

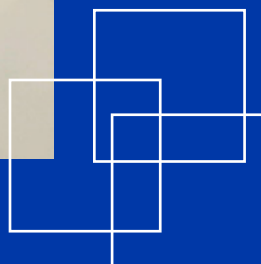
State of **SKILLS**



International
Labour
Organization



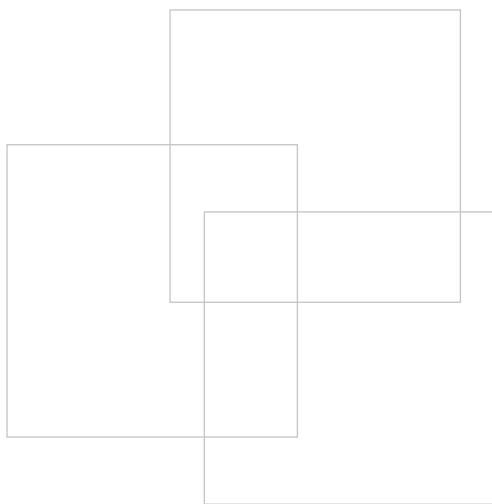
1919-2019



Uruguay

State of

SKILLS



Uruguay

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The socio-economic context

Uruguay is the second smallest country in South America.

According to the most recent census, conducted by the National Institute of Statistics (INE) in 2011, Uruguay has a population of 3,286,314 people, of which 40 per cent live in the capital city of Montevideo and only 4 per cent live in rural areas. Uruguay is at an advanced stage of demographic transition, characterized by a low birth rate and a moderately increasing life expectancy.

The Uruguayan economy has grown without interruption for 15 years, the longest period of expansion in its history.

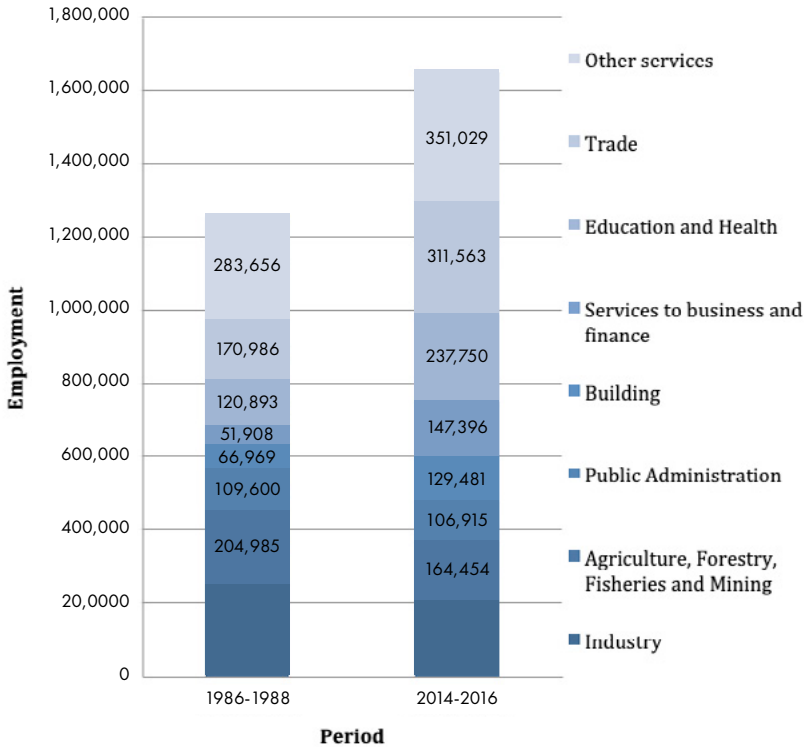
Between 2002 and 2017, annual growth averaged 4.5 per cent. It dropped to 2 per cent between 2018 and 2019, mainly due to a reduction in exports to neighbouring countries, and to a drought in 2018 that reduced agricultural yields, particularly of soya beans. Yet growth is expected to improve in 2020, to 3 per cent, due to recovering agricultural exports (IMF, 2019). Uruguay's economic expansion has been inclusive and has led to a significant reduction in poverty. The country now has the largest middle class in the region (68 per cent of the total population) (OECD, 2016).

The productive structure of the country has undergone substantial changes over the past three decades (1986–2016).

This has contributed to the creation of almost 400,000 jobs and an increase in formalization of up to 75 per cent.¹ Between 2006 and 2016, informality in employment fell from 35 per cent to 25 per cent (Carrasco et al., 2018). Figure 1 shows how the sectoral shares in employment have changed, revealing a shift from a traditional pattern of production based on agriculture and livestock activities, the industry and civil service, to one with a larger share of employment in the tertiary sector.

¹ According to data from the Social Welfare Bank (BPS), the number of formal jobs in 2017 reached 1,458,494.

Figure 1. Total employment per sector for the periods 1986–1988 and 2014–2016.



Source: Based on OPP, 2018a.

Labour force participation and employment are on the rise.

During the 2006–2016 period, labour force participation and employment rates increased by 2.7 and 4.3 percentage points, respectively, mainly due to the entry of women into the labour force. According to Carrasco et al. (2018), in 2016 the labour force participation rate stood at 63.4 per cent (men: 72.3 per cent, women: 55.3 per cent), the employment rate was 58.4 per cent (men: 67.6 per cent, women: 50.1 per cent), the unemployment rate was 7.9 per cent (men: 6.5%, women: 9.5%) and the youth unemployment rate (for young people aged 18 to 24 years) was 23.1 per cent. However, INE data for September 2019 indicate a loss of momentum, with lower labour force participation (62.0 per cent) and employment (56.2 per cent) rates and higher unemployment (9.5 per cent) (INE, 2019).



