementary schemes.

140. Consideration should be given to the possibility of associating representatives of teachers' organizations with the administration of special and supplementary schemes, including the investment of their funds.

XII. THE TEACHER SHORTAGE

141. 1) It should be a guiding principle that any severe supply problem should be dealt with by measures which are recognized as exceptional, which do not detract from or endanger in any way professional standards already established or to be established and which minimize educational loss to pupils.

2) Recognizing that certain expedients designed to deal with the shortage of teachers, such as over-large classes and the unreasonable extension of hours of teaching duty are incompatible with the aims and objectives of education and are detrimental to the pupils, the competent authorities as a matter of urgency should take steps to render these expedients unnecessary and to discontinue them.

142. In developing countries, where supply considerations may necessitate short-term intensive emergency preparation programmes for teachers, a fully professional, extensive programme should be available in order to produce corps of professionally prepared teachers competent to guide and direct the educational enterprise.

143. 1) Students admitted to training in short-term, emergency programmes should be selected in terms of the standards applying to ad-

mission to the normal professional programme, or even higher ones, to ensure that they will be capable of subsequently completing the requirements of the full programme.

2) Arrangements and special facilities, including extra study leave on full pay, should enable such students to complete their qualifications in service.

144. 1) As far as possible, unqualified personnel should be required to work under the close supervision and direction of professionally qualified teachers.

2) As a condition of continued employment such persons should be required to obtain or complete their qualifications.

145. Authorities should recognize that improvements in the social and economic status of teachers, their living and working conditions, their terms of employment and their career prospects are the best means of overcoming any existing shortage of competent and experienced teachers, and of attracting to and retaining in the teaching profession substantial numbers of fully qualified persons.

XIII. FINAL PROVISION

146. Where teachers enjoy a status which is, in certain respects, more favourable than that provided for in this Recommendation, its terms should not be invoked to diminish the status already granted.

Uitgegeven de *achtste* mei 1968

De Minister van Buitenlandse Zaken,
J. LUNS.