

The Status of Governance, Academic Freedom, and Teaching Personnel in Ethiopian Higher Education Institutions

FSS Research Report No. 2 *(A Synthesis of Institutional Case Studies)*

Compiled by
Tesfaye Semela



Forum for Social Studies

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**Forum for Social Studies
Addis Ababa**

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Printed in Addis Ababa

ISBN 10: 99944-50-15-8

ISBN 13: 978-99944-50-15-2

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This synthesis report has been produced with the financial assistance of the Swedish International Development Agency and Initiative Africa.

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Abbreviations

AAU	Addis Ababa University
AF	Academic Freedom
AMU	Arbaminch University
BDU	Bahir Dar University
DU	Debub University
ETC	Evangelical Theological College
ETP	Ethiopian Education and Training Policy
FGD	Focus Group Discussion
FSS	Forum for Social Studies
GU	Gonder University
CGPA	Cumulative Grade Point Average
HDP	Higher Diploma Program
HEI	Higher Education Institution
HETP	Higher Education Teaching Personnel
HESO	Higher Education System Overhaul
HSIU	Haile Selasse I University
HRD	Human Resource Development
HU	Haramaya University
IA	Initiative Africa
ICT	Information and Communication Technology
JU	Jimma University
MoE	Ministry of Education
SIDA	Swedish International Development Agency
SMUC	St. Mary's University College
UCAA	University College of Addis Ababa
UNESCO	United Nations Educational, Scientific and Cultural Organization
UoH	University of Hawassa
USU	Oklahoma State University
UUC	Unity University College

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1. Introduction

This Research Report is a synthesis of nine institutional case studies which were carried out in a research project launched by the Forum for Social Studies (FSS) under the title: “*The Status of Governance, Academic Freedom, and Teaching Personnel in Ethiopian Higher Education Institutions*”. The project, which was funded by SIDA/Sweden through Initiative Africa (IA), was carried out from July 2006 to February 2007.

The findings of the case studies and other papers on cross cutting issues were presented at the National Conference on Academic Freedom in Ethiopian Higher Education Institutions, was held from 26th - 27th April 2007, at Semien Hotel, in Addis Ababa. The Conference was attended by senior government officials, leaders and senior managers of higher education institutions, representatives of the donor community, international organizations, civil society organizations, members of the academic community and other stakeholders. The Conference was successfully concluded with a recommendation (see Annex 1) highlighting measures that need to be taken by policy/decision makers at the national and institutional levels, the academic community and development partners to address the challenges that inhibit the creation of an enabling environment in Ethiopian higher education institutions.

The research project had initially set out to survey the situation in eight public and four private higher education institutions in Ethiopia. However, Mekelle University was later dropped from the study due to inadequate response to questionnaires distributed to the academic staff. The institutions covered by the case studies and the researchers who conducted the studies are the following;

No.	Case Study Institution	Researcher
1.	Addis Ababa University (AAU)	Dr. Demissu Gemedo, Assoc. Professor, Faculty of Science, Addis Ababa University
2.	Arbaminch University (AMU)	Dr. Wana Leka, Assoc. Prof., Institute of Educational Research, Addis Ababa University
3.	Bahir Dar University (BDU)	Ato Ayalew Shebeshi, Assoc. Professor, College of Education, Addis Ababa University
4.	Gonder University (GU)	Prof. Habtamu Wondimu, College of

- | | |
|--|---|
| | Education, Addis Ababa University |
| 5. Jimma University (JU) | Dr. Tesfaye Tafesse, Assoc. Professor, Institute of Development Research, Addis Ababa University. |
| 6. Haramaya University (HU) | Dr. Brook Lemma, Assoc. Professor, College of Education, Addis Ababa University |
| 7. St. Mary's University College & Evangelical Theological College | Dr. Eyayu Leulseged, Assoc. Professor, City University College |
| 8. University of Hawassa (UoH) | Dr. Tesfaye Semela, Assist. Professor, Faculty of Education, University of Hawassa |
| 9. Unity University College (UUC) and HiLCoE School of Computer Science and Technology | Ato Deresse Getachew, Lecturer, College of Social Science, Addis Ababa University |

This Report is organized into five sections. The first section provides a brief background of developments in higher education in Ethiopia and the profile of the respective higher education institutions where the case studies were conducted. Drawing from the 1997 UNSECO Recommendation Concerning the Status of Higher-Education-Teaching Personnel, Section 2 describes the conceptual and methodological backdrop adopted in the research including its objectives and key research questions. Section 3 describes the methodology employed along with sampling, instrumentation, and techniques of data analyses. Section 4 presents a synthesis of the findings of the nine case studies, including the similarities and differences, and peculiarities of individual institutions as the case may be. Finally, Section 5 provides the summary of conclusions and recommendations from the case study reports.

1.1. History and Development of Higher Education in Ethiopia

The beginning of indigenous formal education in Ethiopia is as old as its ancient civilization and strongly linked with the introduction of Christianity. However, higher education in its current form is a phenomenon of the second half of the 20th century. In this regard, the inauguration of Menilek School in 1908 represents a milestone for the entry of a Western-style education that latter triggered the beginning of higher education.

The beginning of higher education in Ethiopia is marked by the establishment of the University College of Addis Ababa (UCAA) in 1950. In about a decade, the UCAA was upgraded and renamed as Haile Selassie I University (HSIU). In the years that followed, the HSIU passed through a lot of expansion and development until the ouster of the Imperial Regime in 1974. During the military regime, HSIU was renamed Addis Ababa University (AAU). As the pioneer of higher education in the country, AAU's role goes beyond academic boundaries to demonstrate a level of social responsibility. Among other things, articulating and spearheading the fierce struggle for equality, justice, democracy, and socio-economic development in Ethiopia goes to it credit.

The period between the years 1974-1991 did not see rapid expansion partly because of widespread civil war and political unrest and partly owing to lack of attention to the development of the higher education sub-sector in African countries by international financial institutions such as the World Bank. It should be acknowledged, however, that during this period several junior colleges were established and the "quota system" was introduced to enhance access by women in particular and other students from rural areas and other disadvantaged regions. Thus, in addition to Asmara University (initially a private institution, but later nationalized by the military regime) there were only two universities in the country until 1999, namely, Addis Ababa and Alemaya (now renamed Haramaya) Universities. In the year 2000, four additional universities were opened. This raised the total number of HEIs to six which included Bahir Dar, Mekelle, Jimma, and Debu universities. In 2006, there were nine public universities with an estimated total enrolment of over 135,000 students. In the period 2005-2009, 13 more HEIs are expected to become fully operational, most of which have already begun their activities in a small scale as of January 2007. The rapid expansion, however, is not limited to the public institutions since a favorable policy environment has been in place for wider

participation of the private sector. Overall, there are over 55 accredited private HEIs in the country which are estimated to enroll about a quarter of the total student population in HEIs.

Over the last few years the Ethiopian Government has been making a significant investment in the expansion of higher education and encouraging results have been registered in terms of increasing access compared to that in the 1990s. The attention given to the higher education sub-sector, also demonstrates greater realization of the critical role that higher education could play in enhancing the human capital of the nation and in promoting poverty alleviation and economic growth, good governance, and political stability.

Notwithstanding the rapid expansion, however, the Ethiopian higher education system has been grappling with multifaceted challenges which among others include the issue of equity, quality, autonomy, accountability, brain drain, academic freedom, lack of adequate resources and facilities, teachers' working condition, salary and incentives. Some of these challenges have already been identified in the HESO Team Report based on a survey of public HEIs conducted in 2004. The research project titled, "The Status of Governance, Academic Freedom and Teaching Personnel in Ethiopian HEIs" which was initiated by Forum for Social Studies (FSS), builds partly on the findings of the HESO Team Report on "governance, leadership and management in Ethiopian HEIs". The FSS study addresses the hitherto little researched subject of academic freedom and institutional governance. The study is unique in sense that it has adopted as its benchmark UNESCO's standard-setting instrument, namely, the "Recommendation Concerning the Status of Higher Education Teaching Personnel" which was adopted by the General Conference of Member States in November 1997.

1.2. Overview of Participating Institutions

In this section, an attempt is made to provide a brief profile of the 11 private and public HEIs which are covered in the case studies. The overview begins with private HEIs.

The Evangelical Theological College (ETC)

ETC was founded in March 1983 by the International Evangelical Church (IEC) with the name "IEC evening classes" to address the need for biblical, theological

and ministerial training in the evangelical churches in Addis Ababa. The school got its current name, the “Evangelical Theological College” in 1991 along with the commencement of a degree program in theology.

In 2006/07 academic year, ETC enrolled 300 students who pursue their studies in various fields of theology. The teaching staff is composed of 14 full-time staff, most of whom are expatriate volunteers who joined ETC as part of their religious commitment. The institution also occasionally employs a few part-time staff.

HiLCoE School of Computer Science and Technology

HiLCoE is a specialized institution of computer science and information technology based in Addis Ababa. It runs two academic programs. These are the Bachelor of Science (B.Sc) degree in Computer Science and the Postgraduate Diploma in Computer Science. The B.Sc in computer science caters for students, both at an advanced or regular level, who have passed the Ethiopian Higher Education Entrance Certificate examinations and join the program for three years period intensive training. The postgraduate diploma, on the other hand, is a continuing education program for adult learners (usually employed) who must have a first degree or above with some computer experience. The majority of **HiLCoE**'s core staff hold Ph.D or M.Sc. degrees. The institution has also a significant number of part-time staff.

St. Mary's University College (SMUC)

SMUC grew out of St. Mary's Language School, which was established in 1998 under St. Mary's General Educational Development PLC. As of 2006/07, SMUC enrolled close to 20,000 students of whom 15,000 were enrolled in the distance education program while the remaining 5,000 students were in the regular and extension programs. The institution offers training in 15 fields of studies at diploma level, and in nine fields at degree level. The college runs its programs in three campuses and has managed to launch its distance education in 60 centers all over the country. SMUC has 176 full-time staff, of whom 65 hold master's degrees and above, 80 with first degrees, and the remaining 31 are diploma holders.

Unity University College (UUC)

UUC is the first private HEI in Ethiopia. Its main campus is located in the capital Addis Ababa, with a branch campus in Adama (Nazareth). Unity University College

first started as a language school in 1991, offering a certificate program in basic law, followed by courses in business administration, food and beverage services.

From 1997 to 1999, it offered diploma programs in accounting, marketing, business, personnel administration and secretarial science. In 1998 it was upgraded to a college and renamed as Unity College, which made it one of the pioneering privately owned colleges in Ethiopia.

In August 2002, the college was further upgraded to a University College. As of 2001, UUC had about 12,000 regular and extension students, 700 of whom receive scholarships; by 2001 it had granted degrees, diplomas or certificates to 3,788 students.

Addis Ababa University (AAU)

AAU is the pioneer institution of higher learning in Ethiopia established in 1950. It should be noted that most of Ethiopia's current public HEIs were affiliated colleges of AAU. In 2005/06 AAU enrolled about 20,405 students in its regular undergraduate program, 5,674 graduate and 64 Ph.D students. The total student population including evening and *Kiremt* (summer) in-service program students in the same academic year stood at 44,708. During the same academic year, AAU had 1069 full-time Ethiopian staff and 110 expatriates. The staff profile by academic rank shows that AAU had 72 professors, 155 associate professors, 277 assistant professors, 415 lecturers, 64 assistant lecturers, 67 graduate assistants, 129 technical assistants. In 2005/06 academic year AAU produced a total of 6,535 graduates of which 4191 were from the regular, 1134 from continuing education undergraduate programs, and 1210 graduate programs.

Arbaminch University (AMU)

The Arbaminch University, formerly Institute of Water Technology, was upgraded to a university in 2004. It is located 507 km south of Addis Ababa. The university offers training in areas of Engineering, Applied Sciences, Education, Business and Economics and Water Technology. In 2005/06 academic year, the total enrolment at undergraduate regular and evening programs, respectively, was 5525 (985 females) and 2611 (341 females). AMU has both undergraduate and graduate programs. The size of graduate program is quite small.

As of 2006, the total number of teaching staff was 347, out of which 42 are expatriates. The distribution of local staff by qualification includes 8 PhDs, 74 M.A/M.Sc, and 223 B.A/B.Sc degree holders. Further, of the 42 expatriates about 62% are PhDs holders.

AMU has about 364 administrative staff to support the teaching and learning process, a size which is slightly larger than the teaching staff.

Bahir Dar University (BDU)

Bahir Dar University was established in April 2000 by merging two previously independent colleges located in Bahir Dar town. These institutions were formerly known as Bahir Dar Teachers' College and Bahir Dar Polytechnic Institute were established in 1972 and 1963, respectively. Since, its establishment several expansion activities took place, which includes significant changes in the size of student enrollment and type of programs. In 2005/06, BDU had enrolled 12,936 students, of which 11,524 were in the regular undergraduate, 651 evening, 709 *Kiremt* (summer), and 52 graduate programs. The BDU academic staff consisted of 408 Ethiopian and 36 expatriates, among which were 28 Ph.D holders, 153 M.A/M.Sc, 208 B.A/B.Sc, and 55 diploma holders.

Gonder University (GU)

Gonder University was upgraded to a university status in 2005 along with AMU. In 2005/06 academic year, there were four faculties/colleges, 26 departments, 168 teaching staff, 5158 regular students, and 773 administrative and general service staff in 2004/05. It was offering 24 undergraduate and two graduate, and 10 diploma programs in different fields. GU has been expanding its programs with new departments being established and enrolment rising. The Strategic Plan document shows that by the academic year of 2009/10, GU envisages enrolling 5,000 students in 7 faculties, 1 college and 1 institute.

Jimma University (JU)

Jimma University was upgraded to university status in December 1999. It came into existence after amalgamating the Jimma College of Agriculture (originally established in 1967 as an agricultural institute) and the Jimma Institute of Health Sciences that were founded in 1979 and 1982, respectively. About four years after its upgrading, in May 2003, JU managed to affiliate one of the oldest agricultural institutes of the country, namely, the Ambo College of Agriculture that was

established as an institute in 1931. JU is located about 335 kilometers to the southwest of the Ethiopian capital, Addis Ababa.

The university comprises six faculties and a college with a research outreach around the recently inaugurated Gilgel Gibe Dam, which is located 55 kilometers to the northeast of JU. The number of students enrolled in JU in 2005/06 in all programs was 16,921, including 108 graduate students. In the same academic year, 3256 graduated in degrees including medical doctors. The total number of full-time teaching staff in JU was 444 in 2005/6, of which 417 (94%) were males and the remaining 27 (6%) females. In terms of academic qualification, teaching staff that had M.A/M.Sc degrees ranked first (46.6%) to be followed by B.A/B.Sc (38.2%), Diploma (9.5%) and PhD holders (5.6%). However, the size of the administrative staff of JU is disproportionately higher than the teaching staff with a ratio of about 2:1.

Haramaya University (HU)

HU, previously known as Alemaya University (AU), is located in Eastern Ethiopia about 520 Km away from Addis Ababa. The history of its establishment dates back to the initiatives of His Imperial Majesty Haile Selasse I who invited the Point Four Education Aid Program to Developing Countries of the United States of America (USA). This initiative won the support of the American government and the responsibility was given to Oklahoma State University (OSU) to work with the Ethiopian counterparts in a bid to modernize Ethiopian agriculture through training young Ethiopian agriculturists, conduct research on the same and disseminate the results to the farmers. As a result, Haramaya University was started back in 1953/54 academic year. At the time, all the teaching personnel were Americans. However, the Ethiopianization of the teaching staff gradually began to replace the majority of the American professors. According to the 2006/07 MoE statistics, HU had 285 teaching staff, of which 84 had PhDs, 90 M.A/M.Sc degrees, 59 B.A/B.Sc, and 51 diplomas. The number of students enrolled in all its programs in the same year was 10,397, out of which 4123 completed their studies. HU is also running several M.Sc and a few Ph.D programs.

