

Note on the proceedings

Joint Meeting on Lifelong Learning in the Twenty-first Century:
The Changing Roles of Educational Personnel

Geneva, 10-14 April 2000

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Introduction

The Joint Meeting on Lifelong Learning in the Twenty-first Century: The Changing Roles of Educational Personnel was held at the International Labour Office in Geneva from 10 to 14 April 2000.

The Office issued in English, French and Spanish one report to serve as the basis for the Meeting's discussions.¹

In accordance with a decision of the Governing Body, Mr. de Arbeloa, Employer member of the Governing Body, chaired the Meeting. The Meeting elected two Vice-Chairpersons: Mr. Luther (Germany) from the Government/Employers' group, and Ms. Maiffèi from the Workers' group.

The Meeting was attended by Government representatives from Brazil, Finland, France, Germany, Hungary, India, Japan, Namibia, Philippines, Poland, Russian Federation, Switzerland, United Kingdom and Venezuela, by ten Employer members and by 27 Worker members. Representatives of the Governments of Argentina and the United States were present at the sittings.

Representatives of the following intergovernmental organizations attended as observers: the Association for the Development of Education in Africa; the Commonwealth of Learning; the Council of Europe; the European Commission; the International Bureau of Education; the Organization for Economic Co-operation and Development; the United Nations Educational, Scientific and Cultural Organization (UNESCO); and the World Bank.

In addition, representatives from the following international non-governmental organizations attended as observers: Education International; the International Association for Educational and Vocational Guidance; the International Confederation of Free Trade Unions; the International Federation of Business and Professional Women; the International Federation of University Women; the International Federation of Workers' Associations; the International Organization of Employers; the International Vocational Training Organization; Public Services International; the World Confederation of Labour; and the World Confederation of Teachers.

The two groups elected their Officers as follows:

Government/Employers' group:

Chairperson: Mr. Bogard (France)

Vice-Chairpersons: Mr. Montt Balmaceda (Employer member)

Mr. Mori (Japan)

¹ *Lifelong learning in the twenty-first century: The changing roles of educational personnel.*

Ms. Oozeer (Employer member)

Ms. Skaczkowska (Poland)

Secretary: Mr. Dejardin (International Organization of Employers) (IOE)

assisted by: Mr. Oechslin (IOE)

Workers' group:

Chairperson: Ms. Borges

Vice-Chairpersons: Mr. Gami

Ms. Merkoulova

Ms. Solaiman

Mr. Subramanian

Secretary: Mr. Jouen (Education International)

The Secretary-General of the Meeting was Mr. de Vries Reilingh, Director of the Sectoral Activities Department of the International Labour Office. The Deputy Secretary-General was Ms. Doumbia-Henry, Deputy-Director of the Sectoral Activities Department and the Executive Secretary was Mr. Ratteree of the same Department. The Clerk of the Meeting was Ms. Maybud of the Management Services Unit of the Social Dialogue Sector.

The Meeting held six plenary sittings.

The Chairperson of the Meeting, nominated by the Governing Body of the ILO, Mr. Bingen de Arbeloa, welcomed participants. He was honoured to chair this second meeting on education in the revised Sectoral Activities Programme initiated in 1996, having also chaired the first one on structural adjustment in 1996. The recent evaluation by the Governing Body of improvements in the Sectoral Activities Programme, including those in the sector of education and training, reaffirmed the intrinsic value of sectoral activities in the ILO's new strategic programming, especially its concerns to promote greater social dialogue among the ILO's tripartite constituents to resolve labour and social problems. The Meeting provided a unique opportunity to reinforce positive trends in the search for concrete solutions to problems facing education and training in the new century.

This Meeting on lifelong learning was at the cutting edge of change, as the world faced the challenges posed for education and training by global economic, social and political trends noted in the ILO report, combined with the expectations for education and learning to sustain further economic development, democratic decision-making and social cohesion. Faced with such a daunting task, the Meeting would have to concentrate on those areas where the ILO held a competitive advantage on the world stage: notably, the roles and responsibilities of teachers and other educational personnel to assure that lifelong learning is a reality for everyone;

the contributions of employers and workers in constructing lifelong learning opportunities in schools and at the workplace; and the linkages between education and the world of work. It was hoped that a consensus would emerge from this Meeting on useful conclusions which could be used as a foundation for improving legislation and practice at national level among the ILO's tripartite constituents, and as a basis for dialogue on policy and programme issues at international level. The combined national and international experience present in the Meeting provided a solid foundation on which to try and construct a strategic vision in education and training for the future of our constituents. He concluded by wishing the participants a successful outcome to their discussions.

On behalf of the Director-General, the Executive Director of the Social Dialogue Sector, Ms. Katherine Hagen, also welcomed participants to the second ILO sectoral meeting of the new millennium. Following the Symposium on Information and Communications Technology in the Media, the lifelong learning Meeting further set the stage for ILO constituents to help define sectoral policy options which are crucial to the future of member States.

The Meeting's discussions would focus on issues such as the policies, funding and organization of education and training at the dawn of a new century, more as a backdrop to some of the principal questions before it:

- the changing roles and responsibilities of administrators, teachers and support personnel as education systems evolve towards lifelong learning for all;
- the lifelong education and professional development challenges facing educators themselves, especially as information and communication technologies alter the demands of these jobs;
- the salaries and teaching/learning conditions which entice and retain quality teachers and administrators to the world of education;
- how to ensure that teachers and other staff are fully implicated in designing, providing and evaluating learning opportunities; and
- the roles of employers and workers in defining and encouraging workplace learning opportunities, as well as their greater linkage to schools and universities.

Access to quality education in our increasingly knowledge- and skill-based societies could very well become the most important issue before governments, employers and workers in future generations. The Meeting would have to consider policy, funding and organizational questions which address the already significant gaps in universal access to basic schooling in many poor countries, especially for girls, and the growing divide between adults of more developed countries on the basis of income, age and educational attainment. Many societies had largely solved the dilemmas of universal educational access up to a certain age, but new problems were emerging in the form of increasingly marginalized segments of very rich societies. The major challenge for these countries would be how to move to the next level B ensuring universal access to quality learning from early childhood to post-secondary education, while ensuring that each and every citizen could count on learning opportunities to meet needs throughout their working lives and beyond.

Other member States of the ILO had more basic hurdles to overcome, including finding the means to provide the minimum educational provision for the 130 million children who never go to school, progressively eliminating child labour in the process, and solving the great literacy and numeracy gaps among working-age adults. These challenges must be met to reduce the divide between highly developed and least developed countries in the information age. The Meeting should begin the initial search for the keys that unlocked the disparate learning doors. The results would provide a useful platform on which to build a more constructive future for learning in ways that enriched member States' policy frameworks in favour of all learners.

Specific contributions could be made by this Meeting to outline innovative and sound options for teacher recruitment and professional development, educational staffs' service conditions, enlarged participation of stakeholders in decision-making, the definition of workplace learning and its relationship to formal schooling, and the profound impact of technological change on all learning options. It was expected that the Meeting's outcomes would be rooted in the process of social dialogue which guided the ILO and its Members in tackling sectoral challenges through various mechanisms, including joint employer/teacher union processes, collective bargaining being one of its highest expressions, and the ILO's traditional tripartite approach. The process of dialogue must also be broadly inclusive of all stakeholders in such an important endeavour as education.

More broadly, the ILO had embarked on a path defined by new strategic objectives. These strategic objectives relied on a number of pillars: international labour standards governing rights and principles at work, employment creation, decent work and social protection, and strong social dialogue means and partners. In the education sector, the common goal of quality education, a human right enshrined in international standards, would have the best chance of succeeding when negotiated among the principal stakeholders, including staff, students, parents, business, workers and community representatives. She looked forward to outcomes along these lines, and wished the participants a very productive five days.

Part 1

Consideration of the agenda item

Report of the discussion

Introduction

1. The Meeting met to examine the item on its agenda. In accordance with the provisions of article 7 of the *Standing Orders for sectoral meetings*, the Officers presided in turn over the discussion.
2. The spokesperson for the Government/Employers' group was Ms. M. Davies and the spokesperson for the Workers' group was Ms. P. Borges.
3. The Meeting held five sittings devoted to the discussion of its agenda item.

Composition of the Working Party

4. At its fifth plenary sitting, in accordance with the provisions of article 13, paragraph 2, of the Standing Orders, the Meeting set up a Working Party to draw up draft conclusions reflecting the views expressed in the course of the Meeting's discussion of the report. The Working Party, presided over by the Government/Employer Vice-Chairperson, was composed of the following members:

Government/Employer members:

Mr. Bihary (Hungary)
Mr. Cruz Serrano (Employer member)
Ms. Davies (Employer member)
Ms. Hanson de Escalona (Venezuela)
Mr. Richards (United Kingdom)

Worker members:

Ms. Adanusa
Ms. Borges
Mr. Noseworthy
Mr. Shezi
Mr. Sia

Presentation of the report and general discussion

5. Introducing the report prepared by the International Labour Office, the Executive Secretary noted that it was widely accepted that learning needed to become a lifelong function but that lifelong learning systems were largely still in their infancy in terms of policy, funding and access. Lifelong learning was an educational and learning chain with formal schooling as the foundation stone. Further requirements included universal primary-school enrolment, universal literacy and numeracy, greater access to secondary and higher education, and adequate transition from school to work. Access to education was a major challenge when 130 million children, of whom two-thirds were girls, had no access to basic education and estimates pointed to some 900 million illiterates over age 15. There were significant differences in access to non-formal and adult education and improvements were needed to reach a gender equilibrium. More innovation, resourcefulness and flexibility were expected in the organization of formal education and training programmes to maximize access and outcomes, requiring significant adaptations in roles and responsibilities of those organizing learning. For administrators and school heads this meant having a strategic vision, fostering innovative practices and teamwork, and improving communication with staff, students and constituents. What was considered essential for teachers was increased autonomy in curriculum development, collaborative and interdisciplinary teaching, an increased role in assessing student progress and failure, modifications to work and classroom organization, and a better balance in higher education between research, teaching and outreach. Lifelong learning for educators, themselves, was critical and involved higher levels of initial education, better linking of strategic learning objectives to educators' needs and school improvements, as well as systematic, well-funded and accessible ongoing training. Job satisfaction could be enhanced through more open and diversified career structures, different paths to positions of responsibility, non-linear criteria for promotion and more fluidity between education and other professional possibilities. Remuneration packages needed to be sufficient to attract and retain top quality candidates. Employers and their associations could facilitate workplace learning by linking it to the enterprises' strategic vision, encouraging learning and forming partnerships with the public and private education sector, such as through apprenticeship training and the establishment of qualifications frameworks. Workers through their unions could influence workplace learning by negotiating training opportunities, participating in joint bodies to determine training policy and regulate disputes, sponsoring education programmes with employers and reducing unequal access for women and minorities through collective bargaining. Personnel involvement in decisions was essential.
6. The spokesperson for the Workers' group expressed her group's satisfaction that lifelong learning had been selected as the subject of the Meeting. In the changing world of new technologies, information and data, there was a transition from an industrial to a knowledge era. There was global consensus on the importance of learning and on the key role of teachers and educational personnel as facilitators for the acquisition of knowledge. Various changes occurring in today's world led to challenges in areas such as intercultural relations, citizenship, socialization and social justice. Lifelong learning was crucial for dealing with new and emerging

concepts, and for facilitating the adaptation to the knowledge-based new economic and social justice era. Education was a human right and lifelong learning provided the opportunity for all to become capable of adapting to change and face challenges. It could give a second chance to the many persons who had to abandon formal schooling, enabling them to fully contribute as citizens and no longer be socially excluded. Studies by the OECD and the European Union showed that those who had quality basic education profited from it. Basic education comprised education from preschool to university level. Every human being was entitled to attend all levels of formal education thereby developing the fundamental skills, aptitudes and attitudes required to be a full citizen of the world. Employers themselves had always said that they preferred a highly educated employee to a good technician with a low level of education who could not adapt. Quality universal and free basic education was essential. Governments made commitments to education at the 1990 World Conference on Education for All in Jomtien, Thailand, a decade ago and in the Social Summit in Copenhagen five years ago, yet 130 million children, mainly girls, still did not have access to it. One-sixth of the world's population could not read and many young children worked full time. Public education was a vital state responsibility and the key to sustainable human development. Workers were open to discussing the problems and finding quality solutions through new partnerships. Government policies to increase access and deliver cost-efficient, high-quality learning would be most effective if planned and implemented with the participation of teachers and their organizations. New ways of financing lifelong learning should be devised through the involvement of all parties concerned. Teachers were working in a changing world with new problems and lifelong learning for them was essential.

7. The spokesperson for the Government/Employers' group thanked the ILO for the opportunity to discuss lifelong learning in this forum. The group agreed with much of what the Worker spokesperson had said. The report prepared by the Office was a good starting-point, giving a snapshot of the social, cultural and economic aspects of lifelong learning as an integrative force for all nations. However, there was some confusion between employers of teachers (normally governments) and employers (generally in the private sector) of graduates of the education system.
8. It was necessary to define initial or basic education as an essential platform for lifelong learning. The Workers' group had suggested that it should include university education as a universal right, but the Government/Employers' group was not in agreement as "university" in the narrow sense was not appropriate for all individuals and all countries. If it was used more broadly to mean all tertiary education, then the two groups might approach agreement. Most of the report dealt with the formal learning sector, consisting of institutions, but there were different learning needs which were not necessarily academic, and other non-formal options should be possible. Most people learned by doing and when they saw the need to do so. Lifelong learning could include partnerships between formal institutions and teachers and a range of options with outside bodies and businesses, using models such as those provided by cooperative education programmes.
9. The Government/Employers' group agreed with the Workers' group that teachers needed opportunities for lifelong learning. It had discussed ways, as part of a professional development cycle, of empowering teachers to engage in real-life

work projects so as to bring the worlds of learning and earning closer together. Rotational professional development warranted more consideration.

- 10.** The driving forces of most countries were globalization and new information and communication technologies, which were creating gaps between the developed and the developing world. If new technology could be harnessed to reduce these gaps through enhancing workers' mobility and transferability of skills, it would become an integrative force for lifelong learning. The Worker spokesperson had referred to teachers as "facilitators"; this was a good start, but it was not enough. While teachers traditionally held the key to knowledge and information, the development of new technologies had widened access to all, implying a fundamental change in pedagogy and curriculum development.
- 11.** Although there was an urgent need to investigate the capacity of schools and tertiary institutions to deliver knowledge, many programmes had not changed much over the past century or so. Basic education until school-leaving age should instil the desire to continue learning, but a difficult question to answer was who should pay for further education. There was a consensus on the provision of free, universal basic education, but at what level should that stop and at what point did lifelong learning begin? The Government/Employer spokesperson suggested that, to take advantage of lifelong learning, a good basic education should include a range of generic capabilities such as communication skills, computer literacy and critical thinking which would support the individual in any job or career. These were the integrative and transferable skills that employers were looking for.
- 12.** An observer, the General Secretary of Education International, said that his organization had worked closely with Jacques Delors' Commission on Education for the Twenty-First Century in developing the concept of lifelong learning. He was pleased to see its significance recognized at the recent G-8 meeting of education ministers in Tokyo. Quality public education for all was the basis for lifelong learning, but 125 million children in developing countries, the majority of them girls, were still denied basic education. Too many children continued to be exploited through the worst forms of child labour. Recently Education International had mounted a Global Action for Education week in 100 countries, along with several other organizations. While praising the report prepared by the Office, he was surprised to see that it referred to lifelong learning as promoting "economic prosperity" and "social stability", rather than the need to promote "social justice", which he hoped would be reflected in the conclusions.
- 13.** Lack of equal access in the knowledge society was reflected in the "digital divide" between rich and poor countries, but it was also seen in industrialized countries, as the disadvantaged, especially those affected by industry closures, fell behind. Inequity in access to education was especially marked among women and girls, who were disadvantaged in early school years. Governments were under pressure to cut budgets, and looked to the private sector to finance education investments, but equity in lifelong learning could not be achieved if the financing came from private sources. Education and training were also public goods that contributed to society as a whole.
- 14.** The concept of lifelong learning was driven by changes in the world of work, in that a single period of vocational preparation was no longer sufficient for a working

life. Enlightened public policy should provide a framework for the key actors – governments, employers, trade unions and civil society – to interact with each other. Lifelong learning was also a growth area for educational personnel, but many new jobs were likely to be precarious, and there was a risk that people without proper qualifications would be hired and that the quality of education and training would suffer. Public regulation to protect both users and legitimate providers would be necessary. Finally, as stated in the ILO's Joint Meeting on the Impact of Structural Adjustment on Educational Personnel in 1996, reforms that are simply aimed at cutting costs were doomed to failure. While advocating change in education and training, he was sceptical about moves to reduce public investment and create businesses for profit. Partnership was the key to successful change.

