





International
Labour
Organization

CINTERFOR

► **Management
Report 2024-2025
and ILO/Cinterfor
Action Plan
2026-2027**

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► Foreword

The ILO/Cinterfor Directorate presents the following document, consisting of two main sections:

- Management report for the period October 2023 – July 2025
- Proposed work plan for the period 2026-2027

It has been prepared for analysis and discussion during the regular session of the Program and Budget Committee (CPP) on 26 August 2025 and the 47th Meeting of the ILO/Cinterfor Technical Committee (RCT) to be held from 27 to 29 August in Santiago, Chile.

First, a balance of the activities conducted, and the results achieved during the period 2023–2025 is presented, including a report on the human and financial resources involved. The work plan for the period 2026–2027 is set out below, which will be enriched by the discussion and proposals arising during the above-mentioned meetings, as well as other preparatory and follow-up activities.

Since the 46th RCT, held in Punta Cana, Dominican Republic, from 4 to 6 October 2023, ILO/Cinterfor has been focused on the implementation of the biennial work plan approved in that instance, as well as the execution of various additional activities not originally contemplated.

The 2024-2025 work plan has been structured around five result areas, on which this report is organized.



Result area 1

Improved policies, governance and financing mechanisms for effective skills development and lifelong learning systems



Result area 2

Improved Insights into Skills Needs



Result area 3

Innovative and flexible learning programmes and pathways



Result area 4

Inclusive skills development programmes that respond to the diverse needs of labour markets



Result area 5

Quality work-based learning and training for employability, productivity and sustainability of enterprises

► Regional context and continuation of the Centre's strategic vision

The regional context for vocational training and certification policies and institutions in Latin America and the Caribbean during the period 2023-2025 is characterized by a complex economic and labour scenario, marked by profound transformations and persistent challenges that directly impact labour markets and the need to adapt training systems.

After a period of post-pandemic recovery, the region is facing a slowdown in the dynamism of the labour market, with unemployment rates remaining relatively low, but with signs of fragility, such as the marginal increase in unemployment in some periods and a growth in the activity rate that generates pressures on employment. Productivity remains a key factor, as real wage growth has sometimes outpaced productivity growth, which can affect job creation and sustainability.

In addition, the region faces the challenges arising from three major structural transitions underway: technological, environmental, and demographic. These transitions not only represent simultaneous changes, but also have continuous and long-term impacts on employment, skills and vocational training systems.

The rapid uptake of digital technologies and artificial intelligence continues to profoundly transform labour market demands, making many traditional skills quickly obsolete and requiring more agile, flexible and innovative training responses. The environmental transition, on the other hand, poses a growing need for green skills, which accompany the processes of productive reconversion towards sustainable models. At the same time, demographic changes – marked

by population ageing in some countries and by the high proportion of young people in others – continue to generate complex challenges in terms of labour inclusion, permanent updating and intergenerational equity.

In addition to these processes, there are structural challenges that persist in the region, important levels of informality, gender gaps, and generational inequalities, which negatively affect productivity and the quality of employment. Informality, in particular, limits access to formal training and skills certification, making it difficult for vast sectors of the population to enter the labour market.

In this context, social dialogue is positioned as a fundamental element for the design, implementation and governance of vocational training policies. The 47th Meeting of the ILO/Cinterfor Technical Committee, under the theme **“Training for the Future of Work with Social Dialogue”**, underlines that collaboration between governments, employer and worker representatives is essential to anticipate and respond to changing labour market needs, ensure policy relevance and strengthen the governance of training systems.

Social dialogue facilitates collective bargaining, making it possible to incorporate new demands for skills, promote decentralisation and flexibility in training, and support labour reforms that modernise labour relations with a skills-based approach. It also contributes to inclusion and equity, ensuring that policies respond to the diverse realities of gender, age and economic sectors.



and for which the activities carried out are reported here, reflect the **strategic priorities** to strengthen vocational training and certification systems in the region, in line with the challenges.



1. IMPROVING POLICIES,

governance and financing mechanisms is critical to building effective systems that promote skills development and lifelong learning, adapting to technological and environmental transformations and ensuring the financial sustainability of institutions and systems.



2. HAVING IMPROVED INFORMATION

on skills needs makes it possible to anticipate labour market demands, reduce the skills gap and design relevant and up-to-date training programmes in the face of rapid technological evolution.



3. DEVELOPING INNOVATIVE

and flexible learning programmes and itineraries responds to the need for adaptability and agility in training, facilitating continuous updating and the inclusion of diverse apprentice profiles, in an increasingly dynamic work environment.



4. PROMOTING INCLUSIVE PROGRAMMES

that respond to the diverse needs of the labour market is key to addressing gender gaps, reducing generational inequalities, transitioning to formality and managing migration flows, ensuring that vocational training contributes to equity and social integration.



5. PROMOTING LEARNING

and training based on quality work strengthens employability, productivity and business sustainability, fundamental aspects for sustainable economic development and the improvement of working conditions in the region.

In short, ILO/Cinterfor's action has been framed in a regional context that requires a comprehensive and collaborative approach, where **vocational training and certification** are positioned as strategic tools to face economic, technological, environmental and social challenges. Social dialogue is the axis that allows actors and policies to be articulated to build resilient, inclusive and future-oriented systems of work.

PART

01

Implementation of the
Work Plan approved
for the 2023–2025
biennium



This report reports on the main progress and results achieved in the framework of the collective action deployed by the network of ILO/Cinterfor member institutions during the period October 2023 to July 2025. This work covered a variety of countries and was supported by the active participation of tripartite constituents: governments, employers' organizations and representative workers' organizations. This collaborative and plural approach has been key to ensuring the relevance, legitimacy and sustainability of interventions in all outcome areas.

