



General Conference
31st session, Paris 2001

31 C

31 C/62
(31 C/COM.II/2)
22 October 2001
Original: English/French

DRAFT REPORT OF COMMISSION II

CONTENTS

Introduction

Part I General Debate

Part II Recommendations of the Commission

- Recommendations relating to the four specific items on the Commission's agenda

Item 5.3 Implementation of 30 C/Resolution 54 concerning educational and cultural institutions in the occupied Arab Territories

Item 5.8 Report of the 46th session of the International Conference on Education: endorsement of the conclusions and proposals

Item 8.1 Report by the Director-General on the initial special reports by Member States on the implementation of the Recommendation concerning the Status of Higher-Education Teaching Personnel

Item 8.2 Updated version of the Revised Recommendation concerning Technical and Vocational Education (1974): Proposal by the Director-General

- Recommendations on the Draft Programme and Budget (Item 4.3 – Major Programme I, Education)

Draft resolutions which may be adopted *in extenso* by the General Conference

Proposed resolutions contained in document 31 C/5

Recommendations of the Executive Board contained in document 31 C/6

Other draft resolutions examined by the Commission

Total budgetary provision for Major Programme I

Part III Debate on the Medium-Term Strategy for 2002-2007 and preparation of the Draft Programme and Budget for 2004-2005 (Item 3.1 – Major Programme I, Education)

INTRODUCTION

1. The first meeting, held on Tuesday, 16 October 2001, was opened by the Chairperson of Commission II, Mr Michael Omolewa (Nigeria).

2. The Chairperson submitted for approval the draft timetable of work of the Commission. He proposed to divide the Commission's work into four debates: (i) a general debate on item 3.1 – Consideration and adoption of the Draft Medium-Term Strategy for 2002-2007 and preparation of the Draft Programme and Budget for 2004-2005; (ii) a debate on item 4.3 – Consideration and adoption of the Draft Programme and Budget for 2002-2003 – Part II.A: Major Programme I – Education; (iii) a debate on other items, 5.3, 5.8, 8.1 and 8.2; and (iv) recommendations on resolutions proposed by the Director-General in document 31 C/5, decisions proposed in items 5.3, 5.8, 8.1 and 8.2, and draft resolutions submitted by Member States. The timetable also included an informal session on UNESCO's strategy for HIV/AIDS preventive education. The draft timetable was approved unanimously.

3. The Chairperson of the Nominations Committee, Mr Galan Sarmiento (Colombia), recommended, on behalf of the Nominations Committee, the following delegates as Vice-Chairpersons: Mr Shoïb El Mansouri (Libyan Arab Jamahiriya), Mr Klaus Hübner (Germany), Ms Dagmar Kopčanová (Slovakia) and Mr M.J.T. Sese (Vanuatu). Mr Antonio Guerra Carballo (Uruguay) was recommended as Rapporteur. The Commission accepted the recommendations by acclamation.

4. The Assistant Director-General for Education, Mr John Daniel, representative of the Director-General, introduced the Draft Medium-Term Strategy for 2002-2007 (31 C/4) and to Major Programme I (Education) of the Draft Programme and Budget for 2002-2003 (31 C/5).

5. The Chairpersons of UNESCO's education institutes presented their reports (31 C/REP/1, 3 C/REP/3, 31 C/REP/6, 31 C/REP/7 and 31 C/REP/8). The UNESCO International Bureau of Education (IBE) was presented by Mr Pieter de Meijer, President of the IBE Council, the UNESCO International Institute for Educational Planning (IIEP) by Dato 'Asiah bt. Abu Samah, Chairperson of the IIEP Governing Board, the UNESCO Institute for Education (UIE) by Mr Justin Ellis, Chair of the UIE Governing Board, the UNESCO Institute for Information Technologies in Education (IITE) by Mr Peter P. Canisius, Chair of the IITE Governing Board, and the UNESCO Institute for Capacity-Building in Africa (IICBA) by Mr Leonce Johnson, Chair of the IICBA Governing Board. The Chairperson of the Governing Board of IIESALC presented his report by a letter, which was read out by the Secretary of the Commission.

PART I GENERAL DEBATE

6. The Commission began its work by examining the Draft Medium-Term Strategy for 2002-2007 (31 C/4) and the preparation of the Draft Programme and Budget for 2004-2005 at the first and the second meetings held on Tuesday, 16 October 2001. Before opening the discussion, the Chairperson invited Mr D'Orville, Director of the Bureau of Strategic Planning, to introduce document 31 C/4. At the end of the debate on item 3.1, Mr Daniel, Assistant Director-General for Education, replied to the comments and observations made by the Commission. During this debate, 28 Member States, one observer and one non-governmental organization took the floor. The substantive part of the discussion, which is summarized in Part III of this report was transmitted to a Drafting Group established to

prepare the decisions of the General Conference on the Medium-Term Strategy for 2002-2007.

7. During the third, fourth and fifth meetings, held on 17 and 18 October 2001, the Commission discussed Major Programme I (Education) of the Draft Programme and Budget for 2002-2003 (31 C/5) as a whole, including Programmes I.1 and I.2, the programmes of UNESCO education institutes and the projects relating to cross-cutting themes that concern the Education Sector. Eighty Member States, six non-governmental organizations and one intergovernmental organization took the floor during this debate. At the beginning of the fifth meeting the Chairperson of the Intergovernmental Committee on Physical Education and Sport, Mr Julio César Maglione introduced the report of the Committee (31 C/REP/20). At the beginning of the sixth meeting, held in the afternoon of Thursday, 18 October 2001, the Assistant Director-General for Education, representative of the Director-General, replied to the comments and questions raised by the Commission during this debate.

8. The third debate was held in the afternoon of Thursday, 18 October 2001, in which items 5.3, 5.8, 8.1 and 8.2 were discussed. Twenty Member States and two non-governmental organizations spoke on these particular items. The Assistant Director-General for Education, representative of the Director-General, replied to the comments and questions raised by the Commission during this debate.

9. On Friday, 19 October 2001, the Commission held its seventh meeting to consider the proposed resolutions and amendments submitted by Member States and to decide on its recommendations.