The economic upswing has not been matched by improvements in educational attainment, indicating a lack of crucial skills to support Uruguay's economic growth.

During the 2006–2016 period, educational attainment levels within the labour force were stable, as shown in table 1, but remained below the regional averages. In 2016, less than 10 per cent of the workforce had completed technical education, and more than 56 per cent of the economically active population had only primary or incomplete secondary education. Moreover, educational quality is low, as reflected in high repetition rates (OECD, 2016) and relatively low annual pass rates: in 2017, only 75.3 per cent of students in the lower secondary and 65.4 per cent of students in the higher secondary levels passed. For students in vocational training at secondary level, pass rates were as low as 57.9 per cent. The graduation rate at higher secondary level for the 2013–2019 generation was 33.31 per cent (UTU, 2019; CES, 2019). Levels of education are reflected in the rates of unemployment.

A high proportion of youth, especially poor youth, are not in education, employment or training (NEET).

According to the Youth Institute of the Ministry of Social Development (INJU-MIDES, 2016), 17 per cent of young people aged 14 to 29 years are not in education, employment or training. The percentage is higher for young women (21 per cent), for youths from families with poor educational backgrounds (28 per cent) and for those in the poorest quintile of households (31 per cent). High dropout and low completion rates are thus at the centre of Uruguay’s educational challenges. In recent years, development plans and education policies have focused on the role of vocational education and training (VET).

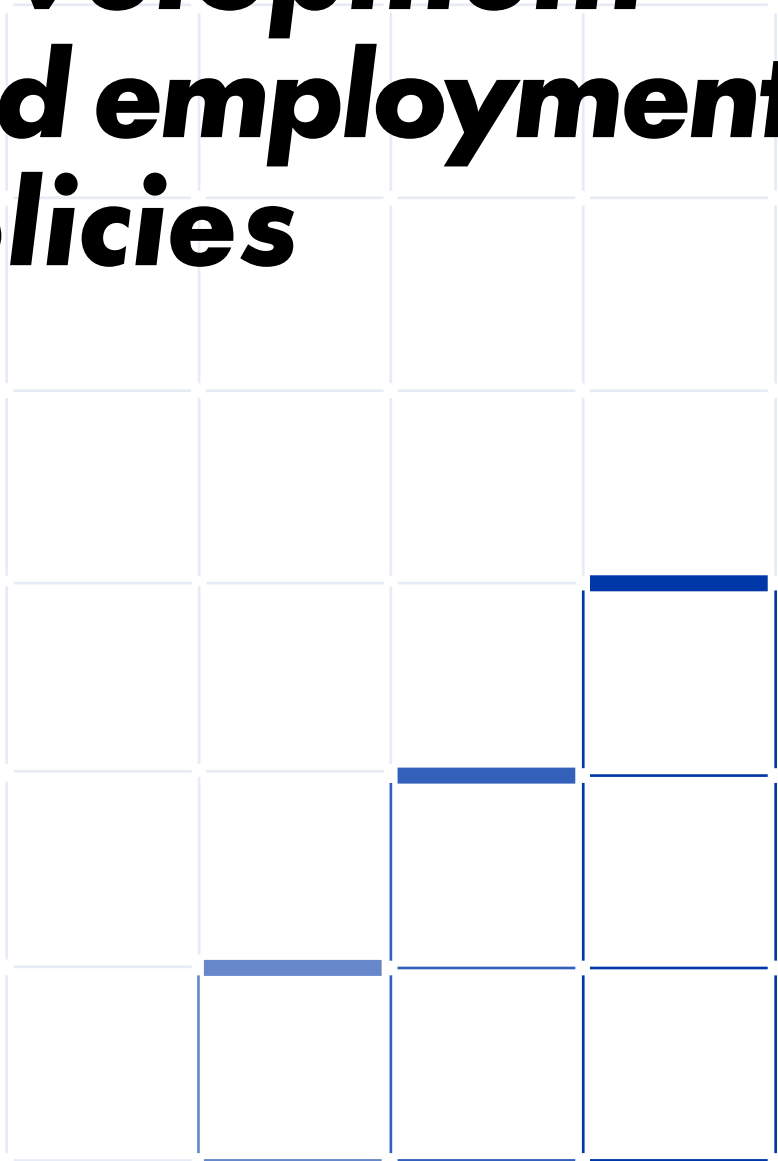
Table 1. Educational attainment among the workforce for the period 2000–2016 (percentages).

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Variation (percentage points)
Primary	31.80	30.80	30.70	30.40	30.40	26.90	25.50	25.40	23.80	24.20	23.70	-8.10
Secondary												
Not completed	28.50	29.90	29.90	29.70	30.70	30.40	31.20	31.40	32.40	31.70	32.30	3.80
Completed	8.40	7.80	6.60	6.80	6.70	10.20	10.80	11.00	10.30	11.30	11.60	3.20
UTU (technical)	11.60	11.40	13.30	13.10	13.20	10.90	10.40	10.00	10.10	9.90	9.60	-2.00
Teachers	3.30	3.30	3.00	2.90	2.80	3.50	3.50	3.40	3.60	3.40	3.40	0.10
University												
Not completed	7.10	7.20	7.30	7.40	6.80	7.50	7.60	7.60	8.60	8.00	7.90	0.80
Completed	9.30	9.60	9.20	9.60	9.40	10.70	11.00	11.10	11.30	11.50	11.50	2.20

Source: Based on Carrasco et al., 2018.



Development and employment policies



In 2011, the Ministry of Labour and Social Security (MTSS) launched the National Dialogue for Employment, bringing together the government and employers' and workers' representatives. An inter-institutional committee for improving vocational training in Uruguay was created,² which proposed the creation of a National Vocational Training System (2013) (INEFOP, 2018a).

