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on Education
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PART IV

RECOMMENDATION No. 73 TO THE MINISTRIES OF EDUCATION CONCERNING THE INTERACTION BETWEEN EDUCATION AND PRODUCTIVE WORK(1)

PREAMBLE

The International Conference on Education, convened by the United Nations Educational, Scientific and Cultural Organization, meeting in Geneva, at its 38th session, held from 10 to 19 November 1981,

Noting the importance attached to improving the interaction between education and productive work(2) by the General Conference of Unesco on several occasions and, in particular, in its resolutions 100 adopted at the nineteenth session and 102 adopted at the twentieth session, and in resolution 1/01 of the twenty-first session of the Conference,

Having regard to the conventions, recommendations and declarations adopted at the international level, which are relevant to the interaction between education and productive and socially useful work and between education and the world of work, and more particularly to the Revised Recommendation concerning Technical and Vocational Education, adopted by the General Conference of Unesco at its eighteenth session (1974), the Recommendation on the Development of Adult Education, adopted by the General Conference of Unesco at its nineteenth session (1976), Convention 142 and Recommendation 150 concerning Vocational Guidance and Vocational Training in the Development of Human Resources, adopted by the International Labour Conference at its sixtieth session (1975), Recommendation 136 concerning Special Youth Employment and Training Schemes for Development Purposes, adopted by the International Labour Conference at its fifty-fourth session (1970), and Recommendation No. 68 concerning the relationship between education, training and employment, with particular reference to secondary education, its aims, structure and content, adopted by the International Conference on education at its 34th session (1973),

Considering the recommendations and declarations of recent regional Conferences of Ministers of Education and those Responsible for Economic Planning in Unesco's Member States,

Noting in particular that Recommendations 3 and 5 and the Declaration of the Lagos Conference (1976), Recommendations 11 to 16 of the Abu Dhabi Conference (1977), Recommendations 14 to 18 and the Declaration of the Colombo Conference (1978), Recommendations 9 to 12 and the Declaration of the Mexico City Conference (1979) and Recommendation III/3 of the Sofia Conference (1980) emphasize the importance of interaction between education and working life at different levels and in different forms,

Considering that every individual has an inherent right to receive and to continue education,

Considering the importance, both to the individual and to society, of the establishment of effective interaction between education and working life with a view to meeting demands for relevance in education and continuing adaptation of educational structures, programmes and content to changing economic, cultural and social situations and conditions of work for adequate preparation of all children and young persons for their future work and life and personal satisfaction; and for strengthening the relevance of programmes of lifelong learning,

Considering that the practical application of theoretical knowledge, and the productive work performed by pupils or- students, either-within or outside the training establishment, are an important factor in modern-education, that they promote the all-round development of the

(1) The Conference discussions also covered the relationships between education and the world of work in general.

(2) The words 'education' and 'productive work' are used in a rather broad sense to include any type of education, formal or non formal, and any type of socially useful activity.

personality by creating more contacts with the outside world, including the world of work and the in addition they contribute to the individual's and the group's understanding of social, moral, aesthetic and economic values,

Noting as a favourable tendency the gradual disappearance of the divisions between physical and intellectual work,

Aware that the forms that the interaction between education and productive work may assume vary from one country to another,

Considering the importance in a rapidly changing world of work of introducing training in the areas of new technologies while further developing knowledge in the traditional sectors, and of ensuring that lifelong education affords young persons and adults opportunities for regular updating and upgrading of their skills and knowledge in line with scientific, technological, economic, cultural and social advances,

Considering further that it is clear from the recommendations of recent Unesco Regional Conferences of Ministers of Education that one of the most pressing needs of present-day societies, particularly of developing societies, is to produce skilled manpower suited to the employment situation and development requirements, particularly as they may arise in the light of their national plans and programmes for economic and technical development,

Noting further that there is, particularly in developing countries, a severe lack of resources for satisfying the most legitimate demands for interaction between the school, productive work and working life, and that many developing countries are concerned about insufficient infrastructure arising from the lack of resources for acquiring even the simplest tools and equipment and for creating plant for practical activities, or for ensuring a dependable supply of materials necessary for carrying out even the most basic forms of productive work,