PART II RECOMMENDATIONS OF THE COMMISSION

- **Recommendations relating to the four specific items on the Commission's agenda**

Item 5.3 Implementation of 30 C/Resolution 54 concerning educational and cultural institutions in the occupied Arab territories

10. Having examined draft resolution 31 C/COM.II/DR.1 submitted by Tunisia, Yemen, United Arab Emirates, Iraq, the Commission recommended that the General Conference adopt the following resolution:

The General Conference,

Having examined the report of the Director-General (31 C/14) and 162 EX/Decision 9.2,

1. Congratulates the Director-General and thanks him for the great efforts he is making to ensure that the decisions of the Executive Board and the resolutions of the General Conference are fully implemented;
2. Having noted the Director-General's introduction to the 162nd session of the Executive Board, in particular with respect to "the very serious disruption affecting Palestinian educational institutions", and endorsing it,

3. Greatly concerned at the critical situation facing the Palestinian territories, which gravely prejudices Palestinian children's right to education because of the sealing off of these territories which hampers the Palestinian education system,
4. Highly appreciative of the efforts of the international community to halt the violence and safeguard the peace process, which is seriously threatened by these tragic events that have led to major loss of life among schoolchildren,
5. Urgently appeals to the Israeli authorities to facilitate safe access of Palestinian children to their schools and to allow the functioning of educational establishments;
6. Expresses the urgent need for the Palestino-Israeli peace negotiations to be resumed for a just and comprehensive peace to be speedily brought about in accordance with the United Nations resolutions, to which UNESCO adheres, particularly Security Council resolutions 242, 338 and 1322, peace based on withdrawal from the occupied Arab territories and the principle of land for peace;
7. Expresses its profound regret that the implementation of the third phase of the UNESCO Programme for Palestine (UPP) has been delayed because of the present situation;
8. Expresses its gratitude to the States, organizations, foundations and representatives of the private sector that have contributed to the implementation of the UNESCO Programme for Palestine (UPP);
9. Renews its appeal to sponsors to contribute generously to financing the reconstruction of Palestinian educational and cultural institutions;
10. Considers that UNESCO's action on behalf of the Palestinian people is of major importance and confers on the Organization an important role within the United Nations system in the establishment and consolidation of peace and in the promotion of a culture of peace and dialogue among the peoples;
11. Warmly thanks the Director-General for his efforts to ensure the implementation of 30 C/Resolution 54 and 162 EX/Decision 9.2;
12. Requests the Director-General to pay particular attention to the quality of education in the current emergency situation as well as the subsequent revision of the Education and Culture Development Plan in order to ensure the necessary continuation between emergency action and reconstruction and to reflect these activities in the implementation of document 31 C/5 and subsequent programme and budget documents;
13. Invites the Director-General to continue financial assistance for Palestinian students to pursue their studies;
14. Expresses the hope that the Arabo-Israeli peace negotiations will be resumed and that a just and comprehensive peace is speedily brought about in accordance with the United Nations resolutions, to which UNESCO adheres, particularly Security Council resolutions 242 and 338 based on withdrawal from the occupied Arab territories and the principle of land for peace;

15. Invites the Director-General:

- (i) to continue the efforts he is making vis-à-vis the Israeli authorities with a view to preserving the human and social fabric and safeguarding the Arab cultural identity of the occupied Syrian Golan, in accordance with the relevant resolutions adopted in this regard;
- (ii) to continue his efforts vis-à-vis the Israeli authorities so that they cease imposing Israeli curricula on the students of the occupied Syrian Golan, to offer more grants to those students and to provide special assistance to the educational institutions of the Golan;

16. Reiterates all its previous decisions relating to the occupied Syrian Golan;

17. Decides to include this item in the agenda of its 32nd session.

11. It is also recommended that Commission IV endorse the draft resolution. The delegate of Israel took the floor to express his opposition to this resolution.

Item 5.8 Report on the 46th session of the International Conference on Education: endorsement of the conclusions and proposals

12. Having considered document 31 C/REP/22 and in particular the draft resolution contained in Annex II of that document the Commission recommended that the General Conference adopt the following resolution as amended by the Commission:

The General Conference,

1. Underscoring the importance for the Member States of UNESCO of the choice of theme of the 46th session of the International Conference on Education (ICE) “Education for all for learning to live together: contents and learning strategies – problems and solutions”, as decided by the UNESCO General Conference at its 30th session, especially since recent tragic events demand that special attention be paid to the theme of that conference,
2. Welcoming the success of the 46th session of the International Conference on Education (Geneva, 5-8 September 2001),
3. Thanking the Council of the International Bureau of Education (IBE) for its active role in the preparation and functioning of the ICE, and for the innovative efforts which it hopes to see taken further,
4. Thanking the numerous intellectual and financial partners who contributed to the organization of the 46th session of the ICE and in particular the governments and cooperation agencies of more than 12 countries from all UNESCO’s regions,
5. Takes note of the document adopted and invites Member States and various partners to continue to work together in order to make “learning to live together”, a reality;
6. Invites the Director-General to take into account the “Conclusions and proposals for action” in the implementation of the new Medium-Term Strategy (31 C/4) and Programme and Budget of UNESCO (31 C/5);

7. Recommends that the 47th session of the ICE should be planned in the framework of Education for All (EFA) for living together more successfully, with particular attention being paid to the problems of adolescence and youth and to the fight against poverty;
8. Invites the IBE Council to develop the theme taking into account the suggestions made by the Director-General and to propose a date for the 47th session of the ICE, preferably during the first quarter of 2005.

Item 8.1 Report by the Director-General on the initial special reports by Member States on the implementation of the Recommendation concerning the Status of Higher-Education Teaching Personnel

13. Having examined document 31 C/21 as well as the comments made by the Legal Committee in its fourth report (31 C/74 – 31 C/LEG/4) the Commission recommended that the General Conference approve the following resolution as amended by the Legal Committee:

I

1. Having examined document 31 C/21,
2. Expresses its concerns that only two Member States have complied with Article 116, paragraph 2 of the Rules of Procedure concerning recommendations to Member States and international conventions, covered by the terms of Article IV, paragraph 4 of the Constitution in respect to submitting initial special reports concerning the 1997 Recommendation concerning the Status of Higher Education Teaching Personnel;
3. Takes note of the Director-General's intention to proceed with a comprehensive report on the world situation with regard to academic freedom and institutional autonomy; and
4. Invites the Director-General to submit the aforementioned two-year report, following its expected completion in 2003, to the Executive Board.

II

1. Noting that the Member States' difficulty in complying with the provisions of Article 16 of the Rules of Procedure concerning recommendations to Member States and international conventions, covered by the terms of Article IV, paragraph 4, of the Constitution, has long been a matter of concern for the Organization,
2. Considering that a review is needed of the procedures whereby Member States are invited to inform the Organization of the action they have taken in pursuance of conventions or recommendations adopted by the General Conference,
3. Invites the Director-General to submit proposals for the amendment of Part VI of the above Rules of Procedure at the 32nd session of the General Conference.

Item 8.2 Updated version of the Revised Recommendation concerning Technical and Vocational Education (1974): proposal by the Director-General

14. Having examined document 31 C/22 and having considered several oral amendments the Commission recommend that the General Conference adopt the following resolution as well as the Revised Recommendation concerning Technical and Vocational Education (2001) as amended by the Commission:

The General Conference,

Recalling the decision of the Executive Board at its 154th session in 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 (154 EX/Decision 4.3),

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 international citizenship,

Recalling also resolution 14 of the General Conference at its 30th session in 1999 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 draft new 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 31st session for approval,

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

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

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

The General Conference recommends that when developing and improving technical and vocational education, Member States should apply the following provisions by taking whatever legislative or other steps may be required to give effect, within their respective territories, to the principles set forth in this Recommendation.

