



SPECIAL COMMISSION ON FUTURES

(Session held on June 23, 2022).

MR. PRESIDENT. -If there is a quorum, the session is open. *(It is 16:12).*

- As we had agreed in the last session, the idea for today is to start the First thematic axis, whose coordination and facilitation will be in charge of legislator Cal, who has prepared it in this sense together with our advisors and with those who are accompanying us in this process: Mrs. Lydia Garrido, Mr. Bruno Gili and Mrs. Inés Fynn.

The floor is now open to legislator Sebastián Cal.

MR. CAL.-Thank you very much, Mr. President. Good afternoon to everyone present.

First of all, I would like to greet the experts who are with us today. I would also like to express my special thanks to the person who has been accompanying us over the past few days, Ms. Lydia Garrido. In this regard, I would like to suggest that her accompaniment be as in-person as possible, since I believe that she has a knowledge of this topic that will greatly help us to continue coordinating the future activities of this commission.

The first theme is related to "Transformation and emerging vectors" in the world of work in the 21st century. I am not going to go into much detail here because time is really short. The idea is that each of the experts can make a presentation on this topic for approximately five minutes, and that after that time there will be an exchange and then another five minutes to be able to develop in more depth the questions that may arise.

In the last session there were three points discussed on which I considered it important that the experts be able to elaborate, and we understand that this is appropriate.

The first is to identify the main vectors and phenomena of change in the larger context in which we are inserted, to distinguish some of their interconnections, to analyze the cross-impacts of technology as the main vector, but there are also others that also have the potential for disruptive changes. It is important to see the interrelation with other dimensions and vectors of transformation.

It is also proposed to identify threats, opportunities, strengths (enablers of change), and weaknesses (inhibitors/obstacles).

Finally, based on the above, it is proposed to suggest challenges that are the main focuses to be explored in depth and to generate information for decision-making and definition of actions.

For my part, Mr. President – and I believe that all the other members of the committee will agree – I understand that we are entering a new phase in which

We will work more closely with the technicians and this will also motivate the work that this commission will develop.

So if you agree, we give space to the experts to can develop these themes.

MR. PRESIDENT. -The notary Guillermo Dutra has the floor to start this session.

MR. DUTRA. -Thank you, Mr. President.

First of all, I want to express my gratitude for allowing me to be part of this commission and to extend my congratulations to Parliament and the legislators who make up this working commission, through the Vice President of the Republic, Beatriz Argimón, and the president of the commission, Rodrigo Goñi.

Without a doubt, the approach that has been made with this initiative is to address a an issue that is present in the country's development agenda and that, as far as work is concerned, has been analyzed since 2016 to date.

I always remember that the first reactions when the questions were raised The topics of Industry 4.0 or automation led people to think that the consequences were Jehovah's punishment to humans for building the Tower of Babel and, for the time being, that generated confusion, not sharing the same language and dispersion. However, as time has gone by, it has been proven that opportunities are generated and that there are certain variables that are undoubtedly present and that we must learn to manage in this context. These variables were addressed, very seriously, in the first phase of this commission last year, but it is worthwhile to return to them here.

For my part, I would point out four variables.

One of them has to do with demographic aspects. Clearly, the country's demographic bonus expires in 2040. This poses a political strategy that assumes that a large part of the adult population in the labor market is called upon to have a high level of productivity in order to finance the social protection matrix that assists children and the elderly.

There is another topic that has been talked about a lot as well and it is a variable that Digitalisation is weighing on us more and more. This affects organisations, our lives and the knowledge that is required of us. We are now talking about levels that have to do with digital citizenship and also with knowledge that allows us to remain in the labour market.

Another variable has to do with diversity. In this sense, migratory flows are something we have to live with. The changes generated by digitalization in the labor market force us to face processes of permanent reconversion and the emergence of new profiles that we are obliged to attend to, as well as to identify gaps and discover mechanisms for insertion and attention to these demands for qualifications that arise.

The last variable has to do with caring for the environment. This is something that we must also keep in mind in the different decisions we are making. We have to know how to manage it and incorporate it when dealing with the subject matter of work.

There is something that was said last year that I think is worth revisiting. Here. We are obliged to analyze this with a global vision, but with a focus on the local. We are part of a global community. For the time being, the decisions we have to make require that perspective. This implies, from my point of view, facing the challenges that are present and the deficits we have in terms of human capital, productivity and innovation, which are ultimately the axes that would allow us to navigate this new era with the least possible trauma.

In this sense I believe that one of the vectors that would allow us to face this transformation would be to define a continuous training objective to ensure the permanent and lifelong training of the working population. I believe that this is a very strong approach, which questions the institutions we have, the policies we have and undoubtedly also the responsibilities we have to resolve it.

Along these lines I identify four pillars that I think we have to go for. addressing this issue in order to achieve a kind of support that enables us to formulate timely, pertinent, quality policies that offer equal opportunities in terms of continuous training of the workforce. The possibilities of staying in the labor market are based on having the qualifications that it demands.

This leads us to unify formal and non-formal training, to generate mechanisms accreditation of knowledge that facilitates the transition and paying special attention to that demand that the labor market increasingly sets for us, known as "soft skills" or "transversal skills."

Yesterday we had meetings with a country transport company and its manager. Human Resources told us that when they are going to hire a person, they pay more attention to their attitudes and behaviors than to the specific training that accredits them through certificates.

For now, I leave these triggers in place, sharing them with you so that we can continue the exchange.

Thank you so much.

MRS. LLAMBI. -Good afternoon, everyone. I would like to thank you for the opportunity to be here and to be able to exchange and contribute what one has accumulated on this topic.

In my case I am going to take some of the topics that Guillermo Dutra raised, because I was going to go in a very similar direction. Specifically, I'm going to take two of the transformation vectors that he pointed out.

One of them is, obviously, technological change, which, as we all know, The most important aspect is the incorporation of artificial intelligence into production processes, but other elements of digitalisation are also important, such as the expansion of platforms that mediate between supply and demand. In short, there are several issues that technology brings with it in terms of changing ways of working, which can affect everything from highly-skilled jobs to those that require little qualification. This is an aspect that must also be kept in mind.

On the other hand, there is demographic change and what it brings as opportunities and challenges. In the case of opportunities, we find the demographic bonus, which is not long away from being enjoyed. Here, the fall in the dependency rate appears and, therefore, the possibilities of having more resources. For example, in the case of the

In terms of education, the school dependency rate is falling. This means that as the number of school-aged people who need to be trained is falling, potentially, with the same expenditure, we could have more resources freed up to address education. This is something that I am going to point out because it seems to me to be one of the inhibitors or enhancers of change. The demographic change itself will also demand more resources to address other issues of health and pensions, for example, and will require rethinking some aspects that have to do with the potential change brought about by technological changes in work modalities.

So, on the inhibitors side, how is this going to bring changes in the labour market, I would like to emphasise one of the main inhibitors or enhancers of the use of technological change in the labour market: education, educational systems. In short, in all technological changes, education adapts much more slowly than the technological world and the world of work. The most important thing is that these changes are occurring ever faster and, therefore, the requirements for changes in educational systems are also increasingly important to make.

Consequently, educational systems around the world, and specifically in Uruguay, have the challenge not only of continuing to meet the challenges they already have – continuing to increase universal access, significantly improving quality and reducing school dropouts – but also of reformulating themselves to train in the skills that are required in this changing world. I am talking about digital and socio-emotional skills, as well as some higher-order cognitive skills, such as critical thinking and creativity.

So, the point is going to be, on the one hand, to address that, that is, how to make it concrete curricular reformulations based on competencies that can take this into account, and, on the other hand, knowing what type of pedagogical activities and experiences students need to acquire those that we can agree on as necessary for integration into society and the world of work. This is, therefore, an important issue for educational systems.

There is also another aspect that is not only related to formal education systems – and this was also pointed out by Mr. Guillermo Dutra –: I am referring to non-formal learning and lifelong learning.

There are two things here: formal education systems, in addition to incorporating these new challenges, must also be able to better coordinate with non-formal systems and create bridges so that lifelong learning can take place.

At the same time, in terms of non-formal learning, there is a fairly big challenge. as to how public policy can ensure the quality of these non-formal offerings and how to implement accreditation systems –this was also already mentioned by Guillermo Dutra– of these competencies that serve to ensure that people continue with their training and job placement.

I think that on the side of formal education systems there is a point neuralgic. I mentioned curricular reforms, reforms of training mechanisms and the need for support mechanisms in this changing world – Guillermo Dutra mentioned it, although I don't know if he was referring to the same thing –. There has to be some institution that is thinking about the issue. From an institutional point of view, we should think about mechanisms that support this transformation in

permanently, because the skills and development that are required will also be a dynamic process that will require ongoing support and assistance.

All this is on the side of the formal system and also the non-formal system. Fundamentally, there are issues of quality assurance, coordination with the formal sector, how to accredit and how to focus on reducing the potential inequalities that will emerge – and that are already doing so – in terms of access to and use of these new opportunities.

MR. PRESIDENT. -We would like to thank Cecilia Llambi for her intervention.

With reference to the experts who are with us today, it must be said that Guillermo Dutra, who has already spoken, is the vice-president of Inefop and has extensive experience as a consultant to the ILO, having been part of its teams on these issues of work and now on the future of work; Cecilia Llambi is part of the CAF team. – Andean Development Corporation – and Felipe Miguez, to whom we will now give the floor, is a member of the Center for Development Studies.

MR. MIGUES. -Good afternoon everyone.

Thank you very much for the invitation and for the opportunity to share some reflections.

The problem of aligning people so convinced that education is the solution This leads to us possibly repeating concepts. I will try not to repeat myself too much and will try to justify or explain why it seems to be one of the great tools.

Certainly for 90% of Uruguayans the labor market is the space where a clearer path to social advancement can be consolidated and established. Most Uruguayans will debate in the labor market their ability to develop personal projects and achieve better living conditions than those they had in accordance with their family background. What does this mean in terms of lifelong learning? These are words that are used a lot but it is difficult to define what they mean concretely. In this sense, I am going to say two things that are very specific for Uruguay today. First, the work space where we are going to learn is tremendously relevant, because Uruguayans spend, in the best of cases, twelve, thirteen or fourteen years of educational trajectory. There are those who have a lot of effort and also a lot of luck at birth – in terms of the lottery – and the rest, who will spend much more time in the work space. So, if they do not learn there, if we do not generate mechanisms to recognize that as a learning space, we have a very important problem. This implies a great challenge for companies because they need their workers to learn to do new things, but for the educational sector it implies very specific challenges, and I would like to point out two or three. The first is the idea of accreditation of knowledge, of what is learned outside of school. There seems to be little discussion about this, but what does it imply? That we are willing to accredit and certify this learning so that people can continue studying. Today Uruguay has quite rigid systems to do this. The educational system is difficult to navigate for people, especially for children because they face very early and very broad choices, with little information and low levels of financing. There are people who may have finished the basic cycle and have been working for five or six years.

electrician, who have little sense in having to go through a baccalaureate to give them the ability to continue studying in tertiary education. In this sense, AcreditacBIt is a wonderful test for accrediting basic secondary education that should be looked at very closely because it allows a lot of Uruguayans, through competencies and in a single test, to validate and accredit a cycle to continue studying.

