Final Report

Workshop on Legislation for Promoting Lifelong Learning for Parliamentary Members of FASPPED Member States in South and West Asia

28 April, 2012
Tehran-IR of Iran

Iranian National Commission for UNESCO

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

FASPPED
FORUM OF ASIA PACIFIC PARLIAMENTARIANS FOR EDUCATION

Islamic Parliament of Iran

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Table of Contents

3

Foreword

In today's knowledge societies, where high-speed cultural, economic, Social and political changes are considered as inseparable attributes of these societies, there is an increasing need for information

access and use in order to keep up with the ongoing transformations. In such conditions, only societies whose constituting individuals are continually learning and as a result are adding to their adaptability and competencies can and will resist. Thus, we have entered into a century which some refer to as the "learning century." An attribute of this century, which is a prerequisite for the establishment of knowledge societies, is its ability to provide the means for lifelong learning by educational systems in different countries. This in itself is the main pillar for empowering people in their efforts to access new information.

Other names for this type of learning are continuing learning, learning that lasts for life, and learning throughout life. This leaning is not a normative concept, but a multidimensional systematic principle. The vertical aspect of this type of learning includes learning from the cradle to grave and its horizontal aspect spreads over the whole of an individual's personal and social life and focuses on the various features of learning including the family, society, school, and work. Instead of focusing on linear learning at a specific time in life, lifelong learning is a type of learning whereby all means of learning are spread throughout life, enabling individuals to adapt themselves to changes in life and societies for the better. In other words, lifelong learning is what enables effective participation in formal, non-formal and informal modes of learning. Lifelong learning is of significant importance in the three phases of life and pursues three different goals, including 1) Cultural development pertinent to understanding, intellectual property and conceptualisation; 2) Social development pertinent to citizenship and social participation; and 3) Professional development and employment pertinent to production, job satisfaction, financial welfare and economic sustainability.

UNESCO and the international community's commitment to achieving the six EFA goals by 2015, as stipulated in the World Summit on Education in Dakar in 2000, included, inter alia, a strategic strategy of providing equal learning opportunities for all. The Dakar Framework for Action clearly shows that education must begin from early childhood and last for life. It shows that lifelong learning is a means of empowering peoples, eradicating poverty at family and societal levels, and enabling widespread social and economic development. Moreover, equal access to educational opportunities is an inevitable prerequisite of the right to Education for All. In response to these needs, lifelong learning functions as a leading principle for educational development and reforms and has to be included into the educational planning agendas of nations, as such. On the other hand, it is now the 10th and last year of the United Nations Literacy Decade (2003-2012) and despite considerable progress made in the Asia and the Pacific region for eradication of illiteracy there are as yet some countries in this region, especially those with high populations, that suffer from large numbers of adult illiterates. Moreover, access to quality education for primary level school pupils and achieving education for all in the secondary level is yet very challenging. Lack of access to necessary reading materials, threatens those with primary education to illiteracy.

In such conditions, parliamentary support of innovative methods aimed at providing public access to basic education and developing life skills education and providing resources for lifelong learning is of utmost importance. Thus, raising awareness among parliamentary members of the countries of the Asia-Pacific region regarding the significance of lifelong learning and sharing of international experiences in this area can well inspire parliamentary and governmental legislations.

"The Workshop on Legislation for Promoting Lifelong Learning for Parliamentary Members of FASPPED Member States in South and West Asia" was organized to be held in Tehran, the Iranian capital, on 28 April 2012, two days before the 2nd FASPPED General Assembly meeting, in the framework of information and awareness raising programmes aimed at promoting lifelong learning and activities undertaken for organizing the 2nd FASPPED General Assembly, based on an agreement between the Education Department of the Iranian National Commission for UNESCO and the Education and Research Standing Committee of the Islamic Parliament of Iran.

There were 40 participants to the workshop, who were mainly parliamentary members of the countries of South and West Asia that were members to the Forum of the Asia Pacific Parliamentarians for Education (FASPPED), representatives from the UNESCO Asia and Pacific Regional Bureau for Education in Bangkok (UNESCO Bangkok Office), the UNESCO Institute for Lifelong Learning in Germany, the UNESCO Tehran Cluster Office, the Iranian National Commission for UNESCO, researchers and specialists from specialised educational institutions as well as representatives of national policy-making and educational planning bodies. The main aims pursued by the Workshop were:

- Increasing participants' knowledge of lifelong learning and emphasizing the importance and necessity of heeding this issue by parliaments and other relevant educational bodies;
- Creating a platform for discussion and an effective exchange of ideas and experiences between parliamentarians of the countries of South and West Asia on obstacles to and challenges of policy-making and legislating for the development of lifelong learning and proposing solutions to the existing problems;
- Increasing legislators' knowledge of the significance and role of the ICTs in developing universal education for all and lifelong learning; and
- Strengthening international and regional cooperation in developing and promoting lifelong learning.

The Workshop was organized in four working sessions, focusing on the following subjects, where the participants shared and discussed their experiences and viewpoints of various issues related to lifelong learning:

- Parliaments and Promoting Lifelong Learning;

- UNESCO and Capacity-Building in Lifelong Learning;
- Lifelong Learning in South and West Asia; and
- Iranian Success Stories in Lifelong Learning.

A specialised discussion session between the keynote speakers and participating individuals wrapped up the Workshop. This closing session was allocated to a discussion on the challenges and the points of weakness and strength of lifelong learning in Asia and the Pacific region.

The closing ceremony ended upon adoption of the workshop recommendations by the title of the Tehran Recommendations, which focused on the role of parliaments in promoting lifelong leaning. The recommendations were read and adopted by all participants. It was decided to have the said recommendations conveyed to relevant organizations including the parliaments of states members to the Forum of the Asia Pacific Parliamentarians for Education (FASPPED), UNESCO and ministries and bodies responsible for educational policy-making and planning, to inspire future legislations and policies in education.

To conclude, we hereby express our sincere gratitude to the UNESCO Institute for Lifelong Learning in Hamburg, Germany, the UNESCO Asia and Pacific Regional Bureau for Education in Bangkok, the UNESCO Tehran Cluster Office, Members to the Scientific Council of the 2nd FASPPED General Assembly meeting in Iran, the Iranian Ministry of Education with special thanks to the Education Research Centre and the High Council for Education, the Iranian Ministry of Science, Research and Technology with special thanks to the Institute for Research and Planning in Higher Education and the University of Applied Sciences, the Iranian Ministry of Health and Medical Education with special thanks to the deputies for Health and Education of the Ministry, the ISESCO Regional Bureau in Tehran, and the Islamic Parliament of Iran for their efforts contributing to the effective organization of this important event.

It is with utmost desire that this report could serve as an important step in promoting sustainable and integrated policies on strengthening lifelong learning for renovating and reforming educational systems in Asia and the Pacific region, especially in the countries of South and West Asia.

Sessions' Reports

A. Opening Session

The Workshop on Legislation for Promoting Lifelong Learning for Parliamentary Members of FASPPED Member States in South and West Asia was inaugurated at Esteghlal Hotel, on the morning of 28 April 2012, following a recitation of the Holy Qur'an and the national anthem of the Islamic Republic of Iran. The opening ceremony was followed by the inauguration speech of Dr Ali Abbasspour Tehrani-Fard.[1] The speaker welcomed the participants and briefed the audience on the objectives for organizing the Workshop. "This is the second workshop that we are organizing in Iran in cooperation with UNESCO in the framework of FASPPED," explained the speaker. "As you are well aware, the Islamic Republic of Iran was elected, by the parliaments of the Asia-Pacific

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[1] Chair of the Education and Research Standing Committee of the Islamic Parliament of Iran
and Head of the Scientific Council of the 2nd FASPPED General Assembly

countries, as President of FASPPED in 2010. Since then the IR of Iran has undertaken various activities to promote education and enhance cooperation and dialogue among educational institutions.

The first workshop organized by Iran in the framework of FASPPED was held on 3 March 2011 and bore the title of 'Regional Workshop on the Role of Education in Meeting Challenges of the Contemporary World: Quality Education, A Key Instrument in the Recognition of Sustainable Development Goals.' This workshop was attended by parliamentary representatives of countries members to the FASPPED Executive Bureau (Republic of Indonesia, Republic of Korea, Republic of Vietnam, Islamic Republic of Iran, and Bangladesh), observers from the Islamic Republic of Afghanistan and the Islamic Republic of Pakistan, including participants from the UNESCO Regional Bureau for Education in Bangkok and UNESCO's International Institute for Educational Planning (IIEP) in Paris. This workshop was wrapped up by recommendations on strengthening the need of integrating quality education into educational policy and legislations."

Dr Abbasspour then summarized the aims pursued in organizing the Workshop as:
- Increasing participants' knowledge of lifelong learning and emphasizing the importance and necessity of heeding this issue by parliaments and other relevant educational bodies;
- Creating a platform for discussion and an effective exchange of ideas and experiences between parliamentarians of the countries of South and West Asia on obstacles to and challenges of policy-making and legislating for the development of lifelong learning and proposing solutions to the existing problems;
- Increasing legislators' knowledge of the significance and role of the ICTs in developing universal education for all and lifelong learning; and
- Strengthening international and regional cooperation in developing and promoting lifelong learning.