The General Conference recommends that Member States should bring this Recommendation to the knowledge of the authorities and bodies concerned with technical and vocational education.

The General Conference further recommends that Member States should report to it, jointly with five-yearly assessments of the follow-up to the Seoul Congress, on the action they have taken to give effect to the Recommendation.

ANNEX

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, 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 society's 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, that 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 on 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 a 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 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 the 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 advancements 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, 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) That although governments carry the primary responsibility for technical and vocational education, in a modern market economy its 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 fulfil the roles of giving leadership and vision, facilitating, coordinating, establishing quality assurance and ensuring that technical and vocational education is for all through identifying and addressing community service obligations;

- (b) That 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 governments' responsibility 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 international 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) That within governments there are often shared and overlapping responsibilities for various elements of technical and vocational education amongst 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 by 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. 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) parent, former pupil, student 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 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 their purpose, 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 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 a thorough and specialized preparation for initial employment including self-employment and 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 or 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, their 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 this 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 necessity to prepare for international employment and multi-cultural 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 professional education, which has often been the only objective of continuing education, it should now:
 - (a) offer possibilities of personal development and professional advancement by providing flexibility in programme administration and curriculum design to facilitate smooth lifelong learning and 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 of 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 or 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 how one may take 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 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 the 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) this service 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 with supplementary visits to workplaces and acquaint the student with the eventual necessity of choosing an occupation and the importance of this choice being as rational 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 possibilities for later continuing education and training available;
 - (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 to choose the programme most 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 of both staff performance and 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 sustaining 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 skill 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, 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 the effectiveness of the programme and that the knowledge and skills imparted meet the needs of the workplace and include recent development 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 qualification 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; 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 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 qualification 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 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 staying up to date with trends in their field as well as the related work opportunities;
 - (d) to develop in future teachers the ability to guide learners with special needs;
 - (e) to ensure that future teachers will be equipped to teach, following some training, other related subjects.
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, 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 that will 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 student work;
 - (d) training in the choice and use of contemporary teaching techniques and aids, including information/communication technology;
 - (e) training in how to create and produce appropriate teaching materials including modular and computer-aided instructional materials, when they 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 technology;
 - (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 to 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 periods of time spent 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 in preventing 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 the country of origin.
95. There is significant scope for countries to share their experiences in technical and vocational education. There is need for mutual cooperative assistance between all countries, regardless of their state of development. Provision should be made at national, regional and international levels for the regular exchange, taking advantage of contemporary information and communication technology, 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, 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 that utilize the information and communication technology 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 introduce and make known their educational programmes outside 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 and monitoring on the effectiveness of their application in each country with a view to empowering them 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.

- **Recommendations on the Draft Programme and Budget (Item 4.3 – Major Programme I, Education)**

Draft resolutions which may be adopted *in extenso* by the General Conference

15. The Commission recommends that the General Conference adopt the draft resolutions listed below for the records of the General Conference, Volume I (Resolutions):

- 31 C/DR.2 submitted by Mali supported by Burkina Faso, Benin, Togo, Senegal, Niger and Guinea as amended during the debate.

The General Conference,

Considering the role and contribution of the African languages in education,

Considering the commitment made by the international community to education for all (EFA) in the Dakar Framework for Action,

Considering the Decade for African Education 1997-2006,

Considering the decision taken by the Heads of State at the 37th OAU Summit held at Lusaka, to establish the African Languages Academy and to support its activities,

Aware of the need to promote the African languages so as to ensure their use in all fields of development,

Aware of the role of African language teaching in improving the quality of education,

Welcoming the innovative experiments which have taken place in the use of African languages in education in general and in basic education in particular,

Thanks the Member States and UNESCO for their interest in and support for the project to establish the Academy since the idea was launched;

Invites the Member States to make technical and material contributions to the functioning of the Academy and to the linguistic research and other activities of the Academy;

Invites the Director-General to continue to cooperate closely with the Academy during implementation of the Programme and Budget for 2002-2003 and to help it to mobilize extrabudgetary resources to guarantee that it becomes operational.

The Commission also considered:

- 31 C/DR.73 Rev. submitted by South Africa, Australia, Namibia, Mozambique, Zimbabwe, Seychelles, Belgium and Nigeria; supported by Democratic Republic of the Congo, Kuwait and Slovakia.

The Commission has no objection to recommend that the General Conference adopt the preamble and paragraphs 1, 2, 3 and 5 of this draft resolution, provided that other commissions make similar recommendations. As regards paragraph 4, the Commission

recommended to introduce a reference to sustainable development in the proposed resolution under paragraph 01210.

The General Conference,

Noting that the World Summit on Sustainable Development will take place in Johannesburg from 2 to 11 September 2002, and aware that UNESCO and other international bodies have during the past decade done extensive work to build up the knowledge base and provide guidance to society in furthering sustainable development,

Referring to the major United Nations conferences of the 1990s and their action plans (Rio, 1992, Cairo, 1994, Barbados, 1994, Copenhagen, 1995, Beijing, 1995, Istanbul, 1996); the Millennium Assembly (New York, 2000) and its declaration; the international development targets one of which concerns sustainable development; the conventions on biological diversity, climate change and desertification, the International Work Programme on Education, Public Awareness and Training for Sustainability of the United Nations Commission on Sustainable Development,

Recalling that sustainable development is a broad, integrating and interdisciplinary concept which seeks to satisfy the needs of the present without compromising the ability of future generations to meet their own needs, and which emphasizes the interrelationships between world problems and their solution as well as the need in all countries for new values, behaviours and lifestyles conducive to building a sustainable future,

Recognizing that since the Earth Summit held in Rio de Janeiro in 1992, there has been a global shift in emphasis from a focus on environmental concerns to the more holistic approach of sustainable development which centres on environment, society and economy and their interrelationships, as well as the eradication of poverty and changing wasteful consumption and production patterns,

Recognizing UNESCO's role and responsibility for implementing these international agreements in its fields of competence, in particular in its function as task manager within the United Nations system for Chapters 35 (science) and 36 (education, public awareness and training) of Agenda 21,

Drawing attention to the fact that sustainable development is relevant to all of the major programme areas in draft document 31 C/5, and to the important contributions made by UNESCO during the last decade notably in the areas of education for a sustainable future and the environmental science programmes, but also in the other major programme areas,

Recalling the importance given to sustainable development in the outcomes of major UNESCO conferences of the 1990s, in particular the International Conference on Environment and Society, the World Conference on Higher Education, the Second International Congress on Technical and Vocational Education, the World Conference on Science, and the World Education Forum, as well as the International Commission on Education for the Twenty-First Century.

