

**Enterprise-based training in Latin
America:
Well-known traditions in public
policies, and what's new?
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Main points to be addressed

1. The regional context

2. Old well-known traditions and recent innovations in the formal sector: apprenticeship, dual system, and more recent work-related experiences like internships. The role of IC in promoting models

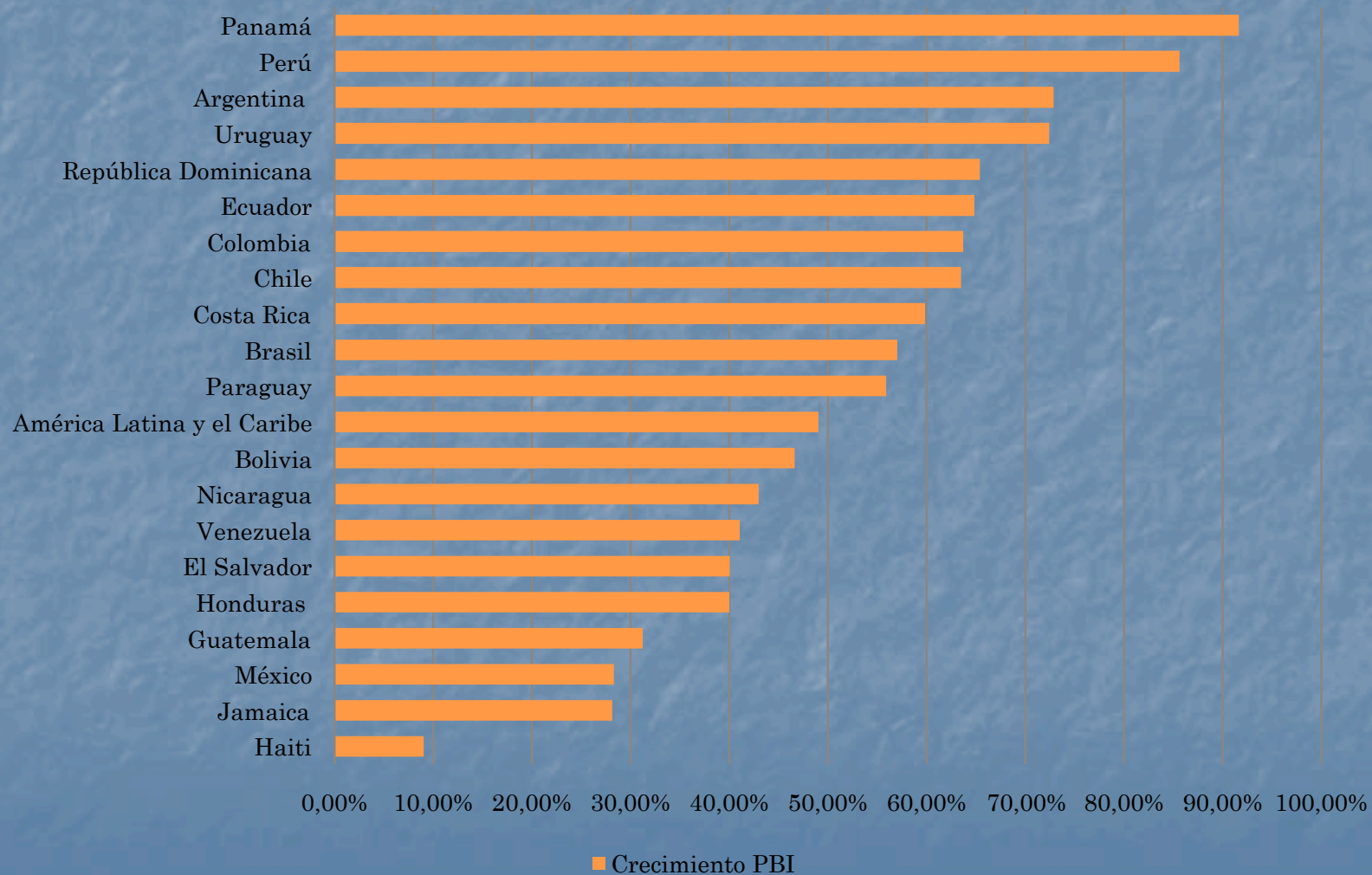
3. Old well-known traditions and innovations in the informal sector. Innovative self-made approaches

4. Conclusions

1. Regional overview: inequalities

- The most unequal region, but redistribution during the 2000's
- Between 2003–2008, Latin America's best performance in terms of social indicators for 25 years: poverty and unemployment decreased:
 - poverty 36.5%; extreme poverty: 13% (2008)
 - unemployment 7,4% (2008)
- Moderate impact of the economical crisis, the economy has grown during the 2000, 5% per year in average.
- Heterogeneous labour market: informal sector:47%, unprotected, worst among the youngsters, and the unskilled
- Economic growth is not enough for decent employment creation

GIP growth period 2000-2010. Source : World Bank



2. Structural heterogeneity

- 1990 – 2010 - High structural heterogeneity widens differences between low and high productivity incomes
- Decrease of the industrial sector by out-sourcing, the service sector increased
- Heterodox technological combinations, fragmentation of productive processes: what skills for such labour market?
- Demand for degrees and highly diverse skills although most require basic training, transversal and technological skills
 - Large competitive industries in international market, sometimes involved in productive chains, higher skills and degrees
 - Small and medium enterprises: 70% employment, low technological levels

