

No right to decent work without right to learn

The right to work” includes the right to the opportunity to gain his/her living by work which he freely chooses or accepts (...). It is essential for realizing other human rights and (it) forms an inseparable and inherent part of human dignity.”¹ The right to work includes of course freedom of association/collective bargaining, freedom from discrimination, freedom from forced labor, freedom from child labor. However, in today’s context of economic incertitude and of introduction of new technology and environment standards in all areas of formal and informal economy, the full realization of this right could not be achieved without the right to go on learning throughout her or his life.

Indeed, meaningful work – paid and unwaged - could not be realized without opportunity for informal, non-formal and formal learning that fosters autonomy and agency. The required economic participation of women and men to the productivity of society could not be achieved without real opportunity for each and all citizens to enhance her or his capacity for action and without fair redistribution of productivity gain.

For the hundreds of millions of economic migrants and the fifty million refugees, their rights to language education, to vocational training, to citizenship education, and to recognition and validation of past experience and qualification are key for achieving such difficult transitions.

According to the *International Covenant on Economic, Social and Cultural Rights*, “steps to be taken “shall include technical and vocational guidance and training programmes” as well as the development of work environments “safeguarding fundamental political and economic freedoms to the individual”.

Of course food crisis, worsened by the financial and economic crisis, is an absolute priority since it threatens the most basic rights of billion of men and women today. In that context and in contrary to many national current policies, adult learning and education is not an added expense in competition with such priority. It is an essential part of the solution.

Without new access to basic education, the introduction of new technology and new organization of work in the formal economy is putting at risk the right to work of women and men, including migrant workers. Similarly in the informal economy, women and men will not be able to live a decent life and even to survive without real opportunity to improve their capacity for action, including collective action.

The learning aspirations and demands of people active in agricultural and craft economy are seldom recognized. This is also true in care work, voluntary or civil society activity or subsistence production where women are active in great numbers. The invisibility of these activities means that they are underestimated and usually ignored in adult learning policies and programs. Participatory agricultural extension

¹ Article 6 of the *International Covenant on Economic, Social and Cultural Rights*

programs remain marginal. Vocational training in informal economy is even less than secondary, etc.

The transversal questions on all sub-themes

- How to increase learning opportunities for women and men in both formal and informal economies?
- How to consolidate the right of women and men to engage in learning activities that have become indispensable to exercise fully their right to work and live a decent life?
- How to develop our advocacy work and with which networks ?
- What should be the priorities of ICAE's movement on *the right to decent work through the right to learn* during the next five years?

The five sub-themes

Subtheme 1. Workers in industrialized countries, regions and cities

- ✓ The current state of accessibility to work-related education and training,
- ✓ Right to educational leaves or learning credits,
- ✓ Right for workers to codetermine the learning demand at workplace
- ✓ The recognition and validation of prior learning and informal apprenticeship,
- ✓ The rights of older workers
- ✓ ...

Subtheme 2. Migrant populations across continents and within regions

- ✓ The conditions and learning rights of so-called "illegal workers",
- ✓ Accessibility to education and training programs at workplace,
- ✓ The recognition of qualification acquired in countries of origin
- ✓ The enlarged learning demand of migrant workers beyond "second language,
- ✓ ...

Subtheme 3. Workers in industrial zones of emerging economies and developing countries

- ✓ The work conditions in relation to the ILO "decent work" norms,
- ✓ Accessibility to education and training programs at workplace,
- ✓ The growing gap in wages between working status and qualifications,
- ✓ Conciliation Work - Family – Education,
- ✓ ...

Subtheme 4. Recognition of the issue especially for women in informal economies.

- ✓ Public recognition of people active, especially women, in informal economies and their work conditions,
- ✓ Accessibility to education and training programs,
- ✓ Recognition of qualification acquired in informal economic activities,
- ✓ Concrete recognition of new learning demands arising within the “income generating project,
- ✓ ...

Subtheme 5. The conversion of old industrial zones in new sustainable economic: the Malmö experience.

- ✓ The growing problems of dying old industrial regions and cities and search for new “niche” in the global economies,
- ✓ The participatory search for reinventing old cities in new sustainable work and living environment,
- ✓ The unique recent history of the city of Malmö, from an dying shipyard city (Kockums) in 1980 to green and late modern or knowledge intensive economic areas (ex. Bo01),
- ✓ The learning dimension and difficulties of this successful experience,
- ✓ ...