Bearing in mind the joint communications of the chairpersons of the five scientific programmes in October 2000 and May 2001 concerning the Draft Medium-Term Strategy and the Draft Programme and Budget for 2002-2003, their conviction that there

is need for a common framework of work within UNESCO involving sustainable development as a unifying concept, that the Johannesburg Summit would have a significant impact on the future of the five programmes, and that UNESCO should seize the opportunities afforded by the Summit in all its fields of competence,

Stressing the strategic importance for the international community in general and for UNESCO in particular of the forthcoming World Summit on Sustainable Development organized by the United Nations in Johannesburg in September 2002 according to General Assembly resolution 55/199, to review and assess progress made in the implementation of Agenda 21 since 1992, take up new and emerging critical issues for the future, and decide upon a future programme of work,

Underlining the important role of civil society in the Johannesburg Summit and its preparatory process, and the need to build innovative partnerships between governments, UNESCO and the United Nations system, and non-governmental organizations, the private sector and other stakeholders in pursuit of sustainable development,

1. Urges Member States to:

- (a) participate actively in the World Summit on Sustainable Development and its preparatory process at national level, as well as the intergovernmental regional and international preparatory meetings;
- (b) work to ensure that the outcomes of the Summit adequately reflect the key role of education in all its forms and at all levels in achieving sustainable development, the importance of basing decision-making on sound scientific information and knowledge, the importance of preserving cultural diversity in the process of globalization, the need for equitable access to information and knowledge, as well as to the new information and communication technologies, and making the necessary linkages between these themes and the transversal issues of poverty eradication and changing wasteful consumption and production patterns;
- (c) mobilize UNESCO programmes and networks in their respective countries and regions to engage in the Summit process;
- (d) work in close partnership with civil society for the preparation of the Summit and its follow-up;

2. Urges non-governmental organizations in official relations with UNESCO to:

- (a) become actively involved in the civil society component of the Johannesburg Summit and its preparatory process at national, regional and international levels;
- (b) work in close partnership with government and other stakeholders for the preparation of the Summit and its follow-up;

3. Invites the Director-General to:

- (a) mobilize the whole of UNESCO for the preparation and follow-up to the Johannesburg summit, working within the budgetary framework of document 31 C/5 and seeking extrabudgetary financing to this end;
- (b) ensure that sustainable development is an integrating theme within UNESCO that concerns all the major programme areas, and is directly related to the cross-cutting themes of eradicating poverty and promoting ICTs;
- (c) ensure that UNESCO continues to actively participate in the various mechanisms within the United Nations system to further sustainable development and to prepare for and follow up the Johannesburg Summit;
- (d) report to the Executive Board at its 164th session (May 2002) on the status of preparations for the Summit and its expected outcomes, and on how sustainable development and the Summit will be reflected in the implementation of document 31 C/5;

4. Decides to examine during the 32nd session of the General Conference whether to make sustainable development a new cross-cutting theme for the whole of UNESCO within document 32 C/5.

16. The Commission recommends to the General Conference that it approve the proposed resolution contained in paragraph 01110 of document 31 C/5, concerning Subprogramme I.1.1, Coordinating the follow-up of the Dakar Framework for Action, as amended by the Commission in the light of its discussion on:

(i) the following draft resolutions:

- 31 C/DR.23 (Sudan), for subparagraph (a)(ii) and (iii)
- 31 C/DR.80 (Bolivia, Brazil, Costa Rica, Cuba, El Salvador, Mexico, Nicaragua, Panama, Saint Kitts and Nevis, Venezuela), for subparagraph (a)(iv)
- 31 C/DR.59 (Mexico, Bangladesh, Brazil, China, Egypt, India, Indonesia, Nigeria, Pakistan, Islamic Republic of Iran), for subparagraph (a)(v);

and by document 31 C/5 Rev.:

The General Conference

Authorizes the Director-General

(a) to implement the corresponding plan of action in order to:

- (i) lay the foundations to ensure the right to education for all through the realization of the six goals of the Dakar Framework for Action by coordinating EFA partners and maintaining their collective momentum in designing strategies and mobilizing resources in support of national efforts;

- (ii) strengthen institutional capacities and promote national policy dialogue to enable Member States, in particular LDCs, to draw up their EFA national action plans and begin to implement them;
 - (iii) promote policy dialogue and information exchange at the regional and subregional levels in support of EFA action plans by organizing EFA fora, networks and other meetings, and in Africa in particular, by convening the eighth Regional Conference of Ministers of Education of African Member States (MINEDAF VIII) in cooperation with the Organization of African Unity;
 - (iv) ensure that the new Regional Project in the Field of Education in Latin America and the Caribbean 2002-2015, adopted by PROMEDLAC at its seventh session (Cochabamba, March 2001), is put into practice;
 - (v) strengthen and expand the E-9 initiative in line with the recommendations of the Fourth Ministerial Review Meeting (Beijing, 21-23 August 2001) as contained in the “Beijing Declaration”;
- (b) to allocate for this purpose an amount of \$9,588,000 for programme costs, \$11,844,300 for staff costs and \$212,100 for Headquarters indirect programme costs.

17. The Commission recommends to the General Conference that it approve the proposed resolution contained in paragraph 01120 of document 31 C/5, concerning Subprogramme I.1.2, Strengthening inclusive approaches to education and diversifying delivery systems, as amended by the Commission in the light of its discussion on:

- (i) the following draft resolutions:
 - 31 C/DR.33 (Egypt), for subparagraph (a)(ii)
 - 31 C/DR.24 (Sudan), for subparagraph (a)(iii);

and by document 31 C/5 Rev.:

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action in order to:
 - (i) promote the renewal and expansion of basic formal education of good quality, which includes both early childhood care and education and primary education, using inclusive and innovative approaches to increase access for girls, children in difficult circumstances, those with special needs and those belonging to ethnic minorities, with particular attention to Member States of Africa, South Asia and LDCs;
 - (ii) support national literacy programmes including vocational education and non-formal education in order to reach marginalized children, youth and adults, especially girls and women, to ensure that they enjoy

the right to education and acquire the life skills needed to overcome poverty and exclusion;

- (iii) pay special attention to the educational needs of refugees, displaced persons and other groups suffering from conflicts or natural disasters;
- (b) to allocate for this purpose an amount of \$10,261,000 for programme costs, \$13,680,500 for staff costs and \$226,800 for Headquarters indirect programme costs.