Following an explanation about reporting on special issues related to the role of parliaments in capacity-building in lifelong learning at the first working session of the Workshop, Dr Abbasspour concluded by wishing the workshop every success in "raising awareness among parliamentary members on the necessity to develop lifelong learning; adopting methods and principles for promoting lifelong learning; developing and strengthening mechanisms required to remove legislative divides between the countries of South and West Asia for lifelong learning; capacity-building for legislations on the development of lifelong learning through promoting the use of ICTs in education and strengthening cooperation between parliaments of the countries of South and West Asia on the subject of lifelong learning."

Second speaker of the opening ceremony was Dr Mohammad Reza Saeidabadi, Secretary General of the Iranian National Commission for UNESCO. A welcome to the participants followed by some verses from Rumi (Mowlana) initiated the Secretary General's speech. "UNESCO secretariat and the National Commissions for UNESCO can establish continual and appropriate relations with parliaments to design, implement and evaluate UNESCO programmes and activities in Member

States. In other words, they can secure parliamentary support for priority programmes" said the speaker, who then briefed the audience on the various roles assigned to parliaments at the country level:

1. Law making and standard setting:
   Activities in this sphere include ratification of legal international instruments; harmonising national legislation with international legislation; assistance in drawing up national plans of action; and assistance in fulfilling national reporting obligations as concerns the action(s) taken to implement obligations entered into.

2. Oversight
   Parliaments perform their oversight role in a number of ways. They
   Ensure compliance by the Executive with international standards; push for the establishment of a parliamentary commissioner or as ombudsman; promote debate in parliament on issues of relevance to UNESCO; and participate in the audit/assessment of the Executive's performance in the areas of relevance to UNESCO, for example the educational sector and thereby promote policy reforms that are favourabrle to these sector.

3. Budget allocation
   Parliaments perform their budget allocation role by: ensuring that substantial resources are allocated to the sectors of relevance to UNESCO; ensuring that the Executive pays in a timely fashion the country's contribution to the UNESCO budget; encouraging the government to increase its development aid budget.

4. Representation
   Based on national needs the parliament can: initiate and implement community-based projects; and organise campaigns to mobilise community support for UNESCO- related activities.

These, including other activities of the Parliament in the area of education, not entered into in detail due to the time limit, are among responsibilities of parliaments concerning the implementation and promotion of UNESCO activities and progrmmes at the country level, concluded Dr Saeidabadi.

Third speaker of the opening ceremony was Mme Tarja Virtanen, Director and Representative of the UNESCO Tehran Cluster Office. Welcoming the participants and conveying compliments to the hosts-the Islamic Parliament of Iran and the Iranian National Commission for UNESCO- the speaker so stated: "Your efforts to promote policy dialogue on Lifelong Learning and Education for All at parliament level is crucial for the development of societies. The main objective of today's workshop is to promote lifelong learning and emphasize the important role of parliamentarians in finding solutions to the challenges of ensuring education for all citizens throughout their lives. Lifelong learning cannot be anchored solely in one phase of a person's life or in a single place. Lifelong learning builds on the basic foundation of universal literacy and it encompasses learning at

all ages, including early childhood education, basic education, vocational and technical education, higher education, as well as informal and non-formal education.

Like any learning, successful lifelong learning is based on the four pillars of education. These well-known pillars are 'learning to know', 'learning to do,' 'learning to live together' and 'learning to be.' All conceptualizing of UNESCO's own education programmes is based on these pillars, which are considered as a comprehensive basis for all education.

The parliamentarians are key drivers of their societies-for instance-by sponsoring and passing targeted legislation and policies that pave way got Education for All and lifelong learning for all the citizens of their societies. Therefore, this workshop provides a valuable forum to clarify the concept of lifelong learning and to exchange information on best practices toward solutions for lifelong learning for all."

Further on, Mme Virtanen introduced the members of the UNESCO delegation to the FASPPED General Assembly of 30 April to 1 May, 2012 as: Mr Qian Tang, Assistant Director General for Education, participating as Head of Delegation; Mr Gwang-jo Kim, Director of the UNESCO Asia-Pacific Regional Bureau for Education; Mr Jin Yang, Education Specialist from the UNESCO Institute for Literacy (UIL); and Mr Abdul Hakeem, Senior Advisor in Education of the Asia-Pacific Regional Bureau for Education.
"Mr Hakeem and Mr Yang will also contribute, in their senior expert education capacity, to the workshop of today."
The Speaker concluded by once again thanking the Islamic Parliament of Iran and the National Commission for UNESCO "for making this workshop happen" and wished the best of success to their deliberations.

B. Working Sessions

Session I: Parliaments and Promoting Lifelong Learning

An Introduction to Lifelong Learning, the Role of Parliaments in Capacity-Building for Lifelong Learning

The first of the working sessions initiated with a speech by Dr Abbasspour. The Speaker began by defining lifelong learning as "a continual process of skills and knowledge construction that takes place throughout the life of any person. In other words, lifelong learning is the application of learning opportunities, whether formal or non-formal, in any person's life, which is required for the continual development and improving of a person's knowledge in line with employment needs and personal progress." "The history of lifelong leaning dates back to the World Conference on Education for All (Jomtien, 1990). Additionally, lifelong learning is referred to in the World Education Forum (Dakar, Senegal, 2000), Report of the UNESCO International Commission on Education for the 21st Century (Jacque Delors); and the 6th International Conference on Adult Education (Belem, Brazil, December 2009)," explained Dr Abbaspour. The following were referred to by the Speaker as characteristics of lifelong learning:

- Goal-oriented;

- Continuity;

- Emphasizing non-formal education;

- Self-motivated;

- Diversity of financial resources; and

- Application of diverse tools.

"Parliaments are known to promote lifelong learning through legislations for improving the quality of education towards lifelong learning; encouraging governments to define accurate and measurable criteria to evaluate lifelong learning; budget appropriation for lifelong learning; and monitoring implementation of national educational plans in favour of lifelong learning, explained Dr Abbaspour."

To continue, the Chair of the Education and Research Standing Committee of the Islamic Parliament of Iran named general education, technical and vocational education, higher education, research and technology as important action areas of the Education and Research Standing

Committee of the Islamic Republic of Iran. The responsibilities and functions of this committee include:

- Review, modification and completion of legal instruments on education;

- Supervising and evaluating implementation of research projects on education;

- Examining and evaluating legal instruments on annual national budgetary allocations;

- Examining and commenting on legal instruments on national plans for economic, social and cultural development;

- Examining the implementation and results obtained from implementing national economic, social and cultural development plans;

- Examining reports obtained form relevant national institutions on activities undertaken in the field of education; and

- Adopting pilot educational projects and adopting statutes of relevant educational governmental institutions within the framework of the Constitution (Principle 85).

Further on the Speaker explained Iranian parliamentary legislative actions in favour of lifelong learning as:

a) Literacy and adult education:

    i.   Fourth National Development Plan (on the national implementation of Education for All;

    ii.   Reviewing the law on responsibilities and objectives of the Ministry of Education;

    iii.   Adopting the Statutes of the Literacy Movement of Iran;

    iv.   Reviewing the law on the formation of nation-wide provincial education councils.

b) Developing programmes on life skills education:

    i.   **Fifth National Development Plan:**

Emphasizing the necessity to set the grounds for skills education in view of the needs of the labour market for all secondary level pupils up to the end of the 5th NDP.

ii. **Fourth National Development Plan:**

Educational planning to improve health and healthy-living life styles

iii. **Developing and reviewing the statutes of the National Organization for Special Education**

c) Application of ICTs in Education:

i. **Fifth National Development Plan:**

Transformation of educational programmes in favour of integrating ICTs' application into all educational programmes and processes

ii. **Fourth National Development Plan:**

Updating educational staffs' knowledge of and skills in ICTs

iii. **Third National Development Plan:**

Creating and reinforcing communicative infrastructures for capacity-building in ICTs and linking the country to world communication networks

d) E-learning for the World of Labour:

i. Fifth National Development Plan:

Offering distance education and electronic courses; expanding the ICT industry, etc.

e) Improving non-formal education:

i. **Fifth National Development Plan:**

Evaluating and enhancing professional qualifications of all educational staffs

ii. **Fourth National Development Plan:**

Enhancing teachers' potentials and skills in view of international experiences

iii. **Third National Development Plan:**

Allocating budget to in-service training programmes, to enhance teachers and educational staffs' efficiency

Recommendations on modalities for strengthening the role of parliamentary FASPPED members in lifelong learning wrapped up this speech:

▸ Encouraging FASPPED Member States to develop a continual plan for evaluating lifelong learning;

▸ Benefiting from best practices/success stories of developed countries in Asia and the Pacific, to provide technical support to least-developed FASPPED Members States;

▸ Define criteria for evaluating lifelong learning in cooperation with experienced regional countries, UNESCO and specialized educational institutions;

▸ Supporting and adopting rules on improving budgetary allocations to lifelong learning;

▸ Raising awareness on the necessity of lifelong learning through the mass media; and

▸ Taking necessary measures to reduce the gap on lifelong learning between countries in Asia and the Pacific.