It is necessary to reconsider these learnings throughout the life life, non-formal education and technical education, in the sense that we may not need many degrees – thirty-five PhDs and five masters – but rather specific specialisations, that is, learning new tools and methodologies. So, education systems that can incorporate this quickly, in flexible curricula, that are built for a time and then disappear to build others, seem to be a very important need.

Now I would like to point out two more opportunities that technology brings. We often think about robots coming to steal our jobs, but, as Cecilia Llambi said, they bring a lot of opportunities. The first is to start thinking about processes of singularization of education. We are very close to supporting individual processes of education within the classroom; having thirty or thirty-five classrooms, to the extent that students interact with computers, if we take advantage of that information, we can think about parallel processes within the class and that this enables well-differentiated learning processes, much more tailored than those we see today.

What are some of the inhibitors when thinking about the challenges? Obviously, I agree with Cecilia Llambi and Guillermo Dutra that the difference in preparation or the quality of human capital in Uruguay is very relevant. Here I want to focus on one of the issues in which I have worked the most – the one in which I feel most trained or prepared –: youth unemployment. One of the main causes, according to my interpretation, is the gap between education and work, the distance that exists and how they look at each other, both with a lot of suspicion.

Today Uruguay has the highest youth unemployment rates in the region. We are talking about young people between fifteen and twenty-four years old, and the unemployment gap between that age and the next is also the largest in the region, surpassing Argentina, Brazil and Chile. Of all the countries in the region together, Uruguay is the one with the biggest problem. What does that mean or how is that a problem? There is proven evidence of the impact that entering the poor quality labor market when one is young has on future career paths. Entering the poor quality labor market, not formal, not associated with what I am studying, has a very powerful impact on people's future careers.

The only data we have on record is from the 2006 PISA report. School principals were asked how much influence the business world or companies have on the curriculum and 90% said they have none. This is the only systematic and ordered data we have. I think the most serious thing is that many of those who look at it think it is good data. That is where we have the second level of the problem.

Fortunately, we have data from the INE that can break down unemployment by different levels. We currently know that, in Uruguay, having completed the basic cycle,

A person who has completed high school or tertiary education has the same probability of being unemployed. This is a very relevant figure, which is around 9%. Unemployment among university graduates is 1.6%; we can say that it is frictional, because these are people who have changed jobs and are looking for another one. There is a very relevant fact here: it is not enough to finish basic education or high school to be able to get away from unemployment rates higher than the average.

In 2021, with the Center for Development Studies – where I work – we conducted a study in which we analyzed 25,000 tests of transversal competencies of Uruguayans, with a population of thirty years of age maximum, to know the university sample or, at least, high school. I emphasize that there was no difference in the profiles of soft, transversal or socio-emotional competencies based on the educational cycles. We detected that completing an educational cycle does not have a relevant impact in terms of the mean, the median, the mode, whatever statistic you want, in terms of that training. This is also another piece of data that young people look at, they are not oblivious to it and that is how they make decisions.

There is an immense challenge here. What experiences do we know that can be interesting things do we have or what experiences do we have nearby to work on? There is a lot of talk about flexible curricula. At the end of last year, at SENA they told me that they were thinking about four-year training programs, where only three are designed and the fourth is outlined before starting, because I don't know what will happen in three years. Thinking about a curriculum, subjects, knowledge from four years from now is too much time. This is an experience, a concrete way of approaching it. We know the world of dual training, which has been heard a lot about lately and is perhaps the most sophisticated mechanism of interaction. If it is true that we learn at work, why would the school not be willing to have you learn a little here and a little there and recognize it? The Programming subject at UTU is a reflection of what happens in the company, and its teachers, based on a test, are willing to say if you learned and if you know how to program. I chose this example as I could have chosen any other.

I agree with another idea by Cecilia Llambi regarding robust systems of support for young people, educational and work guidance, because the job market is extremely tough for them. We must ask ourselves how we support them, how we help them make better decisions, how we help them understand that if they studied a certain thing they can work in it and guide them on which careers are the best. Currently, this type of interaction with young people seems to be absent in educational centres and in secondary and tertiary training centres.

There is another challenge facing the education sector: thinking of less linear educational paths. The story that once I finish high school, I start university and then work is not very useful today. Most likely, finishing high school, starting work and university or tertiary studies will become the new reality. This puts us in classrooms where there are forty-five-year-olds who have been working for ten years, and eighteen-year-olds who are just starting to work. How the education system adapts to address all these needs also seems to be a very important challenge.

I would like to underline the idea of robust dual training systems. There is a lot of evidence that countries with robust dual training systems manage to reduce the gap in youth unemployment. Bringing school closer to the world of work and vice versa allows us to reduce this gap. I think that the main challenges – to go back to the beginning – are productivity and human capital, that is, how do we prepare our young people for an uncertain labour market, with occupations that we do not know very well what they will be, because we continue to think in terms of occupations from ten, fifteen and twenty years ago. We must think of challenges with names and surnames because, many times, these concepts tend to seem foreign to us, but I think that four or five ways to continue working emerge from here.

Thank you so much.

MR. PRESIDENT. -We continue with María Inés Fariello, who belongs to the team of the Faculty of Engineering at Udelar. Is that correct?

MRS. FARIELLO. -That's right, I work on the topic of artificial intelligence applied to biology.

I feel like continuing to talk about education. We are not going to change the subject, But that is clearly a vector, thinking of it as something that comes from one point and leads to another, in a certain direction. The only reflection I have left, especially because I come from a sector in which employment is super negative, has to do with something that happens to us at the University, mainly in the Faculty of Engineering. Students reach the second year and the job market is basically pulling them out of the faculty. So, there are questions there. Perhaps students have designed technological paths because they know that by taking such subjects they will get a job right away, and that leads to some degrees not being completed, but to students having the training that is needed. This creates bad statistics, but not necessarily bad students or people for the world of work. In addition, many times companies end up complementing that training; as there is not enough student with the training they need, then they start to create training internships from which they end up selecting students. Clearly, that is an area in which we all know there is a lot of room.

What worries me is that when I go to the faculty halls I see people who are too much like me. By “too much like me” I mean the birth lottery that Felipe Miguez talked about. We worry about which programs to make, but I would also worry about how to attract those students to the programs. It is often said that if we go to a neighborhood and ask a kid what he wants to be, he will answer that he wants to be a soccer player – everyone in Uruguay likes soccer; if not, we almost have to leave the country – because it is in soccer that he sees that opportunity for change. Parents think that if their child does well in soccer, that means hope for the family. However, in that lottery, the probability that they do well playing soccer and that they can support the family is very small. On the other hand, if all that time could be invested in studying - not all of them have to be engineers, of course - in education, if the family had a way of giving opportunities to that student, the chances would increase a lot. So, once again, education becomes like the vector of change.

Many times what happens is not that they do not have the means, but that they directly – I say this based on my personal experience, from talking to people; I cannot refer to any study, but I think it is a constant– they do not believe that they can go to university. They believe that to go to university you cannot work at the same time, something that those of us who went through it know that the great majority do. When we take a second-year exam, the number of certificates we have to do is very large because everyone works. Therefore, we have to break down myths to know that where there is a will, there is a way. Many times – as was said today – we have to create support programs that establish some incentive, which can be work in companies, or we can think of some other type of support or incentive so that they can get there.

Another fundamental vector in this revolution is information and data: how information arrives, what information is given and how it reaches the different sectors of society so that this “you can” does not really end up as something romantic, as “we can all”, because we know that is not the case, that it depends a lot on where you start. It should be shown that someone who was in the same circumstances could and can, and it was not just by playing football, but through other mechanisms. I give that example because we all know it.

Coming back to artificial intelligence and the opportunity it represents, I think that As a country, we have to think very carefully about what kind of country we want to be. This is a very globalized job in the world, where there is a war to import brains. That is to say, there are countries that are mainly trainers and others that are attractors. A very big problem that we have – although it is a problem for very few, it can become a complication for the country – is that when we train people for doctorates, the big companies – which function as great attractors in the world – take them because they have very good opportunities.

How do we then retain all these talents in the country and ensure that Uruguay is not a consumer of packages made of artificial intelligence – I put it in a very crude way – but that we are creators? Just as, fortunately, we are *a hub of the software*, let's hope that everything remains this way and that we don't buy things that we don't really need to buy. I think it's not a minor issue to find a way to reach a balance.

All of this is closely related to data protection. We know that data is becoming a commodity. I don't know if you would call it a commodity, because I don't have the training to mention it like that, but today data is becoming something that has a lot of value.

So, when I started to base my systems on companies that come from abroad, I also started to give all the data to people who are not in the country. When the Ceibal Plan was just being set up, that happened –although luckily it was later corrected–: the data could not be accessed because of the way things had been done.

Having the creators of information systems in Uruguay is not only a relevant fact because it provides job opportunities –which must be taken advantage of–, but also because of an issue of information sovereignty. What we do with this is not a minor issue because it is data from Uruguayans and this can also lead to work.

As a final point, I would like to refer to how we use technology to work. It was recently said that mothers are happier because, with this technology, they can stay home more. I used to say that I run away from home because I have a lot of inertia in getting out of my house; I have three small children and sometimes it is difficult to say that I am leaving. In reality, I can stay, but what quality of work do I end up doing? Because the hustle and bustle is still around.

It is true that technology challenges more flexible ways of working, But these forms, which are an opportunity, can sometimes become a “slavish” means – in quotation marks – in some way.

By changing legislation – there is already quite a bit of it and a lot of thought is being given to it – We must be very careful not to be too restrictive, because otherwise we can lose the flexibility that technology gives us. We must also be careful about where abuses can occur. We know that there are certain sectors in which it is easier for a person to say that if rights are not respected they will go somewhere else because they have the opportunity, but since not everyone has it, we must take into account that vector of change in the way of working that is technology, which the pandemic accelerated a lot. I repeat: we must be very careful and see if it ends up being a right or a forced obligation. So, we must think a little about that aspect.

Here I have all my vectors. Maybe there are some more, but we'll leave it. for later, if it is not going to be more than five minutes.

MR. PRESIDENT. -Thank you, Maria Ines Fariello.

MRS. FARIELLO. -Thank you all. Thank you very much for the opportunity.

MR. PRESIDENT. -If you agree, we will give the floor to Mr. Cal again so that he can introduce the second part and there we will also make an introduction so that Dr. Mercedes Aramendia, president of Conicyt, can do everything together, so that it is not so tiring.

You lead, Mr. Legislator Cal.

MR. CAL.-Good. Thank you very much, Mr. President.

We were taking some notes of what the experts were saying.

