

INTERNATIONAL LABOUR OFFICE GENEVA

REPORT FORM

FOR THE

HUMAN RESOURCES DEVELOPMENT CONVENTION, 1975 (No. 142)

The present report form is for the use of countries which have ratified the Convention. It has been approved by the Governing Body of the International Labour Office, in accordance with article 22 of the ILO Constitution, which reads as follows: "Each of the Members agrees to make an annual report to the International Labour Office on the measures which it has taken to give effect to the provisions of the Conventions to which it is a party. These reports shall be made in such form and shall contain such particulars as the Governing Body may request."

The Government may deem it useful to consult the appended text of the Human Resources Development Recommendation, 2004 (No. 195), which revises and replaces the Human Resources Development Recommendation, 1975 (No. 150), and whose provisions may facilitate the application of the Convention.

The subject-matter of the Convention may go beyond the immediate competence of the ministry responsible for labour matters, so that the preparation of a full report on the Convention may require consultation with the other ministries or government agencies concerned, such as those responsible for agriculture.

PRACTICAL GUIDANCE FOR DRAWING UP REPORTS

First report

If this is your Government's first report following the entry into force of the Convention in your country, full information should be given on each of the provisions of the Convention and on each of the questions set out in the report form.

Subsequent reports

In subsequent reports, information need normally be given only:

- (a) on any new legislative or other measures affecting the application of the Convention;

- (b) in reply to the questions in the report form on the practical application of the Convention (for example, statistics, results of inspections, judicial or administrative decisions) and on the communication of copies of the report to the representative organizations of employers and workers and on any observations received from these organizations;

- (c) in reply to comments by the supervisory bodies: the report must contain replies to any comments regarding the application of the Convention in your country which have been made by the Committee of Experts on the Application of Conventions and Recommendations or by the Conference Committee on the Application of Standards.
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Article 22 of the Constitution of the ILO

Report for the period _____ to _____

made by the Government of _____

on the

HUMAN RESOURCES DEVELOPMENT CONVENTION, 1975 (No. 142)

(ratification registered on _____)

- I. Please give a list of the principal policy statements, legislative texts, administrative regulations, etc., which contain specific provisions aiming at comprehensive and co-ordinated policies and programmes of vocational guidance and vocational training as defined in the Convention. Where this has not already been done, please forward copies of the various provisions, policy statements, etc., to the International Labour Office with this report.**

In so far as there exist measures other than policy statements, legislation, administrative regulations, etc., which are relevant to the implementation of the Convention, please indicate their nature.

Please give any available information concerning the extent to which any laws and regulations have been enacted or modified or any other measures taken to permit, or as a result of, ratification.

- II. Please indicate in detail for each of the following Articles of the Convention the provisions of the abovementioned laws or regulations, etc., or other measures under which the Article is applied.**

If in your country ratification of the Convention gives the force of national law to its terms, please indicate by virtue of what constitutional provisions the ratification has this effect. Please also specify what action has been taken to make effective those provisions of the Convention which require a national authority to take certain specific steps for its implementation.

If the Committee of Experts or the Conference Committee on the Application of Standards has requested additional information or has made an observation on the measures adopted to apply the Convention, please supply the information asked for or indicate the action taken by your Government to settle the points in question.

Article 1

1. Each Member shall adopt and develop comprehensive and co-ordinated policies and programmes of vocational guidance and vocational training, closely linked with employment, in particular through public employment services.

2. These policies and programmes shall take due account of—

- (a) employment needs, opportunities and problems, both regional and national;
- (b) the stage and level of economic, social and cultural development; and
- (c) the mutual relationships between human resources development and other economic, social and cultural objectives.

3. The policies and programmes shall be pursued by methods that are appropriate to national conditions.

4. The policies and programmes shall be designed to improve the ability of the individual to understand and, individually or collectively, to influence the working and social environment.

5. The policies and programmes shall encourage and enable all persons, on an equal basis and without any discrimination whatsoever, to develop and use their capabilities for work in their own best interests and in accordance with their own aspirations, account being taken of the needs of society.

Paragraphs 1-4. Please describe the existing machinery for the development of comprehensive and coordinated policies and programmes of vocational guidance and vocational training, indicating, in particular, the way in which effective coordination is assured and the manner in which the policies and programmes are linked with employment and the public employment services.

Please list any relevant coordinating bodies or authorities, indicating their composition, status, terms of reference and functions.

Please describe the policies and programmes currently being implemented and indicate in what manner account is taken of the factors mentioned in paragraphs 2-4.

Paragraph 5. Please indicate the measures taken with a view to encouraging and enabling all persons, on an equal basis and without any discrimination whatsoever, to develop and use their capabilities for work in their own best interests and in accordance with their own aspirations (account being taken of the needs of society).

