

# Technical and Vocational Education and Training for the Twenty-first Century

## UNESCO and ILO Recommendations



United Nations  
Educational, Scientific and  
Cultural Organization



International Labour  
Organization

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## A joint message from UNESCO and ILO

As economic, social and technological change gathers pace, people everywhere need to develop their knowledge and skills, on a continuous basis, so that they can live and work meaningfully in the knowledge society. Education and training contribute to an individual's personal development, increase her/his productivity and incomes at work, and facilitate everybody's participation in economic and social life. It follows that education and training can also help individuals to escape poverty by providing them with the skills and knowledge to raise their output and generate income. Investing in education and training is therefore an investment in the future; knowledge and skills are the engine of economic growth and social development.

UNESCO and the international community have set the ambitious goal “to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes” (World Forum on Education, Dakar, 2000). The effort to provide basic education and literacy for all children and adults will underpin the economic and social development of countries by ensuring the capacity of people to learn and provide the foundation for their employability and access to decent work. This is also one of the key policy challenges in the ILO's *Global Employment Agenda*. *Education for All* and *Work for All* are two sides of the same coin.

Quality technical and vocational education and training (TVET) help develop the individual's knowledge of science and technology in a broad occupational area requiring technical and professional competencies and specific occupational skills. National TVET systems therefore need to develop the knowledge and skills that will help the workforce become more flexible and responsive to the needs of local labour markets, while competing in the global economy. Some countries have introduced TVET reforms that endeavour to integrate workplace-based learning and training into the vocational education curriculum. TVET systems must also be open and all inclusive to give even the most underprivileged access to learning and training. The opportunity for people in urban and rural communities to equip themselves to lead productive and satisfying lives will undoubtedly be critical to the prosperity and well-being of the community.

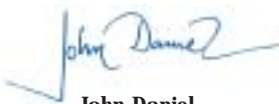
In a time of continuous economic, social and technological change, skills and knowledge become quickly out-of-date. People who have not been able to benefit from formal education and training must be given opportunities to acquire new skills and knowledge that will give them a second chance in life and at work. Providing all individuals with learning opportunities throughout their lives is an ambitious but necessary undertaking. An all-inclusive lifelong learning system calls for the mobilization of increased public and private resources for education and training and for providing individuals and enterprises with the incentives to invest in meeting their learning and skills development needs.

These are the vibrant messages presented in this publication that contains the major policy statements of two United Nations Specialized Agencies, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Labour Organization (ILO). The **Revised Recommendation concerning Technical and Vocational Education (2001)** was adopted by UNESCO's General Conference at its 31<sup>st</sup> session in 2001; the **Conclusions concerning Human Resources Training and Development** was adopted by the International Labour Conference at its 88<sup>th</sup> session in 2000. These texts present internationally acknowledged sound policies and practices of TVET and continuous, lifelong learning and training. The policy strategies are the outcome of extensive consultations between the Organizations' Member States, federations of professional associations, employers' and workers' organizations, and non-governmental organizations. Their statements have the ambition to guide national decision-makers to develop effective, relevant and equitable policies of education and training. They also seek to engage other stakeholders in TVET, including the social partners, in partnerships that support these policies and practices.

As the titles of these statements suggest, UNESCO's concern is centred on technical and vocational **education**, which the Organization considers an integral part of the global **Education for All** initiative. The ILO focuses on **training** for employment, decent work and the welfare of workers, in the context of the **Global Employment Agenda**. However, the two Organizations are aware that education and training are rapidly becoming inseparable, especially as the notion of a job for life is being replaced by the necessity for lifelong learning.

In 1954 UNESCO and the ILO signed the *Memorandum of Collaboration in Matters of Technical and Vocational Education and Related Matters* and since then the two Organizations have cooperated on various occasions and at different levels. Recently, we have revitalized our partnership in TVET and engaged in a series of joint activities in order to maximize results and optimize the use of resources. This publication represents such a joint initiative. It may also serve as a very public demonstration of the renewed commitment by the two United Nations Organizations to carry their constituents' mandate to work more closely in this field.

It is our fervent hope that this publication will inspire and guide our Member States in putting in place technical and vocational education and training policies and programmes for all throughout life, and facilitate the effective preparation of people for the world of work and responsible citizenship.



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## *The General Conference,*

**Recalling** 154 EX/Decision 4.3 (May 1998) to incorporate the major themes originally envisaged for the third consultation on the implementation of the Revised Recommendation concerning Technical and Vocational Education into the agenda of the Second International Congress on Technical and Vocational Education,

**Recognizing** the value of the recommendations of the Second International Congress on Technical and Vocational Education (Seoul, April 1999) reflecting the emerging challenges of the twenty-first century, an era of globalization and revolution in the field of information/communication technology, and that these recommendations will therefore guide a new orientation of “technical and vocational education and training (TVET) for all throughout life” so as to meet the new demands of achieving the objectives of a culture of peace, environmentally sound sustainable development, social cohesion and citizenship of the world,

**Recalling** also 30 C/Resolution 14, which invited the Director-General to prepare an updated version of the Revised Recommendation concerning Technical and Vocational Education taking into account the new trends identified by the Second International Congress on Technical and Vocational Education, to submit the new draft version to all Member States during the 2000-2001 biennium for consultation, and to submit it together with a proposal for the modalities of future consultations on its implementation to the General Conference at its 31<sup>st</sup> session for approval,

**Having examined** document 31 C/22 and the draft Revised Recommendation concerning Technical and Vocational Education (2001) annexed thereto,

**1. Adopts** the Revised Recommendation concerning Technical and Vocational Education (2001) this second day of November 2001;

**2. Invites** the Director-General to conduct future consultations with Member States concerning its implementation, together with the five-yearly assessments of the follow-up to the Seoul Congress;

**3. Recommends** that when developing and improving technical and vocational education, Member States should take whatever legislative or other steps may be required to give effect, within their respective territories, to the principles set forth in this Recommendation;

**4. Further recommends** that Member States should bring this Recommendation to the attention of the authorities and bodies concerned with technical and vocational education;

**5. Also recommends** that Member States should submit to it, together with the five-yearly assessments of the follow-up to the Seoul Congress, reports on the action they have taken to give effect to the Recommendation.

*Annex of the Revised Recommendation concerning Technical and Vocational Education (2001)*

# Revised Recommendation concerning Technical and Vocational Education (2001)

## I. Scope

1. This Recommendation applies to all forms and aspects of education that are technical and vocational in nature, provided either in educational institutions or under their authority, by public authorities, the private sector or through other forms of organized education, formal or non-formal, aiming to ensure that all members of the community have access to the pathways of lifelong learning.
2. For the purposes of this Recommendation “technical and vocational education” is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education is further understood to be:
  - (a) an integral part of general education;
  - (b) a means of preparing for occupational fields and for effective participation in the world of work;
  - (c) an aspect of lifelong learning and a preparation for responsible citizenship;
  - (d) an instrument for promoting environmentally sound sustainable development;
  - (e) a method of facilitating poverty alleviation.
3. Technical and vocational education, being part of the total educational process and being a right as described in Article 26 of the Universal Declaration of Human Rights, is included in the term “education” as defined in the Convention



and the Recommendation against Discrimination in Education adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its 11th session (1960) and the Convention on Technical and Vocational Education adopted by the General Conference at its 25th session (1989). The provisions of these documents are therefore applicable to it.

4. This Recommendation should be understood as setting forth general principles, goals and guidelines to be applied by each individual country according to its socio-economic needs and available resources in a changing world, with a view also to enhancing the status of technical and vocational education. The application of the provisions and the timing of the implementation will depend upon the specific conditions, and constitutional provisions existing in a given country.



## II. Technical and vocational education in relation to the educational process: objectives

5. Given the immense scientific, technological and socio-economic development, either in progress or envisaged, which characterizes the present era, particularly globalization and the revolution in information and communication technology, technical and vocational education should be a vital aspect of the educational process in all countries, and in particular should:
  - (a) contribute to the achievement of the societal goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of all individuals, both men and women, for active participation in the establishment and implementation of these goals, regardless of religion, race and age;
  - (b) lead to an understanding of the scientific and technological aspects of contemporary civilization in such a way that people comprehend their environment and are capable of acting upon it while taking a critical view of the social, political and environmental implications of scientific and technological change;
  - (c) empower people to contribute to environmentally sound sustainable development through their occupations and other areas of their lives.
6. Given the necessity for new relationships between education, the world of work and the community as a whole, technical and vocational education should exist as part of a system of lifelong learning adapted to the needs of each particular country and to worldwide technological development. This system should be directed to:
  - (a) abolishing barriers between levels and areas of education, between education and the world of work, and between school and society through:
    - (i) the appropriate integration of technical/vocational and general education at all levels;

- (ii) the creation of open and flexible educational structures;
  - (iii) the taking into account of individuals' educational needs, the evolution of occupations and jobs recognizing work experience as a part of learning;
- (b) improving the quality of life by creating a learning culture that permits individuals to expand their intellectual horizons, to acquire and to constantly improve professional skills and knowledge, and to engage positively in society to utilize the fruits of economic and technological change for the general welfare.
- 7.** Technical and vocational education should begin with a broad base which facilitates horizontal and vertical articulation within the education system and between school and the world of work, thus contributing to the elimination of all forms of discrimination, and should be designed so that it:
- (a) is an integral part of everyone's basic general education in the form of initiation to technology, the world of work, and human values and standards for responsible citizenship;
  - (b) may be freely and positively chosen as the means by which people develop talents, interests and skills leading to an occupation in various sectors or to further education;
  - (c) allows access to other aspects and areas of education at all levels, including institutions of higher learning, by being grounded in a solid general education and, as a result of the integration mentioned in paragraph 6(a), containing a general education component through all stages of specialization;
  - (d) allows transfers from one field to another within technical and vocational education;
  - (e) is readily available to all and for all appropriate types of specialization, within and outside formal education systems, and in conjunction or in parallel with training in order to permit educational, career and job mobility at the minimum age at which the general basic education is considered to have been acquired, according to the education system in force in each country;

- (f) is available on the above terms and on a basis of equality to women as well as men, and where the learning and working environment is made suitable for the participation of girls and women by removing overt and covert bias and discrimination and seeking strategies for motivating girls and women to take an interest in vocational and technical education;
- (g) is available to people with disabilities and to socially and economically disadvantaged groups such as immigrants, refugees, minorities (including indigenous peoples), demobilized soldiers in post-conflict situations, and underprivileged and marginalized youth in special forms adapted to their needs in order to integrate them more easily into society.