First of all, I would like to hear your opinion on the education system and educational options in our country. We would like to know if you think that they really meet the needs of today. As for the needs of the future, I am sure that they do not, but as for the needs of today, I think that they do not either. It would be good if all the experts would refer to this point in particular.

We would also like to know if the education system has any way of listening to the needs of the market in particular.

I would like to leave the floor to the other legislators present in case they have any further questions regarding this matter.

MR. PRESIDENT. -If you agree, we will conclude this introduction and move on to the second part, which is focused on inhibitors and facilitators for

the challenges that may arise, as proposed by Mr. Legislator Cal. Although this has already been raised in some way, we are making a second round of interventions.

I now give the floor to Dr. Mercedes Aramendia to share her thoughts on this topic with us.

MRS. ARAMENDIA. -Good afternoon.

It is a pleasure to be here with you and thank you again for the invitation. It is truly a pleasure to contribute from our point of view.

As Mrs. María Inés Fariello said, everything related to technology, artificial intelligence, as well as the various *drivers*, which are part of what the transformation is, is fundamental. An essential factor for what the work of the future is is that people are trained in the use of these various *drivers* precisely to be able to meet the social and economic needs of our country, the region and internationally.

One aspect that I am particularly interested in highlighting is that this revolution or transformation, as well as the fact of the future, must be looked at in a transversal way and see how it impacts the various verticals.

I think that emphasis should also be placed on the importance of multidisciplinary work and the need for professionals with diverse training to work together, since in this way we can achieve better results.

As we know – and as those who spoke before me have already mentioned – the issue of data is a great challenge that we have ahead of us. I believe that Uruguay has made great progress in this regard. Personally, I always emphasize the importance of the Uruguay Digital Agenda – it is the fifth agenda – which is an evolution or a process that addresses the reality of the needs and, in response to that, innovates and improves the objectives and goals set. For this, I believe that establishing indicators and measuring them from time to time is very valuable, as a way of seeing how progress is being made and being able to make the necessary adjustments in time.

Regarding the issue of data, privacy and ethics are fundamental, for I think that we need to work on and go deeper into these issues.

Among the aspects that can contribute especially as enhancers are the development of technologies, both *hardware* as *software*, as well as having robust connectivity networks that connect everyone and are of quality, reaching one hundred percent of the population. This is something fundamental.

On the other hand, new technologies such as *blockchain* They have come to bring a decentralized economy with new challenges in terms of virtual assets, NFTs, among others, which Uruguay is already analyzing and that is very important.

Aspects such as interoperability and the establishment of standards are important, as is addressing digital social life, which is changing the way we relate to other people. This is also fundamental, because if we do not evolve together, the gaps will become deeper. It is precisely on this, on the various gaps that exist, that we must work.

On the other hand, there is the issue of having national and regional content, as well as the development of various use cases, which enables us to apply it and facilitate universalization. Without a doubt, investments are needed for this and it is essential.

public and private work, while there is security and trust between the entire ecosystem. The idea is to work together, with respect, to be able to exchange knowledge, because diversity and exchange benefit us all.

Security is also essential and cybersecurity is one of the great challenges we face in society. I believe that the basis of everything is education.

I understand that culture is also fundamental, and this is associated with the fact that, at the level of families and homes, emphasis is beginning to be placed on the importance of education, of innovating in what we are studying, of addressing the needs that exist in the market. In this there is something that also seems very important to me, which is usually complex, and that is the meeting, the synergies between the academy, the Government and the productive sector. I believe that, if we are all more aligned, working together and looking at the same objective, the efforts will be better directed, we will achieve results in a more effective way and be more efficient. In other words, it is very important to facilitate, and for this it is crucial to identify what are those obstacles – whether due to bureaucracy or because the procedures have always been done this way – that, ultimately, end up demotivating and causing children to stop studying because they stop studying. There is one aspect to highlight here: currently we have to be studying and training all our lives; it is no longer enough to do a career and stop with that. What happens to me is that if I don't go deeper and if I'm not constantly studying, I'm left behind, because everything evolves so quickly that it's necessary for society to adopt a culture of constant updating, of studying, of asking and researching and paying attention to what's happening at an international level. Before, for example, everything took longer to arrive, but today, with globalization, speed, access to the Internet and the information we can have, we can train and update ourselves immediately, and I understand that this is fundamental.

The measure of facilitating I think will also contribute to motivating, and that too. It is important that we work on it in different ways, always taking into account the target audience, because we have children, adolescents and the elderly population, and we must attend to the whole society.

Finally, closing the presentation, I point out that it is important for us to be close to society and raise awareness about the importance of working together and taking measures to update education and generate the synergy that must exist between academia, the government and the productive sector.

Thank you so much.

MR. PRESIDENT. -There is a space open for questions and exchanges.

I'm going to start with one that is more focused on the second part, posed by legislator Cal, regarding inhibitors and facilitators or enhancers, and also the concrete experience of what some of you have been doing. I am thinking of the work of Felipe Miguez, with that disagreement, that study that is very novel and current, which in some way generated a lot of impact on that disagreement between those seeking work and the offers that exist.

First of all, we are going to ask Mr. Miguez if he can help us understand a little more about what his conclusions were or what he understands to be his conclusions, looking forward.

Next, I would like Guillermo Dutra to tell us about what Inefop is focusing on today in relation to the topic we are talking about.

MR. MIGUES. -I will try to answer the President's question along with those raised at the beginning.

As to whether the education system meets the demands of the world In the business world, I agree with the risk of saying no, but I think there is an additional point that makes the situation worse, and that is that it does not even address the needs of young people, who are, ultimately, the center of the educational system. In the Continuous Household Survey, as well as in the National Survey of Adolescence and Youth and in various surveys that ANEP has carried out for many years, they ask those who did not finish their education cycles why they did not do so, and the answers "I am not interested" and "I wanted to learn other things" are as or more frequent than "I went out to work." In other words, young people shout out: "What happens in there does not catch my attention," and attention is a necessary condition for learning. Obviously, the curriculum and class dynamics have something that interferes. So, the educational system not only does not listen to the demands of the business world, but it also does not listen to the demands of young people and a big mess is generated.

The second question was: Does the system have a mechanism to listen to the demands of companies? Or how does it listen to them? I would say that, in a somewhat disorganized and unsystematic way, it listens to them. We all know that in the ICT sector there is negative unemployment – some dare to say that there are three thousand jobs –; I think that the problem is in how it articulates listening with action. I am going to concentrate on three specific elements.

Do you have mechanisms to transform programs in an agile and rapid manner, that is, the content of the subjects? What programming language is offered and what is not? Then we have to see how this is articulated with the relevance of the orientations it offers. If you review the UTU curriculum, you see that it is so broad that it overwhelms me a bit and makes it difficult for me to understand what the difference is between one degree and another and what type of occupation one can access in the future.

The third challenge, especially in terms of a labour market that Clearly, what many professionals in technology – science, technology, engineering and mathematics – need is to see how an educational system can incorporate teachers who not only have that training, but who are working in what they teach and have that update, that is, how they are received in the classroom. The opportunity cost of teaching a senior in Java is enormous, because outside they are paid much more and, in general, they decide not to do it. So, how do we articulate that? There we can update the proposal, not only in terms of technical skills, but someone who is working on developing *software* In Java, it will bring a classroom culture, a way of understanding classroom dynamics that is very different. That is why I think there are three very specific points here.

Regarding the study you were asking about, I can say that with the Center of Studies for Development we opened Buscojobs, which is a web portal for job searches

employment that allows us to ask two questions. First, it allows us to identify gaps in the labor market in terms of occupations. We knew what more than twenty thousand Uruguayans were applying for, there were about ten thousand vacancies that had been generated and we found three large blocks of gaps. One was in the STEM world, that is, a labor market that demands developers of *software*, engineers, but also electrical technicians, electromechanical technicians, qualified in health, in pharmacy – it was quite an interesting surprise in that line – and we saw that what left them out the most, in terms of the applicant's aptitude, had to do with English and experience. English today is an essential tool for this global market that is being created and it is also a major issue for the educational system. There is another space for articulation there. When you talk to a young person who is looking for a job, the first thing they say is that they ask for two years of experience and they wonder who will give them that. That first job, that first articulation is a clear example of negative externalities, that is, who takes on the cost of a young person if the company seems not to want to do so? How do we articulate, then, to generate programs that promote initiations in that line?

The second study analyzed twenty-five thousand candidates who took a test. We studied eighteen transversal competencies – or soft competencies, as you want to call them – and we saw the assessment that 310 vacancies made of those eighteen competencies. In the different assessments we saw potential gaps and the two most important were collaboration and commitment. The vast majority of companies put their assessment there; two out of three gave it a ten to twelve rating and one out of three tests had a ten to twelve rating. In other words, there is a very large gap in competencies that caught our attention because they seemed to be too basic or foundational for the development of people. The second point out of three that this study gave us was the difficulty of training middle managers, leaders, that is, people who were very good at what they did and who could be asked to coordinate a team of four or five people. These skills are extremely difficult and expensive to obtain and companies are investing a lot of money to train people. We see that competencies such as communication, monitoring capacity, supervision capacity or decision-making capacity are part of the training process for people.

On the other hand, soft skills are today as valuable or more valuable than technical skills in Uruguay. We conducted a survey with sixty people specialized in human resources and selection processes and they told us that, regardless of the position – regardless of the occupation – they are always more important – one in three, depending on the position, are equally important. Back to the educational system to see what weight they have in the curriculum, what effort is made to expose students to develop these skills, how they are evaluated and how they are given *feedback* of their performance. It is a long study that is on the Center for Development Studies' website if you want to look at it.

Broadly speaking, I would conclude here.

MRS. GALÁN. -I just wanted to make a few comments, and the first of them is that we are talking about the labour market without taking into account what the gender gap is. According to some microdata from the Continuous Household Survey

Analyzed by Iecon – Institute of Economics – of the Faculty of Economic Sciences and Administration, it is clear that of people between twenty-five and fifty-four years old, 95% of those who work or seek employment are men and 66% are women. If this is observed by a lower educational range, the gap is even greater between men and women. Therefore, it seems to me that in a labor market like the Uruguayan one and in a society like ours, it is important to talk about the gender gap, especially when the growth of poverty occurs more among women and children, precisely because their mothers are already poor and have very precarious jobs. So, when we talk about changes – fundamentally technological ones – in the world of work, it is clear that the most affected are women. This is so, even for those women who have a higher educational level because, as Mrs. Fariello said, they are the ones who have less chances of being employed. This is easy to deduce, especially when looking at what is related to care. When we look at the changes in the world of work related to digitalisation and artificial intelligence, we see that in mathematics and hard sciences only 10% are women. This is not because women are not qualified, but because they have to combine their work with care work. We know that women either provide care or pay for it.

In an article I read yesterday regarding artificial intelligence and the fact that algorithms are the ones that select for this job market, it was established that, for example, in the different platforms that are on the street such as Uber and PedidosYa, only 10% are women. On the other hand, in the service platforms, which are those that allow combining work with care at home, the number of female employees is growing, but they receive a salary 7% lower than that of men.

