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Item 49 of the provisional agenda

A UNESCO STRATEGY FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

ADDENDUM

SUMMARY

This addendum to document 179 EX/49 contains a draft decision.

Proposed draft decision

Following the inclusion of this item in the provisional agenda of the 179th session of the Executive Board at the request of Germany, the draft decision hereunder is presented by the following States Members of the Executive Board:

Albania, Algeria, Bulgaria, Chile, China, Egypt, Ethiopia, France, Germany, Greece, Hungary, Italy, Japan, Lithuania, Luxemburg, Mexico, Morocco, Nigeria, Norway, Pakistan, Portugal, South Africa, Republic of Korea, Spain, Saint Vincent and the Grenadines and United States of America.

The Executive Board,

1. Referring to documents 34 C/4 and 34 C/5 that identify quality technical and vocational education and training (TVET) as well as access thereto as an integral part of UNESCO's education mandate,
2. Noting that the progress achieved in primary school enrolment worldwide as outlined by the *Global Monitoring Report 2008* requires significant progress in access to quality TVET for the increasing number of young people that complete primary education,
3. Reiterating that TVET is an integral part of education for all and of education for sustainable development and recalling in this context the recent partnership meeting in Bangkok with UNIDO, ILO and private partners; and the Second Decade of Education for Africa, which identifies TVET as one of the seven areas of focus,
4. Underlining that globalization requires people to develop knowledge, and vocational and technical skills that enhance employment opportunities, help them develop entrepreneurial

capacities and raise their productivity on a continuous basis; thus TVET institutions should not only provide initial formation, but increasingly provide lifelong formation,

5. Recalling that TVET will be a priority for UNESCO's action in Africa as well as an important element in the development of educational policies and management in post-conflict and post-disaster situations as outlined in the Medium-Term Strategy for 2008-2013 (34 C/4),
6. Emphasizing the need for a holistic UNESCO strategy for TVET aiming at a well coordinated and integrated approach by Headquarters, UNESCO institutes and centres such as UNEVOC, CEPES, UIL and IIEP and the UNESCO field offices,
7. Requests the Director-General to elaborate, on the basis of document 34 C/4, a succinct and operable strategy to support TVET in the Member States that promotes cooperation with other development partners at the country level in line with the Paris Declaration on Aid Effectiveness,
8. Invites the Director-General in doing so to put due emphasis on:
 - the scope of TVET in the context of UNESCO's mandate and work;
 - fields of action for UNESCO and expected outcomes;
 - vital aspects of TVET such as access, quality in terms of relevance and coherence, development of qualifications and competencies, entrepreneurial capacities and others. Support activities should be designed to promote women's effective participation and to meet the specific training needs of the female audience;
 - the roles of the different units of UNESCO involved in TVET and the division of labour between these units in view of ensuring complementarity and effectiveness;
 - the development of country-specific needs assessment in cooperation with other relevant international organizations, NGOs and the private sector (such as chambers of commerce, employers associations and trade unions), taking into account formal and informal sector needs;
 - the promotion through TVET of employment opportunities, self-employment, and micro-entrepreneurship at the country level by contributing to consultations, coordination and cooperation with relevant institutions, NGOs and others active in the fields of micro-financing and other forms of start-up capital;
 - integration of TVET into UNCCAs and UNDAFs as well as into joint programming in pilot countries;
 - information on and dissemination of best practices through South-South cooperation or North-South-South cooperation;
 - identifying best practices for the integration of TVET into secondary education;
9. Requests the Director-General to present an outline of this strategy at its 180th session and to submit the draft strategy at its 181st session;
10. Further requests the Director-General to incorporate relevant elements of TVET where appropriate and aligned with the specific theme as part of UNESCO's World Conferences on Education in 2008-2009.



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SUMMARY

This item has been included in the provisional agenda of the 179th session of the Executive Board at the request of Germany.

An explanatory note is attached herewith.

Explanatory note

1. Technical and vocational education and training (TVET) is an integral part of UNESCO's mandate in education. Globalization requires people to develop knowledge and practical skills on a continuous basis. TVET has a special role to play in providing the knowledge and practical skills that empower people to improve the quality of their daily lives and earn income. The progress achieved in primary school enrolment worldwide as outlined by the Global Monitoring Report 2008, as a logical consequence, requires significant progress also in access to and quality of TVET for the increasing number of young people that complete primary education.

2. The ministers of education of 96 countries that took part in the Ministerial Roundtable on Education and Economic Development (19-20 October 2007) at the 34th session of the General Conference of UNESCO stressed the importance of TVET by reaffirming their commitment to strengthening linkages between education and social and economic sustainable development, so that technical and vocational education would be promoted and redesigned "in order to offer both practical skills and broader competencies, opening pathways to higher education and improving employability and entrepreneurship".

3. Document 34 C/5 mentions TVET as a key sub-sector in which UNESCO has a comparative advantage and states that UNESCO will continue to develop policies for reforming, strengthening and widening access to TVET. The Organization will also provide capacity development to Member States for the reform and revitalization of TVET in order to assist national efforts in achieving the Dakar Goals. The Medium-Term Strategy for 2008-2013 (34 C/4) indicates that TVET will be one of the areas where UNESCO will focus its action in Africa, one of the two priorities for the Organization's medium-term planning. TVET also constitutes an important aspect of UNESCO's assistance in educational planning and management in countries in post-conflict and post-disaster situations (strategic programme objective 14).

4. In order to achieve its full potential and to contribute fully to the overarching objectives for education, TVET needs thorough strategic planning and good coordination of all parts of UNESCO that are involved in TVET, as well as with other institutions active in the field. The draft resolution to be submitted will therefore seek to enhance UNESCO's efforts in the field of technical and vocational education and training by inviting the Director-General to draw up a UNESCO TVET strategy in the broader context of the Millennium Development Goals.