What kind of sustainable education for our common future?

Some reflexions

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NORRAG

UN Library Talks, June 15th, 2016
International Cooperation on TVSD

Michel Carton - NORRAG

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Definition: Technical and vocational skills development

- Public or private TVET schools
- Workplace training in enterprises
- Informal Apprenticeship

Acquisition of knowledge and practical competences & knowhow

Formal to Informal: Degree of formalization of labour market
Governance arrangements for policy and implementation

Up to 2000’s: ILO, UNESCO, OECD, EC, Bilateral development aid agencies

After 2000’s: New international, regional, public and private actors:
Same actors + Regional Development Banks, WEF, ISO, WTO, WHO, GPE, UNHCR, Human Rights, India, China, Brazil

- Global education, training and labour markets
- Mobility
- Assessment and recognition of qualification
- Intersectoral perspectives for SD
Governance arrangements for knowledge production and sharing

• Inter-Agency Group on TVET:
  UNESCO, ILO, OECD, WB + AfDB, ADB, IDB*, EC, ETF (+bilaterals)
  Meeting in Berlin (August 2016), Geneva 2017 (TBC)

• Regional Association for Vocational Teacher Education in East and Southern Asia (RAVTE):
  23 universities – Teaching and research

  Inter-Country Quality Node/TVSD in Africa:
  28 Ministries of TVET/Employment/Youth (No education!)
  Cross fertilization of experience and knowledge
  Abidjan 2014 / Kigali 2015/Abidjan 2016

  Donor Committee for dual VET (Austria, Deutschland, Liecht., CH)

  NORRAG Collaborative Program with South Africa and Argentina

* Islamic Development Bank
So What?

- NEETs?
- Violence?
- Future of Work?
- Mobility, migration, refuge?
- Employment, jobs or skills?

> Continuum

➢ Education-Training-Socio-eco. Inclusion