Therefore, I understand that it is very important to take that into account. information, since it is a reality throughout Latin America, but even more so in Uruguayan society. Without a doubt, all of this that we are analyzing has repercussions in other spheres that go beyond work, such as domestic violence, labor violence, and job insecurity. I think that when doing these studies, we must keep in mind the issue of the gender gap. In this sense, I think that some of the work that is being done at Iecon is very important, such as the work that has to do with the gender gap in terms of changes in work and in the knowledge society.

I also want to point out that when we talk about young people looking for In terms of employment and those who enter education and university – what I said are two different things; I will now talk about this – we take a sector of society that is socially integrated through formal education. However, there are a number of young people who are being marginalized from formal education and will not access the second cycle or university because education has serious problems that are not educational, since although hunger is not an educational problem, education has to take charge because it is a problem of today's society. So, it seems to me that all these elements must be taken into account because, if not, we are talking about changes in the world of work for a sector of society and not for Uruguayan society.

Thank you, President.

MR. PRESIDENT. -The reason we are here is to incorporate all perspectives and views.

MRS. NANE. -Good afternoon to all guests and fellow legislators.

I was thinking about several topics, but I will try to summarize them in three points.

Here they talked about the lottery of birth, this expression that leads to thinking How the State should act in this regard is called regulation, which is carried out through public policy. In fact, I think that this is the topic that brings us together because what we can do from here is to begin to understand what public policies can be carried out.

When we talk about a public policy we must understand that it must be seen with a comprehensive approach. We would never have had the Ceibal Plan – if we talk about integrating knowledge – if we had not had Antel that deployed connectivity throughout the national territory. This is a very clear example of understanding.

In this sense, we must begin to see the role of the State in public policy and as a regulator, and I will give two examples. Artificial intelligence has two main legs: the algorithms and the data used to train them. Mrs. Fariello spoke of not consuming artificial intelligence packages but of creating them because it gives us a certain sovereignty in the algorithms, and then of the security of the data that we are going to use to train those algorithms. I relate that to what legislator Galán said regarding the bias that can be seen in the application, as the algorithms learn from the data that is given to them. So, there is a big issue that has at least three legs: the sovereignty of the data packages with which the algorithms are trained, the sovereignty of the programming of the algorithm itself and the sovereignty of the container in which the data travels. I think we have to understand it and I am very grateful to Mrs. Fariello for putting it in terms of sovereignty. I think it is important to have that sovereignty in the access and use of knowledge, and to understand, as legislator Galán said, how that affects later. One of the tasks that is becoming more automated is personnel selection. So, who will have access to the jobs of the future? That is an important issue.

That other leg –I'm finishing now, Mr. President– leads me to the fact that we not only have We must not only build the so-called hard skills and the so-called soft skills, but we must also build a structure that can cross them both with a vision of rights. This will show us that we have to generate and put into debate digital citizenship, that is, the citizenship of the future. People have to be able to understand what their obligations and rights are, since, as Mrs. Fariello also said – I am very grateful for her bringing up this topic – this whole issue of liberalisation and the flexibilisation of work that the digital world allows us also produces certain aspects of isolation and generates a vision of nothing more than individual needs. I believe that it is from the side of values and of conceiving ourselves in a community around others that we will be able to work on the exercise of this citizenship of the future.

Thank you so much.

MR. PRESIDENT. -We continue to enrich the inputs that will allow us to make good reports.

MR. MELAZZI. -We appreciate the presence of the delegation this afternoon and the feedback provided by each of its members.

As I listened to them, I tried to get to the root of the matter.

The first thought that comes to mind, and the first question I have ever asked myself, is whether a person can actually fall in love with someone if they don't know them. I wonder, then, if a young person can fall in love with a life project that they can dream of but that they don't know about and that their environment doesn't allow them to do either.

It is difficult for a young person to have a life plan when he has never seen his parents. having a formal job or when you never saw them with a book. It is difficult, Mr. President, to have a life project when there is no dialogue in the homes. Although technology is very useful, rather than calling for dialogue it invokes indifference in the homes. We are increasingly indifferent to our children. Instead of using free time to play with the kids, we dedicate ourselves to using technology. The time to dream is when one is small and, therefore, that accompaniment in education must be born at home. Technology is a phenomenal tool, but let us do our part.*my fault*for the time we are giving and the time we dedicate to educating our children.

Trying to go back to the roots and understand what the future of work will be and the work of the future, we should also look at what kind of society we want, precisely in order to have an appropriate education and give our children the life plan they need.

Thank you so much.

MR. GILI. -Discussions of this issue usually lead us to education. I would like to make some clarifications based on the reflections of fellow experts and the interventions of the honourable legislators. We have also planned a special round table to discuss this issue in more depth.

If we recall last year's event, the vectors that determine the future
The main factors that affect the work are, among others, demographic changes – as Mr Dutra and Ms Llambi pointed out – technological changes – which we have talked about a lot because it is fashionable to discuss technology today – and globalization. Let us consider that, in the end, our economy is going to be structured in terms of what happens to the economy at a global level in the financial aspects, the commercialization of goods and services, the demographic movements of people in the world and everything that has to do with digitalization and data. There is also culture, which is another determining factor that is globalized; everything that has to do with culture and the global world, the particular, etc. This is the context in which we are debating.

Then there are the gender impacts, as Ms. Galán said, to which I would add those of age, territoriality and where I am socially located. These are the dimensions. We have to put together a document – in some way it is a commitment agreed upon between you – with a more or less shared understanding that indicates where you are going to legislate, because you are the ones who make the decisions; the Government – the current one and the future ones – will govern based on this diagnosis. We experts can provide some data that help make better decisions on this, but not the final decision; furthermore, none of us is an expert on all the issues, but rather has a bias on what we study or what in particular we are more focused on. I think this reflection is important to give context to the agreement.

and keep in mind the documents; there were some very interesting roundtables on these issues, in which work was done with this logic that I am proposing.

Now I would like to make a reflection that I think is important because it is heard a lot. Here, despite what I said, I am going to refer to education. I have a small discrepancy, a different view of an issue that I believe is very present in Uruguay, across all people. I am referring to education and the social sector. I am of the idea that there is a strong transformation in education, but I believe that it is not responsible for solving the problems of poverty in the country. It does need – because I believe that there must be policies to get out of the original situation and go to something different – other institutional support. Obviously, education has to be transformed to understand how to solve the problems of these vectors that are changing society. There, in reality, the problem we have goes beyond the social sectors. It is not that we are talking about university students. Uruguay is the country in Latin America – I believe that I just sent this information to legislator Nane – that has the fewest university graduates and the one that has the best distribution of income. That is a country problem. It is unusual and illogical, but that is the fact. Then there are the discussions about why, although they are already political and I leave them to each one of you. That is an objective fact: we have the worst exit of secondary school students and the worst unemployment levels, as Felipe Migues recently said, in the youth age. So, we have a problem. Now I remember the report that the consultant who came from the World Bank explained to us, and I also take into account what Cecilia Llambi pointed out about the demographic bonus. In the society of the 21st century we combine productivity through investment, human capital and the ability to combine these things to grow and create development. We need to develop other skills and combine well what we do. So, if you ask me as an expert, what I say is that it seems unreasonable to me –here, in reality, I am copying Fernando Filgueira– that for the levels of GDP and income distribution that Uruguay has, the results we have in the level of training and education are given. We have a bottleneck there and I call for reflection so that we can discuss it based on that. There may be various solutions, debatable and with different approaches, because that is not a science, beyond the fact that it is evident that some things are being done successfully, but it seems important to me – and with this I do not mean that someone thinks differently from what I am saying, but I simply mention it so that this idea remains as a conceptualization – that it is known that we have results that do not respond to our economic development. That is a paradox and we should reflect on why this happens to us.

Nothing more than that.

MRS. ARAMENDIA. -Mr. President, I wanted to emphasize the importance of science, technology and innovation for society, and to highlight that the Pencti is currently being evaluated, which I believe is very important, as is establishing indicators to be able to evaluate it. I say this because it is from 2010, we are in 2022 and, of course, many things have happened and many social changes, in every sense, in society.

Another issue I want to highlight is that, without a doubt, human rights They are well challenged in everything that is this future of the Internet.

In this regard I would like to point out that recently, in April 2022, Uruguay signed the Declaration for the Future of the Internet, together with sixty other countries, which is based precisely on the potential that digital technologies have to promote connectivity, democracy, peace, the rule of law, sustainable development and the enjoyment of human rights and fundamental freedoms. It states that we are spending more and more time using new technologies and networks, and that, of course, we have new challenges and risks that it is important to work on.

There is also a vision – which I find very interesting and which is shared by all these countries that signed the declaration – which vision promotes societies where human rights and fundamental freedoms are protected; where everyone can connect to the Internet no matter where they are; where people and businesses can trust in the security and confidentiality of the digital technologies they use; where all companies can innovate, compete and prosper on their merits; where there is a secure, interoperable infrastructure, and where technology is used to promote pluralism, freedom of expression, sustainability, inclusive economic growth and the fight against climate change.

In short, it happens a lot that we have human rights that can be seen. There are many different aspects of the Internet that are against each other, but I think it is important to pay attention to the balances and to look for the right balances. I think we also have challenges with the issue of digital identity. I do not want to stop mentioning the metaverse and all the challenges that it also entails. We are evolving towards a new internet, an internet of the senses, where we are moving from two to three dimensions. We are seeing its impact on investments, on where companies and countries are betting. I think there is also a challenge there, given that it is already generating the need for a lot of trained labor to develop virtual reality, augmented reality, while we even see that we are suddenly returning to what is multidisciplinary and transversal. We see people who have nothing to do with technology but who are having work meetings in the metaverse. There are even some universities internationally that are giving entire courses in the metaverse.

So I think it is important that we already start to have these aspects. on the agenda.

MR. DUTRA. -I return to what Bruno Gili and legislator Nane were saying. I think the conclusion is that more of the same is a problem for the future, meaning that we have to accept that the institutions we have today are not providing the answers that citizens expect. By this I mean both the public sector and business organizations, unions and also educational institutions.

There is a very clear indicator that is showing us every day that today Companies are spaces for learning. Companies develop knowledge, and training in terms of relevance is better evaluated to the extent that it includes practical learning spaces. The articulation of education with the company really achieves positive effects not only in terms of job placement, but also in terms of learning. We are talking not only about specific learning, but also about soft or transversal skills.

If we agree that continuing education is a national objective, that we all aspire to thinking about the work of the future, there are four pillars that I think we should take into account and from which we can start making decisions.

One of them has to do with generating information about what the demand is, what profile the offer has and, from there, that we can all talk about the same thing. Today, employers, the formal education system and the non-formal education system are not talking about the same thing. If we want to find integrated answers, we must have objective, truthful and up-to-date information about what is happening in the labour market and in the demand for qualifications.

