

NSI 08: The Education-Training-Work Continuums: Pathways to socio-professional inclusion for youth and adults

Themes

1. ETWCs in historical perspective: from “traditional” apprenticeship to integrated multinationals in the South

Contributions are welcome that reflect, North and South, the different transformations of the interactions between E, T and W in the period spanning from the “good old days” (referring to “traditional” apprenticeship, to family and intergenerational literacy and learning as well as to community training) that lasted up to the middle of the 20th century. Today, can we consider these past interactions as proto ETWCs, for example, when considering numerous small crafts/informal economy units in the South, as well as in international integrated private firms (North and South) providing their employees with literacy, basic education, vocational training, early childhood development activities, further education services for production, and more? Do we see this increasing today due to poor performance in the fields of E, T and youth employment)? What lessons can be drawn from this “proto” perspective when considering the relevance of the notion of ETWCs for the transformations of the informal as well as multinational economies?

2. Innovations and experiments in the 80s and 90s that could be considered antecedents of ETWCs

Authors are invited to revisit different policies, programs, projects, PPPs and both public and private innovations and experiments that drew lessons from the World Educational Crisis: A Systems Analysis (Coombs, 1969). These initiatives were focused on the transition issues stemming from discontinuities between any two of the three components (E, T, W). Interestingly, the notion of education continuum was proposed soon after by UNESCO (Adiseshia, 1970). Were lessons drawn later from the implementation of, for example, post-basic E, diversification / vocationalisation of post-basic E, productive/work school, non-formal/out of school E, linkages/articulations FE-NFE, functional literacy, co-operative E, adult (basic) E, continuous E, competence-based E, outcome-based T, W-based learning, career guidance etc.? Did such initiatives successfully address insertion (French), integration, inclusion, and employability? Can these limited scale lessons be (partly?) recycled today in an ETWC perspective, while the very nature of E, T and W are entangled in a disruptive/innovative global transformation process?

3. Emergence in the E, T and W fields of a hybridization process between state-run regulatory procedures and ad hoc private governance arrangements

Contributions are welcome that focus on the broadening of usually state-run governing procedures of E and T to the participation of non-state stakeholders in new governance arrangements, as proposed by the 2000 World Forum on Education and already developing in the non-formal/informal education and training fields. What were the main features of the progressive “renovation” of “traditional” apprenticeships in countries of the “South”? What are the relevance, impact and sustainability of the interactions between informal economy units and public and private E, T and W organizations via the recognition (assessment/validation) of prior learning and skills/competencies for access to formal education/ work in the context of qualification systems? What was the role of training provided by crafts to create learning and career pathways, as well as to stimulate the emergence of representative organisations?

4. NEETs and ETWCs : building interactions between “targets” and systems

Contributions are welcome that address the notion of NEET (Not in Education, Employment or Training) that appeared a decade ago in the international education glossary. Actions such as Active Labour Market Programs (ALMPs) are today designed to activate NEETs, stimulate employment and job creation, and improve transitions from E and T to W, through a combination of hiring subsidies, skills training, career guidance, and the promotion of enterprise creation. Is this notion no more than a revamping of the terms that were used in the 80’s and 90’s, as presented in Theme 2 above? Is this a useful way of addressing

individual inequalities and exclusions that the Continuum perspective aims to tackle in a systemic way? Why is this notion only used in relation to youth? Is it a heterogeneous category that is applicable to longstanding vulnerability situations as well as transition periods? Can this notion be applied to precarious work in the informal economy? Is “NEETs” a neat notion? What lessons can be drawn for the North from the implementation of activities addressing the NEETs challenges in the South?

5. ETWCs in the context of global crises and changes, with a focus on technology-based solutions

Contributions are welcome that address the multiplication of global crises – with some to possibly end and others to remain and develop further – such as climate change, conflicts, energy transitions, health/food crisis, population mobility/migration/displacement, growing intra/international inequalities.

Have these changes further consequences (positive or negative) on the already existing discontinuities within and between the E-T-W fields in many socio-economic sectors? Have they aggravated the difficulties that underprivileged people already face? Have they created unexpected positive opportunities? Is the attention paid to this situation by IOs, IGOs, foundations, business justified or not? If so, why? What are the consequences on the development of the ETWC notion? What are the signs and implications of digital services being framed as the new catch-all solutions in the fields of E, T and W?

6. ETWCs in a forward-looking perspective and challenging current narratives about the future of education and work

The “World we want” proposed at the beginning of the 2010’s and reflected in the recent Reports on the futures of education (UNESCO, 2021) and work (ILO, 2019) as well as by SDGs 4 and 8 (2015), are not fully in line with the key word of the Continuum perspective - i.e., discontinuities -and are not enough forward-looking. The future of education is mainly envisaged within the school sector. The future of work (including training) is mostly focused on the formalization of these activities, via transition processes. SDG4 (which includes TVET) is largely disconnected from SDG8 (work and employment).

What about revisiting the society without schools - as proposed by Y. Illich in the 70’s and by the OECD in a scenario on the Future of Education and Skills (2018) -, with virtual supports and home/nomad /crowd work? What is the future of the right to education (including vocational training) and of the right to decent work - with an ever-stronger influence of non-state actors? Which types of ETWCs could then be developed? For example, could a Nexus - “A connection or series of connections linking two or more things” (Oxford languages) - be put in place to engage creative dynamic change (The notion of nexus is already used in the humanitarian world to secure basic coordination between aid, peace and development)? Is a Nexus not a minimalist and open-ended “de-siloing” instrument calling to mind the situation we named “traditional «under theme 1 above?