18. The Commission recommends to the General Conference that it approve the proposed resolution contained in paragraph 01210 of document 31 C/5, concerning Subprogramme I.2.1, Towards a new approach to quality education, as amended by the Commission in the light of its discussion on:

- (i) the following draft resolutions:
 - 31 C/DR.20 (Islamic Republic of Iran), for subparagraph (a)(ii)
 - 31 C/DR.73 Rev. (South Africa, Australia, Namibia, Mozambique, Zimbabwe, Seychelles, Belgium, Nigeria), for subparagraph (a)(i);
- (ii) the recommendation of the Executive Board (31 C/6) for subparagraph (a)(i) and by document 31 C/5 Rev.:

The General Conference

Authorizes the Director-General

- (a) to implement the corresponding plan of action in order to:
 - (i) promote a new approach to quality education as outlined in the Delors report by emphasizing the acquisition of values, attitudes and skills needed to face the challenges of contemporary society, sustainable development and globalization, with a clear focus on human rights education, the reform of curricula and textbook revision and the Associated School Project (ASP);
 - (ii) support Member States in improving the quality of education overall, with emphasis on the development of quality indicators and monitoring instruments, the school environment and school health, preventive education against HIV/AIDS and drug abuse, and science and technology education, and carry out surveys and build up a knowledge base in order to provide advice on the use of ICTs in education;
- (b) to allocate for this purpose an amount of \$4,800,000 for programme costs, \$10,927,300 for staff costs and \$106,200 for Headquarters indirect programme costs.

19. The Commission recommends to the General Conference that it approve the proposed resolution contained in paragraph 01220 of document 31 C/5, concerning

Subprogramme I.2.2, Renewal of education systems, as amended by the Commission in the light of its discussion on:

- (i) the following draft resolutions:
 - 31 C/DR.13 (Islamic Republic of Iran), for subparagraph (a)(ii)
 - 31 C/DR.58 (France, supported by Spain, Egypt, Philippines, Democratic Republic of the Congo, Romania, Senegal, Indonesia, Liberia, Republic of Moldova, Georgia), for subparagraph (a)(ii);
- (ii) the recommendations of the Executive Board (31 C/6) for subparagraph (a)(i); and by document 31 C/5 Rev.:

The General Conference,

Authorizes the Director-General

- (a) to implement the corresponding plan of action in order to:
 - (i) enhance international and national capacities for the renewal, diversification and expansion of education systems with emphasis on meeting the diverse needs of the growing number of students reaching post-primary levels of education and in particular ensuring technical and vocational education and training for all within a vision of lifelong learning; renew UNESCO's efforts with respect to teacher training and retraining, and to enhance the status of teachers; assist Member States in developing and implementing strategies, as a follow-up to the 1999 Seoul Congress; develop jointly with the International Labour Organization (ILO) and other agencies willing to participate in an international long-term programme for the development of technical and vocational education and training (TVET); and prepare together with ILO an updated version of the UNESCO-ILO Memorandum of Understanding (1954) to that effect;
 - (ii) assist Member States, higher education institutes and other stakeholders in the follow-up to the World Conference on Higher Education, consolidate and strengthen the UNITWIN/UNESCO Chairs Programme, promote quality assurance and accreditation as well as academic mobility of students and staff, and support Member States in improving the quality of teacher education, and in taking account of the emergence of a new professional role for teachers;
 - (iii) encourage the formulation and adoption of new norms and standards in selected key areas of education, particularly with regard to the right to education, anti-doping in sport, ICTs, school architecture, and emerging issues involving ethics and values;
- (b) to allocate for this purpose an amount of \$4,141,100 for programme costs, \$10,256,900 for staff costs and \$91,500 for Headquarters indirect programme costs.

20. The Commission recommends to the General Conference that it approve the proposed resolution contained in paragraph 01310 of document 31 C/5, concerning the UNESCO International Bureau of Education:

The General Conference,

Acknowledging the report of the UNESCO International Bureau of Education (IBE) for the 2000-2001 biennium,

Recognizing the important role that IBE, a UNESCO institute specializing in the content and methods of education, plays in the realization of Major Programme I and its priority, Basic Education for All, in the context of developing a worldwide knowledge and learning society,

1. Authorizes the Director-General to provide IBE with a financial allocation under the regular programme of \$4,591,000 enabling it to efficiently contribute to the improvement of the quality of education by stimulating sustainable, innovatory efforts in Member States on educational structures, contents and methods for learning to live together and promoting universally shared values, in particular:
 - (a) to contribute to strengthening capacity-building in the domain of curriculum development, through its international curriculum development network;
 - (b) to develop a platform and an observatory of educational contents, methods, structures and curriculum change processes;
 - (c) to promote policy dialogue among decision-makers, educators and other partners in the field of educational content, methods and structures;
2. Requests the IBE Council:
 - (a) to supervise, in conformity with its statutory functions, the implementation of IBE's activities with due emphasis on the harmonization of IBE's activities with those carried out by the Education Sector and other concerned UNESCO units and institutions;
 - (b) to continue to mobilize the human and financial resources necessary for IBE to accomplish its mission;
3. Invites Member States, international organizations and the private sector:
 - (a) to take full advantage of IBE's operational capacity to support educational development in Member States;
 - (b) to contribute financially and by other appropriate means to reinforcing its programme activities.

21. The Commission recommends to the General Conference that it approve the proposed resolution contained in paragraph 01320 of document 31 C/5, concerning the UNESCO International Institute for Educational Planning:

The General Conference,

Acknowledging the report of the UNESCO International Institute for Educational Planning (IIEP) for the 2000-2001 biennium,

Recognizing the important role of IIEP in the fulfilment of Major Programme I, its principal priority Basic education for all, as well as the other priorities – Education for a culture of peace, Science and technology education, Technical and vocational education, and Higher education,

1. Requests the IIEP Governing Board, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2002 and 2003:
 - (a) to ensure that IIEP's objectives and activities are in consonance with the strategic objectives and strategies for the Education Programme;
 - (b) to reinforce Member States' capacity-building for the management, planning and administration of education systems;
 - (c) to strengthen national, subregional and interregional training programmes in educational planning and administration, in cooperation with the other UNESCO educational institutes, as well as the UNESCO Institute for Statistics, regional offices for education and other field units;
 - (d) to carry out research and studies aimed at the upgrading of knowledge in educational planning and administration, and at the production, sharing and transfer of knowledge and the exchange of experiences and information in educational planning and administration among Member States;
 - (e) to execute operational projects in its field of competence;
2. Authorizes the Director-General to support the operation of the Institute by providing a financial allocation under the regular programme of \$5,100,000;
3. Expresses its gratitude to the Member States and organizations that have supported the Institute's activities through voluntary contributions and contractual agreements, as well as to the Government of the French Republic which provides its premises free of charge and periodically finances their upkeep, and invites them to continue their support for 2002-2003 and future years;
4. Appeals to Member States to grant, renew or increase their voluntary contributions, with a view to strengthening IIEP's activities, in accordance with Article VIII of its Statutes, so that, with additional resources and its premises provided by the French Government, it can better meet the needs of Member States in all fields of Major Programme I and contribute to activities related to the two cross-cutting themes of the Medium-Term Strategy for 2002-2007.