There is a second pillar that refers to curricular development, to training Specifically. There, the methodologies and the dialogues at the institutional and business level are undoubtedly called upon to be strengthened, to be articulated and to find innovative forms, in such a way that all this enables the creation of spaces for accreditation and certification. As I said before, today in the country these spaces are limited to what we are doing at Inefop, which is certification of competencies in the informal sector, and when we want to certify formal cycles we have one test per year that accredits the basic cycle. We are all very pleased with the existence of this test, but it is undoubtedly far from meeting the demand that the country has today.

As an example, we called on Inefop users to accredit basic cycle and in ten days nine hundred people signed up. Last week we made a call, based on a collaboration with the UTU, and in three days seven hundred people signed up.

Therefore, in terms of curriculum, in terms of certification of formal knowledge or informal knowledge, there is a path to follow, to work on, and that would provide a great deal of support for the development of qualifications and human capital.

There is a third pillar, to which Cecilia Llambi referred, which has to do with quality assurance and in this regard I return to data analysis. I believe that the generation of data and its objective analysis force us to reach decisions that are more appropriate for what the country requires.

Finally, there is a topic that also concerns us all and makes us think from another perspective. I am referring to the planning and allocation of resources. Financing education and training is not something that should only be handled by the public sector, but there must also be investment from the private sector, which understands that the benefit of this training is also in the interest of the company, productivity and competitiveness.

MRS. SANGUINETTI. -I would like to make three very specific comments.

The link between companies, the productive sector and education was discussed. I think it is important to frame this in the context of the dialogue that is currently taking place. I participated, along with many colleagues, in a round table on the new curricular framework, where the political parties were represented, but also the unions, the productive sector, business associations, etc. There we have one of these knots, and I think that within the framework of this commission we should go deeper into its analysis.

On the other hand, the legislator Galán introduced the concept of gap of gender, which I agree with, and I think we should go a little further. We should broaden our view of diversity in general. It seems to me that the issue of diversity is sometimes limited to a few specific thematic axes and I understand that it is necessary to broaden our view.

Thirdly, personally, like many of us here, We are passionate about education and we follow these issues. I found this study that Felipe Miguez mentioned about 25,000 tests in which eighteen transversal competences were analyzed and there were no differences by educational level to be absolutely innovative. I confess that I was not aware of this evidence. I think that in the framework of the discussion of competences, it is an element that we should take into account in this commission.

MRS. LLAMBI. -I would like to make some comments on several of the points that were discussed.

First of all, on the question of whether the education system is or is not I think that enough has already been said, but I want to add something else. We at CAF did a study in which we analyzed educational mobility, in the sense of whether or not each generation can surpass the educational level of its previous generation, that is, of its parents, and so on. We did it for several Latin American countries and what we see is that in almost all of them the proportion of young people who finish secondary school and are children of parents who had not achieved it has been increasing. If one looks at the last forty years, an upward curve can be seen in almost all Latin American countries, but not in Uruguay. That is a fact that should concern us a lot. It is the lower middle tail of the distribution: young people, children of parents who did not finish secondary school. That has remained stagnant.

What has improved somewhat is the number of young people who are first generation university. There is even a study that analyzes the impact of UTEC and the decentralization of Udelar on this, and the authors find that there are positive effects. We are talking about young people, primarily children of parents who did finish high school and who manage to have a higher level in terms of years of education or educational levels that they can access in Uruguay. So, we also have to consider that we have different populations and that we need to serve them differently.

At this point I return to a concept that I believe many of us agree with. I agree. Even now, a new curricular framework is being promoted and discussed. It is necessary to change or reformulate the topic of competency-based curricula. Digital citizenship must also be incorporated, as legislator Nane pointed out. I would add the concept of digital creativity, that is, digital citizenship understood as knowing how to use technology responsibly and safely, but also moving a little further towards the creation of new content using technology. Perhaps another step would be what is often called digital entrepreneurship in the literature. In short, we are talking about the ability to solve complex problems using skills that come from computer science.

So if a new curriculum framework is now being discussed, it seems to me that there is an opportunity to review and establish sequences of how we want it

Our youth and our children gradually acquire these types of skills. This applies to all youth and children, but we must also consider that if we have two such different populations, we must have a very special and different focus. In this sense, this lottery of births, which was already mentioned, is very evident in what I have just mentioned and in many other data that can be accessed, and we must break with that. So, that is where I also believe there is an important space for technology. I am not talking about teaching digital skills, but about using technology in educational systems in a creative and innovative way to be able to not only teach skills but also focus, above all, on the most vulnerable youth and children. This can be done through information systems; the use of algorithms to detect at-risk students and intervene; personalized learning, as Felipe Miguez mentioned, etc. There are many things that can be put into practice and above all I believe that it is our duty as a society to attend to this population that has been stagnating for decades.

Another issue is that of companies as learning spaces. This is something that Guillermo Dutra and Felipe Miguez have already mentioned. Obviously, they are learning spaces. We can incorporate them or at least analyze the viability of incorporating modalities that effectively integrate them as learning spaces. I also want to refer to a study by the CAF that looked at where workers actually access learning opportunities at work, depending on the type of company they are in. The reality is that learning opportunities at work are quite different depending on the type of company where the person is inserted. Formal, large companies offer many more opportunities than informal or small ones. As Felipe Miguez also said, the most vulnerable young people who do not finish high school, etc., have much less chance of entering a formal company that continues to offer them relevant learning opportunities.

So, I think there is also a focus on the issue of training, training in non-formal spaces with this focus, anticipating that, depending on the lottery of birth, among other things, the learning spaces after entering the labor market are very different for some and others.

Regarding the issue of generating information that Guillermo Dutra mentioned, I want to say that I think it is extremely relevant. I think it is very important to generate information that allows us to identify where the gaps are, where the training needs are, but I would go further and try to generate a mechanism that allows us not only to do it once, but to leave a space in place where this can be done on a regular basis, using data intelligence, records, etc. The idea is to leave capacities in place that can do it, because, by definition, this is going to be a continuous and very relevant job.

Finally I want to make a note regarding the financing of the education.

A few years ago I participated in a job where we looked at the bonus demographic, which I mentioned at the beginning. There we argued that if the rate of school dependency goes down, then theoretically with the same resources for education we could better serve students. This is true. *ceteris paribus*. That is, we have to first think that we want to increase the number of students we want to serve. Precisely, if we have 60% of children who do not finish high school,

We have to look after these young people at different stages of their day and that will require more resources and, in addition, we may want to look after them better. We have the data on how much the OECD countries allocate, on average, in spending per student in relation to GDP per capita. I take this data because if I were to consider spending on GDP alone, I would not be taking into account that the weight of the young population in Uruguay is still greater than the weight of the young population in OECD countries. Although we are ageing, we are not yet that far behind. So, we do have a greater requirement than the average of developed countries. Therefore, I only look at the data on spending per student on GDP per capita for the OECD and Uruguay. The latest available data is 22% for the OECD and 16% for Uruguay. If we take this data as a reference and even consider the demographic bonus, that is, assuming that we have a certain number of students but that we are going to have fewer – it is true, we are going to have fewer – it gives us a requirement of one more point of GDP for basic education, in order to be able to serve them using the same, let's say, production function of the OECD countries.

Yes, I believe – and it's true – that there are things that can be done, such as improving efficiency. Here we can all agree that simply increasing resources is not the solution, but we must take into account that all these transformations will put pressure on more resources, even with a demographic bonus. Therefore, it will be very important to design financing mechanisms, to think about how all these transformations can be progressively financed.

MRS. FARIELLO. -I'm going to have to make *amy fault* didn't mention one field vector – which is another of my hats –: science. I'm not going to go into that, but I'm saying that everyone is thinking more about artificial intelligence, but as sovereignty I think science also has its role. Last time there were quite a few scientists who spoke very well, so I don't need to repeat anything they said, but it does have to be taken into account.

On the other hand –as a parish notice–, we are in the cycle of seminars on “Ethics and Data Science” – a name we like better than artificial intelligence – and tomorrow we have a talk about good and bad practices in evaluating artificial intelligence systems. It will be broadcast on Zoom, so if you don't want to watch Netflix series, it's on Twitter and on the Cicada website, the Interdisciplinary Center for Data Science and Machine Learning. All the parish announcements are there, but you are clearly invited because it is an open activity.

Ultimately, we do care about bias. Obviously, the gaps in Gender gaps in STEM are like the tip of the iceberg. These gender gaps, long before caregiving, come back in relation to what I was talking about about role models and the “I can do it.” In studies that have been done about how much girls participate, for example, in the Math Olympiads, it has been observed that at the beginning the amount is 50-50, and as they grow up that participation decreases a lot. That is all before getting to caregiving, which is another big part that takes women out of the world of work. Precisely there is an incongruity because the type of digital work – when we work in STEM areas – is usually much more friendly and compatible with the life that women have, as much as we like to say “we don't want the mental load and we want to share it and we want to share the care.”

That is a path that will take much longer than others that we can take to help ourselves more. So, many times they are jobs in which with less demand for hours we achieve better pay, so they are much more friendly. Something that happens in the Faculty of Engineering and that impresses us is that most women study chemistry, and then, when we see what they work in, it turns out that it is in industry, far from home. So, why are there more women studying chemistry? Regarding this, a friend who is a chemical engineer, during a talk we were giving to high school students, told them that she liked engineering and that when she had to choose, she looked for where there were more women, and then she went into chemistry and works as such. She is doing great and loves her job.

Getting back to the topic, when we think about education, we have to analyze well how to have students and how to attract them to start. When I am going to study, why I am going to study, what for and what is coming. Sometimes parents cannot be the role model for some children because, precisely in this lottery of birth, we need there to be other role models and that is why I referred so much to the football player. Today it is full of *influencers*, because we must also see what messages are being passed on and if that message, in return, is "I generate content, I am *youtuber* And that's it, I took off and it's something I have at hand." So, how we transmit information, how it arrives and how we motivate is fundamental. We worry a lot about the content that schools should have, but today the information is all there; anything I want to learn, I look for a video on YouTube and that's it. If I know English, much better, because I'll be able to access a much wider amount of information, but if I only know Spanish, that's fine too, because, luckily, we live in Latin America, where there is a ton of content. Clearly, knowing English, in terms of access to information on a global level, is a super important pillar.

Another super important pillar is learning to learn, that is I mean, how do I access the content that I need and that interests me, how do I process it and how do I do something with it? Here we have to change the paradigm of formal training a little, in the sense that school is no longer a place that has to give me content; it should be a place where I go not because I am forced to, not because education is compulsory and my parents have to send me because it is compulsory, but because there are things that interest me. This does not mean that I have to turn school into a circus, but rather that we must think about project-based learning that leads me to develop the skills that I have and to work in a team. Luckily, school is changing, but it is based a lot on individual assessment, on the need to write a piece of writing, on the need to do a dictation, on the need to assess because a single grade needs to be given. We can also do this with someone who is working in a team. In addition, that is what the work is aimed at. Nowadays it is difficult for just one person to have all the skills they need to solve a problem; You must learn to enhance your skills, to work with other people, to speak the language that another person speaks and to communicate.