Session II: UNESCO and Capacity-Building in Lifelong Learning

Lifelong Learning and Policy Dialogue and Ways to Develop Capacity-Building in This Area

First speaker of this session was Mr Jin Yang, Programme Manager for Lifelong Learning at the UNESCO Institute for Lifelong Learning. The Speaker began by bringing reference to the philosophy of lifelong learning from the views of Confucius, Plato and the holy prophet of Islam and by explaining lifelong learning from the view of the holy Qu'ran. He added that "from the late 1960s UNESCO Played an important role in laying the foundations for lifelong learning. In 1970, Paul Lengrand, a staff of UNESCO, published an introduction to Lifelong Education. In his 1972 report, 'Learning to Be: The World of Education Today and Tomorrow,' Faure, appealed to UNESCO member states to re-organise their educational structures on 2 basic premises: a) all agencies become providers of education and b)all citizens be engaged in learning, taking full advantages of the opportunities provided by the learning society." Part of the Faure report explains that, "The school has its own role to play and will have to develop it even further. But it will be less and less in a position to claim the education functions in society as its special prerogative. All sectors-public administration, industry, communications, transport-must take part in promoting education. …every individual must be in a position to keep learning throughout his life," said the Speaker.

"In 1974, Coombs and Ahmad defined three types of education. These three types included formal education, non-formal education and informal learning,' continued Mr Yang. The three types of education are defined as follows:

   Formal education: the highly institutionalized, chronologically graded and hierarchical 'education system', spanning early childhood development, lower primary school to the upper reaches of the university;

   Non-formal education: any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children; and

   Informal learning: the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment […].

"Since the 1990s, there has been a shift in much of the literature and policy discussions from 'lifelong education' to 'lifelong learning.' In 1996, some important international efforts highlighted the importance of learning for the society of the future. These included: a) publishing the title, "Learning: the treasure within", by UNESCO; b) implementation of the OECD project of Lifelong Learning for All; and c) proclamation of 1996 as the 'European Year of Lifelong Learning,' by the European Union," explained the UIL Programme Manager for LLL.

"Learning throughout life will be essential for adapting to the evolving requirements of the labour market and for better mastery of the changing Time- frames and rhythms of individual's existence," says the title on Learning: The Treasure Within (Delors et al, 1996).

Mr Jin Yang explained that from Delors point of view learning can be defined as "individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction."

"Learning is based on the four pillars of learning to Be, Learning to Know, Learning to Do and Learning to Live Together," explained the Speaker.

Further on, in regard to the issue of policy development in promoting lifelong learning, Mr Yang brought examples of experiences by some countries, explaining that in 2007 the Republic of Turkey developed the Lifelong Learning Strategy, which identified 16 priorities including: Issuing a legal regulation to promote lifelong learning; establishing a lifelong learning culture by increasing social awareness; increasing literacy rate through ensuring acquisition of literacy skills by all individuals; increasing enrolment rate at all levels of education; updating training programmes continuously in

the direction of changing needs; promoting the use of ICT to meet the changing needs of the age; strengthening career guidance services under the scope of lifelong learning; establishing a quality assurance system by activating the national qualification system; and bringing labour quality to an internationally competitive level.

The Republic of Korea also has a legal framework in lifelong learning. Article 31 of the Constitution of the Republic of Korea emphasises the need for the State to promote lifelong learning. The Korean Basic Law on Education comprises of the Elementary and Secondary Education Act, the Higher Education Act, and the Lifelong Education Act.

Strategies of the Republic of Korea in lifelong education are as follows:

- Support specialized programmes considering regional characters and conditions;

- Establish a learning network: local schools, industries, and lifelong education organisations;

- Develop strategies to encourage more people to participate and develop local programmes with professional expertise; and

- Develop lifelong learning cities.

Thailand also has legislations for promoting lifelong education:

In the Thai *National Education Act* (1999) and *the Amended Act* (2002), lifelong education is defined as the integration of formal, non-formal and informal education.

Thai strategies in lifelong learning:

- Upgrading child-rearing practices and learning environments within the homes;

- Enhancing indigenous learning networks;

- Supporting research and knowledge management system;

- Activating commercial delivery network and contribution to lifelong learning; and

- Mobilizing other development agencies and new players.

Thailand has a policy framework for promoting lifelong learning, a tentative summary of which is provided below:

- A national learning system needs to be supported by broad social consensus, legislative instruments;

- Development of coordination mechanisms among all stakeholders;

- Increase financial investment in education and learning, and adopt innovative financing strategies;

- Diverse formal, non-formal and informal learning opportunities must be developed and made equally accessible to all;

- Reform school education and higher education institutions, and enable students to become lifelong learners;

- Build synergy between diversified various learning systems;

- Promote the recognition, validation and accreditation of non-formal and informal learning;

- Effective use of ICT and open learning approaches;

- Building learning cities (regions, communities); and

- Research, and monitoring and evaluation, appropriate indicators and benchmarks.

To continue, the Speaker pointed out some of the activities undertaken in lifelong learning by UIL, explaining that "in capacity-building for establishing lifelong learning systems, certain activities are undertaken, which include a two-week progamme to develop capacity for establishing lifelong learning systems in UNESCO Member States; a pilot workshop for 10 of the Member States in Hamburg, Germany, in November 2012; and a preparatory seminar on Developing Capacity for Establishing Lifelong Learning Systems in Selected Middle-East and North African Countries, organized at RECP in the United Arab Emirates, in January 2012."

Mr Yang wrapped up by concluding that:

- Developing a lifelong learning system is no doubt in the end a political process, and it needs political courage, steadfast commitment and pioneer spirit;

- Building a lifelong learning system and learning society calls for more than a mere tinkering with education systems;

- The promotion of lifelong learning embodies a vision of what a society wishes to become in the long term, so the building of a lifelong learning system is a long process; and

- UIL is at the Member States' disposal for providing technical assistance and supporting capacity building activities.

The Need to Take Account of and Integrate Lifelong Learning into Policy-Makings for Education and Related Legislations

Second speaker to take the floor in this session was Dr Hameed A Hakeem, Education Advisor and Coordinator for the APPEAL programme at UNESCO Bangkok Office.
To begin with, the Speaker briefed the session on the Education MDGs and the six goals of Education for All:
1. Eradicate extreme poverty and hunger;
2. Achieve universal primary education;
3. Promote gender equality and empower women;
4. Reduce child mortality;
5. Improve maternal health;
6. Combat HIV/AIDS, Malaria and other diseases;
7. Ensure environmental sustainability; and
8. Global partnership for development.

Education for All Goals:
1. Expand early childhood care and education;
2. Achieve universal primary/basic education (UPE);
3. Provide life skills and life long learning;
4. Improve literacy rates;
5. Achieve gender parity and equality in education; and
6. Provide quality education.

"Comparing the MDGs and the six EFA goals shows that two of the MDGs are common with the Education for All goals," said Dr Hakeem. He explained lifelong learning as learning that begins at birth and continues to death; learning that is acquired though formal, informal and non-formal modes of education; learning that not only emphasizes economic benefits, but also stresses the social and cultural development of individuals; and a type of learning that is difficult to conceptualize in its entirety because of its comprehensiveness and multiple modalities.
According to the Speaker, factors that drive lifelong learning are:
1. Reduction of inequalities and exclusion;
2. The characteristic of LLL as a survival issues, which helps deal with rapid change, and new situations in personal, social and working lives;
3. Creating a sense of optimism due to the fact that skills can be learnt at any age and that LLL allows access to learning when needed;

4. LLL is a foundation for an emerging learning/knowledge society, accompanied by a growing recognition that learning and investment in human capital leads to economic growth and development of social capital including greater civic participation;
5. Learning, which not only means to gain skills, but is a process of developing a complete person through discovering the potentials for and revealing the treasure within each of us. Learning goes beyond the instrumental view of education (the 4 pillars of learning in the Faure report: 'Learning to Be, Learning to Know, Learning to do and Learning to live together.)

Lifelong learning calls for a comprehensive, integrated and holistic system, where legislations, policies and resources are used to serve organizations and institutions.

The Speaker then defined the key elements required for an integrated and comprehensive system as:

1. Development and articulation of LLL Policies;
2. A legal framework that gives effect to policies, legal provisions, associated rules, regulations and procedures derived from the adopted laws and helps develop a systematic approach to LLL and strengthen governance and management of LLL activities;
3. Enhancing partnerships for LLL to increase learning opportunities with special emphasis on increasing providers and diversification of delivery modes;
4. Community-based mechanisms to promote LLL through multi-purpose community learning centres (e.g. CLCs, Gonakendra, Kominkan…), especially for the poor and the disadvantaged;
5. Equivalency frameworks: recognition of prior learning, accreditation to help address access to, and articulation between formal and non-formal learning can also serve as a quality enhancement measure;
6. Making objectives and content of LLL relevant to critical concerns of collective priorities of society (e.g. knowledge, understanding, skills for sustainable development); and
7. Making the utmost of the potentials of ICT, to increase access to and quality while lowering costs at the same time.

On defining and measuring quality from the perspective of lifelong learning, Dr Hakeem added that, "learning from a wider perspective includes the acquisition of cognitive, non-cognitive and occupational skills." "According to delors Report (UNESCI, 1996)," added the Speaker "education consists of the four pillars of: learning to know, learning to do, learning to live together and learning to be."