University of Hawassa (UoH)

UoH, originally known as Debu University, was officially inaugurated on 25th of April 2000 by merging three colleges located in Southern Ethiopia. It included the Awassa College of Agriculture (ACA), Dilla College of Teacher Education and

Health Science (DCTEHS), and the Wondogenet College of Forestry (WGCF) located at Awassa, Dilla and Wondogenet, respectively. The resort city of Awassa, which is about 275 km south of the capital Addis Ababa, is UoH's headquarter.

The UoH consists of three colleges and six faculties offering 39 undergraduate and 8 graduate programs. In 2006/07, the total student enrolment in all programs reached 12,855. Correspondingly, in the same academic year, the size of the teaching staff was 499, of which 36 were expatriates. Regardless of those who are on study leave, the distribution of academic staff by qualification was 52 PhDs, 192 M.A./ M.Sc, 126 B.A/B.Sc, and 48 diploma holders.

2. Conceptual Framework

As indicated earlier, the conceptual framework adopted by the research is the 1997 UNESCO Recommendation. For the sake of clarity, this section briefly highlights the concept of academic freedom and its constituent elements as stipulated in the 1997 UNESCO Recommendation.

2.1. Academic Freedom: Definition and Conceptualization

In UNESCO's *Recommendation*, academic freedom is defined as:

The right, without constriction by prescribed doctrine, to freedom of teaching and discussion, freedom of carrying out research and disseminating and publishing the results thereof, freedom to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or representative academic bodies. All higher education teaching personnel should have the right to fulfill its functions without discrimination of any kind and without fear of repression by the state or any other source. Higher education teaching personnel can effectively do justice to this principle if the environment in which they operate is conducive, which requires a democratic atmosphere; hence the challenge for all of developing a democratic society" (UNESCO 1997: 6, Article VI: A-27).

Furthermore, the Recommendation underscores the rights of HETP for tenured employment, conducive working conditions, commensurate salary and benefits, fair performance appraisal and promotion procedures, the right not be forced to teach

courses outside one's own field of specialization or in areas that HETP is believed to have competence without his/her consent, respect for individual and civic rights, freedom of expression and the right to criticize policies that affect higher education and other state policies, rights to take part in governing bodies, participation in decision making, and curriculum development.

The 1997 Recommendation recognizes that academic freedom has an inherent relationship with the principle of collegiality which also embodies shared responsibility, participation of the academic community in internal decision-making structure and practices, and the development of mechanisms for consultation. According to the Recommendation, institutional autonomy is the institutional form of academic freedom, and entails accountability and transparency. The Recommendation also stresses that all academic freedoms and rights go with responsibilities that have to be observed by the HETP as well as the institutions enjoying them.

It is, therefore, on the bases of this framework of academic freedom embedded in the 1997 UNESCO Recommendation that the nine case studies in the eleven major public and private HEIs were conducted.

2.2. Objectives and Key Research Questions

The case studies on the status of governance, academic freedom and teaching personnel in HEIs have the following objectives:

- Explore the extent of observance of the principles enshrined in the UNESCO General Conference's 1997 Recommendation Concerning the Status of Higher-Education Teaching Personnel;
- Identify challenges and constraints in realizing the principles, norms and values embodied in the UNESCO Recommendation, and;
- Propose policy measures and initiatives to improve the situation of teaching personnel.

The general objectives indicated earlier are further operationalized in terms of the following key research questions:

1. How much awareness is there among the higher education community (teachers and leadership) regarding Ethiopia's obligation to fully observe the principles of the UNESCO 1997 "*Recommendation concerning the status of higher-education teaching personnel*"?
2. What are the institutional mechanisms, if any, that have been put in place to create wider awareness and to implement the *Recommendation*?
3. How do instructors, students, and administrative staff perceive the level of institutional autonomy and accountability in Ethiopian HEIs?
4. How do instructors and students assess academic staff in terms of effectively and properly discharging their duties and responsibilities?
5. Do institutional policies and regulations fully observe the principles of the 1997 UNESCO Recommendation?
6. As stipulated in the 1997 UNESCO Recommendation, are rights and freedoms of teaching personnel respected?
7. Is teachers' performance evaluation conducted fairly and to enhance professionalism?
8. Do existing salary scale and working conditions reflect the place that higher education should be given in society?
9. How does the university leadership perceive itself in terms of ensuring institutional autonomy, public accountability, and putting in place transparent and democratic governance?
10. How do the administrative staff perceive the state of governance, academic freedom and their terms and conditions of service?
11. What policy options should be put forward to redress the constraints that emanate from non-observance of the 1997 UNESCO Recommendation?

3. Methodology

The studies used both primary and secondary sources to investigate the state of governance, academic freedom, and higher education teaching personnel. To a large extent, all the case studies heavily depended on primary data which were collected through questionnaires, focus group discussions and interviews.

The primary data were supplemented with information from documented sources.

This synthesis report of the case studies presents the highlights of the major findings on governance, academic freedom, and the status of teaching personnel in HEIs.

3.1. The Study Participants

The participants of the case studies were drawn from the eleven HEIs that included students, administrative staff and the management, notwithstanding the fact that the study mainly focuses on teaching personnel.

Teaching Personnel

The size of teaching personnel that took part in the case studies from the selected public and private HEIs are summarized in Table 1.

Table 1. Institutions and sample size of teaching personnel

Institution	N	%
Addis Ababa University	80	15.87
Arbaminch University	48	9.50
Bahir Dar University	89	17.66
Gonder University	57	11.31
Haramaya University	63	12.50
Jimma University	46	9.13
St. Mary's University College & Evangelical Theological College ^a	30	5.95
University of Hawassa	61	12.1
Unity University College & HiLCoE School of Computer Science and Technology ^b	30	5.95
Total	504	100.00

SOURCE: Computed based on the case study reports.

Notes: (a) 26 Participants were from St. Mary's University College

(b) 23 participants were from Unity University College

As can be seen from Table 1, 504 teachers took part in the nine case studies, with a share of about 11.92% taken from the four private HEIs and a proportional share of 17.66% from Bahir Dar University. The remaining participant HEIs had their fair

share ranging from 9.13% from Jimma University to 15.87 % from Addis Ababa University.

Table 2. Teaching personnel by qualification and academic rank

Academic Rank⁺	N	%	Qualification	N	%
Professor	9	2.15	PhD	54	12.89
Assoc. Professor	24	5.73	Masters'	198	42.26
Asst. Professor	53	12.65	Undergraduate degree	152	36.28
Lecturer	181	43.20	Diploma	15	3.58
Assist. Lecturer	49	11.69			
Graduate Assistant	88	21.00			
Technical Assistant	15	3.58			
Total	419*	100.00			

SOURCE: Computed based on the case study reports.

⁺No data on participants by academic rank and qualification was available for St. Mary's University College and Evangelical Theological College

* The discrepancy in sample size presented in Table 1 with Table 2 is due to non-reporting of 85 participants by qualification and academic rank.

According to Table 2, among the HETP participants in the research, PhD holders and professors had the lowest share of 12.58% and 2.15%, respectively, while master's degree holders and lecturers have almost equal share (about 43%). Similarly, undergraduate degree holders and teachers with the academic rank of assistant lecturer and below make up a significant proportion of HEI staff profile (about 33%) while the share of technical assistants, who are often diploma holders, was reasonable given their overall share as non-teaching academic staff. In general, the table depicts that academic staff from the highest to the lowest academic rank have participated in the research.

Table 3. Students that participated in the research

Institution	N	%
Addis Ababa University	245	13.4
Arbaminch University	202	11.0
Bahir Dar University	155	8.6
Gonder University	209	11.4
Haramaya University	431	23.6
Jimma University	95	5.2
St. Mary's University College & Evangelical Theological College	NA	NA
University of Hawassa	124	6.8
Unity University College & HiLCoEe School of Computer Science and Technology ^a	368	20.1
Total	1829	534

SOURCE: Computed based on the case study reports.

Note: (a) 70 students took part from HiLCoE in the study.

NA: Data not available.

As shown in Table 3, the number of students who took part in the study was about 1829, of which approximately 29 % were females. According to Table 4, the leadership and management group participating in the research included 6 presidents, 8 vice presidents, 5 associate vice presidents and 8 faculty deans, and 7 other officials including 20 administrative personnel. Table 4 portrays a profile of the study participants.

Table 4. Participants from the leadership and administrative staff

Leadership position	N	%
President	6	11.1
Vice Presidents	8	14.8
Associate Vice Presidents	5	9.9
Faculty/College Deans	8	14.8
Student Deans, Registrars & other officials	7	12.9
Heads of administrative departments	20	37
Total	54	100

SOURCE: Case study reports of HEIs.

3.2. Instruments and Procedures of Data Collection

A combination of structured and open ended questionnaires was used to collect data. The key elements of the UNESCO Recommendation were operationalized into 83-item Likert-type five-point scale, 21 open ended questions, and 8 items assessing teachers' background and bio-data. Specifically, the teachers' questionnaire encompassed the various elements of academic freedom of teaching personnel with subscales identified as (1) institutional autonomy, (2) institutional accountability, (3) individual rights and freedoms of teaching personnel, (4) Duties and responsibilities of higher education teaching personnel, and (5) terms and conditions of service.

Similarly, the student questionnaire contained 52 items divided among three subscales operationalized to measure (1) conditions of teaching and learning (17-items), (2) academic freedom (23-items), and (3) administrative issues (12-items). In addition, 4 open-ended questions were included to solicit additional information.

Focus Group Discussion

The case studies also conducted a focus group discussion (FGD) with teachers and administrative staff. The themes of the FGD were: governance framework, academic freedom, and terms and conditions of service. This was to generate supplementary information to triangulate data generated through questionnaires and to solicit additional information and explanations.

Semi-Structured Interview Guides

A semi-structured interview guide questions were prepared to assess the opinions of the university leadership. The interview guide designed for leaders of HEIs focuses on their awareness of and views on the UNESCO Recommendation of academic freedom and staff responsibilities, terms and conditions of employment, and finally their suggestions to retain and motivate staff.

3.3. Data Analyses

The data generated in this research project lends itself to both qualitative and quantitative analyses. The information collected through questionnaires the findings were summarized using percentages and other descriptive statistics while data obtained through FGD and interviews were reported and triangulated.

4. Findings and Discussion

The synthesis of key findings of the case studies will be presented in this section in an integrated manner categorized under three themes, namely, Governance (Institutional autonomy and institutional accountability), academic freedom (individual rights and freedoms, and duties and responsibilities), and terms and conditions of service of teaching personnel (working conditions, salary adequacy and fairness, and staff discipline).

Before proceeding to the discussion of the findings on the three specific themes, however, it is important to begin with the existing level of awareness about the 1997 UNESCO Recommendation. The case studies report that the overwhelming majority of the teachers, students, and the leadership of HEIs admitted that they were not of it, and nor do they know about Ethiopia's obligation as a Member State to observe the principles of the UNESCO Recommendation.

4.1. Governance

This section discusses the state of governance (including institutional autonomy and accountability) in public and private HEIs in Ethiopia.

Institutional Autonomy

The findings show that the majority of teaching personnel in public HEIs perceived institutional autonomy as being very limited. According to the results (see Table 5) based on majority ratings of 9-items assessing teachers' views of institutional autonomy in 7 public and 4 private HEIs, all of them (100%) were rated as "low" by AAU and GU staff while the HU staff similarly rated 6 (66.7%) out of the total 9-items measuring institutional autonomy. In short, the following are salient with respect to autonomy in Public HEIs:

- The academic community is not generally involved in educational policy making processes; has little or no participation in the selection of the university's top leadership, and has no association that can represent or protect its interests.
- Self-governance, collegiality, and consensual academic leadership have not yet been established.

- The ability of HEIs in terms of protecting themselves from threats to their autonomy coming from external source, especially government, is very low.
- Public HEIs have little or no autonomy in administering and utilizing their finance, and determining admission of students, while curriculum and program development (particularly at the post-graduate level) is often driven by a top-down approach, with a push from outside the institutions.
- The relationship between academic staff and university leadership is generally less collegial.
- The representation of women in leadership is minimal though HEIs have been implementing affirmative action in faculty recruitment.

In private HEIs, however, the scenario is different. As can be discerned from Table 5 77.8% of the SMUC and 40% of UUC academic staff believe that institutional autonomy is highly respected. Yet, be it in public or private HEIs, teachers indicated that they have practically no role in the selection of their leaders as well as in formulating institutional policies and practices. Nevertheless, the reason why the freedom of teaching personnel has been restricted in selecting institutional leaders in private and public HEIs is totally different. The leaders of private HEIs are often the founders and principal shareholders of the institutions while the their public counterparts are appointed as per the Ethiopian Higher Education Proclamation (No. 351/2003) which clearly states that the President, Vice-Presidents and Board members of public HEIs are appointed by the Government (Article No. 36 & 39:2245-2246). In addition, unlike teachers in public HEIs, their counterparts in private HEIs asserted that their institutions are free from government interference and intrusion of armed security forces.

The BDU, JU and HU studies reported that campus occupation by armed security forces have already happened in the respective universities. According to the findings, the incidents of police intrusion occurred following the escalation of student unrests on the premises of Jimma and Haramaya Universities. A further inquiry into the circumstances that led to a continued campus occupation by security forces, however, produced inconsistent results. For instance, the Jimma University (JU) case study reported that while a portion of students and teachers in principle opposed the continued presence of armed security forces on campus, a comparable proportion viewed it as indispensable for their security and campus peace. Similarly,

the HU President and Vice President were also of the opinion that the presence of armed security police on campus was necessary since campus guards were not in a position to guaranty peace and security for students, staff, and public property, while interviews with teachers indicated the campus occupation has costed them their human rights which, among other things, includes the restriction of free movement, group activities, and free assembly of staff and students.

Institutional Accountability

Unlike institutional autonomy in which the majority of teachers in public HEIs did not vary in their assessment, a slight difference was observed in the case of accountability as some of its facets were favorably rated than others.

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Table 5. Institutional autonomy (N = 504)

Elements of Institutional Autonomy	Public HEIs						Private HEIs*		
	AAU	AMU	BDU	GU	JU	HU	UOH	SMUC	UUC
1) Self-government (i.e., free from external interference in internal affairs)	61.3 ^L	43.8 ^M	48 ^M	58.2 ^L	45 ^L	49.2 ^M	41.9 ^M	50 ^H	76 ^H
2) The relationship between academic staff and university leadership is collegial	50.2 ^L	43.7 ^L	41.9 ^M	68.5 ^L	45.2 ^M	47.6 ^L	51.6 ^L	50 ^H	NA**
3) Participation of academic community in decision/policy making process directly or through their representatives	53.8 ^L	50 ^L	52.3 ^L	66.7 ^L	41.5 ^M	57.2 ^L	54.8 ^L	41 ^H	40 ^L
4) Participation of the academic community in the free selection of leaders and governing body members	67.5 ^L	68.8 ^L	44 ^L	55.4 ^L	58.6 ^L	61.9 ^L	45.2 ^L	42 ^H	50 ^L
5) Representation of the staff association in your institution's governing bodies	67.5 ^L	43.8 ^L	54.8 ^L	64.3 ^L	52.5 ^L	57.2 ^L	45.2 ^L	37 ^H	56.7 ^L
6) Protection of the institution from threats to its autonomy coming from any source	76.3 ^L	45.8 ^L	51.3 ^L	64.8 ^L	61.5 ^L	58.7 ^L	58.1 ^L	50	NA
7) Prohibition of armed security forces from entering the institution's premises unless lives and property are endangered	67.5 ^L	41.7 ^L	60.2 ^L	57.7 ^L	66.7 ^L	68.2 ^L	58.1 ^L	42 ^H	73.3 ^H
8) Availability of structure/s for consultation of the academic community on major policy changes affecting them	61.3 ^L	56.2 ^L	61 ^L	75 ^L	50 ^L	39.7 ^M	61.3 ^L	51 ^H	NA
9) Women's representation in governing bodies	63.8 ^L	47.9 ^L	63.4 ^L	67.3 ^L	42.5 ^L	55.6 ^M	48.4 ^L	33 ^M	NA

SOURCE: Computed based on case study reports.

Notes: Letters in parenthesis (**H**, **M** and **L**) refer to “High”, “Moderate” and “Low” levels of institutional autonomy, respectively.

