

**RECOMMENDATION No. 68**  
**TO THE MINISTRIES OF EDUCATION**  
**concerning**

**THE RELATIONSHIP BETWEEN EDUCATION, TRAINING**  
**AND EMPLOYMENT, WITH PARTICULAR REFERENCE**  
**TO SECONDARY EDUCATION, ITS AIMS, STRUCTURE**  
**AND CONTENT**  
(1973)

**Preamble**

At its 34th session, the International Conference on Education,

Having regard to the relevant conventions, recommendations and declarations adopted at the international level, and more particularly by Unesco with regard to education, submits for consideration by the Ministers of Education in the various States the following Recommendation:

**General Principles**

I) Coherent action in education, training and employment should be based on the following principles. It should

*a)* guarantee all young people equality of opportunity in their education for living and their participation in the various activities of society;

*b)* afford all young people and adults the means for ample self-fulfilment in accordance with their aspirations, within the framework of a harmonious development which reflects the needs of the community to which they belong;

c) define a continuous process of life-long education consisting, in addition to a phase of initial training, of a phase of continuous training in which those concerned take part in productive work throughout their lives and pursue their physical, intellectual and cultural education so that they are able to cope with a rapidly changing society, and with the need to make an individual active contribution to the process of change;

d) take coherent action by co-ordinating, with due respect for the economic and social aims of the community, policies of education, training and employment which call, in the case of employment, for a clear-sighted policy in both quality and quantity that will result in work losing its frustrating character;

e) in order that education/training be fully and wholeheartedly accepted, ensure that pupils, teachers and parents participate in the pedagogical and administrative management of secondary education and, as a guarantee of full liaison with the employment, that representatives of the various sectors of the community take part;

f) in the light of the foregoing, reorganize secondary education by breaking with its traditional academic emphasis, which is a source of elitism and segregation, and by associating in one balanced, harmonious and flexibly diversified system the general, technical and vocational processes of education that make up the individual training of the young and integrate them in society;

g) ensure that education at the secondary level contributes to developing a spirit of peace, understanding and solidarity among peoples.

### **Practical Measures for the Renewal of Secondary Education**

#### *771e objectives of reform*

2) Having regard to the main principles set out above and to the situation obtaining in most Member States in regard to education, training and employment for young people, there seems to be an imperative need for the radical reform of secondary education or the radical reform of secondary education or the continuing of reform already begun in many countries.

The aim of such reforms should be:

a) to mobilize all the physical, intellectual and emotional resources of young people by facilitating the development of their talents and capacities and promoting their interests;

b) to meet the needs of economic and social development in regard to the training of qualified personnel, while facilitating the realization of the pupil's individual aspirations and his full forthcoming participation in the development of society;

c) contribute fully to the implementation of employment policies. This would imply, *inter alia*, taking full account of the relationship between the-formal and non-formal systems and the possibilities for maximum flexibility.

#### *Personality development and educational and vocational guidance*

3) The cornerstone of the organization of secondary education should be a programme for personality development and educational and vocational guidance, both being of complete relevance to society. Far from being regarded as an auxiliary service, operating on specific occasions only, the programme of guidance and information should become an integral part of school life, throughout the primary and secondary levels. It is also necessary to develop various forms of out-of-school vocational guidance. It is essential to involve pupils, teachers, parents, employers and other representatives of the world of work, as well as trained specialists, in this guidance. All guidance, whether educational or vocational, should be seen as affording to the pupil the widest possible choice, based both on an awareness of his own natural dispositions and abilities and on an actual and thorough knowledge of the options available as well as of the future employment opportunities and of their demands in the country concerned. Guidance should also be oriented towards helping pupils to meet their current psychological, moral and other individual needs.

#### *Organization and administration*

4) The renewal of secondary education and the implementation of the above stated principles imply a radical reform of organization and administration of education. By progressively eliminating, where it exists, the dualist and elitist approach within the formal structure on which the distinction between general secondary and technical and vocational education has often been based, and by

integrating the different types of establishments and revising their methods of administration and management, the reform of secondary education should eliminate from the education and training of young people all discrimination which results from the education system, and help to remove discrimination in education, resulting from external factors.