More recently (2015), the MTSS proposed fostering a “culture of work for development”, with a view to ensuring the sustainability of economic and social development and the availability of education and skills development programmes to citizens.

² The committee was established under an agreement entered into by the MTSS, the Ministry of Education and Culture, the Office of Planning and Budget (OPP), the Council of Technical and Vocational Education and the University of the Republic, and later joined by the National Institute for Employment and Vocational Training and the University of Technology.

Box 1. National Vocational Training System.

The agreements reflected in the document Sistema Nacional de Formación Profesional (SNFP): Un desafío necesario para el Uruguay (2013) [National Vocational Training System (NVTs). A necessary challenge for Uruguay] state that:

the general reality of our country is considered, especially regarding productive development and, within this framework, the difficulties in the qualification levels of the population, and in the structuring and coordination of the different VT levels, for developing proposals that are relevant to the situation of the country. It is clear that the country has two vocational training dimensions for addressing this need:

- I.** Vocational training as part of the technical and technological secondary education, higher education and university education.
- II.** Job training, which can result in certification.

The challenge of the NVTs will be to provide elements for these two dimensions to work jointly and have relevant and quality proposals, favouring complementarities, promoting a virtuous cycle between education and work, that is, facilitating educational continuity and a better integration into the labour market of our citizens, recognizing what was learned, regardless of where it was learned.

Employment policies are also articulated within the framework of the national system for productive transformation and competitiveness, known as “Transforma Uruguay”, which integrates a skills development component with the following objectives:

- I.** Identify jobs affected by new technologies and business models and define actions to moderate negative impacts.
- II.** Contribute to a technical and professional training strategy aligned with the policy of sustainable productive development.
- III.** Adapt and improve the qualifications of human capital in relation to new investments, to move towards a complete and powerful system of support for the development of MSMEs, family producers and social economy businesses.
- IV.** Consolidate an entrepreneurship promotion system.

*“Freedom
of education
is guaranteed.”*



(© ILO)



– Constitution of the Republic of Uruguay

Article 68

The skills system in Uruguay



TVET reform policies

In general, vocational training is poorly regulated, resulting in a market with heterogeneous quality and limited information for users. The training system lacks a unified framework for the recognition of different types of training.

Measures have been put in place to consolidate the National Vocational Training System proposed under the National Dialogue for Employment, launched by the MTSS in 2011. These include the development of mechanisms to support workplace learning modalities (such as apprenticeships) and the recognition of prior learning, and the design of a National Qualification Framework.

A Commission comprising representatives of the MTSS, the Ministry of Education and Culture (MEC), the Office of Planning and Budget (OPP), the Council for Vocational Technical Education (CETP-UTU), the University of Technology (UTEC), the University of the Republic (UDELAR) and the National Institute of Employment and Vocational Training (INEFOP) has been functioning to date, with social actors joining in December 2018 from the National Chamber of Commerce and Services (CNCS), the Chamber of Industries of Uruguay (CIU) and the workers' union Plenario Intersindical de Trabajadores (PIT-CNT).

Two other measures complete the VET reform panorama. The first is a first-job programme, implemented under the Youth Employment Law.³ This Law creates an incentive for companies to hire young people for at least 75 days, which consists of a subsidy of 25 per cent of the maximum salary of about US\$475 (adjusted annually).

The second is a programme to recognize prior learning, launched under the Youth Employment Law in 2018. The Law created a national commission, comprising INEFOP, CETP-UTU, MTSS and employers' and workers' representatives, to establish the strategy and procedures for a national system of certification of competencies. The brand "Uruguay Certifica" has been adopted for making this service public.

Vocational training is also offered by private providers, with about 1,000 institutions and more than 100,000 students. The offer is poorly regulated, and curricula are often extremely diverse, resulting in an imperfect market with large differences in quality. This makes it difficult for employers and employees to ascertain the quality and relevance of an offer. The absence of a national qualifications catalogue and a national framework for facilitating quality assurance measures has been mentioned in the discussions of National Vocational Training System Commission.

³ Law No. 19.133 Norms on the promotion of youth employment (2015).



Governance

Skills development is principally provided through two institutional arrangements:

- The Technical and Vocational Education Council (Consejo Educación Técnico Profesional; CETP), known as Universidad del Trabajo del Uruguay (UTU), which is a public institute. This was created as an arts and crafts school in 1878, then transformed into an autonomous institute in 1942. As well as providing secondary technological education and vocational training at basic and advanced levels, it is also responsible for compulsory basic secondary education. CETP-UTU manages 221 training centres and works under the umbrella of the National Public Education Administration (ANEP). Over the long term, VET enrolment has grown steadily – there were 64 per cent more enrolments in 2015 than in 2000 (59,716 in 2000 and 93,022 in 2015). By 2018, CETP-UTU had around 100,000 students enrolled, versus 270,000 in general secondary education.
- The National Institute of Employment and Vocational Training (INEFOP), established in 2008, mainly offers continuous vocational training for active workers and companies, but it also provides training programmes for unemployment people. INEFOP does not operate its own training centres; instead, it delivers its programmes through 174 training providers, which could be public or private. The mechanism for hiring training providers is public tendering. INEFOP is also responsible for active labour market programmes (ALMPs) for vulnerable groups, such as unemployed youth and women.