**8.** In terms of the needs and aspirations of individuals, technical and vocational education should:

- (a) permit the harmonious development of personality and character, and foster spiritual and human values, the capacity for understanding, judgement, critical thinking and self-expression;
- (b) prepare the individual for lifelong learning by developing the necessary mental tools, technical and entrepreneurial skills and attitudes;
- (c) develop capacities for decision-making and the qualities necessary for active and intelligent participation, teamwork and leadership at work and in the community as a whole;
- (d) enable an individual to cope with the rapid advances in information and communication technology.

### III. Policy, planning and administration

9. Policy should be formulated and technical and vocational education administered in support of the general objectives adopted for the educational process as well as for national and, if possible, the regional social and economic requirements of the present and the future, and an appropriate legislative and financial framework adopted. Policy should be directed to both the structural and the qualitative improvement of technical and vocational education as stipulated in Article 2 of the Convention on Technical and Vocational Education (1989) and further described in the recommendations of the Second International Congress on Technical and Vocational Education (1999):

- (a) Although governments carry the primary responsibility for technical and vocational education, in a modern market economy technical and vocational education policy design and delivery should be achieved through a new partnership between government, employers, professional associations, industry, employees and their representatives, the local community and non-governmental organizations (NGOs). This partnership must create a coherent legislative framework to enable the launching of a national strategy for change. Within this strategy the government, apart from actually providing technical and vocational education, can also provide leadership and vision, facilitate, coordinate, establish quality assurance and ensure that technical and vocational education is for all by identifying and addressing community service obligations.
- (b) Technical and vocational education is best served by a diversity of public and private providers. The appropriate mix can be found in many ways, with the responsibility of governments being to facilitate choice while ensuring quality.
- (c) Government and the private sector should recognize that technical and vocational education is an investment, not a cost, with significant returns, including the well-being of workers, enhanced productivity and inter-

national competitiveness. Therefore funding for technical and vocational education should be shared to the maximum extent possible between government, industry, the community and the learner, with government providing appropriate financial incentives. Furthermore, the governments of least developed countries in particular should seek bilateral and multilateral capacity-building cooperation in technical and vocational education.

- (d) Within governments, there are often shared and overlapping responsibilities for various elements of technical and vocational education among departments and agencies. It is desirable that governments streamline their own public institutional framework to the maximum extent possible to coordinate the national technical and vocational education effort, create an effective partnership with the private sector, and promote technical and vocational education for the benefit of all stakeholders.

**10.** Particular attention should be given to planning the development and expansion of technical and vocational education by:

- (a) giving high priority to technical and vocational education in national development agendas as well as in plans for educational reform;
- (b) evaluating national short-term and long-term needs;
- (c) providing appropriate current and future allocations of financial resources;
- (d) establishing a national body responsible for coordinating planning in technical and vocational education based on analysis of statistical data and projections to facilitate complementarity between educational policy planning and employment policy.

**11.** Planning should respond to national and, if possible, regional, economic and social trends, to projected changes in demand for different classes of goods and services, and for different types of skills and knowledge in such a way that technical and vocational education may easily adapt to the evolving scientific, technological and socio-economic changes. This planning should also be coordinated with current and projected training action and the evolution of the world of work in both urban and rural areas.

**12.** While the education authorities should have primary responsibility, the following groups of relevant stakeholders should be actively associated in policy formulation and in the planning process; corresponding structures, both national and local, taking the form of public agencies or consultative or advisory bodies, should be created to permit this:

- (a) public authorities responsible for planning economic and social policy, labour and employment, and for the manufacturing and service sectors;
- (b) representatives of non-governmental organizations within each occupation sector from among employers and workers as well as of the informal economy, small enterprise owners and entrepreneurs;
- (c) authorities or bodies responsible for out-of-school education and training;
- (d) representatives of those responsible – both in public education and in State-recognized private education – for executing educational policy, including teachers, examining bodies and administrators;
- (e) parents', former pupils', students' and youth organizations;
- (f) representatives from the community at large.

**13.** Policies for the structural improvement of technical and vocational education should be established within the framework of broad policies designed to implement the principle of lifelong education through the creation of open, flexible and complementary structures for education, training and educational and vocational guidance, considering the provisions of modern information technology in education regardless of whether these activities take place within the system of formal education or outside it. In this respect, consideration should be given to the following:

- (a) multi-purpose secondary education offering diversified curricula linking education to the world of work;
- (b) having institutions of higher learning offering flexible admission and programmes ranging from short specialized ones to longer full-time programmes of integrated studies and professional specialization;
- (c) establishing a system of equivalencies whereby credit is given for completion of any approved programme, and recognition is granted to educational and/or professional qualifications and work experience;

- (d) providing articulation and pathways between technical and vocational education and programmes of higher education for the benefit of those learners who may wish to continue their education.
- 14.** Policy should be directed to ensuring high quality so as to exclude discrimination between the different educational streams. In this respect, special efforts should be made to ensure that national technical and vocational education seeks to meet international standards.
- 15.** In order to ensure quality, responsible national authorities should establish criteria and standards, subject to periodic review and evaluation, applying to all aspects of technical and vocational education, including, to the greatest extent possible, non-formal education for:
- (a) all forms of recognition of achievement and consequent qualification;
  - (b) staff qualifications;
  - (c) ratios of teaching and training staff to learners;
  - (d) the quality of curricula and teaching materials;
  - (e) safety precautions for all learning and training environments;
  - (f) physical facilities, buildings, libraries, workshop layouts, quality and type of equipment.
- 16.** National policy should foster research related to technical and vocational education, with particular emphasis on its potential within lifelong learning, and directed to its improvement and relevance to the prevailing socio-economic context. This research should be carried out at national and institutional levels, as well as through individual initiative. To this end:
- (a) special emphasis should be placed on curriculum development, research concerning teaching and learning methods and materials, and, where the need exists, on technologies and techniques applied to development problems;
  - (b) financial resources and physical facilities from public and/or private sources should be made available to institutions of higher education, specialized research institutions and professional organizations for applying the results of this research on an experimental basis in representatively selected institutions for technical and vocational education;



- (c) the positive results of research and experimentation should be widely disseminated using all available media, especially information and communication technology;
  - (d) the effectiveness of technical and vocational education should be evaluated using, among other data, relevant statistics including those concerning part-time enrolments, drop-out rates and placement in wage- and self-employment;
  - (e) research efforts to humanize working conditions should be emphasized.
- 17.** Administrative structures should provide for evaluation, supervisory and accreditation services to ensure the rapid application of new research findings and to maintain standards:
- (a) evaluation services as a whole should ensure the quality and smooth operation of technical and vocational education by continuous review and action directed to monitoring progress and maintaining standards through constant improvement of staff, facilities, programmes and, most importantly, student achievement;
  - (b) supervisory services for the staff should encourage improvement in the quality of teaching by providing guidance and advice and recommending continuing education;
  - (c) all technical and vocational education programmes, including those offered by private bodies, should be subject to approval by the public authorities;
  - (d) individual institutions should have the autonomy to design their programmes with the involvement of business and industry to suit local needs.
- 18.** Particular attention should be given to the material resources required for technical and vocational education. Priorities should be carefully established with due regard for immediate needs and the probable directions of future expansion in consultation with representatives from the world of work:
- (a) institutional planning should be directed to ensuring maximum efficiency and flexibility in use;
  - (b) the planning, construction and equipping of facilities should be carried out in collaboration with specialists from industry, teachers and

educational architects, and with due regard for the purpose of the facilities, prevailing local factors and relevant research;

- (c) adequate funds should be allocated for recurrent expenditure for supplies and maintenance and repair of equipment;
- (d) institutions should be given greater autonomy in their administration and financial management.



## IV. Technical and vocational aspects of general education

19. An initiation to technology and to the world of work should be an essential component of general education. An understanding of the technological nature of modern culture and an appreciation of work requiring practical skills should thereby be acquired. This initiation should be a major concern in educational reform and democratization. It should be a required element in the curriculum, beginning in primary education and continuing through the early years of secondary education.
20. Opportunities for general technical and vocational initiation should continue to be available to those who wish to avail themselves of it within the education system and outside it in places of work or the community at large.
21. Technical and vocational initiation in the general education of youth should fulfil the educational requirements of all spheres of interest and ability. It should mainly perform three functions:
  - (a) to broaden educational horizons by serving as an introduction to the world of work, and the world of technology and its products through the exploration of materials, tools, techniques, and the process of production, distribution and management as a whole, and to enrich the learning process through practical experience;
  - (b) to orient those with the interest and ability in technical and vocational education towards preparation for an occupational field or training outside the formal education system;
  - (c) to promote in those who will leave formal education with no specific occupational aims or skills, attitudes and thought processes likely to enhance their aptitudes and potential, to facilitate the choice of an occupation and access to a first job, and to permit them to continue their vocational training and personal development.

