



V. Basic education and pre-employment training

Point 9

D.125

- 340.** The Worker Vice-Chairperson introduced an amendment to align the title with the text. The Employer Vice-Chairperson supported the amendment and title V was adopted, as amended.

D.116

- 341.** The Government member of Finland introduced an amendment on behalf of the Government members of Finland, France and Norway to improve the wording of the text. He suggested it be referred to the Drafting Committee. The Government member of France added that the sentence was more concise, with no change in substance, simply in form. The Chairperson decided, however, that the amendment raised issues of substance and should be discussed.

- 342.** The Employer Vice-Chairperson proposed a subamendment to delete the word “ensure” at the beginning of the sentence, add the words “recognize their responsibility for” before “basic education”, and to add “enhance employability and to” before “prevent social exclusion”.

- 343.** The Worker Vice-Chairperson supported the subamendment and proposed a second subamendment to delete the word “basic” before “education” and to replace “facilitate” by “improve”. The Employer Vice-Chairperson agreed with this subamendment.

- 344.** The amendment was adopted as subamended.

D.126, D.80, D.70, D.79, D.127 and D.78

- 345.** With the adoption of the preceding amendment, D.116, these six amendments were not given further consideration.

D.113

- 346.** The Government member of France introduced an amendment, on behalf of the Government members of Finland, France and Norway, to add a new clause before clause (c) dealing with the promotion of pre-employment training through mechanisms such as apprenticeship and internship, with the term “internship” implying a combination of school-based education and workplace learning. She noted that these were important aspects of pre-employment training, particularly for youth.

347. The Employer Vice-Chairperson, while recognizing the importance of the apprenticeship system widely used around the world, stressed that the proposed instrument should not be too specific so as to be easily adapted to national traditions. He did not support the amendment.

348. The Worker Vice-Chairperson sought clarification that the amendment would not narrow the scope of the text, placing too much emphasis on these forms of pre-employment training. The Government member of Poland concurred, wondering why one form of such training should be singled out over another, such as the modular training promoted by the ILO. The Government member of South Africa sought clarification on the difference between “apprenticeship” and “learnership”, the latter being more common in her country. The Government member of France responded to the first concern by noting that the amendment was only to highlight these aspects as examples. As to the second, there was no distinction in her mind over the two terms.

349. The Government member of Brazil remarked that the topic was an important issue, but he was inclined to support the viewpoint of the Employer Vice-Chairperson. He proposed a subamendment to qualify the word “mechanisms” with “appropriate” and to replace the words “such as” by the word “including”. The Government member of Portugal supported the subamendment, remarking that a combination of theoretical education and on-the-job training was an important aspect.

350. Taking account of these comments, the Government member of France agreed to withdraw the amendment.

D.128

351. The Worker Vice-Chairperson withdrew an amendment to clause (c), noting that she would propose alternative wording for a subsequent proposed amendment.

D.88

352. The Government member of South Africa, speaking on behalf of the Government members of Botswana, Mozambique and South Africa, introduced an amendment to clause (c) to address the question of adults who were denied education and training opportunities when they were young, noting that these adults were particularly disadvantaged.

353. The Worker Vice-Chairperson suggested a subamendment to delete the word “basic” before “education”, and the word “pre-employment” before “training” in the Office text, while retaining the text of the proposed amendment.

354. The Employer Vice-Chairperson proposed a second subamendment, adding the word “especially” before the words “for adults”. This wording was accepted by the Worker Vice-Chairperson, as well as the Government member of South Africa.

355. The amendment was adopted as subamended.

D.77

356. The Employer Vice-Chairperson introduced an amendment to clause (d) on information and communication technology in learning and training in recognition of the infrastructure difficulties faced by many countries in introducing information technologies.

357. The Worker Vice-Chairperson supported the amendment which was adopted.

D.76

- 358.** The Employer Vice-Chairperson introduced an amendment to clause (e) on vocational and career information and guidance to include a reference to the term “labour market”, noting that this was an important factor of information in career guidance.
- 359.** The Worker Vice-Chairperson supported the amendment which was adopted.

D.129

- 360.** The Worker Vice-Chairperson introduced an amendment to clause (e) dealing with career information and guidance. She then proposed a subamendment to reword the amendment as follows: “supplemented by information on the rights and obligations of all concerned under labour law, including relevant aspects of collective bargaining”. It was important to provide information on rights, especially collective bargaining.
- 361.** The Employer Vice-Chairperson, while supporting the mention of information on labour laws as relevant to career information and guidance, proposed a second subamendment to delete the text “including relevant aspects of collective bargaining”. He did not support inclusion of a reference to collective bargaining, as this would specify only one element of a range of labour-related laws and regulations.
- 362.** The Worker Vice-Chairperson, referring to Article 3.3 of the Human Resources Development Convention, 1975 (No. 142), noted that it was an established practice to make special mention of the general aspects of collective agreements.
- 363.** The Employer Vice-Chairperson retorted that reference to Convention No. 142 had been made in the Preamble adopted by the Committee, and it was therefore unnecessary to make additional reference to specific sections of that Convention in the rest of the proposed instrument. The Government member of Australia supported this viewpoint; reference to collective bargaining and agreements was too specific for the proposed instrument.
- 364.** The Worker Vice-Chairperson clarified her position on the matter, suggesting that the term “labour laws” did not necessarily include rights granted under collective agreements. This was the case, for example, in much of the United States labour legislation, and yet it was important that job seekers have access to such information.
- 365.** The Government member of the Philippines supported the viewpoint of the Employer Vice-Chairperson, but recognizing the concern of the Worker Vice-Chairperson, she suggested a third subamendment to add the words “and labour-related laws” that would better encompass issues such as collective agreements. The Government members of Canada and Indonesia supported this subamendment. The Government member of Switzerland also shared the viewpoint of the Employer Vice-Chairperson and the Government member of the Philippines on the proposed amendment, remarking that it was important not to clutter the proposed text with a host of details.
- 366.** The Government member of Italy supported the amendment as subamended by the Worker Vice-Chairperson with a slight reformulation, noting that information on collective agreements was commonplace in the career information and guidance system in his own country. The Government members of France, Portugal and South Africa supported this proposal.
- 367.** The Chairperson then called for an indicative poll on the competing subamendments which proved inconclusive.

368. The Worker Vice-Chairperson proposed a fourth subamendment for the amendment to read: “supplemented by information on the rights and obligations of all concerned under labour related laws and other forms of agreed regulations”. This new formulation omitted the issue of collective bargaining.

369. The Employer Vice-Chairperson supported the new subamendment if the word “agreed” before “regulations” was deleted. The Worker Vice-Chairperson agreed.

370. The amendment was adopted as subamended.

D.87

371. The Government member of South Africa, speaking on behalf of the Government members of Botswana, Mozambique and South Africa, introduced an amendment to insert a reference to employment counselling in clause (e). In a large number of developing countries, career information and guidance referred only to the formal economy and to those who were employed. With increasing unemployment, these countries needed more than just career guidance; employment guidance to help those unemployed to find jobs was crucial.

372. The Employer and Worker Vice-Chairpersons supported the amendment and it was adopted.

D.130

373. The Worker Vice-Chairperson introduced an amendment to ensure decent conditions for the teaching profession as a critical element of a successful educational system. She further proposed a subamendment to delete clause (g), as this issue was already reflected in other parts of the text. The text placed a great deal of emphasis on how people benefit from education and training. The amendment was designed to emphasize the importance of effective delivery by taking into consideration those working at ground level such as teachers and trainers.

374. The Employer Vice-Chairperson opposed the amendment, as it was too detailed. He recalled the discussion from the previous day when the wording “teachers working under decent conditions” was agreed. Issues such as remuneration, training and retraining of the teaching profession were too specific and should be dealt with in negotiations between governments and teachers’ organizations at national level. The Government members of Indonesia, Philippines, Poland and Turkey supported the remarks made by the Employer Vice-Chairperson.

375. The Worker Vice-Chairperson reiterated that the amendment contained essential issues for the Workers’ group regarding the importance of decent working conditions for the teaching profession. They would seek to have them reflected in another part of the document and agreed to withdraw the amendment.

D.75

376. The Employer Vice-Chairperson introduced an amendment to insert a new clause which would stress the link between education systems and the labour market, as well as to ensure that the quality of education and pre-employment training was maintained.

377. The Worker Vice-Chairperson supported the amendment if the word “basic” was deleted. The Employer Vice-Chairperson agreed to the subamendment, and the amendment was adopted, as subamended.

D.156

378. The Government member of Trinidad and Tobago, also speaking on behalf of the Government members of the Bahamas, Barbados, Suriname and Trinidad and Tobago, introduced an amendment aimed predominantly at strengthening the text with regard to skills certification. Ensuring access to career and vocational guidance was insufficient for many young people in developing countries such as those in the Caribbean, where a large number of young people did not achieve what would be considered as acceptable qualifications, and school dropout was a serious problem. In some countries of the region, appropriate education and training systems did not exist, were run on an ad-hoc basis, had poor curricula or did not have adequate linkages between the education system and industry. The concerns of all countries and regions had to be taken into account in the proposed Conclusions, whose provisions on access to vocational education and training and active labour market policies were key to decent work, poverty reduction and social inclusion.

379. The Employer Vice-Chairperson supported the amendment as a means of strengthening linkages between education and industry. He proposed a subamendment to add at the end of the sentence, the words “relevant for the labour market”.

380. Echoing the sentiments put forward by the Government member of Trinidad and Tobago, the Worker Vice-Chairperson supported the amendment as subamended by the Employer Vice-Chairperson. The Government member of Papua New Guinea also supported the amendment as subamended, since it reflected his intervention at the beginning of the Committee discussions.

381. The amendment was adopted as subamended.

382. Point 9 was then adopted as subamended.

VI. Training of employed workers

Point 10

D.109

383. The Government member of Switzerland introduced an amendment on behalf of the Government members of Australia, Austria, Canada, Denmark, Finland, Japan, Netherlands, New Zealand, Norway, Switzerland, Turkey, United Kingdom and United States to delete the word “employed” from title VI as training should also be provided to those who were unemployed. Title VI should refer to both employed and unemployed. In Point 10, clauses (a) to (i) were applicable to both groups.

384. The Employer Vice-Chairperson welcomed the amendment and agreed that the unemployed should also have access to training. He proposed a subamendment to reword the title as follows: “Development of skills and competencies of workers”.

385. The Worker Vice-Chairperson supported the amendment as subamended by the Employer Vice-Chairperson. However, the deletion of the word “employed” was not enough and the

term “workers” was not specific enough since it could be interpreted as meaning those who had a job. She proposed a second subamendment to replace the word “workers” by the words “employed and unemployed workers”.

386. The Employer Vice-Chairperson supported the subamendment proposed by the Worker Vice-Chairperson. So did the Government members of Namibia, Suriname and Switzerland, with the latter expressing praise for the successful combination of the different title proposals.

387. The Government member of France drew attention to the fact that if the wording of the title was accepted, all the clauses had to be considered carefully in order to ensure their relevance to both employed and unemployed workers. She suggested that the Committee consider adding a clause specifically targeting unemployed workers. Following expressions of similar concern by the Government members of Australia and Indonesia, both of whom proposed additional subamendments to the title, the Employer and Worker Vice-Chairpersons suggested that the Drafting Committee could look at the exact wording of the title.

388. The amendment was adopted as subamended.

D.131 and D.74

389. As a result of the adoption of the previous amendment, D.109, these amendments were not given further consideration.

D.132

390. The Worker Vice-Chairperson introduced an amendment on the need for governments to be more proactive in identifying the trends which would lead to the identification of needed skills and on the involvement of the social partners in the process.

391. The Employer Vice-Chairperson supported the amendment but proposed a subamendment which would replace the words “regularly identify” by “further the identification of”.

392. The Worker Vice-Chairperson agreed to the subamendment, but proposed a second subamendment which would include the word “systematically” and the words “on a regular basis” in the text. The identification of trends should be done regularly and in a systematic manner.

393. The Government member of Switzerland proposed a third subamendment which would include the word “ongoing” before “identification” The Government member of Australia proposed a fourth subamendment to delete the words “trends of”. The Employer and Worker Vice-Chairpersons supported the subamendment proposed by the Government member of Switzerland, but opposed the one suggested by the Government member of Australia, as an analysis of ongoing trends through research was precisely the objective of the discussion.