Among the most outstanding achievements:



Progress was made in the consolidation of collaborative networks on several topics, such as training and certification for care, a roadmap towards a regional mechanism for the recognition of labour skills certifications, institutional digital transformation, innovation for the development of transversal and digital skills, and quality learning.



Likewise, a space for tripartite social dialogue was consolidated, the Ibero-American Social Dialogue Process on Vocational Training, which allowed the construction of consensus around policies, governance and financing mechanisms for effective and sustainable skills development systems.



The development of labour market and skills information systems has also been supported, as well as the identification and anticipation of skills needs, especially in strategic and emerging sectors, through sectoral studies, workshops and the creation of dynamic information dashboards, strengthening evidence-based decision-making and articulation with the labour market.

This approach has made it possible to deploy a wide range of activities, such as the promotion of pilot experiences, institutional exchanges, courses, seminars, regional summits, studies and the development of technological tools, with the participation of a diversity of actors and the collaboration of multilateral organizations such as the ILO, ECLAC, CAF and UNESCO.

The strengthening of institutional capacities and human resources resulted in the training of technical teams, methodological updating and the transfer of good practices between institutions in different countries. Regional articulation and horizontal technical cooperation made it possible to share experiences, standardize standards and promote the mobility of workers, consolidating a network that transcends borders and sectors.

It should be noted that the progress made in each of the five result areas has only been possible thanks to the commitment and synergy of the member institutions of the ILO/Cinterfor network and the active participation of the tripartite constituents.



► Result area 1: Improved policies, governance and financing mechanisms for effective skills development and lifelong learning systems

This area is linked to the coherence of policies, strategies and systems for skills development and lifelong learning with other public policies. It includes the adoption of comprehensive approaches to governance, based on social dialogue and inter-institutionality; the

development of financing schemes that ensure its sustainability over time and ensure the required investments; ensure the quality of policies and institutions; and the articulation of vocational training with strategies and devices for evaluation, certification of skills and professional guidance.

MAIN ACTIVITIES CARRIED OUT

Ibero-American Tripartite Social Dialogue Process on Vocational Training (2023-2025)

► [For further information](#)

This initiative was supported by FUNDAE (Spain) and ILO/Cinterfor, with the participation of ten representatives of workers, ten representatives of employers and seven representatives of the region's ministries of labour.

Within the framework of this process, the following activities were conducted:

- [First Tripartite Ibero-American Meeting on Vocational Training and Social Dialogue](#), 14-16 November 2023, in Lima, Peru. The objectives and activities to be developed during 2024-2025 were agreed. These include the preparation of a technical-policy document and the identification of tripartite capacity-building needs.
 - [Virtual meeting](#): 29 April 2024, where the issue of detecting training needs was addressed and experiences on labour market observatories were shared.
 - Virtual meeting: October 3, 2024, to analyze the role of vocational training and social dialogue in the transition towards the formalization of employment.
-

MAIN ACTIVITIES CARRIED OUT

- [Ibero-American Tripartite Meeting on Vocational Training and Social Dialogue](#), 12-14 November 2024, Montevideo, Uruguay. The topics of labour transitions, labour market observatories, access of vulnerable populations to employment and training, lifelong learning, training and transition to formality, resource mobilization strategies were addressed. Aspects relating to the nature, structure and contents of the preparation of the technical-political reference document were agreed upon, by a tripartite committee, with broad consultation with the participants.

The results of this initiative, embodied in an Ibero-American Tripartite Declaration on Vocational Training, will be presented at the 47th Meeting of the Technical Commission in Santiago, Chile.

Governments, employers' organizations and workers' organizations participating in the Ibero-American Tripartite Regional Process of Social Dialogue on Vocational Training adopted this Declaration with the aim of establishing a common framework to guide policies and systems in the region.

This framework includes principles and guiding criteria agreed on a tripartite basis, with the aim of addressing, through effective and institutionalized social dialogue, the shared challenges of the world of work. Among them are technological advances, environmental sustainability, demographic transition, informality, migration, care work and the socio-labour exclusion of vulnerable groups, as well as the development expectations placed in vocational training by individuals, communities and productive sectors.

The Declaration addresses dimensions such as:

- a) The promotion and implementation of effective tripartite social dialogue in the governance of vocational training systems and their implementing institutions.
- b) Strengthening and financing tripartite actors, through continuous capacity building to enable them to participate effectively at diverse levels of social dialogue.
- c) The realization and effective exercise, by the various social groups, especially those in vulnerable situations, of the right and access to vocational training.



MAIN ACTIVITIES CARRIED OUT

- d) The promotion of mechanisms to guarantee gender equity in access to vocational training and therefore to employment.
- e) The informal economy and the transition to the formalization of employment.
- f) Vocational training and the achievement of the objective of having sustainable enterprises.
- g) The recognition of prior knowledge and the certification of skills.
- h) The technological revolution and demand for new job profiles and skills.
- i) The just green transition and greater care for the environment and investments in vocational training.

The Declaration ends with the agreement on the activities that must be implemented to follow up on it and enhance its impact on the countries of the region.

Project for the Transformation and Comprehensive Improvement of the National Institute of Vocational Training and Training for Human Development -INADEH- Panama (2023-2024)

► For further information

ILO/Cinterfor has provided technical assistance to the INADEH comprehensive transformation project, implemented by the ILO Office for Central America, Haiti, Panama and the Dominican Republic.