22. The Commission recommends to the General Conference that it approve the proposed resolution contained in paragraph 01330 of document 31 C/5, concerning the UNESCO Institute for Education, as amended by the Commission at the request made by Germany in

the light of the recent discussion of the Executive Board on UNESCO's institutes and centres, and their governing bodies (162 EX/Decision 4.2).

The General Conference,

Acknowledging the report of the UNESCO Institute for Education (UIE) for the 2000-2001 biennium,

Reaffirming the recommendations contained in the Hamburg Declaration and the Agenda for the Future adopted by the fifth International Conference on Adult Education (Hamburg, 1997),

Recognizing the renewed relevance of adult, non-formal and lifelong learning underscored by the World Education Forum (Dakar, April 2000) in the Dakar Framework for Action,

1. Invites the Governing Board of UIE to strengthen, during the 2002-2003 biennium, the Institute's catalytic role in promoting the follow-up to the fifth International Conference on Adult Education (CONFINTEA V) and its distinct contribution to the implementation of the Dakar Framework for Action, giving priority in particular to:
 - (a) mobilizing inter-agency cooperation and partnerships for the implementation of adult learning policies as an integral component of national development plans;
 - (b) enhancing national capacities to provide diverse formal and non-formal forms of adult and continuing education opportunities for all;
 - (c) stimulating studies and research designed to foster innovative approaches for attaining the goal of learning throughout life and strengthening its linkage to learning at the basic level;
 - (d) further developing its clearing-house services in the field of adult and lifelong learning;
2. Further invites the Governing Board of UIE to ensure that UIE's objectives and activities are in consonance with the strategic objectives and strategies for the Education Programme;
3. Invites the Director-General to make the necessary changes to the legal status of the Institute to bring it in line with other UNESCO institutes and to submit them to the Executive Board for approval;
4. Authorizes the Director-General to support the Institute by providing a financial allocation of \$1,900,000 under Major Programme I;
5. Expresses its gratitude to the German Government, which gives a substantial financial contribution and provides its premises free of charge, and to the Member States and foundations that have supported UIE's programme with voluntary contributions, and invites them to continue their support in 2002-2003 and future biennia;

6. Appeals to Member States to grant or renew their support in order to enable UIE to meet the expectations expressed at the Hamburg Conference in 1997 and to implement activities related to the Dakar follow-up.

23. The Commission recommends to the General Conference that it approve the proposed resolution contained in paragraph 01340 of document 31 C/5, concerning the UNESCO Institute for Information Technologies in Education.

The General Conference,

Acknowledging the report of the UNESCO Institute for Information Technologies in Education (IITE) for the 2000-2001 biennium,

Recognizing the important role of information and communication technologies (ICTs) in providing education of quality for all throughout life and the specific contribution which could be made by IITE in the cross-cutting theme “The contribution of the new information and communication technologies to the development of education, science and culture and the construction of a knowledge society”,

1. Requests the IITE Governing Board, in accordance with the Institute’s Statutes and taking into account the follow-up to the Dakar World Education Forum, to pay special attention in the 2002-2003 biennium to:
 - (a) ensure a harmonization of IITE’s orientations and activities with the relevant strategic objectives and strategies of the Education Programme;
 - (b) reinforce national capacities in Member States for the application of ICTs in their education systems;
 - (c) launch national, regional and subregional training programmes on the use of ICTs in education in collaboration with the ministries of education and UNESCO’s field offices;
 - (d) undertake research and studies aimed at the development and upgrading of the IITE information system for facilitating the exchange of experience and information on ICT usage in education among UNESCO Member States;
 - (e) implement operational projects in its field of competence;
2. Authorizes the Director-General to support the Institute by providing a financial allocation of \$1,100,000 under Major Programme I;
3. Takes note with approval of IITE’s intention to intensify collaboration with both the Education Sector and the Communication Sector;
4. Expresses its gratitude to the Government of the Russian Federation, which gives a substantial financial contribution and provides its premises free of charge;
5. Appeals to UNESCO Member States, international organizations, donor agencies, foundations and the private sector to grant or renew their support to enable IITE to implement and expand the programme activities foreseen for the 2002-2003 biennium.

24. The Commission recommends to the General Conference that it approve the proposed resolution contained in paragraph 01350 of document 31 C/5, concerning the UNESCO International Institute for Higher Education in Latin America and the Caribbean:

The General Conference,

Acknowledging the report of the UNESCO International Institute for Higher Education in Latin America (IESALC) for the 2000-2001 biennium,

Convinced of the important role IESALC has to play in the transformation of higher education in Latin America and the Caribbean,

1. Invites the Governing Board of IESALC to focus the Institute's programme on the following priorities:
 - (a) to contribute to the renewal of higher education in Latin America and the Caribbean through regional follow-up to the World Conference on Higher Education;
 - (b) to initiate and reinforce inter-university cooperation including the establishment of specialized cooperation networks focusing on research, planning, management and evaluation in the field of higher education;
 - (c) to act as clearing house and reference centre supporting Member States and institutions in the improvement of higher education;
2. Invites the Governing Board to ensure a harmonization of IESALC's orientations and activities with the relevant objectives and strategies of the Education Programme;
3. Authorizes the Director-General to support the Institute by providing a financial allocation of \$2,200,000 under Major Programme I;
4. Expresses its gratitude to the Venezuelan Government which provides IESALC's premises free of charge;
5. Appeals to Member States, international organizations, donor agencies, foundations and the private sector to grant or renew their support to enable IESALC to implement the programme activities foreseen for the 2002-2003 biennium.

25. The Commission recommends to the General Conference that it approve the proposed resolution contained in paragraph 01360 of document 31 C/5, concerning the UNESCO International Institute for Capacity-Building in Africa:

The General Conference,

Acknowledging the report of the International Institute for Capacity-Building in Africa (IICBA) for the 2000-2001 biennium,

Taking into account the needs of developing countries in Africa, in terms of reinforcing and building up their capacities for educational development and reform,

1. Requests the IICBA Governing Board, in accordance with the Institute's Statutes and the present resolution, when approving the Institute's budget for 2002-2003 to:
 - (a) reinforce national capacities for teacher education and other areas of educational development in Africa;
 - (b) strengthen the utilization of information and communication technologies in education in cost-effective and affordable modalities;
 - (c) link educational development more closely to economic planning and development in Africa and cooperate for this purpose with the relevant regional and subregional organizations (e.g. OAU and SADC);
 - (d) create networks of institutions in Africa to facilitate exchange of skills and experiences;
2. Invites the Governing Board to ensure a harmonization of IICBA's orientations and activities with the relevant objectives and strategies of the Education Programme;
3. Authorizes the Director-General to support the Institute by providing a financial allocation of \$1,200,000 under Major Programme I;
4. Expresses its appreciation of Member States and organizations that have supported the Institute's establishment and programmes;
5. Appeals to Member States to renew and increase their voluntary contributions, with a view to enabling IICBA to contribute to the substantive improvement of teacher education and other educational institutions in Africa.

