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# 38 C

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### PROPOSAL FOR THE REVISION OF THE 2001 REVISED RECOMMENDATION CONCERNING TECHNICAL AND VOCATIONAL EDUCATION

#### OUTLINE

**Source:** 37 C/Resolution 17.

**Background:** Pursuant to 37 C/Resolution 17 and in accordance with the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4 of the Constitution, the Director-General submits the final report containing a draft text of the Revised Recommendation concerning Technical and Vocational Education, proposed to be titled Recommendation concerning Technical and Vocational Education and Training.

**Purpose:** The Director-General requests the General Conference to examine and decide upon the draft text of the Recommendation concerning Technical and Vocational Education and Training.

**Decision required:** Paragraph 4.

## BACKGROUND

1. UNESCO is responsible for monitoring the implementation of two normative instruments in the field of technical and vocational education and training (TVET): the 1989 Convention on Technical and Vocational Education; and the 2001 Revised Recommendation concerning Technical and Vocational Education (henceforth the 2001 Revised Recommendation). The Recommendation was originally adopted by the General Conference at its 12th session (1962), revised at the 18th session (1974) and further revised at the 31st session (2001).

2. The General Conference decided at its 37th session in 2013 (37 C/Resolution 17) that the 2001 Revised Recommendation should be revised once more to reflect the new trends and issues in technical and vocational education and training. It invited the Director-General to prepare such a revised version in consultation with the Member States and other stakeholders through various cost-effective measures, without convening a special committee (referred to in Article 10, paragraphs 4 and 5, 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). Furthermore, it invited the Director-General to submit to it, at its 38th session, a draft revised Recommendation.

3. The final report of the Director-General containing a draft text of the Recommendation concerning Technical and Vocational Education and Training was, therefore, communicated to Member States by Circular Letter (CL/4109) on 10 April 2015 with a view to its submission to the General Conference at its 38th session in November 2015. The final report is reproduced in Annex I of this document and the draft text in Annex II.

## PROPOSED RESOLUTION

4. In the light of the foregoing, the General Conference may wish to adopt the following resolution:

*The General Conference,*

*Recalling* that the Recommendation concerning Technical and Vocational Education was adopted at its 12th session (1962), revised at its 18th session (1974) and revised further at its 31st session (2001),

*Further recalling* 37 C/Resolution 17, which invited the Director-General to submit to it, at its 38th session, a draft revised Recommendation concerning Technical and Vocational Education, reflecting new trends and issues in technical and vocational education and training,

*Having examined* document 38 C/32 containing the final report (Annex I) and the draft text of the Recommendation concerning Technical and Vocational Education and Training (Annex II),

1. *Adopts* the Recommendation concerning Technical and Vocational Education and Training, which supersedes the 2001 Revised Recommendation;
2. *Recommends* that Member States apply the provisions of this Recommendation by taking appropriate steps, including whatever legislative or other measures may be required, in conformity with the constitutional practice and governing structures of each State, to give effect within their territories to the principles of this Recommendation;
3. *Also recommends* that Member States bring this Recommendation to the attention of the authorities and bodies responsible for technical and vocational education and training (TVET), and also other stakeholders concerned with TVET.

## ANNEX I

### REVISION OF THE REVISED RECOMMENDATION CONCERNING TECHNICAL AND VOCATIONAL EDUCATION (2001)

Final report containing a draft text of the Recommendation concerning Technical and Vocational Education and Training prepared in accordance with Article 10.3 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.

#### SUMMARY

The General Conference of UNESCO decided at its 37th session in November 2013 (37 C/Resolution 17) that the 2001 Revised Recommendation concerning Technical and Vocational Education should be revised to reflect the new trends and issues in technical and vocational education and training.

In accordance with Article 10, paragraph 3, 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, the Director-General has prepared the present final report, containing a draft text of the Recommendation concerning Technical and Vocational Education and Training.

The General Conference having decided that the special committee referred to in Article 10, paragraphs 4 and 5, of these Rules of Procedures shall not be convened, the draft text hereto annexed is communicated to Member States with a view to its submission to the General Conference at its 38th session.