This collaboration has focused especially on the development of activities corresponding to the areas of improvement of the quality and relevance of the educational offer, and the promotion of social dialogue around vocational training, with the following outstanding interventions:

- Survey and analysis of tripartite perceptions about the vocational training system, through the application of quantitative (survey) and qualitative (interviews) methods, the results of which were delivered to the institution.
- Workshops were held with authorities and technical teams to present and validate various proposals developed with the technical assistance of ILO/Cinterfor:
 - a) Structure of the standardization and certification information system.
 - b) INADEH institutional seal modules.
 - c) The certification subsystem.
 - d) Development of a certification pilot (labour competence standard: Receptionist). Panama, November 12-14, 2024.
- Presentation of products developed in terms of standardization and curricular design, the final balance of the tourism certification pilot (receptionist profile), as well as the mid-term evaluation of the academic component of the INADEH Comprehensive Transformation and Improvement Plan. Panama, December 2-4, 2024.
- Technical support to the Sectoral Skills Councils (CSCs) in prioritised sectors, through the development of competence standards, design of training itineraries, training modules and assessment instruments, together with the training of teams and members of the CSCs, and the development of professional profiles by value chains.

MAIN ACTIVITIES CARRIED OUT

- ▶ Hybrid course “Training in methodological supervision” (August-October 2025), with the aim of strengthening the capacities of those who exercise this function at INADEH.
- ▶ Hybrid training program “Tools to strengthen vocational training in Panama” (September-November 2025). It aims to strengthen the institutional capacities of tripartite actors represented on the institution’s Board by emphasizing the key role of social dialogue in the management and sustainability of training initiatives.

Colombia (Agreement with SENA, 2023-2024)

Within the framework of the cooperation agreement between SENA and ILO/Cinterfor, the latter provided technical assistance for the design and implementation of the following activities:

- ▶ Technical study visit of twelve SENA union leaders to ChileValora (November 7 to 9, 2023) to learn about the social dialogue model in Labour skills certification.
- ▶ Videoconference [“Exchange of experiences and good practices for the provision of the occupational guidance service”](#) to analyse experiences and good practices with the Public Employment Service -SEPE- of Spain; with the aim of achieving knowledge transfers in occupational classification, data analytics and occupational guidance methods (31 October 2023)
- ▶ [Training Workshop for SENA Union Leaders](#) (October 29-31, 2024) in Bogotá, Colombia. Key topics such as social dialogue, the role of trade unions in vocational training policies, skills certification and lifelong learning were discussed. SENA union leaders and representatives of unions from other countries in the region participated, sharing experiences on the formulation and management of training policies at the national level.
- ▶ [Technical study visit of SENA’s Labour Skills Certification team to ChileValora](#) (July 23 to 26, 2024) to learn about institutional innovations and articulation with evaluation centres and social actors.
- ▶ [Technical study visit of a delegation of 35 SENA officials to SENAI in Brazil](#) (July 29 to August 1, 2024) for exchange on technical cooperation, project formulation and management, anticipation of training demands and technologies applied to training.

Chile (Ministry of Education, 2024-2025)

In response to a request from the Ministry of Education and with support from UNDP, a standardized methodology was designed for the development of sectoral settlements within the Technical-Professional Qualifications Framework. The work, which began with two comparative studies (one on five sectoral populations in Chile and the other on national qualifications frameworks in four countries), had the contribution and active participation of ChileValora. The material was delivered to the institution.

MAIN ACTIVITIES CARRIED OUT

Honduras (INFOP, May and June 2024)

Within the framework of a technical assistance agreement requested by the institution, the course [“Design and evaluation of projects, with emphasis on vocational training projects”](#) was designed and implemented for the technical staff of the INFOP, providing essential tools and knowledge for the improvement in the management of vocational training projects.

During the month of June, four workshops were held [aimed at methodological updating by labour skills](#) for the preparation of manuals and didactic guides: updating of the Labour skills model, profiling methodology based on value chains, curricular design, evaluation and certification of skills.

Paraguay (SINAFOCAL, 21 May-25 June 2024)

At the request of SINAFOCAL, a technical assistance process was designed and implemented through the development of a [hybrid course to strengthen methodological supervision capacities](#) within the institution, broadening the focus beyond the administrative component.

Summit Subregional TVET in the Caribbean “Technical Vocational Education and Training (TVET): a Pillar for Economic and Social Change in the Caribbean” (22 - 24 November 2023)

We worked in coordination with the HEART/NSTA Trust (Jamaica) to organize this workshop, which addressed the issues of youth unemployment, Labour inequality, and the relevance of education and training systems to respond in these contexts and promote economic and social resilience.

➤ [For further information](#)

Regional video conferences and webinars on related topics

- ▶ [“Development, articulation and implementation of National Qualifications Frameworks”](#): the experiences of Chile, Costa Rica, Panama and Colombia. (May 8, 2024).
- ▶ “Key aspects and challenges in the management of vocational training centres” (Catholic Relief Services CRS, El Salvador). 20 August 2024.
- ▶ “Equipping today’s youth: technical and vocational education and training in Latin America and the Caribbean” (USAID-LAC Regional Hub, World Bank, UNESCO-OREALC). 28 August 2024
[Equipping Today’s Workforce: TVET in LAC](#)
- ▶ [“Discover the potential of ESCO”](#) where the State Foundation for Employment Training (FUNDAB), presented a digital tool designed to make the use of ESCO more accessible (June 19, 2025).

MAIN ACTIVITIES CARRIED OUT

Summit of Standardization, Assessment and Certification Institutions of Latin America and the Caribbean (13-15 August 2024, Barranquilla, Colombia)

[➤ For further information](#)

The Summit was organized together with SENA (Colombia) and the ILO Lazos Project. The participants were UOCRA Foundation (Argentina), SENAR (Brazil), INFOCAL Foundation (Bolivia), ChileValora (Chile), INA (Costa Rica), INCAF (El Salvador), SECAP (Ecuador), INTECAP (Guatemala), INADEH (Panama), SINAFOCAL (Paraguay), SENATI (Peru), INFOTEP (Dominican Republic), SENA and the Colombian Ministry of Labour. It included the technical meeting “The evaluation and certification of skills in the axis of transitions towards decent and productive work” and the presentation of SENA’s “CampeSENA” and “FullPopular” strategies.