* Data not reported for HiLCoE and ETC. ** Data not available.

A glance at Table 6 indicates that, with the exception of GU, teachers in all public HEIs believe that there is a “moderate” level of accountability in terms of:

- Effectively communicating institutional missions,
- Commitment to quality and excellence,
- Effective support for academic freedom,
- Ensuring high quality education,
- Provision of opportunities for life-long learning,
- Preventing any form of harassment and violence against staff and students,
- Fair and open accounting,
- Transparency in system of accountability,
- Addressing contemporary problems facing society,
- Ensuring the participation of organization representing teaching personnel,
- Fair and just treatment of students, and
- Ensuring availability of library collections and access without censorship to information resources.

In contrast, accountability is perceived as “low” with respect to ensuring the social, economic, and political rights of academic staff.

As it stands, with the exception of the ETC, the studies in both private and public HEIs demonstrated that the institutional leadership is perceived to fall short of fully establishing an open and transparent accounting system. Teachers in public HEIs reported about the manner in which their voices have been sidelined while making decisions related to procurement and purchase of equipments and materials, and allocation of instructional resources. In this connection, the GU and JU case studies reported that financial matters, including budget allocation and resource distribution, are the exclusive preserve of the top management and there is little room to hear the voices of ordinary faculty members and departments. Furthermore, institutional leaders in both private and public HEIs were found to give more attention to their clientele (students) while at the same time marginalizing faculty members. The BDU study suggests this scenario to be the new trend advanced by the institutional leaders

particularly in public HEIs. For understandably different reasons, however, private HEIs show high level of accountability to their students. This is mainly because the students are paying fees and financially sustaining private HEIs. The UCC and HiLCoE study, however, noted that though the institutions treat their students fairly well, they are less transparent to the public when it comes to their assets and accounting systems. On the other hand, the leadership in private HEIs is generally viewed by the significant majority of its academic staff as demonstrating a higher level of accountability in connection with the degree of transparency and commitment with respect to the quality of the programs offered.

Challenges of the Leadership to Establish a System of Accountability

The efforts of the institutions' top leadership to establish a system of accountability in terms of ensuring quality education, efficient human, financial, and material administration, are constrained by a number of factors. Among the multifaceted of the leadership in HEIs related to, According to the institutional leaders, some of their challenges with respect to the terms and conditions of employment of HETP revolve around the following:

- *Low salary scale and lack of incentives*, which makes it difficult to attract competent staff and maintain experienced ones.
- *Substandard working conditions* – in particular the issue of office space has been a serious problem for the staff to properly discharge their duties. For instance, the UoH and JU case studies reported that physical expansion work in the respective HEIs did not consider staff offices while new classrooms and dormitories were built to address rising enrolments.
- *Brain drain* is identified as the other major challenge posing a serious problem to the development of higher education in the country. However, some HEIs are more prone to human capital flight than others. For instance, the case studies of Bahir Dar, Gonder, Jimma, Haramaya and Hawassa universities reported both internal and external brain drain as a serious threat to ensuring quality of education, undertaking high quality research and generally becoming competitive.

Table 6. Institutional Accountability (N = 504)

No.	Elements of Institutional Accountability	Public HEIs						Private HEIs			
		AAU	AMU	BDU	GU	JU	HU	UoH	SMUC	UUC	ETC
1	Effective communication to the public regarding the nature of educational mission	53.8 _M	45.8 ^M	58.8 ^M	45.5 ^L	64.1 _M	55.6 _M	46.9 ^M	50 ^H	66.7 ^H	88 ^H
2	Commitment to quality and excellence, and the integrity of teaching, research and scholarship	45 ^M	45.8 ^M	45.9 ^M	50.9 ^L	43.9 _M	33.3 _M	40.6 ^M	67 ^H	76.7 ^H	67 ^H
3	Effective support of academic freedom and fundamental human rights	43.8 _M	45.8 ^M	50 ^M	52 ^L	63 ^M	39.7 _M	38.7 ^M	46 ^M	NA	50 ^H
4	Ensuring high quality education for many individuals subject to the constraints of resource mobility	40 ^M	54.2 ^M	47.1 ^M	50.9 ^L	55 ^M	36.5 _M	43.8 ^M	63 ^H	NA	83 ^H
5	Provision of opportunity for lifelong learning	48.7 _M	35.4 ^M	55.6 ^M	61 ^L	55 ^M	44.4 _M	43.8 ^M	46 ^H	NA	67 ^H
6	Fair and just treatment of students	47.5 ^H	54.2 ^M	46.9 ^M	34 ^M	55 ^M	36.5 ^H	47 ^H	62 ^H	73.3 ^H	67 ^H
7	Preventing any form of discrimination, harassment and violence against students and staff.	40 ^M	50 ^M	45.1 ^M	38.9 ^M	47.5 _M	41.3 _M	43.8 ^M	46 ^H	73.3 ^H	100 ^H
8	Honest and open accounting and efficient use of resources	47.5 _M	39.6 ^M	48.8 ^M	59.3 ^L	40 ^M	39.7 _M	37.5 ^L	46 ^H	46 ^H	67 ^H
9	Creation of code of ethics to guide personnel	46.3 _M	50 ^M	47.5 ^M	48.7 ^L	59 ^M	42.9 _M	45.2 ^M	50 ^H	NA	50 ^H

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Table 6. *Cont'd*

No.	Elements of Institutional Accountability	Public HEIs						Private HEIs*			
		AAU	AMU	BDU	GU	JU	HU	UoH	SMUC	UUC	ETC
10	Assistance in the fulfillment of economic, social, and political rights.	41.3 _M	47.9 ^M	47.5 ^M	63.5 ^L	57.9 _M	44.4 _M	43.8 ^L	42 ^M	NA	33 ^M
11	Addressing themselves to contemporary problems facing society	58.7 _M	54.2 ^M	57 ^M	52.9 ^L	57.5 _M	42.9 _M	40.6 ^M	38 ^M	46.7 ^M	50 ^H
12	Ensuring availability of library collection and access without censorship to information resources	43.8 _M	41.7 ^M	48.8 ^M	42.3 ^M	59.7 _M	38.1 _M	40.6 ^M	59 ^H	NA	67 ^H
13	Transparency in systems of institutional accountability	35.7 _M	33.3 ^L	49.4 ^M	68 ^L	42.5 _M	48 ^H	37.5 ^M	42 ^M	43.3 ^H	67 ^H
14	Ensuring the participation of organizations representing teaching personnel in developing quality assurance systems	37.5 _M	45.8 ^M	53.1 ^M	53.7 ^M	45.9 _M	54 ^M	43.8 ^M	66 ^M	NA	50 ^L

SOURCE: Computed based on case study reports.

Notes: Superscripts designated as **H**, **M**, and **L** refer to “High”, “Moderate” and “Low” level accountability, respectively.

* Data not reported for HiLCoE

** Data not available.

Students' in the public HEIs, on the other hand, view the level of accountability of the leadership in terms of delivering effective administration as unimpressive. The case studies indicated that the students are generally "not satisfied" with the quality of the services, the availability of entertainment opportunities, and efficiency of the administrative process. In contrast, the majority of students believe that the institutional rules and regulations, and the measures taken against students are fair and in accordance with rules and regulations. Notwithstanding the lack of satisfaction among the students as to the leadership's ability to deliver effective administrative services, the same case studies in public HEIs (*e.g.*; Hawassa, Haramaya, and Bahir Dar) reported that the leadership excessively focuses on students' affairs related to food and lodging, health and entertainment services.

4.2. Academic Freedom

This section discusses the state of academic freedom as perceived by teachers, students and the leadership as well as the extent to which teachers' fulfill their reciprocal obligation to the public by effectively discharging their duties and responsibilities.

Awareness and Implementation of the UNESCO Recommendation

The findings of the studies in public and private HEIs generally show that there has been lack of awareness among teachers, students, and the leadership of HEIs regarding the provisions of the 1997 UNESCO Recommendation. Perhaps surprisingly, no member of the public or private HEIs participating in the research reported that he/she knows of the existence of the UNESCO Recommendation let alone follow up its implementation at national and institutional levels. This implies that no attempt has so far been made by the concerned authorities to create awareness of the Recommendation among the higher education community or at least disseminate it among the institutional decision-makers as expected of UNESCO Member States.

Individual Rights and Freedoms of Teaching Personnel

The survey of teachers' views on the exercise of their individual rights and freedoms showed that:

- Teachers in both public and private HEIs (see Table 7) generally believe they have the freedom to teach in their areas of specialization, engage in research and

disseminate their findings without restriction. Notwithstanding this, however, the engagement of academic staff in research activities has been very limited largely due to rigid and bureaucratic financial and procurement procedures as reported in the UoH case study. Further, high workload in teaching and associated instructional and assessment duties, limited opportunity to get research funds, and lack of incentives are the most frequently cited reasons for the limited research particularly in public HEIs.

- By and large, teachers do not fully enjoy their right to criticize institutional and other government policies. Further, qualitative findings of the case studies revealed that teachers often exercise self-censorship. In this connection, for instance, the UoH study cites what a senior faculty member had to say regarding the existing unfavorable environment for open and constructive debate as follows: *“There is no free and independent forum to practice criticism. Open critiques are interpreted as opposition to institutional or governmental policies. Hence, teachers opt not to criticize”*. In a more vivid form, self-censorship among teaching personnel goes to the extent of refusing filling out a questionnaire seeking their personal opinion. In this regard, it is revealing to mention what the HU study has reported based on an actual encounter of the researcher (see Box 1) with respect to the level of restraint exercised though HEIs are meant for producing new ideas, knowledge and technology.
- With the exception of AAU and GU, the majority of the teachers in other private and public HEIs rated the “Right to fully exercise fundamental human rights” as “fair” or “good” (see: Item 6 in Table 7) though the right to lodge appeal in the event of its violation was perceived as largely restricted (see: Item 8 in Table 7). In relation to this, the GU and JU studies disclosed that an academic staff of the University was fired without an opportunity for appeal.
- In both private and public HEIs, the “Right to be represented in governing bodies” and the “Right to participate in internal policy making process” was generally rated as “fair” or “good” (see Items: 9 & 10 in Table 7). Nonetheless, contrary to the majority of the teachers in BDU, AMU, JU, and SMUC, their counterparts in the remaining HEIs felt that “Freedom to form and participate in teachers’ associations” (see Item 5 in Table 7) was not encouraged.

- In addition to the survey reports, the critical analyses of the provisions in the Higher Education Proclamation (No. 351/2003) were included to shade some light on the extent to which existing national policy frameworks contribute to the respect of rights and freedoms of teaching personnel. In this connection, the GU and UoH case studies noted that the Higher Education Proclamation (No. 351/2003) did not take the provisions of the 1997 UNESCO Recommendation into consideration and generally lacks clarity.

Box 1: Example of self-censorship: A dialogue between a respondent Teacher and the Researcher

“After explaining the intent of the exercise, I [the Researcher] dropped the questionnaire on his [the respondent Teacher’s] table”. The researcher describes the conversation as follows:

Teacher: “Take it away. I am not going to fill in this form”.

Researcher: “Why not? It is all about us with the hope we will understand and contribute to some changes.”

Teacher: “No! I will not fill it.” [*He hesitated for a while to utter words. Then suddenly it came out.*] “Not with these people up there”, [*I thought he meant the university leaders.*]

Researcher: “You will not write your name and number. You don’t have to fill it, if you do not want to”. [*Then I picked up the Questionnaire from the table to leave.*].”

Teacher: “No!” [*He said loudly with his face sweating and not looking at me directly in the eyes. I did not know what to do. I stood for a while. Just as I was about to leave, he said,*] “OK! Leave it on the table. I will not fill it anyway”.

On the other hand, according to the perception of majority of the students in the studied HEIs, the following elements of academic freedom are respected:

- Teachers generally tolerate differing views.
- The majority of the students in Arbaminch, Bahir Dar, and Hawassa Universities believe that they are represented in various governing and decision-making bodies (i.e., student council), and enjoy freedom of assembly while the majority of the students in Addis Ababa, Gonder, and Haramaya Universities reported the contrary (see Items 3 & 5 in Table 8). For instance, qualitative interview and FGD with students at Haramaya University indicated that Student Council members are viewed as “informants” of the University management and not as representing the interest of the student body. Consequently, their relationship with other students is uneasy. In contrast, the student association in JU was found to be elected democratically and described as “vibrant” though the freedoms of assembly and participation in public forum are reported to be restricted.
- The institution protects students against the violation of their human rights on campus. Nevertheless, the case studies of Bahir Dar, Jimma, and Haramaya Universities have reported violations of human rights on campus premises following the intrusion of armed security forces.
- Students are not discriminated against by their teachers due to their religion, ethnicity, political views or fields of specialization. Nonetheless, based on FGD and interviews with students and teachers, the JU and HU studies reported that ethnic discrimination exists in a more subtle way particularly when campus unrests flare-up.

The majority of the students were of the opinion that:

- For the most part, placement in different fields is not done as per students’ primary choice.
- There are threats of sexual harassment and misconduct against female students coming from a few faculty members, administrative staff, and students.

Table 7. Rights and freedom of higher education teaching personnel

No.	Elements of Academic Freedom	Public HEIs						Private HEIs*			
		AAU	AMU	BDU	GU	JU	HU	UoH	ETC	SMUC	UUC
1	Freedom to teach in one's area of specialization	87.5 ^{EG}	79.1 _{EG}	84.9 _{EG}	72.7 _{EG}	81.9 _{EG}	80.9 ^{EG}	75.6 ^{EG}	100 ^{EG}	91 ^{EG}	NA
2	Freedom to carry out research and disseminate the findings	73.7 ^{EG}	64.6 _{EG}	71 ^{EG}	55.4 _{EG}	54.5 _{EG}	65.1 ^{EG}	68.8 ^{EG}	83 ^{EG}	71 ^{EG}	66 ^{EG}
3	Freedom to improve one's knowledge and skills	76.3 ^{EG}	68.8 _{EG}	67.4 _{EG}	42.6 _{EG}	65.1 _{EG}	57.2 ^{EG}	65.6 ^{EG}	84 ^{EG}	88 ^{EG}	NA
4	Freedom to openly criticize institutional policies	36.3 ^F	41.7 ^P	38.4 ^F	61.8 ^P	38.1 ^F	46 ^P	46.9 ^P	50 ^G	54 ^G	33.3 ^P
5	Freedom to form and participate in teachers association	52.5 ^P	31.3 ^F	33.3 ^G	46.3 ^P	41 ^G	31.7 ^P	53.3 ^P	50 ^{G=P}	38 ^G	50 ^P
6	Freedom to fully exercise fundamental human rights	40 ^P	31.3 ^F	44.4 ^G	41.8 ^P	44.2	28.6 ^{P=F}	34.4 ^F	67 ^E	54 ^G	60 ^G
7	Freedom to criticize state polices on higher education and other national issues	52.5 ^P	37.5 ^P	34 ^F	67.9 ^P	52.9 ^P	58.7 ^P	48.4 ^P	67 ^P	42 ^G	NA
8	Right to lodge an appeal in case of gross violation of human rights	37.7 ^P	37.5 ^G	43.9 ^F	51.9 ^P	47.4 ^F	39.7 ^P	34.4 ^{F=G**}	33 ^{E=G=P}	54 ^G	53.3 _{EG}
9	The right to be represented in the governing bodies of the institutions	32.4 ^P	31.3 ^P	37.5 ^F	51.9 ^P	42.1 ^F	44.4 ^P	40.6 ^F	33 ^{E=P}	63 ^G	NA
10	Participation in internal policy making processes	38.7 ^P	37.5 ^P	37.6 ^F	57.1 ^P	36.6 ^F	41.3 ^P	37.5 ^F	50 ^E	54 ^G	NA

SOURCE: Computed based on case study reports.

Notes: **EG**, **G**, **F**, and **P** refer to “Excellent or Very Good”, “Good”, “Fair”, and “Poor”, respectively, in rating the level of respect for the rights and freedoms. NA= Data not available.* Data not reported for HiLCoE. ** Superscripts separated with “=” sign represent equal rating.