**22.** General technical and vocational studies in schools, having great importance for the orientation and education of youth programmes, should include an appropriate balance between theoretical and practical work. Such a programme of studies should be drawn up in collaboration with the professional community and with those responsible for technical and vocational education. These programmes should:

- (a) be based upon a problem-solving and experimental approach, and involve experience in planning methods and decision-making;
- (b) introduce the learner to a broad spectrum of technological fields and to productive work situations;
- (c) develop a certain command of valuable practical skills such as tool use, repair and maintenance and safety procedures, and a respect for their value;
- (d) develop an appreciation of good design, craftsmanship and quality;
- (e) develop the ability to function as a team member and to communicate technical information;
- (f) be closely related to the local environment without, however, being limited to it.

**23.** Technical and vocational initiation programmes in general educational enrichment for youth and adults should be directed to enabling those engaged in working life to:

- (a) understand the general implications of technical change, its impact on their professional and private lives, and how to adapt to these changes;
- (b) use practical skills for improving the home and community environment, and thus the quality of life and productive leisure-time activities;
- (c) inculcate an awareness of the possible impact of technology on the environment, and of the concept of sustainable development.

## V. Technical and vocational education as preparation for an occupational field

- 24.** Given the disparities that may exist between formal education, whether secondary or tertiary, and the employment and career opportunities available, the highest priority should be given to technical and vocational education. Consequently the structure and content of traditional education, whether general or technical and vocational, should be adapted accordingly through:
- (a) the diversification of secondary education in the later stages so that it may be pursued in conjunction with employment or training, or may lead to employment or to higher education, thereby offering to all youth educational options corresponding to their needs and abilities;
  - (b) the development of educational structures and programmes on all levels centred on organized and flexible interchange between educational institutions (including universities), training institutions and the world of work.
- 25.** Technical and vocational education as preparation for an occupational field should provide the foundation for productive and satisfying careers and should:
- (a) lead to the acquisition of broad knowledge and generic skills applicable to a number of occupations within a given field so that the individual is not limited in his/her choice of occupation and is able to transfer from one field to another during his/her working life;
  - (b) at the same time offer both a thorough and specialized preparation for initial employment, including self-employment, and also training within employment;
  - (c) provide the background in terms of knowledge, skills and attitudes for continuing education at any point in the individual's working life.

- 26.** Premature and narrow specialization should be avoided:
- (a) in principle, the age of 15 should be considered the lower limit for beginning specialization;
  - (b) a period of common studies providing basic knowledge and generic skills should be required for each broad occupational sector before a special branch is chosen.
- 27.** Technical and vocational education programmes should be designed as comprehensive and inclusive systems to accommodate the needs of all learners with special emphasis on motivating girls and women. Their equal access and participation should be ensured by:
- (a) appropriate legislative measures;
  - (b) widespread dissemination of information concerning opportunities;
  - (c) gender-sensitive guidance and counselling;
  - (d) other incentives relevant to the local context.
- 28.** Special provision should be made for out-of-school and unemployed youth and children of socially disadvantaged groups such as minorities, migrant workers, refugees, etc. with little or no primary education, as well as for those not entering education or training programmes after completion of compulsory schooling, in order that they may acquire skills for wage- or self-employment.
- 29.** Given the necessity of integrating people who are disadvantaged due to physical and intellectual disabilities into society and its occupations, the same educational opportunities should be available to them as to those without disabilities in order that they may achieve qualification for an occupation to realize their potential and optimize their participation in the work force; special measures or special institutions may be required.

## Organization

- 30.** Technical and vocational education as preparation for an occupational field should be organized on a national or provincial/local basis, so as to respond positively to overall social, economic and educational requirements and to the needs of different groups of the population without discrimination.
- 31.** Several organizational patterns of technical and vocational education, including full-time, part-time, open and distance learning options, could exist within each country. The following patterns should be considered:
- (a) full-time programmes including general education and practical training, provided in an educational establishment, either comprehensive or specialized;
  - (b) part-time programmes such as the following, in which general education and theoretical and broad practical aspects of the occupational field are given in an educational establishment, while specialized practical training is acquired during work in the chosen occupation:
    - (i) the day-release system, providing for workers and apprentices to attend an educational establishment one or two days a week;
    - (ii) the sandwich system, under which periods in an educational institution alternate with training periods in a factory, farm, business establishment or other undertaking;
    - (iii) the block-release system, whereby workers are released to attend courses of 10 to 15 weeks per year;
  - (c) open and distance education programmes provided through:
    - (i) correspondence;
    - (ii) special radio and television broadcasting;
    - (iii) the Internet and other computer-based media.

- 32.** The responsible authorities should encourage part-time education; therefore:
- (a) these programmes could be available after completion of minimum compulsory or required schooling, and should continue to be available throughout life;
  - (b) the qualifications acquired by this means should be equivalent to those acquired by full-time education;
  - (c) the practical training conducted by employers should be as broad as possible, and should aim to meet international standards.
- 33.** In view of the increasing requirement for qualified middle-level personnel and the increasing numbers completing secondary education or its equivalent, the development of technical and vocational programmes at a tertiary level should be given high priority, by both public and private providers. The following patterns should be considered:
- (a) a period of one to two years of guided work experience followed by part-time or full-time programmes of specialization;
  - (b) part-time and/or evening programmes;
  - (c) full-time programmes as an extension to those given in specialized secondary or tertiary institutions;
  - (d) programmes offered through open and distance learning.
- 34.** In view of the high cost of equipment, its usage should be organized to yield optimum benefit. This could be achieved as follows:
- (a) centralized or mobile workshops and libraries could be used to serve several educational institutions;
  - (b) when educational institutions close for the evenings and vacations, their classrooms and workshops should be utilized for continuing education and non-formal training programmes;
  - (c) workshops and laboratories should also be used to instil the culture of maintenance and respect for safety standards;
  - (d) enterprises should be encouraged to make their equipment and facilities available for practical training.



**35.** Enterprises should be actively involved in the theoretical and practical training of those preparing for occupations in their particular sector, and should interact with educational institutions regarding the organization of such training.



## Programme content

**36.** All programmes of technical and vocational education as preparation for an occupational field should:

- (a) aim at providing scientific knowledge, technical versatility and a cluster of core competencies and generic skills required for rapid adaptation to new ideas and procedures and for steady career development;
- (b) be based on analyses and forecasts of occupational requirements by national education authorities, employment authorities, occupational organizations and other stakeholders;
- (c) include an appropriate balance between general subjects, science and technology, as well as subjects such as computer literacy, information and communication technology, the environment and studies of both the theoretical and practical aspects of the occupational field;
- (d) stress developing a sense of values, ethics and attitudes to prepare the learner for self-reliance and responsible citizenship.

**37.** In particular, programmes should:

- (a) be interdisciplinary in character, as many occupations now require two or more traditional areas of study;
- (b) be based on curricula designed around core knowledge, competencies and skills;
- (c) include studies of the social and economic aspects of the occupational field as a whole;
- (d) include an interdisciplinary perspective to equip students to work in the changing employment environment, and incorporate a multicultural perspective, which may include the study of a foreign language as preparation for international employment;
- (e) include the study of at least one foreign language of international use, which, while conducive to a higher cultural level, will give special emphasis to the requirements of communication, the acquisition of a

scientific and technical vocabulary, and the need to prepare for international employment and multicultural working environments;

- (f) include an introduction to organizational, planning and entrepreneurial skills;
- (g) emphasize instruction in safe and environmentally sound procedures relative to the materials and equipment used in a given occupational field, the importance of safe working conditions, and the health aspects relative to the occupation as a whole, including emergency and first-aid training.

**38.** While based on the above general principles and components, and thus pursuing in all cases broader educational aims, programmes in their practical aspect should be designed taking into account special occupational requirements, especially in “new” professions and those undergoing change, and particularly the use of the new information and communication technology as a tool for enhancing the effectiveness of all vocations, including those considered traditional.

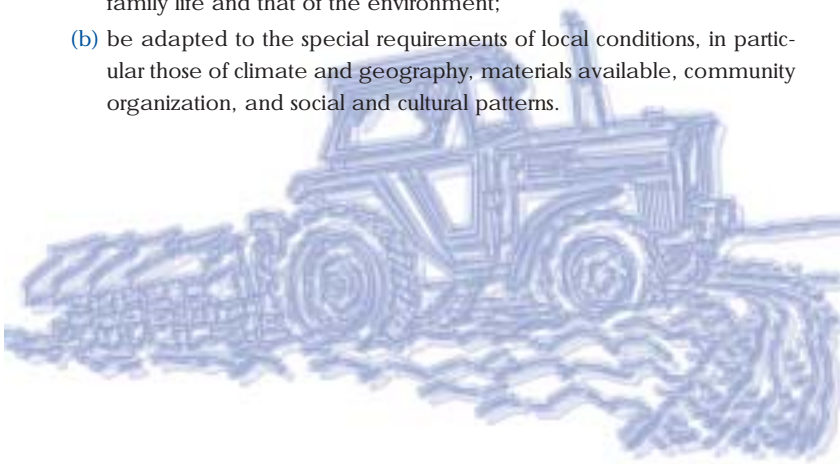
**39.** Technical and vocational education programmes leading to university qualification, while encouraging research and offering high-level specialization, should be developed with particular attention to:

- (a) the inclusion of components directed to developing attitudes whereby those with broad responsibilities in technological fields constantly relate their professional tasks to broader social and ethical goals;
- (b) preparing the learner more generally for life and the world of work bearing in mind that technical and vocational education is for economic, personal and social benefit.