394. The amendment, as subamended, was adopted.

395. The Government member of Switzerland brought to the attention of the Committee that amendment D.159 had in fact not been submitted by the Government members of Norway and Turkey, but rather, by the same group of Government members that had submitted amendment D.109.

D.160, D.73, D.159 and D.86

396. The amendments were not considered as a result of the adoption of the previous amendment, D.132, as subamended.

D.72

397. The Employer Vice-Chairperson introduced an amendment, which sought to delete clause (b), since the clause was already covered under clause 11(a).

398. The Worker Vice-Chairperson opposed the amendment as clauses 10(b) and 11(a) were not necessarily the same; it was especially relevant to workplace learning. The Government members of Australia, Canada, Mali, Netherlands, Portugal and the United Kingdom likewise supported retention of clause 10(b). Arguments advanced included: its relevance, especially for those countries where technical and vocational education and training were not very advanced; the fact that the clause served to introduce the idea of accreditation of prior learning while clause 11(a) was about the framework that would be used for the recognition and certification of skills; and the existence of excellent models on workplace learning.

399. The Employer Vice-Chairperson pointed out that the Employer members were not necessarily against the concept of recognition of skills but were concerned that the issue was being covered elsewhere. However, noting the wide majority in favour of retaining the clause, the amendment was withdrawn.

D.104

400. The Employer Vice-Chairperson introduced an amendment for changes in the text. He proposed a subamendment to add in the term “in bipartite dialogue, including collective bargaining” at the end. Discussions throughout had pointed very strongly to the need for collective bargaining on training, hence the Employer members felt that this was the best place to make reference to collective bargaining.

401. The Worker Vice-Chairperson supported the amendment as subamended, but proposed a second subamendment to replace the word “support” by “promote”. The Employer Vice-Chairperson opposed the subamendment. Though the Worker members would have preferred the word “promote”, they would support the amendment as subamended by the Employer members. The Government members of Canada and South Africa likewise supported the amendment as subamended by the Employer Vice-Chairperson.

402. The amendment was adopted as subamended.

D.133

403. The amendment was withdrawn as a result of the adoption of the previous amendment, D.104, as subamended.

D.103

404. The Employer Vice-Chairperson introduced an amendment which sought to delete clause (d) since negotiations applied to the social partners, not to governments. After informal discussions with the Worker members, the Employer members proposed a subamendment to replace the word “negotiations” by “consultation” and retain the clause.

Governments could consult the social partners or encourage dialogue with them on matters such as investments in education and training, but not engage in negotiations.

- 405.** The Worker Vice-Chairperson opposed the subamendment, pointing out that there were three parties involved in the process of dialogue and there was nothing wrong in any of the parties initiating the process.
- 406.** The Government member of Portugal said her country had experiences in tripartite negotiations related to establishing goals for education and training and labour market policies. It was therefore appropriate to talk about tripartite *concertation*, which was a stronger term than “consultations” as it implied reaching agreement. The Government member of France also elaborated on the concept which carried the connotation that parties were actually forced to reach an agreement. The Government member of Mexico confirmed that the term *concertacion* was well known in the Spanish language.
- 407.** The Worker Vice-Chairperson supported this concept by proposing a second subamendment to replace the word “negotiations” by *concertation* and to follow amendment D.107 proposed by several governments which sought to replace the word “initiating” by “undertaking”. She emphasized that relying on the word “consultations” was too weak.
- 408.** The Government member of Australia remarked that any of the social partners could take the initiative on tripartite consultations and this was not supposed to be restricted to the government alone. He felt that the use of the word “consultations” was more appropriate, along with the word “supporting”. The Government member of Canada concurred with this proposal.
- 409.** The Employer Vice-Chairperson stressed the importance of making the instrument as clear as possible to the ordinary reader. He went on to point out that more people would understand the word “consultation” rather than *concertation*. Likewise, the Government member of Suriname felt that the term *concertation* was confusing since it did not appear in English language dictionaries.
- 410.** The Government member of the Philippines suggested a third subamendment to use the word “dialogue” in place of negotiations. The Employer Vice-Chairperson supported this subamendment as a helpful way out of the dilemma posed by different meanings in different languages.
- 411.** In a spirit of compromise, the Worker Vice-Chairperson proposed a fourth subamendment to read, “consider undertaking tripartite dialogue towards consensus-building” which did not imply a forced agreement. The concept of consensus-building was very familiar in many African, Asian and European countries. The Employer Vice-Chairperson opposed this subamendment, since consensus could not be imposed either. In many countries, undertaking dialogue was already a significant step.
- 412.** The Government members of Brazil, Canada, France, Greece, Indonesia, Japan, Namibia, Papua New Guinea, Saudi Arabia, Suriname, Trinidad and Tobago and the United States supported the Employer Vice-Chairperson’s call for agreement on the subamendment proposed by the Government member of the Philippines to replace the word “negotiations” by “dialogue” in the Office text.
- 413.** The Government member of Italy did not agree, preferring to retain the original text and its reference to “negotiations”. The Worker Vice-Chairperson concurred if their subamendment on consensus building would not be retained.

414. The Chairperson then proceeded to an indicative poll between the words “tripartite negotiations” and “tripartite dialogue” which resulted in a clear majority of Government members in favour of the word “dialogue”.

415. The Worker Vice-Chairperson noted that “tripartite dialogue” was a weak term and preferred to keep the wording of “tripartite negotiations” for reasons already put forward. “Tripartite negotiations” did not necessarily imply that an agreement had to be reached. The large numbers of countries replying affirmatively to the relevant question in Report IV(2) demonstrated the tremendous support, at that time, for the Office text. She agreed to change the original office word “negotiation” to “dialogue” but requested that in the French version this word should be translated as *concertation*.

416. The amendment was adopted as subamended.

D.134

417. The amendment was withdrawn by the Worker Vice-Chairperson, who signalled her support for the next amendment, D.107.

D.107

418. The Government member of Australia, on behalf of the Government members of Australia, Austria, Canada, Denmark, Japan, Netherlands, Norway, New Zealand, Switzerland, Turkey, United Kingdom and the United States, introduced an amendment to replace the word “initiating” by “undertaking,” noting that discussions on this issue had already taken place.

419. The Employer Vice-Chairperson supported the amendment, which was adopted.

D.108

420. This amendment was withdrawn.

D.105

421. The Government member of the United States, on behalf of the Government members of Australia, Austria, Belgium, Canada, Denmark, Finland, Italy, Japan, Netherlands, New Zealand, Norway, Switzerland, Turkey, United Kingdom and the United States, introduced an amendment to specify shared responsibility with the social partners for stimulating training investments. She then proposed a subamendment to include the words “participation in training” after “stimulating investment”. The social partners had a significant contribution to make in stimulating investment and participation in training.

422. The Employer Vice-Chairperson argued that, with regard to investment in training, different players have different responsibilities and proposed a second subamendment to replace clause (e) with the following text: “assume primary responsibility for the training of the unemployed and share responsibility with the social partners for stimulating investment and participation in training;”.

423. The Worker Vice-Chairperson did not agree with the amendment as subamended by the Government member of the United States nor the subamendment proposed by the Employer Vice-Chairperson, as they did not clearly define the responsibility of governments for investing in training. She provided examples of governments which invested substantially in the development of human resources. She proposed a third

subamendment to replace clauses (e) and (f) with the following text: “to recognize the role of the social partners, enterprises and workers in contributing to training and provide positive measures to stimulate investment and participation in training;”.

- 424.** The Employer Vice-Chairperson noted that the reference to unemployed workers was not included, therefore, he preferred the subamendment proposed by the Employers’ group.
- 425.** The Government members of Argentina, Indonesia, Mali, Namibia, Philippines, Poland, Trinidad and Tobago and the United States supported the amendment as subamended by the Worker Vice-Chairperson. Nonetheless, the Government member of Mali also noted that the reference to unemployed workers was missing.
- 426.** The Government members of France and Switzerland stressed the importance to reintroduce the issue of the unemployed. To address this, the Employer Vice-Chairperson supported the amendment, as subamended by the Worker Vice-Chairperson, if the text: “and assume responsibility for the training of the unemployed” was included. The Worker Vice-Chairperson agreed.
- 427.** The Government member of Australia proposed a further subamendment to include the word “primary” before “responsibility”. The Worker Vice-Chairperson agreed with the amendment as subamended by the Employer Vice-Chairperson and the Government member of Australia.
- 428.** The amendment was adopted as subamended.

D.102, D.106 and D.135

- 429.** As a consequence of adopting the previous amendment, D.105, these amendments were not considered.

D.117

- 430.** In light of a prior decision by the Committee, the Government member of France withdrew the amendment submitted on behalf of the Government members of Finland, France, Japan and Norway.

D.136

- 431.** The Worker Vice-Chairperson introduced an amendment to secure provision for adapting the existing social framework to encourage the adoption of new forms of learning and training technologies. She then proposed a subamendment to replace the word “providers” by “agencies.” The amendment was important because there was great concern around the world over a widening “digital divide” between rural and urban regions, between the poor and non-poor, and between the developed and developing world. The introduction of new technologies and other learning methods often required adaptations in social policy and provision of special facilities, such as childcare, for example.
- 432.** The Employer Vice-Chairperson noted that the term “providers” was more appropriate. Furthermore, he proposed in a second subamendment the use of the phrase “encourage use of new forms of learning” rather than the inclusion of “distance learning”.
- 433.** Several subamendments were proposed to add clarity to the text. The Worker Vice-Chairperson, noting some confusion over the term “social framework”, proposed the wording “encourage the use of new forms of learning with the adaptation of social

measures to facilitate the participation in training”. The Government member of France suggested the wording “while encouraging, through an appropriate social environment, new forms of learning”. The Government member of Canada preferred the wording: “encourage the use of new forms of learning with appropriate social policy and measures to facilitate the participation in training”. The Employer and the Worker Vice-Chairpersons supported the latter subamendment, with the understanding that the term “providers” would be retained as in the Office text. It was also agreed that the word “training” would be inserted before “providers”.

434. The amendment was adopted as subamended.

D.137

435. In view of the adoption of an earlier amendment, the Worker Vice-Chairperson withdrew the amendment.

D.101

436. The Employer Vice-Chairperson introduced an amendment to delete clause (h) “promoting human resources management at enterprise level”. Governments must not interfere in the management of enterprises. The Government member of the United States agreed with the amendment, remarking that governments should not be involved in human resources management concerns at the enterprise level, a position supported by the Government member of Switzerland.

437. The Worker Vice-Chairperson suggested a subamendment to replace the word “management” by “development” as proposed in D.138. The Government member of Malawi supported the subamendment but it was not supported by the Employer Vice-Chairperson.

438. The Government member of South Africa supported the position of the Workers’ group, noting that her government was very concerned about human resources development at the enterprise level, for example, in addressing equity issues related to the provision of workplace opportunities for those disadvantaged under the previous apartheid regime. The Government member of Finland supported the position of the Government member of South Africa, and proposed a second subamendment reading: “encourage and support the development of human resources development at the enterprise level”. The Government member of Mali proposed a third subamendment to replace the word “promote” by “monitor”, but the Government member of Namibia did not find the meaning of the word “promote” problematic and supported retaining the text.

439. The Government member of the Philippines agreed that the government should not be involved in human resources management at enterprise level, but noted that there was still a role for governments. She proposed a fourth subamendment to add the words “formulate policies that” at the beginning of the clause. In a similar vein, the Government member of Papua New Guinea remarked that governments still had a role to play in human resources development, as human resources were assets to the nation even when workers were no longer employees.

440. The Government member of Australia also expressed the wish to retain the clause and proposed a fifth subamendment to insert the words “encourage and develop policies that” at the beginning, and to delete the word “level” after “enterprises”. The Government member of Italy proposed a sixth subamendment to modify the text to read: “encourage

social partners to define policies, within the context of social dialogue, in order to promote ongoing learning at enterprise level”.