Armed security forces do not intrude into the campus unless there is an imminent danger to lives and property. However, the Bahir Dar University case study reported that there were incidents in which security personnel were seen inside the campus even under normal conditions. The Addis Ababa, Hawassa, and Haramaya case studies, nevertheless, indicated that top university leaders admitted that there were incidents where they were forced to invite a police force to provide security. The HU study, however, noted that some senior academics were skeptical about whether the invitation by university leaders was free from external pressure.

The following section highlights the incidents, causes and consequences of entry and continued occupation of the campuses of Bahir Dar, Jimma, and Haramaya Universities by armed security forces.

Consequences of Campus Unrest

For the most part, the intrusion of armed security forces into university campuses happened subsequent to student unrests. According to the findings of Jimma and Haramaya case studies, the student disturbances that broke out in the last few years resulted in dividing the student population along religious or ethnic lines. For instance, the Haramaya study reports two major such incidents, both of which resulted in the intrusion of armed security forces. The first major incident of student unrest at Haramaya University surfaced owing to the alleged rape of a female student belonging to one ethnic group by a person from another ethnic group, who was at the time a member of the administrative staff of the University. This incident led to clashes between the students of the two ethnic groups which resulted in serious bodily injury to students and damage to public property. This incident triggered the intrusion and continued campus occupation by an armed security force which in turn, restricted the free movement of students and staff, the banning of unauthorized meetings, and routine body searches on staff and campus residents.

According to the BDU case study, a similar incident also occurred in Bahir Dar University. Box 2 summarizes what happened during the incident based on a written response of teachers to an open-ended question.

Box 2: Examples of Responses

- The situation seems to have been exacerbated. Last year (2005) there was a student protest in relation to the political prisoners. Following it there was a minor kind of ethnic-based conflict among students.
- The Federal police and later Military force were in the campus for 2 weeks without requesting permission. A teacher was also taken away by the police from his office in the University.
- There was a time when the University campus looked like an army garrison, and I have seen men armed with rifles on the University campus, chasing and beating students, at gun point, as if the place was never an academic institution.

Though the presence of armed security forces found to have resulted in violation of human rights on campus, there was a feeling among most of the JU community that their presence was necessary to maintain peace and security despite some undesirable behavior that the police men show during their presence (see Box 3 for comments from the JU case study).

Box 3: Comments from the Jimma University case study

The general feeling among many of the community members shows that without the presence of the police in the campus, JU may not continue as a higher learning institution. Many of the informants stated that they feel secure only when the police are omnipresent in campus. They believe that they are needed to save lives and property and ensure safety. They do, however, detest the way the police behave, with some of them coming to the staff lounge carrying their arms, to dine in the students' cafeterias, and for unnecessarily harassing students.

Table 8. Academic freedom of students

No.	Views of Students on Academic Freedom	Public HEIs						Private HEIs	
		AAU	AMU	BDU	GU	HU	UoH	UUC & HiLCoE	ETC
1	The academic community generally tolerate differing views	47 ^A	51 ^A	57.8 ^A	43.5 ^A	48.3 ^A	62.5 ^A	50.3 ^A	100 ^A
2	Students have public forums where they can debate and discuss critical issues	47.6 ^D	46.5 ^D	43.6 ^D	53 ^D	57.6 ^D	53.2 ^D	NA	66 ^D
3	Students participate in various governing and decision-making bodies through their elected representatives	42.5 ^D	54.3 ^A	60.9 ^A	36.8 ^D	38.9 ^D	48.4 ^A	33.1 ^D	67 ^{DK}
4	Students have opportunity to express their views on revisions of curriculum	44.5 ^D	49.5 ^D	56.3 ^D	52.3 ^D	60.9 ^D	65.2 ^D	NA	50 ^D
5	Students fully enjoy freedom of assembly	38.6 ^D	41.6 ^A	40.2 ^A	44.6 ^D	50.9 ^D	51.5 ^A	46.3 ^A	67 ^A
6	Students fully enjoy freedom of thought	43.6 ^A	53 ^A	58.4 ^A	51.8 ^A	40.9 ^A	52.4 ^A	61.2 ^A	100 ^A
7	Students fully enjoy freedom of expression in the classroom on campus	47.4 ^A	60.4 ^A	59.2 ^A	52.9 ^A	40.9 ^A	54.7 ^A	73.7 ^A	100 ^A
8	Most students can pursue their studies in the fields they choose or apply for	42.1 ^A	42.1 ^A	44.3 ^A	44.4 ^A	45.7 ^A	59.3 ^A	NA	100 ^A
9	There is a student association (union) in the institution	31.4 ^A	80.7 ^A	75.4 ^A	62.2 ^A	53.4 ^A	61 ^A	41.6 ^{DK}	67 ^A
10	Students have a newsletter of their own	40.9 ^{DK}	43.6 ^A	49.3 ^A	44.7 ^D	34.7 ^{DK}	60.9 ^A	NA	50 ^D
11	The student association/union is free, and rum on democratic principles	40.1 ^{DK}	53 ^A	56.6 ^A	44.9 ^{DK}	41.1 ^D	64.1 ^A	NA	50 ^{DK}
12	The institution protects students against the violation of their human rights on campus	35.5 ^A	59.4 ^A	60.2 ^A	38.2 ^A	37.8 ^D	50 ^A	48.1 ^A	50 ^A
13	Police do not intrude into the campus unless there is an imminent danger to lives and property	42.5 ^A	59.7 ^A	85.6 ^A	47 ^A	42.9 ^A	59.4 ^A	60.2 ^A	83 ^A
14	The majority of my classmates respect their teachers	74.3 ^A	83.2 ^A	47.7 ^A	85.1 ^A	84 ^A	70.4 ^A	NA	100 ^A
15	There is no sexual harassment of female students by the academic staff	38.7 ^A	33.2 ^{DK}	48.9 ^A	36.2 ^A	41 ^A	57.8 ^A	53.5 ^A	100 ^A

Table 8. *Cont'd*

No.	Views of Students on Academic Freedom	Public HEIs*						Private HEIs	
		AAU	AMU	BDU	GU	HU	UoH	UUC & HiLCoE	ETC
17	There is no sexual harassment of female students by the administrative staff	38.8 ^A	40.1 ^{DK}	64.1 ^A	42 ^{DK}	43.8 ^A	64.1 ^A	47.8 ^A	100 ^A
18	The majority of my teachers respect their students	61.6 ^A	55.4 ^A	50.4 ^A	53.7 ^A	60.3 ^A	59.4 ^A	NA	100 ^A
19	The majority of my teachers listen to students' problems	53 ^A	43.6 ^A	64.1 ^A	44.4 ^A	46.2 ^A	48.5 ^A	NA	100 ^A
20	In general, student evaluation of teachers is based on objective academic criteria	51.1 ^A	51 ^A	NA	46.8 ^A	50.6 ^A	60.9 ^A	NA	100 ^A
21	Student evaluation of teachers is not influenced by the grades the teachers give them	42.5 ^A	49.6 ^A	NA	40.5 ^A	42.9 ^A	40.6 ^D	NA	100 ^A
22	There is no religious discrimination that affects my academic freedom or study	70.4 ^A	61.3 ^A	75.9 ^A	70.6 ^A	56.2 ^A	65.6 ^A	86.3 ^A	100 ^A
23	There is no ethnic discrimination that affects my academic freedom or study	60.8 ^A	61.4 ^A	74 ^A	63.5 ^A	46.4 ^D	62.5 ^A	85.7 ^A	100 ^A

SOURCE: Computed based on case study reports.

Notes: Superscript letters **A**, **DK**, and **D** refer to “Agree”, “Don’t Know” and “Disagree” to statements assessing the level of academic freedom, respectively

*Data not reported for JU.

** Data not available.

Notwithstanding the fact that the occupation of university premises helped to restore relative peace on campus, according to the JU study the skirmishes that flared up between students of two ethnic groups in August 2006 had the following consequences:

- Students were beaten, taken to unknown places and kept incommunicado for a limited period. It was reported that the Federal Police was empowered to take any action against those who allegedly masterminded the violence in JU campus. The study further indicated that most of the time the students who were arrested by the police were not the ones who had incited the violence but rather the innocent ones who had not prepared escape mechanisms.
- During and after the student riots, 7 students were suspended, 4 dismissed and the then Dean of Students was taken into custody and later fired. Further, the FGD revealed that since the August 2006 student riot, JU looked like a military garrison. In this connection some students and staff indicated that due to the presence of military personnel, some students were scared of walking in groups and talking to each other loudly.

A similar student riot occurred for the second time at HU in 2005/06 academic year. The Haramaya study reported that the event that caused the incident did not actually happen at Haramaya. Rather, the violence was triggered by the news that claimed a student at University of Hawassa was allegedly found red-handed with the torn-out pages of the Holy Koran. According to the study, this event led to class disruptions, damage to public property as well as light to serious physical injuries on HU students. On top of the disruption of the academic calendar, the incident resulted in the summary dismissal of 31 students who were alleged to be ringleaders of the unrests. According to the HU study, the University's leaders were of the opinion that the dismissal of these students was a decision by the government and HU had no authority to reverse, modify or even reconsider the penalties on the dismissed students. The same study further indicated that the HU leadership positively viewed the continued presence of the armed security forces to provide peace and security though senior teachers who took part in the FGD believed that frequent human rights violations apparently occur on daily basis; e.g., during body searches at the gates, at campus gatherings of any size, and in the fact that security forces can stop and ask any one on campus to show identification cards.

In connection with teaching-learning and interaction with the teachers a considerable proportion of students feel that:

- Teachers encourage the free exchange of ideas in classrooms,
- Students have the liberty of consulting their teachers and asking them for help whenever a need arises, with most teachers positively reacting to their demands,
- Teachers do not discriminate among students due to their fields of specialization, ethnicity, or political views when assigning grades to students,
- A significant proportion of students, however, did not agree with the view that the majority of teachers use different teaching methods, allot sufficient time for student consultations and advisement, adequately prepare for their classes within the means provided by the institution, and the institution's leadership shows high commitment for academic excellence.

On the part of the leadership, there was a mixed reaction to issues of academic freedom particularly in connection with freedom of association among academic staff. For instance, the Haramaya University President believes that teachers have shown little interest to form their association though the university authority did not discourage its establishment, while on the other hand the JU study reported that the University leadership believes that teachers' association is no longer necessary as the academic staff is represented in the University Senate via elected representatives. A further inquiry into the reasons why teachers have been reluctant to form their professional association reveals a different scenario. The FGD data show that the teachers in JU are of the opinion that an independent teachers' union is simply an "*unattainable luxury*" while their counterparts in BDU say: "*You never think of forming teachers' association since the political environment is complex and ambiguous*". This generally indicates that though forming a teachers' union is not officially banned, teachers' appear less enthusiastic about it since even if it is formed, it would not be able to protect itself from external interference.

Duties and Responsibilities

A salient majority of the teachers in the private and public HEIs believe that their colleagues in their respective institutions:

- Cover over 80% of the contents defined in the syllabus;
- Attend 80% of the period assigned for the course;
- Provide timely feedback on students' tests and projects;
- Adequately prepare for their classes within the means provided by the institution;
- Provide fair and equal treatment to all types of learners and encourage free exchange of ideas in the classroom.

Teachers, however, do not seem to be certain about the use of different teaching methods by their colleagues. Students also doubted the professional competence of some of their instructors. In this regard, the Haramaya University case study revealed the apparent lack of professional preparation to upgrade the staff's pedagogical skills. It found out that those teachers whom the researcher happened to observe while on their duties were using the usual "classical lecture" rather than applying a variety of teaching methods based on student-centered learning.

Table 9. Students' assessment of teachers' duties and responsibilities^s

No.	Teachers' on Duties and Responsibilities	Public HEIs					Private HEIs		
		AAU	AMU	BDU	GU	HU	UoH	SMUC	UUC
1	Majority of my teachers cover over 80% of the contents defined in the syllabus for each of their courses	84.1 ^A	67.3 ^A	65.2 ^A	68.4 ^A	75.6 ^A	77.1 ^A	79 ^A	88 ^A
2	Majority of my teachers attend 80% of the period assigned for the course	80.5 ^A	61.4 ^A	80.4 ^A	57.6 ^A	78.4 ^A	56.1 ^A	83 ^A	90.7 ^A
3	Majority of my teachers do not impose their convictions or views on students	57.5 ^A	46.1 ^A	55.9 ^A	44.2 ^A	47.7 ^A	64.2 ^A	51 ^A	NA
4	Majority of my teachers use different teaching methods to meet students' needs	53.9 ^A	45.4 ^A	52.6 ^A	45 ^A	52.2 ^A	62.5 ^D	54 ^A	NA
5	Majority of my teachers allot sufficient time for student consultations and advisement	41.2 ^A	55.4 ^D	43.1 ^D	50.7 ^D	47.6 ^D	72.9 ^D	37 ^D	46.6 ^{A*}
6	Majority of my teachers provide timely feedback on assignments, tests, and student projects	52.6 ^A	43 ^D	51.7 ^{A*}	43.8 ^{A*}	41.5 ^{D*}	62.6 ^D	65 ^A	NA
7	Majority of my teachers encourage free exchange of ideas in the classroom	66.8 ^A	60.9 ^A	71.3 ^A	64.6 ^A	63.1 ^A	52.1 ^A	73 ^A	71.6 ^A
8	Majority of my teachers adequately prepare for their classes within the means provided by the institution	66.1 ^A	47.1 ^A	65.6 ^A	47.7 ^A	65.9 ^A	58.4 ^A	59 ^A	74.1 ^A
9	The teaching/ learning situation is conducive for research by students	43.2 ^A	40.1 ^D	37.7 ^{A*}	36.8 ^D	39.5 ^D	39.6 ^D	35 ^{A*}	NA**
10	Majority of my classmates attend almost all of the periods assigned for the course	72.2 ^A	65.4 ^A	72.1 ^A	68 ^A	67.7 ^A	54.2 ^A	66 ^A	NA
11	The students have easy access to the library facilities	59.6 ^A	58 ^D	48.1 ^{D*}	44.6 ^{A*}	46.5 ^D	NA	69 ^A	70.7 ^A

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Table 9. *Cont'd*

No.	Teachers' on Duties and Responsibilities	Public HEIs					Private HEIs		
		AAU	AMU	BDU	GU	HU	UoH	SMUC	UUC
12	Majority of my courses have textbooks, teaching materials and/or handouts	46.4 ^A	55.9 ^D	55.6 ^A	43.5 ^{A^*}	61.7 ^D	NA	64 ^A	75.8 ^A
13	Assessment of my classmates does not generally make any discrimination based on ethnicity	66.9 ^A	55.9 ^A	68.4 ^A	55.1 ^A	42.7 ^{A*}	NA	62 ^A	NA
14	Assessment of my classmates does not generally make any discrimination based on their gender	77.2 ^A	68.3 ^A	76.7 ^A	67.1 ^A	68.7 ^A	54.2 ^A	65 ^A	84.7 ^A
15	Assessment of my classmates does not generally make any discrimination based on their field of specialization	64.9 ^A	57.9 ^A	63.3 ^A	62.8 ^A	60.5 ^A	60.7 ^A	67 ^A	NA
16	Assessment of my classmates does not generally make any discrimination based on their political views	57.6 ^A	60.9 ^A	60.4 ^A	59.1 ^A	47.3 ^{A*}	60.4 ^A	62 ^A	72.9 ^A
17	The institution's leadership shows high commitment for academic excellence	44.9 ^A	51.5 ^D	40.6 ^D	46.9 ^D	42.5 ^{A*}	NA	59 ^A	NA

SOURCE: Computed based on case study reports.

Notes: **D** - represents rating by majority of students who disagreed or strongly disagreed.

D* - represent disagreement by majority (but a significant or comparable percentage of the students did agree to the item).

A* - represent agreement by majority (but a significant or comparable percentage of the students did disagree to the item assessing the level of academic freedom).

A - represents majority agreement or strong agreement to the corresponding item.

** Data not available.

§ - Data not reported for JU and HiLCoE.