It also offers labour guidance programmes. Skills development and re-skilling for active workers are also priorities. In 2017, INEFOP reported 58,638 participants in all its training programmes, following a sustained growth trend over recent years.⁴

CETP-UTU and INEFOP had different origins, and have different financing and management systems, which can hinder inter-institutional dialogue. While CETP-UTU and COCAP are attached to ANEP, INEFOP operates under the MTSS, and CECAP under the Ministry of Education. This increases the system's complexity and thus the need for effective knowledge sharing and information. In 2018, more than 100,000 students received training provided by public and private institutions through INEFOP (MEC, 2018; INEFOP, 2018b).

⁴ Two other institutions play minor roles in vocational training provision: the Council for Training (Consejo de Capacitación; COCAP), which proposes and implements training policies; and the Production and Training Educational Centre (Centro Educativo de Capacitación y Producción; CECAP), which promotes young people's (re-)entry to education and teaches citizenship skills and basic technical skills.

CETP-UTU, which has deep roots in Uruguayan education history, operates under ANEP. ANEP, which was created in 1985, has technical and administrative autonomy from the executive power, but is financially dependent on the MEC. ANEP sets out national education policy, covering preschool, primary and secondary levels as well as VET. ANEP receives support from autonomous decentralized councils responsible for the different levels of education. CETP-UTU is the council in charge of VET and is made up of three members appointed by the ANEP central board of directors.

In 2014, CETP-UTU delivered courses in 282 education centres. Of these, 60 (21 per cent) were in the capital city, Montevideo, and 222 (79 per cent) were throughout the rest of the country.

Enrolment in CETP-UTU has grown steadily during the past 10 years. Between 2000 and 2018, enrolments grew by more than 70 per cent, reaching 99,432 students. However, compared with participation at the middle technical education level, enrolments in VET actually fell over the period. For comparison, the total number of students in the public education system in Uruguay rose by 650,000.

The other main VET actor, INEFOP, was created through legislation in 2008 as a public, non-state entity. It is integrated in a tripartite manner and its main task is to implement vocational training policies in order to strengthen the employment of Uruguayan workers. It is directed by a board of directors made up of eight full members and their corresponding alternate members, representing the executive power, the business sector and the trade union sector, and a representative of social partners.

The current membership of INEFOP's board of directors includes representatives from MTSS, MEC, OPP and PIT-CNT, representatives from the main employers' organizations – CNCS and CIU – and a representative of social partners.

INEFOP activities are aimed at active workers, workers who are receiving unemployment benefits, unemployed workers not covered by unemployment insurance, small entrepreneurs, women, young people, people with disabilities, rural workers and other vulnerable groups for whom labour insertion is difficult.

The main functions of INEFOP include:

- to manage the Labour Retraining Fund (Fondo de Reconversión Laboral: FRL);
- to create tripartite regional committees for employment and vocational training;
- to create sectoral committees for employment and vocational training;
- to design and manage vocational training programmes;
- to promote the creation and take part in the design of a labour skills certification system;
- to promote lifelong training and skills standardization within the framework of collective bargaining;
- to conduct research on the features of the labour market, disclosing the results and contributing to an effective labour orientation;
- to cooperate, participate and provide financial assistance to promote youth employment in accordance with the laws and decrees that regulate the promotion of youth employment access.

Finally, INEFOP has developed training programmes based on mobile training units in order to reach people in small towns and rural areas.

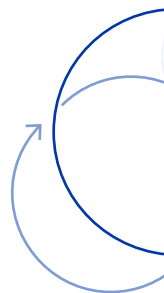
(C.I.L.O.)



Social dialogue

Social dialogue, especially in the field of labour relations, is an identifying feature of Uruguay. Collective bargaining has been fully institutionalized by law and routinely covers the issue of vocational training.

Led by the biggest workers' organization, PIT-CNT, vocational training clauses are increasingly being included in any agreements arising from collective bargaining, with annual rounds of negotiations being held between employers and workers. As a result, a number of projects have been launched with the support of ILO/Cinterfor (Inter-American Centre for Knowledge Development in Vocational Training) to update the occupational structures and profiles in sectors such as construction, tourism, paper and cellulose production, among others.



There are no representatives of social partners in the management of CETP-UTU. In fact, the council is made up of three members appointed by the Directive Central Council of ANEP. However, CETP-UTU usually consults with employers and workers on how to develop or improve specific programmes.

As mentioned above, social dialogue in INEFOP is well developed. The institute has a tripartite governing board, with representatives from the executive power (through MTSS and OPP), workers (through the confederation of workers, PIT-CNT) and employers (through CIU and CNSC), as well as social economy entities (cooperative sector). This social dialogue structure also has representatives at the sectoral (Sectoral Employment and Vocational Training Councils) and regional (Departmental Employment and Vocational Training Councils) levels. Employers and workers also took part in the National Dialogue for Employment promoted by the MTSS in 2011.

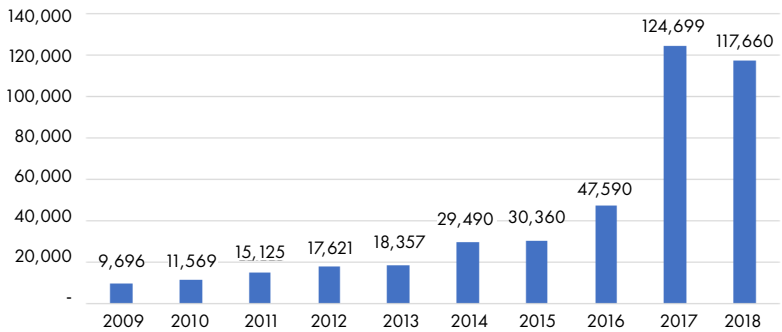


Financing

CETP-UTU is financed from the public national budget. Funding for education has remained at about 4.6 per cent of GDP over the past 3 years, with just over US\$253 million spent on education in 2017. Expenditure per student by CETP-UTU reached over US\$2,600, and was 21 per cent higher than expenditure per student in general secondary education, as calculated by the Ministry of Education.