15. Another observer, the President of the World Confederation of Teachers (WCT), welcomed the ILO's decision to put the changing role of educational personnel in relation to lifelong learning on the agenda of the Meeting. According to policy-makers in many countries and in international forums, if education were to improve then highly skilled, knowledgeable teachers who were treated as professionals were needed. He referred to the report of the International Commission on Education for the Twenty-First Century on the new challenges facing education in contributing to development, helping people come to terms with globalization and fostering social cohesion. Praising the report prepared for the Meeting by the ILO, he recalled that long-standing international standards on placing teachers at the heart of the learning process were far from being respected in most countries of the world.
16. The G-8, in its Cologne Charter on Aims and Ambitions for Lifelong Learning, had cited teachers as the most vital resource in promoting modernization and higher standards, but there was a huge gap between the status and conditions of service of educational personnel in the developed and least developed countries. Furthermore, teacher recruitment had slowed down considerably in recent years. A study on the recruitment of educational personnel, prepared by the WCT for the present Meeting, had concluded that basic education for all should be guaranteed to as high a level as possible, with lifelong learning as a prerequisite in a globalized information society. Partnership between and mobilization of all the actors concerned would enhance public recognition of the teaching profession, motivate young people to enter it and end the "greying" of teaching personnel, as well as combating teacher shortages.
17. While decentralization of educational governance was commonly advocated, badly monitored decentralization could foster new kinds of inequality and discrimination. Teaching staff must not only be consulted and represented among decision-makers, but must be able to negotiate on all aspects of their professional activities. Gender insensitivity in recruitment and discrimination based on race, ethnic origin or religion had a negative impact on teachers' effectiveness. The level at which teachers' development as a lifelong learning project was provided reflected their social status. Barriers between formal and non-formal learning should be replaced using all suitable resources such as virtual learning environments. The pivotal role of the teacher as a learning process monitor should be accentuated. Above all, the newly emerging gaps between those who were computer literate and those who were not had to be addressed.

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- 18.** An observer representing the World Bank, congratulated the ILO for its timely meeting on a subject of relevance to individuals, civil society and economies. Initial, basic education was an essential element of continuing education. Millions of youths did not receive proper schooling and millions of adults were illiterate. An expanded chance was necessary; many countries with high unemployment had too few technicians, and the highest unemployment rates were often among those with the wrong skills. Lifelong learning could bring formal and non-formal education together, but where, when and how should it be delivered? On the subject of personnel development, it was important to investigate how children and adults learned; primary-school teachers needed training if they were to cater to adults. Civic education should be included in curricula. The problem of social exclusion should be addressed. Poverty was at the top of the World Bank's agenda to combat unemployment and develop human capital, with adult and continuing education becoming more critical. Higher spending by the Bank would involve a shift from hardware (institutions) to software (staff and resources). The focus was on legislation, governance and programme delivery. The questions of who was to pay and who would benefit, and the public/private mix, were also relevant.
 - 19.** Another observer, representing the International Federation of University Women and the International Federation of Business and Professional Women, congratulated the ILO on its thorough, gender-sensitive report which brought to the fore the importance of a gender balance and an enabling environment for disadvantaged girls. Lifelong learning should be accessible to all at all ages. Career structures should allow women and men to move in and out of teaching for family and professional reasons without being penalized.
 - 20.** There should be an increase in women in decision-making and leadership roles, and as mentors and models, in higher-level and technical education. Without such role models, mainstreaming gender issues in teaching, administration and research could not be achieved. Lifelong learning should adopt a rights-based approach to curriculum content that would relate to international legal instruments, including the ILO's fundamental human rights Conventions. She referred to the widening gap in access to the new technologies between developed and developing countries; these technologies should be harnessed in particular for networking within the education profession. Lifelong learning was essential in a world of globalization and internationalization, and equivalence of degrees and qualifications must be achieved. The current undervaluing of high-quality teaching might inhibit career prospects for both women and men. The role of poverty in inhibiting access to education, including at higher levels, leading to cycles of deprivation, should be addressed, with particular attention to the high proportion of women and girls among the world's poor.
 - 21.** An observer, the President of the International Vocational Training Organization (IVTO), explained that his organization's mission was to encourage worldwide awareness of the essential contribution of skills and high standards of competence in both economic success and personal achievement. He endorsed the observation in the Office's report that lack of parity and progression between the vocational and the academic carried the risk that lifelong learning would simply reinforce stratifications and divisions between learners. Any debate on lifelong learning needed to address the continuing devaluation of vocational education as an equal partner to general education. UNESCO's Second International Congress on

Technical and Vocational Education held in Seoul, Republic of Korea, in 1999 had sanctioned technical and vocational education as an effective tool for social cohesion, integration and self-esteem.

22. An observer representing the European Commission provided an update of the Commission's action on lifelong learning. The European Year of Lifelong Learning in 1996 had been followed by concrete programmes aimed at developing innovative approaches to education, vocational training and youth policy through transnational partnerships within and outside the Union. Financial support was provided at the country level from the European Social Fund. Lifelong learning policies were developing in two different contexts at the community level: one related to the European employment strategy which, since 1997, required Member States to provide annual information detailing plans on employment policy, including on education and training, and the development of lifelong learning programmes on a continuing basis. The other applied to education and training policy where a number of programmes to support lifelong learning existed.
23. A new initiative by the Education Council focused on three issues: employment, quality of education and learning and mobility. The recent Lisbon Summit had resolved to provide each citizen with information and communications technologies (ICT) literacy and skills to avoid the digital divide. The European Commission is currently preparing a communication on lifelong learning with an inventory of achievements and good practice in Member and non-member States. This communication will provide a conceptual framework for lifelong learning as a point of reference for strategies at European and individual member state levels. This would focus on a number of key themes and obstacles, covering levels of investment in human resources, partnerships and flexibility, as well as on identifying new challenges for teachers and trainers. These decisions were based on the assumption that isolated measures and lip service to lifelong learning were not enough. An overall strategy at the state level within enterprises and by the social partners and at the European level was needed. To facilitate the development of clear objectives for lifelong learning, reliable statistics and other data were required for important aspects, such as non-formal learning.

Lifelong learning: Policy, organization, financing and employment

24. The spokesperson for the Government/Employers' group considered that the discussion on the issues should be placed in context. Quoting an African proverb that states "It takes the whole village to educate the child", she emphasized that schools were the learning hubs of the community, but that there should be a breakdown of the artificial barriers between them and the outside world. The development of the individual learner was of prime importance, but basic education was more than simply the ability to read and write. Since the future and job market could not be predicted, one should maintain a balanced and broad curriculum with generic skills in several areas including communications, cooperation, computation, computer literacy, critical thinking, and creativity. Broad-based skills were essential not only to further learning and earnings, but also to the management of one's life. Universal participation was linked to gender balance. This should be equated with equal opportunities for women and men. As noted by the group member from Brazil, women faced difficulties in accessing vocational training

programmes. Countries should review the implementation of measures to give effect to the Discrimination (Employment and Occupation) Convention, 1958 (No. 111). Concerning the integration of schools, higher education institutions, workplace learning sites, adult and non-formal education in educational provision, it was not only a question of breaking down barriers. There needed to be general, balanced and broad learning programmes that also comprised career and employment-related components along the lifelong learning ladder. On financing arrangements, the Netherlands was developing a voucher system, and the United Kingdom was developing individual learning accounts. In the former, it was in its early stages of development and was intended to strengthen the student as a consumer and also to encourage learning institutions to become more flexible and sensitive to outside needs. There were advantages on equity grounds and the learner had more control over where, how and when learning would take place. The ILO should review the functioning of lifelong learning accounts. There was not enough data to discuss fiscal issues in detail, but there was a general interest in their application in different countries and contexts. On partnerships for education, there was again a need to emphasize the importance of breaking down barriers and creating better contacts. For employers and workers outside the teaching profession this was only partially related to workplace learning. The role of the employer was increasingly linked to what happened before persons entered the workplace. It was, therefore, essential to develop closer links between schools and the wider community including employers and enterprises. A point made earlier concerning the use of production concepts had been misinterpreted and was not a swipe against teachers. What was meant was that large groups of students moving from one teacher to the next throughout the day reflected a model that had also been prevalent in industry but was now totally irrelevant to how work was performed. Many schools continued to function in a manner that was not a good model for lifelong learning.

25. The spokesperson for the Workers' group noted that when referring to various concepts, these would be related to those of the English, original version of the report as the French and Spanish translations did not contain identical terms in some cases, such as where the expression "*formation permanente*" had been used for lifelong learning rather than "*formation toute au long de la vie*". Lifelong learning meant basic education, second chance education for those who did not have an opportunity to avail of education earlier, vocational education and professional development, as well as education which could be referred to as personal education or education of the mind that went far beyond the other forms. The African proverb quoted earlier correctly implied that all persons were important to fulfilling the role of education and they thus all needed the lifelong learning being advocated. The report was correct in referring to lifelong learning as an uninterrupted process that started in the cradle and finished in the grave. It was a broad concept that included various steps in one's life. There was not one answer to the points for discussion. Various answers and solutions had to be found. None of the different forms or levels of lifelong learning was more important than another and each led to betterment of individuals and therefore to the development of countries or regions, not only economically, but also in enhancing democracy. The international recommendations on financing of education should be implemented and at least 6 per cent of GNP of each country should be allocated to it. There were a great number of countries that were not fulfilling their engagements in this respect. This prevented universal participation and the attainment of a gender

balance, maintaining the disadvantaged situation of girls and women. Education was a public asset and the responsibility of States. Citizens contributed to taxes and these should be allocated adequately to education. Industry also contributed to taxes and could expect allocations to be directed to education and to meet their need for educated workers. Within the framework of collective bargaining at the local, national and international levels, answers should be found for different countries at different levels of development. On partnerships for education, these were highly welcomed and government, employers and workers must actively be involved in all aspects of lifelong learning from conception to implementation to evaluation. Teachers were not simply interested in supplying knowledge. They were facilitators and gained much knowledge from the smallest child to the adults with whom they interacted. They were concerned about the problems faced by society and interested in contributing to the search for solutions to these problems.

26. The representative of the Government of Germany said that his Government attached great importance to lifelong learning and the results of this Meeting. He complimented the Office for the report that provided a wealth of information. The Government/Employers' group wanted to move from a joint meeting format to a tripartite meeting format and hoped to be able to find agreement with the Workers' group. In Germany, two new instruments related to lifelong learning had been introduced as part of the Government's competitiveness and performance programme. In cooperation with the social partners, it was hoped to broaden the scope of professional and vocational training. There was a need to understand the nature and implications of the structural change to justify the need for lifelong learning. A realistic approach was necessary to approach structural change, something which needed to be shaped by individuals. He wondered whether the new information technology and the so-called knowledge society would be the paradigm shaping the future society and, if so, why? If education was broadened to all individuals, then there was a corresponding need for an expansive employment policy to avoid that qualified people could not find appropriate jobs. This was not in the interest of any of the tripartite constituents, including the Workers. It would be devastating to have an employment policy without an education policy, because this would be a disadvantage to those who had not been given a good basic education. Universal education needed universal employment. With regard to the future role of students and teachers, he referred to the importance of informal learning and the revival of the idea of general education, the responsibility for which must be ensured by the State. General education would also include vocational skills, an area of public responsibility but which also implicated the tripartite constituents. Higher general education would enable every person to take part in learning at the workplace, in formal and self-directed learning. As regards financing, it was more easy for governments in developed countries to commit themselves to spend 6 per cent of GDP on education because of the demographic situation with fewer young people. In developing countries with a large young population more than 6 per cent would be needed. It was important that the development assistance from developed countries was spent on education instead of on armaments. Learning accounts were at the moment being discussed by the tripartite partners in Germany. Cooperation on lifelong learning between all learning institutions, between the social cultural field and the labour administration needed to be intensified and he referred to the UNESCO concept of "learning regions": networks of all stakeholders. Finally, he said that lifelong learning meant

universal lifelong learning with consumer-oriented and demand-driven education institutions.

- 27.** A Worker member said that learning accounts or voucher systems were a fairly recent development in the North American context. The voucher concept for basic education was highly contested because of the destabilizing effect on public schools and the long-term equity effects that might result. His group was opposed to vouchers as a general concept. This mechanism enabled the consumer to invest in a private institution for the personal benefit of that individual's own children at the expense of the general student population. It diminished the opportunity for all children to benefit from a full state-funded public education system. The Workers could not support a system that gave privileges to some. A democratic society advocating equal access to quality schooling for all must also be prepared to require all of its citizens to bear a share of the responsibility to contribute to public education for all. From the Workers' perspective, vouchers could be no substitute for state-funded education.
- 28.** Another Worker member said that the Workers agreed that partnerships between governments, teachers, unions and employers were vital to achieve lifelong learning for all. Partnerships were key elements in achieving sustainable development in society. Lifelong learning was important for development, international trade, industry and the labour market. It could only be successful if the partners agreed on the objectives, that they are mutually respected and with all parties having an opportunity to put forward their views. The State had an important role to play in the promotion of tripartite partnerships and, where these did not exist, it may have to create the necessary framework. The Workers were prepared to participate in a dialogue on lifelong learning on a long-term basis. He was concerned that in some countries teachers' organizations were not included in the tripartite bodies. Where the partners developed competency standards, the teachers' organizations had to be involved because these standards would have to be translated into learning programmes. He reiterated that the State had the responsibility to provide basic education and that 6 per cent of GDP was a minimum. Tripartite partnerships and institutionalized social dialogue, including teachers at all levels – international, national, local – were a must for the success of democratic societies.
- 29.** The representative of the Government of France agreed entirely with the comments by the Worker spokesperson on the terminology used in French for lifelong learning. Constant learning was to take advantage of all circumstances to learn something. How could the learning process be organized in order to provide the appropriate conditions for the individual to benefit from it. Financing was an important issue once one moved outside compulsory education funding and university grants for the lucky ones. He suggested a study of existing systems for the financing of lifelong learning, in particular from the point of view of social justice. In his opinion the 6 per cent notion was not very relevant if it was only used to compare percentages between departments. Financial efforts for training by individuals had to be recognized in the statistics on the same basis as those of governments and employers. It was noted that some young individuals had the opportunity to pursue their university studies while others were obliged to interrupt their education at age 16 or even before. Bearing in mind this inequality, it would be useful within the framework of lifelong learning to reflect on the possibility of a

“guaranteed drawing right” available to all (perhaps up to the age of 18). In this manner, individuals who could not continue their studies immediately would have the opportunity to defer their enrolment.

