



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للترية والعلم والثقافة

联合国教育、
科学及文化组织



Secondary and Vocational Education

A growing number of young people have access to secondary education. This rise in demand requires urgent measures to increase opportunities, to diversify subject matter and to re-evaluate technical and professional training.

According to the UNESCO Global Education Digest 2005, nearly 500 million children and adolescents are receiving secondary education compared to only 321 million in secondary schools in 1990. Despite this rapid rise, a large number of young people, close to 300 million, remain excluded from secondary schooling. Furthermore, secondary establishments face serious problems in terms of quality and of relevance and these have a negative impact on the level of students. These problems include: educational content ill-adapted to the needs of youth or of society, the fragmentation of knowledge; and inefficient teaching methods.



Secondary school in Havana,
Cuba
(S. Bahri © UNESCO)

ILL-ADAPTED METHODS

It is generally accepted that in the developed and developing countries, current educational programmes follow models developed to respond to needs of the 19th and early 20th Centuries and not those of the 21st. This is why UNESCO supports the drafting and establishment of strategies and national policies aimed at expanding and reforming secondary education. Its efforts focus on the following essentials:

- **coherence and interaction** between national secondary education policies and the goals of Education For All (EFA), in order to anticipate the needs that will arise from the increase in pupils at the primary level;

- **equitable access** to secondary education, particularly through distance teaching, gender equality, and the integration of marginalized groups and of minorities;

- **renewal of content**, teaching methods and apprenticeships, especially in the scientific and technical disciplines;

- **acquisition of life skills**, particularly to protect against HIV/AIDS and for building initiative and spirit of enterprise to strengthen the fight against poverty;

- **training for teachers** and managers to meet the new roles required of them;

- **recognizing the value of the role of art and culture** to content and teaching methods in order to stimulate the creativity and critical

thinking of students;

- **creation of links** between general secondary education and vocational training so that certain core skills such as teamwork and using new information and communications technologies will be acquired by both categories of students thus responding efficiently to the demands and aspirations of the younger generations as well as to meet requirements of sustainable development.

Secondary and Vocational Education

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The International Centre for Technical and Vocational Education and Training

The UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC) based in Bonn, Germany has been operational since 2000. It focuses on developing countries, countries in transition and countries in post-conflict situations. It accords special attention to the needs of youth, women and the underprivileged. Its mission is to promote TVET, support its implementation, improve access to it and ensure that TVET provides quality training. UNEVOC helps Member States to put in place efficient training and education adapted and open to all. To attain its goals, the Centre has created several tools: the networks (the UNEVOC network is comprised of over 220 specialized institutions in over 150 countries); sharing information and publications, counselling services; and the training and development of human resources.

Long considered as second rate teaching, technical and vocational education and training (TVET) is gaining ground in national educational policies. Decision-makers are becoming aware of the importance of training and preparing young people for the workplace. TVET is a concrete solution in the fight against poverty and for sustainable development. The UNESCO revised Recommendation on technical and vocational education and training in 2001 defined TVET as *“a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life”*.

Organization elaborated a strategy aimed at reintegrating former combatants into civilian life. Many former combatants, most of them young, are locked into a cycle of violence which makes them incapable of living in society. Education and training then become essential tools in reconstruction and integration programmes. TVET provides communities afflicted by conflict an opportunity to reconstruct infrastructure and to develop an economy slowed or halted by civil unrest. In poor, rural areas in developing countries, TVET allows families and rural communities to improve themselves. TVET encourages a diversified economy and the recognition of the value of traditional arts and industries.

Contact :

Education Sector ;
Secondary Education and
Technical and Vocational
Education

The Organization provides technical assistance to establish training programmes for teachers and to develop teaching materials or programmes aimed at strengthening ties between education, agriculture, and industry. The goal is to provide impetus to this type of education and to return it to the status it deserves by improving the quality of training provided and through gender parity.

In the area of parity, UNESCO is active in supporting the efforts undertaken by its Member States. In 2002, the Organization launched a programme in the Asia and Pacific Region aimed at improving TVET access to young girls from disadvantaged backgrounds. The project consisted of putting in place training programmes in communities in Cambodia, Indonesia and Nepal. The

Pour aller plus loin

International Center UNEVOC :
www.unevoc.unesco.org