- 441.** The Employer Vice-Chairperson restated that the group could not accept government involvement in human resources management at enterprise level but, by taking up the subamendment proposed by the Government member of the Philippines, he proposed a seventh subamendment to modify the text to: “formulate and promote human resources development policies at all levels”.
- 442.** The Government member of Canada noted that many countries, including Canada, had good practices in terms of human resources development at the enterprise level, and proposed an eighth subamendment to modify the text so as to read: “encourage enterprises to model best practices in human resources development”.
- 443.** The Employer Vice-Chairperson acknowledged that the subamendment proposed by the Government member of Canada could be accepted subject to the further subamendment that he proposed to replace the word “enterprises” by “private and public employers”. The Worker Vice-Chairperson agreed.
- 444.** The amendment was adopted as subamended.

D.138

- 445.** Due to the adoption of the previous amendment, D.101, as subamended, the amendment was not considered.

D. 139

- 446.** The Worker Vice-Chairperson introduced an amendment to replace a long list of special groups under the term “disadvantaged groups”.
- 447.** The Employer Vice-Chairperson proposed a subamendment to replace the term “disadvantaged groups” by “specific groups or economic sectors with special needs”.
- 448.** The Worker Vice-Chairperson proposed a second subamendment to include the word “women” before the words “specific groups” and the words “and people with special needs” after “economic sectors”, as well as to add the text “with the objective of reducing inequalities” at the end of the sentence. She highlighted the importance of the inclusion of the word “women” in the text, noting that the original text also included the term.
- 449.** The Employer Vice-Chairperson objected to singling out one specific group, women, although he agreed to the inclusion of the last part of the proposed subamendment. The original amendment proposed by the Workers’ group did not include the word “women”. The Government member of Trinidad and Tobago indicated that the term “special groups” had been interpreted in different ways in different countries and could include women. The Employer Vice-Chairperson agreed, reaffirming his position not to repeat the same list many times.
- 450.** The Worker Vice-Chairperson agreed not to repeat the whole list. However, there was no mention of women in Point 6(i), and she restated the need to include the word “women” in the text, as they were often disadvantaged, particularly in relation to training opportunities. Following a re-reading of the adopted Point 6, the Employer Vice-Chairperson noted that the term “women” was already included in clause 6(g) and did not warrant its inclusion in Point 10.

451. The Worker Vice-Chairperson noted that the inclusion of women in 6(g) concerned a more narrow and different context. Considering the difficulties that women faced in relation to training opportunities and career development, the term “women” should be included in the current section as well. The Government members of Belgium, Mali, Namibia, Papua New Guinea, Philippines, Switzerland, Trinidad and Tobago and the United States agreed, citing variously as arguments the previously indicated marginalization of women, the high priority accorded to equality of opportunity and inclusion of women in economic life, and the potential usefulness of including the term for both developed and developing countries.

452. The Employer Vice-Chairperson, considering the views expressed by the many Government members, supported the amendment as subamended, restating his view that the inclusion of women had been adequately dealt with under Point 6.

453. The amendment was adopted as subamended.

D.157

454. The Government member of Trinidad and Tobago introduced an amendment on behalf of the Government members of Bahamas, Barbados, Suriname and Trinidad and Tobago to specify groups of people who faced disadvantages in the labour market, namely, youth, people with disabilities and minority workers.

455. While sharing the concerns of the Government members, the Employer Vice-Chairperson did not support this amendment, since the issues had been covered in previous amendments. The Worker Vice-Chairperson agreed with the Employer Vice-Chairperson, noting that agreement on the identification of these groups at national level had been reached.

456. The Government member of Trinidad and Tobago withdrew the amendment with the understanding that the groups she listed would be subsumed under “groups with special needs”.

D.158

457. The Government member of Trinidad and Tobago, on behalf of the Government members of Bahamas, Barbados, Suriname and Trinidad and Tobago introduced an amendment to include opportunities for retraining for employees whose jobs were at risk due to globalization, restructuring and other labour market changes. She argued that it was equally important to provide resources and opportunities for skills upgrading, especially for workers whose jobs were at risk due to an industry’s decline, for which she cited some examples.

458. The Employer Vice-Chairperson, expressing support for the amendment, proposed a subamendment to delete the word “equal” and insert the words “support for” after the words “as well as”. The Worker Vice-Chairperson supported the subamendment, but also proposed a second subamendment to insert the word “equal” before “opportunities” and to make reference to employed and unemployed workers in the text to make it more comprehensive.

459. The Employer Vice-Chairperson said it would be logical to have the last part of the text read “as well as support training of unemployed and retraining of employees whose jobs are at risk”. The Worker Vice-Chairperson pointed out that the proposed formulation would exclude career guidance for unemployed workers. The Government member of

New Zealand suggested making reference to skills upgrading for all workers, saying this would take care of both the employed and unemployed workers.

- 460.** The Government member of Trinidad and Tobago said she did not have problems with the rewording of the text as proposed by both the Employer and the Worker Vice-Chairpersons, but was more interested in getting support on the need for retraining of employees whose jobs were at risk. The Worker Vice-Chairperson supported this point. She suggested referring the text to the Drafting Committee for the appropriate wording.
- 461.** The Government members of Finland and the Philippines supported the point made by the Government member of Trinidad and Tobago. The Government member of Switzerland, however, raised concerns that unemployed workers were being sidelined as the text stood. The Government member of the Philippines reminded the Committee that title VI had been reworded to refer to all workers.
- 462.** To try and reconcile these points, the Government member of Canada proposed a third subamendment to read, “promote opportunities for access to career guidance and skills upgrading for all workers, as well as support for retraining for employees whose jobs are at risk”.
- 463.** The Employer Vice-Chairperson supported the third subamendment. The Worker Vice-Chairperson supported the subamendment if the word “equal” was inserted before “opportunities” as suggested earlier. The Employer Vice-Chairperson agreed and the amendment was adopted as subamended.

D.85, D.110 and D.140

- 464.** The amendments were not considered as a result of the adoption of the previous amendment D.158, as subamended.

D.141

- 465.** The Worker Vice-Chairperson introduced an amendment to reaffirm the important role of MNEs in training. She made a reference to the Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy, which contained specific clauses on MNEs’ responsibilities for training. In line with earlier attempts to keep amendments short and succinct, she proposed a subamendment to substantially reduce the text.
- 466.** The Employer Vice-Chairperson and the Government member of South Africa agreed to the amendment, as subamended. The Government member of Malawi, while supporting the amendment, as subamended, suggested a second subamendment to replace the word “encourage” by “ensure”, in order to strengthen the proposed text.
- 467.** The Employer Vice-Chairperson and the Worker Vice-Chairperson did not support this suggestion and the amendment was adopted as subamended.

D.151

- 468.** The Government member of Trinidad and Tobago introduced an amendment on behalf of the Government members of the Bahamas, Barbados, Suriname and Trinidad and Tobago, which sought to recognize the responsibilities of governments in the training of their own employees. Governments should also set examples by playing a leading role in training workers in the public service but rarely did the governments provide such training.

469. The Employer Vice-Chairperson reminded the Committee that this issue had been fully discussed, but supported the argument raised by the Government member of Trinidad and Tobago. He proposed a subamendment to delete the word “enterprise”, in order to ensure the emphasis was on public employees. The Worker Vice-Chairperson agreed.

470. The Government member of Australia noted that clause (g) had been amended to include both public and private employers. The Employer Vice-Chairperson remarked that clause (g) did not address the responsibilities of governments in the training of their own employees. The Government member of Trinidad and Tobago reiterated this point.

471. The Government member of the Philippines supported these points of view, but proposed a second subamendment to replace the words “social partners” by “public sector unions and associations”. The Government member of Trinidad and Tobago clarified that this was implied in using “social partners”. The Worker Vice-Chairperson supported the subamendment.

472. The Government member of Canada proposed a third subamendment to add the words “within the public sector” after “social partners” to make the point clearer. Both the Employer and Worker members supported this proposal and the amendment was adopted as subamended.

D.84

473. The Government member of South Africa withdrew the amendment in light of the adoption of the previous amendment, D.151, as subamended.

D.100

474. As a result of the adoption of the previous amendment, D.151, as subamended, this amendment was not considered.

475. Point 10 was adopted as amended.

VII. Framework for recognition and certification of skills

Point 11

D.142

476. The Worker Vice-Chairperson introduced an amendment to replace the word “consider” by “promote”, as the term was more proactive. The amendment was supported by the Employer Vice-Chairperson and adopted.

D.154

477. As a result of the adoption of the previous amendment, D.142, the amendment was withdrawn.

D.111

478. The Government member of Canada, on behalf of the Government members of Australia, Belgium, Canada, Denmark, Finland, Netherlands, Switzerland, Turkey, United Kingdom

and the United States, introduced an amendment to modify clauses (a), (b) and (c) with a new text. The IMEC group acknowledged the importance of a mechanism for skills recognition, but the phrase “legal and institutional framework” was seen as too restrictive to be able to address the widely divergent circumstances confronting countries in the recognition and certification of skills. He emphasized the importance of flexibility and transparency for both developed and developing countries, proposing a subamendment to add the words “irrespective of countries” to reflect this idea. In terms of the phrase “other interested parties” the intention was not to detract from the central role of governments and social partners in this process, but to include other groups that had an important role to play in the recognition and certification of skills. He added a few other subamendments to the text proposed under D.111, including adding the words “and implementation” after the word “development”.

479. The Employer Vice-Chairperson proposed a second subamendment to delete the words “and other interested parties” and to add two new sentences to capture the nature of the framework in terms of portable and recognizable skills and the criteria for assessment methodology.

480. The Worker Vice-Chairperson supported the proposed subamendments, provided that the text replaced clause (a) only. To add clarity, she proposed a third subamendment to insert the words “and validation” following the word “accreditation”. She also proposed adding the words “and using a national qualifications framework” after the text proposed by amendment D.111, and to further add the last two sentences from the amendment D.143 by the Worker members which was still to be discussed.

481. The Employer Vice-Chairperson suggested a fourth subamendment to delete the words “or jurisdiction”, as the principal concern regarding recognition of prior learning was ensuring cross-country mobility. He expressed his support for the amendment as subamended if it would replace clauses (a) and (c) only.

482. The Government member of France suggested submitting the very long and complicated text to the Drafting Committee, but the Chairperson noted it could only be referred for issues of form, not substance. Seeking clarification on the meaning of “irrespective of countries” in this context, the Government member of Japan noted the practical difficulties in cross-border recognition of skills. The Government member of Canada clarified that the amendment was an effort to encourage countries to develop mechanisms of skills recognition irrespective of the country where these skills had been acquired.

483. The Government members of Papua New Guinea, Suriname and Trinidad and Tobago supported the amendment as subamended by the Employer and Worker Vice-Chairpersons. Nonetheless, the Government member of Suriname expressed an interest to keep clause (b) as it dealt with the financing of the mechanism.

484. The amendment was adopted as subamended.

D.143, D.144, D.99 and D.153

485. The amendments were not considered as a result of the adoption of the previous amendment, D.111, as subamended.

- 486.** The Employer Vice-Chairperson introduced an amendment to reword clause (b) in order to clarify the responsibilities of governments and the social partners in financing mechanisms for the recognition and certification of skills.
- 487.** The Worker Vice-Chairperson supported the amendment and proposed a subamendment to include special provisions for the certification of skills for migrant workers. The issue was crucial because migration was a global phenomenon. There were large number of workers working outside their home countries and when they returned to their countries or migrated to a third country, the skills they had previously acquired were not recognized. The Government member of the United States did not support the Worker Vice-Chairperson's subamendment, as the issue was covered in clause (a).
- 488.** The Employer Vice-Chairperson supported the amendment and proposed a second subamendment to replace the words "migrant workers" by "foreign workers" as the term "migrant workers" was often associated with low skilled workers. The Worker Vice-Chairperson responded that the term "migrant worker" had a well understood and accepted meaning in the ILO, while the term "foreign workers" was ambiguous and not used in ILO texts. The Government members of Suriname and Trinidad and Tobago opposed the subamendment of the Employer Vice-Chairperson, seeking to retain the words "migrant workers". Migrant workers were not only low skilled workers; some countries had a large number of highly skilled migrant workers.
- 489.** The Government member of Canada did not support the amendment as currently subamended. The term "transparent mechanisms" was more appropriate than "legal and institutional framework". The latter was unnecessarily prescriptive while "transparent mechanism" was a broad and inclusive term. The Employer Vice-Chairperson agreed that the amendment was already well covered under clause (a) and proposed a third subamendment to delete the first sentence of the amendment, as subamended.
- 490.** The Worker Vice-Chairperson expressed difficulty in understanding the opposition to "institutional framework". "Transparent mechanisms", as referred to in clause (a), was directed at skills recognition and certification, not financing. In Report IV(2), 82 of 90 governments replied affirmatively to the question addressing this issue. She proposed a fourth subamendment to keep the original Office text of clause (b) and include the reference to "migrant workers." The Government members of France, India, Thailand and Trinidad and Tobago agreed, variously citing the importance of recognition and certification of skills, a financing mechanism and the role and participation of the social partners by means of shared responsibilities.
- 491.** The Government member of Canada agreed with the Workers' group that the issue of migrant workers was important and should be addressed in Point 11 but not in this clause. He reiterated the point that clause (b) was implicit in (a). The Government member of Switzerland agreed.
- 492.** The Employer Vice-Chairperson introduced a fifth subamendment to replace the words "legal and institutional" by the word "appropriate"; and retain the reference to migrant workers. The Government members of Australia, United Kingdom and the United States supported this subamendment. The Government member of Australia added his preference to delete the second line regarding migrant workers. The Government member of Portugal supported the use of the words "appropriate framework", but wanted to retain the rest of the Office text.