- 30.** A Worker member said that teachers never had a closed mind excluding the world outside the world of education. In many countries they had urged for change, not only in educational policies but also in overall government policies. Links between educational policies and programmes and real life were not limited to production only but should also promote creativity, leisure and other activities. Many people all over the world were excluded and marginalized because of new technologies and it was important to see which technologies could be used to reduce their number. There was a need to discuss sectoral policies as well. Teachers’ unions should not be given two basic functions only, ensuring decent working conditions and helping educational personnel improve themselves and improve their qualifications. These had to be linked to the issue of the role of technology and the importance of absorbing knowledge.
- 31.** Another Worker member said that the Workers’ group recognized the need of having linkages between the various components of the educational system. It was a problem that very often different government departments were responsible for various parts of education resulting in a “compartmentalized” system. Some governments had accepted private delivery of education, particularly of work-related training. National minimum standards were needed to enhance mobility and these should be promoted by all stakeholders. Coordinated policies, programmes and certification would make lifelong learning more rewarding to all.
- 32.** The Government/Employer spokesperson, as a point of clarification, said that the voucher system in the Netherlands was applicable to post-school education and further learning, not to basic education. An Employer member said that the experiment in the Netherlands dealt with the last phase of higher education: universities and other forms of tertiary education, something the universities were reluctant to accept.
- 33.** An observer, a representative of the World Bank, emphasized the need to build linkages on lifelong learning between the concerned institutions. This was all the more important since decentralization of education in several countries had resulted in the breaking down of existing linkages.
- 34.** The spokesperson of the Workers’ group did not understand the comment by the representative of the Government of Germany that poor countries could not be expected to earmark 6 per cent of GDP for education. She hoped that these countries would contribute at least 6 per cent or more. Then, and with international solidarity, there would hopefully be zero children in need of first chance education.
- 35.** The representative of the Government of Germany said that there was a misunderstanding. He had meant that countries with a large young population, in order to make a leap forward, needed to spend more than 6 per cent on education, which probably was sufficient for countries like Germany. Richer countries should provide technical assistance in the educational field.

Roles and responsibilities of educational personnel

36. The spokesperson of the Workers' group took issue with parts of the report prepared by the ILO, which appeared to deny the importance of initial and continuing teacher training as a part of lifelong learning. The Workers did not agree with the statement that "long initial formative periods are neither cost-effective nor educationally productive" (page 36), or with references to countries responding to structural adjustment programmes and budgetary constraints where "initial teacher education has been transformed into short 'crash' courses" (page 37). Initial teacher education was fundamental to lifelong learning, and in order to guarantee quality the Workers would oppose any reduction of the period. They could also not accept arguments to the effect that "students in informal schools and those taught by less-qualified teachers perform as well or better than those taught by more qualified teachers" (page 53), or references to international experience in recruiting them. It was unacceptable to propose using less-qualified teachers (at 50 per cent lower salaries in some countries) or even volunteers to implement lifelong learning. The same arguments held good for higher-level education professionals. She referred to the Coleman Report of the 1960s, affirming the importance of "quality" in education to further social justice. The Workers' group was in favour of performance appraisals if they were used to advance career development and contribute to improving teachers' skills, but not if they were merely to denigrate the teachers as professionals. Appraisals should not only be a vehicle for offering or withholding monetary benefits. Salary levels were important to show the value of the teaching profession, but there should be no differentials between different types of institutions (primary or secondary). Not all schools offered the same job satisfaction and good working conditions because of differing socio-economic milieux, and salaries should not be higher for schools with better results and lower drop-out rates. The supposed feminization of the teaching profession must not be used as an excuse for less-qualified teachers or lower salaries, or for ignoring in-service training. Quality was the keyword in their roles, responsibilities and professional development.
37. The spokesperson for the Government/Employers' group pointed out that issues of tenure, permanent employment and participatory mechanisms, as discussed in Chapter 4 of the ILO report, were not always compatible with lifelong learning in a changing world and with the trend towards devolution of individual institutions (page 67). Self-management of schools could produce tensions and unleash external forces which might challenge the status quo. The report insufficiently explored the changing roles of students, parents and communities, as well as of educators. Decentralization had given schools more autonomy to form partnerships with universities, firms and community organizations, and to take risks. School leaders were not just administrators but were the chief executives of learning enterprises, and as such they should offer inspiration and innovation, and act as role models for students. Partnerships meant breaking down barriers, and should be reciprocal. Apart from professional development in schools, it was necessary to "oxygenate" educators through experience of other work options, in enterprises for example. Lifelong learning was not necessarily lifelong teaching. She referred to page 75 ff. of the report on the roles of employers and workers. Lifelong learning was also needed in enterprises for retraining and upgrading skills. Employers had a role to play in their enterprises, and in partnership with local educational institutions, and there were many success stories of cross-fertilization between the

two. Learning should take place in the day-to-day world, through apprenticeships, on-the-job training and other options, representing a continuum. A weakness of the report was its concentration on formal learning, whereas lifelong learning as defined by both groups was not merely classroom-based. The workplace was ideal for learning, but whereas large firms offered human resources development programmes and formal training, small and medium enterprises could also offer lifelong learning opportunities in a more unstructured and informal setting. Perceptions by academics that such learning was inferior were erroneous. There was a growing trend for line managers rather than trainers to develop people as a core part of their job. Information technology also had huge potential as students could now access the same information sources as teachers, while the latter should act as facilitators to help students manage, use and apply knowledge. Finally, businesses had to adapt to survive, with the customer as the central focus. She asked whether education could remain outside that focus and whether educational management would be able to adapt to changing needs.

- 38.** A Worker member referred to the example of Singapore in adjusting to technological change and the knowledge economy. After independence, the Government had embarked on restructuring curricula and revolutionizing teaching methods. Skills training and citizen education had been stepped up, but an examination-based, selective system had led to excessive pressure and knowledge overload inappropriate to the new realities. Singapore, a small island with no natural resources, had found itself short of workers with appropriate skills (for example, in the ticketing network of Singapore Airlines) and was obliged to import labour from abroad. There was also the threat of global competition. To combat obsolescence of skills learned at school, as well as higher-level qualifications, large-scale retraining was being carried out with the help of a huge skills development fund financed from a 2 per cent payroll tax. But problems had arisen with resistance from students and teachers, especially the older ones, who had difficulty in adapting to new technologies. It was a question of changing from a knowledge-based to a project-based approach, of changing mentality and encouraging experimentation. Singapore's success would depend on the political will to set aside funds and adopt a forward-looking approach, in partnership with employers and workers. His trade union had organized conferences on information technology for teachers and experts.
- 39.** An Employer member asked what was meant by "quality". The international definition was "fitness for purpose" but more clarification was needed.
- 40.** An observer representing the Commonwealth of Learning regretted that in all the references to lifelong learning in relation to changes in the roles of educational personnel, teachers of teachers were often taken for granted not only in developing countries, but also in many developed countries, including Canada. She wished that the discussions about educators would be extended also to those at the operational level who assured quality control, and others who were involved in the process of delivering day-to-day learning, not just to those who taught directly at schools. Performance evaluation systems needed better articulation and guidance, especially from employers. In Africa, for example, performance appraisals were often carried out as a formality at the end of the year because they were required, but not because they fulfilled any other useful objective. The obstacles to lifelong learning must be examined together with the changes in the roles of educational personnel.

Remuneration and work in education

41. A Worker member stated that teachers preferred their working conditions to be governed by the provisions of the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers and the relevant ILO standards which had been ratified by governments. Teachers' oxygenation was conditional on good pay, smaller sized classes, and a healthy and safe working environment. The Office report rightly covered the problem of stress to which teachers were increasingly exposed, and research showed that women teachers were increasingly likely to contract cancer as a result of occupational stress. Other equally harmful conditions which exposed teachers to illness and danger needed to be taken into account, such as the inexistence of proper fire alarms in schools and the growing risks of contracting diseases, such as tuberculosis. In some developed countries, such as the United States, safety conditions had deteriorated to levels requiring gun detectors at some schools, thus increasing the stress levels of school personnel. On the question of flexible timetables, the Workers had no objection as long as this was intended as a way of increasing teaching effectiveness. What the Workers rejected was the use of flexible timetables as an excuse to increase working days to seven a week, or to increase working hours. He regretted that class sizes in many developing countries were over the limit of 35 students recognized by UNESCO as being optimal. Attempts to equate education with business must be disregarded: the consequences of neglecting a child's education affected society in much more far-reaching ways than the mere neglect of a business.
42. Another Worker member expressed the Workers' strong suspicions that proposals made by some governments to link performance appraisals to salaries disguised a hidden agenda to lower pay. The Workers had no objection to evaluations as such, but believed these should cover not only individuals' competencies, but the entire educational and teaching system as a whole, including the overall conditions within which education took place. The main purpose of an evaluation should be diagnostic, combining the evaluation and the updating of the system. As all education systems were not alike, reflecting as they did cultural and other local specifics, the Workers objected to standardized global appraisals. Consequently, the involvement of outsiders, who were unfamiliar with local and cultural realities, in the evaluation process was unacceptable. Because the collective objectives of a school included a guarantee that most of its students would be enabled to obtain the best quality education, market forces as reflected in economic carrots and sticks had no place in education. Employers needed to take a realistic view of school conditions; the Workers were convinced that no manager would accept for themselves the various hazardous conditions in many schools for the kind of pay teachers received.
43. A Worker member commented on the way performance appraisals functioned in French-speaking African countries. Teachers had been able to provide some quality teaching without increased salaries, and despite the difficulties African schools found themselves in as a result of harsh economic circumstances. Learning was of utmost importance both to the individual and to his society. The amount of information to be dealt with by education systems was increasing exponentially while the means to do so were insufficient. How were African countries to train their people in the future when their education systems were collapsing under ongoing economic adjustment programmes? Although the World Bank and the

IMF were providing some support, a lot more was needed to build up school systems if Africa was to take its rightful place in the global family. Problems related to research in Africa also required consideration. Research capacity in the region was not highly developed, but advances had been made in some areas, such as agriculture. Proposals to shift such research capacity to teaching would arrest progress achieved in research. He disapproved of the suggestions for pay cuts in the salaries of teachers in French-speaking African countries, which he considered unwarranted.

44. The Worker spokesperson observed numerous differences between ideas and concepts about teachers and schools expressed in the Meeting and those expressed by ministers of education in several meetings they had with educational personnel, including many participants at the current Meeting. Teachers and schools dealt with special material: human material. Unlike manufacturing companies which could risk mistakes, schools and teachers could not afford similar mistakes and the infringement of damage on the human material entrusted to them. Contrary to assertions that teachers were shielded from the realities of the actual world, as citizens they actively participated in the life of their communities and so could oxygenate themselves. Schools were no longer the four walls within which the teacher was master and the custodian of all knowledge. Nowadays, teaching also encompassed intra-active work and research. Learning was not motivated only by need nor did it happen only by “doing”. The fundamentals of decentralization needed to take into account the fact that education was a public good. As such the State could not entirely abdicate its responsibility, especially with regard to the development of appropriate strategic frameworks to attribute the respective responsibilities of different actors. Otherwise, schools were satisfactorily equipped to meet the challenges resulting from change because teachers had the required capacity to support such changes.
45. The Chairperson prepared the following tentative list of points which he considered the Meeting had given importance. He considered that there was agreement on the importance and growing responsibility of teachers in defining and implementing lifelong learning strategies, on the growing importance of initial teacher training and further training. He hoped for consensus on giving teachers the opportunity to have practical experience outside the classroom without losing the security of their jobs which they deserve and which we claimed for ourselves. This was also applicable to staff engaged in vocational training. The growing importance of initial vocational training and further education meant that the needs of the training professionals had to be considered as seriously as those of teachers. In addition, it was important that the teaching profession should not be stamped as a profession reserved only for women.
46. The Chairperson said that not everyone agreed with the spokesperson of the Government/Employers’ group that schools should be run like enterprises. However, there was agreement that school directorates needed to acquire management skills and competencies. There was also a need to provide teachers with the opportunity to gain sufficient management skills in order to increase their capacity to play an active role in management decision-making (*Mitbestimmung*). These measures, together with the increased involvement of parents and pupils would result in more autonomy in conducting school affairs. Yet, although more autonomy was desirable, it was also necessary for it to be placed within a defined

public framework, with the ultimate responsibility resting with governments. Resources had to be made available, as the Worker spokesperson had mentioned, so that good quality education could be dispensed. Evaluation of both teaching staff and students was necessary in order to assess the impact of a more open environment.

47. Among the many comments on information and communication technology (ICT) – many of which were sceptical – he very much hoped that there was agreement on the more positive aspects of new technologies. Among these, he pointed to the chances that ICT provided in the field of open and distance learning, in particular for areas with low population density. He firmly believed that learning with the help of these technologies had to be combined with a change in the role of teachers, operating more roles as coaches or facilitators. For developing countries, open and distance learning might be an opportunity as well and might permit an outreach to the one-sixth of the world population that was considered to be illiterate. The G-8 Cologne Summit (and hopefully the next Tokyo Summit) had identified this as a chance for collaboration between the rich countries and the developing countries, including more development assistance targeting education.
48. One more point of consensus, he hoped, could be derived from the necessity to cooperate to make lifelong learning a reality for all. A “networking strategy” should include on a regional basis (see the Delors report for UNESCO on “Learning societies-learning regions”) all educational institutions as providers of advice and services to students throughout their life. In particular, it seemed to be necessary to include educational participation at all levels aiming at a lifelong learning education system that was more consumer- and demand-driven than the present system which could be described as supply-driven. It would be possible to go several steps beyond early educational reforms. These could include opening access to further education by acknowledging qualifications gained outside the classroom and formal education, in doing so provide better access to the labour market. By taking into account not only formal qualifications but also actual competencies gained in working life, this might open the door for negotiations between unions and employers’ representatives on how these competencies might be reflected in agreements on payment of salaries.

Participation in educational decision-making and workplace learning

49. At the request of the Chairperson, the Secretary-General reported that the draft resolution concerning the recruitment of educational and training personnel to combat discrimination in society was considered by the Working Party on Resolutions as relating to the agenda item and consequently was referred to the Meeting for either possible incorporation of the substance in the record or in its conclusions. It was therefore necessary that a spokesperson from the Workers’ group briefly highlighted the essence of this resolution so that it could be taken into account in the preparations of the conclusions.
50. A Worker member said that in the field of education, the gap between deprived areas and privileged areas was widening and that there was a greater shortage of teachers who were willing to teach in the deprived areas and who also had the necessary qualifications and experience. It was desirable that more younger

teachers be attracted to and retained in the profession so as to avert the severe shortage of teachers which was becoming prevalent in the developing and the developed areas. It was also clear that the introduction of ICTs posed the risk of widening the gap between the rich and poor countries and also this risk was now seen among the rich and poor people.

- 51.** The Chairperson of the Government/Employers' group stated that his group had earlier made a proposal to have the possibility of tripartism looked at with respect to the organization of these meetings and to invite the Governing Body of the International Labour Office to consider that future sectoral meetings of the education sector should be held on a tripartite basis. They had introduced a resolution to that effect and wanted the text reflected in the report. The operative part of the text of the draft resolution concerning future sectoral meetings of the education sector (JMEP/2000/WPR/D.1) was as follows:

...

Considering that lifelong learning is the key for active participation of every person in all areas of life and that the productive capacity of societies and economies depend on strategies accepted by all groups and interests,

Considering that the ILO's mission is to promote tripartism and social dialogue,

Adopts this fourteenth day of April 2000 the following resolution:

The Joint Meeting on Lifelong Learning in the Twenty-first Century: The Changing Roles of Educational Personnel invites the Governing Body of the International Labour Office:

to consider that future sectoral meetings of the education sector should be held on a full tripartite basis.

- 52.** The spokesperson for the Workers' group, while not opposing the inclusion of the draft resolution, stated that such inclusion would have to be accompanied by a statement of the reasons the draft resolution was declared irreceivable.¹

¹ The legal opinion on the receivability of the draft resolution concerning future sectoral meetings of the education sector WPR/D.1 was as follows:

The draft resolution invited the Governing Body of the ILO "to consider that future sectoral meetings of the education sector should be held on a full tripartite basis". The question was whether such an invitation could be considered as falling within the meaning of "future activities of the ILO" to which article 14, paragraph 4(b), of the Standing Orders for Sectoral Meetings refers.