Having regard to the connection between the right to education and the right to work and recognizing the need in all societies for education to contribute effectively to material and cultural welfare and to socio-economic and cultural development,

Considering that success in the harmonious development of any society is promoted by the mobilization of all human resources, without distinction as to sex, implying first and foremost the genuine promotion of equality of opportunity in education and in technical and vocational training, as factors in welfare and in cultural, social, technological and economic progress,

Convinced of the essential role of further development of regional and international co-operation in the field of education in promoting peace, mutual respect and understanding among peoples, and

And having regard to the constitutional provisions of the various Member States and their particular educational needs and systems,

Adopts on the nineteenth day of November, nineteen hundred and eighty one, and submits for consideration by ministries of education and other appropriate authorities and agencies in the various Member States, by other institutions within the United Nations system having responsibilities in this field, and by the non-governmental organizations concerned, the following Recommendation:

A. UNDERLYING PRINCIPLES

1. There should be effective and continuing interaction between education and productive work in the sense of production of material and intellectual goods and services that are useful to the individual or to society, not necessarily in return for remuneration, and taking account of the training contribution of the productive sector itself.
2. Efforts to establish such interaction should, as appropriate, relate to all levels and all forms of education and, while providing for a certain independence of the participating elements, should emphasize the interdependence between theory and practice, the place and significance of productive work within the framework of social, aesthetic, cultural, economic and individual values, and the best possible general and vocational education.
3. Action to establish, reinforce and promote such interaction at different levels of education may include the introduction into educational curricula and programmes of provision for creative and productive activities, or their further development, and for participation in socially useful activities or actual practical work within or outside the educational establishments.

4. Interaction between education and productive work should be brought about in two main ways:
 - (a) by including productive work in the teaching and educational process in schools and other educational establishments;
 - (b) by establishing more favourable conditions for working people to continue their education without giving up their work.
5. Activities relating to the world of work included in the curricula and programmes of educational establishments (including practical creative activities and productive work in the schools or participation in socially useful activities and productive work outside them) should as appropriate and in accordance with national educational structures in each case:
 - (a) be relevant to educational goals and objectives and constitute an integral part of the educational process and aim at maintaining the educational environment in proper conditions or at improving determining factors in that environment;
 - (b) aim at achieving a balanced development of the physical, affective and mental aptitudes and moral and aesthetic values of the individual, in his own interest and in that of society;
 - (c) educate pupils and students to appreciate the social and economic value of different types of work, inculcating respect for those who work and for working people in general while at the same time developing the individual's ability to make a sound and free choice of a line of further education, work and career by the provision of guidance and counselling facilities in institutions and at national levels;
 - (d) contribute to the relevance of educational programmes and to the promotion of the economic, cultural and social development of the community, region or country concerned as well as the development of the individual and all groups concerned;
 - (e) contribute to improving the employment and career prospects of every individual, regardless of sex, by providing equal opportunities for all to gain access to all levels of formal and non-formal education and vocational and technological training in the various urban and rural economic fields;
 - (f) promote research on the planning and implementation of curricula, on their evaluation and development, and on financing, administration, methods, materials and teacher training;
 - (g) promote an understanding of the basic scientific principles applied in the various fields of production.

The activities concerned should be approached in the context of education for international understanding, co-operation and peace, and education relating to human rights and fundamental freedoms.

6. Arrangements for the carrying out of productive work by children and young persons as part of their education should in all cases conform with national and international legislation and norms concerning work by children and young persons and, in particular, with the relevant international conventions and recommendations concerning minimum age for entry into employment and with national and international legislation and norms concerning the protection of children, youth and other groups of persons.
7. Instruction and activities relating to working life should be equally available to persons of both sexes and should be chosen with a view to combating prejudice in society in general and in the world of work in particular, taking into consideration the socio-cultural specificities involved.
8. The participation of schoolchildren in productive activities should not imply any form whatsoever of exploitation to their detriment.