This suggests that on top of the apparent lack of pedagogical orientation, a good number of the academic staff were inexperienced graduate assistants who, as the BDU study eloquently described, were "...a few books away from their students". On the other hand, students, teachers and the leadership also disclosed that there were some academic staff members who were not properly discharging their responsibilities: e.g., inability to give timely feedback to students, failure to show up for classes, invigilation, and department meetings.

The majority of the students believe that:

- teachers cover over 80% of the contents defined in the syllabus;
- attend 80% of the period assigned for the course;
- teachers' assessment is free from discrimination by gender, religion, ethnicity, and field of specialization;
- The leadership in HEIs is not committed to ensuring academic excellence. But this does not hold true for leaders of the private HEIs covered by the study.
- Students are generally keen in attending classes; however, access to libraries is limited and the teaching/learning situation is not conducive for research by students.

4.3. Terms and Conditions of Service

The section on terms and conditions of service of HETP summarizes the findings related to staff selection and recruitment, professional preparation, providing conducive work environment, and opportunities to negotiate terms, salaries and benefits. The results in this regard are as follows.

Recruitment, Professional Preparation, and Academic Promotion

The findings regarding recruitment of academic staff revealed that there have been two different levels of recruitment for different category of academic staff. One category includes expatriates whose recruitment is made through the Ministry of Education (MoE). The second category includes the local staff whose recruitment is carried out by the respective HEIs. The studies (e.g., BDU and HU case studies) disclosed that the role of the concerned academic units within public HEIs in

recruitment and selection of expatriate staff is very limited. Nevertheless, recruitment of local faculty, by and large, is reported to be generally fair and free from discrimination of any sort as most HEIs conduct selection and employment through a committee.

There is no empirical data as to the professional preparation of expatriate faculty. Nevertheless, most of the newly employed local staff are experts in their areas of specialization but lack the required pedagogical knowledge and skills to teach in HEIs. As reported in the BDU and UoH case studies, there are attempts to fill this gap by organizing continuous professional development through their respective Academic Development and Resource Centers (ADRC) established in public universities and the adoption of the one-year Higher Diploma Program (HDP), which was earlier confined to the staff of teacher education faculties.

On the other hand, promotion of academic staff is, for the most part, described as generally fair and based on procedures articulated in the legislations of HEIs. Nevertheless, discrepancies are apparent particularly in relation to the time line to make the final decision for promotion applications to senior ranks such as Professorship.

Working Conditions

- The majority of the teachers at Addis Ababa, Haramaya, and Hawassa universities perceived that the institutional work environment is not enabling for teaching and research while the majority the academic staff in Arbaminch, Bahir Dar, Gonder, and Jimma Universities and private HEIs perceived to the contrary.

Table 10. Terms and conditions of service [Majority ratings of statements by Teaching Personnel]

No.	Terms and Conditions of Service	Public HEIs						Private HEIs			
		AAU	AMU	BDU	GU	JU	HU	UoH	SMUC	UUC & HILCoE	ETC
1	The terms and conditions of employment create an enabling work environment for teaching and research	45 ^D	48.7 ^A	61.2 ^A	47.1 ^A	44.2 ^A	42.8 ^D	48.8 ^D	62 ^A	63.3 ^A	100 ^A
2	The terms and conditions of employment are free from discrimination of any kind	57.5 ^A	46 ^A	61.1 ^A	58 ^A	58.1 ^A	50.8 ^A	51.2 ^A	34 ^A	63.3 ^A	100 ^A
3	Teaching personnel have the right to negotiate the terms and conditions of employment	68.8 ^D	43.8 ^{DK}	47 ^D	52 ^D	65.2 ^D	55.5 ^D	62.8 ^D	37 ^D	46.7 ^A	67 ^A
4	There is a just and open system of career development, including promotion	45 ^A	31.3 ^A	48.2 ^A	47.1 ^A	46.5 ^A	39.7 ^A	51.2 ^A	42 ^D	-	67 ^A
5	The institution strives to facilitate sabbatical and research leaves through its international networks and collaborations	56.3 ^D	33.3 ^{DK}	27.1 ^{DK}	42 ^D	48.9 ^D	44.5 ^D	55.8 ^D	46 ^{DK}	-	50 ^{DK}
6	The institution secures scholarships for staff through its international networks and collaborations	62.6 ^D	54.1 ^D	68.6 ^D	74 ^D	52.4 ^D	55.5 ^D	51 ^D	46 ^D	-	84 ^A
7	The institution promotes research by securing adequate funds through its international networks and collaborations	60.1 ^D	37.6 ^A	62.2 ^D	49 ^D	38.1 ^A	52.4 ^D	44 ^D	41 ^A	-	50 ^{DK}
8	The reasons for contract termination are known and based on advance notice	42.5 ^{DK}	37.5 ^{DK}	42.3 ^{DK}	40.8 ^D	47.6 ^{DK}	55.6 ^{DK}	67.4 ^A	46 ^{DK}	-	50 ^{DK}
9	Dismissals are in accordance with the institution's current rules and regulations	46.3 ^{DK}	37.5 ^{DK}	32.5 ^{DK}	44.9 ^{DK}	44.2 ^{DK}	60.3 ^D	81.4 ^A	38 ^{DK}	-	66 ^A

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Table 10. Cont'd

10	Staff evaluation is based only on academic criteria of competence in research, teaching and other professional performance	43.7 ^A	45.9 ^A	48.8 ^A	46 ^A	65.1 ^A	49.2 ^A	53.5 ^A	50 ^A	-	100 ^A
11	The assessment is based on known, standard academic criteria	42.7 ^A	48 ^A	46.8 ^A	54.2 ^A	55.8 ^A	52.4 ^A	58.2 ^A	63 ^A	-	100 ^A
12	Assessment results are made known to the individuals staff member concerned	41.2 ^A	31.3 ^A	47.6 ^A	49 ^A	42 ^A	53.9 ^A	49 ^A	67 ^A	-	100 ^A
13	The teaching personnel have the right to appeal to an impartial body against any assessment which they deem to be unfair	35.5 ^{DK}	34.5 ^{DK}	26.6 ^{DK}	42 ^D	42 ^{DK}	40 ^{DK}	67.5 ^A	63 ^{DK}	-	50 ^A

SOURCE: Computed based on case study reports.

Notes: Superscript letters **A**, **DK**, and **D** respectively refer to “Agree”, “Don’t Know” and “Disagree” to statements assessing the “terms and conditions of employment” of teaching personnel.

- The majority of the teachers in public HEIs believe that the terms and conditions of employment are free from discrimination of any kind.
- As indicated in the responses of the majority of the academic staff of Addis Ababa, Bahir Dar, Gonder, Jimma, Hawassa, and Haramaya Universities to Item 3 in Table 10, the majority of the staff of public HEIs disagree that they are enjoying the right to negotiate the terms and conditions of employment. In this connection, the BDU study reported that teaching personnel do not enjoy even the right to negotiate the payment rates for extra-load, summer and extension classes since the terms and conditions are centrally determined by the MoE. In contrast, the SMUC and ETC study disclosed that teachers in private HEIs can negotiate the terms and conditions of employment unlike those in public universities (See Item 3 in Table 10).

The implementation of a differential salary structure by the SMUC for teachers with the same academic rank and experience, yet specializing and teaching in different disciplines, however, does not seem to be welcome by those not benefiting from the preferential treatment.

The case studies also show that there are still visible gaps in the following areas:

- Facilitating sabbatical and research leaves through the institutional international networks and collaborations;
- Securing particularly PhD scholarships for staff;
- Promotion of research by securing adequate funds;
- Lack a clear and transparent staff development plan in private HEIs;
- As evident from the interview and FGD with staff in the SMUC and ETC case studies, lack of independent grievance handling mechanisms in both private HEIs. This is also the case in public HEIs there is no mechanism for lodging an appeal to an independent body.

Salary Adequacy and Fairness

The outcomes of teachers' assessment of own salaries were found to be very low. In particular, the salary scale in public universities appeared to be quite low even compared to that in private HEIs. Yet, according to the UUC and HiLCoE case studies, teaching personnel in the private HEIs believe that they are not paid adequately to lead a decent life and no salary adjustments are made based on inflation rates. But still, private HEIs manage to attract well qualified academics from the public sector. Table 11 shows that the majority of the teachers in all public HEIs believe that their salary does not reflect the importance of higher education in society (Item 1) and is not comparable to salaries paid in other occupations requiring similar or equivalent qualifications (Item 2).

Table 11. Teachers' views on salary

No.	Items	Public HEIs						Private HEIs			
		AAU	AMU	BDU	GU	JU	HU	UoH	ETC	SMUC	UUC
1	Reflect the importance of higher education in society	86.2 ^D	91.6 ^D	85.2 ^D	92.1 _D	82.5 ^D	50.8 ^D	85.7 _D	33 ^A	37 ^A	40 ^A
2	Are comparable to salaries paid in other occupations requiring similar or equivalent qualifications	91.2 ^D	81.3 ^D	50.5 ^D	92.2 _D	81.4 ^D	84.1 ^D	85.7 _D	50 ^A	42 ^A	50 ^A
3	Adequate to sustain a reasonable standard of living for themselves and their families	92.5 ^D	91.6 ^D	81.9 ^D	94 ^D	88.1 ^D	88.9 ^D	90.4 _D	50 ^A	46 ^D	43 ^D
4	Are so insufficient that teachers are forced to engage in private consultancy or extra teaching to supplement their income	80 ^A	75.1 ^A	78 ^A	80 ^A	78.1 ^A	73 ^A	78.8 _A	50 _{DK}	58 ^A	63 ^A
5	Are so insufficient to act as to act as a disincentive to attract or retain talented staff	79.5 ^A	79.2 ^A	81.5 ^A	80 ^A	88.3 ^A	79.4 ^A	80.9 _A	34 ^D	57 ^A	43 ^A
6	Are fully paid when a staff member is studying for a higher degree abroad	66.5 ^D	25 ^{DK}	48.5 ^D	68.6 _D	60.4 ^D	63.5 ^D	78.8 _D	66 ^A	46 ^D	NA
7	Are revised periodically to take into account the rising cost of living	87.6 ^D	83.4 ^D	76.9 ^D	84 ^D	51.2 ^D	84.1 ^D	78.8 _D	50 ^A	50 ^D	NA
8	Teachers are adequately compensated for carrying extra work load	50 ^D	63.5 ^D	46.9 ^A	72 ^D	62.8 ^D	65.1 ^D	80.9 _D	50 ^A	54 ^A	36 ^D
9	Teachers are adequately compensated for annual leaves lost because of extended teaching.	55 ^D	45.9 ^D	38.8 ^D	76.4 _D	40.5 ^D	53.9 ^D	76.2 _D	34 ^D	54 ^D	NA

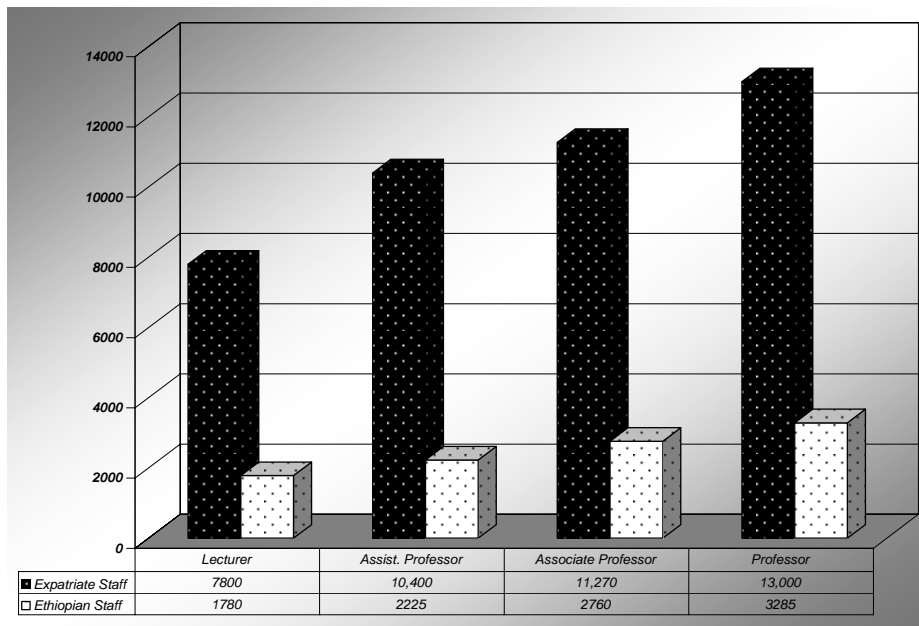
SOURCE: Computed based on case study reports.

Notes: Superscripts letters **A**, **D**, and **DK** refer to majority's rating of the corresponding item as "Agree", "Don't Know" and "Disagree", respectively.

* represents majority rating of "Disagree" or "Strongly Disagree".

On the other hand, the disparity between salaries of Ethiopian and expatriate staff is so glaring that the UoH case study reported it to be the other dissatisfying factor for local staff. This can be seen from Fig. 1 below.

Fig. 1. Comparison of Local and Expatriate Staff Salaries (in US Dollars)



SOURCE: Tesfaye Semela. 2007. Status of Governance, Academic Freedom and Higher Education Teaching Personnel: The Case of University of Hawassa, FSS, forthcoming.

Paying low salaries to HETP has been adversely affecting the Ethiopian higher education landscape. The impacts evidently take various forms, such as taking extra part-time jobs to supplement income which in turn leaves little time for preparation for quality instruction and engaging in research. In many cases, teachers leave, or are constantly preoccupied with leaving their jobs for better paying ones in the private and NGO sectors. The worst case scenario has been brain drain – highly experienced and qualified professors are flocking mostly to the West and in some cases to southern African countries in search of greener pastures. In short, the existing salaries of the HETP is not in line with the provisions of the 1997 UNESCO Recommendation which stipulates, among other things, that salaries of higher education teaching personnel should reflect the importance of higher education in society and should be commensurate with what they do.

Table 12. Teachers' ratings of disciplinary problems

No.	Disciplinary problems	Public HEIs						Private HEIs			
		AAU	AMU	BDU	GU	JU	HU	UoH	SMUC	UUC & HILCoE	ETC
1..	Persistent neglect of duties	68.7 ^S	50 ^S	61.7 ^S	53.8 ^S	66.7 ^S	74.6 ^S	63.6 ^S	63 ^S	76.7 ^S	67 ^N
2.	Gross incompetence	63.8 ^S	58.3 ^S	67 ^S	55 ^S	53.7 ^S	65 ^S	47.7 ^S	63 ^S	NA*	67 ^N
3.	Fabrication or falsification of research results	50 ^N	41.7 ^N	53.6 ^N	59.6 ^N	65 ^N	60.3 ^N	59 ^N	58 ^N	66.7 ^N	83 ^N
4.	Serious financial irregularities	41.3 ^N	37.5 ^S	58 ^S	46.2 ^S	41.7 ^N	44.4 ^S	54.8 ^N	58 ^N	NA	67 ^N
5.	Sexual misconduct with students	56.2 ^N	47.9 ^S	50 ^S	50 ^S	70 ^N	54 ^S	51 ^N	46 ^N	63.3 ^N	100 ^N
6.	Falsifying test results or final grades in return for money, sexual or other favors	62.5 ^N	43.8 ^S	46.7 ^S	49 ^S	73.8 ^N	49 ^S	60 ^N	42 ^N	63.3 ^N	100 ^N

SOURCE: Computed based on case study reports.

Notes: Superscript letters **N** and **S** represent “Never” and “Seldom”, respectively.

* Data not available.

Disciplinary Problems

Disciplinary problems of HETP are generally found to be less frequent in both private and public HEIs though minor problems have been cited in the FGDs with staff and interviews with the leadership. Analyses of teachers' responses (see Table 12) in both public and private HEIs indicated that disciplinary problems are generally less frequent. In particular, a majority of the teachers in both private and public HEIs reported that they have never encountered "Fabrication and falsification of research results". Similarly, with the exception of ETC, the majority of the teachers in the remaining HEIs admitted that persistent neglect of duties, gross incompetence, serious financial irregularities, sexual misconduct with students, and falsifying test results or final grades for money or sexual favors "seldom" happened in their respective institutions.