Still problems in schooling and development of basic skills

- Enrollment rates in secondary schools (including technical): 70% but many differences between countries.
- Low quality (PISA scores) and segmentation
- Less than 50% of teenagers finish the secondary level, worst among the poor ones
- 8 years of schooling in active populations
- In countries with a high secondary level expansion (Argentina, Chili,etc) this degree no longer give access to good jobs, in others, secondary degrees' value is higher.
- TVET: segmentated, inequitable access to good quality skills development

3. Enterprise-based training

- Initiatives entirely based on the learning in the workplace are not the most expanded ones but it's one of Regional goals in Educational Goals for 2021
- There are some well-known traditions concerning the apprenticeships in the formal sector and self-employment and entrepreneurship in the informal sector
- There're not regional and/or countries observatories or databases with this information, scarcity of data
- How much is it related to policy transfer? What's **new** concerning institutional frameworks, partners and approaches to learning?

3.1. Enterprise-based training in the formal sector

a) Apprenticeships

- It constituted the first public policy for training and employment addressed specifically to young people. It started with the SENAI, Brazil in 1942. Created by industrial entrepreneurs. Traditional profile of the apprentices: children of industrial workers.
- Experiences based on the German dual system have occurred in México, Guatemala, Brazil, Ecuador, Chile, Argentina, Bolivia, Perú y Colombia. Supported by the technical assistance of the German cooperation
- Extremely small, except from in Chile and El Salvador

What 's new?

- New apprenticeship laws that link them with secondary degree, and more social protection . F. ex.: During the years 2000, a new law in Brasil:
 - Enterprises' should hire 5% of apprentices; public administration and NGOs can also hire them
 - Enterprises need to provide access to secondary education
 - Hiring youngsters coming from poor backgrounds should be prioritized
 - 20% of youngsters must be black and indigenous population; 5% must be physically or mentally disadvantaged.

- How much these goals are succeed? No information, but, for example:
- In Colombia was established in 2003, a minimum of apprenticeships per company, which, if unfilled, was fined.
- Statistics show that many companies prefer to pay the fine rather than hire interns.
- But the apprenticeship governmental goals were achieved.

What's new?

- Recent dynamisms, in secondary technical education in Chile and in tertiary commerce education in Colombia, quality assessment ISO 9001
- Nowadays Brazil is doing horizontal cooperation on this subject
- Reasons to continue to be small: It's frequently recognized that institutional structures and training traditions are extremely different between German and Latin-american countries

b) Work related experiences: internships

- Formal TVET is around 20/25% of the enrolment in secondary education
- Nowadays, internships are regulated by several laws and supporting material has been developed in some countries.
- But how much do technical secondary schools include internships is not known. In Chile, it's supposed to be included to assess the technical degree.
- **What's new?** A common agreement: To increase internships in technical education is one of Regional TVET goals in Educational Goals for 2021

3.2. Enterprise-based training for the informal sector

a) Non formal vocational training + internships

- Internships were included within youth training programmes like the Proyectos Jóvenes, during the nineties. Created by IADB together with Chilean teams
- Very small scale, model: short “demand driven” training, combined with stages of training ‘at work’ through internships, tax credit and/or a subvention to the youth
- On the job training + a bridge to a job
- **What was new?** Focused on youngsters from **low-income families** and with scarce education

b) Entreprise-based training in the informal sector

- A long tradition in Latin America
- A successful version in Latin America: the Colombian national training agency (SENA), its Self-Building Programme which has combined:
 - training for entrepreneurial skills + sometimes specific craft skills + community animation
 - + advisory, coaching actions and access to micro-credit, and/or economic support for equipment ,etc.;
 - +legal frameworks and links with other development programmes to create formal micro-enterprises.

What's new?

- Local sustainable development, promoted IC cooperation
- micro and small entrepreneurial projects development +
- local partnerships that link different types of institutions (educational, firms, local governments, NGOs)+
- Combine production and vocational training development +
- a strategic plan of sustainable development+ quality of life of people and improvement in communities (health, access to services)

What's new? :Social Economy: self-developed popular cooperatives

- Related to a another perspective of labour market and social inclusion;
- technical, and administrative training, plus cultural-political dimension, related to consumption, gender relations, free software, citizenship, green agenda, etc
- F.i. In Brazil's public policy which goes from crafts, to micro credit cooperatives, bankrupt companies that have been salvaged by workers' cooperatives, community church projects, and universities with solidarity businesses.

Conclusions

- International Cooperation has influenced the development of TVET and enterprise-based training the region but ...
- The region has created innovations on the field and nowadays international and horizontal are acting
- The heterogeneity of regional labour market leads to diverse policies histories and orientations : different logics related to different political choices

Competitiveness vs. or and democratization? Productivity vs. or and facing inequalities?

- Social inclusion agenda for promoting inclusion in the formal sector (apprenticeship, internships)
- Social economy related to new development agenda
- But the new “social inclusion agenda” isn’t generally based on a strong partnership and institutional framework. It’s a process, and a goal in public policies.

- In a way all countries highlight both the social inclusion and the competitiveness; but the conceptions and way to articulate them is different depending on political approaches:
 - Dual system in Chile and Colombia: originally based on IC, emphasize more work related experiences for the youth and answer the labour market demands.
 - Expansion of tertiary technological institutions in Brazil: based on countries innovative traditions, emphasize very selective public technological education together with training the unemployed.

**Thank you for your
attention!**