493. The Worker Vice-Chairperson proposed a sixth subamendment to use the words “appropriate national framework”. The Employer Vice-Chairperson agreed. The Government member of Indonesia supported the subamendment, but proposed a further subamendment. To capture the issue of migrant workers, the Worker Vice-Chairperson furthermore proposed adding the text “special provision should be designed for migrant workers in order to ensure recognition and certification of competencies and qualifications. The certification should be transparent for the labour market” at the end of the clause.

494. As a clear majority supported the amendment as subamended, it was adopted.

D.145 and D.155

495. As a result of the adoption of the previous amendment, D.98, as subamended, these two amendments were not considered.

D.146

496. The Worker Vice-Chairperson withdrew the amendment as the content was covered in earlier amendments.

D.97

497. As a result of the adoption of earlier amendments, this amendment was not considered.

D.71

498. The Government member of Indonesia introduced the amendment, which was seconded by the Government member of Suriname, to address mutual skills recognition. A subamendment was proposed to reword the text. The influence of globalization on the mobility of workers at the national and regional level required that the proposed new instrument should encourage the development of a mutual recognition system on skills and training for the sake of workers’ employability. The Worker Vice-Chairperson initially supported the amendment and proposed a subamendment to delete reference to the ILO and to add a reference to mobility, but later withdrew it. The Government members of India, Philippines, Thailand and Turkey supported the amendment as subamended.

499. The Employer Vice-Chairperson indicated that the issue of skill recognition had already been adequately addressed in clause (a). Moreover, it was too ambitious and he did not support the amendment, as subamended.

500. The Government members of Australia, Canada, Côte d’Ivoire, Namibia, Netherlands, Portugal, South Africa, United Kingdom and the United States opposed the amendment, variously citing the difficulties in approving an international recognition system when they struggled already with national systems, and the fact that the concept was already covered in a previous clause.

501. An indicative poll was held which revealed a clear majority against the amendment. As a result, the Government member of Indonesia expressed appreciation for those governments who had supported it, but agreed to withdraw the amendment.

502. Point 11 as a whole was then adopted.

VIII. Training for decent work and social inclusion

Point 12

D.147

- 503.** The Worker Vice-Chairperson introduced an amendment, which sought to replace the word “consider” by “recognize” in the first line.
- 504.** The Employer Vice-Chairperson supported the amendment and it was adopted.

D.91

- 505.** The Government member of the Netherlands introduced an amendment on behalf of the Government members of Belgium, Canada, Netherlands and the United Kingdom which sought to recognize the role of the social partners in addition to the responsibility of governments, in the training of people with special needs.
- 506.** The Employer Vice-Chairperson noted the previous agreement in the text for a listing of groups of people with special needs so as to facilitate labour market access. Still, he did not support the amendment, since many of those with special needs were not actually in the labour market and governments were expected to maintain their primary responsibility for the training of these people. The Worker Vice-Chairperson expressed the same sentiments and the amendment was withdrawn due to lack of support.

D.96

- 507.** The Employer Vice-Chairperson introduced an amendment to clause (a) to refer to the unemployed and to securing decent work. He also proposed a subamendment to add the words “in the private and public sector through, inter alia, incentives and assistance” after the words “in securing decent work”. The Worker Vice-Chairperson supported the amendment as subamended, since this was also in line with the proposals of the Worker members in amendment D.149.
- 508.** The Government member of the Philippines, supported the subamendment proposed by the Employer Vice-Chairperson, but proposed a second subamendment to delete the words “public and private”, a proposal not supported by the Employer or the Worker Vice-Chairperson.
- 509.** The Government member of Finland supported the amendment, as subamended, but proposed a third subamendment which would add the words “those out of the labour market” after the word “unemployed”. Looking to future labour market needs, especially in Europe, such groups as, women at home, and those on retirement schemes, needed more attention. The Government member of France supported the subamendment and cited the example of the concept in her country activation which was frequently used to assist those “no longer seeking work” to re-enter the job market.
- 510.** Considering the third subamendment to be too broad in its scope, the Government member of Australia proposed a fourth subamendment to replace the words “outside of the job market” by “those seeking to enter the labour market”. If left unchanged, all those in the labour force with special needs would be covered, whether or not they intended to seek work. The Government member of Jamaica also had doubts about the broader implications of the subamendment proposed by the Government member of Finland. While agreeing with the intention of the third subamendment, the Employer Vice-Chairperson considered

that the substance was subsumed under a previous clause and it was not the right way to address the issue. He supported the fourth subamendment, as did the Worker Vice-Chairperson.

511. The Government members of Papua New Guinea and South Africa supported the amendment as subamended by the Employer Vice-Chairperson.

512. The Government member of New Zealand proposed a subamendment in which the word “re-enter” was replaced by the words “enter or re-enter” as this would include those that have never had a job. The Employer and the Worker Vice-Chairperson supported this change in the text.

513. The amendment was adopted as subamended.

D.89

514. The Government member of Switzerland, on behalf of the Government members of Australia, Austria, Belgium, Canada, Denmark, Finland, Italy, Japan, New Zealand, Netherlands, Norway, Switzerland, Turkey, United Kingdom and the United States, introduced an amendment to clause (b) to include a reference to other parties. They viewed this as essential because many groups, in addition to the social partners, had an important role in assisting people with special needs to re-integrate into the labour market.

515. The Employer Vice-Chairperson, while recognizing these concerns, suggested that it was the government’s role to determine which other parties should be involved in this process and he therefore did not support the amendment.

516. Though not wishing to see extraneous parties introduced into the social dialogue process, the Worker Vice-Chairperson proposed a subamendment that qualified the term “other interested parties” by “where appropriate”, inserted a reference to public and private agencies and specified the use of human resources development policies and other measures. The Government member of Switzerland remarked that this was a lengthy text and noted the desire of the Drafting Committee for concise wording.

517. The amendment was therefore withdrawn.

D.148

518. The Worker Vice-Chairperson introduced an amendment to clause (b) concerning the re-integration of people with special needs in the labour market. She then proposed a subamendment to read as follows: “to support through human resources development polices and other measures the re-integration of the unemployed and people with special needs in the workforce”.

519. The Employer Vice-Chairperson supported the amendment as subamended.

520. The Government member of Canada proposed a second subamendment to refer only to “integration”. The Employer and Worker Vice-Chairpersons agreed.

521. The Government member of Australia remarked that the term “workforce” could be construed to include the unemployed. A number of subamendments were then proposed in which this term was replaced by the words “in decent jobs in the active workforce” or by “enhancing employability” The Government member of Jamaica remarked that the

discussion was moving away from the concept of “training” included in the title of Point 12 to more broad policy discussions.

522. The Worker Vice-Chairperson proposed a subamendment to replace the word “workforce” by the words “in jobs”.

523. The amendment was adopted as subamended.

D.90

524. The Government member of Canada withdrew the amendment as the previously adopted amendment had dealt with the subject.

D.95

525. The Employer Vice-Chairperson introduced an amendment to delete clause (d) as the topic of the Office text had been covered by adopted amendments. The Worker Vice-Chairperson supported the deletion of the clause and the amendment was adopted.

D.149

526. The adoption of a previous amendment meant that this amendment was no longer considered.

D.118

527. The Government member of France withdrew the amendment as reference to the unemployed had been included in previously adopted amendments.

528. Point 12 as a whole was adopted as amended.

Point 13

D.161

529. The Government member of France, on behalf of the Government members of Australia, Austria, Canada, Denmark, France, Japan, New Zealand, Norway, Switzerland, Turkey, United Kingdom and the United States, introduced an amendment to delete Point 13, as the topic of special groups had been extensively referred to in previous sections of the adopted text.

530. The Employer Vice-Chairperson and the Worker Vice-Chairperson opposed the deletion of the clause and the amendment was withdrawn.

D.94

531. The Employer Vice-Chairperson proposed an amendment to Point 13 concerning combating social exclusion of groups with special needs. The Worker Vice-Chairperson supported the amendment, as did the Government member of Mexico.

532. The Government members of Canada and France remarked that Point 13 contributed little additional information to the understanding of the human resources development needs of special groups, and should therefore be deleted. The Government member of Guatemala, on behalf of the Government members of Guatemala and Nicaragua, agreed with this

position. The Government members of Italy and Switzerland also supported the position, noting that they were not opposed to the substance of the amendment but to the excessive lengthening of a text on subject matters which had been adequately covered in previously adopted text.

533. The amendment was nevertheless adopted.

534. Point 13 was adopted as amended.

Point 14

D.162

535. The Government member of France, also on behalf of the Government members of Australia, Austria, Belgium, Canada, Denmark, France, Italy, Japan, Netherlands, New Zealand, Norway, Switzerland, Turkey, United Kingdom and the United States, introduced an amendment to delete Point 14. Although attention on groups with special needs was crucial, this issue had been previously covered.

536. The Employer and Worker Vice-Chairpersons supported the amendment and the amendment was adopted.

D.93, D.150, D.152 and D.92

537. As a consequence of the adoption of the previous amendment, D.162, these amendments were not considered.

538. Point 14 was deleted.

IX. Training providers

Point 15

D.192

539. The Worker Vice-Chairperson withdrew the amendment.

D.177

540. The Employer Vice-Chairperson introduced an amendment aimed at highlighting the priority of Point 15, which emphasized the diversity of training provision. He introduced two subamendments to delete the word “the” before “diversity” and to add at the end of the amendment the following sentence: “and ensuring high quality standards, recognition and transferability of competencies and qualifications within a national quality framework.”

541. The Worker Vice-Chairperson supported the amendment, as subamended. The key focus was to emphasize the diversity of training, as well as the quality and standards to be defined in the provision of training.

542. The Government member of Jamaica introduced a third subamendment to insert the word “assurance” after “quality”. This term encompassed the concepts of accreditation and certification.

543. The Government member of the Philippines, as well as the Employer and Worker Vice-Chairpersons supported the amendment, as subamended, and it was thus adopted.

D.193 and D.185

544. With the adoption of the previous amendment, D.177, these amendments were not considered.

545. Point 15 was adopted as amended.

Point 16

D.181

546. The Government member of the Netherlands, also speaking on behalf of Australia, Austria, Canada, Denmark, Finland, Greece, Italy, Japan, Netherlands, New Zealand, Norway, Switzerland, Turkey, United Kingdom and the United States, introduced an amendment to change the emphasis, from the development of frameworks for training provision, to the development of guidelines on certification of training and providers. In most cases, training was provided through the market, therefore it was important to promote measures to ensure quality control.

547. The Employer Vice-Chairperson subscribed to the argument, but preferred the amendment presented by the Employer members, and did not support the amendment. The Worker Vice-Chairperson was opposed to the amendment as it weakened the text.

548. The Government member of the Netherlands withdrew the amendment.

D.176

549. The Employer Vice-Chairperson introduced an amendment to delete the word “legal” after the words “develop a” and stressed that the reasons had already been put forward by the Government member of the Netherlands.