On qualifying education and in order to measure learning levels and competencies of learners, in 2006, the Organization for Economic Cooperation and Development (OECD), developed a programme by the title of DeSeCo Definition and Selection of Competencies, which placed emphasis on interacting in socially heterogeneous groups, acting autonomously and using tools

interactively. The project on Assessment and Teaching of 21st Century Skills (ATC21S), also emphasised ways of thinking, ways of working, tools for working and living in the world.

The Speaker continued by briefing the audience about country experiences in lifelong learning:

Japan: Strong laws and policies are set for promoting a lifelong learning society in Japan. In this regard, reference can be made to the KOMINKAN at municipal level, the law on LLL enacted in 1990 and the LLL Promotion Bureau at the Japanese Ministry of Education that aims to shift education policy towards a lifelong learning system.

Republic of Korea: Article 31 of the Korean Constitution holds the state responsible for promoting lifelong learning. Additionally a social education act is adopted as a legal and policy framework for non-formal and adult learning. Since 1995 much has been achieved in Korea towards developing an infrastructure for an open and lifelong learning society, under a presidential commission.

A Credit Bank System operates to recognize various learning experiences on credits and awards qualification accordingly. A national institution by the name of NILE is established for LLL. A 2008 legislation empowers local governments to establish their own lifelong learning promotion plans, including the establishment of Lifelong Learning Cities.

China: In china the population of lifelong learners is seen to three times that if the formal school population; there are three billion candidates for LLL including 790 million workers need to renew their knowledge and skills. 120 million of these populations include migrants coming from rural areas to cities to adapt to new work and living environments and 144 million of the population are the elderly who want to be active citizens and pursue a meaningful and enriched life of leisure. New modes of continuing education are being developed fast through partnerships between the Government, schools, communities, industries, enterprises and other organizations.

"Useful insights can also be obtained by looking at the experiences of Scandinavian countries, UK, South Africa, Thailand, etc.,"added Dr Hakeem.

The Speaker then added that "LLL encompasses formal learning (schools, institutions, and universities), non-formal learning (on-the-job, community-based…), and informal learning (skills learnt from family, visits to museums, and people in community…)." "Formal, non-formal and informal learning are integral parts of the continuum of lifelong learning. And lifelong learning calls for a greater recognition of non-formal and informal modes of learning," added the speaker.

The key characteristics of the non-formal mode of learning were summarized as below:

1. Flexibility in organization and methods;
2. Diversity in terms of programmes, providers (different sectors, NGOs…), learners, and educational content;
3. Participatory: often learners control process and format, which is modified to meet local situations while retaining key elements;
4. Effective mode to reach out to disadvantaged groups most of whom are in need of improvement in their life situations;
5. Focusing of a clearly defined purpose; and

6. While learners in the formal system often study to prepare for exams in order to continue to higher levels of education, non-formal learners usually learn to acquire practical knowledge and skills for immediate application, to improve their living conditions.

Additionally, the issues and challenges in learning through the non-formal mode were also summarized as below:

1. Non-formal learning is not accorded sufficient priority to. It is poorly funded, it has a poorer quality of trainers and as a result this mode of learning offers poorer service quality;
2. Assessment and evaluation of this type of learning is often difficult. This is mainly because a vast range of courses of varying durations is delivered in diverse places by trainers of varying qualifications to very diverse groups of learners;
3. Development of linkages between formal and non-formal education: issues of accreditation, equivalency and…

"On promoting community-based lifelong learning, UNESCO implemented the APPEAL Regional CLC project," stated the Speaker, who further defined a CLC as a community-based learning venue outside the formal system with the following characteristics:
1. Providing education and training for all ages, assisting the establishment of a learning community;
2. Promoting social and economic development, assisting poverty alleviation, community empowerment and improving living conditions; and
3. Supporting lifelong learning opportunities for improving the quality of life.

The Speaker then continued to explain about the learners at CLC, who were categorized into the five groups of:
1. Pre-school children;
2. School-age children;
3. Youth;
4. Adults; and
5. Elderly people.

Lessons learnt from the regional CLC project to promote lifelong learning were summarized by Dr Hakeem as follows:
1. Community ownership (learners);
2. Resource mobilization;
3. Capacity-building;
4. Political support;
5. Monitoring and evaluation; and
6. Partnerships and networks.

Twenty-two countries in the Asia and the Pacific took part in this project.

Dr Hakeem wrapped up his speech by briefing the session on actions needed to meet the requirements of lifelong learning:

1. Policy framework: advocacy to promote and build a culture committed to LLL---existing policies on literacy, non-formal, adult and basic education need to be reviewed and recast in the context of LLL;
2. A lifelong perspective should be incorporated in the National EFA Action Plans…i.e. towards EFA at All levels and throughout life;
3. Move LLL from theoretical concept to actual practice;
4. Infrastructure and opportunities;
5. Collaboration among many agencies across sectors and facilities to develop LLL systems: NGOs, civil society, private sector;
6. Special focus on ECCE, literacy and basic education, which provide the foundation for further learning;
7. Develop credible and reliable assessment and certification systems for equivalency among modes of learning;
8. A culture of quality must be built and reflected in learning outcomes and in the impact of LLL on peoples' lives and wellbeing. This calls for a periodic outcome and impact assessment with the use of credible and holistic indicators. Knowledge and skills in communities should be considered as a learning resource;
9. Share information among countries on policy development, institutional arrangements and other aspects of lifelong learning; and
10. International partners should reassess and strengthen their support to build capacities and institutional support for lifelong learning.

Session III: Lifelong Learning in South and West Asia

ISESCO and Lifelong Learning in South and West Asia

First speaker of this session was Mr Abbas Sadri, Director of the ISESCO Regional Office in Tehran. He began by introducing a new paradigm while explaining about the radically different economy and society of the 21st century, which emphasises the need for education more than ever before. "This is what calls for the educational systems in the Asia and the Pacific to comply with the principle characteristics of the 21st century, which include globalization, the ICT revolution, economic restructuring and the emergence of knowledge societies," said Mr Sadri.

The Speaker then briefed the session about key resources by economic era, explained as follows:
1. Agrarian and natural resources (1880);
2. Industrial means of production(1880-1985);
3. Information technology (1995-2000); and
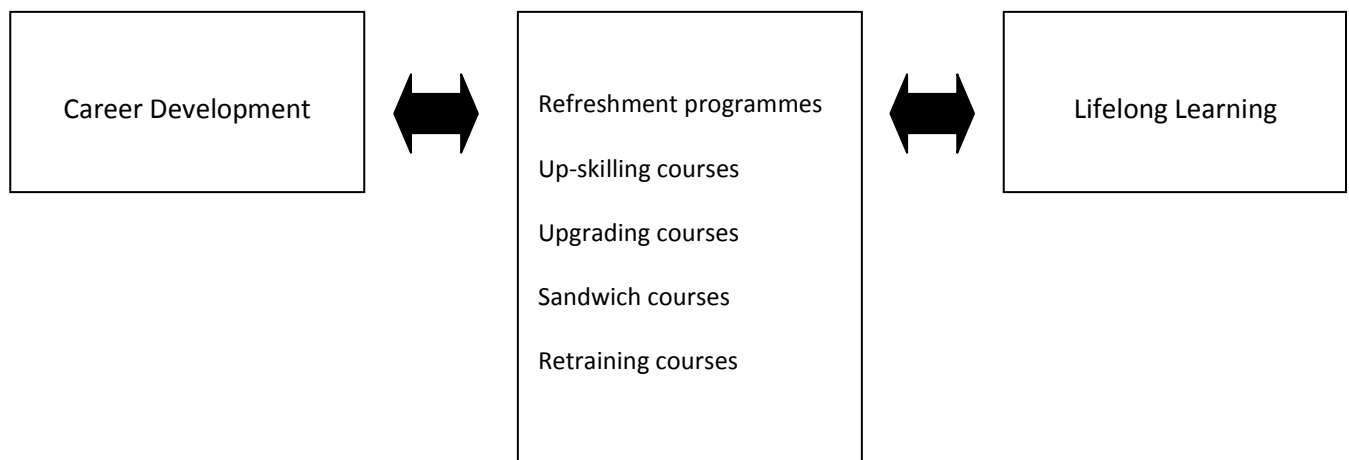4. Knowledge and intellectual capital (1995).

"Bearing on this distinction, what is most attended to these days is knowledge and intellectual capital, which is the outcome of information literacy, media literacy, computer literacy, technology literacy, workplace literacy and interpersonal literacy," explained the Speaker.

The Speaker continued to explain about the 7Cs of the Generic Skills, which require special attention:
1. Critical thinking and action;
2. Creativity and innovation;
3. Collaboration and team work;
4. Cross-cultural understanding;
5. Communication and Presentation;
6. Computing and Information; and
7. Career and lifelong learning.

Further, by explaining that lifelong learning covers the whole lifecycle of an individual and that the learner is the central part of learning, Mr Sadri added that "in any new workplace, 10% of lifelong learning is spent on acquiring cognitive skills, 20% is spent on acquiring creative and innovative skills, 30% of lifelong learning goes to the development of interpersonal skills and 40% of this is related to work readiness and work habits."