INEFOP is financed mainly through the FRL, which is funded by public resources, a 0.125 per cent contribution from workers' salaries and 0.125 per cent contribution from employers. In 2018, the annual revenue of the FRL amounted to almost US\$30 million. INEFOP funding is disbursed mostly through private training institutions, named Ejecutores de Capacitación (ECAs), or through agreements with enterprises and other entities that develop training programmes. In the past years, INEFOP has increased its number of students sevenfold (figure 2).

Figure 2. Number of users of INEFOP, per year, from 2009 to 2018.



Source: Strategic Advisory Unit. UAE-INEFOP. April 2019.

Finally, it is worth noting that almost 100,000 people enrol every year in training that has private funding and is executed by private training entities (ECAs), including enterprises. The ECAs are poorly regulated, and often use extremely diverse curricula, resulting in large differences in quality.

Skills anticipation

A labour market observatory under the MTSS conducts sectoral and regional studies, publishes labour market indicators and monitors labour demand, with studies conducted in 2019 by the Statistical Unit for Labour and Social Security. However, the link between these studies and the development of training and ALMPs could be greatly improved.

Since 2017, the OPP⁵ which is independent from the MTSS, has been working on developing future scenarios by applying prospective methodologies. Studies have identified some key determinants of new skills demands, such as demographic change, automation, global integration and the ability to generate endogenous innovation processes.

These studies also show there is potential for employment growth in the healthcare, education, care and safety sectors, continuing the trend seen over the past few years, driven by demographic change and a low risk of automation. Another sector with strong potential for employment creation is “cross-cutting technological” activities, which include information technology, professional services, technical services, telecommunications and finance.

⁵ The OPP depends on the Presidency of the Republic. It is a specialized body that supports the development strategy, acting as a liaison between budgeting and planning at a national level.

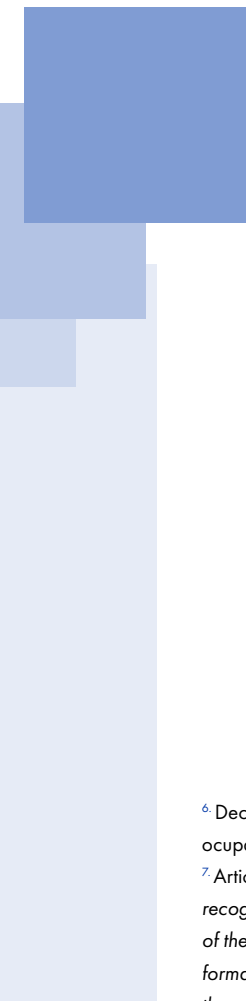
The performance of this sector over the past 20 years has been dynamic and its demand for labour, which could reach a 4 per cent annual growth, is expected to continue its current trend.

A drop in the demand for labour is expected in the construction, commercial, domestic work, and manufacturing for domestic consumption sectors. Exporting sectors that are mainly agriculture-based show a stable trend in terms of employment. However, a strong trend towards job destruction is anticipated for industry-based exporting sectors, depending on the degree of global integration and the innovation capacity of enterprises. Foresight studies reveal nine strategic production complexes: bio economy, digital economy, renewable energy, tourism, hydrocarbons, creative industries, forestry-wood-cellulose, food and global export services and services related to Uruguay's natural resources.

In terms of competitiveness, Uruguay's labour force will have to become more educated if it is to meet the expected skills demand. OPP (2018a) has suggested it will be necessary to increase general educational attainment among the labour force from a current average of 10 years to 12 years to reach the level required.

Skills development





Uruguay faces the challenge of consolidating a certification and skills recognition system. Under different laws, CETP-UTU, INEFOP and the National Bureau of Employment (DINAE, under the MTSS) are all responsible for the promotion and conduct of a skills certification system. Due to this multiplicity of actors, the task of converging different aspects of skills recognition has proven difficult.

In 2018, the executive, acting through the MTSS, issued Decree No. 340/018,⁶ which creates a tripartite National Skill Certification Commission under INEFOP, comprising the DINAE (MTSS), the Board of Technical and Vocational Education (UTU) and INEFOP, as well as PIT-CNT and business associations. The guiding principle of the decree, which includes a definition of the certification of labour skills, is the need to improve the qualifications of the labour force in order to face the current challenges of the labour market.⁷ The decree states that INEFOP shall be in charge of the operation and that financing shall be provided by the FRL, which is managed by INEFOP, as previously mentioned. More recently, the brand “Uruguay Certifica” has been launched to encompass all certification activities and give them more visibility.

⁶ Decree No. 340/018 Creación de la comisión nacional de certificación ocupacional. Available at: www.impo.com.uy/bases/decretos/340-2018/5.

⁷ Article 1 (Definition): “Certification of labour skills is defined as the public and formal recognition of a labour capacity demonstrated by a worker, which is done on the basis of their skills in relation to a regulation, standard or occupational profile, that seeks the formal recognition of the knowledge, skills and attitudes of workers, regardless of how they were acquired.”

Social inclusion

Training in Uruguay is free. This facilitates access for the most disadvantaged groups and creates opportunities for social and occupational mobility. Moreover, targeted measures aim to further improve access to education and training and the labour market for disadvantaged groups.



Accessing skills development

INEFOP reaches 21.5 per cent of workers who receive unemployment insurance benefits and has doubled its activities between 2009 and 2018. However, it still faces challenges in expanding across the country, to guarantee more access to training for workers and unemployment people.