Planning Workshop of the Network of Vocational Training Institutes of Central America, Panama, Dominican Republic and Haiti (REDIFP) (May 22 and 23, 2025, Panama)

At the request of RedIFP, the workshop was technically accompanied with the aim of identifying and agreeing on the main usual challenges, establishing strategic priorities for joint work and strengthening the ties of technical and political cooperation between the member institutions of REDIFP.

Analytical Inventory of Qualifications Frameworks in Latin America and the Caribbean

[➤ For further information](#)

Developed and updated by ILO/Cinterfor, it allows the level of implementation of qualifications frameworks to be identified. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has received a request to incorporate this inventory into its “Global Observatory of Qualifications Frameworks”.

SUMMARY

Within the framework of strengthening coherence between skills development systems and other public policies, activities have been promoted that promoted comprehensive approaches to governance based on social dialogue and inter-institutional coordination. These initiatives also contributed to the design of sustainable financing schemes, the strengthening of institutional quality, and the development of instruments that articulate vocational training with evaluation processes, certification of skills, and professional guidance. Among the main results are the consolidation of regional tripartite spaces, technical assistance to national institutions, the generation of methodological and digital tools, and the promotion of institutional and sectoral capacities, with the support of various actors and multilateral organizations.





► **Result Area 2:**
Improved Insights into Skills Needs

This area encompasses initiatives aimed at identifying current and future demands for skills, so that training providers can effectively adjust their training offer and that people know the skills required in the labour market. It also includes

activities to strengthen capacity building for the improvement of labour market information systems and the strengthening of social dialogue in this regard.

MAIN ACTIVITIES CARRIED OUT	
<p>Anticipation of training demands in green sectors (2023)</p> <p>For further information</p>	<p>Since 2012, ILO/Cinterfor has worked systematically in this field, with the support of SENAI (Brazil) and the participation of member institutions of the network. Between 2022 and 2023, efforts focused on carrying out pilot experiences linked to green sectors:</p> <ul style="list-style-type: none">► Photovoltaic energy (INFOTEP, Dominican Republic)► Green hydrogen (SENCE, ChileValora, Undersecretary of Labour of Chile)► Electric mobility (MTSS/DINAE, INEFOP, UTEC, Uruguay). <p>The studies were completed and their results shared with the participating institutions.</p>
<p>Technical Meeting “Anticipation of demand and definition of green job profiles” (28-29 November 2023, Montevideo, Uruguay)</p> <p>For further information</p>	<p>SENAI (Brazil), ChileValora, SENCE and the Ministry of Labour (Chile), SENA (Colombia), INA (Costa Rica), INFOTEP (Dominican Republic), MTSS/DINAE, INEFOP, UTEC, MIEM (Uruguay) participated. Challenges and proposals were identified for international certifications, regional homologation, microcertifications, occupational health and safety, dialogue with industry, development of market-aligned profiles, and detection of skills gaps. It was agreed to build a new joint intervention plan.</p>

MAIN ACTIVITIES CARRIED OUT

Technical meeting “Anticipating demand for green jobs: Labour skills at the centre of productive development for the just transition”. (April 24, 2024, Santiago de Chile)

Organized together with the Ministry of Labour of Chile, ChileValora and the EuroSocial Program. The Technical labour Group and the skills certifying agencies of the Pacific Alliance – SENA of Colombia, CONOCER of Mexico, Ministry of Labour and Employment Promotion of Peru, and ChileValora participated. The topic of labour skills for a just transition was addressed and national experiences of the ILO/Cinterfor network were shared.

Study “Identification and closing of skills gaps in the framework of productive development policies in the region” (2024-2025)

[» For further information](#)

This is a project jointly executed by ILO/Cinterfor and ECLAC, with technical and financial support from the CAF Development Bank. It consisted of a first stage of analysis based on secondary information from cases from Brazil (Brazil More Productive), Costa Rica (INTEL), Uruguay (electromobility) and the Basque Country (Industrial Development and Internationalization Plan 2021-2024). In a second stage, the cases of Brazil (Brazil more productive), Chile (green hydrogen), Colombia (logistics-transport chain) and the Dominican Republic (manufacture of medical and pharmaceutical products) were studied. The national studies were presented in workshops in each country: in Brazil together with SENAI, on May 26, 2025; in the Dominican Republic with INFOTEP, on May 30, 2025, in Chile on July 3, 2025; and in Colombia together with SENA, on July 17, 2025. The results of the entire project will be presented on October 20, 2025, at ECLAC’s headquarters, Santiago, Chile.

Panama (INADEH, 2024)

Within the framework of support for the Comprehensive Transformation Project of INADEH of Panama, three sectoral studies in tourism, logistics and agribusiness were developed and published to define skills gaps, trends and challenges. For the section on the analysis of labour demand in each sector, methods that use “scraping” protocols to collect information from the web were used, the *Web Scraping* technique was used to extract information from websites and obtain data on labour demand.

- ▶ [Characteristics of the Logistics sector in Panama.](#) The logistics sector acts as a fundamental cog in the international economy, facilitating the efficient mobility of goods and services across borders. Conducting an adequate sectoral diagnosis involves a thorough analysis of the factors influencing the supply chain, considering not only local aspects but also the challenges and opportunities that arise in the international arena. [Animated presentation.](#)
- ▶ [Characterization of the tourism sector in Panama.](#) This diagnosis aims to shed light on the current situation of tourism in Panama, identify opportunities and challenges, and offer a holistic vision that allows decision-makers, entrepreneurs and professionals in the sector to take informed measures to strengthen the tourism industry in the country. [Animated presentation.](#)