550. The Worker Vice-Chairperson supported the amendment, which was adopted.

D.194 and D.175

551. The Employer Vice-Chairperson and the Worker Vice-Chairperson, respectively, withdrew these amendments.

D.174

552. The Employer Vice-Chairperson introduced an amendment to delete the word “delivery” which posed some problems for his group. The Worker Vice-Chairperson supported the amendment, since delivery was subsumed in the term, “promoting the expansion and diversification of training”.

553. The amendment was adopted as amended.

D.195

554. The Worker Vice-Chairperson withdrew the amendment since these points had already been mentioned in the text. Nonetheless, the needs of those in the informal economy were a crucial issue that had to be taken into consideration.

D.173

555. The Employer Vice-Chairperson introduced an amendment to stress governments' responsibility for quality assurance in the public system but also its role to promote quality assurance within the private training market. The Worker Vice-Chairperson supported the amendment, which was adopted.

D.196

556. The Worker Vice-Chairperson introduced an amendment that also focused on standards and quality in training delivery, including conditions and training of teachers and training providers. She proposed a first subamendment to delete clause (f) and to add a new clause as follows: "ensure decent working conditions, remuneration and training of teaching profession as a critical element of training delivery". The purpose was to ensure that those involved in training delivery were accurately taken care of. In a previous session it was agreed that the issue of ensuring decent working conditions for teachers and training providers would be included in the text.

557. The Employer Vice-Chairperson did not support the subamendment as most of the issues had already been addressed earlier in the text. Nonetheless, clause (d) on quality standards for trainers, was an important consideration, so he proposed a second subamendment to delete all text after clause (d).

558. The Government members of Canada, Jamaica, Mali, Namibia, New Zealand, Philippines and the United States supported the views and the subamendment of the Employer Vice-Chairperson. The Government member of Jamaica noted that the issue of quality assurance had already been dealt with in D.173. The Government member of Portugal questioned the purpose of the amendment for the same reasons and wondered why only one aspect of such quality – teachers' and trainers' conditions – was targeted, when the previous agreement on quality assurance had dealt with the issue from different angles, including the content of training, the methods as well as the bodies and institutions involved.

559. The Worker Vice-Chairperson emphasized that the amendment focused on the crucial linkage between those who were involved in delivering education and training, their working conditions and motivation, and the quality of education and training delivered to beneficiaries. It was an important issue for the ILO and other organizations such as the Organisation for Economic Cooperation and Development (OECD), which was developing guidelines regarding conditions for the teaching profession together with employers' and workers' organizations. Consequently, she proposed a third subamendment to retain clause (d) along with a new clause to read: "ensure decent working conditions and training of the teaching profession as a critical element of any successful education and training system".

560. Following a reading of the previously agreed clause 6(f), the Employer Vice-Chairperson noted that the additional clause proposed by the Worker Vice-Chairperson was redundant. He opposed the third subamendment, reiterating his support for the retention of clause (d) with the further subamendment to delete the words "high-level" before the word "quality".

561. The Worker Vice-Chairperson responded that clause 6(f) came under section III, “Objective, scope and definition”. Many clauses included under this point were later expanded on, and given the importance of the issue, it should also receive more detailed attention under Point 16.

562. Since no agreement could be reached by consensus, an indicative poll was held which resulted in a clear majority opposed to the subamendment proposed by the Worker Vice-Chairperson as subamended. The Worker Vice-Chairperson regretted that a real debate on such a crucial issue had not taken place, as well as the decision taken in light of ILO concerns for decent work.

563. The amendment was adopted as subamended.

564. Point 16 as a whole was then adopted as amended.

X. Human resources development, lifelong learning and training support services

Point 17

D.172

565. The Employer Vice-Chairperson proposed an amendment to incorporate the word “research” into title X. The Worker Vice-Chairperson supported the amendment, which was adopted.

D.197

566. The Worker Vice-Chairperson proposed an amendment concerning disaggregation of data by gender and age. Training policy would be more effective if the scope of data collection was extended and articulated better.

567. The Government member of Trinidad and Tobago, also speaking on behalf the Government members of the Bahamas, Barbados, Jamaica, Suriname and Trinidad and Tobago, supported the amendment of the Workers’ group and proposed a subamendment to insert at the end: “so that trends can be established and comparable analysis undertaken to inform policy”. The Employer Vice-Chairperson agreed with the effective use of the word “research” and supported the amendment as subamended, as did the Worker Vice-Chairperson. The Government member of Jamaica reiterated support for the amendment as subamended.

568. The amendment was adopted as subamended.

D.186

569. The Government member of Japan, on behalf of the Government members of Austria, Finland, France, Italy, Japan, Netherlands, New Zealand, Norway, Portugal, Switzerland and the United Kingdom, introduced an amendment to add the word “especially” before the words “when organizing regular surveys of the population”. He proposed a subamendment to alter the order of the sentences by placing these words at the end of the agreed text. The proposed change was valid also for the French and Spanish texts.

570. For the sake of clarity, the Employer and Worker Vice-Chairpersons supported the amendment as subamended. The amendment, as subamended, was adopted, with the Drafting Committee entrusted to determine the appropriate ordering of the words in the various texts.

D.198

571. The Worker Vice-Chairperson introduced an amendment to add reference to gender in clause (b), then proposed a subamendment to replace the word “by” with the words “indicators on”.

572. The Government member of Jamaica proposed a second subamendment to add the words “and age” after “by gender”.

573. The Employer and Worker Vice-Chairpersons supported the amendment as subamended, which was adopted.

D.171

574. The Employer Vice-Chairperson introduced an amendment on data gathering in the private sector. Data collection was important, but the impact at the enterprise level concerned employers, so assistance might be needed at the micro-level. The Worker Vice-Chairperson supported the amendment. The Government members of Australia and Jamaica also supported the amendment which would meet their concerns over the burden of data collection on small and medium-sized enterprises.

575. The amendment was adopted.

D.184

576. As a result of the adoption of the previous amendment, D.171, the amendment was withdrawn.

D.170

577. The Employer Vice-Chairperson introduced an amendment referring to trends in the labour market, rendering clause (b) more proactive and change-oriented. The Worker Vice-Chairperson supported the amendment.

578. Following a clarification concerning the meaning of “traditional occupational classifications” provided by the secretariat, the Government member of Poland supported the amendment, but proposed a subamendment, to include specific references to classifications, such as the International Standard Classification of Occupations (ISCO-88).

579. The Government member of Australia supported the amendment and proposed a second subamendment to add the word “emerging” before the words “trends in the labour market” to further focus attention on future trends, as was being done in work on occupational classification in Australia. The Government member of Jamaica introduced a third subamendment to add the word “competencies” after “trends”.

580. The Employer Vice-Chairperson supported the second and third subamendments, but opposed the first subamendment to include detailed references to occupational classifications. The Worker Vice-Chairperson agreed. The amendment was adopted as subamended.

581. Point 17 as a whole was then adopted as amended.

Point 18

D.199

582. The Worker Vice-Chairperson introduced an amendment focusing on capacity building for member States, as well as on the part of the social partners in areas such as information, data collection and analysis on trends in the labour market and human resources development. In the information age this help would become critical in analysing and identifying new trends and occupations, especially those which would become redundant.

583. The Employer Vice-Chairperson did not support the amendment, arguing that governments generally did not cooperate along these lines at the macro-level.

584. The Government member of Jamaica supported the amendment by the Worker members and proposed a subamendment to add the word “other” before the words “social partners”. The Worker Vice-Chairperson supported the subamendment.

585. The Government member of Canada supported the amendment and proposed a second subamendment to replace the words “the capacity” by “assisting in developing that”, as such assistance to social partners would confirm the practice already present in many countries, including his own. The Employer Vice-Chairperson supported the second subamendment. The Government members of New Zealand and the Philippines supported the amendment and the subamendments.

586. The amendment was adopted as subamended.

D.169

587. The Employer Vice-Chairperson introduced an amendment to change the order of Points 17 and 18, as Point 18 was a better introduction to this section.

588. The Worker Vice-Chairperson supported the amendment and it was adopted.

589. Point 18 was adopted as amended.

Point 19

D.180

590. The Government member of Australia, speaking on behalf of the Government members of Australia, Austria, Denmark, Finland, Greece, Italy, Japan, New Zealand, Norway, Switzerland, Turkey, United Kingdom and the United States, introduced an amendment with a subamendment to replace the words “through working life” by “throughout life” and move it to the beginning of the sentence, following the word “provide”. The Employer Vice-Chairperson supported the amendment.

591. The Worker Vice-Chairperson proposed a second subamendment so that the clause would read: “Provide, throughout life, and facilitate participation in accessible vocational and career information and guidance, job placement services and job search training as well as active labour market programmes and skills recognitions services”. This subamendment would incorporate the amendments proposed in D.200 and D.201.

592. The Employer Vice-Chairperson supported the subamendment and proposed a third subamendment to delete the words “facilitate participation in”, to avoid redundancy. The Worker Vice-Chairperson did not agree to the subamendment. She argued that access to information on career guidance was not enough. A proactive approach was crucial and the inclusion of the words “facilitate participation in” would capture this.

593. The Government member of Australia proposed a fourth subamendment to replace the words “job search training” by “job search techniques”.

594. The Government member of Jamaica requested the retention of the words “employability development” from the original Office text. The Government member of Portugal suggested keeping the words “access to education, training” from the original Office text. The Worker Vice-Chairperson, noting that active labour market programmes already encompassed the concept of employability development, agreed to the inclusion of both proposals in her second subamendment. The Government members of Canada and Portugal agreed to the second subamendment as further subamended.

595. The Government member of Canada supported all the elements included in the amendment as subamended. However, he suggested it be referred to the Drafting Committee for editing. The Employer and Worker Vice-Chairpersons agreed.

596. The amendment was adopted as subamended.

D.200

597. The amendment was withdrawn in light of the adoption of the previous amendment, D.180, as subamended.

D.187

598. The amendment, which concerned a linguistic issue relating to the translation of the text into French and Spanish, was referred to the Drafting Committee.

D.201

599. The amendment was withdrawn, in light of the adoption of a previous amendment, D.180, as subamended.

D.179

600. The Government member of Australia introduced an amendment on behalf of the Government members of Australia, Austria, Belgium, Canada, Finland, France, Japan, Norway, Portugal, Switzerland, Turkey and the United Kingdom on the use of information and communications technologies (ICT). He proposed a subamendment to read: “promote and facilitate the use of ICT, and other traditional best practices, in information and guidance services”. While supporting innovation in the use of ICT, it was important to be sensitive to alternative methods of providing guidance services.

601. The Employer Vice-Chairperson supported the idea but proposed a second subamendment to replace the word “traditional” by “innovative”.

602. The Government members of Australia and Mali and the Worker Vice-Chairperson preferred to retain the word “traditional”. The use of both ICT and traditional methods in providing information would help different contexts. Echoing the same sentiments, the

Government member of Canada said the problem of lack of access to ICT was prevalent in both developed and developing countries, and use of traditional methods could help address this.

603. The Employer Vice-Chairperson suggested a further subamendment to replace the words “and others” by “as well as”. The Worker Vice-Chairperson and the Government member of Australia agreed.

604. The Government member of Switzerland indicated that there were problems with the French translation and it was referred to the Drafting Committee.

605. The amendment was adopted as subamended.

D.168

606. The Employer Vice-Chairperson withdrew the amendment.

D.202

607. The Worker Vice-Chairperson introduced an amendment to reflect the involvement of the social partners in employment services, training agencies and other service providers. She then proposed a subamendment to delete the words “public and private” and replace “other parties” by “other service providers”.

608. The Employer Vice-Chairperson accepted the idea, but proposed a second subamendment to add the words: “with respect to career information and guidance” after “roles and responsibilities”; replace the word “agencies” by “providers”; and add “relevant” before “service”. The Worker Vice-Chairperson supported the subamendment.

609. The amendment was adopted as subamended.

D.168

610. The amendment was withdrawn by the Employer Vice-Chairperson in light of the agreement reached on the subamended D.202.

D.182 and D.188

611. As a result of the adoption of the previous amendment, D.202, as subamended, these amendments were not considered.

D.167

612. The Employer Vice-Chairperson introduced an amendment to encourage awareness of entrepreneurship by educators and trainers providing information and guidance services. He proposed a subamendment to make minor changes to the text of the amendment.