People with disabilities benefit from courses offered within the ALMP framework developed by INEFOP. Moreover, a policy of inclusion has recently been adopted to promote the integration of people with disabilities into the regular courses offered by INEFOP and provide them with the necessary support. This includes developing more accessible forms of communication, creating a specialized email channel for people with disabilities and using augmented reality to communicate using three simultaneous means, such as voice, closed caption and sign language.⁸

There are also policies geared towards young people and women, who face the biggest barriers to entry into the labour market, with strategic lines for young people and women in INEFOP.

⁸ INEFOP do not have figures on this area yet.

Supporting transitions to the labour market

ALMPs have two complementary actors: INEFOP and MTSS. While labour intermediation is the exclusive responsibility of DINAE (MTSS), ALMPs targeting vulnerable groups (including people with disabilities, women, people of African descent, rural workers and workers who are receiving unemployment benefits) are executed by INEFOP.

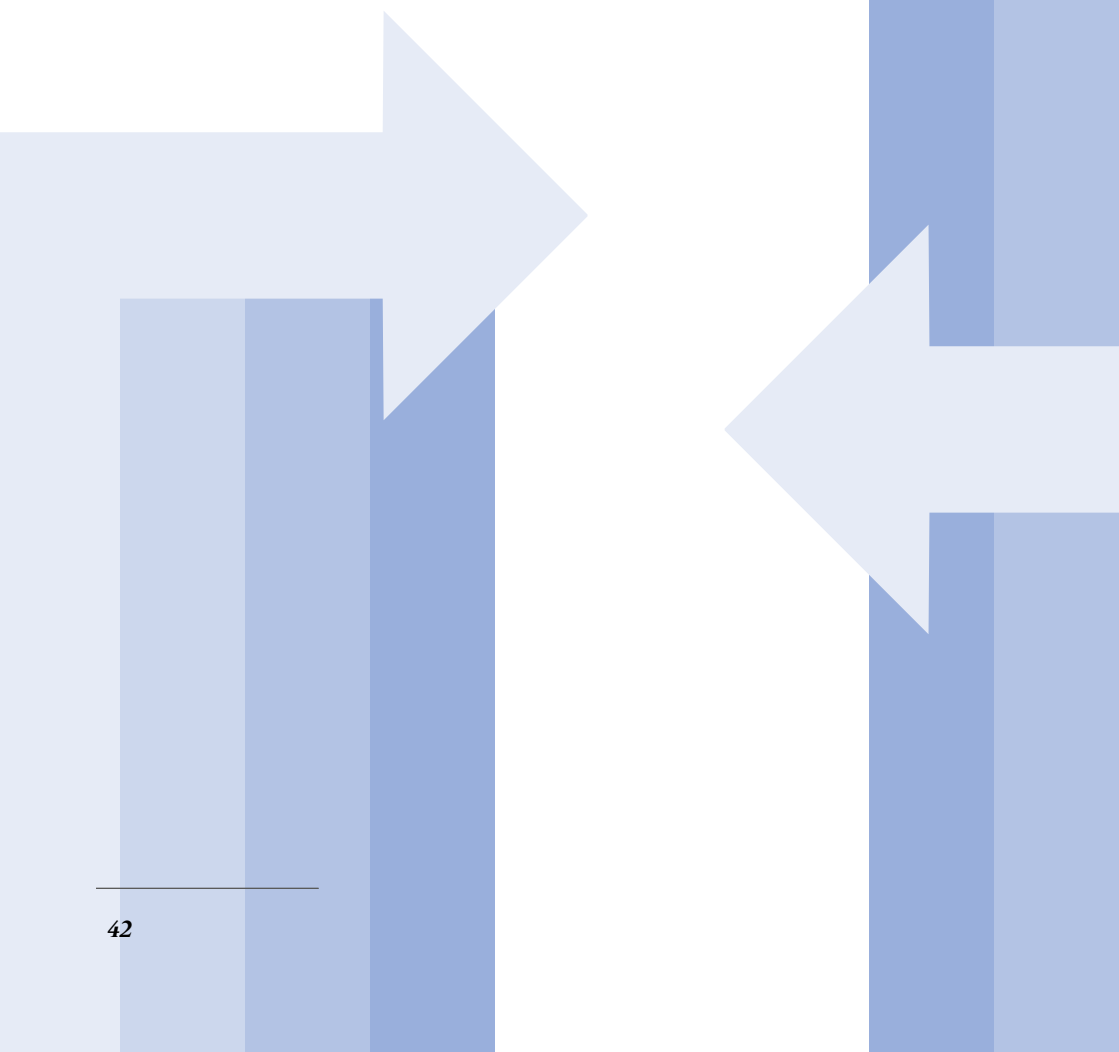
As set out by Law 18.406, INEFOP provides technical assistance to initiatives promoted by employers and active workers at sectoral level and which relate to continuing education, training and technological innovation. This covers sectors such as trade, construction, pharmaceuticals, media and the dairy industry, among others.

This “Active Workers” programme supports the completion of education cycles, according to agreements between entrepreneurs and workers, promotes the inclusion of vocational training in collective bargaining, provides technical support for training processes arising from collective bargaining agreements, promotes hiring under the Youth Employment Law and provides language training.

To respond to the labour market effects of technological change, the MTSS has signed an agreement with ILO/Cinterfor (CETFOR Project) to update occupational profiles. The aim is to provide better references for collective bargaining, training and career development. To date, the construction sector has been covered (in agreement with the employers and workers) and tourism, food, ICTs and media are work in progress.