Article 2

With the above ends in view, each Member shall establish and develop open, flexible and complementary systems of general, technical and vocational education, educational and vocational guidance and vocational training, whether these activities take place within the system of formal education or outside it.

Please describe the systems of general, technical and vocational education, educational and vocational guidance and vocational training.

Article 3

1. Each Member shall gradually extend its systems of vocational guidance, including continuing employment information, with a view to ensuring that comprehensive information and the broadest possible guidance are available to all children, young persons and adults, including appropriate programmes for all handicapped and disabled persons.

2. Such information and guidance shall cover the choice of an occupation, vocational training and related educational opportunities, the employment situation and employment prospects, promotion prospects, conditions of work, safety and hygiene at work, and other aspects of working life in the various sectors of economic, social and cultural activity and at all levels of responsibility.

3. The information and guidance shall be supplemented by information on general aspects of collective agreements and of the rights and obligations of all concerned under labour law; this information shall be provided in accordance with national law and practice, taking into account the respective functions and tasks of the workers' and employers' organisations concerned.

Paragraph 1. To the extent that this information has not already been given, please indicate the measures which ensure that comprehensive information and the broadest possible guidance are made available to the persons concerned. Please also indicate any measures which relate specifically to handicapped and disabled persons.

Please give particulars of any extensions of the vocational guidance system which have taken place in the period covered by the report.

Paragraphs 2 and 3. Please describe the type of information made available for vocational guidance purposes and supply specimens of the documentation made available. Please indicate the procedures and/or machinery for ensuring that the educational, occupational, employment market and other information referred to in these paragraphs is kept suitably up to date for effective vocational guidance purposes.

Article 4

Each Member shall gradually extend, adapt and harmonise its vocational training systems to meet the needs for vocational training throughout life of both young persons and adults in all sectors of the economy and branches of economic activity and at all levels of skill and responsibility.

Please indicate the measures being taken with a view to extending the systems of vocational training to cover fields of economic activity not previously within their scope and to ensure that they are adapted to the changing requirements of individuals throughout their life, as well as to those of the economy and of the different branches of economic activity.

Article 5

Policies and programmes of vocational guidance and vocational training shall be formulated and implemented in co-operation with employers' and workers' organisations and, as appropriate and in accordance with national law and practice, with other interested bodies.

Please indicate the manner in which the cooperation of employers' and workers' organizations and, where applicable, other interested bodies is assured in the formulation and implementation of vocational guidance and vocational training policies and programmes. Please describe any formal procedures or consultative machinery which have been instituted for this purpose.

- III. Please state to what authority or authorities the application of the abovementioned policies and programmes, legislation and administrative regulations, etc., is entrusted, and by what methods application is supervised and enforced.
- IV. Please state whether courts of law or other tribunals have given decisions involving questions of principle relating to the application of the Convention. If so, please supply the text of these decisions.
- V. If your country has received any assistance or advice through technical cooperation for which the ILO was the executing agency please indicate the action taken as a result. Please also indicate any factors which may have prevented or delayed such action.
- VI. In so far as such information has not been supplied in reply to the above questions, please forward extracts of reports, studies and inquiries, statistical data, etc. (for example with respect to training policies and programmes relating to particular areas or branches of economic activity or to particular groups of the population).
- VII. Please indicate the representative organizations of employers and workers to which copies of the present report have been communicated in accordance with article 23, paragraph 2, of the Constitution of the International Labour Organization.¹ If copies of the report have not been communicated to representative organizations of employers and/or workers, or if they have been communicated to bodies other than such organizations, please supply information on any particular circumstances existing in your country which explain the procedure followed.

Please indicate whether you have received from the organizations of employers or workers concerned any observations, either of a general kind or in connection with the present or the previous report, regarding the practical application of the provisions of the Convention or the application of the legislation or other measures implementing the Convention. If so, please communicate a summary of the observations received, together with any comments that you consider useful.

¹ Article 23, paragraph 2, of the Constitution reads as follows: "Each Member shall communicate to the representative organisations recognised for the purpose of article 3 copies of the information and reports communicated to the Director-General in pursuance of articles 19 and 22."

ANNEX

HUMAN RESOURCES DEVELOPMENT RECOMMENDATION, 2004 (No. 195)

I. OBJECTIVE, SCOPE AND DEFINITIONS

1. Members should, based on social dialogue, formulate, apply and review national human resources development, education, training and lifelong learning policies which are consistent with economic, fiscal and social policies.

2. For the purpose of this Recommendation:

- (a) the term “lifelong learning” encompasses all learning activities undertaken throughout life for the development of competencies and qualifications;
- (b) the term “competencies” covers the knowledge, skills and know-how applied and mastered in a specific context;
- (c) the term “qualifications” means a formal expression of the vocational or professional abilities of a worker which is recognized at international, national or sectoral levels;
- (d) the term “employability” relates to portable competencies and qualifications that enhance an individual’s capacity to make use of the education and training opportunities available in order to secure and retain decent work, to progress within the enterprise and between jobs, and to cope with changing technology and labour market conditions.