A dynamic model for connecting lifelong learning to career development was presented by the Speaker as follows:

Career Development	⬌	Refreshment programmes Up-skilling courses Upgrading courses Sandwich courses Retraining courses	⬌	Lifelong Learning

Additionally, the Speaker offered the following chart, which describes a knowledge society based on lifelong learning:

Lifelong learning ← → Skills → Competency
↓ ↓ ↓
Competency ← Career → Development for all
↓ ↓ ↓
Culture of learning ← learning network — Career development
↓
Knowledge Society
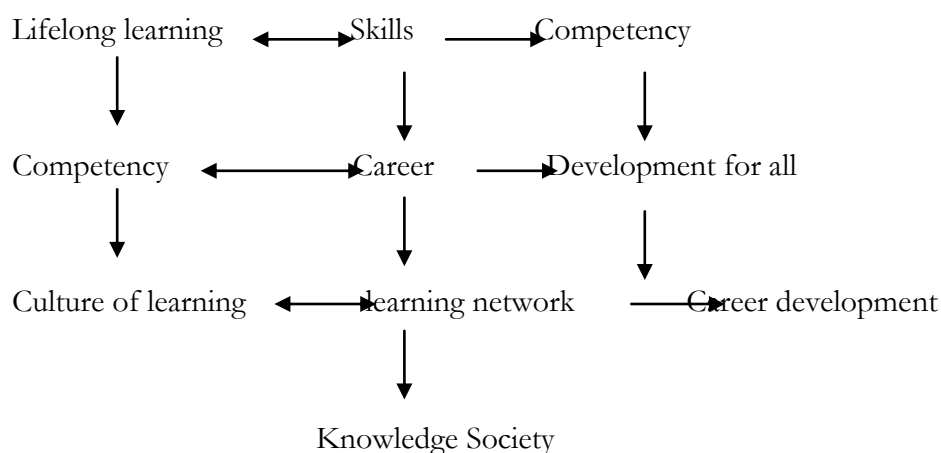
To conclude, the ISESCO Director enumerated the various activities of his office in the regional countries as follows:

1. Organsing training courses on the management of reading centres;
2. Implementing quality improvement programmes for community learning systems;
3. Developing necessary mechanisms to enhance accountability to lifelong learning stakeholders;
4. Training workshop on poverty alleviation for marginalized and deprived people;
5. TVET to promote professional rank through lifelong learning;
6. Workshop on mechanisms to motivate individuals for lifelong learning; and
7. Training course on healthy caretaking of the elderly.

Session IV: Iranian Success Stories in Lifelong Learning

Approaches to Lifelong Learning in the National Fundamental Transformation Document of Education

First speaker of this session was Mr Navid, Secretary of the Supreme Council for Education. He briefed the Session about the successful experiences of the IR of Iran in the area of lifelong learning. In his speech, focusing on lifelong learning in developmental documents of the IR of Iran, he stated

that "environmental changes in the present era have rendered educational changes inevitable. The reasons for a lack of conformity between educational systems and social transformations should be sought in both the theoretical and philosophical fundamentals of these systems as well as in their structures, methods, trends and operations. A manifestation of social transformation is the need for lifelong learning," said the Speaker, who then continued by enumerating the requirements of lifelong learning as follows:

1. Sufficient information and knowledge of the basics;

2. Strengthening the will and motivation for learning; and

3. Knowledge of learning methods.

As a successful experience of the IR of Iran, the Speaker referred to the National project on the Fundamental Transformation Document of Education of the IR of Iran. This project is considered as a means for responding to social transformations (in education) and a way of implementing new approaches, including lifelong learning. "Fundamental transformation is a deep-rooted, inclusive, systematic, futuristic transformation that is based on spiritual and Islamic teachings," explained Mr Navid.

"A most important characteristic of education concerns its nature of continual evolution and constant improvement of situations and conditions. Against this background, certain school-friendly characteristics, as mentioned in the Outlook Document for Education of the IR of Iran, include:

1. Individual or group inclination to science and research for the understanding of and continual reform of one's situation and assisting instructors in acquiring new capacities;

2. Promoting a spirit of creativity, innovation and knowledge-seeking to achieve spiritual and material prosperity in life; and

3. Learners should be perfectionsts, in favour of continual development of educational opportunities, facilitators of learning and spontaneous builders of new capacities for education."

Further on, the Speaker explained about certain principles that are considered in curriculum development in the IR of Iran as including:

1. Developing various educational opportunities for school pupils;

2. Organizing educational content based on the integrity and problem-oriented approach, emphasizing fundamental concepts, skills and ideas in any field of education;

3. Emphasizing the need for instructors to ask questions; and

4. Self-lifelong learning.

The Secretary of the High Council of the Iranian Ministry of Education concluded by briefing the Session on activities of the of the Ministry of Education in the area of lifelong learning:

1. Diversifying learning environments;

   Creating a network of learning environments such as research institutions, camps, cultural complexes, public libraries, exhibitions, specialised museums of science and technology, technopreneurship centres, sports complexes, and similar centres, and establishing an effective interaction between schools and learning environments, emphasising the necessity to observe the principles of enriching school environments, in cooperation with relevant bodies.

2. Empowering teachers and school principals in line with new approaches:

   Establishing a university for pre-university teaching staffs; developing a model for professional fluency of human resources; providing the facilities and putting in place effective mechanisms for in-service training of teachers; building-up the professional skills of teachers; and motivating educational staffs.

3. Intelligent use of the opportunities provided by modern technologies:

   Enhancing use of the national IT intranet system in schools, while prioritizing the need to bridge the digital gap between different educational regions and creating an appropriate mechanism for an optimal and intelligent use of the System by teachers and school pupils, in the framework of the Islamic system. Equipping over 40% of schools with modern ICTs, producing textbook content in digital format, producing relevant software, work and technology lesson to be integrated into the lessons of 6th grade at primary level, setting-up headquarters for the intelligent leadership of schools in various provinces, Developing the Roshd National Network since 2004, and empowering school teachers and principals.

4. Sustaining literacy:

   Integrating training courses of the Literacy Movement; offering 200hrs of stabilization courses for literacy learners; enhancing literacy learning to the end of the primary level; developing a comprehensive educational system for adult lifelong learning.

Operationalising the Comprehensive System of "Skill and Technology" Education in the Iranian Higher Education System, in Accordance with the Approach to Support National Assets, Production and Labour

The **second** speaker of this session was Dr Rajab Ali Borzui, Vice-Chancellor for Education of the University of Applied Science and Technology. To begin with, the Speaker explained about the various strategies depicted for skills and technology education in the Comprehensive National Scientific Road Map of Iran, saying that, "the third macro strategy represented in this road map concerns the orientation of the science, technology and innovation cycle towards playing a more effective role in the economy of the Country." In this regards, the Speaker named a number of national strategies aimed at achieving the above:

1. Promoting the cultures of knowledge-based trading and entrepreneurship, and promoting individuals' scientific, technical and skill capacities, with special emphasis on social needs and setting the grounds for professional accountability and responsibility; and

2. Enhancing the role of science and technology in empowering and promoting productivity in the industrial, production, public and technical services sectors.

National activities undertaken in regard to the above were enumerated by the Speaker as follows: 1. Advocating the development of advanced skills education in cooperation with the private sector in order to enhance Iran's share of international techno-markets; and 2. Systematizing public techno-markets and establishing specialized techno-markets in national priority areas.

The Speaker continued by bringing reference to article 21 of the 5th National Development Plan of Iran, whereby, the Government is obliged to promote professional competency by means of enhancing knowledge and skills with a view to real working in the working environment, modifying the educational pyramid of working resources and empowering human resources, reducing the merit gap of national working resources in line with international standards, creating new professional and job opportunities for the youth, and enhancing the place of technical and vocational education in the national system for technical and vocational and applied-scientific education, including in the formal, non-formal and informal educational systems in the following areas, through providing necessary mechanisms and appropriate requirements:

a. Advocating the continuity of the systems for training practitioners and apprenticeship in formal, secondary and higher, informal and technical and vocational and applied-scientific education;

b. Setting the grounds for promoting skills at country level through providing financial facilities of preferable rates and supplying appropriate physical spaces with easy conditions for use, while providing for the active and effective presence of the private sector in developing formal, informal, and non-formal skills education and applied-scientific training;

c. Implementation of the national framework of professional competencies in an integrated manner, to enhance and ensure the relevance of competencies, certificates and degrees in different levels and of different types with professional requirements, with emphasis on the realization of lifelong learning and merits measurement in diverse levels of proficiency; and

d. Needs-assessment for determining the required number of human resources with an associate degree, issuing the relevant license and supporting the establishment and development of training centres offering associate degrees in the private and cooperative sectors, and capacity-building to meet the requirements of the 5th National Development Plan, from beginning to the end of the fourth year of the Plan.

