

RECOMMENDATION No. 56
TO THE MINISTRIES OF EDUCATION
concerning
THE ORGANIZATION OF EDUCATIONAL
AND VOCATIONAL GUIDANCE
(1963)

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, having assembled on the first of July, nineteen hundred and sixty-three for its twenty-sixth session, adopts on the eleventh of July, nineteen hundred and sixty-three, the following recommendation:

The Conference,

Considering that educational and vocational guidance should afford to everyone the most complete development of his aptitudes, the full employment of his capabilities and the expansion of his personality,

Considering that educational and vocational guidance is becoming more and more essential for meeting, by raising the standard of knowledge and qualifications, the situation caused by the speeding up of technical, economic and social development and for ensuring a rational utilization of all human resources,

Considering that the development of society cannot be ensured if the majority of persons have no possibility of choosing a vocation which corresponds with their interests and aptitudes and have no satisfaction in practising in the vocation chosen,

Considering that the concept of guidance is evolving continuously and that such guidance now appears to be a continuous process closely linked with the educational activities of the school,

Considering both the constant growth in school enrolments and the necessity of providing individual advice for pupils from the age when they begin to become aware of their responsibilities in regard to the community in which they will be required to adjust themselves and play their part as useful members,

Considering that guidance will be all the more effective if founded on a thorough knowledge of the child and if such knowledge is obtained by observation of him during a sufficiently long period at various stages of his development and in regard to various aspects of his behaviour,

Considering that guidance can provide a connecting link between the school and work, and affect the structure, organization and content of education, as well as contribute to the success of the country's economic and social planning,

Considering that an adult may at certain times of his career find himself faced with the necessity of changing his occupation, or may wish to equip himself with higher qualifications,

Considering that the possibilities of extending the work of guidance are, despite all, dependent upon the stage of progress both of education and of economic and social development in the particular country or in regions of that country,

Considering that educational and vocational guidance cannot be effective unless steps are taken to ensure that education is free, that material assistance is provided for pupils when this is necessary, and that there is no racial, social or other discrimination,

Considering that several recommendations adopted in recent years by the International Conference on Public Education, particularly Recommendation No. 25 concerning the development of psychological services in education and Recommendation No. 49 concerning the recruitment and training of technical and scientific staff, respectively adopted on the 28th of June, 1948 and the 5th of July, 1954, contemplate steps in regard to the development of educational and vocational guidance,

Considering moreover the Recommendation on vocational guidance and advice which was adopted by the General Conference of the International Labour Organization on the 8th of June, 1949 the Recommendation concerning vocational training adopted by the General Conference of the International Labour Organization on the 6th of June, 1962, and the Recommendation concerning

technical and vocational education which was adopted by the General Conference of Unesco on the 11th of December, 1962,

Considering also the recommendations and resolutions adopted at non-governmental level and which deal with one or more aspects of educational and vocational guidance,

Considering that, despite similar aspirations, different countries will reach dissimilar solutions to the problem of the organization of educational and vocational guidance,

Submits to the Ministries of Education of the different countries the following Recommendation:

Nature of Educational and Vocational Guidance

1) Today, responsible authorities find themselves faced with differing concepts or systems of educational and vocational guidance; these differing systems, although relating to distinctive problems and needs, may, in certain of their aspects, influence and even supplement each other, therefore these should not be regarded as incompatible; faced with the necessity of choosing between these differing systems countries should take note of the main existing systems, as described in the following paragraphs:

a) the oldest system of extra-school professional and vocational guidance which is founded on long experience in several countries;

b) that in which the whole system of education is based upon vocational information and guidance without organizing any special services, prompted by a concept of education, which favours an introduction to work and makes the pupil aware of his future responsibilities towards society;

c) that giving a guidance character to the structure of secondary education itself, with a first stage taking in observation and guidance classes, leading to differentiated studies on the secondary level, this system harmonising with the existence of educational and vocational guidance services outside school, but participating with it in guidance;

d) that of continuous educational and vocational guidance given in schools through consultative and advisory services, which follow the pupils in their physical and intellectual development, help them solve their personal problems and give them guidance in the decisions they are required to make concerning their future.

2) In addition, the responsible authorities should take account of such features as:

a) the structure of the educational system, its existing particularities and the possibilities of changing it;

b) any existing provision of guidance;

c) the material or other resources available in the country to make possible the provision of guidance;

d) their country's economic and social life and the present and future stages of development.

General Principles

3) Whatever system is adopted by the responsible authorities it is important that they should have regard to certain general principles which are applicable in various situations.

4) By investigating the interests and capacity, both intellectual and physical, of the individual and by informing him about the vocations and the various opportunities open to him, guidance should help him to choose both his course of study and his vocation and enable him to know both himself and his possibilities.

5) Moreover, consideration should be given to the social and economic evolution of the country and the present and future needs of society, while at the same time guaranteeing the freedom of choice of the individual; this means that guidance has a responsibility both to the individual and to society.

6) It should be the duty of each country to provide both educational and vocational guidance which should be available to pupils at all levels; pupils should be encouraged to take advantage of these services, education should offer sufficient opportunities of choice and transfer so that each may select at any time the path best suited to his interests and abilities.

7) The educational and vocational guidance services organized by public authorities should be free in order that no person wishing to make use of them may be prevented by financial considerations from so doing; provision could be made for economic assistance to private guidance services whose purpose is non-profit making.

8) Education authorities should assume the primary responsibility for educational guidance, but for vocational guidance the education

R 56

authorities should maintain liaison with the authorities responsible for the services concerned with labour and industry, social welfare, youth welfare, etc.

9) Whatever be the existing system of guidance it is desirable that there should be a permanent advisory body on which all interested parties should be represented.