#### I. Background

1. UNESCO is responsible for monitoring the implementation of two normative instruments in the field of technical and vocational education and training (TVET): the 1989 Convention on Technical and Vocational Education; and the 2001 Revised Recommendation concerning Technical and Vocational Education (henceforth the 2001 Revised Recommendation).<sup>1</sup> The 1989 Convention was adopted by the 25th session of the General Conference (1989) two years after the International Congress on the Improvement and Development of TVET (Berlin, 1987). The Recommendation was originally adopted by the 12th session of the General Conference of UNESCO (1962). It was revised in 1974 and again in 2001, following the Second International Congress on Technical and Vocational Education (Seoul, 1999).

2. In 2011, an independent study on the impact of these two normative instruments was conducted, as foreseen by the UNESCO Strategy for TVET (2010-2015). Upon examining the results of the study presented in document 187 EX/20 (Part IV),<sup>2</sup> the Executive Board requested the Director-General to include in the Third International Congress on TVET (Shanghai, May 2012) a discussion on the content, relevance and scope of the normative instruments concerning TVET.

<sup>1</sup> <http://unesdoc.unesco.org/images/0014/001406/140603e.pdf>

<sup>2</sup> <http://unesdoc.unesco.org/images/0021/002109/210904e.pdf>

3. The “Shanghai Consensus”<sup>3</sup> adopted by the Congress recommended the Director-General to “consider the relevance and currency of the Convention on Technical and Vocational Education (1989) and the Revised Recommendation concerning Technical and Vocational Education (2001), with a view to the possible development of new or revised normative instruments adapted to a changing world”.

4. Based on the findings of the independent study and the “Shanghai Consensus” recommendations, the Executive Board, by 190 EX/Decision 24 (III),<sup>4</sup> requested the Director-General to submit to it a preliminary study on the technical and legal aspects relating to the desirability of making further revisions to the 2001 Revised Recommendation.

5. Having examined this preliminary study (document 191 EX/20 (Part III)),<sup>5</sup> the Executive Board reiterated the need to revise the 2001 Revised Recommendation and decided to inscribe this item on the provisional agenda of the 37th session of the General Conference, while inviting the Director-General to submit this preliminary study to the 37th session of the General Conference, together with the relevant observations, comments and decisions of the Executive Board (191 EX/Decision 20 (III)).<sup>6</sup>

6. Pursuant to 191 EX/Decision 20 (III) and in accordance with the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4 of the Constitution, the Director-General submitted the above-mentioned preliminary study to the 37th session of the General Conference in November 2013 (document 37 C/44).<sup>7</sup>

7. Having examined this preliminary study, the General Conference decided at its 37th session in November 2013 (37 C/Resolution 17)<sup>8</sup> that the 2001 Revised Recommendation should be revised once more to reflect the new trends and issues in technical and vocational education and training; invited the Director-General to prepare such a revised version in consultation with the Member States and other stakeholders through various cost-effective measures, without convening the special committee referred to in Article 10, paragraphs 4 and 5, 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; and also invited the Director-General to submit to it, at its 38th session, a draft revised Recommendation.

## II. Revision process

8. The preliminary study on the technical and legal aspects relating to the desirability of revising the 2001 Revised Recommendation indicated that the Director-General would conduct consultations and solicit the comments and observations of all Member States and from other relevant actors such as regional and international organizations, in particular the International Labour Organization, and national legal and technical experts.

9. The consultation and drafting process took place in coordination with the process for the revision of the 1976 Recommendation on the Development of Adult Education to ensure that the instruments will be mutually reinforcing in addressing key policy issues in particular on lifelong learning and adult continuing training and professional development, as well as other contemporary issues, in a consistent manner.

10. A Special Virtual Conference was organized by UNESCO-UNEVOC from 1 to 14 April 2014, using the e-forum. The objective of this Special Virtual Conference was to re-examine the

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<sup>3</sup> <http://unesdoc.unesco.org/images/0021/002176/217683e.pdf>

<sup>4</sup> <http://unesdoc.unesco.org/images/0021/002181/218189e.pdf>

<sup>5</sup> <http://unesdoc.unesco.org/images/0021/002198/219823e.pdf>

<sup>6</sup> <http://unesdoc.unesco.org/images/0022/002207/220725e.pdf>

<sup>7</sup> <http://unesdoc.unesco.org/images/0022/002226/222614e.pdf>

<sup>8</sup> <http://unesdoc.unesco.org/images/0022/002261/226162e.pdf>

conceptualization of TVET and its various contributions towards fulfilling UNESCO's mandate for promoting lasting peace and sustainable development. The discussion focused on the changes that needed to be made to the 2001 Revised Recommendation for the instrument to remain current. The Special Virtual Conference attracted 210 participants from 70 countries, including staff of government ministries, TVET agencies, international organizations, official bilateral agencies, non-governmental organizations, universities and public and private TVET providers.