**40.** Programmes of technical and vocational education as preparation for occupations within the agricultural sector should be designed in accordance with the overall social and economic requirements of sustainable development in rural areas.

**41.** Where lack of resources is a serious constraint, priority should be given to developing programmes for areas experiencing skilled human resource shortages, taking into consideration the projected needs for national economic development and the corresponding labour market growth.

- 42.** Programmes preparing for occupations in small industry, individual farming or the artisan trades, particularly for self-employment, should include entrepreneurship and elementary information and communication technology studies to enable those engaged in such occupations to take responsibility for production, marketing, competent management and the rational organization of the enterprise.
- 43.** Programmes leading to occupations in the business, commercial and service sector, including the tourism and hospitality industries, should consist of:
- (a) training in the methods and skills developed as a result of the application of computer-based technology to business and office management, and particularly to the acquisition and processing of information;
  - (b) training in the organizational and management skills required for the smooth operation of enterprises;
  - (c) an introduction to marketing and distribution procedures.
- 44.** Special attention should be given to developing programmes for preparing personnel at all levels for the social services system (e.g. community and family work, nursing and paramedical occupations, nutrition and food technology, home economics and environmental improvement). Those programmes should:
- (a) orientate the special occupational field to raising standards of living in terms of nutrition, clothing, housing, medical services, the quality of family life and that of the environment;
  - (b) be adapted to the special requirements of local conditions, in particular those of climate and geography, materials available, community organization, and social and cultural patterns.



## VI. Technical and vocational education as continuing education

**45.** The development and expansion of technical and vocational education as continuing education, both within and outside the formal education system, with either public or private funding, and within the framework of lifelong learning, should be a priority objective of all educational strategies. Broad provision should be made for allowing everyone, whatever their prior qualifications, to continue both their professional and general education by facilitating seamless pathways for learners through articulation, accreditation and recognition of all prior learning and relevant work experience.

Technical and vocational education should develop close interfaces with all other education sectors to facilitate seamless pathways for learners with an emphasis on articulation, accreditation and recognition of prior learning. Within this spectrum, technical and vocational education has a responsibility to ensure a sound initial education and training aimed at learning to learn, the most precious skill for all citizens, both young and adult.

**46.** In addition to permitting adults to make up deficiencies in general or vocational education, which has often been its sole objective, continuing education should now:

- (a) offer possibilities for personal development and professional advancement by providing flexibility in programme administration and curriculum design to facilitate smooth lifelong learning and ensure continuous entry, exit and re-entry points;
- (b) permit the updating and renewal of knowledge and practical abilities and skills in the occupational field;
- (c) enable individuals to adapt to technological changes in their occupation or to enter another occupation;
- (d) be available throughout the individuals' working life without restriction with regard to age, sex, prior education and training or position, recognizing work experience as a substitute for prior learning;

- (e) be available to the increasing numbers of the aged population;
  - (f) be broad in scope, including general education elements and contemporary cross-cutting areas.
- 47.** The appropriate authorities should be encouraged to provide the basic conditions for continuing technical and vocational education, such as providing for paid educational leave and other forms of financial aid.
- 48.** Continuing technical and vocational education should be actively encouraged through:
- (a) widespread dissemination of information concerning the programmes available and ways of taking advantage of existing opportunities, including full use of the mass media and the Internet;
  - (b) recognition of successful completion of programmes by increased remuneration and professional advancement, with the involvement of employers and professional associations.
- 49.** Organizers of continuing technical and vocational education should consider the following flexible forms of delivery:
- (a) courses and training offered during working hours at the workplace;
  - (b) part-time courses utilizing existing secondary and tertiary technical and vocational education institutions;
  - (c) evening and weekend courses;
  - (d) correspondence courses;
  - (e) courses on educational radio and television and the Internet;
  - (f) short professional “refresher” courses.
- 50.** The following forms of study/training leave from work should be considered:
- (a) day release;
  - (b) block release of varying lengths;
  - (c) release for one or more hours during the working day.
- 51.** Programmes of continuing technical and vocational education should:
- (a) be designed and delivered to suit the special requirements of adults using flexible teaching methods that recognize already acquired expertise;

- (b) be designed for individually paced learning;
  - (c) be programmed to accommodate the potential that information and communication technology has to offer.
- 52.** Provision should be made for the particular requirements of special groups:
- (a) to enable women completing maternity leave to update their knowledge and professional skills for re-entering the workforce;
  - (b) to enable older workers and the unemployed to adapt to new occupations;
  - (c) to provide minorities, foreign workers, migrants, refugees, indigenous people and people with disabilities with training programmes to help them to adapt to working life;
  - (d) to enable other marginalized and excluded groups, such as early school leavers, out-of-school youth and demobilized soldiers in post-conflict situations to re-enter the mainstream of society.
- 53.** Continuing technical and vocational education programmes through the distance learning mode should be promoted for the benefit of those disadvantaged by distance and location, such as individuals in rural communities and those engaged in seasonal work.

## VII. Guidance

- 54.** Guidance should be viewed as a continuous process spanning the entire education system, and should be directed towards aiding all to make conscious and positive educational and occupational choices. It should ensure that individuals are provided with the prerequisites:
- (a) to become aware of their interests, abilities and special talents, and to help them frame a plan for life;
  - (b) to pursue courses of education and training designed to realize their potential and fulfil their life plans;
  - (c) to acquire flexibility in decision-making concerning their occupations, in the initial and later stages, for developing a satisfying career;
  - (d) to facilitate transitions back and forth as needed, between education, training and the world of work.
- 55.** Guidance should take into account the needs of industry, the individual and the family while preparing students and adults for the real possibility of frequent career changes, which could include periods of unemployment and employment in the informal sector, to be achieved through:
- (a) close liaison and coordination between lifelong learning, training, the workplace and placement services;
  - (b) ensuring that all necessary information concerning the world of work and career opportunities is available, and actively disseminated using all available forms of communication;
  - (c) ensuring that those engaged in work have access to information concerning continuing education and training as well as other work opportunities.
- 56.** While emphasizing the needs of individuals, guidance should be accompanied by information that gives them a realistic view of the opportunities



available, including trends in the labour market and employment structures, the environmental impact of various occupations, and what may be expected in terms of remuneration, career advancement and occupational mobility.

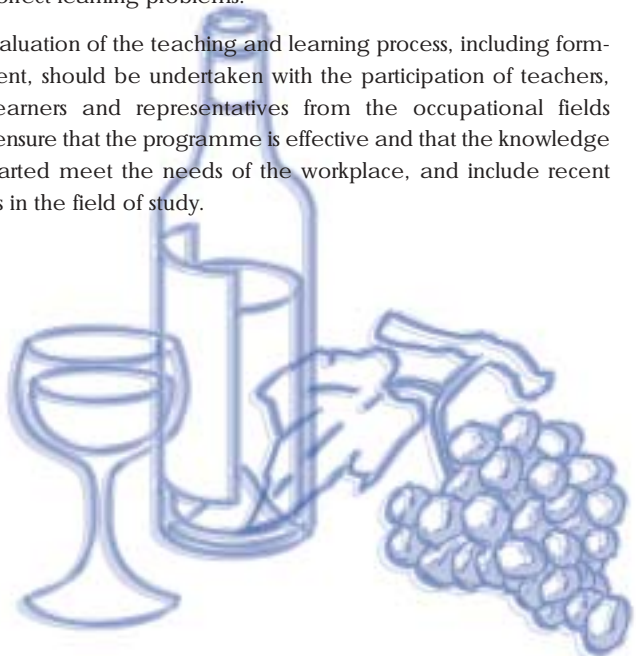
- 57.** Particular attention should be given to guidance for girls and women to ensure that:
- (a) guidance is gender-inclusive and covers the whole range of education, training and employment opportunities;
  - (b) girls and women are encouraged and motivated to take advantage of the opportunities available;
  - (c) girls and women are encouraged to pursue subjects such as mathematics and science, which are prerequisites for vocational education and training programmes.
- 58.** Guidance in the formal schooling context should promote technical and vocational education as a viable and attractive choice for young people. It should:
- (a) cover a broad range of occupations, include supplementary visits to workplaces, and make the student aware of the eventual necessity of choosing an occupation and the importance of ensuring that this choice is made as rationally as possible;
  - (b) assist students and their parents/guardians in making a positive choice concerning educational streams, and encourage learners to keep open a wide range of options so as to increase their learning and occupational flexibility.
- 59.** Guidance in technical and vocational education as preparation for an occupational field should:
- (a) inform students of the various possibilities open in the particular field of interest, the educational background required, and the subsequent possibilities for continuing education and further training;
  - (b) encourage students to choose educational programmes that will not limit their later employment options;
  - (c) follow the students' progress through their educational programmes;
  - (d) supplement the programmes by short periods of work experience and study of real work situations.