MAIN ACTIVITIES CARRIED OUT

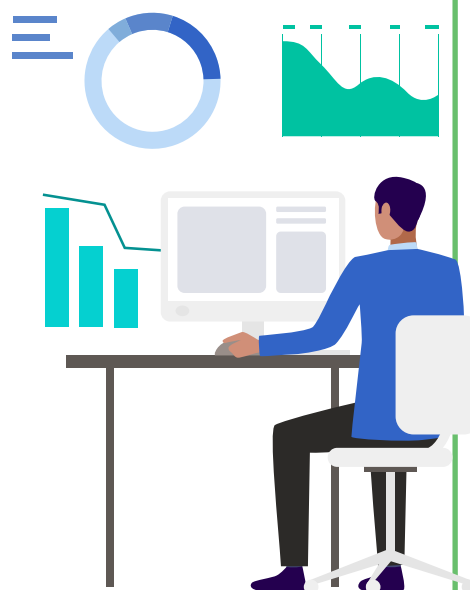
- ▶ [Employment needs for the Agroindustrial sector in Panama](#). It gathers inputs from the information gathered with the Council and other sources to support the identification of in-demand profiles, skills imbalances, key processes in the sector and provide a solid basis for the development of training programmes that lead to relevant and relevant qualifications to the sector. [Animated presentation](#).
- ▶ In addition, [PowerBI](#) was developed, a dynamic dashboard that consolidates information on labour demand and training supply available for each sector in the country.

Argentina (2024-2025)	<p>The ILO Country Office for Argentina was technically supported in anticipating the demand for skills in occupations related to lithium extraction in the Province of Catamarca.</p> <p>Participation in the panel on Challenges and opportunities for education and training in the automotive sector, during the closing seminar of the project “More and better jobs for young women and men through resilient, inclusive and sustainable supply chains in the Argentine automotive industry” (June 26, 2025)</p>
Observatory of Vocational Training (2023-24) ➤ For further information	<p>The 2023 data on the member institutions of the network were collected and processed, improvements were implemented in their operation, in the form to collect information as well as improvements were introduced for automation with respect to global data. The process of collecting data for the year 2024 is underway.</p>
CAF – ECLAC Annual Conference “The challenge of scaling up and improving productive development policies in Latin America and the Caribbean” (April 9, 2024)	<p>The Centre participated in Session 4: Closing Human Talent Gaps for Productive Development.</p>

SUMMARY

As a result of the activities developed in this area:

- ▶ Enhanced the capacity of vocational training systems to identify and anticipate current and future skills needs, particularly in strategic sectors such as **energy transition, logistics, tourism, agribusiness, and mining.**
- ▶ Progress was made in the production of sectoral studies, prospective diagnoses and methodological pilots, incorporating innovative tools such as data analysis by *web scraping* and dynamic dashboards on digital platforms.
- ▶ These activities were articulated with regional cooperation efforts, such as tripartite technical meetings, comparative studies and participation in multilateral forums, consolidating a shared technical basis for decision-making and the articulation of training with productive development policies.
- ▶ Likewise, the strengthening of observatories, the development of national and inter-institutional capacities, and the construction of instruments to better link the training offer with the demands of the labour market were promoted.





► Result Area 3: Innovative and flexible learning programmes and pathways

This area of results has been aimed at ensuring that training has an impact on employment, the satisfaction of people's professional aspirations, the improvement of productivity and the

sustainability of companies. To this end, it is understood that training must be of quality, relevant, flexible, inclusive and organized in permeable itineraries.

MAIN ACTIVITIES CARRIED OUT:

Pedagogical Innovation Network for Vocational Training (2024)

Coordinated by ILO/Cinterfor, with the participation of institutions from Argentina, Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, Panama, Paraguay, Peru and Uruguay. It is a space for technical exchange to share good practices, such as simulators, project-based learning, dual training and emerging technologies.

Among the activities carried out are:

- Development of a toolbox consisting of:
 - Project training guide and online course.
 - Guide for the development of transversal skills.
 - Three self-training modules (in the process of design).
 - [Cubus Platform](#) (developed by SENAC, Brazil) with access to didactic methodologies for the development of transversal skills.
 - Participation in congresses and seminars: "Seventh International High Technology Forum: education in times of artificial intelligence" (SENATI, Peru, December 5, 2023); "Congreso Futuro Chile" (Santiago, January 15, 2024); "International Forum on Artificial Intelligence in Professional Education" (SENAI São Paulo, March 26, 2024); *Subregional Summit "Technical Vocational Education and Training (TVET): a Pillar for Economic and Social Change in the Caribbean"* (HEART/NTSA, Jamaica 22-24 November 2023).
 - Contribution to the development and relevance of transversal skills, for the work of the future and the digital transition: systematisation of cases for the development of a Project-Based Training Guide.
-

MAIN ACTIVITIES CARRIED OUT:

- ▶ Videoconference [“Design and didactic practice for the development of transversal skills”](#), where ILO/Cinterfor presented a methodological proposal for an active, participatory and reflective approach, to design learning sequences that promote labour skills in an integrated way. (December 3, 2024).

Community of practice and technical support for institutions in application of the “Self-diagnosis tool on institutional digital maturity” (2024-2025)

This tool assists institutions and training centres in assessing their level of digitalisation in nine key areas. The aim is to generate a data-driven landscape to define strategies to ensure the appropriate use of digital technologies in training and learning. The institutions that have requested support have been: INFOCAL of Bolivia, Paula Souza Centre (CPS) of Brazil, INTECAP of Guatemala and UTEC of Uruguay, while SENAI carries out two annual evaluations on a regular basis.

A community of practice on digital maturity is coordinated and promoted, made up of INFOCAL of Bolivia, SENAC and SENAI of Brazil, CPS, SENA of Colombia, INTECAP of Guatemala, SENATI of Peru, INFOTEP of the Dominican Republic and UTEC and INEFOP of Uruguay, having as observers the Joint Research Centre of the European Community and Tknika (Euskadi).

A digital maturity kit has been developed consisting of a process guide, software for its application and a set of indicators for data analysis.