B. PROGRAMMES AND MEASURES

I. National policies and objectives

9. Programmes of interaction between education and productive work should be developed in the perspective of lifelong education. Provisions for interaction between education for children and young persons and working life should be planned as a continuum and should be made in all relevant subjects.
10. National experiments relating to the interaction between education and productive work should be encouraged through the provision of technical and financial assistance and equipment for production units in education and training centres.
11. Research and production of textbooks should be promoted to assist in the development of links between education and productive work.
12. Educational authorities should in all cases, in co-operation with other bodies concerned, participate in the supervision and control of the organization of the general and technological education of young persons and adults.
13. Educational activities involving interaction between education and working life should:
 - (a) stimulate the development of creative aptitudes and attitude and contribute to an understanding of the importance of management, of scientific activity and of research at the place of work in modern society; in so far as possible, pupils and more particularly students may be involved in full-scale practical activities, scientific research, study projects, medical technical and organizational assistance, and social and cultural activities, in common with teachers and other specialists, thereby contributing to national development;
 - (b) convey familiarity with conditions of life and work in a range of economic activities appropriate to the present and future needs of the community or region and of society as a whole;
 - (c) broaden knowledge, skill and experience in the correct and safe handling of tools, machines and other equipment and materials in working situations;
 - (d) provide an insight into economic and social relationships in working life, with special attention to the conservation of the physical environment, and encourage active participation by pupils and students in economic and social life;
 - (e) emphasize the acquisition of socially useful knowledge and skills, the development of an understanding of the advantages and demands of team work, and problem-solving and managerial abilities;
 - (f) provide for active participation by students in the organization of group work and in the planning of work processes and the evaluation of their results, by developing various forms of management;
 - (g) stimulate measures for transmitting national craft traditions to the rising generation by means of optional handicrafts courses.

II. Provisions for interaction at different levels of education

14. In the primary school years, emphasis should be placed on conveying familiarity with the world of work in general with its various expressions and 'major occupational distinctions and with the general aspects of social and material conditions applying to different fields of economic activity; a principal aim at this level should be to convey to the child an appreciation of the social value of all types of work, an understanding for group work and problem-solving, and the notion of research on problems arising in his own milieu.
15. The educational programme at this stage should include acquaintance with creative ability, with the commonest tools and machines, materials and working and productive processes, and an initial insight into working and production conditions and the basic principles of science and technology applied in broad fields of economic activity, and the educational value of their products and services.

16. Special programmes should include an initial study of the interrelationship between productive work and the fields to which children and adolescents attach value.
17. At an appropriate level in the education system, programmes may be given a more comprehensive character and include study of several types of activity and occupations with a view to preparing for a choice of line of further education and training or for a career. Such more advanced study of various fields of economic activity may include visits to work places, meetings with workers and, as appropriate, direct participation in production. It should be accompanied by the study of basic principles of production economics, social and economic relationships in occupational activities, career prospects in different occupations and other aspects which might be useful to the students in their choice of a line in education and training, work or occupation.
18. Educational programmes and curricula may, as appropriate, include provision for prevocational education and training relating to the knowledge and skills best suited to the socio-economic environment or in occupational areas to which the student wishes to, or may in fact later, have access. They may also include direct participation in occupational activities which have a distinct educational value.
19. Vocational and technical education and training programmes should, whenever possible, be arranged so as to provide training in professions which are not narrowly specialized, allowing of interaction between general education, theoretical instruction, and practical training in workshops and other similar facilities, including field work. To this end, it is desirable to secure the participation of specialists.
20. Apprentices and other persons undergoing training in employment for whom non-educational authorities or employers have primary or joint responsibility must be given adequate opportunities to attend school on a part-time basis or to follow courses of related instruction and further general education through day release, block release, sandwich or other similar arrangements. The status of apprentices should be improved with respect to their rights and obligations as workers as well as with respect to the right to a full education. Those responsible for such training should be obliged to take the educational needs of their trainees, including the need for future mobility, fully into account. Educational authorities and institutions should take steps gradually to introduce such opportunities, or should participate in designing them and ensure their implementation.
21. Participation by students in higher education in productive work should enable them to acquire new knowledge and experience and should not be simply a means of applying theoretical knowledge acquired in the educational process. Such participation is regarded as desirable and should be encouraged in such ways, and to the extent, that it can form an integral part of the process of education.
22. Institutions of secondary and higher education should, where educational legislation permits, take into account for entry or re-entry into their courses the educational value of experience in working life and create such programmes as are necessary to do so.
23. In adult education, interaction between productive work and education should be established by:
 - (a) programming of educational activities as an integral part of national plans and programmes for technical and economic development, change in occupational structures, the combating of underemployment and unemployment, and the development of new economic activities,
 - (b) providing educational opportunities in line with the needs of countries on the one hand and of individuals and groups seeking improved opportunities for employment and promotion on the other hand;
 - (c) applying, as appropriate, functional principles in teaching basic literacy and numeracy as well as the capacity for creative and critical thought.
24. Efforts to secure interaction between education and productive work should also be made in respect of the education of migrant workers and their children.