- 60.** For individuals engaged in continuing technical and vocational education as a part of their lifelong learning, guidance should:
- (a) help them to choose the programme best suited to their needs;
  - (b) enable them to make effective choices regarding their entry into suitable levels of specialization.
- 61.** Guidance should take into account:
- (a) economic, social, technological, cultural and family factors influencing the learners' attitudes, expectations and choice of career;
  - (b) results of testing, including aptitude tests;
  - (c) educational achievements and/or work experience;
  - (d) opportunities and prospects in the occupational sector of interest;
  - (e) individual preferences and special needs, including medical conditions, physical limitations and disabilities.
- 62.** Guidance systems need to be accountable to the beneficiaries and sponsors of the service. Quality assurance and long-term results should be continually monitored at national and institutional levels through:
- (a) accurate records of clients, needs addressed, programmes and interventions used and resultant employment including self-employment;
  - (b) a system of evaluation both of staff performance and of the methods used to determine the long-term effects of guidance and the degree of self-reliance of beneficiaries.

## VIII. The learning process

- 63.** The challenges facing technical and vocational education in the twenty-first century demand learner-centred innovative and flexible approaches including a reoriented curriculum to take account of new subjects and issues such as technology, the environment, foreign languages and cultures, entrepreneurship and the requirements of rapidly growing service industries.
- 64.** Theory and practice should form an integrated whole and be presented in a manner that motivates the learners. Experience in the laboratory, workshop and/or enterprises should be linked to mathematical and scientific foundations, and conversely, technical theory, as well as the mathematics and science underlying it, should be illustrated through their practical applications.
- 65.** Full use should be made of contemporary educational technology, particularly the Internet, interactive multimedia materials, audiovisual aids and mass media, to enhance the reach, cost-effectiveness, quality and richness of programmes, especially in the promotion of self-learning.
- 66.** The methods and materials used in technical and vocational education should be carefully adapted to the learners' needs. In this respect:
  - (a) where the language of instruction differs from the native language, teaching materials should make maximum use of numerical and graphical representation, written material being kept to a minimum;
  - (b) where materials developed in one country are adapted for use in another, this adaptation should be carefully made with due regard to local factors;
  - (c) considering, however, the increasing mobility of labour, the acquisition of foreign language skills should be considered a vital aspect of the curriculum.

67. Machines and equipment used in workshops in educational institutions should be geared to the needs of the workplace, and should simulate it as closely as possible. Learners should be capable of operating and maintaining the equipment.
68. Evaluation/assessment should be an integral part of the teaching and learning process, and its major function should be to ensure the availability of appropriate programmes for the development of learners in accordance with their interests and capacities, and competence in the world of work.
69. The learners' performance should be evaluated/assessed on an overall basis that considers class participation, interests and attitude, aptitude for acquiring practical skills and competencies, and relative progress, allowance being made for aptitudes and examinations and other tests.
70. Learners should participate in the evaluation/assessment of their own progress, and this system should have an in-built feedback mechanism to identify and correct learning problems.
71. Continuous evaluation of the teaching and learning process, including formative assessment, should be undertaken with the participation of teachers, supervisors, learners and representatives from the occupational fields concerned to ensure that the programme is effective and that the knowledge and skills imparted meet the needs of the workplace, and include recent developments in the field of study.



## IX. Staff

- 72.** To ensure the high quality of technical and vocational education, priority should be given to the recruitment and initial preparation of adequate numbers of well-qualified teachers, instructors/trainers, administrators and guidance staff, and to the provision of continuous professional upgrading throughout their career, and other facilities to enable them to function effectively.
- 73.** The emoluments and conditions of service which are offered should compare favourably with those enjoyed by persons with similar qualifications and experience in other occupational sectors. In particular, promotions, salaries and pension scales for technical and vocational education staff should take into account any relevant experience acquired in employment outside the educational sector.

## Teaching staff

- 74.** All teachers in technical and vocational education, including instructors/trainers who teach practical skills, should be considered an integral part of the teaching profession, and should be recognized as having the same status as their colleagues in general education. In this regard:
- (a) the Recommendation concerning the Status of Teachers adopted by the Special Intergovernmental Conference on the Status of Teachers on 5 October 1966 is applicable to them especially as regards the provisions concerning preparation for a profession, continuing education, employment and career, the rights and responsibilities of teachers, conditions for effective teaching and learning, teachers' salaries, and social security;
  - (b) arbitrary distinctions between teachers in specialized technical and vocational institutions and those in general education institutions should be eliminated.
- 75.** Technical and vocational education teachers, on a full-time or part-time basis, should possess the appropriate personal, ethical, professional and teaching qualities, and a strong initial preparation that will enable them to operate in and adapt to an ever-changing scientific, technological and social environment.
- 76.** Teachers of technical and vocational subjects in general education should:
- (a) be familiar with a broad range of specialities;
  - (b) develop the ability to relate these to each other as well as to the larger social, economic, environmental, historical and cultural context;
  - (c) where these subjects serve primarily an occupation or educational orientation function, be able to give guidance.

- 77.** Teachers of technical and vocational education for occupational fields should have relevant qualifications so that:
- (a) if the occupational field requires primarily practical skills, they should have significant experience in the exercise of these skills;
  - (b) if learners are to be prepared for technician or middle-management positions, teachers should have a thorough knowledge, preferably acquired through appropriate practical experience, of the special requirements of this type of position;
  - (c) if the occupational field requires research and theoretical analysis, e.g. an engineering field, teachers should have a background in research methods.
- 78.** Teachers in technical and vocational education as continuing education should, in addition to the special preparation for teaching adults, have an adequate knowledge of the working environment of the learners, and be able to provide distance and individually paced education and training.
- 79.** Skilled professionals working outside education should be invited to teach in schools, universities or other educational institutions in order to link the world of work more closely to the classroom.
- 80.** Teachers of general subjects in technical and vocational education institutions, in addition to qualifications in their own field, should have an appreciation of the nature of the learners' specialized technical and vocational education programme.
- 81.** Preparation for technical and vocational teaching should preferably be offered as a tertiary programme, requiring completion of secondary education or its equivalent for entrance. All programmes should be designed with the following objectives in mind:
- (a) to maintain standards of education and professional preparation in effect for the teaching profession as a whole and to contribute to raising these overall standards;
  - (b) to develop in future teachers the ability to teach both the theoretical and the practical aspects of their field, with special emphasis on the need to use, whenever possible, the information and communication technologies;

- (c) to develop in future teachers the responsibility for keeping up to date with trends in their field, as well as with the related work opportunities;
  - (d) to develop in future teachers the ability to guide learners with special needs;
  - (e) to ensure that future teachers are equipped, by means of supplementary training, to teach other subjects related to their primary subject.
- 82.** Flexible training and retraining programmes, combining instruction on the campus and in the workplace, must be adapted to suit the concerned subjects and the needs of the learners and the workplace by developing new and appropriate instruments of assessment, accreditation and articulation, and certification standards.
- 83.** When local conditions prevent future teachers from receiving practical work experience in their training, the teacher-training institution should attempt to simulate workplace conditions as part of the curriculum.
- 84.** The professional preparation of all technical and vocational teachers should include the following elements in pre-service training and in-service upgrading programmes:
- (a) educational theory in general and particularly as it applies to technical and vocational education;
  - (b) educational psychology and sociology relevant to the subjects/fields to be taught by the future teachers;
  - (c) classroom management, special teaching methods appropriate to the subjects/fields of the future teachers and methods of evaluating/assessing the students' work;
  - (d) training in the choice and use of contemporary teaching techniques and aids, including information/communication technologies;
  - (e) training in how to create and produce appropriate teaching materials, including modular and computer-aided instructional materials, whenever such materials are in short supply;
  - (f) a period of supervised practice teaching before appointment to a post;
  - (g) an introduction to educational and occupational guidance methods as well as to educational administration;



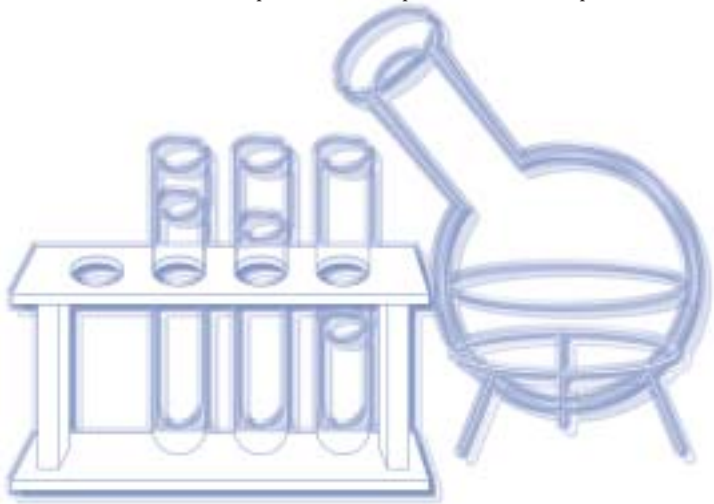
- (h) planning the instructional environment of practical classes and laboratories and managing/maintaining these facilities;
  - (i) a sound training in safety, with emphasis on teaching safe working practice and setting a good working example.
- 85.** Staff responsible for the preparation of technical and vocational teachers should have obtained advanced qualifications in their field:
- (a) teacher-educators responsible for special technical and vocational fields should have qualifications in their field equivalent to those of special subjects staff in other higher education institutions and programmes, including advanced degrees and employment experience in related occupational fields;
  - (b) teacher-educators responsible for the pedagogical aspect of teacher preparation should themselves be experienced teachers in technical and vocational education, and should possess advanced qualifications in education.
- 86.** Staff responsible for the preparation of technical and vocational teachers should be actively engaged in technical research and analyses of work opportunities in their field. Provision should be made for this in terms of a reasonable teaching load, and access to appropriate facilities.
- 87.** Teaching staff should be encouraged to continue their education and training, whatever their specialized field, and should have the necessary means to do so. Lifelong learning should be made available in a wide range of facilities, and should include:
- (a) continuous review and updating of knowledge, competencies and skills;
  - (b) continuous updating of specialized professional skills and knowledge;
  - (c) periodic work experience in the relevant occupational sector.
- 88.** When questions of promotion, seniority and status are considered, teachers' achievements in continuing education and training as well as relevant work experience should be taken into account.