International Seminar “Quality and Relevance in Vocational Training for Productive Transformation” (April 2024)

Organized by INA (Costa Rica) with the collaboration of INADEH (Panama), INFOP (Honduras), SENA (Colombia), SENAI (Brazil) and ILO/Cinterfor. Presentation of experiences on curricular updating, quality assurance mechanisms, dual training models and graduate monitoring systems.

Training of Trainers Programme in Digital Skills (2023-2024)

Coordinated by SENAI (Brazil) and ILO/Cinterfor, with SENA (Colombia), INA (Costa Rica), INFOTEP (Dominican Republic), ChileValora (Chile). Virtual workshops were held (March-June 2023) and a face-to-face meeting in São Paulo (September 2023). Topics addressed: active methodologies, emerging technologies and digital skills for teachers.

Chile (SENCE and ChileValora, 2024)

Implementation of a quality assessment system, external audits, revision of curricular standards, feedback mechanisms with employers and development of new professional profiles in technological and green sectors.

MAIN ACTIVITIES CARRIED OUT:

Colombia (SENA, 2024)	<ul style="list-style-type: none"> ▶ Updating of training offerings in digital economy, renewable energies and advanced manufacturing; pilot dual training program in alliance with multinational companies; quality assurance systems and certification of instructors. ▶ Technical visit of a team of SENA teachers to SENAC in Brazil, to learn in depth about the institution's experience in digital economy and educational technology (October 28 to 31, 2024).
Colombia (SENATIC Project, September-December 2024)	<p>Within the framework of the SENATIC Project¹, a collaboration between the Ministry of Information and Communication Technologies (MinTIC), SENA, ILO, and ILO/Cinterfor, an online course on digital skills was given to 1,000 people with a vocation for training in Colombia. The initiative had the technical assistance of SENAI of Brazil and aimed to strengthen the digital capacities of training personnel in the country.</p> <p>The course ran between September and December 2024 and successfully ended in mid-December.</p>
Costa Rica (INA 2024-25)	<ul style="list-style-type: none"> ▶ Seminar-Workshop “New jobs and emerging technologies”. The event brought together 200 participants and had the collaboration of RELINK/UPSKILLS of Chile, UNESCO-UNEVOC, Open University of Catalonia, Technological University of Uruguay (UTEC) and the Pontifical Catholic University of Ecuador. ILO/Cinterfor held a conference on Digital Transition and Transformation in Vocational Training and its Links to Productivity, as well as organized and developed a two-day workshop to address this issue. The Centre also supported the activity through the global systematization of the event (San José, Costa Rica, October 22-24, 2024). ▶ TVET Congress: On another level, 60 years of the INA. This key meeting was held to rethink the present and project the future of TVET in Costa Rica (19 and 20 May 2025)

¹ The SENATIC project is a collaboration between the Ministry of Information and Communications Technologies (MinTIC), the National Learning Service (SENA) and the International Labour Organization (ILO). The project aims to offer free training in information and communication technologies (ICT), both through articulation programs with the technical media in schools and through short courses for young people and adults.

MAIN ACTIVITIES CARRIED OUT:

Honduras (INFOP 2024)	<ul style="list-style-type: none"> ▶ Workshop on the development of transversal skills with the aim of presenting and experimenting with strategies for the design of training activities that address the comprehensive development of competence through the integration of participatory, collaborative and reflective dynamics (30 September to 2 October 2024). ▶ Face-to-face workshops and technical assistance on hybrid and virtual training. Workshop on the design and implementation of hybrid and distance training activities (29 July to 2 August). ▶ Face-to-face workshop on active learning strategies in hybrid and distance learning (August 5-7, 2024).
Panama (INADEH, 2023-2024)	<ul style="list-style-type: none"> ▶ Review and redesign of training programs in tourism, logistics and agribusiness, incorporating results of sectoral studies and recommendations for curricular updating. ▶ Hybrid course “Training of facilitators in vocational training” (August-December 2025). The proposal aimed at technical staff, teachers and instructors of vocational training is in the process of being designed, mediated and evaluated from an integrated work competence approach. It is expected that the training program will be installed to carry out future editions open to other institutions of the Cinterfor network.
Videoconferences	<ul style="list-style-type: none"> ▶ Institutional digital culture: key to digital transformation: where the key dimensions were addressed so that organizations can accompany this change, through the experiences of SENAI in Brazil, UTEC in Uruguay and Tknika in the Basque Country. (December 10, 2024) ▶ “Experiences on quality in E-Learning design”, within the framework of support for the SENATIC Project, to address the experiences of SENAI and SENAC in Brazil, and a presentation from ILO/Cinterfor (September 12, 2024). ▶ “Digital Skills for Trainers”. Launch of a training for 1000 Colombians with a training vocation within the framework of the SENATIC Project (August 29, 2024). ▶ “Strengthening and updating curricular in digital skills: a collaborative approach to vocational training in Latin America”, within the framework of the support for the SENATIC Project with the participation of SENAI and SENAC of Brazil and MINTIC of Colombia (May 29, 2024).