III. Teaching staff and other educational personnel

25. Candidates for admission to teacher training for general education who have acquired first hand experience in working life outside the education system should be able to have such experience taken into account at the selection stage, when the educational legislation applicable permits.
26. Teachers in vocational and technical education or teachers of subjects involving creative activities or other socially useful and productive activities should have practical work experience of the field of activity concerned; their knowledge and skill acquired in such activities should be complemented and updated in programmes of pre-service and in-service training.
27. Programmes of initial and further training for teaching staff, vocational or general, should include provision for some form of practical work and should emphasize the basic principles applied in such work, including its organization, interdisciplinary thinking, problem-solving and team work.
28. Teachers in both general and specialized vocational and technical education should be given opportunities for updating and further developing their knowledge and understanding of the world of work at regular intervals and through appropriate arrangements, such as visits to work places, seminars and workshops on working life situations and problems, and shorter or longer periods of attachment to productive work; such opportunities should be particularly frequent for teachers of subjects directly related to working life and for those who provide educational and vocational guidance or who organize and supervise practical activities within or outside the educational institution concerned.
29. Subject teachers in creative and other practical activities in schools and other educational establishments, and instructors in productive work outside such establishments, should have special training for such tasks; their training should include adequate pedagogical instruction in addition to the acquisition of skill and knowledge in particular technical fields.
30. Training for serving teachers with regard to the relationship between education and productive work should be promoted by various means such as further training courses, seminars, symposia, study travel, etc.
31. Courses in production techniques should be introduced into teacher-training courses and colleges, in order to supplement the training of teachers in the field of interaction between education and productive work.
32. Non-teaching staff participating in the organization and supervision of practical activities within or outside educational establishments should be fully informed of the educational objectives of the activity concerned and, as appropriate, be given special training for the purpose.

IV. Measures for improved interaction

33. Measures to improve interaction between education and productive work, to include the world of work both inside and outside the school, should be carefully planned and programmed. Such planning and programming should, as appropriate, include the following steps:
 - (a) the determination of educational objectives at all levels
 - (b) consultation with the competent government authorities, educational organizations, organizations of employers, workers, parents, teachers and students, and other concerned bodies, to ensure that the pre-vocational and vocational programmes provided by the school on the one hand, and the initial training programmes provided within industrial and agricultural establishments on the other hand, are mutually complementary and appropriately designed;
 - (c) information for the general public, parents, the competent authorities and other bodies concerned about the objectives and the general lines of programming and programme implementation,
 - (d) planning and research, to include, where appropriate, pilot programmes and continuing evaluation of programme cost, efficiency and effectiveness.

- (e) determination of subject interrelationships and, as required, modification of curricula;
- (f) planning for programme extension to the total intended population including, as necessary, budgetary allocations, agreements with employers and workers and arrangements for the reception and placement of trainees or students, training and information of all persons inside and outside the educational establishments involved in the programme, and training of teaching staff, including teachers in related subjects;
- (g) modifications, as necessary, in administrative arrangements within the educational authorities and institutions concerned, to facilitate continuing exchange and dialogue between these authorities and other educational bodies and the world of work;
- (h) agreements with the representatives of the world of work for them to initiate corresponding arrangements on their side;
- (i) arrangements for programming and supporting research activities for curriculum design purposes, for the selection and design of work tasks for creative and other practical activities in educational institutions or corresponding arrangements outside them; and the establishment of norms relating to such arrangements, for programme and project evaluation and for other relevant purposes;
- (j) the association of pupils and students in the process of planning and carrying out productive work and evaluating its results, through the application of various forms of participation and management;
- (k) promotion of the introduction of courses linking education with productive work in the educational sciences sector and in higher education centres;
- (l) promotion, in technical training centres, of various types of courses designed to teach production techniques.