11. Based on the outcomes of this Special Virtual Conference and informed by the actions undertaken by the Organization in the framework of the Strategy for TVET and its mid-term review, the Secretariat developed a revised text that was shared for feedback with an Expert Group on TVET established specifically to advise the Secretariat on the revisions. The Expert Group on TVET comprised representatives from the UNEVOC Network, ILO and international social partners.

12. A Joint Expert Meeting, comprised of the Expert Group on TVET and the Expert Group on Adult Learning and Education, was held in Hamburg on 27 and 28 May 2014 at the UNESCO Institute for Lifelong Learning (UIL). One of the outcomes of the Joint Expert Meeting was a revised draft text that was the main focus of an Online Consultation with Member States and other stakeholders held from 1 to 8 July 2014 using UNESCO's collaborative platform, "UNESTAMS".

13. The objective of this Online Consultation was for participants to review this draft text of the Recommendation, and the focus of the discussion was on the changes needed prior to its submission to Member States in accordance with Article 10, paragraph 1, 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. Participants in the Online Consultation included legal and senior experts on TVET nominated by UNESCO Member States and Associate Members from all regional groups (187 nominated experts, representing 99 countries), and representatives of international organizations and development partners (17) and of NGOs (11). Over the eight days, 97 participants contributed actively to the three discussion fora (English, French and Spanish), providing over 900 inputs in total.

14. These written inputs were used to inform the further elaboration by the Secretariat of the first draft text of the Recommendation, which was sent to Member States by Circular Letter (CL/4068)<sup>9</sup> on 10 September 2014, in accordance with the above-mentioned Rules of Procedure, for their comments and observations.

15. Comments and observations from 44 Member States from all regional groups were received, ranging from detailed responses based on national consultations to the simple expression of agreement with the contents of the first draft text. Strong general agreement with the draft text was expressed, repeatedly being described as modern, comprehensive, relevant and adequately reflecting the new trends and issues in TVET as well as the discussions that took place during the Third International Congress on TVET and the Shanghai Consensus it led to. Nearly all important aspects of TVET were said to be encompassed in the first draft text, with a strong support expressed specifically in favour of the following points:

- The integrated approach to education and training and holistic view of both dimensions, ensuring that TVET promotes a broad spectrum of knowledge, skills and competencies for work and life;
- The integrated approach in the development of TVET policies and inter-ministerial coordination;
- The focus on the involvement and participation of stakeholders, with establishment of public-private partnerships and the promotion of social dialogue;

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<sup>9</sup> <http://unesdoc.unesco.org/images/0022/002296/229649e.pdf>

- The mention and attention given to work-based learning and capture of informal TVET.

16. The first draft text was further revised to take into account Member States' observations and comments, including suggestions to clarify and enhance consistency of terminology used throughout the text, suggested additions of new recommendations, rewording of paragraphs and possible deletions when repetition or overlaps occurred.

### **III. Focus of the revision**

17. The present draft text, as revisited following the procedural consultation mentioned above, reflects conceptual and policy developments such as the need for a more holistic approach to education and training, an integrated approach to policy development, implementation and monitoring and evaluation, and the development of lifelong learning systems.

18. The scope of the draft text is broader than that of the 2001 text. For instance, the "training" dimension has been added to "technical and vocational education", so that it becomes "technical and vocational education and training". In keeping with recent discussions on education and development beyond 2015, the draft text is oriented towards promoting knowledge, skills and competencies for work and life and ensuring that all youth and adults have equal opportunities to learn, develop and enhance their knowledge, skills and competencies. A stronger focus on work-based learning and informal TVET is also characteristic of some additions to this revised text.

19. To address the rapid demographic and technological changes that are taking place and the deepening concerns relating to youth unemployment, underemployment, social inequalities including gender inequality, peace and sustainable development, this draft text encourages Member States to adopt a more integrated, intersectoral approach to policy development, implementation, and monitoring and evaluation. The draft text also addresses the complexity of governing TVET by encouraging necessary inter-ministerial coordination, partnerships and the mobilization of all relevant stakeholders, giving special attention to the roles of social partners, the private sector and civil society. The draft text emphasizes the need to diversify sources of funding and to explore innovative funding mechanisms to support the transformation and expansion of TVET.