MAIN ACTIVITIES CARRIED OUT:

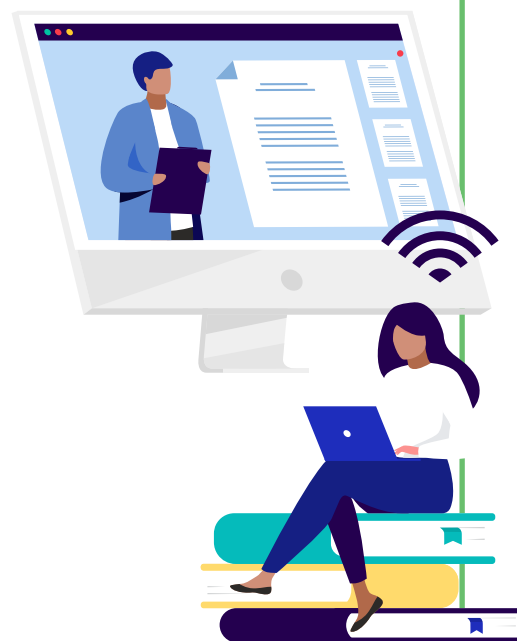


- ▶ [Games in education: technologies to teach and motivate](https://www.oitcinterfor.org/videoconferencia-promoviendo-emprendimiento-dos-experiencias-formaci%C3%B3n-profesional), within the framework of the support for the <https://www.oitcinterfor.org/videoconferencia-promoviendo-emprendimiento-dos-experiencias-formaci%C3%B3n-profesional> Project, where SENAI of Brazil shared its experiences in the creation of processes for the design, development, offer, quality assurance and impact of vocational training through digital media. (November 26, 2023).
- ▶ “Digital transition and digital teaching skills” for SENA staff of Colombia and with the participation of the National Commercial Learning (SENAC) of Brazil (November 7, 2023).
- ▶ [“Developments and implications of Microcertifications in Europe”](#), where a CEDEFOP expert shared the latest news on microcertifications in Europe (November 7, 2023).
- ▶ [“Digital Transition in Dual Vocational Education and Training”](#), together with the Alliance for Dual Training in Latin America and the Caribbean. It featured experiences from Brazil, Mexico and Germany (October 19, 2023).

SUMMARY

As a result of the activities developed in this area:

- ▶ Institutional and regional capacities were strengthened to design, update and implement innovative, flexible and inclusive training programs and itineraries.
- ▶ Networks and communities of practice were consolidated aimed at the development of active methodologies, integration of emerging technologies, dual training and transversal skills, as well as tools to assess the digital maturity of training centres.
- ▶ These activities made it possible to advance in the quality and relevance of vocational training, through the design of didactic resources, training programs for trainers, use of digital platforms and systematization of experiences.
- ▶ Likewise, curricular transformation was promoted in key sectors such as the digital economy, energy, logistics, agribusiness and tourism, in close coordination with tripartite actors and in line with the demands of the labour market and the digital, productive and environmental transition processes underway.





► Result area 4: Inclusive skills development programmes that respond to the diverse needs of labour markets

This area has focused on ensuring inclusive access to skills development and lifelong learning, with the aim of contributing to the reduction of occupational segregation based on gender and

discriminatory practices in the labour market. It also seeks to mitigate the intergenerational transmission of inequalities and facilitate the transition of workers and companies to formality.

MAIN ACTIVITIES:

Training and certification network for care “Saber Cuidar” (2023-2025)

With the background of having been constituted in 2023 as a network and agreed on a roadmap for 2024-2025, from 2024 it received financial support from the ILO’s South-South and Triangular Cooperation (PARTNERSHIPS), through the Project “Strengthening South-South and Triangular Cooperation for the Development of Skills and Lifelong Learning, in the care economy”.

- [II Regional Technical Meeting](#) of the project in Santiago de Chile, sponsored by the Ministry of Labour, the Undersecretary of Labour, SENCE and ChileValora (November 5 to 7, 2024).
 - Uruguay’s National Care Forum (April 23-25, 2024), with a focus on the organization of the Panel “Paid Work in Care and Rights”.
 - Second Exchange on the Professionalization of Care Workers organized by UN Women, on June 6, 2024, in Montevideo, Uruguay.
 - The III Regional Technical Meeting of the network is scheduled to be held in Montevideo, Uruguay, in September 2025.
-

MAIN ACTIVITIES:

The lines of action in this roadmap include: developing shared learning and training activities; creating methodologies for the development of transversal skills; strengthening social dialogue for training and certification in the care sector; fostering strategic alliances; and promoting the exchange of experiences and good practices through South-South and Triangular Cooperation (SSTC).

Among the activities carried out are:

In addition, various videoconferences have been held such as:

- ▶ [“Qualifying care: towards common standards in a regional key”](#) (April 29, 2025).
- ▶ [“Caring for those who care: gender, well-being and recognition in care work – Knowing how to care”](#) (June 3, 2025).
- ▶ “Skills without borders: towards certification processes that connect the region – Knowing how to care” (30 July 2025).
- ▶ “Social dialogue for care – Knowing how to care” (to be defined 13/20 August 2025).

The progress achieved through collaborative work in this network has aroused the interest of ECLAC’s Gender Affairs Division, as well as of Spanish development cooperation (AECID), agencies with which an agreement is at an advanced stage of concretization to finance a project aimed at developing a regional qualifications framework for the care sector.

Regional Mechanism for the Mutual Recognition of Certification of labour Skills (2024-2025): creation and implementation roadmap



Between October 29 and 31, 2024, the [Regional Tripartite Meeting “Talent on the Move”](#) was held in Lima, Peru, together with the ILO Lazos Project², with the aim of contributing to the implementation of practices that facilitate the mutual recognition of labour skills certifications, strengthening safe, orderly and regular migration. and promoting the sustainable socio-economic integration of refugees and migrants with a work approach.

More than 50 representatives of governments, employers’ and workers’ organizations participated, exchanging ideas and experiences on the role of [vocational training and certification of labour skills as tools for safe, orderly and regular labour migration, as well as sustainable socio-economic integration](#).

Guidelines were agreed upon to adopt a roadmap to promote the mutual recognition of the certification of labour skills (CCL) and the formation of the Tripartite Group Promoting the Mutual Recognition of the CCL for Latin America and the Caribbean was defined as the scope from which to lead the implementation of the Mechanism.

On May 27 and 28, 2025, the first meeting of the Tripartite Promoting Group took place in Lima, Peru, where the charter of the [Regional Mechanism for the Mutual Recognition of Certification of labour Skills](#) was prepared, which defines its organizational structure and identifies key activities for its implementation.