10) Sufficient means should be made available to allow the progressive extension of the guidance system to all young people, in all regions, rural as well as urban, and to all levels of education.

11) Countries which do not yet have sufficient means to organize a generalised system of guidance should undertake the setting up of a certain number of pilot centres; these could serve as models and could be extended gradually to the whole country.

Guidance Techniques and Procedures

12) Whatever the system adopted, it is essential that guidance be based on the study and observation of each individual, taking account of all aspects of his personality, his intellectual, emotional and physical development, his school results, and family and social circumstances which exercise an influence on his behaviour.

13) Applied psychology tests designed to measure the level of intelligence and to uncover aptitudes and interests should be scientifically formulated, sufficiently varied, and adapted to take account of the characteristics of the country and of its various social and cultural levels.

14) In any programme of educational and vocational guidance, knowledge of the development and potentialities of each young person should be based not only on what is revealed by psychological testing but also on the results of achievement examinations, school marks, health and physical data, as well as home and environmental information; the collaboration of the parents is indispensable.

15) It is essential that a cumulative record card be kept throughout the pupil's school life and should include all aspects of his development such as scholastic achievements and day-to-day behaviour; it should be compiled by sufficiently competent teachers; this record is to be kept confidential and be used only for helping educational and vocational guidance.

16) In all systems of guidance it is essential that a series of personal interviews should take place to gain the confidence of the pupil and his family: such interviews should also help the pupil to get to know himself better and to understand the possibilities open to him.

17) In all systems of guidance it is essential that great importance be given to information on the vocations and on the courses of study necessary for them; such information concerns the parents as well as the pupil and should be integrated with the educational and vocational guidance system and formulated with the cooperation of the specialized service and widely disseminated among the public by means of brochures, lectures, newspapers, films, radio and television.

18) Whether by practical work in schools, or as in some countries by visits to, or by working in, industrial undertakings, pupils should gain experience which will help in the vocational guidance programme.

19) Despite inevitable difficulties, methods must be used to follow up those who have received guidance; such follow-up would not only help the individual but the results would help with the evaluation and the systematic and continuous improvement of guidance methods; such research could be carried out by an appropriate service.

Staff Responsible for Guidance

20) Where psychological techniques are employed in educational and vocational guidance the persons responsible for these tests should be qualified in using these techniques and have received advanced training.

21) Wherever educational and vocational guidance services are not centred within the schools themselves, the officers providing these services should hold a diploma in vocational guidance and have taken a special course to an advanced level in applied psychology and in economic or social science and have had experience in problems relating to education, labour and youth welfare; such specialists can be assisted by staff having a lower degree of qualification.

2) In countries where vocational information and guidance are integrated in the educational system it is important for one or more members of the teaching staff to receive training for the work and

R 56

be well informed about different vocations and courses of study; moreover, a short course in the principles, methods and practice of educational and vocational guidance should be included in the curriculum for the training of teachers.

23) In countries where guidance, although sometimes undertaken by certain teachers, constitutes a separate part of the education programme, it is desirable that such teachers be properly trained for this special task; it should be ensured that their respective duties as counsellors and as teachers are equitably allotted in order that they may be able to devote sufficient time to each of their two types of duties.

24) All guidance personnel should carry out their duties in continuous collaboration with the teachers as well as with the other members of the school staff (doctor, psychologist, welfare worker).

25) It is essential that teachers of classes at a junior level of secondary education, where this level serves as a guidance stage, be acquainted with all pertinent techniques necessary to lead pupils towards the differentiated courses provided at the senior level.

26) The methods of educational and vocational guidance and information should be constantly revised and brought up to date and the officers who are responsible for giving the guidance should have adequate means and opportunity of improving their professional qualifications.

27) Wherever it is necessary for educational and vocational guidance services to engage specialist staff who are not members of the teaching profession, conditions of service should be laid down to govern the profession of such specialist staff, and their salaries should be fixed, consideration being given to the formal qualifications and the training required for the performance of their duties.

28) Professional authorities and organizations responsible for the educational and vocational guidance services should formulate principles of professional ethics to guide them in their duties and professional relationships.

International Action

29) Countries which lack the financial resources and qualified staff for the organization or development of educational and vocational guidance should be able to receive from other countries or from international organizations technical assistance in the form of

visits by experts, scholarships for study and travel, provision of materials, funds, etc.

30) All countries, whatever be the nature or stage of the development which characterises their system of guidance, should take into account the example offered by the experience of others; it is consequently important that encouragement be given not only to the exchange of publications but also to personal contacts by means of exchanged visits, practical courses of study and courses attended by persons from different countries who are interested in guidance problems.

31) Encouragement should be given to the carrying out of comparative studies which show similarities and differences between existing systems of guidance; not only would this give useful information, but it might stimulate valuable improvements to systems currently in force.

Implementation of the Present Recommendation

32) It is important that the text of this recommendation be widely diffused by Ministries of Education, the school authorities, educational documentation centres, national and international vocational guidance associations and teachers' or parents' associations, etc.; the educational press, both official and private, should play a large part in the diffusion of the recommendation among the services concerned, the administrative and teaching staff, and the general public.

33) In countries where it seems necessary, Ministries of Education are invited to request the appropriate bodies to undertake certain activities such as:

a) to examine the present recommendation and to compare it with the *de jure* and *de facto* situation in their respective countries;

b) to consider the advantages and disadvantages of implementing each of the clauses not yet in effect;

c) to adapt each clause, should its implementation be considered desirable, to the requirements of the individual country; and

d) to suggest the regulations and practical measures which should be taken to ensure the implementation of each clause examined.

R 56

34) Unesco regional centres, with the collaboration of the ministries concerned, are invited to facilitate the study of this recommendation at the regional level with a view to its adaptation to the special characteristics of the regions in question.