20. The draft text integrates a stronger focus on lifelong learning, by promoting a transversal dimension for the development of knowledge, skills and competencies across the education and training sector and in support of capacities in other sectors, as well as by addressing critical issues such as qualifications and learning pathways, quality assurance systems, and information and guidance services supporting all individuals in more complex and diversified careers and working lives. The text also strengthens provisions regarding the relevance and attractiveness of TVET and the use of information and communication technologies.

### **IV. Implementation and monitoring of the instrument**

21. With a view to rendering this standard-setting instrument more effective and to facilitate its implementation and monitoring, the draft text takes on a more concise form than the 2001 Revised Recommendation. The draft text takes into account that the application of the provisions of this Recommendation will depend upon the specific conditions, governing structures and constitutional provisions existing in a given country. Its implementation and monitoring will further be facilitated by additional documents, such as a compendium of best practices in TVET, thematic and regional guidelines for implementation, through the support of the UNEVOC Network as well as by the exercise of national policy reviews which may be conducted with UNESCO's assistance. Partners who were involved in the consultation and drafting process and other partner organizations will be further mobilized to support Member States in the implementation of the Recommendation.

22. In accordance with the provisions of Article IV, paragraph 4, and Article VIII of the UNESCO Constitution, of Article 17 of the Rules of Procedure previously mentioned, and of the multi-stage

procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided (as approved by the Executive Board at its 177th session (177 EX/Decision 35 I)), Member States shall submit reports on the measures they have adopted in relation to the recommendation adopted every four years. The Secretariat will submit to the Executive Board an analytical summary of these reports received from Member States and other information relevant to the monitoring and evaluation of the Recommendation. Following their examination by the Executive Board, these documents will be transmitted to the General Conference, together with the Executive Board's observations or comments and any that the Director-General may make. This procedural monitoring exercise of the implementation of the instrument allows for the evaluation of how the instrument is useful for Member States in their work on policy development and implementation.

23. Given that the General Conference decided that the special committee referred to in Article 10, paragraphs 4 and 5 of the above-mentioned Rules of Procedures shall not be convened, the draft text hereto annexed is submitted to Member States with a view to its discussion and possible adoption at the 38th session of the General Conference.

## ANNEX II

### DRAFT TEXT

# RECOMMENDATION CONCERNING TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

## Preamble

The General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO), meeting in Paris, (...), at its 38th session,

**Recalling** the principles set forth in Articles 23 and 26 of the Universal Declaration of Human Rights (1948) and in Articles 6(2) and 13 of the International Covenant on Economic, Social and Cultural Rights (1966) guaranteeing the right of everyone to work and to education, and the principles contained in the Convention Against Discrimination in Education (1960), the Convention on the Elimination of All Forms of Discrimination against Women (1979), the Convention on Technical and Vocational Education (1989), the Convention on the Rights of the Child (1989) and the Convention on the Rights of Persons with Disabilities (2006),

**Conscious** that TVET is understood as being part of both the universal right to education and the right to work,

**Recognizing** that TVET meets the “aim of developing both individuals and societies” as stipulated in the Convention on Technical and Vocational Education (1989),

**Recalling** the provisions of the Recommendations adopted by UNESCO, notably the Recommendation against Discrimination in Education (1960), the Recommendation concerning the Status of Teachers (1966), the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974), the Recommendation on the Recognition of Studies and Qualifications in Higher Education (1993), the Recommendation concerning the Status of Higher-Education Teaching Personnel (1997) and the Recommendation on Adult Learning and Education (2015),

**Recalling also** the relevant instruments adopted by the International Labour Organization (ILO) including the 1975 Convention concerning Vocational Guidance and Vocational Training in the Development of Human Resources (No. 142) and the 2004 Recommendation concerning Human Resources Development: Education, Training and Lifelong Learning (No. 195),

**Referring to** the International Standard Classification of Education 2011,

**Recognizing** that TVET contributes towards the promotion of understanding and respect for human rights; inclusion and equity; gender equality, cultural diversity; and to the fostering of a desire and capacity for lifelong learning and learning to live together, all of which are essential to social and economic participation and to the realization of lasting peace, responsible citizenship, and sustainable development,

**Bearing in mind** the key role of TVET in supporting the United Nations’ sustainable development agenda for a world that is just, equitable and inclusive, and noting the commitment of the international community to the promotion of sustained and inclusive economic growth, social development and environmental protection to benefit all,