3. Members should identify human resources development, education, training and lifelong learning policies which:

- (a) facilitate lifelong learning and employability as part of a range of policy measures designed to create decent jobs, as well as to achieve 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 the development of competencies, promotion of decent work, job retention, social development, social inclusion and poverty reduction;
- (c) stress the importance of innovation, competitiveness, productivity, growth of the economy, the creation of decent jobs and the employability of people, considering that innovation creates new employment opportunities and also requires new approaches to education and training to meet the demand for new skills;
- (d) address the challenge of transforming activities in the informal economy into decent work fully integrated into mainstream economic life; policies and programmes should be developed with the aim of creating decent jobs and opportunities for education and training, as well as validating prior learning and skills gained to assist workers and employers to 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, as well as in the training of teachers and trainers, using local, national and international collaborative networks;
- (f) reduce inequality in the participation in education and training.

4. Members should:

- (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) recognize that the realization of lifelong learning should be based on the explicit commitment: by governments by investing and creating the conditions to enhance education and training at all levels; by enterprises in training their employees; and by individuals in developing their competencies and careers.

II. DEVELOPMENT AND IMPLEMENTATION OF EDUCATION AND TRAINING POLICIES

5. Members should:

- (a) define, with the involvement of the social partners, a national strategy for education and training, as well as establish a guiding framework for training policies at national, regional, local, and sectoral and enterprise levels;
- (b) develop supportive social and other policies, and create an economic environment and incentives, to encourage enterprises to invest in education and training, individuals to develop their competencies and careers, and to enable and motivate all to participate in education and training programmes;
- (c) facilitate the development of an education and training delivery system consistent with national conditions and practices;
- (d) assume the primary responsibility for investing in quality education and pre-employment training, recognizing that qualified teachers and trainers working under decent conditions, are of fundamental importance;
- (e) develop 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 technology and trends in the labour market and recognize regional and local differences, without losing transparency at the national level;
- (f) strengthen social dialogue and collective bargaining on training at international, national, regional, local, and sectoral and enterprise levels as a basic principle for systems development, programme relevance, quality and cost-effectiveness;
- (g) promote equal opportunities for women and men in education, training and lifelong learning;
- (h) promote access to education, training and lifelong learning for people with nationally identified special needs, such as youth, low-skilled people, people with disabilities, migrants, older workers, indigenous people, ethnic minority groups and the socially excluded; and for workers in small and

medium-sized enterprises, in the informal economy, in the rural sector and in self-employment;

- (i) provide support to the social partners to enable them to participate in social dialogue on training;
- (j) support and assist individuals through education, training and lifelong learning, and other policies and programmes, to develop and apply entrepreneurial skills to create decent work for themselves and others.

6. (1) Members should establish, maintain and improve a coordinated education and training system within the concept of lifelong learning, taking into account the primary responsibility of government for education and pre-employment training and for training the unemployed, as well as recognizing the role of the social partners in further training, in particular the vital role of employers in providing work experience opportunities.

(2) Education and pre-employment training include compulsory basic education incorporating basic knowledge, literacy and numeracy skills and the appropriate use of information and communication technology.

7. Members should consider benchmarks in relation to comparable countries, regions and sectors when making decisions about investment in education and training.

III. EDUCATION AND PRE-EMPLOYMENT TRAINING

8. Members should:

- (a) recognize their responsibility for education and pre-employment training and, in cooperation with the social partners, improve access for all to enhance employability and to facilitate social inclusion;
- (b) develop approaches for non-formal education and training, especially for adults who were denied education and training opportunities when young;
- (c) encourage the 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 to provide appropriate opportunities for the development and certification of skills relevant to the labour market.

IV. DEVELOPMENT OF COMPETENCIES

9. Members should:

- (a) promote, with the involvement of the social partners, the ongoing identification of trends in the

competencies needed by individuals, enterprises, the economy and society as a whole;

- (b) recognize the role of the social partners, enterprises and workers in training;
- (c) support initiatives by the social partners in the field of training in bipartite dialogue, including collective bargaining;
- (d) provide positive measures to stimulate investment and participation in training;
- (e) recognize workplace learning, including formal and non-formal learning, and work experience;
- (f) promote the expansion of workplace learning and training through:
 - (i) the utilization of high-performance work practices that improve skills;
 - (ii) the organization of on- and off-the-job training with public and private training providers, and making greater use of information and communication technology; and
 - (iii) the use of new forms of learning together with appropriate social policies and measures to facilitate participation in training;
- (g) urge private and public employers to adopt best practices in human resources development;
- (h) develop equal opportunity strategies, measures and programmes to promote and implement training for women, as well as for specific groups and economic sectors, and for 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 training for all levels of their employees in home and host countries, to meet the needs of the enterprises and contribute to the development of the country;
- (k) promote the development of equitable training policies and opportunities for all public sector employees, recognizing the role of the social partners in this sector;
- (l) promote supportive policies to enable individuals to balance their work, family and lifelong learning interests.