So, the skills of the future are the same as those we need now, but we can change them for the future. Therefore, we must think about motivation and training. When I go to a place that I like and enjoy, it is much easier for me to stay. It is important to understand – as Felipe Miguez said – why I stay. They stopped going because they are not interested or because they think it is not useful. So, that is

The message that we have to change. Obviously, by changing a little how we teach, but by changing the way we reach and communicate with those people who think they will never have an opportunity. Clearly, the care system plays a very important role in this case, because there are young people who have nowhere to leave their children and we have a lot of little problems, not because they are young but because they accumulate. Precisely, thinking about the gender gap, if I want to pursue a technological career – I focus on it again here because it is what I know first-hand – I am going to need a lot of personal investment to be able to train myself in order to later get a job that allows me to combine a lot of things. So, how do I support the people that I need to train from the beginning until they have a self-support that really allows them to live, and not just survive, which are very different things?

MRS. GARRIDO. -Good afternoon everyone.

Congratulations to the members of the Special Futures Commission and to the speakers. Everything that has been shared here has been extremely valuable and prolific.

From my position of knowledge, with a focus on what has to do with the use of the future, I believe that the great challenge that this space in Parliament has is, precisely, to raise the problems in such a way that the focus of traction is the future, to momentarily get away from the situation and the issue that pushes from the past. This does not mean that we do not take into account what is happening today nor the importance of the past, but –as was very well raised by legislator Cal–, the idea is to identify –and has been done– vectors of transformation and emergents that are printing a kind of force of traction for change.

Although at one point it seemed that we were talking about education and that this is set out in the third of the axes, I think that multiple vectors of intertwined transformation emerged. Likewise, I think that the focus that somehow interconnects them, more than education, would be the importance of understanding this change of era towards a learning-intensive society. Each one of you, in your different specificities, placed the emphasis on learning. For that, we need to rethink the institutions and the methods that we have available, so that we all have the opportunity to learn to learn, as María Inés Fariello said. I think it is important to take into account the obsolescence of knowledge, so we must also learn to unlearn in order to learn again.

So – as Filgueira said at the last event, what has changed is
– Many vectors have emerged and, obviously, one of them is the technological one. It is interesting that this instance, raised spontaneously to see what was important, was not "eaten up", because what generally happens is that technology takes over all the discussion, all the conversation, all the exchange. However, it was present and, clearly, as a vector that drives transformation, but the demographic aspect was also present. Beyond what was mentioned in relation to the demographic bonus, the question of the other view of the demographic issue also appeared, which is the extension of human life, longevity, and that leads us to
– as some of you have pointed out– to having to rethink life cycles and, therefore, also learning needs and learning methods. I am referring to

Think about how someone aged eighteen shares life with someone aged forty-five, and, I would say more, with someone aged sixty or seventy. It would seem that these are the needs of these times.

There was also talk of new spaces that are emerging linked to technology, Since this is a future-oriented commission, we have to get into these, which are virtual spaces. Beyond the name metaverse, they are those spaces where one learns, where one markets, where one relates, where one interacts.

Something also extremely important that appeared is this as a novelty in the relationship between humans and non-humans, the new frontiers that technology opens in the construction of technology that generates reality, in which we have an impact. Therefore, what legislator Nane mentioned about bias in coding is extremely important.

In short, we can see that there are multiple vectors that have appeared today. Here. The paradigm shift was also mentioned. That is another characteristic of these changes of era or of an era of change.

One of the vectors that strikes me as not having taken presence It is the one that has to do with the stress on planetary boundaries, although Guillermo Dutra mentioned the aspect of caring for the environment. The vectors of transformation in the world of work have to do with the situation of stress on planetary boundaries that we are experiencing, a situation that we really have to internalize, both in terms of changes in modes of production and consumption.

Thank you so much.

MRS. NANE. -Mr. President, I am going to make two parish announcements, nothing more.

The first is that tomorrow, here in Parliament, at 09:00, We are going to be promoting a debate on the use of artificial intelligence and automated facial recognition, in order to make Parliament the host of future issues that are important to consider. We are doing it in conjunction with civil society organizations. So, if tomorrow you don't want to watch Netflix, you have a lot of things related to artificial intelligence. We put together a great program for you, with a wide variety of topics.

The second thing has to do with the following: I arrived a little late to this session. because I was in the Science, Innovation and Technology Commission receiving Dr. Rafael Radi. The important thing about science, research and involving not only the productive world but also the social world when we think about science and research, is that this gives us a basis for the strategic thinking that, as a small country, we must have. In that sense, I don't know if they mentioned the importance of achieving abstract thinking. Chess is a great tool for this. I don't say this as an excellent player, far from it. I am at a super-beginner level, but in general, abstract thinking aims not only at the curricular issue but at being able to solve a model, elevate the model of the problem and bring it down to reality. In that exercise of going up and down in the levels of abstraction, I think there is a large part of the ability to look forward.

Thank you very much, Mr. President. You have been very kind, as always.

MR. CAL.-Thank you very much, Mr. President.

I'll be very brief. I just want to thank all the experts who They have been with us today. We hope that the results that we will soon have from this commission will be an element of consultation, not only by those of us who are part of it, but by all legislators. The idea is that they can consult the elements that will emerge from here, which will undoubtedly be very valuable. This commission has been very innovative and I am convinced that it will play a very important role in the early governance that we undoubtedly need.

All of us who are part of this commission thank you for your presence today.

MR. PRESIDENT. -Finally, I remind you that we will also have – I share with the experts who are with us today – four more sessions. The second session will deal with “transformation and emerging vectors that imply *arethink*” Economic and Value Production Practices in the 21st Century,” which will be coordinated by Ms. Nane.

A third axis will focus on "New skills for the 21st century: Lifelong learning" - which was discussed a lot today - and will be led by legislators Melazzi and Sanguinetti.

The fourth session will be related to “Long-lived societies (100+): Transitions towards a future of longevity. Its impact on the world of work”, and legislator Gloria Rodríguez will be in charge of presenting.

And finally, “The governance of work in the future: regulation and labour policy” in a change of era”, which will be coordinated by legislator Galán.

Of course, the other legislators who want to participate in the preparation of these sessions will be able to do so.

We are being warned that the top brass of the UNDP is arriving. As you know, the United Nations Development Programme is supporting this commission. It does not escape anyone who supports programmes and projects related to this issue. The UNDP and the UN are today putting a lot of emphasis on the work of anticipatory governance.

I said at the beginning that at an event held last night and attended by several government officials, legislators and mayors, the global program administrator, in a large part of his message, referred especially to the importance that the UN and the UNDP – the UN's national resident representative was also present – give to what we are doing here.

We will have a very brief exchange in a moment; the administrator simply wants to express his support for what is being done here, both in Parliament and in other areas of anticipatory governance. Obviously, we will very briefly give him a rundown of the steps we have taken so far.

We are also going to take advantage of the fact that the Secretary General of Parlatino, legislator Juan Rodríguez, has initiated a process to generate a framework of future commissions for all of Latin America. At the UNDP level, they were very willing to support this process and it has been understood that, beyond the fact that our process is very incipient, we have things to contribute to this beginning, more at the Latin American level.

Starting in October, we will be participating in a more global context, with a first instance in Helsinki, Finland, which is the pioneer in all these processes of anticipatory legislation or governance in general.

It would therefore be very important if you could stay a few minutes to receive the top brass of the UNDP. I repeat that it will be a very brief meeting.

We move to recess. *(It is 18:12).*

– If there is a quorum, the session continues.

(It is 18:37).

(UNDP authorities enter the room).

MRS. TEIJEIRA. -Good afternoon, we cordially welcome you to this meeting, to this dialogue activity that we are beginning from now on, within the framework of the visit of the Under-Secretary General of the United Nations and Administrator of the UNDP. – who is sitting next to us – Mr. Achim Steiner. I would like to take this opportunity to greet the other authorities present: the Deputy Assistant Secretary-General of the United Nations and Regional Director of the UNDP for Latin America and the Caribbean, Mr. Luis Felipe López-Calva; the regional representatives of the UNDP who are currently in Montevideo; the legislators who make up the Special Commission on Futures, and all those present here.

For me it is truly a privilege – as a citizen, but also as – journalist – to attend these presentations, these debates that have been taking place over several months on issues that are considered long-term. I said that, as a journalist, it is also a privilege because it is important to generate these debates, that they are public, that they are open, that they allow us to think and access all the information that is being worked on, in an experience of thinking about future scenarios, which is always innovative, in which, as always, Uruguay is at the forefront.

Needless to say – they will do it better than me – we live in a world in which in this period, certainties are becoming fewer and fewer. This is not the time of our grandparents when it seemed that the world was much more limited or gave us many more certainties, especially when we are still emerging from a pandemic that has left us with more uncertainties and upheavals at a social and work level. Only at the level of women's labor participation has there been a setback of more than a decade and we have collapsed health systems. Perhaps this did not happen so much in Uruguay, but it did in the world. On the subject of work, which is one of the sensitive points because it dignifies and places people in a place in society, this Special Commission on Futures has worked. It is not minor that this debate is held in Parliament, in the house of democracy, because all the currents, all sectors of opinion in the country are represented here. Sometimes it is good, if there is no unanimity, to put these differences on the table in order to grow.

I tell you that this activity will have the participation of legislators who are part of the Special Commission on Futures, and we will also have the participation and presentation of Steiner, as the representative of the United Nations in this experience in which Uruguay is also a leader in thinking about these future scenarios. In turn, Juan Martín Rodríguez will be with us representing his work at Parlatino on these issues.

MR. PRESIDENT. -Good afternoon everyone.

We welcome Mr. Achim Steiner and, on his behalf, the entire delegation, Mr. Luis Felipe López-Calva – who visited us last year, I believe – Mr. Stefan Liller, UNDP Resident Representative in Uruguay; the entire UNDP team and all the resident representatives who are with us today.

In this area, it is not necessary to elaborate – and I am not going to do so – on why anticipatory governance is important and, in our case, as parliamentarians, to legislate in advance. We all know that the times we live in, with their accelerated, permanent and profound changes, no longer allow us to do what we did before, when the only task we legislators had was to see the reality that had been consolidated – not even the one that was more or less –, the customs, the behaviors that had already been developed and consolidated; the legislation fulfilled its duty to adapt to these new behaviors. That was fine for a while, because society was moving much slower and the best that legislation could do was regulate and set the rules based on what was already given. Today we all know that this cannot continue because the changes are so fast that the future we talk so much about is already beginning to be generated and to appear in today, in the emerging ones, as our documents say.

That is why the UN and UNDP, among their main objectives, have prioritized support for anticipatory governance. In our case, among the essential characteristics and requirements of anticipatory legislation, is that it must be done in collaboration. It must be done in internal collaboration and that is why today we are finishing a session in which there has been an exchange with experts on the subject of the work of the future, the future of work. These are experts from different fields – as I said, they are experts on the subject of the future of work – and also from local and international organizations, because the characteristic that this world presents to us is globality, globalization.

