

# **Right to education**

in the perspective of

**the right to decent work**

# Women and men in the informal economy in low and medium income economy (non-agri.)

People having informal jobs in the formal economy (without legal status) or working in the informal economy.

Lacking in both cases of social and legal protection,

Who they are : majority (55-65%) of women, living under poverty line

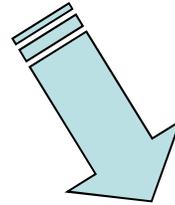
## **COMMUN TREND : LACK OF VOCATIONAL AND BASIC SKILL TRAINING**

<u>Countries</u>	<u>number in inf. Econ</u>	<u>% of active pop</u>
Mali	1m	82%
Pakistan	22M	78%
Tanzania	3.5m	76%
Indonesia	3m	72%
Egypt	8m	51%
India	186m	44%
Brazil	33m	42%
China	36m	33%

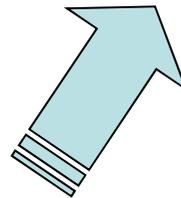
# 1. The right to co-decide required work related learning

## The duality of the learning demand its expression and mediation

The requirement of  
the **employer**



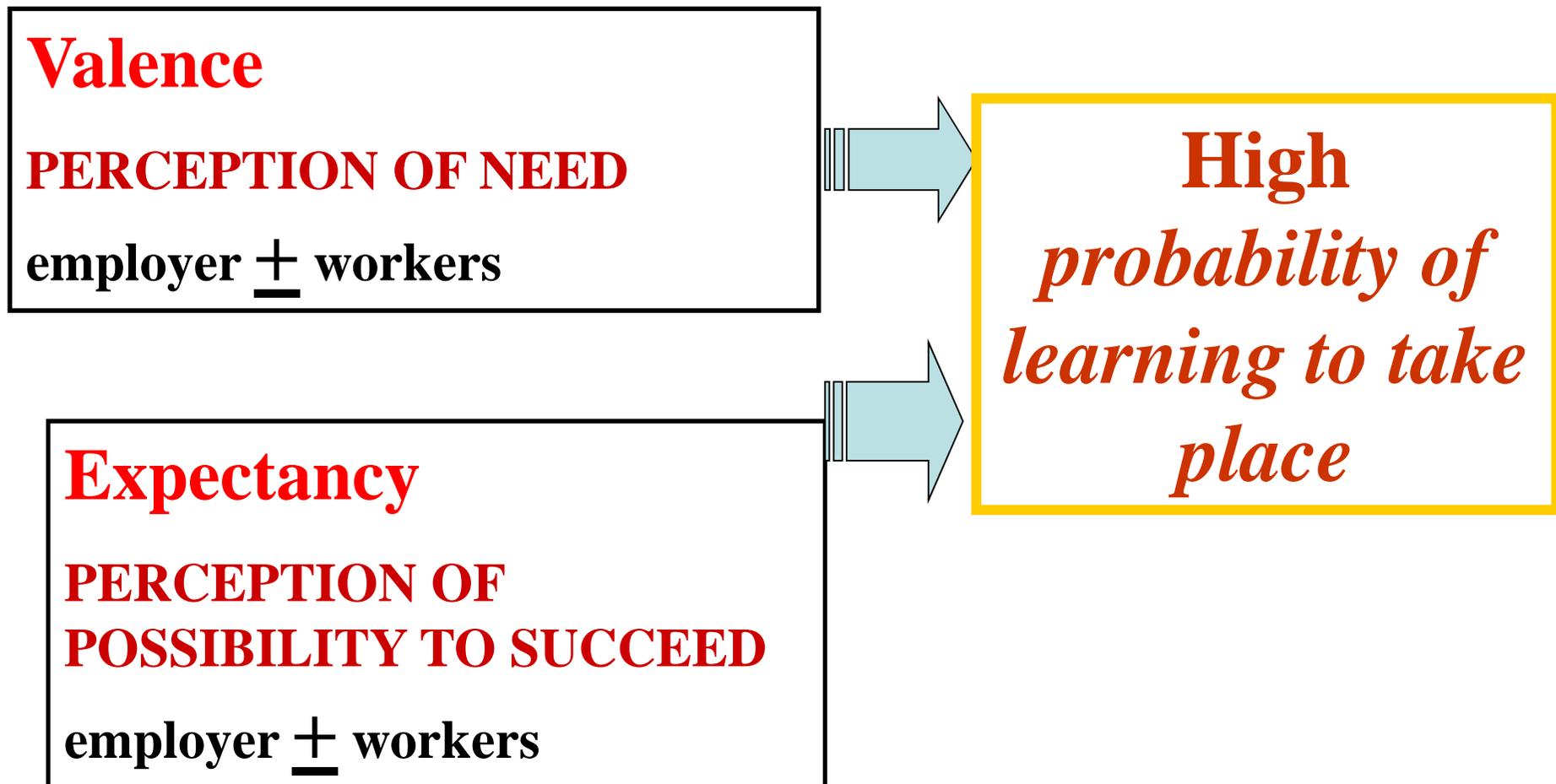
*expression and mediation*



The aspirations  
and experiences  
of **individuals**



# 1. The right to co-decide Perception and expression of the learning demand



## 2. The right to learn throughout life

\* Raising access to initial basic education

\* Access to **life-long learning**

- Continuity after short-term taylor made **training**

**-large**

- all areas of life, multi-purpose, ...

**-deep**

- empowerment of the person,

- autonomy of action

- curiosity, creativity

## 3. The right to learning environment at work

- \* **Decent work environment**
  - regulation social protection
  - health and safety
- \* **Space for inter-learning**
- **Space for innovation** (capacity of initiative)
- \* **Complementarity: formal + informal learning**
  - opportunities for both, building on both

## **4. Recognition and accreditation of prior skills and knowledge**

- \* The right not to have to learn twice the same thing**
- \* The right informally acquired skills and knowledge be recognized and validated,**
- \* The right of migrants to have their formal education and training be recognized**