The holding of a meeting or a seminar is a future activity within the meaning of the abovementioned provision. The draft resolution does not invite the Governing Body to organize a meeting but relates to the composition of future sectoral meetings. In this sense, the draft resolution does not deal with a future activity, but with the manner of organizing sectoral

53. The spokesperson for the Government/Employers' group regretted that a misleading and somewhat unfortunate interpretation had been given to some of the comments she had made. Both governments represented here as employers of teachers, either directly or indirectly, and employers in the private sector, had no wish or intention to denigrate teachers as professionals. She assured the Chairperson that it was the intention of her group and herself in various personal capacities, to give all support possible to teachers, who were teachers of citizens, future employees and our children. When she spoke about partnerships between educational institutions and the wider community or about breaking down the barriers between sectors, this was done in the spirit of mutuality and shared needs. The group was not talking about the private sector taking over, directing or controlling learning and teaching programmes but about opportunities for those who wished to avail themselves of them for professional development and opportunities to enhance the learning and teaching programmes in schools. It was about the symbiotic and dynamic relationships between sectors which were the lifeblood of any community. Her group, therefore, offered its cooperation to the Workers' group since lifelong learning would succeed only in a spirit of mutuality and cooperation.

54. According to the spokesperson of the Government/Employers' group, a new understanding of "education" was required as we changed from a society in which the word "education" was used and the role of the educators was prime; it was still prime, but when we changed to a society in which "learning" became the operative word and the need for continuous ongoing learning, then this change put much more emphasis on the autonomy of the individual learner and promoted the role of teachers as facilitators of learning. It was necessary to revitalize schools to ensure they could provide the best possible learning opportunities and education to enable children to become good citizens for tomorrow and take advantage of the opportunities and challenges of learning for the rest of their lives. It was not the intention of her group to award or withdraw prizes from teachers but rather to invite agreement that it was the local village as whole that had to utilize its forces to support the learning of the child. It was our global village and organizations such as the ILO who could promote best practice in lifelong learning. Together with teachers, there was a need to look at circumstances in which education and training, lifelong learning, could be further developed based on current and future desired pedagogical activity but remembering that learning did happen in both formal and informal settings.

55. The spokesperson for the Government/Employers' group had also been asked to draw attention to a difference in interpretation of a sentence on page 72 in the English version and on page 97 in the French version, which started with: "First, a change in mindset is necessary representing a move away from one in which decisions are made unilaterally either from prevailing concepts of the State, democratically elected or not, as the ultimate arbiter, and so on." Her group could simply not agree with that statement, and it was raised because it did come under

meetings which, in accordance with article 3, paragraph 1, of the Standing Orders, falls within the competence of the Governing Body.

Consequently, the draft resolution does not fulfil the conditions provided for by article 14, paragraph 4(b), of the Standing Orders and cannot be considered receivable.

the roles of education partners, trade unions and employers and it seemed therefore relevant to the present discussion. In terms of school-based management and participatory decision-making, she referred to a passage on page 67 in the English version which summarized the international move to decentralization and the much greater role that individual schools and individual enterprises had to play in terms of making their own decisions. To do this in a participatory manner, she reiterated and re-emphasized the point that the role of not only teachers but also of students, parents and the wider community was extremely important as a democratic process. An additional point was that schools, without slavishly following, could learn from and perhaps adapt to their own needs management practices from elsewhere. In terms of encouraging and helping young people to understand concepts of good citizenship, the exercise of true participatory decision-making was extremely important for the twenty-first century and as a basis for lifelong learning.

56. She reiterated that the Office report was deficient in examining vocational education and training as an essential element of lifelong learning in terms of the roles of governments and enterprises. Enterprises could only survive if the people who produced the goods and services were highly trained, qualified and motivated. The responsibility of enterprises was to ensure that they had such workers, thereby ensuring that the enterprises remained viable. This was of prime importance.
57. There should be no confusion about the role of the State and that of enterprises. The State had a very important role as a regulator in two particular areas of lifelong learning. The State had to ensure that enterprises (1) understood and (2) shouldered the responsibilities of providing learning opportunities. Secondly, the State had a role as provider of validation systems for recognition of different forms of learning, including informal ones, thus increasing supportive means for lifelong learning. Several countries (New Zealand, Australia, United Kingdom, South Africa, Brazil) were progressing in this area by developing a recognition framework in which high-quality, productive lifelong learning could take place. Such frameworks were useful structural means of supporting lifelong learning and a motivating force to assist mobility in a meaningful way and the accompanying portability of skills and knowledge. She recommended further discussion or study of this concept as a means of promoting lifelong learning.
58. The spokesperson for the Workers' group made a few introductory remarks. The first concerned the words "lifelong learning", "*éducation tout au long de la vie*" and "*educación durante toda la vida*" which should be used because lifelong learning was not the same as "*éducation permanente*" or "*educación permanente*". These were completely different concepts. The second remark related to the concepts of education and learning. According to the latest research, education was seen as a broader concept that involved the concept of learning, which was more connected to the instructional side of education. Education had a broader sense, it had within it the instructional, the effective, the motive parts. Instead of having the wording "lifelong learning", the Workers preferred "lifelong education" because of its broader concept. As regards participation and decision-making, she would like to add decision-taking. The Workers fully agreed that the inclusion of the educational staff in all stages of decision-making and -taking, either individually or collectively, was fundamental. They agreed that teachers were key factors in educational change and no reform had succeeded without their participation. Thinking about lifelong education involved thinking about the changing of learning

structures, the allocation of new roles and responsibilities and the professional development of teachers and teaching personnel. Workers were totally in favour of social dialogue because at the national level with national consultative forums and collective bargaining, either national or local, the necessary consensus could be built to ensure democratic governance of countries, of educational systems or of schools, contributing to stability at all levels. Decision-making and –taking should be based on the participation of the educational partners and not on an autocratic basis. Decision-makers and –takers often did not take into account the participation of the other educational partners. There was a need to respect the internationally defined rights of freedom of association, of collective bargaining and other means of participation contained in ILO Conventions Nos. 87, 98, 135, 151 and 154 and also the texts of the ILO/UNESCO Recommendations concerning the Status of Teachers and the Status of Higher Education Teaching Personnel. Through respect of these instruments, teachers would be able to cooperate with the educational partners – students, parents and the wider community – and would be able to decide at all levels on a range of educational and other policies. Participation had to become a practice and parties should be able to give and take as was foreseen in the ILO Declaration on Fundamental Principles and Rights at Work.

- 59.** Decentralization could favour participation. Governments, however, had a very important role as regulators in the lifelong learning process. They had to ensure that enterprises understood and shouldered the responsibilities in providing learning opportunities. They also had to provide recognized standards and certifications of skills and competencies. More informed and involved employees would perform better through a stronger sense of commitment and belonging, which would lead to improvements in efficiency, quality and morale.
- 60.** The Workers' group also agreed that participation contributed to fulfilling working conditions and workers' individual development. They might be supportive of the presence of a school council or similar body in each school which would involve all educational partners mentioned above, as well as employers and trade unions. The board would be responsible for setting the strategic direction of the school, its goals, policies and budget.
- 61.** A Worker member referred to a dichotomous situation in a number of Latin American countries where freedom of association existed, but where workers in education did not enjoy the right to engage in trade union activities, giving as examples Ecuador, El Salvador, Guatemala and Peru. Meetings and assemblies of trade union leaders to discuss provincial and national level issues were prohibited as were strikes and similar collective action. Workers attached the greatest importance to effective participation of the educational community in decision-making and in the implementation of school curricula. Under the principle of democratic participation many governments, such as those of El Salvador, Guatemala, Honduras and Nicaragua, applied World Bank-financed or assisted programmes aimed at enabling small local associations of parents to hire and fire teachers. Teachers' organizations were committed to resisting these programmes which, in a subtle way, were leading to privatization and decentralization of education. These developments were in clear violation of laws which regulated working conditions at the national level. They also hindered national level negotiations involving trade union organizations as they had the effect of pushing such negotiations to the level of local school centres. While teachers' organizations

and trade unions wished to avoid confrontation with both parents and governments, there was a need to defend the principle of education as a public right.

62. Another Worker member commented on the issue of decentralization of the education system as it related to experience in the Russian Federation. From a highly centralized system, education had been radically decentralized in 1990, with responsibility shifted from the federal to the municipal level. Serious problems had resulted, and many educational institutions were unable to fulfil the functions they were assigned. In some cases wages remained unpaid for months, and trade unions found it difficult to deal with the situation. Workers were grateful for ILO efforts over the past four years to monitor and resolve the problems of unpaid wages, following complaints submitted on the issue. Efforts were under way to find a better balance between centralization and decentralization of the educational system, in which the State had to bear some level of responsibility so as to fulfil its constitutional duty to guarantee the right to education. The functions, roles and responsibilities of each administrative level in decision-making, and the questions of funding and budgetary allocations had to be clearly defined.
63. The representative of the Government of France considered that the question of semantics was equally important. He objected to the suggestion from the Worker spokesperson to substitute the term “lifelong learning” with “lifelong education”, and felt the problem arose from the fact that certain terms did not lend themselves to easy translation from one language into another. However, everyone understood that the subject of discussion related to the role of schools, and ensuring that schools were able to meet their fundamental objective of educating the citizens of tomorrow, and providing access to education to as many people as possible. What was required was to examine new forms of organization, funding and negotiation to ensure participation of all partners in the process. He stressed the need for consultative mechanisms that genuinely involved all parties.
64. A Worker member highlighted Africa’s perilous situation in relation to lifelong learning. Some countries’ laws had the effect of setting head teachers against ordinary classroom teachers, because head teachers were not supposed to belong to trade unions. Proper collective bargaining structures did not exist, and governments had a habit of co-opting effective and vocal trade union leaders. There had been talk about the setting up of an African virtual university when governments were already unable to meet their obligations to fund those that already existed. Teachers wanted to be involved in educational reform, including curricula reforms, right from the beginning of the process. He was critical of moves to replace the current pool of qualified teachers with those trained and licensed under a World Bank-supported programme in Uganda, where teachers were sometimes responsible for class sizes of as many as 160 children. The whole new idea of teacher contracts, instead of the previous arrangement in many African countries whereby a qualified teacher was guaranteed a job after a number of years of training, risked jeopardizing the whole education system. The idea of decentralization was questionable in the African context given the poverty of some parts of the country which would be unable to raise the necessary funding.

- 65.** The Executive Secretary of the Meeting described ILO activities in education and training and their relationship to the Organization's objectives. Much of the work in the sector concentrated on promoting, along with relevant international labour standards, the ILO/UNESCO Recommendation concerning the Status of Teachers, adopted in 1966 by a special intergovernmental conference convened by UNESCO in cooperation with the ILO. The Joint ILO/UNESCO Committee of Experts (CEART) met once every three years to monitor the effective application of the Recommendation, evaluate teachers' status worldwide, and recommend remedial action to improve the teaching profession. The CEART's mandate had been extended in 1999 to enable promotion and monitoring of the new UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel, beginning with the next session in September 2000. Since the 1996 sectoral meeting, forums for dialogue on best practices regarding the status of teachers and guidelines on the application of standards had been held in Dakar, Senegal, for the French-speaking West African subregion, in Amman, Jordan, for the Arab States, in Suva, Fiji, for Pacific States. A national forum on higher education had also been organized for Romania. In addition, the ILO had participated in seminars and conferences on education reform organized by international governmental, teachers' and other organizations. Technical and financial support had been provided at the regional level in Africa to the Association for the Development of Africa (ADEA) Working Group on Teacher Management and Support, and to a project initiated by Education International, with the support of the World Bank and other partners, to build teacher unions' proactive capacity for reform decision-making. Relevant ILO publications included background reports prepared for sectoral meetings, working papers on topical subjects, such as stress and burnout, teachers' job satisfaction and decentralization. Further studies on privatization and decentralization, teacher recruitment, and higher education would shortly be available. The CEART reports, published by the ILO and UNESCO, were distributed to all ILO and UNESCO member States for consideration in national policy and action. Technical advisory services had been provided on request to South Africa on education labour relations reforms, to Argentina on teacher career reforms, in cooperation with the World Bank and in consultation with teachers' unions. Comments had also been provided on the draft Labour Code of the Russian Federation covering teachers. More symbolically perhaps, but no less important, the ILO promoted World Teachers' Day on 5 October each year, in association with UNESCO, UNDP, UNICEF and the international teachers' organizations.
- 66.** An ILO official, Mr. Alftan, explained the rationale behind the establishment of the InFocus Programme on Skills, Knowledge and Employability (IFP/Skills), and its relevance to human resources training and development as a means for social inclusion. The concept of employability would be discussed at the International Labour Conference in June. The report for the Conference indicated that globalization, rapid advances in and the spread of information and communication technologies interacting with other changes in the business environment impacted on employment and labour markets and affected demand for skills. ICT created an upward skills and competencies bias and a need for adjusting behavioural, teamwork and social skills to workplace and market opportunities. In the new environment, skills and knowledge became rapidly obsolete and needed to be renewed continuously. Human resource development and training had to fulfil dual

proactive and mitigating functions: individuals' and enterprises' capacities to increase productivity and competitiveness had to be developed while addressing unwelcome labour market trends, enhancing employability and promoting social inclusion. Training for employability had implications for policies on general and basic education, technical and vocational education and initial training and continuous education and training or lifelong learning. The state, enterprises, workers' organizations and individuals needed to assume partnership roles in ensuring access to basic education and initial training through provision of financing, participation in training governance and career development-related lifelong learning. The role of the IFP would be to promote consensus building on objectives of training for employability, helping to define roles and responsibilities of the social partners and other actors in training, and to advise on the need for a new ILO instrument on human resource development and training.

- 67.** Responding to a query from the representative of the Government of France, Mr. Alfthan reported that the study carried out so far suggested there had been a shift which gave a comparative advantage to enterprise-based learning and workplace-based skill recognition systems. Workshops and other activities were planned to further explore the subject. He agreed with an observer representing the Council of Europe that in developing strategies for learning and lifelong learning for the twenty-first century, the period covered should be seamless: from cradle to the grave. However, conceptual considerations in preparing the report for the Conference had required a focus on employability as a unifying factor, and thus a need to clearly differentiate the importance of each of the three sectors of education and training: basic education, or initial education; initial vocational education and training; and continuous education and training.
- 68.** An observer representing UNESCO amplified on the presentation made by the Executive Secretary to the Meeting regarding the work of the Joint Committee that monitors the application of the ILO/UNESCO Recommendation concerning the Status of Teachers. In 1997, the CEART had identified education for peace and tolerance as the primary priority, since without it everything else, including efforts aimed at ICT literacy, would collapse. The CEART had also noted the absence of any reliable teacher statistical indicators to enable decision-makers plan their teacher training programmes and policies for both the formal education systems and those for lifelong learning.
- 69.** Responding to comments from the Chair regretting the absence at the Meeting of a representative of the International Training Centre of the ILO in Turin, the Secretary-General of the Meeting assured delegates that the Centre would indeed participate, through its Director for Training, during panel discussions later in the week.
- 70.** The spokesperson for the Government/Employers' group said that the group had discussed further work by the ILO Training Department with the ILO International Training Centre in Turin on the importance of lifelong learning, the importance of enterprises and what they had to offer and the complementary roles of State and employers in vocational education and training as a structural force within lifelong learning. She repeated her request for further study or investigation on the concept and practice of learning accounts. She would also like further study on how countries could cooperate with each other in lifelong learning, especially for the

benefit of developing countries which might be assisted via information and communication technologies in terms of distance learning. Further opportunities to study and to discuss how skills and competencies could best be evaluated and appraised were necessary, especially those gained in the so-called informal settings.