Key challenges



1 The VET offer is provided by several institutions at different levels and with varying degrees of quality.

The lack of coordination and equivalency mechanisms makes lifelong learning difficult. Private training entities (which total more than 1,000, with more than 100,000 students enrolled) are granted tax exemptions, are poorly regulated and offer extremely diverse curricula. This creates an imperfect market with large differences in quality, making it difficult for society and the productive system to ascertain the quality and relevance of what is being offered.

2 Low achievement in basic skills leaves the labour force insufficiently prepared to deal with the impacts of accelerated technological change.

The macro trends and dynamic sectors identified by projections of the Uruguayan development model highlight the need to increase the educational attainment level of the labour force. The current average of 10 years of formal education needs to be raised to 12 or more years. But educational quality also needs to be improved: more than half of 15-year-old students do not achieve the basic skill level in mathematics and only little more than 1 per cent perform at the highest levels.

3 The design of the vocational training system and the high degree of autonomy of its institutions make governance and coordination difficult.

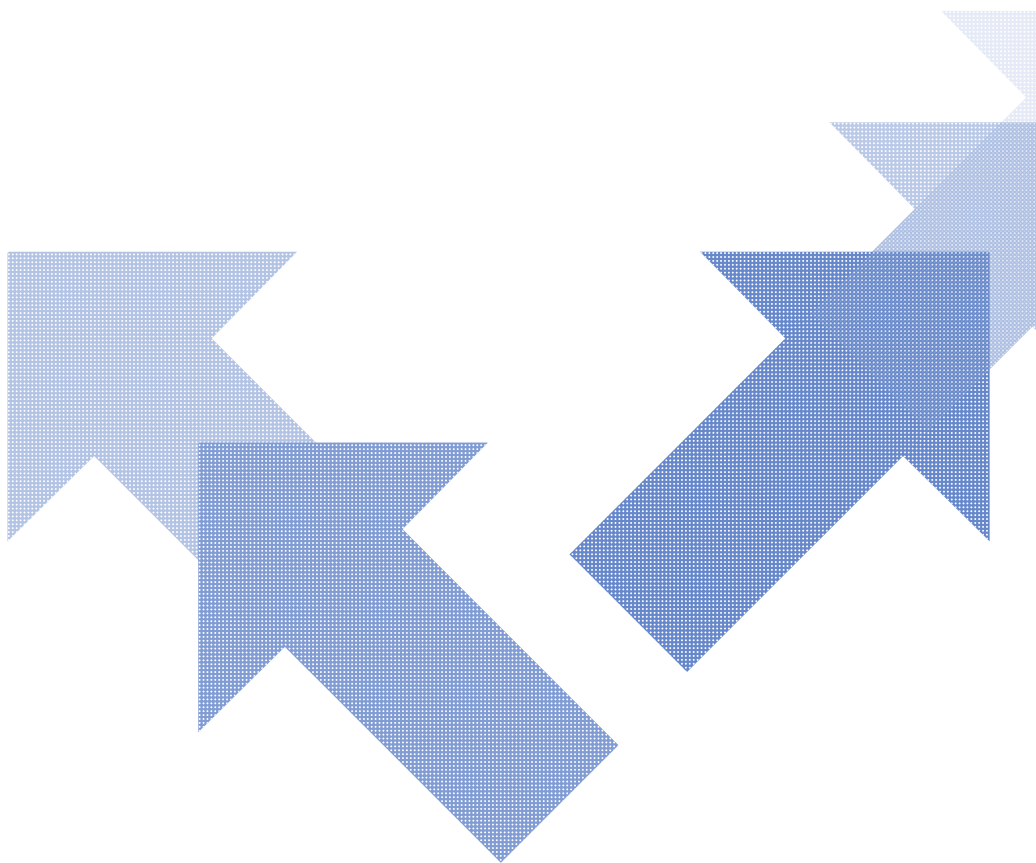
Conceptual and structural advances have been made over the past 10 years, including the National Dialogue for Employment and, especially, Decree No. 340/018, which establishes who shall lead the application of the certification policy, the resources and execution through subcontractors. However, it might be necessary to expand and consolidate the National Vocational Training System (NVTs) initiative, so that it better articulates vocational training and technical education.

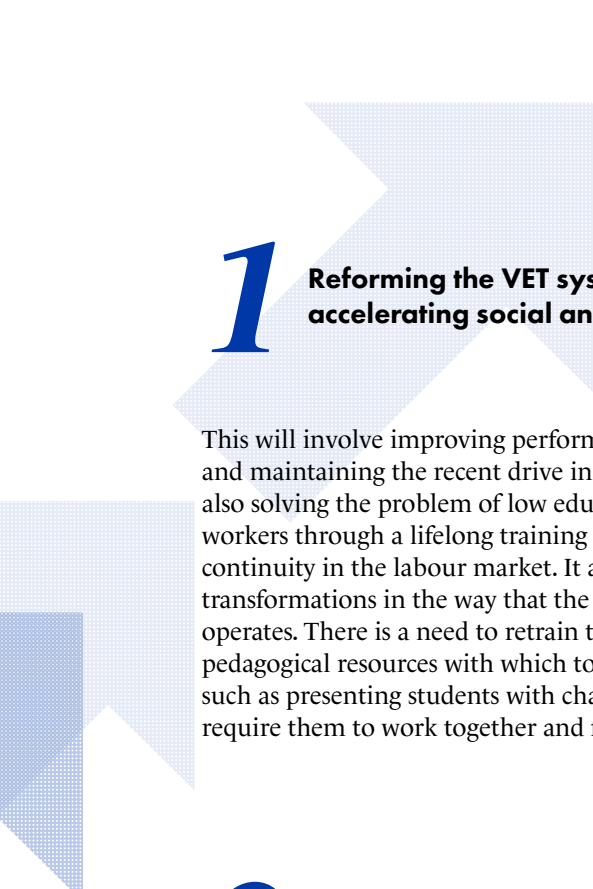
4 A lack of information on labour market trends and occupations is holding back progress.

