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Technical and Vocational Skills Development
in the Urban Informal Sector

“The role of the State in the dialogue between the social actors in reaching an integrated vision about “*education and work*”. The Uruguayan experience.”

Jorge Camors,
Coordinator for Non-Formal Educational Policy
MEC, Uruguay

1.- The urban informal sector

- Two different interpretations:
 - conservative
 - progressive
- young people and women
- an integrated look
- For all the people
- The different kind of populations in the sector

2.- Non-formal education.

Non-formal education, adult education, and technical and vocation skills

- Education is more than school
- The contents
- TVS concern only entrepreneurs and workers?
- “the little skill of how to manage the tool”
- education and work: to improve the educational level population
- basic education = “platform”
- In my country “basic education” needs changes
- This process takes “time”

3.- The role of the State.

promoting and maintaining the dialogue between the social actors.

The Uruguayan experience: The National Institute of employment and vocational training (INEFOP).

- Dialogue
- Participation
- The “informality culture”

4.- Assumptions:

1.- ideological

2.- political: The State organization and this objectives in the society.

3.- economy: The participation and the support to the production

4.- labor relationship: Dialogue and negotiation.

5.- education: Education for all and life-long learning.

5.- Perspective

In which direction do we wish to orientate education and vocational training?

- a function of the present system?
- a part of a gradual and global change?

We should consider changing the conditions which explain their existence and the place it has.

- To get visibility and impact in the economy.
- To get organization to surpass the isolation and dispersion.

6.- An integrated vision for the informal sector

Regulation should be “integrated”, with several dimensions:

- Political: more “internal work”
- Economic: Strengthening the sector
- Skills for: organization, communication, dialogue and negotiation
- Education: to elevate the level of the population.

- Training to increase productivity
- Association: (small enterprises with low productivity)
- Incentives microeconomics
- Procedures in the different parts of the State.
- Retired people.
- Health insurance.
- Different and special taxes for micro and small enterprises

Challenges:

to build a strong link between education and work

7.- Work and Education

- What does “educational ample vision mean?”
- What does “work” mean?
- The people learn by working and they work by learning

In this case we need a special educator;
probably a team with different skills each educator.

We need different kinds of educational professionals:

- policy maker
- program manager
- educative team.

8.- Final words

1. We need to discuss what our social change perspectives are.
2. The informal sector forms part of the whole system and of the whole society.
3. The people of the informal sector have all the human rights (education, health, job, etc.) and we should have specific policies to guarantee them.
4. The needs, interests and problems of the informal sector, should be included in a global educational policy with specific parts for young people, women, adults, and linking education and work..

¡Thank you very much!

camors@mec.gub.uy

jorgecamors@gmail.com