71. The spokesperson for the Workers' group said that as a follow-up it would be quite important that regional seminars on lifelong learning and teaching personnel's roles and responsibilities could be organized with national or regional organizations invited to attend. She proposed studies on disadvantaged children and their integration in education or training systems, a study on health and safety in schools and its impact on teachers and teaching personnel, and a study on the access to lifelong education. As theme for the next joint meeting, she proposed new technologies in societies, new roles and responsibilities for the educational sector. Finally, the Workers urged the Director-General, when he would be drawing up his budget, to envisage ways of financing all these proposals.
72. The representative of the Government of Germany, stressing the ILO's financial and human resource limitations, urged delegates to be pragmatic while calling for future ILO action on lifelong learning. There was only one ILO specialist responsible for the sector, who had to deal with the whole range of issues related to the area, without any additional support. The questions of field research and further studies on training and its effects, national seminars, particularly on distance learning and access to new technologies, and cooperation in the field of further learning were all to be welcomed, as would issues related to workers' mobility and its impact on wages. But, as highlighted by the Worker spokesperson, these activities could only be possible if additional resources were provided to this particular area.
73. The representative of the Government of France wondered whether the Meeting was not putting too many unattainable requests to the ILO. Future ILO work should be properly targeted to meet the fundamental and core objectives of the Organization, including matters related to decentralization and collective bargaining.
74. The Chairperson of the Meeting supported the participation of the International Training Centre of the ILO, Turin, in similar ILO meetings in the future because of the Centre's tremendous practical experience on topical training and its links to the United Nations system. He also supported the call by the spokesperson of the Governments/Employers' group for future meetings in the sector to be tripartite.
75. The Worker spokesperson stressed that the ILO should continue to promote social justice. A lot of work remained to make the concept of lifelong education a reality for everyone worldwide, regardless of country, social, political or economic situation. The Workers were willing to participate actively and effectively in the full process.

Consideration and adoption of the draft report and the draft conclusions by the Meeting

76. The Working Party on Conclusions submitted its draft conclusions to the Meeting at the latter's sixth sitting.
77. At the same sitting, the Meeting adopted the present report and the draft conclusions.

Geneva, 14 April 2000.

(Signed) Mr. de Arbeloa,
Chairperson.

Conclusions on lifelong learning in the twenty-first century: The changing roles of educational personnel

The Joint Meeting on Lifelong Learning in the Twenty-first Century: The Changing Roles of Educational Personnel,

Having met in Geneva from 10 to 14 April 2000;

Adopts this fourteenth day of April 2000 the following conclusions:

Lifelong learning: Policy, organization, financing and employment

1. Learning, the application of knowledge, competences and skills acquired, and their transmission through the teaching and learning process, are basic human needs, integral components of the human right to education. The structural changes our societies and economies are undergoing require the permanent renewal and use of knowledge, skills and learning abilities. Shaping and managing change mandates lifelong learning; it is essential to everyone, and must be available to all. It is a vital issue for social cohesion and sustainable development of human societies.
2. There is a consensus that lifelong learning should become the conceptual basis guiding all future education and training, and that it is at the heart of labour and social issues. Lifelong learning is taken to mean the comprehensive provision of purposeful learning opportunities throughout every individual's lifespan. Learning throughout life fulfils many social justice and sustainable economic development objectives, including preparation for democratic citizenship, living together in peace, employment, and personal and social fulfilment.
3. Lifelong learning is characterized by a learning chain whose components are interrelated and mutually supporting. Components of the learning chain, and prerequisites for a comprehensive and universally accessible system of quality education include:
 - (a) early childhood development education accessible to all children;
 - (b) universal, free, and compulsory basic education in primary and secondary schools at least to an age that respects the Minimum Age Convention, 1973 (No. 138);
 - (c) increasing access for all to secondary education, training and learning opportunities in schools and/or enterprises as appropriate up to certifying completion of secondary education – general or vocational;

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- (d) widespread opportunities to obtain further and higher education and training for all;
 - (e) accessible continuing education and training as adults (“expanded chances”), according to individual and social needs, at formal educational institutions, informal learning centres, or workplaces;
 - (f) gender balance in access to education and training opportunities;
 - (g) access to educational opportunity for minorities and other disadvantaged populations.
4. Schools are the foundation on which further learning is constructed. Successful realization of their mission requires that teaching and learning within them:
- (a) foster a learning culture;
 - (b) be of high quality;
 - (c) take into consideration the social and individual needs of each learner as the centre of educational provision;
 - (d) benefit from widespread, mutually supportive partnerships within the workplace and other institutions of society;
 - (e) make widespread use of information and communications technologies (ICT) in classrooms and workplaces, and of distance- and open-learning opportunities. Disadvantaged and rural areas should be priorities.
5. Adequate financing of lifelong learning systems is crucial to universal access. Recognizing that education is a basic right within any society, governments have the primary responsibility to ensure adequate investment in education, with a benchmark minimum of 6 per cent of GNP.¹ Within the context of lifelong learning, additional contributions may be made by individuals and public or private enterprises, consistent with the policies and legislation of member States.
6. International development cooperation and assistance devoted to education has an important role to play in supplementing developing countries’ efforts to finance lifelong learning.
7. To achieve universal lifelong learning, a range of financing mechanisms will be necessary. At the level of basic education, learning should be provided in compulsory, free, publicly funded schools.² The range of learning opportunities at

¹ As recommended in the report of the International Commission on Education in the Twenty-first Century.

² Subject to the internationally recognized right of parents or legal guardians to choose for their children schools other than those established by the State which conform to minimal educational standards established or approved by the State.

other levels, and for adults generally, will require more innovative approaches to facilitate investment decisions according to individuals' needs.

8. Formulation of learning policy, and any subsequent legislation regarding its organization and financing, should be based on social dialogue rooted in respect for the rights and responsibilities of all parties.
9. Within a decentralized system, partnership approaches to governance are most successful when based on democratic structures and values, the objectives are mutually negotiated and they are inclusive of all stakeholders' viewpoints – teachers, parents, students and the wider community. In decentralized systems, partnerships at governance level should take due account of the necessary linkages between different levels of education and their objectives. When the educational system is decentralized, the State should ensure that funding remains equitable for learners in all regions.

Roles and responsibilities of educational personnel, workplace learning facilitators and other educators

10. Universally attainable and quality lifelong learning will depend in large part on highly qualified and dedicated teaching, administrative and support staff. Their roles and responsibilities are expected to evolve to meet needs of learners at all stages and in different venues of education and training.
11. Partnerships break down artificial barriers between schools and the outside world so as to create more dynamic relationships in favour of increased learning opportunities. Partnerships with students, parents and workplace actors should increase to enhance learning access and outcomes, while respecting the professional responsibility of teachers as the primary facilitators of learning.
12. Education and training systems must pay greater attention to the development of all education personnels' skills to plan for, administer and manage change, and to assure the quality of future learning opportunities. In that respect, more gender balance in positions of responsibility not only enhances equality of opportunity for women educators, but also has positive implications for increasing girls' participation in education.
13. Enhanced teacher professionalism will be crucial to quality learning opportunity in the future. Elements of enhanced professionalism include, among others:
 - (a) extensive knowledge in one or more fields of learning;
 - (b) facilitating learners' acquisition of a range of generic skills which provide the essential foundation for managing one's life and further learning;
 - (c) collaborative and team teaching;
 - (d) research, reflection on and change as necessary in teaching practice – the teacher as learner;

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- (e) communication and empathy with students, parents and members of the wider community;
 - (f) a high degree of information and communications technology, as well as a general understanding of the economic and social realities of society.
- 14.** Workplace and informal learning opportunities for all should grow in the future in response to individual and workplace needs. The State should play an important role by:
- (a) setting an example by providing lifelong learning opportunities for their own employees;
 - (b) encouraging enterprises to understand and shoulder their fair share of support for learning opportunities;
 - (c) validating, or overseeing the validation of, knowledge, skills and competencies within agreed recognition or qualifications systems, thereby encouraging the mobility and portability of skills.
- 15.** Meeting the expectations for high levels of professionalism among educational personnel requires the establishment of lifelong learning for educators. Elements of a seamless system spanning the careers of teachers, administrators and teaching support staff are:
- (a) initial training or preparation for the jobs at the highest possible standards, with as a minimum a first-level university degree or its equivalent as the professional entry norm;
 - (b) continual training and professional development throughout a career in education and training which is systematic, well funded and accessible to all;
 - (c) professional development opportunities in exchange with enterprises, other non-school workplaces, and with other educational institutions.
- 16.** To facilitate the greater application of information and communications technologies in an appropriate manner to learning, and reduce the learning disparities of the “digital divide” within and between nations, the initial preparation, continual training and professional development components of educators’ lifelong learning must develop and maintain a high level of competency in ICT skills.
- 17.** Appraisal of teachers and other staff is crucial for professional and career development. Such appraisal should be largely diagnostic and formative, identifying weaknesses in skills and competencies so as to improve performance to the benefit of learners. Appraisal criteria should be holistic, based on all variables in the school setting which affect teaching and learning.

Remuneration and work in education

18. Remuneration at levels which will attract high-quality individuals to teaching, managerial and support work in lifelong learning systems are more than ever necessary. Compensation should be related to demonstrated competencies and responsibilities, as well as educational qualifications and seniority.
19. Bearing in mind growing qualitative and quantitative shortages of teachers by geographic region and education subjects, stakeholders must combine their efforts to ensure recruitment of sufficient numbers of teachers with the necessary qualifications, experience and competencies to provide education for all at the highest possible level. Special attention is needed to ensure the recruitment of young teaching staff, and to improve recruitment of personnel in rural and socially deprived areas so as to increase participation for disadvantaged communities, people with disabilities and indigenous populations. Policies should bear in mind sensitivities relating to gender, race, age, religion and other factors inhibiting access.
20. The teaching and learning environment can be improved to meet new learning needs with the following options:
 - (a) flexible timetabling of school hours;
 - (b) reducing overly large class sizes in many countries;
 - (c) improved safety and health in schools and other learning sites, so as to reduce stress and eliminate violence.

Participation in educational decision-making and workplace learning

21. Full involvement of individuals and workers' representatives³ in all educational decision-making processes and the complete range of issues facing stakeholders is a key to effective design and implementation of reform. To this end, social dialogue is needed based on effective respect for the rights and responsibilities established in relevant international labour standards,⁴ effective implementation of

³ Throughout this text when the term "workers' representatives" is used, it refers to Article 3 of the Workers' Representatives Convention, 1971 (No. 135), which reads as follows:

For the purpose of this Convention the term "workers' representatives" means persons who are recognised as such under national law or practice, whether they are: (a) trade union representatives, namely, representatives designated or elected by trade unions or by the members of such unions; or (b) elected representatives, namely, representatives who are freely elected by the workers of the undertaking in accordance with provisions of national laws or regulations or of collective agreements and whose functions do not include activities which are recognised as the exclusive prerogative of trade unions in the country concerned.

⁴ The Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87); the Right to Organise and Collective Bargaining Convention, 1949 (No. 98); the Labour Relations

the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up, the ILO/UNESCO Recommendation concerning the Status of Teachers, and the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel. Continuing denial of these rights in legislation and practice in many countries undermines effective involvement of workers' representatives in positive change. Real involvement in reform decisions finds its highest expression in negotiated solutions, such as those derived from collective bargaining.

22. On the basis of national standards, school-based management, such as school boards or councils with staff, student, parent and wider community participation, provides increased opportunities for greater stakeholder involvement in governance issues and permit the development of strategic visions, plans and budgets for school improvement in response to a changing external environment. Such arrangements are forums for greater democratization of education and learning sites, but they should be consistent with provisions in negotiated conditions of service for educational staff.

ILO

23. With due regard to the resource limitations of the ILO, and in accordance with its strategic objectives, the Director-General is requested in preparing the future programme and budget of the ILO to take into account the activities set out below, designed to assist governments and the social partners of member States to construct lifelong learning systems, and to actively associate the International Training Centre of the ILO in Turin with these activities.

A. Research

Undertake studies on the following subjects in order of priority:

- (1) improving access to lifelong learning including the use of distance and open education based on ICT;
- (2) evaluation and validation of knowledge, skills and competencies, within portable qualification or recognition frameworks, and means by which informal and prior learning may be evaluated and recognized;
- (3) health and safety in schools and its impact on students and teaching personnel and the learning environment;
- (4) the features and financial aspects of individual learning accounts as one policy option for funding lifelong learning systems.

(Public Service) Convention, 1978 (No. 151); and the Collective Bargaining Convention, 1981 (No. 154).

B. Seminars or workshops

Organize regional seminars in cooperation with interested international, regional and national organizations on:

- (1) the roles of teachers in fostering the growth of lifelong learning;
- (2) the role of distance and open education based on ICT in improving access to lifelong learning.

C. Sectoral meeting

Convene the next international sectoral meeting for education on the theme, “The framework conditions for promoting lifelong learning, with special reference to new technologies”.

Part 2

Resolution

Consideration and adoption by the Meeting of the draft resolution

At its fourth plenary sitting, the Meeting set up a Working Party on Resolutions, in accordance with article 13, paragraph 1, of the Standing Orders.

The Working Party, presided over by the Chairperson of the Meeting, consisted of the Officers of the Meeting and three representatives from each of the groups. The members of the Working Party were:

Officers of the Meeting:

Mr. de Arbeloa (Chairperson of the Meeting)

Mr. Luther (Government/Employer Vice-Chairperson)

Ms. Maiffei (Worker Vice-Chairperson)

Government/Employer members:

Mr. Bogard (France)

Mr. Bubendorffer (Employer)

Mr. Montt Balmaceda (Employer)

Worker members:

Ms. Damianova

Mr. Hewett

Mr. Sachkov

At the Meeting's sixth plenary sitting, the Chairperson, in his capacity as Chairperson of the Working Party on Resolutions, and in accordance with article 14, paragraph 8, of the Standing Orders, submitted the recommendation of the Working Party on Resolutions regarding the draft resolution before the Meeting. As required by the same provisions of the Standing Orders, the two Vice-Chairpersons of the Meeting had been consulted on the contents of his oral report.

The Working Party had before it three draft resolutions; two were submitted by the Workers' group and one was submitted by the Government/Employers' group. One of the resolutions submitted by the Workers' group was declared receivable. The Working Party amended the text of the resolution on the basis of proposals made by its members within the time limit set by the Officers of the Meeting. The Working Party recommended the adoption by the Meeting of the amended draft resolution.

**Resolution concerning access for all to a
quality education and training**

The Meeting unanimously adopted the resolution.

Text of the resolution adopted by the Meeting

Resolution concerning access for all to a quality education and training

The Joint Meeting on Lifelong Learning in the Twenty-first Century: The Changing Roles of Educational Personnel,

Having met in Geneva from 10-14 April 2000,

Reaffirming that access for all to quality education and training is a fundamental right and is essential for human beings, which should be guaranteed by the State within the framework of a public service,

Noting that, despite the adoption of the United Nations Convention on the Rights of the Child and the World Declaration on Education for All (Jomtien, 1990) aimed at eliminating illiteracy by the year 2000, more than 125 million children have no access at all to education, and close to 900 million adults and young people over the age of 15 – the majority of whom are women and girls – are illiterate,

Convinced that this situation is a glaring injustice, a real obstacle to economic and social development in the countries concerned, and a threat to peace,

Considering the Paid Educational Leave Convention, 1974 (No. 140) and the Human Resources Development Convention, 1975 (No. 142) and the accompanying Recommendations,

Further taking into account the painful problem of child labour, and the Worst Forms of Child Labour Convention, 1999 (No. 182), and the Minimum Age Convention, 1973 (No. 138),

Also keeping in mind the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up, and the conclusions of the Joint Meeting on the Impact of Structural Adjustment on Educational Personnel, 1996,

Bearing in mind at the same time the decisions of the G8 Summit in Cologne in 1999, on cancelling the public debt of the poorest countries;

Adopts this fourteenth day of April 2000 the following resolution:

The Joint Meeting on Lifelong Learning in the Twenty-first Century: The Changing Roles of Educational Personnel invites the Governing Body of the International Labour Office to:

- (1) draw the attention of the ILO member States to the importance of the discussion to take place during the 88th Session of the International Labour

Conference in May-June 2000 on human resources development and training for employment;

- (2) request the Director-General, when in meetings with other international agencies and especially the international financial institutions, to recommend the adoption of more effective strategies with a view to promoting access for all to education and training;
- (3) request the Director-General to take advantage of the organization of the Special Session of the General Assembly of the United Nations: World Summit for Social Development and Beyond: Achieving Social Development for All in a Globalized World (26-30 June 2000, Geneva), and of the Millennium Assembly of the United Nations that will bring many Heads of State and Governments to New York on 5 September 2000, to impress upon them the urgent need for quality education and training for all;
- (4) request governments to ratify the Conventions that are the foundations of the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up;
- (5) request the Director-General to pay special attention to the results of the Special Session of the General Assembly of the United Nations: Beijing +5 Review (5-9 June 2000, New York) especially regarding access to education for girls, with a view to quality education and training for all;
- (6) request the Director-General to take all appropriate action to ensure that the ILO becomes a partner in the next World Education Forum, convened by UNESCO, the World Bank, UNDP, and UNICEF, to be held from 26 to 28 April 2000, in Dakar, Senegal, which will be an occasion for the international community to affirm its willingness to take concrete measures in order to provide access to education for all by the year 2015.