## Administrative and guidance staff

- 89.** Administrators of technical and vocational education programmes should be equipped with the following qualifications:
- (a) teaching experience in a field of technical and vocational education;
  - (b) some work experience in one of the fields taught in the programme;
  - (c) a broad vision of technical and vocational education as a vital element in personal, social and economic development;
  - (d) knowledge of administrative techniques and procedures.
- 90.** The heads of technical and vocational education establishments should devote a significant portion of their time to the educational and scientific aspects of their work. Sufficient staff should be available to provide the following services:
- (a) counselling and guidance for candidates and students;
  - (b) the preparation, supervision and coordination of all practical work and experiments;
  - (c) the maintenance of instruments, apparatus and tools in workshops and laboratories;
  - (d) academic support services such as libraries, information and communication technology centres and information resource centres.
- 91.** Administrators should keep up to date with new administrative techniques and trends, especially through relevant lifelong learning programmes. They should receive special training in the methods and problems associated with the specific features of technical and vocational education programmes, such as flexible entry and re-entry patterns, continuous training in the workplace, and relevance to the needs of the world of work. This preparation should include:

- (a) management methods appropriate to educational administration, including techniques that utilize information and communication technologies;
- (b) financial planning methods that facilitate the allocation of available resources, given the objectives and priorities of the various programmes, and ensure their efficient utilization;
- (c) contemporary human resources management and development methods.

**92.** Guidance staff should receive special preparation for their tasks. They should be equipped to make objective assessments of aptitude, interest and motivation, and have up-to-date information concerning education and work opportunities. They should acquire a direct knowledge of the economy and the world of work through systematically organized visits to enterprises and training periods in enterprises. Guidance staff should be provided with facilities – including the opportunity for practical experience – to keep up with new information and methods of guidance. Most importantly, they should bear in mind the concept that technical and vocational education must be available to all as part of the lifelong learning process. It must contribute to personal and economic development and responsible citizenship.



## X. International cooperation

- 93.** Member States should give priority to international cooperation between the North and South, as well as between countries of the South, with the assistance of concerned international organizations, to renovate and sustain technical and vocational education systems, with particular emphasis on the following:
- (a) the need for developing countries to take ownership of technical and vocational education and to increase their budget for this sector of education;
  - (b) the efficient coordination, within any given country, of international assistance activities;
  - (c) enhancing the sharing of intellectual property, including through research and development, for the benefit of learners in all countries and situations;
  - (d) recognition by all stakeholders, including international financial authorities, of the contribution of technical and vocational education to the maintenance of peace and stability and to the prevention of social dysfunction, and the need to incorporate support for this sector of education in their assistance to recipient countries.
- 94.** Member States should take special measures to make technical and vocational education accessible to foreigners (in particular migrants and refugees) and their children living within their territory. Such measures should take into account the special needs of such persons in the host country, as well as in the event of their return to their country of origin.
- 95.** There is significant scope for countries to share their experience in technical and vocational education. There is a need for mutual cooperative assistance between all countries, regardless of their state of development. Provision should be made at the national, regional and international levels for the regular exchange, making use of contemporary information and

communication technologies, of information, documentation, and materials obtained from research and development, in particular:

- (a) publications concerning comparative education, psychological and pedagogical problems affecting general and technical and vocational education, and current trends;
- (b) information and documentation concerning curriculum development, methods and materials, study opportunities abroad, and employment opportunities, including human resource requirements, working conditions and social benefits;
- (c) ideas, innovations and new teaching/learning/training materials;
- (d) mass media programmes of an informational or pedagogical character.

**96.** Regional cooperation should be encouraged among countries having a common cultural heritage and/or facing common problems in the development or extension of technical and vocational education through:

- (a) periodic meetings at the ministerial level and the establishment of a mechanism to review policies formulated and actions taken;
- (b) the creation of joint facilities for higher level research, the development of prototype materials and equipment, and the preparation of staff for the training of teachers where the costs of such facilities are too high to be sustained by any one country.

**97.** The development of teaching and learning materials which use the information and communication technologies and are suitable for international or regional use should be considered a priority area. These materials should contribute to the progressive establishment and recognition of common standards for professional competencies/qualifications acquired through technical and vocational education. Moreover, such teaching and learning materials should encourage deliberate international collaborative teaching and learning among institutions.

**98.** Member States should encourage the creation of a climate favourable to international cooperation with a view to capacity-building in developing countries, especially in the areas of acquisition, adaptation and application of technology, through:

- (a) fellowship and exchange programmes for teachers/trainers, students and administrators/managers;
- (b) establishing sustained cooperation between similar institutions in different countries, such as through twinning arrangements;
- (c) provision of work experience abroad, particularly when opportunities at home are limited;
- (d) encouraging countries to present and make known their educational programmes outside their national boundaries.

**99.** To facilitate international cooperation, Member States should, through the exchange of good practices and methods, aim to apply relevant and appropriate internationally recommended standards and norms relating in particular to:

- (a) systems of assessment/evaluation;
- (b) scientific and technical symbols;
- (c) occupational qualifications and certification;
- (d) equipment and technical standards;
- (e) information processing;
- (f) equivalencies of qualifications implying standardization of curricula and testing, including aptitude tests;
- (g) occupational safety and security through testing of materials, products and processes;
- (h) environmental protection and conservation.

**100.** Internationally recommended standards and norms should be continuously evaluated through sustained research on and monitoring of the effectiveness of their application in each country, with a view to enabling countries to use lifelong technical and vocational education as a means of narrowing the disparities between the North and the South and as a bridge to a more prosperous and peaceful future in the twenty-first century.



**The General Conference** of the International Labour Organization, meeting at its 88th Session, 2000,

**Having undertaken** a general discussion on the basis of Report V, “Training for employment: Social inclusion, productivity and youth employment”;

**Adopts** the following conclusions and invites the Governing Body to request the Director-General to give due consideration to them for the future work of the Office and to take them into account when preparing the programme and budget for the 2002-03 biennium.

## Conclusions concerning human resources training and development

1. A critical challenge that faces human society at the start of the twenty-first century is to attain full employment and sustained economic growth in the global economy and social inclusivity. The ILO’s framework of decent work addresses both the quality and quantity of employment and provides a basis for new education and training policies and strategies. Human resources development, education and training contribute significantly to promoting the interests of individuals, enterprises, economy and society. By making individuals employable and informed citizens, human resources development and training contribute to economic development and to achieving full employment and promoting social inclusion. They also help individuals to gain access to decent work and good jobs, and escape poverty and marginalization. Education and skills formation could lead to less unemployment and to more equity in employment.

The economy and society at large, like individuals and enterprises, benefit from human resources development and training. The economy becomes more productive, innovative and competitive through the existence of more skilled human potential. Human resources development and training also underpin the fundamental values of society – equity, justice, gender equality, non-discrimination, social responsibility, and participation.

2. Technological changes, changes in financial markets, the emergence of global markets for products and services, international competition, dramatic increases in foreign direct investment, new business strategies, new management practices, new forms of business organization and of the organization of work are among the more significant developments that are transforming the world of work. Many of these developments are also components of globalization which is the name given to the various processes producing the dramatically increased integration of economic activity in the world today. These developments offer both opportunities and challenges for enterprises, workers and countries. For enterprises increased competition has meant more winners and losers. For countries globalization has increased both national development and disadvantages as globalization has exacerbated differences in the relative advantages of countries. For some workers these developments have resulted in career opportunities or successful self-employment, improved living standards and prosperity but for other workers they have resulted in job insecurity or unemployment, declining living standards and poverty. Many of these developments are dramatically increasing the importance of the application of human knowledge and skills to economic activity. Human resources development, education and training are necessary and essential elements required to take both full advantage of the opportunities and to rise to the challenges of these developments for enterprises, workers and countries. There is a growing recognition that globalization has a social dimension that requires a social response. Education and training are components to both the economic and social response to globalization.



- 3.** Education and training cannot alone address this challenge, but should go hand-in-hand with economic, employment and other policies to establish, in an equitable manner, the new knowledge and skills-based society in the global economy. Education and training have distinct but converging outcomes as society is changing. They have both a dual rationale: develop skills and knowledge that will help countries, enterprises and individuals utilize the new opportunities and enhance the employability, productivity and income-earning capacity of many population groups that have been adversely affected by globalization and changes in society at large. Education and training are necessary for economic and employment growth and social development. They also contribute to personal growth and provide the foundation of an informed citizenry. Education and training are a means to empower people, improve the quality and organization of work, enhance citizens' productivity, raise workers' incomes, improve enterprise competitiveness, promote job security and social equity and inclusion. Education and training are therefore a central pillar of decent work. Education and training help individuals become more employable in rapidly changing internal and external labour markets.
- 4.** Human resources training and development are fundamental, but are by themselves insufficient to ensure sustainable economic and social development, or resolve the aggregate employment challenge. They should be coherent and form an integrated part of comprehensive economic, labour market and social policies and programmes that promote economic and employment growth. Policies that expand aggregate demand in the economy such as macroeconomic and other measures must be combined with supply-side policies, e.g. science and technology, education and training, and industrial and enterprise policies. Appropriate fiscal policies, social security and collective bargaining are among the means to distribute these economic gains on a fair and equitable basis, and constitute basic incentives to invest in training. Pursuing these integrated policies requires consideration of a new financial and social architecture for the global economy, a subject for ILO research.