**Taking into account** the recommendations of the Bonn Declaration on Learning for Work, Citizenship and Sustainability (2004), the recommendations of the Third International Congress on



TVET, “Transforming TVET: Building skills for work and life”, known as the Shanghai Consensus (2012) and the Aichi-Nagoya Declaration on Education for Sustainable Development (2014),

**Having decided** by 37 C/Resolution 17 that the 2001 Revised Recommendation should be revised to reflect the new trends and issues in technical and vocational education and training,

**Considering** that this Recommendation sets out general principles, goals and guidelines that each Member State should apply according to its socio-economic context, governing structures and available resources in a changing world, with a view also to transforming, expanding and enhancing TVET at national, regional and international levels,

**Having examined** document 38 C/... and the draft Recommendation concerning Technical and Vocational Education and Training annexed thereto,

1. Adopts the Recommendation concerning Technical and Vocational Education and Training, which supersedes the 2001 Revised Recommendation, on this .... day of November 2015;
2. Recommends that Member States apply the following provisions by taking appropriate steps, including whatever legislative or other steps may be required, in conformity with the constitutional practice and governing structures of each State, to give effect within their territories to the principles of this Recommendation;
3. Also recommends that Member States bring this Recommendation to the attention of the authorities and bodies responsible for TVET, and also other stakeholders concerned with TVET;
4. Further recommends that Member States report to the General Conference, at such dates and in such manner as shall be determined by it, on the action taken by them in pursuance of this Recommendation.

## **I. SCOPE OF THIS RECOMMENDATION**

1. For the purpose of this Recommendation, ‘technical and vocational education and training’ (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods.
2. TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET.
3. The application of the provisions of this Recommendation will depend upon the specific conditions, governing structures, and constitutional provisions existing in a given country.

## **II. VISION AND AIMS**

### **Vision**

4. TVET contributes to sustainable development by empowering individuals, organizations, enterprises and communities and fostering employment, decent work and lifelong learning so as to promote inclusive and sustainable economic growth and competitiveness, social equity and environmental sustainability.

## **Aims**

5. *To empower individuals and promote employment, decent work and lifelong learning.* TVET contributes to develop knowledge, skills and competencies of individuals for their employment, careers, livelihoods and lifelong learning. TVET helps individuals to make transitions between education and the world of work, to combine learning and working, to sustain their employability, to make informed choices and to fulfil their aspirations. TVET contributes to social cohesion by enabling individuals to access labour market, livelihood and lifelong learning opportunities.

6. *To promote inclusive and sustainable economic growth.* TVET contributes to the effectiveness of organizations, the competitiveness of enterprises and the development of communities. TVET is labour market oriented, anticipates and facilitates changes in the nature and organization of work, including the emergence of new industries and occupations, and scientific and technological advances. Through promoting entrepreneurship TVET supports self-employment and the growth of enterprises.

7. *To promote social equity.* TVET contributes to the equality of learning opportunities and socio-economic outcomes including gender equality. TVET creates attractive and relevant learning opportunities for populations of all social, economic and cultural backgrounds. TVET is inclusive and does not tolerate any form of discrimination. TVET contributes to develop knowledge, skills and competencies that promote responsible citizenship and democratic participation.

8. *To promote environmental sustainability.* TVET integrates principles of environmental sustainability and fosters environmental responsibility through the promotion of a critical understanding of the relations between society and the environment so as to promote sustainable consumption and production patterns. TVET contributes to the development of knowledge, skills and competencies for green occupations, economies and societies. TVET contributes to the development of innovations and technological solutions needed to address climate change and to preserve environmental integrity.

## **III. POLICIES AND GOVERNANCE**

### **Policy development**

9. Member States should, according to their specific conditions, governing structures and constitutional provisions, develop policies relating to TVET that are consistent with a broad range of policy fields, including education, employment and the overall strategic objectives of governments, in particular their economic, social and environmental objectives.

10. Member States should guide, recognize and promote TVET in all forms and settings through an overall lifelong learning framework that should be oriented to equipping all youth and adults with relevant knowledge, skills and competencies for work and life and producing better labour market and social outcomes.

11. Member States should raise the public profile and attractiveness of TVET among learners, families and all other stakeholders and inform them on the possibilities for progression, work, lifelong learning and self-fulfilment. Member States should address, according to their circumstances, the multidimensional issues influencing the attractiveness of TVET and promote measures such as improving the permeability and diversity of pathways and programmes, providing incentives and improving information and guidance.