5) Likewise, by an increasingly close co-ordination between the sectors of education-training and of employment, the reform, without ceasing to consider the development of the personality as such as the basic aim of education, should be seen as a continuous process of adjusting the methods of the training of young people to the requirements of scientific, technical, economic and social changes, on the principle that it is for the system of education-training to help young people to adapt themselves to the greatest possible extent to the rapid changes taking place in society.

#### *Structures*

6) *a)* Educational services at the secondary level should in principle be available to all persons. These various services should be conceived as a total education system for the cohort concerned and include adequate provision for transfers between the various streams and other elements making up the total structure. It is therefore necessary to re-examine the conditions of access, as it is to think-out afresh the structures of the system, so as to ensure real equality of opportunity for access and success. This structural reform should be based on the principle of integration of intellectual and manual activities, thus enabling all aspects of the personality to develop as a harmonious whole.

*b)* Vocational specialization should be postponed until a broad scientific, technical and cultural education has been provided to young people as a basis for their specialization. Any such specialization or pre-specialization should be ensured by a sufficient range of courses to make it possible to meet both the needs of society and those of the pupils. Means of providing the appropriate education for disadvantaged or handicapped pupils leaving primary school should be made available so that these pupils may continue in secondary education programmes to the best of their abilities.

*Curricula, methods and examinations*

7) Reform of structures would naturally entail a concomitant reform of the content of education. Based on a reconciliation of the pupils' interest and needs, on the one hand, and with the needs of each country's social and economic development, on the other, the new curricula for secondary education should be planned from the point of view of an integrated education designed to awaken in the pupil an awareness of the essential unity of the different aspects of his activity. The aim of these curricula should be general training rather than the transmission of information. By a judicious admixture of difficulties and a motivating presentation of concepts, they should enable the pupils constantly to aspire to greater achievements. The content of both general and vocational education should be linked with the development of the community and be brought into line with modern developments in production and with social advancement. There should be a close link between theory and practice in the curricula. In both cases emphasis should be placed on those elements of knowledge which are basic and have a wide range of application.

8) In regard to methods, just as the administrative structure should be governed by the democratic principle of participation, so should the pedagogical structure, renouncing authoritarianism and dogmatism, aim at the active participation of pupils, developing in them a sense of responsibility and solidarity, a willingness to work and an interest in systematic inquiry, making continual demands on their reserve of spontaneity and stimulating their creativeness. The learning process should be developed on sound psychological principles and on other relevant behavioural sciences, and should be supported by appropriate methods, including the transformation of the pupil/teacher relationship within the learning process which would make it possible to develop attitudes in young people which would enable them to work as members of a team as well as individually. This should also be the aim of the progressive and reasonable use of all new teaching methods and techniques. Teaching and training methods should be assisted by; new developments in educational technology and should also keep pace with the developments in technology and industry and exploit innovations in those sectors to the full. To this end, the world of work should be more intimately and systematically associated with the work of national education.

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9) From the standpoint of life-long education and the gradual use of non-formal types of education, the reform should emphasize in particular modes of certification of knowledge and learning which would not necessarily be based on school attendance.

### *The training and role of teachers*

10) The corollary to the integration of general secondary education with technical and vocational training should be a unified teaching profession, at this level of education, in regard both to training and to status.

11) Moreover, to meet the requirements of the new reform of secondary education, the training of teachers for this level should be based on the principles set forth above; once it is understood that the reforms of secondary education should be a continuous process, it follows quite logically that the training of teaching staff should also be a continuous process of such a nature as to enable the whole system of education and training to keep in constant touch with society and the labour market. In view of this, and of the development in secondary schools of new methods and link courses based on direct experience, programmes for training teachers should also be open to innovative, experimental courses, which, for example, may include some periods of work experience. Such an innovation would also have the value of reducing the present overly academic and sequential nature of most existing teacher-training courses.

12) This will be meaningful to the extent that teachers are deeply convinced of the importance of the part they have to play not only in the process of training young people but also in the choice and determination of the basic options on which the whole education-training system is based. Their sense of responsibility would therefore undoubtedly be increased.