5. It is the task of basic education to ensure to each individual the full development of the human personality and citizenship; and to lay the foundation for employability. Initial training develops further his or her employability by providing general core work skills, and the underpinning knowledge, and industry-based and professional competencies which are portable and facilitate the transition into the world of work. Lifelong learning ensures that the individual's skills and competencies are maintained and improved as work, technology and skill requirements change; ensures the personal and career development of workers; results in increases in aggregate productivity and income; and improves social equity. Both in developed countries as well as in developing countries there are many workers without the basic skills for literacy and numeracy. National and international strategies have to be developed to eliminate illiteracy, based on concrete targets, benchmarks and quality assessment.
6. Education and training of high quality are major instruments to improve overall socio-economic conditions and to prevent and combat social exclusion and discrimination, particularly in employment. In order to be effective they must cover everyone, including disadvantaged groups. Therefore, they must be carefully targeted at women and persons with special needs, including rural workers; people with disabilities; older workers; the long-term unemployed, including low-skilled workers; young people; migrant workers; and workers laid off as a result of economic reform programmes, or industrial and enterprise restructuring. In addressing the needs of these groups, particularly of young people, access to a combination of formal, off-the-job, and workplace learning should be systematically offered and developed as it provides for effective learning outcomes and increases the chance of entering the labour market.
7. Training can be one of the instruments that, together with other measures, address the challenge of the informal sector. The informal sector is not a sector in the traditional sense of economic classification but a name given to the economic activity of persons in a variety of situations, most of which are survival activities. Informal sector work is unprotected work that is, for the most part,

characterized by low earnings and low productivity. The role of training is not to prepare people for the informal sector and keep them in the informal sector; or to expand the informal sector; but rather it should go in conjunction with other instruments, such as fiscal policies, provision of credit, and extension of social protection and labour laws, to improve the performance of enterprises and the employability of workers in order to transform what are often marginal, survival activities into decent work fully integrated into mainstream economic life. Prior learning and skills gained in the sector should be validated, as they will help the said workers gain access to the formal labour market. The social partners should be fully involved in developing these programmes.

- 8.** Education and training are a right for all. Governments, in cooperation with the social partners, should ensure that this right is universally accessible. It is the responsibility of all persons to make use of the opportunities offered. Free universal, quality public primary and secondary education must be made available to all children, and they should not be denied sustained access to education through child labour. Education cannot be separated from training. Basic and secondary education is the foundation on which an effective vocational education and training system should be built. Good quality basic education and initial training, availability of adult and second chance education, together with a learning culture, ensure high levels of participation in continuous education and training. Qualified teachers and trainers are the fundamental key to providing quality education for helping children and adults reach high standards in academic and vocational competencies. Their recruitment, remuneration, education, training and retraining, assignment and provision of adequate facilities are critical elements of any successful educational system.

In addition to education and training, career guidance and job placement services (career development services) embracing career education, career counselling, employment counselling and educational, vocational and labour market information, all have a crucial role to play in human resources development. The fostering of a career development culture throughout education,

training systems as well as employment services is a means to promote continuous learning. The development of this culture among youth and adults will be of particular importance for ensuring their employability and facilitating their transition from education and training to work or further training.

- 9.** Employability is defined broadly. It is a key outcome of education and training of high quality, as well as a range of other policies. It encompasses the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if she/he so wishes or has been laid off, and enter more easily into the labour market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills, learning to learn skills, and competencies to protect themselves and their colleagues against occupational hazards and diseases. This combination of skills enables them to adapt to changes in the world of work. Employability also covers multiple skills that are essential to secure and retain decent work. Entrepreneurship can contribute to creating opportunities for employment and hence to employability. Employability is, however, not a function only of training – it requires a range of other instruments which results in the existence of jobs, the enhancement of quality jobs, and sustainable employment. Workers' employability can only be sustained in an economic environment that promotes job growth and rewards individual and collective investments in human resources training and development.
- 10.** There is tripartite and international consensus about guaranteeing universal access of all to, and increasing and optimizing overall investment in, basic education, initial training and continuous training. Discrimination which limits access to training should be combated both by anti-discrimination regulations as well as by common action of social partners. These principles have been endorsed already in the Tripartite Declaration of Principles concerning Multinational

Enterprises and Social Policy adopted by the Governing Body, 1977. The Committee endorsed the core commitments made in the Cologne Charter of the Group of Eight leading industrialized nations (G8) in 1999 calling for renewed commitment of all partners to lifelong learning: "... by governments, investing to enhance education and training at all levels; by the private sector, training existing and future employees; by individuals, developing their own abilities and careers". However, structural adjustment programmes, restrictive fiscal policies, low wages, debt repayment obligations, decline of development assistance flows, competitive price pressures on enterprises and lack of resources of large sections of the population in a number of cases induce governments, enterprises and individuals to under-invest in education and training. Furthermore, market uncertainties, poaching of skills by other enterprises and the growth of insecure forms of work and consequential high turnover of staff may reduce enterprises' incentives to invest in training. This is especially true for the least developed countries, most of which are in Africa, given their dire socio-economic situation. The culture of developing, on a continuous basis, individual and collective skills for enhanced productivity and employability in a rapidly changing environment has to be improved further.

- 11.** The cost of education and training should be seen as an investment. Increasing this investment can be fostered by recognizing that investing in education and training can be a shared responsibility of both the public and private sector. Government must always assume the primary responsibility for investing in basic education and initial training, and it should also invest in other forms of training. Government must also share the greatest responsibility for investments directed at groups where combating social exclusion or discrimination is an important objective. With respect to the responsibility of individuals, the government must also share responsibility in order that access not be denied on financial grounds and to the detriment of the broader interest of society. Government, as an employer, must also assume responsibility to invest in training. With respect to the private sector, the responsibilities of both enterprises and individuals should

be recognized and, where appropriate, encouraged. These responsibilities are especially appropriate with respect to investment in workplace-based and continuous education, which can raise workers' employability and the competitiveness of enterprises. The organization and implementation of private sector responsibilities in this area can best be accomplished through partnerships between the government and enterprises, between government and the social partners or between the social partners. Ensuring increased investment for SMEs is especially suitable to a partnership approach.

12. There is no universal model of investing in training. Governments should create a general economic environment and incentives conducive to encourage individuals and enterprises to invest individually or jointly in education and training. This investment and the responsibility for it should generally be determined by the objectives of training, e.g. individual, enterprise or societal objectives. Countries can use different ways and means to foster investment in training and increase resources for training. Enterprises have a critical role to play in investment in training. A number of mechanisms used in combination to further investment in training and to guarantee access are required. These may include levy systems on enterprises accompanied by public grants, establishment of training funds, various incentives for training and learning, e.g. tax rebates, training credits, training awards, individual training accounts, collective and individual training rights, sabbatical leave, collective training agreements and emulation of national and international best practices of investing in training. The chosen mechanisms should take into account the special needs of the SMEs. Where levies are the chosen mechanism for funding training, the governance of funding distribution should be tripartite, or where these are agreed by the social partners, such governance should be bipartite. Decisions regarding government policies on education and training should be based on genuine tripartite dialogue and give the tripartite partners the opportunity to develop the best ways and means to increase investments in training. Measures such as the provision of childcare facilities are needed to facilitate access to training.

One means of encouraging countries and companies to increase current efforts possibly differentiated for different regions of the world, size of companies or sector of industry, as a mirror and point of orientation for countries, sectors, and companies.

- 13.** Flatter hierarchical structures, and devolved decision-making, initiative and control, also widen the need for higher-level skills and training, and result in increased responsibility for workers. ICT is accelerating these management trends and changes in the world of work in general.

ICT has the potential to improve enormously people's access to quality education and training, including in the workplace. There is however a danger that these technologies may create a "digital divide" and worsen existing inequalities in education and training between urban and rural areas, between rich and poor, between those who possess and those who lack literacy and numeracy skills and between developed and developing countries. Countries should expand their investment in the infrastructure needed for use of ICT, in education and training hardware and software, and in the training of teachers and trainers. Such investments should be undertaken by both the public and private sectors, and make use of collaborative local, national and international networks. Governments may also provide incentives for the private sector and individuals to encourage computer literacy and to develop new communication skills. New modes and methods need to be deployed for training and learning when using ICT.

Distance-learning methods can be used to make training available at convenient times, at accessible places or at reduced costs. Distance learning should not replace all other learning or teaching methods but can be a valuable part of the total teaching tools available. Distance learning should, as far as possible, be combined with traditional training methods in order to avoid a sense of isolation of the learner. The social framework for training needs to be adapted to these new forms of training.