26. The Commission recommends to the General Conference that it approve the proposed resolution contained in paragraph 01400 of document 31 C/5, concerning Projects relating to cross-cutting themes, as amended by the Commission in the light of its discussion on the following draft resolutions:

- 31 C/DR.60 (Peru, Philippines, Nigeria, China, Islamic Republic of Iran, Indonesia, Egypt, Pakistan, Bolivia, Brazil, Belize, Cuba, Honduras, Mexico, El Salvador, Mali and Colombia), for subparagraphs (b) and (c):

The General Conference,

Authorizes the Director-General:

- (a) to implement the following plan of action in order to complete the implementation of the projects related to the two cross-cutting themes Eradication of poverty, especially extreme poverty, and The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society;
- (b) to develop criteria for evaluation and monitoring of the implementation, as well as for the impact assessment of projects pertaining to eradication of poverty, especially extreme poverty;

- (c) to ensure intersectoral cooperation within UNESCO and coordination with other United Nations agencies and Funds in order to enhance the coherence and learning process in the execution of approved projects;
- (d) to allocate for this purpose an amount of \$1,865,000 for programme costs.

27. Some of the amendments to the proposed resolutions resulting from our discussions have budgetary implications in excess of \$40,000. The Commission agreed on these amendments on the understanding that resources required would be sought from extrabudgetary funding. The following draft resolutions are concerned: 31 C/DR.23, 31 C/DR.59, 31 C/DR.24, 31 C/DR.20, 31 C/DR.58, 31 C/DR.13, 31 C/DR.60

Recommendations of the Executive Board

28. The Commission recommends to the General Conference that it approve the recommendations of the Executive Board contained in paragraphs 19-35 and 71 of document 31 C/6 and invite the Director-General to take them into account in the preparation of document 31 C/5 Approved.

Other draft resolutions examined by the Commission

29. The Commission informs the General Conference that the draft resolutions listed below were considered by the Commission but not retained for approval, on the understanding that the Director-General would take account of the concerns expressed in these draft resolutions during the 31 C/5 programme implementation, as indicated in his comments in document 31 C/8 COM.II:

31 C/DR.52, Focus on the Pacific;

Submitted by Australia, Cook Islands, Fiji, Kiribati, Federated States of Micronesia, Nauru, New Zealand, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu;

Assistance in the mobilization of extrabudgetary funds.

31 C/DR.63, Education for Romany people;

Submitted by Slovakia;

Supported by Hungary, Romania and Czech Republic;

Technical assistance for the preparation of a project proposal for submission to appropriate extrabudgetary sources.

31 C/DR.8, International Centre for Girls' and Women's Education;

Submitted by Burkina Faso;

Supported by Niger, Benin, Togo, Mali, Sudan, Italy, Madagascar, Equatorial Guinea, Côte d'Ivoire, Senegal, Chad, Burundi, Gabon and Cameroon;

Appeal to donor agencies, NGOs and other partners to support the Centre's action.

31 C/DR.44, Evaluation of the quality of education in private education systems;

Submitted by Russian Federation, Honduras, Ukraine, Liberia, Democratic Republic of the Congo, Belarus;

Supported by Republic of Moldova, Kuwait and Romania;

Technical assistance for the preparation of a project proposal for submission to appropriate extrabudgetary funding sources.

31 C/DR.26, Education for a culture of peace;
Submitted by Sudan;
Assistance in the mobilization of extrabudgetary funds.

31 C/DR.62, Institute of quality education for Central and East European countries;
Submitted by Slovakia;
Supported by Russian Federation, Ukraine, Hungary and Czech Republic;
Technical cooperation and participation in the activities of the Institute.

31 C/DR.7, Increase in the budget of IICBA;
Submitted by Ethiopia;
Support for a medium-term project for teacher education in Africa.

31 C/DR.34, Increase in the budget of IICBA;
Submitted by Nigeria, Ethiopia, Islamic Republic of Iran, Jamaica, Zimbabwe and Benin;
See comments on 31 C/DR.7.

31 C/DR.25, Cooperation between IICBA and the Sudan University for Science and Technology;
Submitted by Sudan;
Cooperation within the existing budgetary allocation of IICBA.

Total budgetary provision for Major Programme I

30. The Commission recommends to the General Conference that it approve the budget provision of \$94,091,700 in paragraph 01001 for Major Programme I, it being understood that this amount is subject to adjustment in the light of the decision taken by the General Conference on the budget ceiling and by the joint meeting of the programme commissions and the Administrative Commission.

PART III DEBATE ON THE DRAFT MEDIUM-TERM STRATEGY FOR 2002-2007 AND PREPARATION OF THE DRAFT PROGRAMME AND BUDGET FOR 2004-2005 (ITEM 3.1, MAJOR PROGRAMME I, EDUCATION)

31. Twenty-eight Member States, one observer (Holy See) and one NGO (World Confederation of Teachers) participated in the debate. Speakers were unanimous in expressing their satisfaction with the clarity and conciseness of draft document 31 C/4. They expressed their appreciation for the greater concentration and focus of the Organization's activities around clearly identified strategic objectives and for the choice of the three strategic objectives retained for education. Speakers urged that these objectives be fully reflected in the Programme and Budget of the Organization. It was felt that the document reflected accurately the long process of consultation which has led to its formulation as well as UNESCO's essential mandate in the field of education. It was felt that the unifying theme of the Strategy constituted a timely and adequate organizing principle. They urged adequate evaluation and monitoring of the objectives defined for the Organization.

32. All speakers strongly emphasized that education was more relevant than ever in order to meet the challenges of the twenty-first century, in particular to build knowledge societies and to learn to live together in a globalizing world. They agreed in that respect that considerable efforts need to be made to renew education systems and approaches. They considered that education was essential to meeting international development targets, in particular the eradication of poverty, but also in overcoming exclusion and discrimination, and in promoting

tolerance and a respect for universally shared values, human rights and fundamental freedoms. They agreed that the events of 11 September 2001 gave added urgency to UNESCO's mandate in the field of education.