"In the effort to realize the above and in line with the national Professional Qualifications System, a system of Skill and Technology Training was adopted," said the Speaker. The Skill and Technology Training System includes trainings aimed at enhancing and transmitting the knowledge of working and technology, up-dating professional and working skills, and continually increasing productivity in all levels of skills and technology training offered as formal and complementary inter-level teachings. People are thus trained in line with moral and working standards for appropriate job acquisition, using up-to-date technologies and in-service trainings, explained the Speaker, who further defined the System of Skill and Technology Training by depicting the principles of the System:

1. Linking training and professional requirements;

2. Flexibility in defining training programmes with a view to scientific advancements;

3. Preparing people for employment in special occupations and/or related jobs;

4. Preparing for the employment of graduates and enabling their return to education;

5. Skills acquisition as a requisite for improving professional skills; and

6. Initiating skills education from primary level through to higher education.

To continue, the Speaker explained that the Skills and Technology Training System is comprised of two subsidiary systems:

1. Higher Skills and Technology Training; and

2. Technical and Vocational Training (in the form of complementary inter-level educational courses).

The objectives sought in technical and vocational training are summarized as below:

1. Enhancing the efficiency of work forces based on occupational standards, the indigenous and value culture, national labour needs and requirements of the international and regional job markets;

2. Disseminating and institutionalizing a culture of work based on individual talents, tastes, knowledge, skills, technology, specialty, competency and entrepreneurship with a view to moral and Islamic values;

3. Qualitative and quantitative development of skills and technology training, with a view to applied research and spatial planning, using available potentials in the governmental, public, cooperative and private sectors, adopting a needs-oriented approach and effectively interacting with international institutions;

4. Providing for the educational demands of different jobs from the primary level through to higher education in the area of skills and technology training, with a view to technological advancements and paving the way for lifelong learning; and

5. Providing the means for offering skills and technology training as complementary, in-between level courses.

"In order to enhance manpower productivity and increase knowledge and skills, and enable professional promotion in line with modern technologies, complementary skills and technology training courses will be offered between educational levels, at the start of educational levels, or in-service at the work place (workshops, offices, educational institutions, etc.)" said the Speaker.

Dr Borzui continued by explaining about the national framework of professional competencies, saying that "professional competency comprises of qualifications including knowledge, skills, and the ability of appropriate recognition, which are the requirements of any job and are acquired by the individual in learning environments in the process of working and learning.
"The objectives promoted by the Skills and Technology Training System include providing for promoting of professional competencies and evaluating principle qualifications in an attempt to continually up-date individual merits in various levels," said the Speaker.
To continue, the Speaker explained about the Professional Competencies System as having the following responsibilities:
1. Recognizing the variability of professional competencies in the national and international levels; and

2. Standardizing the process for the recognition of educational degrees and licenses as well as documented experiences and activities in order to evaluate professional competencies.

To conclude, the Speaker summarized national programmes aimed at the establishment of an integrated system of skills and technology training for the 2012-2013 biennium as follows:
1. Operationalising the new skills and technology training system in the Higher Education System;
2. Promoting entrepreneurship and commercializing research findings; and
3. Enhancing human resources in the workplace.

Health Literacy and Self-care

A **third** speaker of this session was Dr Ali Reza Mesdaghinia, Vice-Minister for Health of the Ministry of Health and Medical Education. The Speaker began by explaining about the success stories of the Ministry of Health and Medical Education in the area of health history and self-care, saying that "in line with the 5th National Development Plan, the Deputy of Health of the Ministry of Health and Medical Education has prepared a national plan and self-care packages." "The initial steps of this national programme, which is a programme based on scientific evidence are successfully completed and its expected outcome is aimed at lifelong learning by enhancing health literacy of all age groups in the society and improving their self-care activities," expressed Dr Mesdaghinia, who continued by offering the details of the activity in brief:

"A study of diseases in Iran in 2003 revealed that loss of life in Iran is mainly due to early deaths and handicap caused by intentional and unintentional accidents, mental and behavioural disorders and heart disease. A decrease in all three categories of diseases can be brought about through awareness raising programmes and, as a result, a change in health behaviours," said the Speaker.

Health refers to a person or a group of peoples' capacity to recognise expectations and needs and to meet those expectations and needs and change living conditions or to adapt one's self to it, explained the Speaker. "Given that as users of health services, people should be self-confident and increase this confidence with a view to the various obstacles to attaining full health through medical treatments, self-care is becoming more and more important by the day," said the Speaker. The Speaker then briefed the session on the characteristics of self-care, as being a set of conscious, acquired and goal-oriented activities that every individual undertakes, to enhance and improve their individual or collective (family) health and living conditions. This kind of health care is one that can be generalized to an individual's children, family, friends, neighbours and local communities.

Dr Mesdaghinia then listed the advantages of self-care as follows:

- Reducing costs on health services;

- Providing for self-assessment equipment and self-care tools;

- Teaching first aid to school pupils;

- Heath education in the framework of life skills and improving health literacy;

- Establishing training and skills education campaigns on methods of healthy living aimed at changing behaviours, improving health and disease prevention;

- Self-care skills education;

- Producing multimedia training materials on self-care;

- Creating networks of peoples with similar experiences in taking care of patients with special and/or chronic diseases, or peoples with an experience of a healthy life;

- Developing social capital and capacity-building in supporting self-care;

- Pooling public participation for the development and establishment of local health-care programmes; and

- Training health-care service providers and instructors on methods to adopt self-care supportive measures.

A second experience of the Vice-Minister for Health in supporting lifelong learning is training of "health volunteers." This pogramme is running since 1991 in an attempt to increase health literacy among volunteer women groups in areas under the coverage of health-care services and centres. These volunteers are trained in various areas related to health issues and are then required to pass on this knowledge to different target groups in the neighbourhood. "This programme is mainly designed to meet the needs of women between 45 to 60 years of age who are experiencing the transitional period of menopause and the programmes are designed according to standard training methods for "training adults" and volunteer women are being trained in this area nationally," concluded the Speaker.

A New Approach to the Skills Education System in the IR of Iran

The fourth and last speaker of this session and the Workshop was Dr Habibi, Deputy for Education of the Technical and Vocational Training Organization of Iran (TVTO), who primarily briefed the Session on the main objective pursued by the TVTO as "training and enhancing the productivity of

labour forces required in the different areas of industry, agriculture, services, culture and social and human sciences with a view to job requirements, values of indigenous cultures and requirements of the labour market at local, regional and international levels and in view of the Country's employment system." The Speaker continued by introducing the Organization's target audiences as employees of the private and public sectors, job-seekers, and students of universities and higher education centres and in other words all age and social groups in the society. Changing for the better and improving peoples' lives and life styles are the main objectives that are pursued through lifelong learning.

The missions and responsibilities of the Technical and Vocational Training Organization of Iran were summarized as below:
1. Implementing a project on technical and vocational development;
2. Developing curricula and teaching resources in view of employment standards;
3. Supervision over executive standards including teachers, educational space, educational tools and equipment in conformity with skills and vocational training course units in all sectors of the Organization;
4. Offering job and educational consulting services to learners;
5. Preparing for international skills' competitions; and
6. Conducting basic and practical research on the development of the nation's required human resources.

"The Technical and Vocational Training Organization is a governmental organization entrusted with the responsibility of conducting short-term technical and vocational training. These trainings are offered as public and private," explained the Speaker, who added that "developing and improving the TVTO's activities and programmes is part of the national educational policies and programmes."

Dr Habibi continued by explaining that "as stipulated in article 21 of the 5th National Development Plan, in order to improve human resources and reduce the gap between the different criteria for national and international merits and qualifications' evaluation, it is upon the Government to help develop skills and vocational qualifications by offering financial aid, facilitating participation of all stakeholders in the public and private sectors, co-ordinating policies and policy-making activities, managing planning and programming activities for technical and vocational education as an integrated and dynamic system in conformity with national needs, ranking of educational institutions and …." Further on the Speaker continued by explaining that article 194 of the 5th National Development Plan stipulates that "in order to improve living conditions and life quality, it is upon the Government to offer rural communities with technical and vocational education."

Dr Habibi then defined the structure of the Technical and Vocational Training Organization (TVTO) as being comprised of 31 offices in provincial centres, in addition to its headquarters that is located in Tehran, 1 centre for training of technical and vocational instructors and about 600 active centres.

To conclude, the Speaker summarized the activities of the TVTO in line with lifelong learning as follows:

1. Conducting training courses in practical workshops affiliated to public educational centres of the TVTO;
2. Oragnizing educational courses in theoretical workshops and conducting theoretical training courses in permanent educational centres of the TVTO;
3. Offering educational programmes to the imprisoned and organizing training courses for prisons;
4. Offering training courses and educational programmes in garrisons;
5. Offering skills and professional trainings in industrial training centres;
6. Training labourers in order to enhance their skills and to empower non-professional workers in rural training centres;
7. Organzing training courses and programmes in order to enhance the knowledge of and upgrade instructors in the framework of short- and long-term educational and training courses;
8. Organizing training courses for employees in the industry and staffs of training centres; and
9. Offering training services to private training centres that are active under the supervision of the TVTO.

C. Closing Ceremony

Subsequent to the question and answer session, the Workshop chairperson announced that the Education Department of the Iranian National Commission for UNESCO has prepared a recommendation taking account of the Workshop themes of discussion and reports presented by the Education and Research Standing Committee of the Islamic Parliament of Iran, parliamentary members of FASPPED members states, the various participating ministries (Ministry of Education; Ministry of Science, Research and Technology; and Ministry of Health and Medical Education), the Technical and Vocational Training Organization of Iran, UNESCO representatives and educational experts and planners.

The recommendation of the Workshop, which focused foremost on the role of parliaments in promoting lifelong learning (find full text below), was read by Dr Mohadeseh Mohebhosseini, Head of the Education Department of the Iranian National Commission for UNESCO.