Part 3

Other proceedings

Panel and round table discussions

Human capital investment, social cohesion, personal development: What kinds of learning for what purposes in the twenty-first century?

Moderator: Ms. Maiffei, Worker Vice-Chairperson

Panellists: Mr. Olchert G. Brouwer, President of the Board, Institute for Higher Vocational Education, Arnheim, Netherlands

Mr. David Fretwell, Principal Employment and Training Specialist, Europe and Central Asia Region, Human Development, World Bank

Mr. Jacques Hallak, Assistant Director-General of UNESCO, and Director, International Bureau of Education (IBE)

Mr. Robert Harris, Senior Consultant, Education International

Ms. Stefanka Hristoskova, Higher Education and Research Division, Directorate of School, Out-of-School and Higher Education, Council of Europe

Mr. Fretwell attempted to answer the four questions put to the panellists. Regarding the knowledge and skills needed for a well-functioning society, he characterized them by low incidence of poverty, individual freedom, increasing life span and positive economic indicators, which should go hand in hand and be viewed from sociological, anthropological, psychological and economic perspectives. He referred to Maslow's hierarchy of needs, and to the core competencies of the Organisation of Economic Cooperation and Development (OECD) as the best indicators currently available. Depending on age levels, learning opportunities should focus on skills relating to functional literacy, decision-making, knowledge management, civic and developmental education linked to environmental concerns, career-specific options, and leisure and personal development. Priorities in key skill areas would depend on a person's life stage (youth leaving the family, adult wage earner and participant in civic society, older adult moving towards retirement). He believed that priorities did differ among societies, depending on cultural and socio-economic factors. The questions of the financing of lifelong learning (who benefits and who pays?) were important, and financial constraints had to be taken into account depending on countries' level of development. The responsibilities for financing would depend on the type of learning. For example, the State might be expected to finance initial education, which was of benefit to society, while the employer might take responsibility for career-specific skills, which were of benefit to the firm.

Mr. Brouwer explored three areas. First, he believed that it was today more important to teach skills than to inculcate knowledge, which was constantly

changing, and that schools must teach students how to learn. It was more important to comprehend knowledge, and knowledge without skills was useless. High drop-out rates from education were probably due to the fact that the right skills were not being taught (for example, technical literacy, self-management, decision-making, civic responsibility). He felt that it was important to focus on the learning process and that teachers should act more as coaches or facilitators. It was difficult to expect learners to be autonomous if they were used to following instructions handed down from above. Self-management, problem solving, teamwork and creative thinking were required by the new economy. Second, a broader definition of education was required, embracing both theoretical and practical skills. Education should set people free and offer opportunities, and competencies rather than knowledge were needed. Third, one could focus too much on innovation, which might not always be realistic in public and private education fitted to transmitting a body of knowledge, which inevitably lagged behind new developments. Innovators were often at odds with established institutions, as with young Harvard drop-outs who set up their own dot.coms. It was not always possible or productive for everyone to innovate.

Mr. Hallak said that the present Meeting was a good preparation for the World Education Forum, to be held in Dakar, Senegal, in April 2000. Knowledge and skills were interlinked and could not be isolated. Scientific literacy must be part of secondary education curricula for the twenty-first century, and for this a body of knowledge was essential. Jacques Delors' Commission on Education for the Twenty-first Century had stressed four principles: to learn to be, to learn to do, to learn to learn and to learn to live together. The challenge for the teaching profession was to reorganize education and life at school. Active partnership was essential for a democratic society, and teachers must be open, flexible and good listeners, but the teaching process must also take place. Basic teacher training should include communications skills, innovation and critical thinking. While different stages of education involved different priorities, initial basic education was a prerequisite for lifelong learning. Priorities also differed among societies, as emphasized by the Delors Commission. In South Asia and sub-Saharan Africa, the level of education might even have deteriorated because of economic conditions or natural disasters, and the priority was to prevent its slipping back further. In some countries HIV/AIDS among teachers had reached 30-40 per cent and the education system was falling apart. While lifelong learning was UNESCO's main priority, it was difficult to ensure that all citizens participated fully in society if even basic schooling was not available to all. Such disparities applied within countries as well, and affected particularly minority groups. It was a question of starting at the grass roots to ensure quality for all, and of deciding where investments could be made more effectively.

Ms. Hristoskova referred to two Council of Europe projects: "Lifelong learning for equity and social cohesion: A new challenge to higher education" and "The role of learning and teaching in an information society". In the context of the Second Summit of the Council of Europe, October 1997, and the Budapest Declaration, May 1999, the aims were a new strategy for social cohesion, education for democratic citizenship and the application of new information technologies. Mass higher education was now accessible to "the new learners": those calling for a second chance (the unemployed, school drop-outs and underrepresented groups including those with special learning needs); people wishing to change career or

lacking formal qualifications; young working people wishing to further their education; and those seeking to learn for the purpose of self-development or leisure. For these groups a new set of competencies was required: broader basic knowledge and methods to generate transferable skills; multidisciplinary and contextual knowledge; vocational skills; problem-solving skills; and, most important, the “citizen dimension” aiming at active partnership in political life and tolerance of differences. She agreed with the spokesperson of the Workers’ group that the quality of teaching was vital. On the role of teachers, there was a move from the “schooled” society to the “learning” society, a new approach to both teaching methodology and learning methods. Universities, where lecturers were still often judged by their number of publications, also had a new mission – a social function of rendering service to the community. New strategies might include wider access and adapting course content to the new learners (through modular, tailored curricula, flexible timetables and diverse learning environments using new technology). The needs of employers should also be taken into account for vocational training and the needs of society in courses for leisure and personal development. Increasing provision and wider access for underrepresented groups should be accompanied by monitoring of students’ progress and combating failure and drop-outs. Initiatives in higher education to further lifelong learning should comprise financial support schemes, motivation and career guidance, assistance for teaching and administrative staff and support for institutions (appropriate funding, restructuring and legal regulations). New partnerships should be forged through dialogue among employers, education providers, students, local and central governments, and international organizations. The overall objective should be one of improving standards and supporting quality in education.

Mr. Harris said that the OECD’s trade union advisory committee had often referred to the impact of economic policy on social cohesion. The latter was underpinned by social justice, as stated in the Declaration of Philadelphia, and by international labour Conventions and Recommendations, and he actually preferred this expression. Social justice was fundamental to lifelong learning and access to education, but universal access was difficult to achieve. With respect to the debate on obsolete skills and the need for generic skills in a learning society, the OECD perceived common ground between employers and trade unions, and a joint meeting of both advisory committees was planned for the year 2000. Since former teachers were to be found in many walks of life, it was evident that teacher education must provide these skills. Excellence was the key, and the provision of top-quality education was essential to address equity concerns. An OECD project in Switzerland was trying to define and measure competencies. Partnership to achieve consensus and the process of working together to develop a stake in the outcome were primordial.

Discussion

Several speakers drew attention to the importance of human rights and social justice for lifelong learning in a globalized and multicultural society. An observer thought that curricula should include the study of international instruments such as the Universal Declaration of Human Rights and that women’s rights should be specially targeted. Another observer raised the problem of political will; while social justice arguments did not always convince, there was also the question of

enlightened self-interest in society: the social cost of ignoring the marginalized would be two to three times the financial investment in education. It was important to develop best practices with adult education in civil society. Human rights could also be learned through non-formal methods at primary and secondary levels, and through the family.

The Worker member for Chile pointed out that compliance with all the World Bank's indicators for a well-functioning society could still fail to ensure social justice and cohesion. Some countries that were apparently doing well economically showed excessive competitiveness and insecurity for workers. The goal was not just that of production, but a fuller and more satisfying life for all.

New information technologies were generally accepted as offering great challenges, not least for the expansion of education and lifelong learning, but this meant that the teacher's role had to be rethought. There was also the problem of the digital divide within and between countries.

Technology and learning: What does the future hold for education?

Part 1: The electronic classroom: Learning developments, pluses and minuses

Moderator: Mr. B. de Arbeloa, Chairperson of the Meeting

Panellists: Dr. D. Beckett, University of Melbourne

Mr. R. Bubendorffer, Fiji Institute of Technology

Ms. Kgomotso Motlote, Commonwealth of Learning

Mr. G.M.N. Gunaratne, World Confederation of Teachers

Mr. S. Subramanian, National Union of the Teaching Profession, Malaysia

Dr. Beckett commented that new information technologies (IT) were broadening and democratizing adults' chances of learning across the life-span. Government agencies and private providers were heavily involved in "flexible delivery" of customized learning for adults using various combinations of IT, which, however, resulted in some central "points of tension". "Just-in-time" learning, especially via very focussed "high-tech" training packages, were strong on teaching "how", but weak on "why"; meeting immediate workplace skill deficits without providing the underpinning knowledge. Flexible delivery gave individual adults a strong sense of their own self-direction, but that very individuality compromised the richness of shared experiences of work-team and community-based environments. Access to new IT eliminated geographical and social barriers and allowed all learners to have their experiences taken seriously, although adults' most transformative shared experiences often depended on face-to-face interaction. While IT was strong on information, the downside was its weakness on knowledge. IT learners could be swamped and confused, requiring massive amounts of time

sorting out what was worth knowing, thus the need for the traditional work of educators in curriculum design, learning strategies and assessment criteria. The electronic classroom offered more adults more learning chances and choices, but the danger of IT-driven lifelong learning was that it produced skilled technicians, instead of reflective practitioners.

Mr. Bubendorffer highlighted the similarities and differences of the pluses and minuses of electronic classrooms in technology-rich and technology-poor countries, using Fiji and New Zealand as examples. With its developed economy and good infrastructure, New Zealand had a high level of computerization, both at work and in the home, with a large number of Internet connections. Since 1995, Internet and Intranet connectivity were being utilized for both intra and extra-mural teaching. Learning support centres had been set up where computers were used to provide supplementary catch-up coaching and remedial instruction rather than as the primary teaching vehicle. Fiji, on the other hand, was a developing country covering some 330 islands with a very poor infrastructure. The services provided by its monopolistic telecommunications operator were relatively poor and expensive, and covered only the urban areas. Most rural schools were without electricity and approximately 105,000 people had no access to telephones within 10 kilometres. Another issue for educators to examine when considering the use of the web as a teaching tool was the difficulty of finding useful and reliable material among the useless junk clogging the Internet. Educators needed to create their own website with the teaching package they wished to be used available either to all or on restricted access. Material they wished to use for reference purposes needed to be carefully evaluated for credibility and usefulness and then signposted clearly for their students. The cost in time the web could take away from covering the curriculum must also be considered and an evaluation of its cost-effectiveness was essential. A third issue related to initial capital expenditure, ongoing depreciation expense, and staff training to ensure the best value from investment and operational expenditure. Other than the growing market for students already employed, and wishing to update or improve their qualifications, no valid data existed suggesting that school-leaving students had any desire to sit in front of a computer all day doing their own thing. A cost benefit analysis for the different methods for achieving agreed and specified learning outcomes might give surprising conclusions. Teaching was the passing on of a society's skills and knowledge, or store of intellectual property from one generation to the next, so that subsequent generations could add to and expand that body of knowledge. Experimentation in mapping and understanding the bio-memory functions of the brain had already started. If successful, the science fiction concept of uploading knowledge might become reality, and render the education industry as it stood obsolete and redundant. However, such capacity did not yet exist.

Ms. Kgomotso Motlote addressed critical ICT issues for teacher training, examining three models on initial teacher training, in-service training, continuing and professional development of teachers and education personnel. She suggested that ICT curriculum development cut across all levels, from pre-primary to higher school levels. Under all the models, teacher development institutions needed comprehensive institution-wide ICT policies, defining in broad terms the knowledge and skills that all newly graduated teachers would have acquired at the end of the training period. Under the first model, a non-specialist curriculum indicating the deliverables in relation to the learner at classroom level also needed

to be developed, specifying objectives, goals and impact indicators. The second model, applying to in-service training and development of teachers, differentiated among the target groups, defining curriculum delivery modes for different target groups, and identifying appropriate locations for the non-specialist ICT course within the institution and related support structures. The model also envisaged the involvement of various stakeholders in the course design and delivery. The third model, addressing in-service training and development of education personnel defined broad ICT knowledge and skills required by various groups in relation to their jobs and suggested the development of an all-inclusive strategic ICT training plan. It proposed identification of sector-wide training implementation plans designed with the cooperation of stakeholders, and the establishment of relaxed, friendly and easy programme management and delivery structures. Ms. Motlotle noted that experience indicated policymakers were often not sufficiently supportive of appropriate ICT curriculum development programmes because they lacked the basic understanding of teachers' needs in that area. Secretaries of education from different countries in Africa had at a recent meeting all expressed interest in being assisted to understand what information and communication technology could do to upgrade their teacher training systems.

Mr. Shezi considered an electronic classroom to be a learning environment where information was accessed or created, used and distributed electronically. It was difficult to generalize regarding the impact of technology because of the different histories and economic development of countries. Using South Africa as an example because of its peculiar two worlds – a first and a third world environment; he hoped it would reflect the differing situations of advantage and disadvantage of schools in the various countries represented at the Meeting. Well resourced schools were found in relatively affluent communities in previously exclusively white areas and the neglected schools from the previously disadvantaged education departments. Advantaged schools had computer centres, access to Internet and e-mail, computer science was offered as a subject, and learners were computer-literate from the earliest grades. Disadvantaged schools, on the other hand, fell into two basic categories: those with electricity who could theoretically have access to IT, and those without. This situation produced learners of dissimilar qualities. Although countries or schools could initiate programmes to provide an equivalent of computer or cybercafes at “nodal points” in deep rural areas via satellite link to deliver computer training, gaps kept widening between those with and those without resources. Teachers in poorly resourced schools were themselves ill-equipped or unequipped to use and guide students on the use of present-day technology. An essential first step therefore required the development of the teachers. An advantage of the electronic over the traditional classroom was that it enables the shy and reticent learner to pose questions they would otherwise be reluctant to ask. The other critical issue related to the large capital outlay required for electronic classrooms, when governments were strapped for cash. A possible answer to this difficulty might lie in governments encouraging the business community, parents, schools boards and other donors to invest in education. In the difficult area of developing a curriculum responsive to long-term needs, it could be argued that within the global village concept, the knowledge and skills advocated in all countries should be almost identical. The South African National Curriculum Framework envisioned its objective as “a prosperous, truly united, democratic and internationally competitive country with literate, creative

and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice”.

On a more practical ground, the time when educators were solely responsible for curricula development was past. There was need for honest partnerships among departments of education, labour, health, parents, the private sector and stakeholders in civil society in curriculum development. National frameworks for qualifications from the highest to the lowest were needed to provide benchmarks for individual learners. Human resource development implied investment in human capital to secure a better future for all; the necessary funds must be made available if the goal was to be achieved. As it was difficult to motivate learners to make the sacrifices required to prepare for a future in which they had no faith, job creation was a priority. An understanding of the interrelationship between technology, society, the economy and the environment was of vital importance.