# Recognition and Accreditation of Education and Qualification for migrants

More than 210 million

35% intermediary skilled, 22% highly skilled

Remittance: flow 300 billions€ (75% in dev.ing countries)

**Principles** :Right not to have to learn the same twice .  
:Right to work according to one'real qualification

**ISSUES**

- Arbitrary practices
- Rigidity of educational responses
- Convention without implementation mechanisms

# The intersectoriality of adult learning policies

## Example in the UN

*Adult learning and citizen empowerment: everywhere and nowhere?*

**FAO** : Agricultural extension, Education for Rural Population (ERP)

**WHO**: Health literacy. Health IEC (Information-Education-Communication), Health promotion.

**HCR**: Literacy, ...

**ILO**: Adult vocational training and TVET. Basic education. Health and Safety education  
Trade Union education.

**HCHR**: Prison education

**UNCTAD**: knowledge and skill development, HRD.

**UNDP**: Women empowerment, adult literacy (the only AE related indicator of HDI out of 41)

**UNEP**: Environmental education, raising of public awareness and training

**UNESCO**: CONFINTEA process, EFA, Literacy decade, adult literacy, adult learning and  
education, Life

**UNICEF**: Adult literacy, parental education

**WB**: adult literacy, adult continuing education

# **Recognition of the right to learn now more than ever a major challenge for humanity**

**The right to learn is:**

- the right to read and write;**
- the right to question and analyze;**
- the right to imagine and create;**
- the right to read one's own world and to write history;**
- the right to have access to educational resources;**
- the right to develop individual and collective skills.**

**The right to learn is not a cultural luxury to be saved for some  
future date. (...)**

**There can be no human development without the right to learn.**

**There will be (...) no change in learning conditions without the  
right to learn. (...)**