So, the UNDP might want to make its own white paper on anticipatory governance, but it would be half-baked if it were not done with all the other parties involved. The same would happen to us: if we wanted to do this without the expert knowledge that it requires, we would also be half-baked. We have even left out there – because we want to be very brief – the methodological plan, which together with the publication is our little white paper that we are currently building. In this case too, it is clear that we are all learning, with changes and adaptations.

Of the aspects that we have defined in this Parliament with all the parties that make up the Parliament, I would highlight the one of anticipating in a professional, systematic and rigorous manner, with a methodological plan and with the corresponding expert knowledge. In this regard, we have counted and continue to count on the expert Lydia Garrido, who is with us today, as she has done from the very beginning. Precisely, from UNESCO, she is part of the most innovative and cutting-edge groups in anticipatory methodology, because this is also constantly changing. This group of legislators rigorously complies with its methodology, in addition to doing other things that we are implementing, taking into account the best international experiences. In this regard, we can mention the permanent exchange with a group of experts. Our guests will be able to see in the publication that last year

We had the contribution of more than twenty-five top-level experts who, from their different perspectives, laid the foundations for this work that we will continue to deepen in the coming years.

Likewise, another requirement that a Special Commission on Futures like this must meet is the commitment of those of us who are part of it to look at the medium and long term. In this space we are committed to renouncing the current discussion that, of course, we carry out throughout the day in other areas. The truth is that in this time that has passed since we launched it – specifically since 2021 – we have made a publication that I recommend reading and that has been very helpful to us, not only to parliamentarians. Different sectors of society have thanked us for the contributions that were made. Personally, I like to remember that we are already in the third edition, because not only from the local media but also from other parliaments and organizations around the world they have asked us to share this publication that we have completed with the help of the UNDP. In this regard, I would like to mention that this year we are completing “The work of the future, the future of work”, which is naturally one of the main challenges facing today’s societies, obviously with an enormous transversality in terms of its causes, effects and contributions.

I would like to briefly share what we are doing and I would also like to thank UNDP very much for this support that has allowed us to do this in a professional, rigorous manner and in compliance with the most advanced methodologies known in the world today.

MRS. TEIJEIRA. -I just wanted to highlight a few points about collaboration and anticipatory methodology, as professional work. I underline this – although I imagine that Parliament works in this way – because changing methodology and thinking long-term are distinctive issues.

Lawmaker Nane is the Vice Chair of the Special Committee on Futures.

MRS. NANE. -We welcome first-time visitors to this house and thank those we already know for joining us.

I was taking some notes while the president was speaking and trying to understand some challenges in what is called anticipatory governance. I think we have a great challenge in ensuring that what is built can have sustainable and inclusive development as its pillars, because if this is the house where we all debate, it has to be for everyone, and there are several issues that cut across us, such as gender, age groups, social conditions, in short, there is a lot to work on there.

When we talk about work in this area – faced with this wave that sometimes we bless and curse, as is the technology that runs through us – we have the challenge of achieving a humanistic vision and not letting ourselves be tempted by the lights of technology. This great challenge is, above all, for the new generations. When we speak of a challenge for the new generations, it is the obligation of each one of us here to ensure that this vision of the future is charged with profound generosity because the future that we build, regulate or anticipate will not be for us but for others.

In this sense, it is important to have transversal visions regarding what there is that we must build a citizenship of rights, of futures, where we can all look

the aspects from the point of view of the exercise of rights and being able to guarantee it from public policy that has to do, ultimately, with many of the issues that we consider here.

Finally, balances must be found between aspects of sovereignty and cooperation. This is a world that invites us to cooperate and to uphold the pillars of sovereignty that we must channel through governance.

This book has many future topics and others that we can start with to work today, and I think that is part of those of us who have the responsibility of leading the agenda of some committees, such as the Science, Innovation and Technology Committee of Parliament. In that area we have already entered into some of these issues to begin to seek understandings and spaces for debate, but knowing that we must move towards those common grounds without moving away from the ideological aspects that each one brings with him or her – and that we represent in the house of democracy –, although building agreements with that generous vision of the future that we must try to preserve.

Thank you so much.

MRS. TEIJEIRA- Thank you very much, Madam Legislator.

I stick with the expression "sustainable and inclusive development", making reference to the existing gaps, which are not only gender-related, but there are also others. The technological and digital revolution has meant an opportunity, especially in our country with what we have experienced regarding education from home during the pandemic and with teleworking, but we also have to see what the future of work will be like in that sense.

If I may, Mr. President, I would like you to speak.
United Nations Under-Secretary-General and UNDP Administrator Mr. Steiner.

Mr. Steiner (*According to the interpreter's version*). -Mr. President, honourable legislators and colleagues: It is an honour to be sitting in this seat of the Uruguayan Parliament and to have the opportunity to address you in the Special Committee on Futures, in a country with an economy that has so much to tell us about the future.

I do not mention these words humbly, but I am fascinated. It is a coincidence that we are in Uruguay today at a time of crisis. Let us remember that we are still emerging from the pandemic and that we are rapidly entering into a global dispute that is affecting people around the planet and our economies, generating great uncertainty.

A few months ago the UNDP published the new threats of the future. One of them The numbers that bothered us in that report are that six out of seven people are poor; six out of seven people felt insecure about the future. What a curious time we live in, when we came from a time when things were clearer. We are the richest, the most educated, wise and technological in the history of humanity. We are the richest if you consider the world economy. We have more than four hundred and thirty trillion dollars in global wealth. There is no planet with this potential, but five out of six of our citizens feel insecure about the future.

unsure about the future. If you want proof or evidence of why this is happening, here is the answer to why a commission for the future is necessary.

Let me also acknowledge the work of our colleagues who are Here. I am accompanied by Mr. Pablo Ruiz, the United Nations Resident Coordinator in Uruguay, by my colleagues from UNDP and by the regional director, whom you already know. There are representatives here from all the countries of Latin America and the Caribbean. We chose to meet in Uruguay because we believe that the way you are thinking about the future is very relevant to what is happening in our own micro world.

You mentioned what we do at UNESCO in terms of the idea of an anticipatory methodology for thinking about the future. This is something that our colleagues at UNESCO are also bringing to the world. As Peter Drucker said: "The greatest danger in turbulent times is not the turbulence itself, but acting with yesterday's logic." I think this is very profound because the greatest transitions in history are not made by deductions, by informal choices or by trying to predict the future, but by preparing ourselves as a society for the different possibilities and for change, especially when this is dramatic and disrupts the scenario, society and the financial sector. Nobody likes this disruption. In general, these are the moments when societies fall or succeed.

If any of you still doubt that these are difficult times, let me remind you where we are today: in a world where the number of hungry people has doubled in recent months, large numbers of people have been forced to flee their homes, the number of refugees has reached record levels and the number of conflicts is at its highest level since World War II. We are witnessing and participating in a war that was not even imagined in Eastern Europe; we must even consider the threat of nuclear weapons.

What happened to us? Do you remember the end of the Cold War? Do you remember the peace dividends? Do you remember that at one point there was talk of it being the end of history? What happened to us as humanity and how are we going to move forward? I think we are disintegrating. Right now we are running the risk of disintegrating as a global family of countries, in a way that has not happened for a long time. I start with this global perspective because Uruguay is so strongly linked to the rest of the world. One of its presidents told me, when he pointed to the port: the only reason we exist is because we have this entrance; we are a hole next to the sea. There is something in that simplicity that is very incredible. The very existence and the entire history of Uruguay is such that everything happened for a reason. Right now, when we look outside, we see that ships are leaving, that they are going to other markets and those markets brought great economic growth, wealth and progress to the world.

You know that thirty-two years ago, the United Nations and the United Nations Development Programme (UNDP) published the first human development report. I mention it not only because it contained another truth, but precisely because it was an attempt to avoid extreme simplification and to use the logic of the past to anticipate the future. It was also advanced in the way we defined progress as a product of humans. GDP and income were synonyms for human development, but of course, in your region of the world, they are rebelling against it.

This very limited perspective of progress has been taken over and a new way of looking at human capabilities has been introduced. Perhaps it is not a coincidence that two economists from the South have become the architects of opening our minds, of expanding our lenses. Human capabilities, life expectancy and also years of education were the first ways in which it was expanded. I am not going to go into this methodology, but it took us about twenty years to introduce – a couple of years ago – an adjusted index of human development, because it is quite anthropocentric in our thinking. Our relationship as humans with the planet has been redefined in the way we look at the future. I hope that in the commission you have already discussed some of these aspects and that you will continue to do so, whether you look at it through the lens of economic success or the differential impact, perhaps of climate change and environmental degradation, or pay attention to sustainability and cost in agriculture or the next era of development, because all of these are going to shape the kind of choices you are going to make. There is a statement that you cannot avoid the future. We could use it in another sense. I would like to use it in a way that when we think about human development we think about the future of a parliamentary committee. It is about choices. There are many possible futures. Some are clearly determined by other developments, but many of those futures lie in the very politics of what you do and in the choices we make being anticipatory. I congratulate you on this approach, which emulates the one we use at UNESCO.

As we said, we cannot predict the future, but we can prepare for it and also shape part of that future through the choices we make and these sometimes depend on information, on the PCSI, on climate change. This concept was introduced a few years ago and it was a way of helping the world understand, at a time of limited evidence, what the implications of climate change were and how we should understand its profound consequences. Today we are all experts on climate change and we can refer to this subject, but about thirty years ago this was not the case and when we talked about carbon dioxide we never saw it again after we left school. In less than thirty years we have reached a point where the entire global economy will change because it will move away from fossil fuels. I have no doubt that it will, and you will be in a privileged position because of the changes you have already introduced and look to that future with confidence. In other parts of the world it is something different. If this oil is produced, how can you embrace this idea of change. In some ways, Russia, through sanctions, is seeing that it is forcing us to make decisions for change.

Now there is a government that comes from the Green Party and you will understand the irony, because they had to use these stations again, I had to travel to Qatar, the President of the United States had to travel to Saudi Arabia to secure fuel supplies. It is not so ironic, it is not about that, but about how precise we must be in responding to an emergency like this, because securing energy requires common sense and doing something in the short term. The question is whether we abandon long-standing tradition in order to solve what is happening now. Markets always move in the short term. Let me say, and excuse me because there may be private sectors represented here, that this is in no way to diminish the return of companies to the market, but probably, if we think about energy, what will happen in thirty years is that most of the decisions will be more

Short. One of the dilemmas, if Parliament looks at this, which is about the government regulating the future, is to enable society to become aware of what needs to be done so that an economy made up of markets, rules, private investment and consumer behaviour can come to a single vision about the type of society and economy that is desired. This is much more than understanding whether there can be a price per kilowatt hour to pay for electricity or taxes should be raised. It is about designing about choices.