Mr. Subramanian emphasized the challenge to the teaching profession from the IT revolution and the accelerating rate of technological change. This revolution ushered in possibilities for smart learning for all, schools connected to the Internet, multimedia universities, basic computer-literacy programmes for all and electronic distance education. IT was an important factor in increased globalization, expanded access to information, and the rise of the knowledge worker and the growth in the digital economy. Technology was also a factor in innovation and growing entrepreneurship. On the negative side, the IT revolution had ushered in a new culture where children were over-dependent on the new technology. There were also increased incidences of disciplinary problems entailing a growing need for teachers to play a greater role as counsellors in addition to that of learning facilitators. In the new environment, any education system needed to prepare the citizen of the future to be IT-literate. Many countries had adopted public sector reforms which had far-reaching effects on the teaching profession. In Malaysia, a fund had been set up to buy computers for schools. The initiative recognizes the infinite possibilities of information technologies. It is expected that, in future, IT specialists will command better pay than doctors, lawyers and many other currently highly regarded professions. Technology is expected to enable fast, efficient delivery of goods and services anytime anywhere. However, in the interest of social justice, the ILO and trade unions needed to work towards ensuring that some countries and parts of other countries were not left behind by the IT revolution.

Discussion

Responding to questions and comments from the floor, Ms. Motlote agreed that in many cases, curriculum development was the specific responsibility of designated central institutions rather than individual schools. In such a case, the three models she had suggested would need to be addressed by those centres. She also agreed with a comment from a participant that the role of a teacher must go beyond facilitation, to assist individual students to organize themselves to use knowledge accessed through technology. Even in the most developed countries where information technology brought virtually unlimited access to all sorts of information and knowledge, the technology could not totally replace the teacher. It would also always be necessary to use technology relevant to each particular setting. In view of the fact that sometimes learners/students came to school with more IT know-how than their teachers, it was necessary for teachers to update their

own IT skills. Towards this end, schools should set up support units to upskill teaching personnel. In the case of developing countries where illiteracy at home fed into the children's ability to learn, special efforts were required to overcome this obstacle.

Several panellists responded to a question from a delegate who had noted that IT now dominated daily life, and wondered whether a point had not been reached where it might reduce the necessary interaction between teacher and student. Mr. Beckett acknowledged the difficulties distance between teacher and student might create, but felt that the problem must not be overstated. Technology to close the gap created by distance existed, and it was much better than situations whereby a professor had to teach 400 students in an auditorium. What was important was the ability to facilitate reflective practice through the medium of technological teaching aides. Mr. Bubendorffer, had a slightly different view of the issue. Technology arose out of the human brain, and had no intelligence. It would not be possible to teach without the brain behind the technological tool, in the same way that slides, paper and other implements had been used before. Teaching was passing on of society's knowledge and wisdom from one generation to the next, and technology was just one body of such knowledge. Evaluation of teaching programmes should be based on whether students' critical thinking and their ability to analyse had increased, not on whether their ability to manipulate the technological tool had increased.

Many participants considered the ability of the new generation to be better at mastering the IT technologies to be a testament to teachers' continuing pertinence in social development. The profession's additional duty of safeguarding moral decay had become more imperative in the new technology environment. Participants agreed that agencies such as the ILO needed to ensure that workers were not exploited in areas such as homeworking that had been made possible by the introduction of new IT.

Part 2: Virtual universities: Is the bell tolling for traditional campuses?

Moderator: Mr. B. de Arbeloa, Chairperson of the Meeting

Panellists: Mr. F. Lenglet, Director of Training, International Training Centre of the ILO, Turin (by videoconference)

Ms. R. O'Driscoll, Professor, Open University, United Kingdom (by videoconference)

Mr. R. Yelland, Head of Programme, Institutional Management in Higher Education, OECD

Ms. M. Fouilhoux, Education Coordinator, Educational International, and Chair, NGO Liaison Committee with UNESCO

The Chairperson introduced the subject and the panellists and gave the floor to Mr. Frans Lenglet said that, to his knowledge, no institutions of professional learning and education did exist that relied on visual means only for contacts between academic staff and students, between management and teaching staff as well as for administrative purposes. However, a number of institutions did use new information and communication technologies for a variety of reasons, such as to reach larger numbers and new groups of learners more easily, to provide new forms of self-education and as pre/post-sale services to support the traditional education. He gave the example of the International Training Centre in using ICT in its distance education programme: in 1998 – 20 participants in correspondence courses with additional use of email; 1999 – 205 participants using e-mail and the Internet; for 2000 – the objective was 1,000 participants. Since the late 1960s, there had been a continuous development of new educational technologies: audio/videotapes, CD-ROMs, participatory training packages. Also, there were many forms and types of universities and campuses, residential ones, non-residential ones and others, but they all had to try to cope with new ICTs. He himself had used different types of ICT during his career. The main scope of the current information and communication technologies was the pervasiveness in ordinary life which meant that teaching staff had to face many challenges. There was a stronger demand by the clients for quality teaching, particularly when they paid for the training. People also asked for guidance and facilitating rather than instruction. Meeting those challenges was complicated as it involved a move from learning by listening to active learning and from paper-based materials to screen-based learning materials. The motivation of learners was another challenge. As a consequence, the demand for certification from the students and the labour market was increasing. A number of countries were experimenting with new types of accreditation and certification. More prestigious universities would be asked to certify courses by lesser known institutions. From the little he knew, the African Virtual University added on to the work of existing African universities and strengthened them to better meet the needs of their clients. In conclusion, virtual universities would not replace traditional learning institutions because skills, capabilities and behaviour needed to be developed in face-to-face contacts. For many reasons, there still was a need for traditional institutions: research, civil discourse and others.

Ms. Ricarda O’Driscoll said that the popular definition of virtual universities was that they were institutions distributing learning through information and communication technologies, which distinguished them from distance-teaching universities – such as the Open University (OU), for-profit universities and corporate universities. It would be easier to define “e-learning” than “virtual university”. E-learning correctly put the emphasis on learning rather than on teaching but it implied that technologies in teaching and learning were just about the Web environment as opposed to a range of media and learning environments for students.

Learning access in urban or rural settings far from major centres where educational institutions based could be provided, but then distance had never stopped the OU, which had used technologies of the time, such as television, video, and audio. The use of communications technologies that allowed students and tutors to communicate through conferencing with other students, their tutor or their study centre was needed to supplement IT-delivered education. The success of distance education rested on four pillars: excellent study materials produced by

faculty working in teams; close personal study support to each student by faculty with special training in working with adults; good logistics and administration; and a faculty that remained current by involvement in research. There was no doubt that shared sites and e-mail, for example in the medical profession, could be used to the advantage of research and scholarship and in passing expertise to others. E-universities could be privately funded by individual and business users as with a floated company, with the overall aims of learning subjected to the funders, similar to corporate universities. They could be public, funded by taxpayers and government, or a combination of the two. On the issue of whether virtual teaching and learning institutions were likely to eventually replace physical educational campuses, Ms. O'Driscoll pointed out that the question to be asked was whether traditional universities were serving the needs of today's societies and economies.

Mr. Richard Yelland said that there were three key concepts in analysing tertiary education: lifelong learning was a lifelong educational process; the need for demand-led education to meet the needs of society; and the need for broader access as too many people were still excluded from access to higher education. He said that the term "virtual university" was no more than useful shorthand and he would not try to give a definition. A study in the United Kingdom on borderless education provided a useful definition. In higher learning, there were several types of institutions: public, private not for profit, private for profit, and corporate institutions. Some examples of what could be considered as virtual universities were the Open University, which was radically different from the traditional universities; the African Virtual University mentioned earlier, the University of the Highlands – a consortium of existing universities, the University of Phoenix – a for-profit institution with no tenured, full-time faculty, mainly concentrating on professional training; and the *Centre National d'Enseignement de Distance* in France. The key common element was the aim of improving access to higher education for those who did not have a chance of access earlier. Teaching-only institutions could provide better education at lower costs which might be a good thing in the long term. He said that virtual learning did have implications such as, for example, breaking down the distinction between academic staff with high status and the non-academic staff with low status, challenging implications for management, tensions in existing structures, and consequences for governing boards and similar bodies. In order to accommodate virtual learning in existing institutions, it might be necessary to create special subsidiaries. There was a strong need for training and staff development issues for the present management structures. There was a diversification of programmes, different groups of students with different needs and a move towards transnational education. Virtual learning should be seen as complementary, and information technology was a tool not to be frightened of but one to use well.

Ms. Monique Fouilhoux agreed that a definition was very difficult and said that it was clear that new technologies should enable institutions of higher learning to provide services to expand access to a new public, which now created problems for traditional universities. It could be a help to scientific communities in universities and research institutes. There were also those institutions not benefiting from new ICT. ICT could help to provide education at a time and a place affordable to workers, to those who were not able to attend universities, to unemployed or those who left universities without a certificate or those who wanted to change the direction of their lives. Massive technological solutions ran the risk of uniformity,

and single-language domination. There were also problems concerning the protection of intellectual property because of the extension of WTO agreements to education. The Berne Convention needed to be strengthened. Training was needed to enable educators to deal with new information technologies. Teachers were concerned about digitalization which might widen the gap between the North and the South. She referred to ITU figures on the telephone and Internet density in Africa. The African Virtual University was really only virtual in her opinion. It was necessary to make proper use of new information technologies to reduce the North-South gap; sustainable development; the acceptance of cultural and linguistic diversity; problems of intellectual property rights; and to have a long-term view of education and training of teachers. Teachers could not be replaced by technological miracles: information technology could not replace universities but should help them to move forward.

Discussion

An observer, the Association of African Universities, said that she knew little more about the African Virtual University than that the project existed and that the programmes had been developed in the United States and Europe. She wanted to know what the African role was and if Africa was to be the consumer of that university, there was a question of equipment.

Ms. Fouilhoux said that the project was financed by the World Bank and that it did not meet any of the conditions she had mentioned earlier. It is to make available programmes and teaching materials to African universities teaching at BA and MA levels. However, nobody had asked Africans to participate. In her opinion, there was nothing in it for Africa other than as a passive consumer.

Mr. Lenglet thought that it might be useful to consult the website of the university. He did not know to what extent African institutes had been involved in this project and could not judge whether only US or European institutions had been involved. It was an excellent pilot project. A good example of African universities helping each other was the Network of African Economic Research, which was entirely African with limited European assistance.

A Worker member voiced his concern about the role of African universities in world development and the future of virtual universities in Africa.

Mr. Lenglet replied that the state of African universities was deplorable because they had to cope with a large influx of students and investment in buildings and teaching did not keep pace. For Africa to meet demand, it needed to look at efforts such as the African Virtual University. At the same time, he said, there was a lot of potential in Africa. There was a great need to bring Africa in on the use of new technologies which was one of the objectives of the African Virtual University.

Mr. Yelland said that Africa had low enrolment rates in higher education and that traditional universities had not been able to meet demand. The African Virtual University was one attempt to address the problem.

Ms. Fouilhoux agreed that African universities had deteriorated. There also was the brain drain problem and that those who came back went into the private sector because of the better pay. The World Bank, which for a long time had put emphasis on basic education, had recently started advocating the financing of higher education in order to promote socio-economic development. Universities in small countries, like Togo for example, could try to cooperate with universities in other countries, each specializing in certain programmes.

A Worker member worried that many university teachers were rather conservative and not trained in the handling of new technologies. If they had to go back for training, they would need support. He also asked whether IT knowledge should be made a requirement for newly to be recruited teachers.

Mr. Yelland replied that lifelong learning applied to everybody including teachers and Ms. O'Driscoll said that, in introducing new ICT, teachers needed to know the pedagogy behind it because new media offered new ways of teaching, teachers had to be helped in that respect. The Open University was offering an MA on the subject.

A Worker member wanted to know how ICT could assist universities in their functions other than dispersing knowledge.

Mr. Lenglet gave the example of his daughters, both in research universities, who were in daily contact with the rest of the world by phone or the Internet. They did not need to travel and yet collected the necessary information and data. ICT could be of great help, not only in information gathering but also in diffusing the results. In countries with a weak press, universities could do a lot and the Internet could be of great help. The International Training Centre had links with some 130-140 institutions on local development in Latin America. There also was an exchange of information between these institutions themselves.

Mr. Yelland said that new technologies could be of assistance in the administration of higher learning institutions and in the management of knowledge within the institutions to promote multi- and inter-disciplinarity. In that way, resources could be used more effectively.

Another Worker member said that the access to new technologies presupposed the necessary basic infrastructure and equipment but these were not available in Africa and countries were lagging behind in the development of new technologies. He wanted to know what kind of cooperation would be needed to avoid a situation of misery.

Ms. Fouilhoux repeated that the gap between the North and the South was clear and this needed to be resolved. It could be done through training professors and supporting staff in the use of information technology.

An observer said that performance in higher education was based on original research. How could individual property rights be protected in relation to the new ICT?

Both Mr. Yelland and Ms. Fouilhoux said that they had no answer but that it was one of the biggest issues of our time. In a number of companies, it was a rule that the results of research belonged to the company.

The Chairperson thanked all the panellists and the participants for their active participation in this very interesting round table using new technologies.

Closing speeches

The Secretary-General informed the Meeting of the attendance registered: 14 Government representatives and three advisers; ten Employer representatives; and 27 Worker representatives and one adviser. Also present were 39 observers from intergovernmental and non-governmental organizations, and two government observers. Sixteen women delegates attended, making up 32 per cent. This was satisfactory, although he had hoped for slightly higher female participation. The Meeting had been a landmark in the ILO's efforts to address the problems, possibilities and needs related to lifelong learning and their impact on the role of educational personnel. The discussion of the background report in the plenary and in the two working parties had clearly shown the topicality of the issues raised. The three panel sessions had allowed for the direct exchange of information and experience on important new developments, and had demonstrated the use of new technologies, through videoconferencing, in presentations and discussions. He hoped that this had been an interesting experience for the participants and a contribution to their lifelong learning. The spirit of dialogue which had prevailed during the Meeting had enabled important conclusions and one resolution to be adopted. The ILO's constituents, as well as the ILO itself, should be ready to put these instruments into action at both national and international levels. Many of the activities identified could not be accomplished by the Office alone, but would require delegates' continued contribution of knowledge and experience. He looked forward to working with them in the future.

Mr. Bogard (Chairperson of the Government/Employers' group) believed that the Meeting had made progress even though not everything had been attained. His group felt that the texts agreed upon were of good quality and would allow advances to be made. Although the Governments and Employers had worked well together, it would be better if the two groups could be given greater autonomy in future to ensure true tripartism. He echoed the sentiment of a participant who had said that teachers were actors in social justice; he believed that one must look to educational personnel to form the active citizens of the future. He thanked all concerned, and especially the Workers' group for their will to achieve a common goal.

Ms. Borges (Chairperson of the Workers' group) thanked all the participants for the consensus reached. The conclusions might be too ambitious for some, but the Workers believed it was necessary to look to the future. Although some of the conclusions might take a long time to implement in some countries, she was confident that in time they would succeed. She agreed that it might be useful to consider other compositions of the groups in joint meetings. She regretted that the French and Spanish titles of the report (in French "la formation permanente" and in Spanish "la educación permanente") did not reflect the spirit of the English "lifelong learning". Governments must invest strategically in education in a changing world to face the challenges of globalization. More prosperous societies with better social benefits would improve social justice. The unions were being severely tested and neglected by governments. The Meeting had reaffirmed the belief in international labour Conventions and the need for partnerships to make the world a better place.

The Chairperson thanked all participants for taking their task seriously and producing results of great interest to the Governing Body and of value to ILO Members in their future work. The discussion had revealed a rich variety of national experience and proposals for action to move towards the reality of lifelong learning for all. It was satisfying to see a set of useful conclusions and a resolution adopted with a remarkable display of consensus in a show of active, dynamic tripartism. This was a positive sign for national settings involving the ILO's tripartite constituents and other stakeholders in education. The Meeting had also included extremely interesting panels and round tables, as well as a first experience of a videoconference involving multiple speakers. Even if this had not run quite smoothly, it was very timely in relation to the theme of the Meeting. It was now important to follow up on the outcomes, and he hoped the participants would pursue this diligently. In future he wished to see the ILO's International Training Centre in Turin participate actively in such meetings. The Chairperson declared closed the Joint Meeting on Lifelong Learning in the Twenty-first Century: The Changing Roles of Educational Personnel.