12. Member States expanding TVET at secondary, post-secondary and tertiary levels as appropriate to their education and training systems and authorities should ensure that there is an institutional framework to engage labour market stakeholders, that qualifications and curricula are

developed in consultation with relevant stakeholders and that programmes and qualifications are transparent and quality assured.

13. Member States should develop pathways and facilitate transitions between secondary, post-secondary and tertiary education including flexible admission procedures and guidance, credit accumulation and transfer, bridging programmes and equivalency schemes that are recognised and accredited by relevant authorities. TVET institutions, and other education institutions and authorities, should collaborate for the implementation of such measures.

14. Member States, according to their specific conditions, governing structures and constitutional provisions, should support continuing training and professional development by promoting access and broadening participation by adult learners, including by encouraging enterprises, in particular small and medium enterprises, to invest in their workers.

### **Governance and regulatory framework**

15. Member States, assuming the primary responsibility for public policies, should consider defining or strengthening a regulatory framework for TVET to define the roles, rights, obligations and accountabilities of its public and private actors, and to encourage stakeholder participation and partnerships.

16. Member States should facilitate inter-ministerial coordination and strengthen the technical, administrative and institutional capacities for the governance, management and financing of TVET.

17. Member States, according to their governance structures, should consider establishing or strengthening governance models for TVET institutions involving relevant local stakeholders and cooperating, when relevant, with business associations in supporting work-based learning.

### **Social dialogue, private sector and other stakeholders' involvement**

18. Member States should, as appropriate, foster social partners' participation in TVET according to agreed labour market, education, training and other regulations.

19. Increased private sector participation in TVET should be guided by key principles including alignment with public policies, support to social dialogue, responsibility, accountability and efficiency. When involving the private sector, TVET policies should recognize its diversity, including large, medium, small, micro and household enterprises engaged in all sectors of the economy.

20. To enhance policy development and governance Member States should also, as appropriate, engage with other stakeholders, including non-governmental organizations, and representatives of learners, TVET providers, staff, parents, youth, traditional leaders, indigenous people and others.

### **Financing**

21. Member States should set up measures aiming at diversifying sources of funding and involving all stakeholders through a variety of partnerships, including public-private partnerships. Diversification should be considered by engaging enterprises, local authorities and individuals while respecting the principles of equity and inclusion. In addition to existing frameworks for public financing, innovative funding mechanisms such as partnerships and cost sharing, tax deduction and loans, can be explored to increase efficiency and accountability and to stimulate demand for TVET.

22. Various forms of incentives and accountability mechanisms should be established aiming at raising awareness and increasing investment in TVET by a broad range of actors and shifting the traditional input-based models of allocation and use of resources to more performance-based financing models.

23. TVET institutions, including at the secondary, post-secondary and tertiary levels, should have adequate funding for their operations, including infrastructure, equipment and their maintenance. TVET institutions should have appropriate levels of operational and financial autonomy to enable them to engage with their local contexts, to build new partnerships for improving the quality and relevance of TVET programmes, and to generate revenues.

### **Equity and access**

24. Member States should take measures to ensure that all youth and adults have equal opportunities to learn, develop and enhance their knowledge, skills and competencies by transforming and expanding TVET in all its forms to address the great diversity of learning and training needs. Information and communication technologies should be considered as a means to widen access and participation, according to context.

25. Member States, according to their governing structures, should ensure a quality basic education for all, and address the needs of out-of-school youth and low-skilled adults by developing basic literacy, numeracy and transversal skills, as a foundation for meaningful participation in TVET. Education and other stakeholders should create the conditions for TVET for all, so that it may be freely chosen.

26. Measures should be taken against all forms of discrimination, including gender-based discrimination. Member States should promote equal access and participation of females and males in quality TVET. All forms of TVET institutions, programmes, curricula, materials and work-based learning should avoid gender-based and other stereotyping, and should contribute to the achievement of gender equality. Member States should adopt innovative mechanisms to promote equity and access, such as financial incentives to influence admissions practices.

27. Member States should make TVET more accessible to all disadvantaged and vulnerable groups, including marginalized rural and remote populations, by providing targeted support to reduce the cost burden and to remove other obstacles. According to national contexts, Member States should give attention to learners with disabilities, indigenous people, nomadic populations, ethnic minority groups, socially-excluded groups, migrants, refugees, stateless people and populations affected by conflict or disaster, as well as to unemployed people and vulnerable workers.