Tehran Recommendation: The Role of Parliaments in Promoting Lifelong Learning

Preamble:

Lifelong learning is considered as the main tool for achieving sustainable development goals. Building knowledge societies and societies that promote lifelong learning calls for a deep understanding of challenges, capacity-building, improving national and regional planning processes and the strengthening of evaluation and monitoring mechanisms for transforming educational structures and systems with a view to local, national and regional conditions/requirements. Against this background, participants to the Workshop on Legislation for Promoting Lifelong Learning for Parliamentary Members of FASPPED Member States in South and West Asia, held in Tehran, the Iranian capital, on 28 April 2012:

Conscious of the need for a reconstruction of national education and training systems for achieving equal and quality and lifelong learning for all;

Recalling the responsibility assigned to governments and legislating bodies for preparing children, youth and adults for living in a world of rapid change;

Considering that lifelong learning is a most important tool for meeting our contemporary and future world challenges, and plays a vital role in achieving EFA, the MDGs and equal sustainable human development;

Recognising the significant role of parliaments as prime legislating bodies that develop policy, and allocate budget to promote quality lifelong learning;

Bearing in mind that all policy-making in lifelong learning has to take special account of local, cultural, social and institutional constructs of any society;

Proposed and adopted the following recommendations concerning the role of parliaments in promoting lifelong learning:

Legislation:

I. policies and legislative measures for the development of education that are comprehensive, inclusive and integrated into a lifelong and life-wide learning perspective, based on sector-wide and inter-sectoral approaches, covering and linking all components of learning and education;

II. Establishing an ad hoc parliamentary committee for coordinating all stakeholders and continual monitoring of progress and quality in education development;

III. Developing and ratifying regulations for an ongoing in-service, and pre-service training of teachers and other personnel for promoting lifelong learning;

IV. Constant revision of countries' education policies in order to meet the learning needs of marginalised groups and out-of-reach regions, linguistic and ethnic minorities, children and peoples with disabilities;

V. Adopting an all-out, systematic and sustainable approach, lending on the social, cultural, and economic characteristics of the relevant target audiences, to the development and ratification of regulations applying to lifelong learning;

VI. Adopting rules necessary for governments to meet their commitments for equal, continual, sustainable and quality education in various geographical regions, bearing on the diversity of different regions.

Evaluation of lifelong learning results:

i. Criteria adopted by specialised institutions and international organisations on evaluating lifelong learning outcomes are mainly based on quantitative standards, making it necessary for parliaments to define and adopt, in cooperation with UNESCO and National Commissions for UNESCO, qualitative measures for evaluating lifelong learning outcomes; and

ii. Developing or improving structures and mechanisms for the recognition, validation and accreditation of all forms of learning by establishing equivalency frameworks or national qualification frameworks.

Budget allocation:

i. Budget appropriation for promoting lifelong learning, as part of the budget allocated to education, in countries' master development plans

ii. Control, monitor and evaluate the use of the appropriated budget for education;

iii. Support and ratify laws enabling the preservation of budget allocation to lifelong learning, even at times of financial crisis.

iv. Creating incentives to promote new sources of funding for example from the private sector, NGOs, communities and individuals, without prejudicing the principles of equity and inclusion;

v. Prioritising investment in lifelong learning for women, rural populations and people   with disabilities.

Information and public awareness raising:

i. Raising public awareness on the right to get access to quality and lifelong learning opportunities for all by means of advocacy in the parliaments, media and at constituencies;

ii. Putting teachers and university professors in the spotlight in discussions on quality and lifelong learning and relevant policy-makings, given their role as the main drives of quality and lifelong learning;

iii. Promoting dialogue among and organising briefing sessions for the main actors of educational policy-making (i.e., ministries of education, parliaments, governments. Research and scientific institutions, etc), with special emphasis on lifelong learning, in countries.

Regional and international cooperation:

i. Strengthening of inter-parliamentary and inter-ministry (ministries of education) cooperation, as well as cooperation between National Commissions and reinforcing collaboration between UNESCO field, regional and cluster offices as well as institutes in promoting lifelong learning with a view to the global agenda for sustainable development;

ii. Facilitating further capacity building activities for parliamentarians, and organizing policy dialogue and sharing best practice in promoting lifelong learning between different countries; and

iii. Designing specific and concrete strategies for lifelong learning, which are integrated into the MDGs, EFA and UNLD, as well as other national and regional development plans.

Annexes

Workshop Concept Paper

Workshop Programme

List of Participants

Concept Paper

**Workshop on Legislation for Promoting Lifelong Learning for Parliamentary Members of FASPPED Member States in South and West Asia
28 April 2012, Tehran, IR of Iran**

Background:

Achieving Universal Primary Education, the second of the Millennium Development Goals (United Nations, 2000), and ensuring that the lifelong learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes (third from the six EFA Goals, UNESCO-2000), are as yet problematic issues, especially in Asia and the Pacific.
Moreover, within the last years of the United Nations Literacy Decade (2003-2012), despite considerable achievements, the Region, especially in countries that constitute about 1/3 of the world's population, is still home to 75% of illiterate adults. In these countries the number of students that remain in and finish primary education is still far from global standards and criteria. Accessing quality primary education and accessibility of secondary education for all is a challenging task in these countries. Lack of access to necessary reading materials required for life, has placed those with primary education in danger of illiteracy yet again.

In such conditions, supporting innovative methods for securing collective access to primary education, promoting life skills learning, and developing resources for lifelong learning in all regions of the world, by parliaments, is an effort with considerable importance attached to. In this view, awareness-raising among parliamentarians of the Asia and the Pacific region, learning from international, regional and national success stories, can prove inspiring in their law-making efforts and supervisory roles for encouraging governments in effective planning and intervention in educational matters.

In consideration of the above, the Islamic Parliament of the IR of Iran, as President of FASPPED, is going to organise a workshop in conformity with the above-mentioned objectives, in cooperation with the Iranian National Commission for UNESCO, the Iranian Ministry of

Education, the UNESCO Tehran Cluster Office and the Asia-Pacific Regional Bureau for Education in Bangkok with the support of related educational bodies in Iran.
The Workshop on Legislation for Promoting Lifelong Learning for Parliamentary Members of FASPPED Member States in South and West Asia (Bangladesh, Sri Lanka, Maldives, Nepal, Bhutan, India, Afghanistan and Pakistan), will be held on 28 April 2012 in the Iranian capital, Tehran.

Objectives:

    i.   Increasing participants' knowledge of lifelong learning and emphasising the importance and necessity of heeding this issue by parliaments and other relevant educational bodies;

    ii.   Creating a platform for discussion and an effective exchange of ideas and experiences between parliamentarians of the countries of South and West Asia on obstacles to and challenges of policy-making and legislating for the development of lifelong learning and proposing solutions to the existing problems;

    iii.   Increasing legislators' knowledge of the significance and role of the ICTs in developing universal education for all and lifelong learning; and

    iv.   Strengthening international and regional cooperation in developing and promoting lifelong learning.

Workshop Themes:

    i.   Clarifying the concept, significance and history of lifelong learning and the role of parliaments and legislative bodies in promoting lifelong learning;

    ii.   Methods and mechanisms of legislating for developing and promoting lifelong learning;

    iii.   The role of the ICTs, accessibility to primary basic education for all, life skills' education and lifelong learning; and

    iv.   International, regional and national successful experiences in legislating for developing and improving lifelong learning.

Expected Outcomes:

    i.   Increasing awareness of parliamentarians about lifelong learning and the necessity for promoting and developing lifelong learning;

    ii.   Determining and clarifying the principles and methods for developing and promoting lifelong learning in parliaments of the FASPPED members states in South and West Asia;

iii. Contributing to the strengthening of necessary mechanisms for reducing legislative shortcomings between countries of South and West Asia for achieving lifelong learning;

iv. Capacity-building for drafting and approving regulations on developing and promoting lifelong learning by means of such tools as the ICTs in parliaments of the FASPPED member states; and

v. Strengthening parliamentary cooperation between the countries of South and West Asia for developing and promoting lifelong learning.

Organisers:
   i.   Islamic Parliament of Iran
   ii. Iranian National Commission for UNESCO (INCU)
   iii. Asia-Pacific Regional Bureau for Education (UNESCO-Bangkok)
   iv. UNESCO Tehran Cluster Office (UTCO)
   v.   Iranian Ministry of Education (MoE)

Co-organisers:
   i.   UNESCO Institute for Lifelong Learning (UIL)
   ii. Iranian Ministry of Science, Research and Technology (MSRT)
   iii. Iranian Ministry of Health and Medical Education (MOHME)
   iv. Iranian Technical and Vocational Training Organisation (TVTO)

Participants:
   i.   Parliamentarians of the FASPPED member states in South and West Asia;
   ii. UNESCO representatives and specialists;
   iii. Observers from members to the FASPPED Executive Bureau;
   iv. Workshop instructors;

Working languages:

English and Persian

Participation costs:

The Islamic Parliament of the IR of Iran will cover for the expenses of:

    i. One parliamentary member from the countries of South and West Asia (Bangladesh, Sri Lanka, Maldives, Nepal, Bhutan, India, Afghanistan and Pakistan);

    ii. UNESCO representatives and specialists; and

    iii. Workshop instructors.

The expenses covered will include economy class roundtrip air tickets, accommodation and meals and domestic transportation for the maximum of 3 days.

Note: Visa issuance is free of charge for all participants.