613. The Worker Vice-Chairperson agreed with the initial part of the subamendment dealing with the issue of counselling and guidance. However, the second part of the proposal was an entirely new element which was not consistent with Point 19, and she proposed a second subamendment to replace the phrase beginning with “Business and enterprise” to the end of the sentence by “labour market conditions in creating growth and decent jobs.”

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- 614.** The Employer Vice-Chairperson explained that the proposed amendment, as subamended by the Employers' group, sought to emphasize the point that educators and trainers needed to be aware of the importance of entrepreneurship and the role of enterprises in creating growth and jobs. Labour market conditions had been dealt with elsewhere in the text and the attention here should be on entrepreneurship. Moreover, labour market conditions did not create jobs.
- 615.** The Government members of Mali and the Philippines proposed separate subamendments in an attempt to reflect the concerns of all. The Employer Vice-Chairperson supported the proposal of the Government member of the Philippines, suggesting that the words "with educators and trainers" be included after the word "awareness".
- 616.** The Government members of Australia, Canada, New Zealand, Papua New Guinea, Poland and the United States supported the subamendment of the Government member of the Philippines, as further subamended by the Employer Vice-Chairperson. The Government member of Australia proposed to include the word "skills" after "business".
- 617.** The Worker Vice-Chairperson raised concerns about the focus on private enterprises alone and suggested the inclusion of the public sector, which also had a role to play in creating growth and jobs. The Government member of Papua New Guinea responded that the role of the public sector was addressed in the opening line – "to provide information and guidance".
- 618.** The Government member of Italy agreed that entrepreneurship was essential, but drawing on his experience in Italy, noted that a great amount of effort still had to be deployed in order to promote it. The Worker Vice-Chairperson shared these concerns and proposed a subamendment to add the words "public employment", to make it more comprehensive.
- 619.** The Employer Vice-Chairperson did not support the subamendment proposed by the Worker Vice-Chairperson, arguing that it was important to understand and emphasize the role of the private sector. The Government member of Canada agreed and felt that adding another dimension would dilute this very important point. The Government members of Papua New Guinea and the Philippines concurred.
- 620.** The Worker Vice-Chairperson recalled that the thrust of the instrument was about education, training and HRD. There was a risk that this focus would be lost in the subamendments proposed by the Government member of the Philippines and the Employer Vice-Chairperson, which ignored the role of the public sector and workers. The Government member of the Philippines explained that "business and enterprise" were not synonymous with the private sector. The Employer Vice-Chairperson added that there was no suggestion that governments, the public sector and workers do not have an important role to play. But there was a need, in this clause, to highlight the value of entrepreneurship.
- 621.** The Government member of Australia proposed a subamendment to include the words "entrepreneurial skills". The Worker Vice-Chairperson supported this subamendment. The Employer Vice-Chairperson did not support the entire text of the subamendment but agreed to include the words "entrepreneurial skills." The Government member of Australia suggested the words "business and entrepreneurial skills", as an alternative. The Employer Vice-Chairperson asserted that it was not the skills that created growth and decent jobs.
- 622.** The Government member of Canada, in the interest of reaching a consensus, proposed a subamendment to insert the words "business, among others". The Worker Vice-Chairperson agreed, but the Employer Vice-Chairperson did not support the proposal.

623. After much discussion and requests for an informal poll to clarify the majority view, an indicative poll was held to assess government support for the amendment, as subamended by the Government members of Australia, Canada and the Philippines. The results of the poll showed a clear majority support for this wording of the amendment.

624. The Employer Vice-Chairperson sought clarification on whether the word “enterprises” had been inadvertently omitted in the subamendment proposed by the Government member of Canada. As it was the latter’s understanding that business and enterprises were synonymous, the Employer Vice-Chairperson and the Government member of Australia stated their preference for “enterprises” rather than “business”. The Worker Vice-Chairperson agreed to substitute the word “enterprises “ for “business”.

625. The amendment was adopted as subamended.

626. Point 19 as a whole was then adopted as amended.

XI. Research on human resources development and training issues

Point 20

D.166

627. The Employer Vice-Chairperson introduced an amendment to delete the title XI, since its essence had been include in title X. The Worker Vice-Chairperson agreed and the amendment was adopted.

D.203

628. The Worker Vice-Chairperson introduced an amendment to acknowledge the important role of the social partners in research on HRD. The Employer Vice-Chairperson supported the amendment and it was adopted.

D.189

629. With the adoption of the previous amendment, the amendment D.189 was withdrawn.

D.165

630. The Employer Vice-Chairperson introduced an amendment to take account of the potential burden on enterprises of research carried out on HRD. The Worker Vice-Chairperson supported the amendment and it was adopted.

D.190

631. As it involved a linguistic question related to the French and Spanish versions, the amendment was referred to the Drafting Committee.

D.183

632. The Government member of Australia, speaking on behalf of the Government members of Australia, Austria, Belgium, Denmark, Finland, France, Japan, Netherlands, New Zealand, Norway, Portugal, Switzerland, Turkey and the United Kingdom, introduced an

amendment to specify the nature of forecasting. He endorsed the idea, citing experiences in his country, but as accurate forecasting by its nature was difficult, it would be better to specify it as being indicative.

633. The Employer Vice-Chairperson opposed the amendment, as the amendment proposed in D.164 was preferable since it referred to trends. The Worker Vice-Chairperson also opposed the amendment, noting that the word “forecasting” encompassed the Government members’ concerns.

634. The Government member of Australia withdrew the amendment.

D.164

635. The Employer Vice-Chairperson introduced an amendment by noting that the existing text dealt with demand for skills only and there was a need to include the issue of skills supply.

636. The Worker Vice-Chairperson supported the amendment, proposing a subamendment to replace the word “skills” by the words “competencies and qualifications”, which was consistent with other parts of the text. She also proposed adding the words “in the labour market” after the word “qualifications”.

637. The Government member of Australia proposed a second subamendment to re-insert the word “skills”, explaining that qualifications were relatively easy to forecast whereas competencies were more ambiguous and difficult to forecast. Competencies and qualifications helped to define and meet the supply for skills which were clearly related to occupations, so inclusion of the word “skills” could be a helpful distinction, at least in the English text.

638. The Employer Vice-Chairperson supported the subamendments as long as the word “trends” remained in the text.

639. The amendment was adopted as subamended.

D.204

640. The Worker Vice-Chairperson introduced an amendment to add new clauses on recognition of competencies and qualifications and overcoming gender bias in skills assessment. She proposed a subamendment to delete the proposed clause (f) and discuss it under a later amendment, D.212. The remaining proposed clause dealt with the importance of research in overcoming gender bias in skills assessment, a crucial element in combating gender discrimination.

641. The Employer Vice-Chairperson supported the amendment, as subamended, stressing the importance of the issue.

642. The Government member of Trinidad and Tobago supported the amendment, as subamended, and proposed a second subamendment to add the new text: “using the information obtained through research to guide programme planning and implementation”. In many developing countries the results of research were not visibly utilized and it was necessary to promote the implementation of research results.

643. The Employer Vice-Chairperson, while supporting and understanding the concerns of the Government member of Trinidad and Tobago, proposed a third subamendment that appeared to be more concise and linked to the question of gender bias: “identifying and

using research outcomes in overcoming gender bias in skills assessment”. The Government member of Trinidad and Tobago did not support the subamendment since the intention of her subamendment was to effectively use research results on a broader set of questions, not exclusively gender.

644. To avoid losing the essence of two different ideas, the Worker Vice-Chairperson proposed to retain the first clause as proposed by the Worker members and to include a new clause with the subamendment by the Government member of Trinidad and Tobago. The Employer Vice-Chairperson supported the proposal and the amendment was adopted as subamended.

645. Point 20 as a whole was then adopted.

XII. Technical cooperation

Point 21

D.205

646. The Worker Vice-Chairperson introduced an amendment to alter the title to refer to “International cooperation”, then proposed a subamendment to re-insert the word “technical” between “international” and “cooperation” to better reflect the essence of the title. The Employer Vice-Chairperson supported the proposals and the amendment was adopted as subamended.

D.206

647. The Worker Vice-Chairperson introduced an amendment concerning improved access by workers to education, training and lifelong learning, but proposed in a subamendment new text: “to promote technical cooperation between and among governments, the social partners, the private sector and international organizations on all issues and strategies encompassed in this instrument”. The Employer Vice-Chairperson supported the subamendment and proposed a second subamendment to introduce the word “other” before the word “issues” and to incorporate it as the last clause in the point regardless of the number of amendments. The Worker Vice-Chairperson agreed, and the amendment was adopted as amended.

D.178

648. The Employer Vice-Chairperson proposed an amendment which sought to promote international cooperation on the development of entrepreneurship and self-employment.

649. The Worker Vice-Chairperson opposed the amendment. She argued that the term “self-employment” might be subject to different interpretations, and, in many developing countries, was often associated with unpalatable forms of employment and working conditions. Making reference to self-employment in this clause was inappropriate, as it would give the impression that the ILO endorsed the promotion of casual and temporary forms of employment which were not consistent with its theme of decent employment. To remedy this, she proposed a subamendment to replace the words “self-employment” by “decent employment”. The Government members of Portugal and Turkey supported this subamendment. The Government member of Portugal could not see the link between self-employment and the rest of the section.

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- 650.** The Employer Vice-Chairperson proposed a second subamendment to add the word “decent” before “self-employment” to take care of the concerns of the Worker members. The Worker Vice-Chairperson maintained her opposition to the reference to self-employment in the clause, and reiterated her proposal. In support, she cited the problem of outsourcing in many countries, more particularly in developing countries, which resulted in many people losing stable jobs and becoming self-employed, often with very low salaries and deplorable working conditions.
- 651.** In view of the strong opposition by the Worker members to making reference to self-employment in the clause, the Employer Vice-Chairperson proposed a fourth subamendment to replace the word “self-employment” by “self-starters”. The objective was to encourage the creation of new enterprises in recognition of the origins of many successful enterprises.
- 652.** The Worker Vice-Chairperson cautioned that the Employer members were losing perspective on the core of the proposed instrument, which aimed to show how harnessing training and lifelong learning could help people move from the informal economy into the formal economy and acquire decent employment. A reference to self-employment in the previous section of the instrument was a regression in relation to the instrument’s objectives.
- 653.** Various subamendments were proposed to break the impasse; by the Government member of France (replace the word “self-employment” by the words “small enterprises”), by the Employer Vice-Chairperson (insert the words “through education and training”), by the Government member of the United Kingdom (replace the word “self-employment” by the words “decent employment, including self-employment”), by the Government member of Australia (reword to “promote decent work, development of entrepreneurship and business skills for self-development”) and by the Government member of the Philippines (reword to “promote entrepreneurship and decent work in self-employment”).
- 654.** The Worker Vice-Chairperson reiterated her preference for the words “decent employment” and questioned the departure from the main focus with the insistence on maintaining self-employment in a section devoted to technical cooperation on HRD. The Government member of South Africa noted that the points raised by the Worker Vice-Chairperson were valid and clarified some inherent problems relating to self-employment, particularly in many of the developing countries. She did not support the reference to self-employment. The Government member of Switzerland, echoing the same sentiments, felt that the amendment, in its original form, was introducing a completely new idea. Self-employment was supposed to be a free choice but this was not always the case. The Government member of Mali supported the use of the words “decent employment”.
- 655.** The Employer Vice-Chairperson proposed a further subamendment to delete all the text after the word “entrepreneurship”. The Government member of Papua New Guinea supported this, citing examples from his own country where international technical cooperation existed on starting small businesses. The Government member of Japan felt that the reference to decent work was very important but was already in clause (a), whereas the present clause should focus on entrepreneurship.
- 656.** The Government member of Canada reminded the Committee that the discussion was on international and technical cooperation on human resources training and development. Noting the importance of learning from the experiences of others and sharing of best practice models, he proposed another subamendment to add the text: “to promote development of entrepreneurship and share experiences on international best practice

models”. The Worker Vice-Chairperson supported the subamendment but proposed to include in this subamendment the text “and decent employment”.

- 657.** The Employer Vice-Chairperson supported the subamendment, and it was adopted as subamended.