## **IV. QUALITY AND RELEVANCE**

### **Learning processes**

28. Member States should, according to their specific conditions, governing structures and constitutional provisions, encourage a variety of learning opportunities, whether in public and private TVET institutions, workplaces, homes, or other settings. Informal learning, whether self-directed, peer-to-peer or through other forms of social learning, should be encouraged and, if appropriate, made visible through recognition and validation mechanisms.

29. In addition to knowledge, skills and competencies relating to occupational fields, learning processes should build on foundation skills and further deepen understandings of the scientific, technological, social, cultural, environmental, economic and other aspects of societies. TVET should be holistic and develop transversal and entrepreneurial skills, skills for health and work safety, cultural development, responsible citizenship and sustainable development, as well as knowledge of labour rights.

30. Work-based learning in its various forms, including in-service training, attachments, apprenticeships and internships, should be promoted. The quality of work-based learning should be enhanced and when relevant be complemented by institution-based or other forms of learning.

31. Public policies should foster and facilitate quality apprenticeships composed of work and institution-based learning through social dialogue and public-private partnerships to help youth to develop their knowledge, skills and competencies and gain work experience.

32. TVET in the informal economy should be promoted, including through quality traditional apprenticeships in small, micro and household enterprises by engaging stakeholders in rural and urban areas.

33. The potential of information and communication technologies should be fully exploited in TVET. The internet, mobile technologies and social media should be utilized to promote distance and online delivery, including through blended models and the development and use of open educational resources.

34. Effective and appropriate assessment systems for generating and using information on learners' achievements should be established. Evaluation of teaching and learning processes, including formative assessment, should be undertaken with the participation of all stakeholders, notably teachers and trainers, representatives of the occupational fields concerned, supervisors and learners. Learners' overall performance should be assessed using diversified methods of assessment, including self and peer assessment as appropriate.

### **TVET staff**

35. Policies and frameworks should be developed to ensure qualified and high-quality TVET staff, including teachers, instructors, trainers, tutors, managers, administrators, extension agents, guidance staff and others.

36. The provisions of the Recommendation concerning the Status of Teachers (1966) are applicable especially with regard to the provisions on preparation for the profession; further education for teachers; employment and career; the rights and responsibilities of teachers; conditions for effective teaching and learning; teachers' salaries and social security. The Recommendation concerning the Status of Higher-Education Teaching Personnel (1997) is also applicable.

37. Given the growing consideration of work-based learning and TVET in other settings including community-based, distance and online, Member States need to more systematically support and acknowledge the emerging roles and learning needs of trainers, tutors and other facilitators, by considering the development or strengthening of policies and frameworks concerning their status, recruitment and professional development. TVET staff should have decent working conditions and adequate remuneration, as well as career and professional development opportunities.

38. TVET staff in educational institutions and the workplace should have the capacities required to make TVET responsive to the economic, social, cultural and environmental contexts of the communities and societies they serve and to contribute to the transformation and expansion of TVET. In particular, TVET staff require initial preparation, as well as continuing training and professional development, including experience working in enterprises, and support to enable them to reflect on their practices and to adapt to change. The initial and continuing professional development of TVET staff should include training on guidance and gender equality.

### **Qualifications systems and learning pathways**

39. Well-articulated outcome-based qualifications frameworks or systems based on learning outcomes and relating to a set of agreed standards should be established, in consultation with stakeholders, based on identified needs including occupational standards.

40. Policy or regulatory mechanisms supporting horizontal and vertical progression should be established and include flexible learning pathways, modularization, the recognition of prior

learning, accumulation and credit transfer. Special attention should be given to encouraging low-skilled and unskilled individuals to gain certification for access to further learning and decent work.

41. Systems for the recognition, validation and accreditation of knowledge, skills and competencies acquired through non-formal and informal learning should be promoted with the tripartite involvement, when relevant, of workers' representatives, employers' representatives and public authorities. Reliable assessment procedures and quality assured certification should be established in cooperation with relevant stakeholders.

42. Member States should promote the mutual recognition of qualifications at national, regional and international levels, in relation to the mobility of learners and workers.

### **Quality and quality assurance**

43. Member States should foster an environment for high quality TVET, according to their specific conditions, governing structures and constitutional provisions. Special attention should be given to building the necessary capacities for quality enhancement.