Date: Saturday, 28 April 2012

Venue: Islamic Parliament of Iran, Tehran, IR of Iran

Conditions for participation:

Interested applicants are required to send their introduction letters to the FASPPED Secretariat at the address given below, no later than 18 April 2012. Introduction letters must be officially signed by the parliaments of FASPPED member states.

Introduction letters must be directed to:

Dr Ali Abbaspour Tehrani-Fard
Chairperson of the Education and Research Standing Committee of the Islamic Parliament of Iran and Head of the Organising Committee for the 2ⁿᵈ FASPPED General Assembly

Majlis, Bahrestan Square,
Tehran, IR of Iran
Tel: +98-21 39 9320 42 / +98-21 33 44 00 65
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ii. Workshop Programme

Programme
Workshop on Legislation for Promoting Lifelong Learning for Parliamentary Members of FASPPED
Member States in South and West Asia
28 April 2012, Tehran, IR of Iran

Registration		8:30
Opening Ceremony		
Recitation of the Holy Quran and the National Anthem of the IR of Iran		8: 40
Opening Speeches	Dr Ali Abbaspour Tehrani- Fard, Chairperson, Education and Research Standing Committee, Islamic Parliament of Iran and Head of the Organising Committee for the 2nd FASPPED General Assembly	8:45
Opening Speeches	Dr M Reza Saeidabadi, Secretary General of the Iranian National Commission for UNESCO	8:50
Opening Speeches	Ms TarjaVirtanen, Representative & Director of UNESCO Tehran Cluster Office	8:55
Working Sessions		
Session I. Parliaments and Promotion of Lifelong Learning		
An Introduction to lifelong learning, the role of parliaments in capacity- building for lifelong Learning	Dr Ali Abbaspour Tehrani- Fard,Chairperson, Education and Research Standing Committee, Islamic Parliament of Iran and Head of the Organising Committee for the 2nd FASPPED General Assembly	9:00
Session II. UNESCO and Capacity-Building in		

Lifelong Learning		
Lifelong Learning and Policy Dialogue and Ways to Develop Capacity Building in This Area	Dr Jin Yang , Programme Manager for Lifelong Learning Policy& Governance ,UNESCO Institute for Lifelong Learning	9:20
The Need to Take Account of and Integrate Lifelong Learning into Policy- Makings for Education and Related Legislations	Dr Abdul H A Hakeem ,Education Advisor and Coordinator " APPEAL" ,UNESCO , Bangkok	9:45
Question/Answer		10:15
Tea/Coffee Break		10:30
Session III. lifelong Learning in the South and West Asia		
ISESCO and lifelong Learning in the South and West Asia	Dr Abbas Sadry, Director of ISESCO Regional Office in Tehran	11:00
Interventions by MP of FASPPED Member States in South and West Asia (Bangladesh, Sri Lanka, Maldives, Nepal, Bhutan, India, Afghanistan and Pakistan)		11:20
Question/Answer		12: 20
Lunch and Prayer		12:35
Session IV. Iranian Success Stories in lifelong learning		
Approaches to Lifelong Learning in the National Fundamental Transformation Document of Education	Mr (Eng.) Navid, Secretary of the High Council for Education,Ministry of Education	14:00
Operationalizing the Comprehensive System of " Skill and Technology" education in the Iranian Higher Education System , in Accordance with the approach to support national assets, production and labour	Dr Rajab Ali Borzoui ,Vice- President for Education , Applied Science and Technology University , Iranian Ministry of Science, Research and Technology	14:20
Health Literacy and Self-Care	Dr Ali Reza Mesdaghi-nia,Vice Minister for Health,Iranian Ministry of Health, Treatment and Medical Education	14:40

A New Approach to the Skills Education System in the IR of Iran	Dr Kourosh Parand ,Head of the Organization for Technical and Vocational Education and Training	15:00
Open Discussion between Parliamentarians, Policy-makers, UNESCO Specialists and Researchers		15:20
Closing session and final recommendations of the workshop		16:20
Tea/Coffee Break		16:45

iii. List of participants

Islamic Parliament of Iran

1. Mohammad Nowruzi (Mr)
2. Dr Ali Abbasspour Tehrani-Fard (Mr)
   Chair of the Education and Research Standing Committee of the Islamic Parliament of Iran and Head of   the Scientific Council of the 2ⁿᵈ FASPPED General Assembly

Parliamentary International Affairs Section

1. Seyyed Morteza Razaviyani (Mr)
   Head of the Bureau for International Parliamentary For a

Parliamentary Research Centre

1. Mahboobeh Mohammad Ali (Ms)
   Researcher
2. Hossein Esameil Zadeh (Mr)
   Researcher

Parliaments of the South and West Asian Members to FASPPED

Parliament of Maldives
1. Ibrahim Rasheed (Mr)
2. Mohammad Rasheed (Mr)

Parliament of Bhutan
1. Tshe Wang Juk Mi (Mr)

Ministry of Education

Research Centre for Education

1. Shahrnaz Bakhshali Zadeh (Ms)
   Research fellow
2. Alaeddin Kia (Mr)
3. Behnam Hekmati (Mr)
4. Morteza Pour Mousa (Mr)
5. Nasrin Haghgoo (Ms)
   Programme Specialist
6. Bijan Darayi (Mr)

7. Shohreh Hossein Pour (Ms)
8. Abdolazim Hakimi (Mr)
   Head of Centre
9. Akbar Mohammadi (Mr)
10. Noor Ali Ghorbani (Mr)
    Programme Specialist in Charge of Technological Affairs
11. Mitra Bahirayi (Ms)
12. Maryam Sadat Aghayi (Ms)

Centre of International Affairs and Schools Abroad

1. Fatemeh Bozorg Sohrabi (Ms)
   Programme Specialist

Deputy for Primary Education

1. Dr Rokhsareh Fazli (Ms)
   Advisor
2. Bahman Ghareh-daghi (Mr)
   Programme Specialist
3. Sahar Zendeh Del (Ms)
   Programme Specialist in Charge
4. Hossein Chabok (Mr)
   Programme Specialist in Charge

Deputy for Secondary Education

1. Seyyed Mohsen Hosseini Arsanjani (Mr)
   Advisor

Supreme Council for Education

1. Eng. Navid (Mr)
   Secretary of the Supreme Council for Education
2. Effat Balousi (Ms)
   Secretary of the Commission for Educational Programmes and Curricula
3. Sholeh Bajoul-Zadeh (Ms)
   Programme Specialist
4. Majid Ranayi (Mr)
   Head of the Group for Development and Evaluation
5. Shapour Mohammad-Zadeh (Mr)
   Member of the Secretariat

Organization for Educational Research and Planning

1. Mohammad Taghi Zaaeri (Mr)

Ministry of Foreign Affairs

1. Firoozeh Hamdi-nia (Ms)
   Interpreter
2. Mehdi Torabi (Mr)
   Interpreter

Ministry of Health and Medical Education

1. Dr Ali Reza Mesdaghi-nia (Mr)
   Vice Minister for Health
2. Dr Rakhshani (Ms)
   Director General of the Bureau for Health Education and Improvement

Ministry of Science, Research and Technology

Institute for Research and Planning in Higher Education

1. Dr Masoud Hadiyan Dehkordi (Mr)
   President of Institute
2. Dr Ahmad Haydari Abdi (Mr)
   Head of Group for Planning in Higher Education
3. Dr Yaghoub Ebtezari (Mr)
   Head of the Economics Group
4. Dr Yazdan Ebrahimi (Mr)
   Faculty
5. Mohammad Javad Salehi (Mr)
   Faculty

University of Applied Science and Technology

1. Dr Rajab Ali Borzui (Mr)
   Vice-Chancellor for Education
2. Sima Chabi Vaysi-nejad (Ms)
   Faculty

ISESCO Regional Office, Tehran

1. Dr Abbas Sadri (Mr)
   Director

2. Parya Alvand (Ms)

Farhangiyan University

1. Hassan Rahimi (Mr)
   Head of Sazman-e Sanjesh (Evaluation and Assessment Organization)
2. Hossein Ghorbanian (Mr)
   Person in Charge of the Evaluation Project

TVTO (Technical and Vocational Training Organization)

1. Dr Aziz Habibi (Mr)
   Deputy for Education
2. Ali Mousavi (Mr)
   Director General for Education
3. Hamid Arvahi (Mr)
   Deputy, Bureau of Rural Education and Training

UNESCO

UNESCO Regional Bureau for Education (UNESCO Bangkok Office)
1. Dr Abdul H A Hakeem (Mr)
   Education Advisor and Coordinator "APPEAL"

UNESCO Institute for Lifelong Learning

1. Dr Jin Yang (Mr)
   UIL Programme Manager for Lifelong Learning

UNESCO Tehran Cluster Office

1. Tarja Virtanen (Ms)
   Director and Representative
2. Fatemeh Zarrabi (Ms)
   Programme Specialist for Education

Iranian National Commission for UNESCO

1. Dr Mohammad Reza Saeidabadi (Mr)
   Secretary General
2. Dr Mohadeseh Mohebhosseini (Ms)
   Head of Education Department
3. Mehrnaz Pirouznik (Ms)
   Chief of Translation Office

4. Zahra(Peymaneh) Pourhadi (Ms)
   Programme Specialist for Education