D.207

- 658.** The Worker Vice-Chairperson introduced an amendment to strengthen the capacity of the social partners to contribute to lifelong learning in relation to economic integration and global migration. She emphasized that both regional integration and migration increasingly impacted on a country’s ability to implement lifelong learning policies. She then proposed a subamendment to delete the words “global” and “processes”.

- 659.** The Employer Vice-Chairperson supported the amendment and suggested a second subamendment to add the words “and the emergence of a multi-cultural society” at the end of the sentence. The Worker Vice-Chairperson and the Government member of Papua New Guinea supported the subamendment.

- 660.** The amendment was adopted as subamended.

D.208

- 661.** The Worker Vice-Chairperson introduced an amendment to add a new clause to Point 21 dealing with technical cooperation in the regional and international recognition of skills. She proposed a subamendment to replace the words “and international” by “and/or bilateral” and to replace the word “skills” by the words “competencies and qualifications”. Examples from the EU demonstrated that technical assistance in the establishment and implementation of bilateral agreements on the transferability of skills could be extremely useful as a mechanism to promote regional recognition of skills.

- 662.** The Employer Vice-Chairperson supported the subamendment, but requested that the word “skills” be retained, recalling that the European model was in fact the “European Skills Passport”. The Worker Vice-Chairperson supported inclusion of the term.

- 663.** The Government member of Canada supported the subamendment, but suggested that the word “national” be included. The Employer Vice-Chairperson, the Worker Vice-Chairperson and the Government member of Australia supported the subamendment, which was adopted as subamended.

D.209 and D.210

- 664.** The Worker Vice-Chairperson withdrew these amendments, noting that the content had been covered in the adoption of the previous amendment, D.208.

D.211

- 665.** The Worker Vice-Chairperson introduced an amendment to add a new clause to Point 21 addressing the issue of debt relief in the developing world, increasing technical and financial assistance to these countries, and the promotion of coherent policies and programmes that place education, training and lifelong learning at the centre of development policies among international financial institutions. A subamendment to delete the words “bold and substantial” was proposed. She referred to paragraph 16 of the *Conclusions concerning human resources training and development*, which noted that

illiteracy levels in the least developed countries were increasing and the lack of infrastructure needed to provide adequate education and training, concluding that debt relief was one principal means by which these countries could provide jobs and improve the lives of their citizens.

- 666.** The Employer Vice-Chairperson remarked that the *Conclusions concerning human resources training and development*, was a different type of document and that the Committee was now considering the adoption of a Recommendation on HRD. While special attention should be placed on the least developed countries, the issue of debt relief was not within the competence of the ILO and, therefore, he could not support the subamendment. The Government member of Australia did not support the amendment for the same reason.
- 667.** The Government member of South Africa supported the amendment as subamended. The Government member of Côte d'Ivoire stressed that the issue of debt relief weighed heavily on the countries of his region, and its inclusion could assist in bringing the issue to the fore of the policy debate. The Government member of Mali, noting that the President of the Republic of South Africa at his address at the 91st Session of the International Labour Conference emphasized the importance of debt relief, suggested its inclusion was appropriate.
- 668.** The Government member of Suriname, while agreeing that the issue was a crucial concern for many developing countries, argued that it was not relevant to the subject of technical cooperation. The Government member of the Philippines similarly approved of the spirit of the subamendment but felt that direct mention of the term "debt relief" should be avoided and proposed a second subamendment to address this.
- 669.** The Worker Vice-Chairperson, in light of the Government views, proposed a third subamendment to delete the first part of the text, including the term "debt relief". The Employer Vice-Chairperson did not support the subamendment as reference remained to international financial institutions.
- 670.** The Employer Vice-Chairperson then proposed a fourth subamendment, calling for increased international assistance to the least developed countries to develop and implement improved education, training and lifelong learning policies. The Government member of Namibia supported the subamendment, noting that the language might be less controversial and therefore more acceptable to all Committee members.
- 671.** The Government member of Botswana supported the subamendment, as originally proposed by the Worker Vice-Chairperson, because the issue of debt relief was a timely international concern.
- 672.** The Worker Vice-Chairperson proposed a fifth subamendment, deleting reference to debt relief and international financial institutions but remarked that the Workers' group steadfastly supported the original wording proposed. She also pointed out that the new clause should start with the words "to increase". The Government members of France, Italy, Papua New Guinea, Philippines, Portugal, Suriname, Thailand and Trinidad and Tobago supported the subamendment on various grounds, including the need for greater international coordination to be coherent with previously agreed text on the linkages between HRD and overall economic and social policies.
- 673.** The Employer Vice-Chairperson agreed to endorse the subamendment since it did not specify, in detail, how it was to be done and it was, essentially, addressed to the international financial institutions.

674. The amendment was adopted as subamended.

D.212

675. The Worker Vice-Chairperson withdrew the amendment, as the content was addressed in previous amendments.

D.191

676. The amendment was withdrawn.

677. Point 21 was adopted as amended.

Adoption of the report and the proposed Conclusions

678. At its 15th sitting, the Committee met to adopt the draft report on its proceedings as well as the proposed Conclusions.

679. The Secretary-General of the Conference thanked the Chairperson, the two Vice-Chairpersons, the Reporter, members of the Committee and the secretariat for their work to develop the proposed Conclusions which could lead to a new Recommendation next year. A strong foundation for future work had been laid which should aid the ILO's quest for modernity. The proposals on HRD were critical to other policies; if the former were not correct, neither would the latter. It was especially pleasing to note the linkages which had been made to those aspects of globalization beyond the standard financial and trade issues, addressing the basis for people to seize opportunities and meet risks caused by globalization, as well as intangibles such as values and family concerns. The Committee had addressed the important question of the right to education and training, focusing on the right to initial education and access to lifelong learning, as well as the important linkage between training and lifelong learning. For the first time, an attempt had been made to define employability. Recognition and certification of skills, with attention to the impact on those in the informal economy who otherwise would be left behind, would also likely be an important output of the Committee's work. The outcomes resulted from a powerful tripartite social dialogue, demonstrating once again its value in providing a voice for employers, workers and other government ministries to address key social and economic policies, and confirming the importance of this process, as had also been highlighted in the Secretary-General's Report to the Conference, *Working out of poverty*, and the work of the World Commission on the Social Dimension of Globalization. In our increasingly knowledge-based and networked society, the ILO played an important role as a knowledge resource and as a disseminator of information and new ideas. Most importantly, the ILO amplified expressions of the key stakeholder voices on issues facing the world of work, from enterprises, employers, workers, voices which should be put to the service of society through strong social dialogue.

680. The Reporter informed the Committee that the Drafting Committee, after nine hours and seven minutes, had balanced their objectives of maintaining the essence of the agreed upon text with editorial concerns. The French-speaking members had gone the extra mile to ensure a good French text. She thanked the Chairperson, the Employer Vice-Chairperson and the Worker Vice-Chairperson for their consideration in advancing the progression of the proposed Conclusions. She expressed her appreciation to the Government members for their confidence and support and thanked the secretariat, as well as the interpreters for their contributions to the entire process.

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- 681.** The Employer Vice-Chairperson, the Worker Vice-Chairperson and the Government members of Argentina, Australia, Canada, Switzerland, Trinidad and Tobago, Turkey and the United States submitted minor changes to the draft report relating to their interventions. Subject to these changes, the report was unanimously adopted.
- 682.** The Committee proceeded to adopt the proposed Conclusions, Point by Point and in its totality. The Reporter drew the Committee's attention to clause 29(f), specifically the term "less advantaged countries" and invited the Legal Adviser to speak to this matter, on behalf of the Drafting Committee. The Legal Adviser advised the Committee that "less advanced countries" was the more widely used term in the United Nations system and was considered more objective. Agreement was reached to use "less advanced countries". The Government members of Argentina, Mexico and Peru expressed a preference for also including a reference to "developing countries". The Chairperson noted this, indicating that discussion could continue on this point in 2004.
- 683.** The proposed Conclusions were thus adopted, on the basis of changes proposed by the Drafting Committee, the Worker Vice-Chairperson and the Government member of Japan, and accepted by the Committee.
- 684.** The Government member of Suriname encouraged the members of the Committee to remember that they had agreed on the proposed Conclusions, and suggested that in 2004, the text should not be rewritten, but simply fine tuned.
- 685.** The resolution was then adopted, subject to a minor change submitted by the Worker Vice-Chairperson.
- 686.** The Employer Vice-Chairperson endorsed the comments of the Secretary-General and expressed his satisfaction with the outcome in the form of a text covering a broader spectrum of issues than the current 1975 Recommendation. The outcome was based on a good dialogue, for which he thanked the Worker Vice-Chairperson, the Chairperson and the Reporter for her efforts to build bridges on behalf of the Government members.
- 687.** The Worker Vice-Chairperson remarked that, after two weeks of discussion, Committee members could be proud of the outcome which reflected the needs of our time, a period of unprecedented change. The world was faced with a choice between making the benefits of globalized change available to all or only to the strongest. Current patterns of growth were not sustainable. There was an obligation to help everyone reach at least the first rung on the ladder of economic development. The proposed new instrument on HRD would help in this sense by addressing the skills gap. There was a long way to go as the numbers of out-of-school-youth and adult illiterates testified. The results of the discussion had clearly recognized the right to education and training, and the important role of the social partners in implementing such a right through social dialogue. Other key outcomes of the work concerned: means of recognizing qualifications; competences and skills; ways of overcoming gender bias; and support for the poor through international cooperation. She thanked the Chairperson for his able leadership, as well as the other Officers, the Government members for their positive contributions, the Office for its excellent reports, and members of the Workers' group especially for their support and cooperation. She looked forward to next year's completion of the discussion as a further contribution to decent work and sustainable growth.
- 688.** The Chairperson was convinced that the outcome of the Committee's work was a product that everyone could be proud of, though it would only be completed next year. He acknowledged the professionalism, grace and humour of the Vice-Chairpersons in achieving the results. Matters of deep principle had been dealt with graciously, in no small

part thanks to the valuable contributions of a broadly representative group of Government members. The secretariat's work in producing documents, often late into the night, and that of the interpreters in helping Committee members to understand each other, as well as the hard work of the Legal Adviser and the members of the Drafting Committee, all contributed to a successful outcome. He too looked forward to completing this work in 2004, and declared closed the work of the Committee on Human Resources of the 91st Session of the International Labour Conference.

Geneva, 16 June 2003.

(Signed) Mr. J. Chetwin,
Chairperson.

Mrs. A.V. Allones,
Reporter.

Proposed Conclusions

I. Form of the instrument

1. The International Labour Conference should adopt a new international instrument concerning human resources training and development.
2. The instrument should take the form of a Recommendation.

II. Preamble

3. The instrument should contain a Preamble recognizing that education, training and lifelong learning contribute significantly to promoting the interests of people, enterprises, the economy and society as a whole, especially considering the critical challenge of attaining full employment, social inclusivity and sustained economic growth in the global economy.
4. The Preamble should call for renewed commitment of all partners to lifelong learning: by governments, investing to enhance education and training at all levels; by the private sector, training employees; and by individuals, making use of the opportunities.
5. The Preamble should recognize that education, training and lifelong learning are fundamental, but are by themselves insufficient to ensure sustainable economic and social development and should therefore be consistent and form an integral part of comprehensive economic, social and labour market policies and programmes.
6. The Preamble should also recognize the need for consistency between human resources development policy and other structural policies important for economic growth and employment creation, such as economic, social and fiscal policies.
7. The Preamble should recognize the need to assist the many developing countries to design, fund or implement modern education and training policies in order for them to attain development and economic growth.
8. The Preamble should recall that the realization of decent work for workers everywhere, in terms of both its quantity and quality, is a primary objective of the International Labour Organization.
9. The Preamble should note the rights and principles embodied in the relevant ILO instruments, in particular:
 - (a) the Human Resources Development Convention, 1975; the Employment Policy Convention and Recommendation, 1964; and the Paid Educational Leave Convention, 1974;
 - (b) the ILO Declaration on Fundamental Principles and Rights at Work;
 - (c) the Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy;
 - (d) the Conclusions concerning human resources training and development, adopted at the 88th Session (2000) of the International Labour Conference.