### *Evaluation, research and innovation*

13) a) Any improvement of secondary education should rest on a continuous evaluation which would identify successful experiments for further diffusion, as well as ineffective arrangements which should be terminated or modified. A scientific method of evaluation, bearing both on the output of the education-training

system and on the relevance of this output to the needs of the labour market, would therefore be necessary as part of the reform of secondary education. To be effective, this evaluation should draw on the results of research in educational science and should have the broadest possible experimental basis. The encouragement of innovation, experimentation and research, and an increase in the number of experimental establishments, should all be regarded as necessary methods of achieving balance and progress in the education-training system as a whole.

*b)* Ample provision should be made to ensure dissemination of the results of innovation and research and to incorporate them into the training of teachers, guidance specialists and administrators of secondary school systems. The same applies with regard to representatives of non-school circles generally and of the world of work, in particular, in charge of students' training or otherwise participating in or sharing educational tasks with school (viz. parents or students' associations, professional associations, etc.).

14) With the consent of national authorities, educational research centres should be associated within an international network which would determine topics not already being studied at the international level:

*a)* to perfect the methodology and material aids used in each centre and ensure the methodological training of the research workers forming part of the centre;

*b)* to propose for that purpose research offering a short- or medium-term utility for the national community;

*c)* to examine more specifically the immediate and operational application of the findings of educational- research by the responsible national agencies.

Unesco should consider the possibility of:

ensuring the servicing of such a network as a high priority;

making budget provisions for its support;

allocating staff services for this purpose.

Such a network should have a steering committee in which interested governments or institutions would be represented and which should meet at the earliest possible date.

*Secondary education and post-secondary training*

15) Considered from the point of view of life-long education, secondary education should lead readily to post-secondary training and higher education. Hence the necessity for thinking out afresh the modes of access, the structures, methods and syllabuses of these sectors and for finding ways to make access possible even for those who did not have a complete secondary education. A reform of secondary education based, on the one hand, on the principle of integration of general with vocational training (perhaps even integration of training with active involvement in productive work) and, on the other hand, on that of life-long education, would be ineffective if the same changes, undertaken in the same spirit, were not made in the sector of post-secondary training.

*Co-ordination among institutions*

16) The renovation of secondary education calls for the participation of various sectors of the Administration concerned with education, employment and economic and social development, so that it is desirable to set up interdisciplinary groups for the purpose.

*International and regional co-operation*

17) Co-operation at international and regional level is an important condition for the achievement of the objectives described above. Regional institutions should endeavour as far as possible to co-ordinate efforts on a regional basis, thus enabling the different States situated in a particular region to take stock of their common difficulties and resources, with a view to conducting experiments or research designed to help forward the process of reform of secondary education. Regional organizations and international bodies, in particular Unesco and ILO, and national organizations giving aid to education, should strengthen their co-operation with a view to harmonizing their activity in and assistance to education, training and employment.

18) International bodies, and Unesco and the ILO in particular, should endeavour to:

a) encourage exchange of information between the different regional bodies and give technical and financial assistance where



necessary to facilitate the introduction of reforms of secondary education;

*b)* continue to give guidelines for the integration of general secondary education with technical and vocational education as well as for the integration of educational policy with employment and other social and economic policies;

*c)* assist Member States to find the means appropriate to their own context to better co-ordinate the systems of education of young people and the training of adults in order to materialize the concepts of recurrent education;

*d)* encourage in Member States research and experiments aimed at the renewal of secondary educational and to facilitate coordination among Member States;

*e)* establish a world-wide network of information and documentation calculated to expand and stimulate the various reform activities being carried out in the different States;

*J)* assemble and circulate all relevant literature on innovation in secondary education;

*g)* themselves encourage and conduct case studies and general studies bearing on the form and innovation in the spheres of secondary education, training and employment;

*h)* increase the technical and financial co-operation available to developing countries for improving their systems of secondary education, particularly as regards teacher training;

19 encourage developing countries' efforts to provide technical education in their mother tongues.