V. Arrangements for practical activities

- 34. Practical activities and, in particular, productive work, should be carried out in appropriate facilities specially arranged for the purpose within and/or outside the educational institution concerned, such as school gardens and fields for agricultural activities, or in work areas and work teams specially selected for such ends. In accordance with local opportunities and circumstances, pupils and students should also be familiarized with production processes in industry, agriculture, the building trade, and so on.
- 35. There should be wider practical co-operation between schools and business undertakings, farms and other industrial organizations in dealing with matters concerning students' training, education and work.
- 36. Tasks to be carried out in the course of such work activities should be chosen taking full account of the level of physical and mental development and previous experience and individual interests in such matters of the individuals and groups concerned.
- 37. Instruction relating to creative activities and other socially and individually useful and productive work should, as appropriate, for each type of task to be performed, emphasize measures concerning the safety and health of the individual and the group in which the activity is carried out and, in particular, include instruction relating to the correct body posture and precautions to be taken for avoiding accidents and ill-health. The representatives of teachers, workers, parents and students, and of employers, should be able to share in supervising the application of appropriate protection and health and safety measures at the places where creative activities and practical work are carried out.

C. REGIONAL AND INTERNATIONAL CO-OPERATION

- 38. Member States should co-operate, at subregional, regional and international levels, in the development of programmes and practices for improving interaction between education and the world of work in their respective countries. Such co-operation should include:

- (a) systematic and continuing exchange of information and experience, including the holding of seminars, meetings and conferences at national, subregional, regional or international levels, relating to principles and practices in the development and implementation of programmes which aim at improving the interaction between education, productive work, and the world of work in general;
 - (b) joint experiments in the implementation of such programmes and assessment of their efficiency, effectiveness and impact;
 - (c) exchange of educational administrators and teachers engaged in programmes of interaction between education and productive work and the world of work in general;
 - (d) subregional, regional and international co-operation in the field of educational research;
 - (e) promotion of regional meetings for the pooling of national experience in this field.
39. Unesco should, through its regular programme and its network of institutions for educational innovation for development - the Asian Programme of Educational Innovation for Development (APEID), the Network of Educational Innovation for Development in Africa (NEIDA), the programme of Co-operation in Research and Development for Educational Innovation in South-East Europe (CODIESEE), the Educational Innovation Programme for Development in the Arab States (EIPDAS) and the Caribbean Network of Educational Innovation for Development (CARNEID) and in collaboration with other regional and international agencies and organizations, in particular the International Labour Organisation, the Food and Agriculture Organization, the United Nations Development Programme and UNICEF, provide for:
- (a) organized exchange of information and documentation on action taken in the various countries and regions for improving interaction between education and work, including detailed information regarding the concepts, implementation programmes, methodology, and evaluation of projects relating to interaction between education and productive work making use of computers and other modern information technology;
 - (b) technical co-operation services, on request, relating to the planning, organization and implementation of programmes developed for such purposes and to the evaluation of their efficiency, effectiveness and impact;
 - (c) organization of conferences, meetings and seminars at international or regional levels on questions and problems in the establishment and development of interaction between education and working life in general, or for particular groups of persons and different types and levels of education.
40. The International Bureau of Education should, in collaboration with other units of Unesco:
- (a) within the international network of information on education, devote special attention to promoting and facilitating the exchange of information on interaction between education and productive work and the world of work in general, especially on national experiences in the field;
 - (b) prepare and publish studies, directories, terminologies and bibliographies on this subject as reference aids to those working in this field;
 - (c) collaborate closely with national, subregional, regional and international organizations, notably the International Labour Organisation, the United Nations Industrial Development Organization, the Food and Agriculture Organization and UNICEF, as well as with non-governmental organizations, to assure availability of useful information on programmes for improvement of interaction between education and productive work.