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Transitions and dialogues between the education system and the world of work based on educational justice and the right to a decent job within the framework of a new social contract between States, organizations and companies

G20 Commitment

"(...) we are committed to developing strong partnerships with social partners and relevant stakeholders to ensure that all young people learn the basic skills necessary to help their transition from school to the job market. The combination of a strong basic education with skills development and portability policies that include quality learning, professional guidance and counseling and lifelong learning opportunities can generate considerable returns for individuals and economies and help build more inclusive societies ". " (...) Progress in youth employment requires adopting and implementing a comprehensive strategy that includes policies to facilitate the transition from school to work, strengthen quality employment and opportunities for learning and action to improve employability, equal opportunities and entrepreneurship" (ANKARA Declaration, 2015).

The Challenge

Educational justice is the pedagogical dimension of social justice programs and means providing all students with a good quality education. That is, there can be no educational justice without justice in the distribution of income, in access to housing or in the right to health. Therefore, educational justice is part of the process of building fairer societies, through the strengthening and / or development of skills and knowledge in favor of collective construction.

The acquisition of skills or abilities traces continuities in the areas in which the subjects pass. Thus, family, friends, neighborhood, school, work, organizations, have a strategic role in the integral development of the person throughout the life cycle and the different roles it plays.

The school is the first socially prioritized place to acquire specific skills that make training for life and the world of work. However today in the middle school is where a significant number of young people leave before receiving their certification. Different studies coincide in pointing out that these deficit indicators have their origin in the differentiated and selective characteristics of the secondary school, as well as in their institutional isolation product of the decoupling with the social, cultural and labor context. The school trajectories of the young people are designed from a perspective of a single route, ignoring the diverse itineraries and putting the student in the place of failure. In this way, it personalizes and individualizes, making the subjects responsible for their destinations. Finally, inequalities in school trajectories are then translated into different jobs and different incomes, which perpetuates and often widens the educational and social inequalities of origin (Vera, 2009).

On the other hand, the need to build the transitions and dialogues between the educational system and the world of work forces us to address the requirements of this field.

In 2008, the International Labor Organization (ILO), the United Nations Environment Program (UNEP), the International Organization of Employers (IOE) and the International Trade Union Confederation (ITUC) jointly launched the Green Jobs Initiative in order to help governments and the social partners to make this potential for decent work a reality in a context where policies are aligned with environmental and labor objectives.



The development of professional skills is one of the keys to unlocking this potential in terms of employment. Provide on time the relevant skills and qualities essential to achieve the success of transformations that stimulate productivity, employment growth and development. The move to a greener economy presents enormous long-term potentials due to the creation of millions of jobs both directly and indirectly through the supply chains. The challenge for environmental policy is to choose strategies that maximize productive and decent work. The challenge for the policy of development of professional competences is to integrate environmental awareness and adequate technical training for green jobs in the education and training offer. Thus, the political objectives in the two areas are mutually supportive: without a properly trained workforce, the transformation to a greener economy will stop. Moreover, without the imperative of responding to environmental challenges, the need to accelerate employment growth can not be met. (ILO, 2012)

It is inconceivable a world in which the advancement of science and technology go to the detriment of humanization. Hence, the automation and mechanization of work must be a tool to improve the quality of life of workers, as well as the quality of products and services offered and the care of the environment. In no way can we accept the prediction that millions of workers will be displaced in the global supply chains without any alternative, because at the same time we would be predicting that world peace would be at risk. Hence, a new social pact is needed that takes into account the key actors and a just transition within the framework of rights, guided by the responsibility and common sense of the States, peoples, legal entities and other rich countries must take into account that the poorest people and countries expect their rights to a human life be simply respected.

The following proposals that make the training of skills necessary for the world of work make sense within the framework of the promotion of fair macro and micro economic systems. Work that in the future we hope will exist in the hands of a productive system guided by the principles of decent work, under the regulation of the States. It is desirable that the States, together with the productive sector, provide financial and technical support, as well as opportunities for training and improvement for young people so that they can access a first job with the necessary credentials and the possibility of guiding their life project. To the workers and the permanent formation so that they can remain in them.

It is the responsibility of the G20 member countries to demonstrate in concrete actions that a more human world is still possible.

Recommendations

"Poverty is often perceived as an unfortunate but accidental condition or as an inevitable consequence of decisions and events that occur elsewhere or even as the sole responsibility of those who suffer it. A broad approach to human rights must not only address the misconceptions and myths surrounding the poor; also and more importantly, it must help find sustainable and equitable ways out of poverty"

- As we mentioned in the documents delivered, it is necessary to develop quality public policies that guarantee equal opportunities for all young people and at the same time recognize the diversity of trajectories and accompanying tutorial systems that ensure permanence and school certification. The education system must also consider issues related to adolescent motherhood / fatherhood, the barriers that women must face and income systems so that all young people can prioritize education at work.

- The educational system must include, accompany and evaluate social emotional skills as part of the teaching project at all levels and modalities.

- The strengthening of the socio-emotional capacities in the education system must be approached from significant projects for students with an interdisciplinary perspective. In a complementary way, the educational system should provide for the accompaniment of



occupational training projects within the framework of the life project that each young person choose. The socio-emotional skills must be part of the curricular content that the educator must include in his daily task.

- Educational practices are one of the best strategies of articulation between the world of work and curricular contents, at the same time that social emotional skills can be put into play in real experiences.

- Policies of incentives for first job and labor intermediation accompanied by tutorial systems where schools, social organizations and actors of the productive sector accompany these foundational trajectories in the biography and avoid the reproduction of vicious circuits due to the lack of essential social capital.

- For good compliance with the aforementioned public policies, the educational institution must have appropriate roles, spaces for ongoing training that guarantee the accompaniment of practices and spaces for individual and group reflection on this experience. In this same sense, it is essential to survey and systematize the multiple experiences that social organizations develop in order to put them in value and bring them to scale.

- It requires the committed and articulated participation of the multiple actors that make the areas and roles that go through each subject of which public policy is the guarantor of their rights.

Supporting Information

<http://scioteca.caf.com/handle/123456789/936>

Working documents of the Regional Table of Transversal and Socio-emotional Competences (MESATCS for its acronym in Spanish)

www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp.../wcms_164629.pdf

G20 Leaders Declaration 2017

Social and employment perspectives in the world - Trends 2017 www.ilo.org

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