- 14.** The many driving forces, as mentioned in paragraph 2, have a significant impact on organization and working methods of companies. Also, new sectors are emerging, many of them based on the use of ICT products and services, including the Internet. All this increases demand for new skills and competencies, including personal skills and ICT competencies. Education and training need to respond to these new demands, both those related to ICT and those related to changing work organization.
- 15.** Electronic networking provides opportunities for learners to assist each other more actively, for learners to be more active in the training and education process, and for formal and non-conventional teaching methods to be utilized. In order to apply ICT in training, trainers must master these technologies and be systematically trained. Teaching methods need to be updated to accommodate the teaching of new developments in ICT, new types of organization of schools should be devised to take full advantage of ICT; and the individual needs to learn self-learning methods. New training is needed to provide trainers and individuals with these skills. Enterprises may provide ICT facilities or support schemes for workers for the use of ICT at home or in general, and to schools or other training providers, in order to promote the diffusion of ICT skills and access in society. Appropriate government incentives could facilitate this development.
- 16.** For many developing countries, the challenges are much more basic. Societies with huge and growing levels of adult illiteracy, and massive debt crises, will not be able to design, fund or implement the modern education and training policies which are prerequisites for development and economic growth. In the age of the knowledge society, 884 million adults are illiterate, unable to operate effectively even with the intellectual tools of the “old economy”. UNESCO estimates that, in the least developed countries, while 144 million adults were illiterate in 1985, by 2005 this will rise to 188 million – in other words, the number of illiterate adults will grow by 30 per cent in the least developed countries. Additionally, structural adjustment programmes



have in specific instances operated to reduce public investment in education, thus further weakening the longer term capacity for economic growth and development.

Much of the developing world lacks access to the physical infrastructure through which much of the new knowledge is pulsing. The lack of electricity and telephones, the cost of computers and Internet access, all contribute to deprive citizens, enterprises and workers in developing countries from benefiting from the ICT revolution, and create the conditions for a “digital divide” to grow between countries. Developing countries should make greater efforts to invest in ICT and to develop ICT-appropriate methods of teaching rather than simply adding computers to existing teaching methods.

The international community should, as part of creating the conditions for skills formation in the least developed economies, undertake bold and substantial debt relief, or, where appropriate, debt cancellation; help mobilize resources for programmes to secure basic literacy and numeracy and the development of communication and information infrastructure; and assist with training in the new information and communication technologies. This is a direct challenge to the ILO and international development agencies.

Multinational corporations should be encouraged to agree fair technology transfer agreements, to develop local high-level skills in developing countries, and to help create the infrastructure for the new knowledge economy. The contributions to development that multinational companies can make through training as elaborated in the Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy should be recalled.

These measures, taken together, contribute to developing the economies and societies of the poorest parts of the world. They provide a ladder through which developing countries can move up the value chain in production, making goods and providing services which add significant economic value, and which receive significant economic return in the global economy.

Education and training is one of the packages of measures to leapfrog from underdevelopment to the information society.

In developing an education and training base in developing countries, the existence of new technology can open up new possibilities and possibly save costs on more traditional methods. This is a major challenge for the developing countries to invest in ICT and develop appropriate policies.

Closer collaboration is needed between the ILO, UNESCO and other international organizations; regional organizations, such as the EU and MERCOSUR; and donor countries that place high priority on human resources development and training. It should also work more closely with international financial institutions such as the International Monetary Fund, the World Bank, and regional development banks, to ensure that structural adjustment programmes do not inhibit investments in education and training. Greater national and international efforts also should be made to eradicate illiteracy worldwide. All of these measures and support can only be effective if the developing countries make efforts to set up policies and programmes to promote economic growth and develop their human talent.

17. The development of a national qualifications framework is in the interest of enterprises and workers as it facilitates lifelong learning, helps enterprises and employment agencies match skill demand with supply, and guides individuals in their choice of training and career. The framework should consist of a number of elements: appropriate, transferable, broad and industry-based and professional competency standards, established by the social partners, that reflect the skills required in the economy and public institutions, and vocational and academic qualifications; and a credible, fair and transparent system of assessment of skills learned and competencies gained, irrespective of how and where they have been learned, e.g. through formal and non-formal education and training, work experience and on-the-job learning.

Every person should have the opportunity to have his or her experiences and

skills gained through work, through society or through formal and non-formal training assessed, recognized and certified. Programmes to compensate for skill deficits by individuals through increased access to education and training should be made available as part of recognition of prior learning programmes. Assessment should identify skill gaps, be transparent, and provide a guide to the learner and training provider. The framework should also include a credible system of certification of skills that are portable and recognized across enterprises, sectors, industries and educational institutions, whether public or private.

The assessment methodology should be fair, linked to standards, and be non-discriminatory. Potential hidden discrimination should be actively guarded against. For example, the shift to the service sector, with an overall stronger female component, often relies on greater communication and problem-solving skills, which are not always explicitly recognized. Similarly, testing systems conducted in an individual's second language sometimes distort results of technical and other skills possessed. New forms of work organization often shift the skills requirements within an enterprise. For example, flatter managerial structures are predicated on shifting certain responsibilities from management to the workforce. These should result in explicit recognition of the new competencies required by the workforce under these circumstances; and reward systems have to take these into account.

The vocational qualifications system should be tripartite, offer access to workers and anybody wanting to learn, should cover public and private training providers and be updated on a continuous basis. It should ensure multiple entry and exit points in the education and training system during a worker's career. The ILO should develop a database on best practices in developing a national qualifications framework, conduct a general study on the comparability of different national qualifications frameworks based on this database, and undertake research into recognition of prior learning.

**18.** Trade unions and employer associations may also contribute to training by managing their own training institutions and providing education for their members. Particularly at the sector and enterprise levels, collective bargaining can set appropriate conditions for the organization and implementation of training. Such collective bargaining could encompass issues such as:

- skills required by the enterprise and the economy;
- training necessary for workers;
- assessment of basic skills and skills gained either in the workplace or during individual or associative activities;
- development of career paths for workers;
- personal training and development plans for workers;
- facilities needed to allow the maximum benefits from training;
- recognition and reward schemes, including remuneration structuring.

**19.** The social partners should strengthen social dialogue on training, share responsibility in formulating education and training policies, and engage in partnerships with each other or with governments for investing in, planning and implementing training. In training, networks of cooperation also include regional and local government, various ministries, sector and professional bodies, training institutions and providers, non-governmental organizations, etc. Government should establish a framework for effective social dialogue and partnerships in training and employment. This should result in a coordinated education and training policy at national level, and long-term strategies, which are formulated in consultation with the social partners and are integrated with economic and employment policies. It should also include tripartite, national and sector training arrangements, and provide for a transparent and comprehensive training and labour market information system. Enterprises are primarily responsible for training their employees and apprentices, but also share responsibility in initial vocational training of young people to meet their future needs.

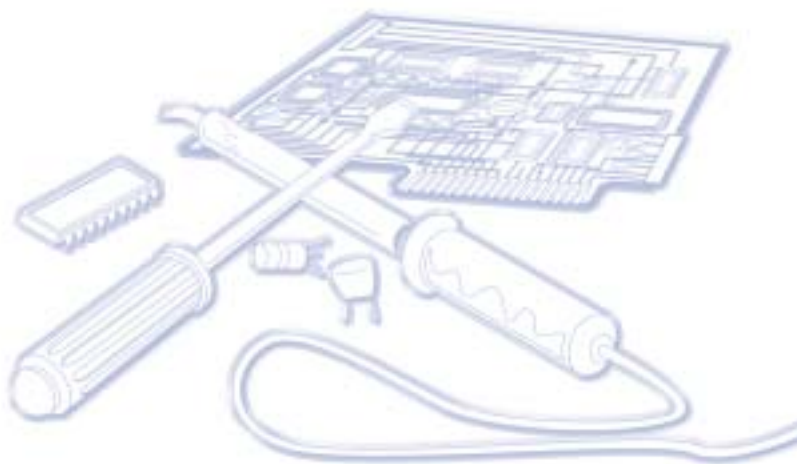
**20.** The scope and effectiveness of social dialogue and partnerships in training is currently limited by the capacity and resources of actors. It varies between countries, sectors and large and small enterprises. Recent regional economic integration also brings a new dimension to social dialogue on training and the need for capacity building. There is a pressing need to raise this capacity by various means such as technical cooperation, public grants to trade union and employer organizations, and exchanging experience and best practices between countries. Education and training in industrial relations and on trade union education, business administration and the social contribution by the work and the organization of the social partners, should also be an integral part of capacity building and a part of initial and vocational training. Being a tripartite organization, the ILO should lead international cooperation to build up capacities for social dialogue and partnership building in training. Additional efforts should be made for the benefit of developing countries.

**21.** Terms of reference for a review of the Human Resources Development Recommendation, 1975, (No. 150), should be based on the present conclusions, adopted by the International Labour Conference at its 88<sup>th</sup> Session, 2000, the conclusions of the Cologne Charter 1999, and the statements on this subject jointly made by international employer and trade union organizations; and should include the following:

- (1) address training and education needs in the modern world of work in both developing and developed countries, and promote social equity in the global economy;
- (2) advance the decent work concept through defining the role of education and training;
- (3) promote lifelong learning, enhance employability of the world's workers, and address the economic challenges;
- (4) recognize the various responsibilities for investment and funding of education and training;

- (5) promote national, regional and international qualifications frameworks which include provisions for prior learning;
- (6) improve access and equity of opportunity for all workers to education and training;
- (7) build the capacity of the social partners for partnerships in education and training;
- (8) address the need for increased technical and financial assistance for the less advantaged countries and societies.

Recommendation No. 150 should be revised in order to reflect the new approach to training. Although some aspects of the Recommendation are still valid, others have lost their relevance. There is a need for a more dynamic instrument that is more applicable and used by member States and the social partners in formulating and implementing human resources development policies, integrated with other economic and social policies, particularly employment policies. A new recommendation should be complemented by a practical guide and database that can be renewed on a continuous basis by the Office as part of its normal work.



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