33. With regard to Strategic Objective 1 (Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights), all the participants agreed that education was a right for all, throughout life, and welcomed the importance it had been given in the Medium-Term Strategy. Particular emphasis was placed on UNESCO's role in ensuring that education becomes truly inclusive, in particular by effectively reaching the unreached – especially the poor, women and girls, rural populations, minorities, refugees and countries or populations victims of disasters and people with special needs. Emphasis was placed on an education that helps to meet the challenges of poverty and exclusion, by promoting life skills and access to the world of work, in particular through technical and vocational education. Strong support was expressed to UNESCO's efforts to meet through formal and non-formal education the complex challenges raised by the HIV/AIDS pandemic and to address its impact on educational capacities. The emphasis placed on Education for All was unanimously welcomed, while it was requested that follow-up to all relevant conferences (Seoul, Paris, Hamburg) should also be ensured. Participants agreed that UNESCO should take due account of the entire educational continuum, going from pre-school to higher education, including formal and non-formal approaches, technical and vocational education, the fight against illiteracy, adult and lifelong learning. Adequate evaluation of progress, including relevant indicators, was also recommended.

34. With regard to Strategic Objective 2 (Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values), participants unanimously considered that the promotion of an education of good quality had become an essential task for UNESCO. Speakers considered that sustained efforts needed to be conducted to improve the quality of education at all levels, both as regards achievement and content. In this respect, it was stressed that two of the pillars identified by the Delors Commission, "learning to be" and "learning to live together", ought to receive pride of place in education. In particular, activities should stress education on human rights, democracy, peace and universally shared values such as citizenship, tolerance, non-violence and dialogue among cultures and civilizations. The role of Associated Schools in this respect was welcomed. There was a strong consensus that quality education should recognize the key role of teachers in the educational process. Participants stressed the urgent need for UNESCO to focus on issues of teacher training and retraining and to renew its efforts to ensure the improvement of the status of teachers. Many speakers also underscored the necessity to pursue actions in favour of higher education. The improvement of educational content was extensively debated: particular stress was placed on the need for reflecting cultural and linguistic diversity in education – in particular the use of local languages in education and the teaching of other languages – and on UNESCO's role in that respect. Many participants asked for greater attention to science and technology education and technical and vocational education. They also called for added emphasis on physical education and sports, and in general on disciplines and approaches contributing to the development of a humanistic education (artistic education, history and philosophy).

35. Strategic Objective 3 (Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education) was considered key to the realization of the goals pursued in the field of education. Participants emphasized UNESCO's key role as a laboratory of ideas, standard-setter and clearing house of best practices and innovative policies and approaches to education. They agreed that

UNESCO ought to play a key role in monitoring developments towards reaching the EFA goals and helping Member States enhance their capacities in this respect, especially through the UNESCO Institute of Statistics and the EFA Observatory established in that institute. There was also agreement that UNESCO should resolutely engage in multi-purpose partnerships with all concerned agencies and institutions, including the private sector. Participants also agreed with the need for policy dialogue in education involving governments, civil society and all beneficiaries and stakeholders, based on country-ownership and empowerment, as a key contribution to improving the quality and relevance of education. They further stressed UNESCO's role in promoting much-needed interdisciplinary and intersectoral approaches.

36. All participants welcomed the two cross-cutting themes in draft document 31 C/4 (Eradication of poverty, especially extreme poverty and The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society). Several speakers emphasized the responsibility of the Organization to support the education of refugees and other displaced persons and to ensure that education remains one of the major fields of international humanitarian action. The appropriate and innovative use of ICTs for the sharing of knowledge and information in education was considered as a key challenge for UNESCO. The potential of distance education for hard-to-reach areas was stressed, as well as the need for international cooperation to ensure access and the elaboration of common approaches. Many speakers called for the renewal of education systems, especially in developing countries, and for emphasis on excluded and marginalized groups, women and girls, and in countries suffering from conflict situations or natural disasters.

37. In his response to the debate, ADG/ED expressed his appreciation for the many supportive comments given to draft document 31 C/4 and noted that the debates evinced the need for concerted and networked action in the following fields:

- recognizing in the Dakar follow-up the variety of country needs and the necessity to increase partnerships in particular with the civil society;
- strengthening the essential role of teachers and supporting the necessary evolution of their role, as well as responding to the challenge to train 10-15 million teachers in the coming 10 years;
- specifying the role of UNESCO in acting as a bridge between countries on the use of ICTs in education;
- recognizing the importance of education to humanize globalization, including the necessity to focus more sharply on cultural diversity and values education and the necessary formulation of a UNESCO-wide strategy on languages;
- reinforcing the role of UNESCO as a forum for debate on higher education, its internationalization, the impact of commercialization, and accreditation procedures;
- taking up the concern for quality in education with a balanced consideration of both results and contents;
- strengthening the role of UNESCO as a laboratory of ideas in partnership with countries and regions and including the need to work with the institutes and develop a strategy by doing it.



31 C/62 Add. & Corr.
(31 C/COM.II/2)
25 October 2001
Original: English/French

ADDENDUM AND CORRIGENDUM

REPORT OF COMMISSION II

Contents

Delete the phrase “contained in document 31 C/6” from the title Recommendations of the Executive Board.

Paragraph 5, Introduction

This paragraph should read:

“The Chairpersons of the governing bodies of UNESCO’s education institutes presented their reports (31 C/REP/1, 31 C/REP/2, 31 C/REP/3, 31 C/REP/6, 31 C/REP/7 and 31 C/REP/8). The report of the International Bureau of Education (IBE) was presented by Mr Pieter de Meijer, President of the IBE Council; that of the UNESCO International Institute of Educational Planning (IIEP) by Dato ‘Asiah bt. Abu Samah, Chairperson of the IIEP Governing Board; that of the UNESCO Institute for Education (UIE) by Mr Justin Ellis, Chair of the UIE Governing Board; that of the UNESCO Institute for Information Technologies in Education (IITE) by Mr Peter P. Canisius, Chair of the IITE Governing Board; and that of the UNESCO International Institute for Capacity-Building in Africa (IICBA) by Mr Leonce Johnson, Chair of the IICBA Governing Board. The Chairperson of the Governing Board of the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) presented his report by letter, which was read out by the Secretary of the Commission.”

Paragraph 13

Resolution should begin: The General Conference,

Subparagraph 1 should read document 31 C/21.

Paragraph 14

Line two should read “the Commission recommends ...”.

Paragraph 15

For 31 C/DR.2, add the following countries at the end of the supporters’ list: Burundi, Cameroon, Central African Republic, China, Comoros, Congo, Côte d’Ivoire, Cuba, Democratic Republic of the Congo, Equatorial Guinea, Gabon, Gambia, Haiti, Hungary, Lao eople’s Democratic Republic, Lesotho, Liberia, Madagascar, Mauritania, Namibia, Nigeria, Rwanda, Viet Nam.

Paragraph 16

Before paragraph 16, insert a subtitle: “Proposed resolutions contained in document 31 C/5” (same style as subtitle before paragraph 15).

Subparagraph (a)(iii) “forums”, not fora.

Paragraph 24

Paragraph 24, first preambular paragraph of resolution, line 2, add “and the Caribbean” after Latin America.