Society and workers still have incomplete information on the reality of the labour market, which makes it difficult to know where there are employment opportunities and where there are training needs. For instance, Uruguay does not have a national qualifications framework. There is therefore a need to create a system for skills anticipation and labour market information, to provide publicly available data about occupations and training demand, including information on the minimum wage and salary ranges in the market for each occupation. Use of “big data” sources needs to be promoted in order to take advantage of ICTs in the labour market analysis.



The way forward





1 **Reforming the VET system to respond to accelerating social and technological changes.**

This will involve improving performance in secondary education and maintaining the recent drive in higher education, while also solving the problem of low educational levels among workers through a lifelong training system, to guarantee their continuity in the labour market. It also means some deep transformations in the way that the skills development process operates. There is a need to retrain teachers and give them new pedagogical resources with which to stimulate their students, such as presenting students with challenging problems that require them to work together and find new solutions.

2 **Increasing the appeal and relevance of secondary education.**

Fighting early dropout from secondary education requires the multi-sectoral coordination of public policies, which must clearly identify the causes of discouragement and how it manifests in relation to age, poverty and gender, among other factors. This analysis must lead to the development of incentives to remain in school or training, and to the development of a policy on vocational guidance and labour training that targets the age groups and populations most vulnerable to dropping out.

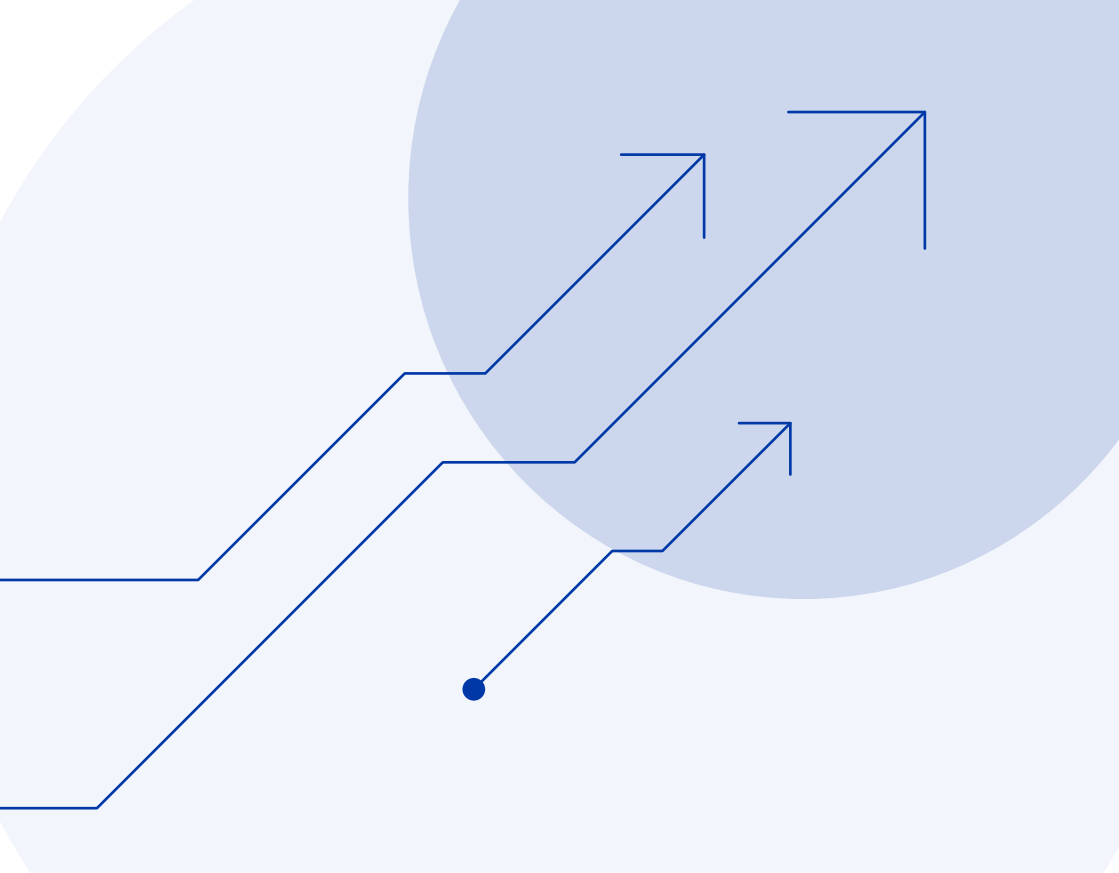
3 Expanding and consolidating the Social Dialogue for Employment initiative.

To create a National Vocational Training System (NVTS). This can be achieved through greater convergence of institutional actors of the formal and non-formal subsystems, within the framework of the global integration model and the productive transformation strategy.

4 Consolidating relevant and timely information on the labour market.

This involves coordinating with actors such as the MTSS, the Social Welfare Bank (BPS), INEFOP and universities. Therefore, the pilot initiative to develop an occupational information study which includes standardized and specific descriptions for occupations, similar to O*Net,⁹ is fundamental, as is the joint INEFOP-ILO/Cinterfor project that contributes to developing a labour market and employment information system.

⁹ A pilot was launched in 2019.



5 Moving towards a national qualifications framework and, possibly, a certification system for training courses and institutions

Which would be voluntary at the beginning. This would provide society and employers with indicators on the relevance and impact of training courses, and make it possible to design lifelong training pathways.

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