V. TRAINING FOR DECENT WORK AND SOCIAL INCLUSION

10. Members should recognize:

- (a) the primary responsibility of government for the training of the unemployed, those seeking to enter or re-enter the labour market and people with special needs, to develop and enhance their employability to secure decent work, in the private and public sectors, through such measures as 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 role of local authorities and communities and other interested parties in implementing programmes for people with special needs.

VI. FRAMEWORK FOR RECOGNITION AND CERTIFICATION OF SKILLS

11. (1) Measures should be adopted, in consultation with the social partners and using a national qualifications framework, to promote the development, implementation and financing of a transparent mechanism for the assessment, certification and recognition of skills, including prior learning and previous experience, irrespective of the countries where they were acquired and whether acquired formally or informally.

(2) Such an assessment methodology should be objective, non-discriminatory and linked to standards.

(3) The national framework should include a credible system of certification which will ensure that skills are portable and recognized across sectors, industries, enterprises and educational institutions.

12. Special provisions should be designed to ensure recognition and certification of skills and qualifications for migrant workers.

VII. TRAINING PROVIDERS

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

14. Members should:

- (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 its development within the private training market and evaluate the outcomes of education and training;
- (d) develop quality standards for trainers and create the opportunities for trainers to meet such standards.

VIII. CAREER GUIDANCE AND TRAINING SUPPORT SERVICES

15. Members should:

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

IX. RESEARCH IN HUMAN RESOURCES DEVELOPMENT, EDUCATION, TRAINING AND LIFELONG LEARNING

16. Members should evaluate the impact of their education, training and lifelong learning policies on the progress made towards achieving broader human development goals, such as the creation of decent jobs and poverty eradication.

17. Members should develop their national capacity, as well as facilitate and assist in developing that of the social partners, to analyse trends in labour markets and human resources development and training.

18. Members should:

- (a) collect information, disaggregated by gender, age, and other specific socio-economic characteristics, on educational levels, qualifications, training activities, and employment and incomes, especially when organizing regular surveys of the population, so that trends can be established and comparative analysis undertaken to guide policy development;
- (b) establish databases and quantitative and qualitative indicators, disaggregated by gender, age and other characteristics, 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 competencies and emerging trends in the labour market from a variety of sources, including longitudinal studies, and not confined to traditional occupational classifications.

19. Members should, in consultation with the social partners, and taking into account the impact of data collection on enterprises, support and facilitate research on human resources development and training, which could include:

- (a) learning and training methodologies, including the use of information and communication technology in training;
- (b) skills recognition and qualifications frameworks;
- (c) policies, strategies and frameworks for human resources development and training;
- (d) investment in training, as well as the effectiveness and impact of training;
- (e) identifying, measuring and forecasting the trends in supply and demand for competencies and qualifications in the labour market;
- (f) identifying and overcoming barriers to accessing training and education;
- (g) identifying and overcoming gender bias in the assessment of competencies;
- (h) preparing, publishing and disseminating reports and documentation on policies, surveys and available data.

20. Members should use the information obtained through research to guide planning, implementation and evaluation of programmes.

X. INTERNATIONAL AND TECHNICAL COOPERATION

21. International and technical cooperation in human resources development, education, training and lifelong learning should:

- (a) develop mechanisms that mitigate the adverse impact on developing countries of the loss of skilled people through migration, including strategies to strengthen the human resources

- development systems in the countries of origin, recognizing that creating enabling conditions for economic growth, investment, creation of decent jobs and human development will have a positive effect on retaining skilled labour;
- (b) promote greater opportunities for women and men to obtain decent work;
 - (c) promote national capacity building to reform and develop training policies and programmes, including developing the capacity for social dialogue and partnership building in training;
 - (d) promote the development of entrepreneurship and decent employment and share experiences on international best practices;
 - (e) 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;
 - (f) promote recognition and portability of skills, competencies and qualifications nationally and internationally;
 - (g) increase technical and financial assistance for developing countries and promote, at the level of the international financial institutions and funding agencies, coherent policies and programmes which place education, training and lifelong learning at the centre of development policies;
 - (h) taking into account the specific problems of the indebted developing countries, explore and apply innovative approaches to provide additional resources for human resources development;
 - (i) promote cooperation between and among governments, the social partners, the private sector and international organizations on all other issues and strategies encompassed in this instrument.

XI. FINAL PROVISION

22. The present Recommendation revises and replaces the Human Resources Development Recommendation, 1975.