III. Objective, scope and definitions

10. The instrument should recommend that Members formulate, apply and review national human resources development and education and training policies, which are consistent with and complementary to other economic and social policies, based on social dialogue and reflect the different roles of government and the social partners.
11. The instrument should recognize that the realization of lifelong learning is based on the explicit commitment by governments to invest in enhancing education and training at all levels; by the private sector in training employees; and by individuals in developing their own abilities and careers.
12. The instrument should provide that the term “lifelong learning” encompasses all learning activities undertaken throughout life for the development of competencies and qualifications, which are defined as follows: “competencies” means the knowledge, skills and know-how applied and mastered in a specific context; “qualifications” means a formal expression of the vocational or professional abilities of the worker, which are recognized at international, national or sectoral level.
13. The instrument should encourage Members to identify human resources training and development policies which:
 - (a) facilitate lifelong learning and employability; for the purpose of the instrument the term “employability” means portable competencies and qualifications that enhance an individual’s capacity to make use of the opportunities available in order to secure and retain decent work, progress within the enterprise and between jobs and cope with changes in technology and labour market conditions. Employability should be part of a range of policy measures designed to achieve quality and safe jobs, as well as sustainable economic and social development;
 - (b) give equal consideration to economic and social objectives, emphasize sustainable economic development in the context of the globalizing economy and the knowledge- and skills-based society, as well as development of competencies, decent work, job retention, social development, social inclusion and poverty reduction;
 - (c) stress the importance of innovation, competitiveness, productivity and growth of the economy, as well as decent job creation and the employability of people, considering that innovation creates new employment opportunities and also requires new approaches to education and training in order to meet demand for new skills;
 - (d) address the challenge of transforming activities in the informal economy into decent work fully integrated into mainstream economic life. Programmes and policies should be developed aimed at creating decent jobs and opportunities for education, skill-building and training, as well as validating prior learning and skills gained in order to help workers and employers move into the formal economy;
 - (e) promote and sustain public and private investment in the infrastructure needed for the use of information and communication technology in education and training, in hardware and software for training purposes, as well as in the training of teachers and trainers, and making use of local, national and international collaborative networks;
 - (f) address and reduce inequalities in the participation of adults in education and training.
14. The instrument should encourage Members to:

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- (a) recognize that education and training are a right for all and, in cooperation with the social partners, work towards ensuring access for all to lifelong learning;
 - (b) define, with the involvement of the social partners, a national strategy for education;
 - (c) define, with the involvement of the social partners, a national strategy, as well as establish a guiding framework, for training policies at different levels (national, regional, local, sectoral, enterprise) which promote social dialogue;
 - (d) align human resources and training policies with policies and strategies aimed at creating economic growth and employment opportunities (for example, through economic, fiscal and social policies);
 - (e) create a general economic environment and incentives conducive to encouraging enterprises to invest in education and training and individuals to develop their own abilities and careers, and enable and motivate them to participate in education and training programmes;
 - (f) facilitate the development of an appropriate training delivery system consistent with national conditions and practices;
 - (g) assume the primary responsibility for investing in education and pre-employment training, recognizing that qualified teachers and trainers working under decent conditions are of fundamental importance in providing quality education to assist children and adults reach high standards in academic and vocational competencies;
 - (h) enhance other forms of training;
 - (i) establish a national qualifications framework to facilitate lifelong learning, assist enterprises and employment agencies to match skill demand with supply, guide individuals in their choice of training and career and facilitate the recognition of prior learning and previously acquired skills, competencies and experience. This framework should be responsive to changing technologies and trends in the labour market and leave room for regional and local differences without losing transparency at the national level;
 - (j) strengthen social dialogue on training at different levels (international, national, regional, local, sectoral, enterprise);
 - (k) promote equal opportunities for women and men in education and training;
 - (l) promote access to education and training for people with special needs, notably youth, people with disabilities, migrants, older workers and the socially excluded, as well as workers in small and medium-sized enterprises, in the informal economy, in the rural sector and in self-employment. The identification of the groups should be made at the national level;
 - (m) provide support to the social partners to enable them to participate in the institutions of social dialogue;
 - (n) provide for supportive social and other policies to enable all persons to take up training and development.

IV. Development and implementation of education and training policies

15. The instrument should encourage Members to establish and maintain a coordinated education and training system with a commitment to make further improvements, within the concept of lifelong learning. This should take into account the primary responsibility of government for education and pre-employment training (including compulsory basic education which incorporates basic knowledge, literacy and numeracy skills and includes appropriate use of information and communication technology), training of the unemployed and the role of the social partners in further training.
16. The instrument should encourage the enhancement of social dialogue on training as a basic principle for systems development, programme relevance, quality and cost-effectiveness.
17. The instrument should provide for investment in education and training to take into account benchmarks as a point of orientation for comparable countries, regions and sectors.

V. Education and pre-employment training

18. The instrument should encourage Members to:
 - (a) recognize their responsibility for education and pre-employment training and improve access for all to enhance employability and to prevent social exclusion;
 - (b) develop approaches to non-formal education and training, especially for adults who were denied education and training opportunities when young;
 - (c) make use of new information and communication technology in learning and training, to the extent possible;
 - (d) ensure provision of vocational, labour market and career information and guidance and employment counselling, supplemented by information on the rights and obligations of all concerned under labour-related laws and other forms of labour regulation;
 - (e) ensure that education and pre-employment training programmes are relevant and that their quality is maintained;
 - (f) ensure that vocational education and training systems are developed and strengthened so as to provide appropriate opportunities for the development and certification of skills relevant to the labour market.

VI. Development of skills and competencies of employed and unemployed workers

19. The instrument should encourage Members to:
 - (a) further the ongoing identification of trends in the skills needed by individuals, enterprises, the economy and society as a whole, with the involvement of the social partners;

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- (b) recognize workplace learning, including formal and informal learning, and work experience;
 - (c) support initiatives by the social partners in the field of training in bipartite dialogue, including collective bargaining;
 - (d) consider undertaking tripartite dialogue on training at various levels of government;
 - (e) recognize the role of the social partners, enterprises and workers in contributing to training and provide positive measures to stimulate investment and participation in training, and assume primary responsibility for the training of the unemployed;
 - (f) promote the expansion of workplace-based learning and training, utilizing high-performance work practices and on- and off-the-job training, with public and private training providers, and making greater use of information and communication technology, and encourage the use of new forms of learning with appropriate social policies and measures to facilitate participation in training;
 - (g) urge private and public employers to model best practices in human resources development;
 - (h) develop equal opportunity strategies, measures and programmes to promote and implement training for women, specific groups, economic sectors and people with special needs, with the objective of reducing inequalities;
 - (i) promote equal opportunities for, and access to, career guidance and skill upgrading for all workers, as well as support for retraining employees whose jobs are at risk;
 - (j) call upon multinational enterprises to provide relevant training for all levels of their employees in home and host countries in order to meet the needs of the enterprises and to contribute to the development of the country;
 - (k) promote the development of training policies for their own employees. These policies should recognize the role of the social partners in the public sector as well as provide equitable training opportunities to all workers.

VII. Framework for recognition and certification of skills

20. The instrument should encourage Members to promote:

- (a) the development and implementation, with the social partners, of a transparent mechanism for the assessment, certification and recognition of skills and credentials, including the accreditation and validation of prior learning and previous experience, irrespective of the countries where they were acquired and whether acquired formally or informally, and using a national qualifications framework. This framework should include a credible system of certification which will ensure that skills are portable and recognized across enterprises, sectors, industries and educational institutions. The assessment methodology should be fair, linked to standards and non-discriminatory;
- (b) an appropriate national framework and the financing of the mechanism for recognition and certification of skills, in consultation with the social partners. Special provisions should be designed for migrant workers in order to ensure recognition and

certification of competencies and qualifications. The certification should be transparent for the labour market.

VIII. Training for decent work and social inclusion

21. The instrument should encourage Members to recognize:

- (a) the primary role of government for the training of the unemployed, those seeking to enter or re-enter the labour market and people with special needs, in order to develop and enhance their employability in securing decent work in the private and public sectors through, inter alia, incentives and assistance;
- (b) the role of the social partners to support, through human resources development policies and other measures, the integration of the unemployed and people with special needs in jobs;
- (c) the involvement of the social partners, local authorities and communities in implementing programmes for people with special needs.

22. The instrument should promote the countering of the social exclusion of people with special needs by paying special attention to their access to lifelong learning possibilities and programmes which assist them to secure decent work.

IX. Training providers

23. The instrument should encourage Members to promote, in cooperation with the social partners, diversity of training provision, in order to meet the different needs of individuals and enterprises and to ensure high-quality standards, recognition and transferability of competencies and qualifications within a national quality assurance framework.

24. The instrument should encourage Members to:

- (a) develop a framework for the certification of qualifications of training providers;
- (b) identify the roles of government and the social partners in promoting the expansion and diversification of training;
- (c) include quality assurance in the public system and promote the development of quality assurance within the private training market, evaluating the outcomes of education and training;
- (d) develop quality standards for trainers and create the opportunities for trainers to meet these standards.

X. Research and training support services in human resources development, lifelong learning and training

25. The instrument should encourage Members to promote and facilitate the development of their own capacity, as well as assisting in developing that of the social partners, to analyse trends in labour markets and human resources training and development.

26. The instrument should provide that Members:

- (a) collect information on educational levels, qualifications, training activities, and employment and incomes, disaggregated by gender and age, especially when organizing regular surveys of the population, so that trends can be established and comparative analysis undertaken to inform policy;
- (b) establish databases and quantitative and qualitative indicators, including by gender and age, on the national training system and gather data on training in the private sector taking into account the impact of data collection on enterprises;
- (c) collect information on skills, competencies and emerging trends in the labour market from a variety of sources, including longitudinal studies, not confined to traditional occupational classifications.

27. The instrument should encourage Members to:

- (a) assure and facilitate throughout life participation in and access to vocational and career information and guidance, job placement services and job search techniques, as well as access to education, training and active labour market programmes, employability development and skills recognition services;
- (b) promote and facilitate the use of information and communication technology as well as traditional best practices in information and guidance services;
- (c) identify, in consultation with the social partners, the roles and responsibilities with respect to career information and guidance, employment services, training providers and other relevant service providers;
- (d) provide information and guidance on entrepreneurship, promote entrepreneurial skills and promote awareness among educators and trainers on the important role of enterprises, among others, in creating growth and decent jobs.

28. The instrument should encourage Members, in consultation with the social partners, to support and facilitate research on human resources development, learning and training, taking into account the impact of data collection on enterprises, including through:

- (a) learning and training methodologies, including the use of information and communication technology in training;
- (b) skills recognition and qualifications frameworks;
- (c) human resources training and development policies, strategies and frameworks;
- (d) investment in training, and the effectiveness and impact of training;
- (e) identifying, measuring and forecasting the trends in supply and demand for skills, competencies and qualifications in the labour market;
- (f) identifying and overcoming gender bias in skills assessment;
- (g) using the information obtained through research to guide programme planning and implementation.

XI. International and technical cooperation

- 29.** The instrument should provide guidance on international and technical cooperation in human resources training and development in order to:
- (a) promote greater opportunities for women and men to obtain decent work;
 - (b) promote national capacity building to reform and develop training policies and programmes, including developing the capacity for social dialogue and partnership building in training;
 - (c) promote the development of entrepreneurship and decent employment and share experiences on international best practice models;
 - (d) strengthen the capacity of the social partners to contribute to dynamic lifelong learning policies, in particular in relation to the new dimensions of regional economic integration, migration and the emerging multicultural society;
 - (e) promote national, bilateral and regional recognition and transferability of skills, competencies and qualifications;
 - (f) increase technical and financial assistance for less advanced countries and promote, at the level of the international financial institutions and funding agencies, coherent policies and programmes that place education, training and lifelong learning at the centre of development policies;
 - (g) promote technical cooperation between and among governments, the social partners, the private sector and international organizations on all other issues and strategies encompassed in this instrument.

Resolution to place on the agenda of the next ordinary session of the Conference an item entitled “Human resources development and training”

The General Conference of the International Labour Organization,

Having adopted the report of the Committee appointed to consider the fourth item on the agenda,

Having in particular approved as general conclusions, with a view to the consultation of Governments, proposals for a Recommendation concerning human resources development and training,

Decides that an item entitled “Human resources development and training” shall be included in the agenda of its next ordinary session for second discussion with a view to the adoption of a Recommendation.

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