

15th Session

Agenda item: C: Providing Vocational and Technical Training for Adults

The United Nations Educational, Scientific and Cultural Organization

Re-emphasizing Sustainable Development Goal (SDG) 4 on the topic of ensuring inclusive and equitable quality education and promoting lifelong opportunities for all, and noting the importance of universal school infrastructure including the effective use of technology in teaching and learning,

Reaffirming SDG 8 on the topic of promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all which aims to protect labour rights, especially noting target 8.6, promoting youth employment, education, and training,

Recognizing women are globally less likely to be in the workforce than men in terms of income, with a global labour force participation rate of just over 50% for women compared to 80% for men and about 75% of developers who work in engineering and technology are men, while the percentage of women developers is about 23% worldwide as estimated by the World Bank in 2023,

Deeply concerned about the low female employment participation rate of 47.2%, as stated by the International Labour Organization (ILO) in 2021,

Recognizing the critical role of technological proficiency in enhancing educational outcomes and fostering innovation in teaching methodologies, and acknowledging the importance of integrating digital literacy into the curriculum to prepare students for the demands of the modern workforce,

Acknowledging that it is not a given that every educator has sufficient financial resources to afford technical equipment, which can hinder the equitable delivery of education and contribute to the digital divide,

Underlining the need for collaboration among stakeholders, including governments, educational institutions, and technology providers, to support comprehensive teacher training initiatives,

Recognizing the need for Member States to share information on each Member State's Technical and Vocational Education Training (TVET) implementation as vital to the development of future programmes,

Noting the United Nations General Assembly (GA) Resolution 74/236 which states that technological change can lead to both highly skilled employment opportunities and disruption in labour markets, and alarmed by the potential for a rise in inequality,

Reaffirming the Recommendation Concerning TVET by the United Nations Educational and Scientific Organization (UNESCO) which states that TVET is both the universal right to education and the right to work,

Affirming the GA Resolution 78/160 which highlighted the need of scaling up Science, Technology, Engineering, and Mathematics (STEM) education and enhance technical, vocational, and tertiary education and training,

Deeply alarmed by what the ILO refers to as “STEM pipeline leakage,” i.e. situations with less than half of STEM graduates working in STEM occupations,

Acknowledging the fact that the youth unemployment rate stands at 13.3 % and an estimated 191 million people are unemployed as stated in World Employment and Social Outlook established by ILO in 2024,

Approving the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in their efforts to strengthen and upgrade their TVET system, especially noting with appreciation the UNEVOC Network hosted by the UNESCO-UNEVOC ensuring the international cooperation for global TVET institutes by making partnership with Member States,

1. *Suggests* Member States increase the number of school infrastructures to train experts and experts-to-be in fields related to STEM for one to two years, and improve their quality to create STEM-related jobs for adults;
2. *Recommends* Member States implement comprehensive training programs, workshops, and seminars to enhance teachers' technological knowledge and skills for the effective integration of technology in education by:
 - a. Adapting the World Federation of United Nations Associations (WFUNA) Training Program to transfer specialised knowledge and information to develop and reinforce practical skills for adults;
 - b. Bringing experts from regional associations such as the Asia Pacific Programme of Educational Innovation for Development (APEID) to help developing Member States;
3. *Recommends* Member States improve STEM education for women and provide vocational training to give more opportunities within a country for women in STEM fields by:
 - a. Presenting role models in formal education institutions;
 - b. Providing TVET programmes by developed countries for women in developing countries to be recruited proactively;
 - c. Training for women by companies;
4. *Encourages* Member States to collaborate internationally among educational institutions and stakeholders to develop and implement a structured curriculum for teacher training on the latest technological advancements by including extensive teacher training on digital skills and innovative teaching methods;

5. *Recommends* Member States to allocate resources and establish partnerships with experts and international organisations such as UNESCO and ILO to provide ongoing professional development for teachers, improving their ability to use technological devices and innovative teaching methods through well-structured programmes and seminars;
6. *Recommends* UNESCO create opportunities for Member States to share the details about vocational training programmes to achieve the equal implementation of vocational training globally through having:
 - a. Member States submit reports on the implementation of vocational training for technology for adults, including their initiatives, effectiveness, and results to UNESCO every two years;
 - b. UNESCO holds and supports regional meetings to share the current situation of vocational training based on the reports from Member States and discuss future vocational training projects and timelines;
7. *Requests* UNESCO to establish a convention to supply new funding to expand the Member States' capacity of online educational systems to meet the needs of local industry and STEM labour market, and suggests Member States develop their internet capacity in both urban and rural areas;
8. *Recommends* Member States conduct regular assessments of required skills and competencies in actual labour markets to ensure the relevance between the contents provided in TVET systems and the employabilities of trainees as a tool for the empowerment of youth;
9. *Suggests* Member States build higher educational institutes which provide professional training for students to obtain skills to prepare for the labour market and join the UNEVOC Network;
10. *Suggests* Member States, who have not been in the collaboration yet, to collaborate with TVET trainers who focus on the technology industry to conduct TVET programmes for teachers in public, private, and academic sectors.