These findings are generally in agreement with interview results with the leadership of Jimma, Haramaya and Hawassa Universities. In this connection, the officials indicated that there prevails persistent neglect of duties among a few staff members, which t include frequent absence during class lectures, failure to show up for invigilation and advising, failure to submit students' grades on time among others. Further, the studies conducted in public HEIs indicated that in the event of such disciplinary breach, there is an established practice of forwarding allegations filed against a staff member to an independent committee, usually referred to as "Staff Discipline Committee". The task of this committee is to carry out an independent investigation of the cases and forward recommendations of the kind of measures to be taken as per the legislation of the institution in question. Although this has to be the manner in which staff disciplinary cases ought to be handled, there were instances of staff dismissals without due process as reported in the GU and JU case studies. On the other hand, the SMUC and ETC studies revealed that disciplinary issues are not handled by an independent committee. In whichever case, there were instances of denying teaching personnel in HEIs the right to due process and a fair review.

5. Recommendations

The recommendations forwarded in the cases studies to improve the status of governance, academic freedom, and terms and conditions of service of the higher education teaching personnel in the respective HEIs are summarized under the three themes of the present research, namely, governance, academic freedom, and terms and conditions of employment of teaching personnel. First, the general recommendations are in order.

5.1. General

- 5.1.1 The higher education community does not seem to know the existence of the UNESCO recommendation let alone its content. Thus, publishing and disseminating the recommendations to the academic community will increase their level of awareness.
- 5.1.2 In the absence of associations, which represent the teaching personnel or students, it should be the responsibility of the UNESCO office in Ethiopia and/or the government of Ethiopia, to popularize this important document among the academic community in HEIs.
- 5.1.3 Revisit the Higher Education Proclamation (No. 351/2007), University legislations or Charters, institutional policy guidelines, Staff Employment Contract Agreement Forms, and other relevant documents in line with the provisions of the 1997 UNESCO Recommendation.

5.2. Specific Recommendations

Governance

- 5.2.1 HEIs should be allowed to operate as per their legal mandates without interference by higher authorities.
- 5.2.2 Clear criteria and procedures need to be established for the selection of leaders in HEIs (i.e., Board members, Presidents and their deputies, and Deans). The academic community should have some say in the process and be involved in the nomination and selection.

- 5.2.3 Regular (e.g., once or twice a year) and clear methods of reporting should be put in place to enable the academic community to listen to the top leadership and provide some feedback on achievements, failures, weaknesses and plans.
- 5.2.4 The Ministry of Education and through it the Government should release the long overdue charter to HEIs. At the same time, the HEIs should work towards the realization of chartered rights and put in place flexible financial management mechanisms and procedures.
- 5.2.5 The leadership of HEIs should find ways by which HIV/AIDS awareness can be enhanced amongst the academic community members.
- 5.2.6 The leadership of HEIs should demonstrate more commitment to quality, scholarship, and strategic leadership than focusing on daily routines.
- 5.2.7 Promote a gender-inclusive institutional culture that bolsters the visibility of women as senior academics and leaders to serve as role models for young female students.
- 5.2.8 Facilitate the gradual termination of on-campus provision of student services by outsourcing it to relevant companies as it has been consuming time and resources that should have been invested in academic, research and other institutional development activities.
- 5.2.9 Most private HEIs are organized in the form of Private Limited Companies (PLCs) and administered by their owners (shareholders). This scenario has to change if private HEIs should emerge as publicly accountable and internally more democratic institutions.

Academic Freedom

- 5.2. 10 Encourage the establishment of free teachers associations (unions) in all HEIs, public or private. This would help to ensure that the rights and freedoms of academic staff are respected while giving them representation and a collective voice.

- 5.2.11 HEIs should encourage free election of leaders of student associations to cultivate a democratic culture.
- 5.2.12 Provide public platforms where national policy agenda and other institutional and international issues can be discussed and new ideas put forward contribute to national development.
- 5.2.13 The campus life and relations among students and staff in public HEIs in general, and in JU and HU in particular, should be 'de-ethnicized'. Campus violence instigated by ethnic and sectarian feelings should be resolved through social dialogue between teachers, students and the administration. Such a dialogue could cultivate the spirit of tolerance towards incompatible views and positions and develop the value of respect for differences.
- 5.2.14 The democratic space within Ethiopian private HEIs should be broadened. Both faculty members and students should be allowed to express their views in an organized manner to represent and articulate collective concerns, views and strategic interests.
- 5.2.15 Higher education institutions should strive to lay down the legal and institutional framework necessary for introducing tenure track employment. In this regard the experience of other countries and institutions needs to be tapped.
- 5.2.16 HEIs should encourage the participation of students in various governing and decision-making bodies through their elected representatives and create opportunities for students to express their views on revisions of the curriculum.

Terms and Conditions of Employment

- 5.2.17 The salary of teachers is very low and has led to brain drain and extra work. Reconsideration of the salary is thus of utmost importance.

- 5.2.18 In view of the fact that some HEIs are located far away from the center in areas where facilities and public services are in short supply, concerted efforts have to be made to improve all those services including communication infrastructure, schools, hospitals, recreation and sport facilities, etc.
- 5.2.19 Ensure fair, relevant, transparent and valid teachers' performance evaluation mechanisms that contribute to quality.
- 5.2.20 Improve teachers' workplace that guarantees a minimum acceptable office space, research fund, and learning-teaching resources that are necessary to properly carryout their professional duties.
- 5.2.21 All HEIs should introduce a fair and just grievance handling procedure whereby complaints and disputes of the teaching personnel can be handled by an independent and impartial body, which consists of the representatives of the faculty. Special attention should also be given to private HEIs where such practices do not exist.
- 5.2.22 HEIs in general and private HEIs in particular should promote the culture of research by encouraging the engagement of their academic staff. This could be achieved by soliciting research funds both from in-house as well as external sources. Forging institutional collaborations with other HEIs, research institutes and think tanks is also vital to enhance the research capacity of private HEIs.
- 5.2.23 Instead of relying on part-time teaching staff, private HEIs should recruit, retain and upgrade their full-time academic staff. This necessitates embarking on long term strategic planning in terms of human resource development and building institutional networks with other local or international HEIs to secure funds for scholarship schemes and staff training.

Annex 1

Recommendation of the National Conference on Academic Freedom in Ethiopian Higher Education Institutions

Introduction

The Forum for Social Studies (FSS) launched a major research project titled, “The Status of Governance, Academic Freedom and Teaching Personnel in Ethiopian Higher Education” in 2006. The project sought to undertake case studies of major public and private higher education institutions, and to generate other individual papers on cross-cutting issues. The case studies in particular used UNESCO’s (1997) Recommendation Concerning the Status of Higher-Education Teaching Personnel as a conceptual framework for assessing the situation in Ethiopia. To disseminate the research results and generate a public debate on the issues raised by the studies, the FSS launched a two-day National Conference on Academic Freedom in Ethiopian Higher Education Institutions, which was held in Semien Hotel, Addis Ababa, from 26th to 27th April 2007. The Conference brought together over 150 participants consisting of leaders of higher education institutions, government officials, researchers, teachers, students, representatives of international organizations, development partners, civil society activists, journalists and other stakeholders.

The two-day deliberations on the status of governance, academic freedom, and higher-education teaching personnel brought to light the opportunities, constraints, and challenges facing higher education in Ethiopia. Cognizant of the need to mobilize all stakeholders to build on the successes registered so far and to address the gaps encountered hitherto, the participants of the Conference resolved to put forward this Recommendation for action by all key stakeholders.

Preamble

We, the participants of the National Conference on Academic Freedom,

Recognising that the Constitution of the Federal Democratic Republic of Ethiopia, in line with standard international and regional legal instruments guaranteeing

human, civil, political, economic, and cultural rights, makes key provisions recognizing fundamental human and democratic rights;

Recognising also that Ethiopia's "Higher Education Proclamation No. 351/2003" provides for a certain level of institutional autonomy and academic freedom in the higher education institutions;

Recalling that as a Member State, Ethiopia is expected to accept and apply UNESCO's standard-making instruments relating to Education, including the 1997 Recommendation Concerning the Status of Higher-Education Teaching Personnel;

Taking into account that the results of the empirical studies show the degree of institutional autonomy actually exercised by the higher education institutions is perceived to be quite limited, especially in terms of curriculum and programme development; student admission; staff employment, promotion, and dismissal; the appointment and removal of institutional leaders; financial management; and the management of campus security;

Concerned that the studies indicate that most of the teaching personnel in public institutions in particular are highly dissatisfied with their rather heavy workloads, low salaries, low participation in institutional policy/decision-making processes, limited academic freedom, and generally uncondusive working conditions;

Noting that the high cost of living, coupled with the low level of salary, is driving teachers to preoccupy themselves with external consultancies and/or carry extra teaching loads which tend to undermine the quality of their teaching and research;

Concerned that the current rapid process of expansion which is driven by a top-down approach is contributing to the overcrowding of classrooms, libraries, cafeterias and dormitories; shortage of teaching/reading materials; the deterioration of the quality of student facilities and services; and to excessive workload of teachers;

Observing that inter-ethnic and/or sectarian clashes among higher education students are increasing in frequency and leading to the interruption of classes, and to the injury and summary dismissal of students;

Persuaded that the institutionalization and active promotion of academic freedom, social dialogue, democratic governance, collegial relations and transparency will encourage and nurture a more dynamic intellectual life, democratic values, respect for diversity, social harmony, and campus peace;

Convinced that the Government of Ethiopia is highly committed to the rapid growth of higher education as evidenced by the dramatic expansion of access and diversification in the higher education sector, and that this significant effort should be supplemented by an equally radical improvement in quality;

Believing that UNESCO's 1997 Recommendation Concerning the Status of Higher-Education Teaching Personnel embodies internationally accepted principles, values, and norms, the full application of which will create an enabling environment that helps the higher education institutions to successfully achieve their missions;

Recalling the Declaration of the “*World Conference on Higher Education in the Twenty-First Century: Vision and Action*” (9th October 1998), calling on “States, including their governments, parliaments and other decision-makers”, to “*establish clear policies concerning higher education teachers*, as set out in the Recommendation concerning Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997”;

Bearing in mind that the great majority of students, teaching personnel and the leadership of higher education institutions are unaware of the 1997 UNESCO Recommendation and other relevant standard-making instruments of UN agencies;

Considering that the students, teaching personnel, and leaders of higher education institutions, both in the public and private sectors, are among the key stakeholders of the educational policies, strategies, and programmes of the nation in general and of their respective institutions in particular,

have resolved to recommend as follows:

Recommendation

1. We strongly recommend that the Government of Ethiopia and the leaders of the higher education institutions take concrete steps, including providing public

forums of discussions, to create a greater awareness of the 1997 UNESCO Recommendation and other relevant international human rights instruments among the members of the higher education community;

2. We urge the Government of Ethiopia and the governing organs of the institutions of higher education to institutionalize the principles, values, and norms enshrined in the 1997 UNESCO Recommendation and other international best practices of institutional autonomy and academic freedom by incorporating them into their institutions' charters and other regulatory frameworks and rigorously applying them in the everyday conduct of their educational affairs;
3. We recommend that institutions of higher education put in place institutionalized governance that is characterized by rule of law, consistency, and accountability;
4. While recognizing the merit of the affirmative action taken to expand women's access to higher education, we also recommend that national and institutional policy makers devise more effective and sustainable mechanisms to improve women's academic performance to enable them to successfully compete with their male peers and to widen their career opportunities in teaching, research and academic leadership in the higher education sector;
5. We call upon the teaching personnel to seize every opportunity available for promoting and protecting academic freedom and institutional autonomy, professionalism and excellence, and to diligently and unwaveringly discharge their social responsibility to improve and assure the welfare of their society, and the good of the nation;
6. We urge the student community to rise above ethnic, sectarian and/or ideological divides and prejudices in their pursuit of knowledge and truth, to espouse universal ideals of equality, justice, freedom, peace and progress for all, and to foster harmonious relations with their peers and instructors based on tolerance, respect, and understanding;
7. To stem the internal and external brain drain, to attract new talent, and to enable the teaching personnel in public institutions in particular to concentrate on their primary duties of teaching, research and community service, we strongly advise

the Government of Ethiopia to review the salary scale and benefit packages of the teaching personnel in line with the market rate and the rise in the cost of living;

8. We recommend that social dialogue and stakeholder participation be instituted as the norms and standard practices for policy/decision-making, and that appropriate channels and mechanisms for consultation be put in place to involve the teaching personnel and students in the policy/decision-making processes at the national and institutional levels;
9. In view of the originality and relevance of the studies conducted by senior researchers under the sponsorship of the Forum for Social Studies, and the considerable insights gained from the studies on the opportunities, constraints and challenges concerning institutional governance, academic freedom and teaching personnel, we recommend that both the leaders of higher education institutions and the educational policy-makers at the national level seriously consider the findings and recommendations of these studies to improve the situation in Ethiopian higher education institutions;
10. We also call upon the academic community, civil society, development partners and other concerned international organizations, to encourage and engage in dialogue with the Government of Ethiopia over the application of UNESCO's 1997 Recommendation as well as the findings of the FSS studies, and to provide the Government with the necessary support for translating the provisions and research findings into practice.

April 27, 2007
Addis Ababa

Annex 2

Recommendation concerning the Status of Higher-Education Teaching Personnel

(11 November 1997)

The General Conference,

Having examined document 29 C/12, containing the draft recommendation concerning the Status of Higher-Education Teaching Personnel,

Approves the said Recommendation in accordance with Articles 11 and 12 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution.

Preamble

The General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO), meeting in Paris from 21 October to 12 November 1997, at its 29th session,

Conscious of the responsibility of states for the provision of education for all in fulfilment of Article 26 of the Universal Declaration of Human Rights (1948),

Recalling in particular the responsibility of the states for the provision of higher education in fulfilment of Article 13, paragraph 1(c), of the International Covenant on Economic, Social and Cultural Rights (1966),

Conscious that higher education and research are instrumental in the pursuit, advancement and transfer of knowledge and constitute an exceptionally rich cultural and scientific asset,

Also conscious that governments and important social groups, such as students, industry and labour, are vitally interested in and benefit from the services and outputs of the higher education systems,

Recognizing the decisive role of higher-education teaching personnel in the advancement of higher education, and the importance of their contribution to the development of humanity and modern society,

Convinced that higher-education teaching personnel, like all other citizens, are expected to endeavour to enhance the observance in society of the cultural, economic, social, civil and political rights of all peoples,

Aware of the need to reshape higher education to meet social and economic changes and for higher education teaching personnel to participate in this process,

Expressing concern regarding the vulnerability of the academic community to untoward political pressures which could undermine academic freedom,

Considering that the right to education, teaching and research can only be fully enjoyed in an atmosphere of academic freedom and autonomy for institutions of higher education and that the open communication of findings, hypotheses and opinions lies at the very heart of higher education and provides the strongest guarantee of the accuracy and objectivity of scholarship and research,

Concerned to ensure that higher-education teaching personnel enjoy the status commensurate with this role,

Recognizing the diversity of cultures in the world,

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

Mindful of the diversity of arrangements which apply to higher-education teaching personnel in different countries, in particular according to whether the regulations concerning the public service apply to them,

Convinced nevertheless that similar questions arise in all countries with regard to the status of higher-education teaching personnel and that these questions call for the adoption of common approaches and so far as practicable the application of common standards which it is the purpose of this Recommendation to set out,

Bearing in mind such instruments as the UNESCO Convention against Discrimination in Education (1960), which recognizes that UNESCO has a duty not only to proscribe any form of discrimination in education, but also to promote equality of opportunity and treatment for all in education at all levels, including the conditions under which it is given, as well as the Recommendation concerning the Status of Teachers (1966) and the UNESCO Recommendation on the Status of Scientific Researchers (1974), as well as the instruments of the International Labour Organization on freedom of association and the right to organize and to collective bargaining and on equality of opportunity and treatment,

Desiring to complement existing conventions, covenants and recommendations contained in international standards set out in the appendix with provisions relating to problems of particular concern to higher education institutions and their teaching and research personnel,

Adopts the present Recommendation on 11 November 1997.