There was talk about the future of work. I live in New York and twenty-two months ago I was leaving my office that was abandoned. I am sure you had the same phenomenon: discussing the future of work, the kind of offices you would think of in the future. This is a bit of a science fiction discussion, because you would think that we would never need offices the way we used them before. One third of the UNDP thought that it would never come back, we had one third working in the office and two thirds working outside. Then the real estate market collapsed in New York, but now we are in June 2022 and the conversion has already changed again. It is as if Covid had never happened and people started saying, "No, no, people are going to go back to offices and, in fact, they are going to have an office life again." This shows us that in a very short time something seems to be very clear, but then it changes after twelve or fifteen months.

So, a country like Uruguay, which is so dependent on so many variables of what happens in the world, how does it prepare itself as a society, as an economy, in the short term, for something that is very disruptive and for this insecurity?

Second: How do you build an economy that essentially reflects the society that Uruguay wants, if many of the decisions will be made next year, perhaps, or in the next five years?

I'm not going to take any more time giving you examples about variables. You They are going to do a very in-depth analysis; they are looking for evidence and, above all, construct a public discourse about what comes next.

I think we need to find a way to make this conversation accessible to the public. You can bring in experts on the atmosphere or the future of work, you can bring in economists who will present you with a wealth of information, research and evidence, but at the end of the day your commission should be empowering every Uruguayan citizen and not just a group of experts.

How are we going to bridge this gap? I want to leave you with two thoughts that may not be relevant, but they could be a point of reference. Sometimes complexity can be very daunting. We are living in very complex times; anyone who believes or pretends to believe that things are clear is either a bit naive or mistaken, because the choices are more complex.

Imagine for a moment that you are a legislator in Parliament today and you want to design projects and work with other countries when in just eight years the world will be in a position to control climate change. Try to imagine that. In a decade there will probably be no turning back; we cannot turn around, we cannot go back to green gases. So in 2030 things will be even worse; perhaps worse scenarios will happen. We have lost those elections.

For those who have children or think about other generations, what will it mean to have a son or daughter who in 2030 will look at us and ask us what we were doing? Because we knew enough to act, but perhaps we were not doing enough.

sufficiently convinced. This complexity cannot be an excuse for this to be a topic for experts.

I also look at the press, because the media is a very important part. We need to empower citizens to be part of this conversation.

I suggest that you use two lenses to work through. I am convinced that the two fundamental variables of today, of this era, of this time, are two choices that we must make. One has to do with inequality. How much inequality can be justified in the name of progress, development or economic growth?

The debate has changed a lot these days. Inequality can be between the city and the countryside, it can be between this generation and the next, it can be between men and women. There are many ways in which our society is breaking down because of these inequalities, and we have justified them with the argument that this is the cost of development. Did you know that more than seven million people die prematurely every year in the world from pollution inside and outside buildings? Frankly, as we know, it is not an inevitable cost; it is a choice. That is the cost of development: seven million people.

Therefore, inequality has to be part of the essential narrative of the Special Commission on Futures because it is based on that that decisions will be made and the world will be judged.

The second variable is sustainability, but not only in terms of the Environment. I use this word because we have been incorporating it since the 1960s and 1970s, when we talked about the social, economic and environmental pillars at the Earth Summit. If we cannot manage these issues together in one equation, we will not be successful. So, sustainable development is a paradigm and it has to do with the connection between the economy, the social and the environment.

I conclude my presentation by suggesting to the commission the possibility of analyzing The Millennium Development Goals are not a formula for answers, but a format for us to see how we connect things. The genesis of sustainable development was not a cataclysm. The vision of the Millennium Development Goals represents the world's attempt to see what the greatest risks are to our collective survival, especially those that require us to work together as nations and humanity. If we look at these goals, we can recognize that we agreed on seventeen ways to describe what the greatest risks are to our future. So to find the solutions, we must address them together, as a global family of nations.

Therefore, as a Special Commission on Futures, I suggest that you analyze inequality and sustainability, which are the two variables whose study cannot be missed. Perhaps a country like Uruguay, which has relations with the rest of the nations of the world, can find a way to express its choices regarding the millennium goals. Through that window and with the heart, perhaps Uruguayan society – all together and in an encounter with its own realities – can begin to appreciate the complexity of these issues. The millennium goals are not the answer, but rather a way of looking at things on a daily basis.

I hope I have not repeated too much of what has already been considered here; my intention was to provide clarity in the direction of the work being done in the committee,

in Parliament and in Uruguay. As a member of the United Nations family, it is a privilege to be here today.

Thank you so much.

(Applause).

MRS. TEIJEIRA. -I am not going to summarize everything that Mr. Steiner said. There are many interesting concepts, but I am only going to mention one that had not appeared before, which has to do with sustainable development that takes care of the inequalities that are generated today and those that are being generated by different causes, by this uncertainty. We must not only have the person as the center, but also the conviction that we live on a planet that we must care for and respect. That is where the issue of the environment, which was affected, in some way, comes in, because this is the world we live in and that we must care for in order to move forward.

Now, if the President agrees, I would give the floor to the legislator Juan Martín Rodríguez, who is the Secretary of Parlatino and who has also brought this issue there.

MR. RODRIGUEZ. -Thank you very much, President, and thank you very much, Vice President of the Special Commission on Futures of the General Assembly, Deputy Rodrigo Goñi and Senator Silvia Nane.

I would like to join in welcoming Achim Steiner and the other members of this large delegation from the United Nations, from the UNDP. Many of you have been regular visitors to this house, but your visit today, accompanying the members of this large and important delegation, is no less important.

Our participation in today's event is due to one condition and that is that since last February, we have the pride and honour of representing our Parliament, the Uruguayan Parliament, on the board of directors of the Latin American and Caribbean Parliament – Parlatino – as Secretary General.

Perhaps the assumption of this responsibility is the result of the change of generations in the leadership of this regional organization. In 2024, the Latin American Parliament will be celebrating its sixtyth anniversary; although that was the moment in which it was established, in 1987 an institutional treaty was signed between the twenty-three countries that make up this Latin American continent.

In that sense, I want to say that with the other members of this table board, in particular with its president, the Argentine senator Silvia Giacoppo – who by chance is in Chile at this very moment participating in a meeting with the president of the Chilean Senate's Committee on Future Challenges – we began to discuss the importance of addressing, within the issues to be addressed in this biennium, the hierarchy, the weighting and, above all, the collaboration between the different parliaments, in particular with those committees on the future or on futures or on future challenges that have already been established.

The Future Challenges Commission of the Chilean Senate was a pioneer in our continent, even though Brazil had already begun to take action in this regard in 2011. The reality is that the first commission of the future –or with whatever name it may have

has been identified on our continent – was the Chilean one, which was created back in April 2012.

Circumstances linked to the Congress of the Future were taken advantage of, in function of the bicentennial that the sister Republic of Chile was celebrating and so it was that we appealed to have, a couple of months ago – at the end of April – a virtual meeting with its president, Senator Francisco Chahuán, to exchange impressions. Of course we have had the opportunity – not as members, but as guests on more than one occasion, thanks to the kindness of the authorities of this commission and its members – to participate in various instances and we talked about an exhibition in which we had participated days before with authorities and representatives of the Ministry of Education and Culture of Finland, who had come here, to Uruguay.

In this sense, we understood it was necessary to stimulate - not only at the country level that have already formed the commissions, but also those that have not yet done so – to form a space for promoting national agreements, development models oriented towards growth, the redistribution of wealth and other major objectives in which the intensive use of science and technology are central.

That is why trust is generated between the members of the parties politicians becomes central.

Regarding the first central theme, which was "The work of the future and the future of "Work," both Chile and Uruguay have addressed various issues throughout this decade. All of them are very important and some of them are also part of the issues that are being addressed here, such as artificial intelligence, neuro-rights, aerospace policies, astronomical research, seabed studies, green hydrogen, green mining, preventive health, as well as other issues of similar importance. The issue of cybersecurity and cybercrime have also been part of the issues that have been addressed in Chile by the Future Challenges Commission. One recommendation that was made to us by Senator Chahuán had to do, precisely, with the attitude of the commission of having used cutting-edge scientific and technological resources, including mathematical models to effectively and efficiently project its action at a national level and generate the necessary consensus. In this regard, the implementation of promotional and informational activities, with a strong link with the media and the signing of cooperation agreements with scientific entities, the media, as well as with organizations linked to academia and the like, have been central to this development.

As we are on the threshold of the fifth and sixth industrial revolutions – related to the metaverse and the inhabitation of spaces other than planet Earth – cooperation and the shaping of these spaces become essential.

At the end of April we had this opportunity and here we are celebrating this visit that is so important for our commission, as well as the visit that the president of Parlatino is making to the Commission on Future Challenges of the Chilean Senate. In addition, next week the president, Senator Giacoppo, will be here and it will be part of her agenda – in parallel with what she is already developing – a meeting with the authorities of the Special Commission on Futures because the purpose of Parlatino is that, at the end of next week, at the bi-monthly meeting of the board of directors, a parliamentary forum of the entire continent will be formed to address the challenges of the future. In that,

The role of those parliaments in which the respective commissions have already been established becomes central. Of course, Chile and Brazil will be very important, but the role that Uruguay is beginning to play in this new wave of the formation of commissions is also becoming very important. In fact, in recent months one was formed in Paraguay and Argentina is debating its formation, and Uruguay had a lot to do with that.

We are convinced that reality, as Achim Steiner also said, requires us to create models of cooperation. Perhaps we will leave behind centuries of struggle and competition and move towards precisely these models of cooperation. Furthermore, cooperation is not only between political actors, but must also take place between political actors, scientists, academics, productive sectors and social organizations. For this reason we are convinced that we must dare to think about the future. We must dare to think about the future.

Thank you so much.

MR. PRESIDENT. -In closing this meeting, I would like to once again thank you very much for your presence and the support of the UNDP for this task, which, as legislator Rodríguez said, will be Latin American and continental.

It gives me great joy and satisfaction to hear here the language that, in some way, one begins to use it to talk about the future, but not a magical future, a prediction, but a future of which we see that, within the complexity and uncertainty, some trends are being anticipated, some emerging trends that allow us to see if we can influence this present and build more options, because that is what it is about.

We must not forget the north, as our colleagues have said. Science and technology seduce us and, naturally, we always tend to see how we can adapt more quickly to these technological and scientific changes, but we can never forget to preserve what is human. That is the great challenge: how to preserve what is human, which has to do with sustainability thinking about the new generations, with social justice, with equality and, above all, with inclusion, because if one does not generate more options, naturally those excluded of all kinds will become more and more. So we have an exciting challenge.

I believe that today's methodologies really allow us to influence the present in order to have more options in the future, with rigorous work and with the collaboration of everyone. We trust that this work will be able to generate more options for those who are currently seen as excluded and that it will bear fruit in order to have a more sustainable and humane world.

Thank you all very much for being here.

(Applause).

- The session is adjourned.

(It is 19:31).

Montevideo, Uruguay. Legislative Branch.