Evaluation questionnaire

A questionnaire seeking participants' opinions on various aspects of the Meeting was distributed before the end of the Meeting.

1. How do you rate the Meeting as regards the following?

	5 Excellent	4 Good	3 Satis- factory	2 Poor	1 Unsatis- factory	Average score
The choice of agenda item (subject of the Meeting)	20	19	4			4.4
The points for discussion	9	22	12			3.9
The quality of the discussion	9	14	16	4		3.7
The Meeting's benefits to the sector	9	21	10	2	1	3.8
The conclusions	10	22	10		1	3.9
The resolution	8	20	11	3		3.7
Panel discussion: Human capital investment, social cohesion, personal development	4	19	9	1		3.8
Round table: Technology and learning						
Part 1: The electronic classroom	3	18	10	5		3.5
Part 2: Virtual universities	5	15	12	3		3.6
Opportunity for networking	4	15	10		1	3.7

2. How do you rate the quality of the report in terms of the following?

	5 Excellent	4 Good	3 Satis- factory	2 Poor	1 Unsatis- factory	Average score
Quality of analysis	9	21	12	1		3.9
Objectivity	6	21	12	3	1	3.7
Comprehensiveness of coverage	2	20	13	1		3.6
Presentation and readability	8	27	7	1		4.0
Amount and relevance of information	7	23	11	1		3.6

3. How do you consider the time allotted for discussion?

	Too much	Enough	Too little
Discussion of the report	4	26	13
Panel discussions	2	31	10
Groups	3	28	10
Working Party on Resolutions	3	25	5
Working Party on Conclusions	2	22	9

4. How do you rate the practical and administrative arrangements (secretariat, document services, translation, interpretation)?

5 Excellent	4 Good	3 Satis- factory	2 Poor	1 Unsatis- factory	Average score
24	15	4			4.5

5. Respondents to the questionnaire

Government	Employers	Worker s	Observers	Total	(Response rate: 44%)
8	9	16	10	43	

6. Participants at the Meeting

Government	Employers	Workers	Observers	Gov. Body	Panellists	Total
17	10	28	39	1	3	98

7. Delegates/technical advisers

	Government	Employers	Workers	Total
Delegates	14	10	27	51
Technical advisers	3	0	1	4

8. Female participation

	Government	Employers	Workers	Total	% women
Delegates	6	2	8	16	32
Technical advisers	2	0	0	2	

List of participants
Liste des participants
Lista de participantes

Representative of the Governing Body
of the International Labour Office
Représentant du Conseil d'administration
du Bureau international du Travail
Representante del Consejo de Administración
de la Oficina Internacional del Trabajo

Sr. Bingen de Arbeloa, Asesor Fedecamaras, Promotores y Consultores Asociados, Maracaibo

Members representing governments
Membres représentant les gouvernements
Miembros representantes de los gobiernos

BRAZIL BRÉSIL BRASIL

Sra. Carmen Rocha Dias, Diretora de Qualificação Prof., Ministerio do Trabalho e Emprego, Brasilia

FINLAND FINLANDE FINLANDIA

Ms. Ellen Piesanen, Institute for Educational Research, University of Jyväskylä, Jyväskylä

FRANCE FRANCIA

M. Gérald Bogard, Conseiller, Association pour la formation professionnelle (AFPA), Montreuil

GERMANY ALLEMAGNE ALEMANIA

Mr. Klaus Luther, Director, Bundesministerium für Bildung und Forschung, Bonn

Adviser/Conseiller technique/Consejero técnico

Mr. Valentin Klotz, Social Attaché, Permanent Mission of Germany, Geneva

HUNGARY HONGRIE HUNGRÍA

Mr. Pál Bihary, Director, Budapest Labour Market Intervention Centre, Ministry of Social and Family Affairs,
Budapest

INDIA INDE

Mr. Bhaskar Chatterjee, Director-General, Ministry of Human Resources Development, New Delhi

JAPAN JAPON JAPÓN

Mr. Takayuki Mori, Deputy Director, Local Affairs Division, Ministry of Education, Science, Sports & Culture,
Tokyo

NAMIBIA NAMIBIE

Ms. Mildred De Beer, Senior Higher Education Officer, Ministry of Higher Education, Vocational Training, Science & Technology, Windhoek

PHILIPPINES FILIPINAS

Ms. Regina Irene Sarmiento, Labor Attaché, Permanent Mission of the Philippines in Geneva

POLAND POLOGNE POLONIA

M^{me} Barbara Skaczowska, Conseiller, Département de l'intégration européenne et de la coopération avec l'étranger, ministère de l'Éducation nationale, Varsovie

Advisers/Conseillers techniques/Consejeros técnicos

Ms. Elzbieta Strojna, Chief Expert, Labour Market Policy Department, Ministry of Labour and Social Policy, Warsaw

Ms. Renata Lemieszewska, Chief Expert, European Integration & International Cooperation Department, Ministry of Labour and Social Policy, Warsaw

RUSSIAN FEDERATION FÉDÉRATION DE RUSSIE FEDERACIÓN DE RUSIA

Mr. Vasilij Zhukov, Rector of the Moscow State Social University, Ministry of Labour and Social Development, Moscow

SWITZERLAND SUISSE SUIZA

M. Pierre-Yves Brouttier, Directeur régional, Institut suisse de pédagogie pour la formation professionnelle (ISFPF), Secrétariat d'Etat à l'Economie, Lausanne

UNITED KINGDOM ROYAUME-UNI REINO UNIDO

Mr. Stephen Richards, Senior Executive Officer, Department for Education and Employment, London

VENEZUELA

Sra. Maryann Hanson de Escalona, Vice Ministro de Asuntos Educativos, Ministerio de Educación, Cultura y Deportes, Caracas

Members representing the Employers

Membres représentant les employeurs

Miembros representantes de los empleadores

Sr. Julio César Barrenechea Calderón, Asesor Legal, Sociedad Nacional de Minería, Petroleo y Energía, Lima

Mr. Olchert Brouwer, Chairman of the Board, Institute for Higher Vocational Education Arnhem and Jijmegen, Arnhem

Mr. Robert Bubendorffer, Director, Fiji Institute of Technology, Suva

Sr. Antonio Cruz Serrano, Fundación Benéfico-Docente Ave María, Malaga

Ms. Marilyn Davies, Education & Training Adviser, New Zealand Employers' Federation (NZEF), Wellington

M. Alain Dumont, Directeur de l'éducation et de la formation, Mouvement des entreprises de France (MEDEF), Paris

Sr. Manuel Montt Balmaceda, Rector, Universidad Diego Portales, Santiago

Ms. Aisha Bibi Oozeer, Training Manager, Mauritius Employers' Federation (MEF), Port-Louis

Mr. Lyndon Rowe, Chief Executive Officer, Chamber of Commerce and Industry of Western Australia (ACCI), Perth

Mr. Lubos Vanek, Human Resources Manager, GLAVERBEL, Teplice

Members representing the workers
Membres représentant les travailleurs
Miembros representantes de los trabajadores

Sr. Carlos A. Abicalil, Presidente, Confederação Nacional dos Trabalhadores em Educação (CNTE), Brasília

Ms. Irene Adanusa, Deputy General Secretary, Ghana National Association of Teachers (GNAT), Accra

M^{me} Chantal Ahobaut, membre du bureau exécutif national, Syndicat national de la recherche et de l'enseignement supérieur (SYNARES), Abidjan

Ms. Paula Borges, International Secretary, Federação Nacional dos Sindicatos da Educação, Porto

Ms. Aida Carrion, Treasurer, National Alliance of Teachers and Office Workers (SMP-NATOW), Manda Luyong City

M^{me} Kounka Damianova, Secrétaire internationale, Syndicat des enseignants bulgares (SEB), Sofia

M. Jongwane Dipoko, Secrétaire général, Fédération des syndicats de l'enseignement et de la recherche (FESER), Yaounde

Mr. S. Eswaran, Secretary-General, All India Primary Teachers' Federation (AIPTF), New Delhi

Sr. Domingos Ferrao, Secretário Geral, Organização Nacional dos Professores (ONP), Maputo

M. Ngarmadjal Gami, Secrétaire général, Syndicat des enseignants du Tchad (SET), N'djamena

Mr. Colin Greene, President, Antigua and Barbuda Union of Teachers (A&BUT), St. John's

Mr. Gérard M.N. Gunaratne, Vice President Asia, 94 1/6 York Building, York Street, Colombo

Mr. Rex Hewett, Federal State Secretary, Australian Education Union (AEU), South Melbourne

Mr. Kurt Buch Jensen, Deputy Secretary-General, Danish Union of Teachers (DLF), Copenhagen

Mr. Paul Erik Karlsen, Adviser, Norwegian Union of Teachers (NL), Heggedal

Mr. Lee Dong-Jin, Vice-President, Korean Teachers' and Educational Workers' Union, Seoul

Sra. Marta Maiffei, Secretaria General, Confederación de Trabajadores de la Educación de la República Argentina (CTERA), Buenos Aires

Ms. Galina Merkoulova, Vice-President, Education and Science Employees' Union of Russia (ESEUR), Moscow
Adviser/Conseiller technique/Consejero técnico

Mr. Nikolay Kolobashkin, International Secretary, Education and Science Employees' Union of Russia (ESEUR), Moscow

Sr. Napoleón Morazan, Consultor I.E. para América Latina, Internacional de la Educación, Tegucigalpa

Mr. Mwalye Mungoma, National Treasurer, Uganda Teachers' Association (UTA), Kampala

Mr. Wayne Noseworthy, Executive Director, Canadian Teachers' Federation (CTF/FCE), St. John's

Sr. Jorge Pavez, Presidente, Colegio Profesores de Chile (CPC), Santiago de Chile

M. Leonid Sachkov, Président, Syndicat des travailleurs de l'éducation et de la science d'Ukraine (STESU), Kiev

Mr. Musa Shezi, Board Member, World Confederation of Teachers, Empanganirail
Mr. Lawrence Sia, President, Singapore Teachers' Union (STU), Singapore
Ms. Antie Solaiman, President, Serikat Buruh Sejahtera Indonesia (SBSI), Jakarta
Mr. Siva Subramanian, General Secretary, National Union of the Teaching Profession (NUTP), Kuala Lumpur

Others Autres Otros

Representatives of member States present at the sittings
Représentants d'Etats Membres présents aux séances
Representantes de Estados Miembros presentes en las sesiones

UNITED STATES ETATS-UNIS ESTADOS UNIDOS

Mr. Robert S. Hagen, Labor Attaché, United States Permanent Mission in Geneva

Representatives of United Nations, specialized agencies
and other official international organizations
Représentants des Nations Unies, des institutions spécialisées
et d'autres organisations internationales officielles
Representantes de las Naciones Unidas, de los organismos
especializados y de otras organizaciones internacionales oficiales

Commonwealth of Learning (COL)

Ms. Kgomotso Motlotle, Education Specialist Teacher Training, Vancouver

Council of Europe

Conseil de l'Europe

Ms. Stefanka Hristoskova, Programme Adviser, Higher Education & Research Division, DG IV, Strasbourg

European Commission

Commission européenne

Comisión Europea

Mr. Tomas Niklasson, Administrator, Director-General for Education and Culture, Brussels

International Bureau of Education (IBE)

Bureau international d'éducation

Oficina Internacional de Educación

Mr. Jacques Hallak, Assistant Director-General, Geneva

M. Massimo Amadio, Spécialiste de programme, Genève

Organization for Economic Co-operation and Development (OECD)

Organisation de coopération et de développement économiques

Organización de Cooperación y Desarrollo Económicos

Mr. Richard Yelland, Head, Programme on Institutional Management in Higher Education, Paris

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Organisation des Nations Unies pour l'éducation, la science et la culture

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura

Mr. Richard W. Halperin, Chief, Unit for Teacher Policy, Section for Teacher Education, Division of Higher Education, Paris

World Bank

Banque mondiale

Banco Mundial

Mr. David H. Fretwell, Principal Employment and Training Specialist, Human Development Sector Unit, Washington

Representatives of non-governmental international organizations

Représentants d'organisations internationales non gouvernementales

Representantes de organizaciones internacionales no gubernamentales

Education International

Internationale de l'éducation

Internacional de la Educación

Mr. Fred Van Leeuwen, General Secretary, Brussels

M. Elie Jouen, Secrétaire général adjoint, Bruxelles

Ms. Monique Fouilhoux, Education Coordinator, Brussels

Mr. Robert Harris, Senior Consultant, Gingins

Mr. Thomas A. Bediako, Chief Coordinator for Africa, Lomé
Ms. Virginia Albert, Regional Coordinator North America/Caribbean, St. Lucia
Ms. Florence Trauscht, Assistant to Deputy General Secretary, Brussels
Mr. Darrell Ward, National President, New Zealand Educational Institute, Wellington

International Association for Educational & Vocational Guidance (IAEVG)

Association internationale d'orientation scolaire et professionnelle

Asociación Internacional para la Orientación Educativa y Profesional

Ms. Verena Flubacher, International Association for Educational & Vocational Guidance, Zurich

International Confederation of Free Trade Unions

Confédération internationale des syndicats libres (CISL)

Confederación Internacional de Organizaciones Sindicales Libres

Ms. Anna Biondi, Assistant Director, Geneva

International Federation of Business & Professional Women

Fédération internationale des femmes de carrières libérales et commerciales

Federación Internacional de Mujeres de Negocios y Profesionales

Ms. Conchita Poncini, Troinex/Geneva

International Federation of University Women (IFUW)

Fédération internationale des femmes diplômées des universités

Federación Internacional de Mujeres Universitarias

Ms. Conchita Poncini, Troinex/Geneva

M^{me} Christiane Privat, Vessy

International Federation of Workers' Education Associations (IFWEA)

Fédération internationale des associations pour l'éducation des travailleurs

Federación Internacional de Asociaciones para la Educación de los Trabajadores

Mr. Rudolf Helfrich, Member of the Board, Hamburg

International Organization of Employers (IOE)

Organisation internationale des employeurs

Organización Internacional de Empleadores

Mr. Jean Dejardin, Adviser, Cointrin/Geneva

Mr. Eric Oechslin, Adviser, Cointrin/Geneva

International Vocational Training Organization (IVTO)

Mr. Jack Dusseldorp, President, Sydney

World Confederation of Labour

Confédération mondiale du travail (CMT)

Confederación Mundial del Trabajo

M^{me} Béatrice Fauchère, Représentante permanente, Genève

World Confederation of Teachers (WCT)

Confédération syndicale mondiale de l'enseignement

Confederación Sindical Mundial de la Enseñanza

Mr. Louis Van Beneden, President, Brussels

Sr. Claudio M. Corries, Secretario General, Buenos Aires

Mr. Helmut Skala, Vice President, Vienna

M. Mansourou Lala, Confédération syndicale mondiale de l'enseignement, Cotonou

Mr. Mohammed Benjeloun, Fédération autonome de l'enseignement (UGTM), Rabat

Mr. Razvan Bobulescu, President, University Trade Unions Federation of Romania "Alma Mater", Bucharest

Mr. Evert W. de Jong, Linschoten

Mr. Gust Van Dongen, Member of Board, Brussels

Mr. Vinayak Sirdesai, World Board Member, Bombay

Sr. Alfredo Salazar, Miembro Comité, San José

M^{me} Tamara Vinogradskaya, Syndicat des travailleurs de l'éducation et de la science d'Ukraine (STESU), Kiev

Sr. Pedro Bayúgar, Asesor, Buenos Aires

Sr. Mario Román Almirón, Confederación Sindical Mundial de la Enseñanza, Buenos Aires

Panellists

Intervenants

Participantes

Mr. David Beckett, Senior Lecturer, Faculty of Education, The University of Melbourne, Melbourne

Mr. Frans Lenglet, Director of Training, International Training Centre of the ILO, Turin

Ms. Ricarda O'Driscoll, The Open University, Milton Keynes, United Kingdom