I. Definitions

1. For the purpose of this Recommendation:

- (a) 'higher education' means programmes of study, training or training for research at the post-secondary level provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities, and/or through recognized accreditation systems;
- (b) 'research', within the context of higher education, means original scientific, technological and engineering, medical, cultural, social and human science or educational research which implies careful, critical, disciplined inquiry, varying in technique and method according to the nature and conditions of

the problems identified, directed towards the clarification and/or resolution of the problems, and when within an institutional framework, supported by an appropriate infrastructure;

- (c) 'scholarship' means the processes by which higher-education teaching personnel keep up to date with their subject, engage in scholarly editing, disseminate their work and improve their pedagogical skills as teachers in their discipline and upgrade their academic credentials;
- (d) 'extension work' means a service by which the resources of an educational institution are extended beyond its confines to serve a widely diversified community within the state or region regarded as the constituent area of the institution, so long as this work does not contradict the mission of the institution. In teaching it may include a wide range of activities such as extramural, lifelong and distance education delivered through evening classes, short courses, seminars and institutes. In research it may lead to the provision of expertise to the public, private and non-profit sectors, various types of consultation, and participation in applied research and in implementing research results;
- (e) 'institutions of higher education' means universities, other educational establishments, centres and structures of higher education, and centres of research and culture associated with any of the above, public or private, that are approved as such either through recognized accreditation systems or by the competent state authorities;
- (f) 'higher-education teaching personnel' means all those persons in institutions or programmes of higher education who are engaged to teach and/or to undertake scholarship and/or to undertake research and/or to provide educational services to students or to the community at large.

II. Scope

2. This Recommendation applies to all higher-education teaching personnel.

III. Guiding principles

3. The global objectives of international peace, understanding, co-operation and sustainable development pursued by each Member State and by the United Nations require, inter alia, education for peace and in the culture of peace, as defined by UNESCO, as well as qualified and cultivated graduates of higher education institutions, capable of serving the community as responsible citizens and undertaking effective scholarship and advanced research and, as a consequence, a corps of talented and highly qualified higher-education teaching personnel.
4. Institutions of higher education, and more particularly universities, are communities of scholars preserving, disseminating and expressing freely their opinions on traditional knowledge and culture, and pursuing new knowledge without constriction by prescribed doctrines. The pursuit of new knowledge and its application lie at the heart of the mandate of such institutions of higher education. In higher education institutions where original research is not required, higher-education teaching personnel should maintain and develop knowledge of their subject through scholarship and improved pedagogical skills.
5. Advances in higher education, scholarship and research depend largely on infrastructure and resources, both human and material, and on the qualifications and expertise of higher-education teaching personnel as well as on their human, pedagogical and technical qualities, underpinned by academic freedom, professional responsibility, collegiality and institutional autonomy.
6. Teaching in higher education is a profession: it is a form of public service that requires of higher education personnel expert knowledge and specialized skills acquired and maintained through rigorous and lifelong study and research; it also calls for a sense of personal and institutional responsibility for the education and welfare of students and of the community at large and for a commitment to high professional standards in scholarship and research.
7. Working conditions for higher-education teaching personnel should be such as will best promote effective teaching, scholarship, research and extension work and enable higher-education teaching personnel to carry out their professional tasks.

8. Organizations which represent higher-education teaching personnel should be considered and recognized as a force which can contribute greatly to educational advancement and which should, therefore, be involved, together with other stakeholders and interested parties, in the determination of higher education policy.
9. Respect should be shown for the diversity of higher education institution systems in each Member State in accordance with its national laws and practices as well as with international standards.

IV. Educational objectives and policies

10. At all appropriate stages of their national planning in general, and of their planning for higher education in particular, Member States should take all necessary measures to ensure that:
 - (a) higher education is directed to human development and to the progress of society;
 - (b) higher education contributes to the achievement of the goals of lifelong learning and to the development of other forms and levels of education;
 - (c) where public funds are appropriated for higher education institutions, such funds are treated as a public investment, subject to effective public accountability;
 - (d) the funding of higher education is treated as a form of public investment the returns on which are, for the most part, necessarily long term, subject to government and public priorities;
 - (e) the justification for public funding is held constantly before public opinion.
11. Higher-education teaching personnel should have access to libraries which have up-to-date collections reflecting diverse sides of an issue, and whose holdings are not subject to censorship or other forms of intellectual interference. They should also have access, without censorship, to international computer systems,

satellite programmes and databases required for their teaching, scholarship or research.

12. The publication and dissemination of the research results obtained by higher-education teaching personnel should be encouraged and facilitated with a view to assisting them to acquire the reputation which they merit, as well as with a view to promoting the advancement of science, technology, education and culture generally. To this end, higher-education teaching personnel should be free to publish the results of research and scholarship in books, journals and databases of their own choice and under their own names, provided they are the authors or co-authors of the above scholarly works. The intellectual property of higher-education teaching personnel should benefit from appropriate legal protection, and in particular the protection afforded by national and international copyright law.
13. The interplay of ideas and information among higher-education teaching personnel throughout the world is vital to the healthy development of higher education and research and should be actively promoted. To this end higher-education teaching personnel should be enabled throughout their careers to participate in international gatherings on higher education or research, to travel abroad without political restrictions and to use the Internet or video-conferencing for these purposes.
14. Programmes providing for the broadest exchange of higher-education teaching personnel between institutions, both nationally and internationally, including the organization of symposia, seminars and collaborative projects, and the exchange of educational and scholarly information should be developed and encouraged. The extension of communications and direct contacts between universities, research institutions and associations as well as among scientists and research workers should be facilitated, as should access by higher education teaching personnel from other states to open information material in public archives, libraries, research institutes and similar bodies.
15. Member States and higher education institutions should, nevertheless, be conscious of the exodus of higher-education teaching personnel from the developing countries and, in particular, the least developed ones. They should, therefore, encourage aid programmes to the developing countries to help sustain

an academic environment which offers satisfactory conditions of work for higher-education teaching personnel in those countries, so that this exodus may be contained and ultimately reversed.

16. Fair, just and reasonable national policies and practices for the recognition of degrees and of credentials for the practice of the higher education profession from other states should be established that are consistent with the UNESCO Recommendation on the Recognition of Studies and Qualifications in Higher Education of 1993.

V. Institutional rights, duties and responsibilities

A. Institutional autonomy

17. The proper enjoyment of academic freedom and compliance with the duties and responsibilities listed below require the autonomy of institutions of higher education. Autonomy is that degree of self-governance necessary for effective decision making by institutions of higher education regarding their academic work, standards, management and related activities consistent with systems of public accountability, especially in respect of funding provided by the state, and respect for academic freedom and human rights. However, the nature of institutional autonomy may differ according to the type of establishment involved.
18. Autonomy is the institutional form of academic freedom and a necessary precondition to guarantee the proper fulfilment of the functions entrusted to higher-education teaching personnel and institutions.
19. Member States are under an obligation to protect higher education institutions from threats to their autonomy coming from any source.
20. Autonomy should not be used by higher education institutions as a pretext to limit the rights of higher-education teaching personnel provided for in this Recommendation or in other international standards set out in the appendix.
21. Self-governance, collegiality and appropriate academic leadership are essential components of meaningful autonomy for institutions of higher education.

B. Institutional accountability

22. In view of the substantial financial investments made, Member States and higher education institutions should ensure a proper balance between the level of autonomy enjoyed by higher education institutions and their systems of accountability. Higher education institutions should endeavour to open their governance in order to be accountable. They should be accountable for:
- (a) effective communication to the public concerning the nature of their educational mission;
 - (b) a commitment to quality and excellence in their teaching, scholarship and research functions, and an obligation to protect and ensure the integrity of their teaching, scholarship and research against intrusions inconsistent with their academic missions;
 - (c) effective support of academic freedom and fundamental human rights;
 - (d) ensuring high quality education for as many academically qualified individuals as possible subject to the constraints of the resources available to them;
 - (e) a commitment to the provision of opportunities for lifelong learning, consistent with the mission of the institution and the resources provided;
 - (f) ensuring that students are treated fairly and justly, and without discrimination;
 - (g) adopting policies and procedures to ensure the equitable treatment of women and minorities and to eliminate sexual and racial harassment;
 - (h) ensuring that higher education personnel are not impeded in their work in the classroom or in their research capacity by violence, intimidation or harassment;
 - (i) honest and open accounting;

- (j) efficient use of resources;
- (k) the creation, through the collegial process and/or through negotiation with organizations representing higher-education teaching personnel, consistent with the principles of academic freedom and freedom of speech, of statements or codes of ethics to guide higher education personnel in their teaching, scholarship, research and extension work;
- (l) assistance in the fulfilment of economic, social, cultural and political rights while striving to prevent the use of knowledge, science and technology to the detriment of those rights, or for purposes which run counter to generally accepted academic ethics, human rights and peace;
- (m) ensuring that they address themselves to the contemporary problems facing society; to this end, their curricula, as well as their activities, should respond, where appropriate, to the current and future needs of the local community and of society at large, and they should play an important role in enhancing the labour market opportunities of their graduates;
- (n) encouraging, where possible and appropriate, international academic co-operation which transcends national, regional, political, ethnic and other barriers, striving to prevent the scientific and technological exploitation of one state by another, and promoting equal partnership of all the academic communities of the world in the pursuit and use of knowledge and the preservation of cultural heritages;
- (o) ensuring up-to-date libraries and access, without censorship, to modern teaching, research and information resources providing information required by higher-education teaching personnel or by students for teaching, scholarship or research;
- (p) ensuring the facilities and equipment necessary for the mission of the institution and their proper upkeep;
- (q) ensuring that when engaged in classified research it will not contradict the educational mission and objectives of the institutions and will not run

counter to the general objectives of peace, human rights, sustainable development and environment.

23. Systems of institutional accountability should be based on a scientific methodology and be clear, realistic, cost-effective and simple. In their operation they should be fair, just and equitable. Both the methodology and the results should be open.
24. Higher education institutions, individually or collectively, should design and implement appropriate systems of accountability, including quality assurance mechanisms to achieve the above goals, without harming institutional autonomy or academic freedom. The organizations representing higher-education teaching personnel should participate, where possible, in the planning of such systems. Where state-mandated structures of accountability are established, their procedures should be negotiated, where applicable, with the institutions of higher education concerned and with the organizations representing higher-education teaching personnel.

VI. Rights and freedoms of higher-education teaching personnel

A. Individual rights and freedoms: civil rights, academic freedom, publication rights, and the international exchange of information

25. Access to the higher education academic profession should be based solely on appropriate academic qualifications, competence and experience and be equal for all members of society without any discrimination.
26. Higher-education teaching personnel, like all other groups and individuals, should enjoy those internationally recognized civil, political, social and cultural rights applicable to all citizens. Therefore, all higher-education teaching personnel should enjoy freedom of thought, conscience, religion, expression, assembly and association as well as the right to liberty and security of the person and liberty of movement. They should not be hindered or impeded in exercising their civil rights as citizens, including the right to contribute to social change through freely expressing their opinion of state policies and of policies affecting higher education. They should not suffer any penalties simply because of the exercise of such rights. Higher-education teaching personnel should not be

subject to arbitrary arrest or detention, nor to torture, nor to cruel, inhuman or degrading treatment. In cases of gross violation of their rights, higher-education teaching personnel should have the right to appeal to the relevant national, regional or international bodies such as the agencies of the United Nations, and organizations representing higher-education teaching personnel should extend full support in such cases.

27. The maintaining of the above international standards should be upheld in the interest of higher education internationally and within the country. To do so, the principle of academic freedom should be scrupulously observed. Higher-education teaching personnel are entitled to the maintaining of academic freedom, that is to say, the right, without constriction by prescribed doctrine, to freedom of teaching and discussion, freedom in carrying out research and disseminating and publishing the results thereof, freedom to express freely their opinion about the institution or system in which they work, freedom from institutional censorship and freedom to participate in professional or representative academic bodies. All higher-education teaching personnel should have the right to fulfil their functions without discrimination of any kind and without fear of repression by the state or any other source. Higher-education teaching personnel can effectively do justice to this principle if the environment in which they operate is conducive, which requires a democratic atmosphere; hence the challenge for all of developing a democratic society.
28. Higher-education teaching personnel have the right to teach without any interference, subject to accepted professional principles including professional responsibility and intellectual rigour with regard to standards and methods of teaching. Higher-education teaching personnel should not be forced to instruct against their own best knowledge and conscience or be forced to use curricula and methods contrary to national and international human rights standards. Higher education teaching personnel should play a significant role in determining the curriculum.
29. Higher-education teaching personnel have a right to carry out research work without any interference, or any suppression, in accordance with their professional responsibility and subject to nationally and internationally recognized professional principles of intellectual rigour, scientific inquiry and research ethics. They should also have the right to publish and communicate the

conclusions of the research of which they are authors or co-authors, as stated in paragraph 12 of this Recommendation.

30. Higher-education teaching personnel have a right to undertake professional activities outside of their employment, particularly those that enhance their professional skills or allow for the application of knowledge to the problems of the community, provided such activities do not interfere with their primary commitments to their home institutions in accordance with institutional policies and regulations or national laws and practice where they exist.

B. Self-governance and collegiality

31. Higher-education teaching personnel should have the right and opportunity, without discrimination of any kind, according to their abilities, to take part in the governing bodies and to criticize the functioning of higher education institutions, including their own, while respecting the right of other sections of the academic community to participate, and they should also have the right to elect a majority of representatives to academic bodies within the higher education institution.
32. The principles of collegiality include academic freedom, shared responsibility, the policy of participation of all concerned in internal decision-making structures and practices, and the development of consultative mechanisms. Collegial decision-making should encompass decisions regarding the administration and determination of policies of higher education, curricula, research, extension work, the allocation of resources and other related activities, in order to improve academic excellence and quality for the benefit of society at large.

VII. Duties and responsibilities of higher education teaching personnel

33. Higher-education teaching personnel should recognize that the exercise of rights carries with it special duties and responsibilities, including the obligation to respect the academic freedom of other members of the academic community and to ensure the fair discussion of contrary views. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base research on an honest search for truth. Teaching, research and

scholarship should be conducted in full accordance with ethical and professional standards and should, where appropriate, respond to contemporary problems facing society as well as preserve the historical and cultural heritage of the world.

34. In particular, the individual duties of higher education teaching personnel inherent in their academic freedom are:
- (a) to teach students effectively within the means provided by the institution and the state, to be fair and equitable to male and female students and treat those of all races and religions, as well as those with disabilities, equally, to encourage the free exchange of ideas between themselves and their students, and to be available to them for guidance in their studies. Higher-education teaching personnel should ensure, where necessary, that the minimum content defined in the syllabus for each subject is covered;
 - (b) to conduct scholarly research and to disseminate the results of such research or, where original research is not required, to maintain and develop their knowledge of their subject through study and research, and through the development of teaching methodology to improve their pedagogical skills;
 - (c) to base their research and scholarship on an honest search for knowledge with due respect for evidence, impartial reasoning and honesty in reporting;
 - (d) to observe the ethics of research involving humans, animals, the heritage or the environment;
 - (e) to respect and to acknowledge the scholarly work of academic colleagues and students and, in particular, to ensure that authorship of published works includes all who have materially contributed to, and share responsibility for, the contents of a publication;
 - (f) to refrain from using new information, concepts or data that were originally obtained as a result of access to confidential manuscripts or applications for funds for research or training that may have been seen as the result of processes such as peer review, unless the author has given permission;

- (g) to ensure that research is conducted according to the laws and regulations of the state in which the research is carried out, that it does not violate international codes of human rights, and that the results of the research and the data on which it is based are effectively made available to scholars and researchers in the host institution, except where this might place respondents in peril or where anonymity has been guaranteed;
 - (h) to avoid conflicts of interest and to resolve them through appropriate disclosure and full consultation with the higher education institution employing them, so that they have the approval of the aforesaid institution;
 - (i) to handle honestly all funds entrusted to their care for higher education institutions for research or for other professional or scientific bodies;
 - (j) to be fair and impartial when presenting a professional appraisal of academic colleagues and students;
 - (k) to be conscious of a responsibility, when speaking or writing outside scholarly channels on matters which are not related to their professional expertise, to avoid misleading the public on the nature of their professional expertise;
 - (l) to undertake such appropriate duties as are required for the collegial governance of institutions of higher education and of professional bodies.
35. Higher-education teaching personnel should seek to achieve the highest possible standards in their professional work, since their status largely depends on themselves and the quality of their achievements.
36. Higher-education teaching personnel should contribute to the public accountability of higher education institutions without, however, forfeiting the degree of institutional autonomy necessary for their work, for their professional freedom and for the advancement of knowledge.