44. Member States should establish a system for quality assurance in TVET based on participation by all relevant stakeholders. Quality assurance systems should include clear and measurable objectives and standards, guidelines for implementation, and feedback mechanisms and widely accessible evaluation results. Quality assurance should include both external and self-assessment, through which system performance and outcomes can be continuously monitored and improved.

45. Member States should seek to improve the leadership and management of TVET institutions. Quality and quality assurance in TVET should engage the entire staff of educational institutions and other relevant stakeholders.

46. Member States should establish, according to their constitutional provisions, an appropriate legal framework for the regulation, registration and monitoring of private TVET providers with the protection of learners as a core guiding principle.

### **Relevance to labour markets and the world of work**

47. Member States, in line with their specific conditions, governing structures and constitutional provisions, should support and facilitate transitions from education to the world of work, employment and/or self-employment. Linkages between TVET institutions, employment agencies and employers should be strengthened and support should be given to entrepreneurship and the creation of new businesses, for example by integrating entrepreneurial skills in curricula, by organizing extra-curricular activities and by setting up business incubators and partnerships with business and technology transfer centres.

48. Member States should establish TVET and labour market information systems, using open data when relevant, and build institutional capacities in order to ensure the relevance of TVET to current and evolving needs in the world of work, nationally, regionally and internationally, including those implied by the transitions to green occupations, economies and societies.

49. Public-private partnerships arrangements could be used to identify and anticipate skills needed, for example through prospective studies, observatories or sector skills councils. Furthermore, data collection and analyses of changing contexts and the systematic monitoring and evaluation of implementation and results should inform efforts to enhance the relevance of TVET.

## **Information and guidance**

50. Member States should facilitate, in cooperation with relevant stakeholders, the development and regulation of public and private information and guidance services, in order to provide up-to-date and reliable support in relation to education, continuing training and professional development, and work opportunities at national, regional and international levels.

51. Information and guidance should be offered continuously and directed towards aiding and supporting all individuals in more complex and diversified careers and working lives, giving particular attention to promoting equality of opportunity in all its dimensions, including gender equality, so as to address social inequalities in education, the world of work and wider society.

52. Information and guidance services should support learners in their decision-making through information and communications technologies, including mobile technologies, social networks and multimedia platforms and tools.

## **V. MONITORING AND EVALUATION**

53. Member States should, according to their specific conditions, governing structures and constitutional provisions, evaluate TVET policies and programmes. Evaluations could include studies of the impacts and outcomes of TVET policies and programmes and investigation of the costs and benefits of TVET for a broad range of public and private actors including individuals, enterprises and communities.

54. Appropriate tools and indicators should be developed for measuring the effectiveness and efficiency of TVET policies against agreed standards, priorities and targets, including specific targets for disadvantaged and vulnerable groups. This could involve evaluations of public and private institutions, providers and programmes, including self-evaluations, as well as tracer studies and the development of sets of indicators including on access, completion rates and the employment status of graduates. Data collection and processing should be conducted in accordance with legislation on data protection.

55. Institutional capacities for data collection and the use of information from monitoring and evaluation to inform TVET strategies and programmes, standards and curricula, or to adjust learning methods, should be strengthened. Coherence between national data collection on TVET and international standards and initiatives should be enhanced.

56. Processes for monitoring and evaluating TVET should ensure broad participation of relevant stakeholders, with a view to improving learning processes and strengthening the connections between findings, decision-making, transparency and accountability for results.

## **VI. RESEARCH AND KNOWLEDGE MANAGEMENT**

57. Member States should deepen the knowledge base for TVET through sustained investment in interdisciplinary research so as to develop new methodologies and understandings of TVET in its broad context and to inform TVET policies and decision-making.

58. Stakeholders, as appropriate, should be involved in commissioning, using and evaluating research, as well as in the development of strategies and systems for knowledge management. The research capacities of tertiary education institutions, TVET providers, social partners and other relevant stakeholders should be utilized and developed according to contexts. Research findings should be widely disseminated through publications and electronic means.

## **VII. INTERNATIONAL COOPERATION**

59. Member States should consider sharing knowledge, experiences and promising practices, reinforce international TVET data collection and make use of international and regional networks, conferences, and other fora. The UNEVOC Network is a strategic resource available to Member States for mutual learning and advancing international cooperation in TVET.

60. Member States should associate entities of the United Nations system, regional bodies, including regional economic communities, relevant public and private stakeholders, civil society organizations and research networks in promoting cooperation, increasing mutual and cooperative assistance and building capacities.