VIII. Preparation for the profession

37. Policies governing access to preparation for a career in higher education rest on the need to provide society with an adequate supply of higher-education teaching personnel who possess the necessary ethical, intellectual and teaching qualities and who have the required professional knowledge and skills.
38. All aspects of the preparation of higher-education teaching personnel should be free from any form of discrimination.
39. Amongst candidates seeking to prepare for a career in higher education, women and members of minorities with equal academic qualifications and experience should be given equal opportunities and treatment.

IX. Terms and conditions of employment

B. Entry into the academic profession

40. The employers of higher-education teaching personnel should establish such terms and conditions of employment as will be most conducive for effective teaching and/or research and/or scholarship and/or extension work and will be fair and free from discrimination of any kind.
41. Temporary measures aimed at accelerating de facto equality for disadvantaged members of the academic community should not be considered discriminatory, provided that these measures are discontinued when the objectives of equality of opportunity and treatment have been achieved and systems are in place to ensure the continuance of equality of opportunity and treatment.
42. A probationary period on initial entry to teaching and research in higher education is recognized 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 for the individual's own development of his/her teaching and research 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 such candidates fail to complete their probation satisfactorily, they should have the right to know the

reasons and to receive this information sufficiently in advance of the end of the probationary period to give them a reasonable opportunity to improve their performance. They should also have the right to appeal.

43. Higher-education teaching personnel should enjoy:
- (a) a just and open system of career development including fair procedures for appointment, tenure where applicable, promotion, dismissal, and other related matters;
 - (b) an effective, fair and just system of labour relations within the institution, consistent with the international standards set out in the appendix.
44. There should be provisions to allow for solidarity with other institutions of higher education and with their higher-education teaching personnel when they are subject to persecution. Such solidarity may be material as well as moral and should, where possible, include refuge and employment or education for victims of persecution.

B. Security of employment

45. Tenure or its functional equivalent, where applicable, constitutes one of the major procedural safeguards of academic freedom and against arbitrary decisions. It also encourages individual responsibility and the retention of talented higher-education teaching personnel.
46. Security of employment in the profession, including tenure or its functional equivalent, where applicable, should be safeguarded as it is essential to the interests of higher education as well as those of higher-education teaching personnel. It ensures that higher-education teaching personnel who secure continuing employment following rigorous evaluation can only be dismissed on professional grounds and in accordance with due process. They may also be released for bona fide financial reasons, provided that all the financial accounts are open to public inspection, that the institution has taken all reasonable alternative steps to prevent termination of employment, and that there are legal safeguards against bias in any termination of employment procedure. Tenure or its functional equivalent, where applicable, should be safeguarded as far as

possible even when changes in the organization of or within a higher education institution or system are made, and should be granted, after a reasonable period of probation, to those who meet stated objective criteria in teaching, and/or scholarship, and/or research to the satisfaction of an academic body, and/or extension work to the satisfaction of the institution of higher education.

C. Appraisal

47. Higher education institutions should ensure that:

- (a) evaluation and assessment of the work of higher-education teaching personnel are an integral part of the teaching, learning and research process, and that their major function is the development of individuals in accordance with their interests and capacities;
- (b) evaluation is based only on academic criteria of competence in research, teaching and other academic or professional duties as interpreted by academic peers;
- (c) evaluation procedures take due account of the difficulty inherent in measuring personal capacity, which seldom manifests itself in a constant and unfluctuating manner;
- (d) where evaluation involves any kind of direct assessment of the work of higher-education teaching personnel, by students and/or fellow colleagues and/or administrators, such assessment is objective and the criteria and the results are made known to the individual(s) concerned;
- (e) the results of appraisal of higher-education teaching personnel are also taken into account when establishing the staffing of the institution and considering the renewal of employment;
- (f) higher-education teaching personnel have the right to appeal to an impartial body against assessments which they deem to be unjustified.

D. Discipline and dismissal

48. No member of the academic community should be subject to discipline, including dismissal, except for just and sufficient cause demonstrable before an independent third-party hearing of peers, and/or before an impartial body such as arbitrators or the courts.
49. All members of higher-education teaching personnel should enjoy equitable safeguards at each stage of any disciplinary procedure, including dismissal, in accordance with the international standards set out in the appendix.
50. Dismissal as a disciplinary measure should only be for just and sufficient cause related to professional conduct, for example: persistent neglect of duties, gross incompetence, fabrication or falsification of research results, serious financial irregularities, sexual or other misconduct with students, colleagues, or other members of the academic community or serious threats thereof, or corruption of the educational process such as by falsifying grades, diplomas or degrees in return for money, sexual or other favours or by demanding sexual, financial or other material favours from subordinate employees or colleagues in return for continuing employment.
51. Individuals should have the right to appeal against the decision to dismiss them before independent, external bodies such as arbitrators or the courts, with final and binding powers.

E. Negotiation of terms and conditions of employment

52. Higher-education teaching personnel should enjoy the right to freedom of association, and this right should be effectively promoted. Collective bargaining or an equivalent procedure should be promoted in accordance with the standards of the International Labour Organization (ILO) set out in the appendix.
53. Salaries, working conditions and all matters related to the terms and conditions of employment of higher-education teaching personnel should be determined through a voluntary process of negotiation between organizations representing higher-education teaching personnel and the employers of higher education

teaching personnel, except where other equivalent procedures are provided that are consistent with international standards.

54. Appropriate machinery, consistent with national laws and international standards, should be established by statute or by agreement whereby the right of higher-education teaching personnel to negotiate through their organizations with their employers, whether public or private, is assured. Such legal and statutory rights should be enforceable through an impartial process without undue delay.
55. If the process established for these purposes is exhausted or if there is a breakdown in negotiations between the parties, organizations of higher-education teaching personnel should have the right to take such other steps as are normally open to other organizations in the defence of their legitimate interests.
56. Higher-education teaching personnel should have access to a fair grievance and arbitration procedure, or the equivalent, for the settlement of disputes with their employers arising out of terms and conditions of employment.

F. Salaries, workload, social security benefits, health and safety

57. All financially feasible measures should be taken to provide higher-education teaching personnel with remuneration such that they can devote themselves satisfactorily to their duties and allocate the necessary amount of time for the continuing training and periodic renewal of knowledge and skills that are essential at this level of teaching.
58. The salaries of higher-education teaching personnel should:
 - (a) reflect the importance to society of higher education and hence the importance of higher-education teaching personnel as well as the different responsibilities which fall to them from the time of their entry into the profession;
 - (b) be at least comparable to salaries paid in other occupations requiring similar or equivalent qualifications;

- (c) provide higher-education teaching personnel 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 or scientific activities, thus enhancing their professional qualifications;
- (d) take account of the fact that certain posts require higher qualifications and experience and carry greater responsibilities;
- (e) be paid regularly and on time;
- (f) 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, or a general upward movement in wage or salary levels.

59. Salary differentials should be based on objective criteria

60. Higher-education teaching personnel should be paid on the basis of salary scales established in agreement with organizations representing higher-education teaching personnel, except where other equivalent procedures consistent with international standards are provided. During a probationary period or if employed on a temporary basis qualified higher-education teaching personnel should not be paid on a lower scale than that laid down for established higher education teaching personnel at the same level.

61. A fair and impartial merit-rating system could be a means of enhancing quality assurance and quality control. Where introduced and applied for purposes of salary determination it should involve prior consultation with organizations representing higher-education teaching personnel.

62. The workload of higher-education teaching personnel should be fair and equitable, should permit such personnel to carry out effectively their duties and responsibilities to their students as well as their obligations in regard to scholarship, research and/or academic administration, should provide due consideration in terms of salary for those who are required to teach beyond their regular workload, and should be negotiated with the organizations representing

higher-education teaching personnel, except where other equivalent procedures consistent with international standards are provided.

63. Higher-education teaching personnel should be provided with a work environment that does not have a negative impact on or affect their health and safety and they should be protected by social security measures, including those concerning sickness and disability and pension entitlements, and measures for the protection of health and safety in respect of all contingencies included in the conventions and recommendations of ILO. The standards should be at least as favourable as those set out in the relevant conventions and recommendations of ILO. Social security benefits for higher-education teaching personnel should be granted as a matter of right.
64. The pension rights earned by higher-education teaching personnel should be transferable nationally and internationally, subject to national, bilateral and multilateral taxation laws and agreements, should the individual transfer to employment with another institution of higher education. Organizations representing higher education teaching personnel should have the right to choose representatives to take part in the governance and administration of pension plans designed for higher-education teaching personnel where applicable, particularly those which are private and contributory.

G. Study and research leave and annual holidays

65. Higher-education teaching personnel should be granted study and research leave, such as sabbatical leave, on full or partial pay, where applicable, at regular intervals.
66. The period of study or research leave should be counted as service for seniority and pension purposes, subject to the provisions of the pension plan.
67. Higher-education teaching personnel should be granted occasional leave with full or partial pay to enable them to participate in professional activities.
68. Leave granted to higher-education teaching personnel within the framework of bilateral and multilateral cultural and scientific exchanges or technical assistance programmes abroad should be considered as service, and their seniority and

eligibility for promotion and pension rights in their home institutions should be safeguarded. In addition, special arrangements should be made to cover their extra expenses.

69. Higher-education teaching personnel should enjoy the right to adequate annual vacation with full pay.

H. Terms and conditions of employment of women higher-education teaching personnel

70. All necessary measures should be taken to promote equality of opportunity and treatment of women higher-education teaching personnel in order to ensure, on the basis of equality between men and women, the rights recognized by the international standards set out in the appendix.

I. Terms and conditions of employment of disabled higher-education teaching personnel

71. All necessary measures should be taken to ensure that the standards set with regard to the conditions of work of higher-education teaching personnel who are disabled are, as a minimum, consistent with the relevant provisions of the international standards set out in the appendix.

J. Terms and conditions of employment of part-time higher-education teaching personnel

72. The value of the service provided by qualified part-time higher-education teaching personnel should be recognized. Higher-education teaching personnel employed regularly on a part-time basis should:
- (a) receive proportionately the same remuneration as higher-education teaching personnel employed on a full-time basis and enjoy equivalent basic conditions of employment;
 - (b) benefit from conditions equivalent to those of higher-education teaching personnel employed on a full-time basis as regards holidays with pay, sick

leave and maternity leave; the relevant pecuniary entitlements should be determined in proportion to hours of work or earnings;

- (c) be entitled to adequate and appropriate social security protection, including, where applicable, coverage under employers' pension schemes.

X. Utilization and implementation

- 73. Member States and higher education institutions should take all feasible steps to extend and complement their own action in respect of the status of higher-education teaching personnel by encouraging co-operation with and among all national and international governmental and nongovernmental organizations whose activities fall within the scope and objectives of this Recommendation.
- 74. Member States and higher education institutions should take all feasible steps to apply the provisions spelled out above to give effect, within their respective territories, to the principles set forth in this Recommendation.
- 75. The Director-General will prepare a comprehensive report on the world situation with regard to academic freedom and to respect for the human rights of higher-education teaching personnel on the basis of the information supplied by Member States and of any other information supported by reliable evidence which he/she may have gathered by such methods as he/she may deem appropriate.
- 76. In the case of a higher education institution in the territory of a state not under the direct or indirect authority of that state but under separate and independent authorities, the relevant authorities should transmit the text of this Recommendation to institutions, so that such institutions can put its provisions into practice.

XI. Final provision

- 77. Where higher-education teaching personnel enjoy a status which is, in certain respects, more favourable than that provided for in this Recommendation, the terms of this Recommendation should not be invoked to diminish the status already recognized.

Appendix

United Nations

- Universal Declaration of Human Rights, 1948;
- Declaration concerning the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, 1965;
- International Convention on the Elimination of All Forms of Racial Discrimination, 1965;
- International Covenant on Economic, Social and Cultural Rights, 1966;
- International Covenant on Civil and Political Rights and Protocol thereto, 1966;
- Declaration on the Protection of All Persons from Being Subject to Torture and Other Cruel and Inhuman or Degrading Treatment or Punishment, 1975;
- Declaration on the Rights of Disabled Persons, 1975;
- Convention on the Elimination of All Forms of Discrimination against Women, 1979;
- Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief, 1981;
- Convention against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment, 1984.

United Nations Educational, Scientific and Cultural Organization

- Convention against Discrimination in Education, 1960, and Protocol thereto, 1962;
- Recommendation against Discrimination in Education, 1960;
- Recommendation on Education for International Understanding and Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, 1974;
- Recommendation on the Status of Scientific Researchers, 1974;

- Revised Recommendation concerning Technical and Vocational Education, 1974;
- Declaration on Race and Racial Prejudice, 1978;
- Convention on Technical/Vocational Education, 1989;
- Recommendation on the Recognition of Studies and Qualifications in Higher Education, 1993.

International Labour Organization

- Convention No. 87: Freedom of Association and Protection of the Right to Organize Convention, 1948;
- Convention No. 95: Protection of Wages Convention, 1949;
- Convention No. 98: Right to Organize and Collective Bargaining Convention, 1949;
- Convention No. 100: Equal Remuneration Convention, 1951;
- Convention No. 102: Social Security (Minimum Standards) Convention, 1952;
- Convention No. 103: Maternity Protection Convention (Revised), 1952;
- Recommendation No. 95: Maternity Protection Recommendation, 1952;
- Convention No. 111: Discrimination (Employment and Occupation) Convention, 1958;
- Convention No. 118: Equality of Treatment (Social Security) Convention, 1962;
- Convention No. 121: Employment Injury Benefits Convention, 1964 [Schedule I amended in 1980];
- Convention No. 128: Invalidity, Old-Age and Survivors Benefit Convention, 1967;
- Recommendation No. 131: Invalidity, Old-Age and Survivors Benefit Recommendation, 1967;
- Convention No. 130: Medical Care and Sickness Benefit Convention, 1969;
- Convention No. 132: Holidays with Pay Convention (Revised), 1970;

- Convention No. 135: Workers' Representatives Convention, 1971;
- Recommendation No. 143: Workers' Representatives Recommendation, 1971;
- Convention No. 140: Paid Educational Leave Convention, 1974;
- Recommendation No. 148: Paid Educational Leave Recommendation, 1974;
- Convention No. 151: Labour Relations (Public Service Convention), 1978;
- Recommendation No. 159: Labour Relations (Public Service) Recommendation, 1978;
- Recommendation No. 162: Older Workers Recommendation, 1980;
- Convention No. 154: Collective Bargaining Convention, 1981;
- Recommendation No. 163: Collective Bargaining Recommendation, 1981;
- Convention No. 156: Workers with Family Responsibilities Convention, 1981;
- Recommendation No. 165: Workers with Family Responsibilities Recommendation, 1981;
- Convention No. 158: Termination of Employment Convention, 1982;
- Convention No. 159: Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983;
- Recommendation No. 168: Vocational Rehabilitation and Employment (Disabled Persons) Recommendation, 1983.

Other

- Recommendation concerning the Status of Teachers adopted by the Special Intergovernmental Conference on the Status of Teachers (convened by UNESCO in cooperation with ILO), Paris, 5 October 1966;
- UNESCO, Universal Copyright Convention, 1952, revised 1971;
- World Intellectual Property Organization, Berne Convention for the Protection of Literary and Artistic Works, Paris Act, 1971, amended in 1979.



***Swedish International Development Agency
and Initiative Africa***