² The ILO Lazos Project promotes the socio-economic integration of migrants and refugees in Latin America and the Caribbean through technical cooperation, institutional strengthening, and inclusive tools. It is supported by the Embassy of Sweden through the Swedish International Development Cooperation Agency (Sida), established within the framework of Sweden’s 2021–2025 Regional Development Cooperation Strategy for Latin America.

MAIN ACTIVITIES:

<p>Online course on the recognition, validation and accreditation of prior learning (July-August 2024)</p> <p>➤ For further information</p>	<p>Implemented in conjunction with the UNESCO Institute for Lifelong Learning (UIL) and the Lazos Project. Aimed at national policymakers and practitioners involved in efforts to advance lifelong learning and skills development in Latin America and the Caribbean. With a duration of five weeks, taught in Spanish and English, it was attended by 190 people from 25 countries.</p>
<p>Initiative “Vocational Training for Social Inclusion” (2023-2024)</p>	<p>Coordinated by ILO/Cinterfor and Proyecto Lazos/ILO (Sida). SENA (Colombia), INFOTEP (Dominican Republic), INA (Costa Rica), INADEH (Panama), SENCE (Chile), SINAFOCAL (Paraguay) participate. Workshops on the inclusion of young people, women and people with disabilities. Exchange of good practices in accessibility, curricular adaptation and accompaniment to vulnerable populations.</p>
<p>Panama (INADEH, 2024)</p> <p>Within the framework of the technical support for the INADEH Comprehensive Transformation Project, the following guides were developed:</p>	<ul style="list-style-type: none"> ▶ Methodological guide for curriculum design based on qualifications. It addresses an approach aligned with the needs of the productive sector and institutional actors and details the stages of the process. ▶ Guide for the development of skills-based profiles based on value chain. It presents key concepts, trends in the standardization of skills, the role of the actors involved and the stages of the process. This guide is being presented as a working resource with INFOP in Honduras, with SENA in Colombia. ▶ Guide to the Formation and Functions of Sectoral Skills Councils (CSCs): offers lessons on sectoral representation in Latin America and the Caribbean, objectives, characteristics, and steps to form and operate CSCs.
<p>Webinar “Gender Equity in Vocational Training” (March 2024)</p>	<p>Organized by ILO/Cinterfor and UN Women, with the participation of institutions from 10 countries. Policies and experiences for gender equality in access, permanence and graduation from vocational training.</p>
<p>Colombia (SENA, 2024)</p>	<ul style="list-style-type: none"> ▶ Study visit from SENA of Colombia to SENAR of Brazil: innovative approaches in the formation of skills for the agricultural sector and their impact on rural development (Brasilia, Brazil, August 5 to 9, 2024). ▶ Videoconference “Facilitating training in the rural sector: the CampeSENA strategy” (November 9, 2023).

MAIN ACTIVITIES:**Colombia (SENA, 2024)**

- ▶ Virtual workshop “Successful training program for administration and management of SMEs. The Panamanian experience of the Association for Entrepreneurship and Innovation in the chain of suppliers of supermarkets and rural products supported by the Ibero-American Institute for Cooperation on Agriculture (IICA)” (June 25, 2024).
- ▶ Videoconference [“Promoting entrepreneurship. Two experiences from professional training”](#), an activity focused on the presentation of two experiences of entrepreneurship support programs: the “Entrepreneurial Engine” program of INEFOP, Uruguay and the SENA initiatives to promote entrepreneurship in Colombia. (May 21, 2024).
- ▶ Videoconference [“Certification and migrant population”](#) within the framework of the SENA 2023 Agreement, where ChileValora, INFOTEP and the Lazos Project presented their progress in the care of migrants (October 13, 2023)
- ▶ Dissemination of “CampeSENA” and “FullPopular” Strategies to strengthen access of rural communities and popular sectors to training and certification of skills. Materials and methodologies adapted to rural and indigenous contexts.

Summit of Standardization, Assessment and Certification Institutions of Latin America and the Caribbean (13-15 August 2024, Barranquilla, Colombia)

➤ [For further information](#)

Organized within the framework of the SENA-ILO/Cinterfor Cooperation Agreement, it was attended by 13 countries and 15 institutions. Exchange on recognition of previous learning, homologation of certifications and regional labour mobility. Parallel Technical Meeting: “Skills Assessment and Certification at the Pivot of Transitions to Decent and Productive Work”. Presentation of SENA’s “CampeSENA” and “FullPopular” strategies.

Analytical Inventory of Qualifications Frameworks in Latin America and the Caribbean (2024)

➤ [For further information](#)

This tool, which is systematically updated by ILO/Cinterfor, has been requested by UNESCO for its Global Observatory. It makes it possible to identify the level of implementation of qualifications frameworks and to facilitate regional comparison and labour mobility.

Chile (ChileValora, 2024)

Technical support to the institution in strengthening the national system of certification of labour skills, new standards and evaluation procedures, articulation with evaluation centres and social actors.

MAIN ACTIVITIES:

Colombia (SENA, 2024)

Within the framework of the SENA-ILO/Cinterfor Cooperation Agreement, the following activities were designed and implemented:

- ▶ Implementation of new certification strategies (“CampeSENA” and “FullPopular”) for rural and popular sectors.
- ▶ Technical visits to ChileValora (November 10, 2023, and July 23, 2024) to learn about certification models and social dialogue.
- ▶ Videoconference [“Recognition and mobility of qualifications: The cases of Chile and the European Union”](#), with the participation of CEDEFOP and ChileValora. (June 20, 2024)
- ▶ Videoconference [“Experiences of well-being management in participants of two vocational training institutions”](#), with the participation of SENAC of Brazil and SNA Educa of Chile, sharing successful experiences in the implementation of well-being policies aimed at participants in vocational training programs (September 9, 2024).

Processes of recognition of previous learning were developed in strategic sectors, within the framework of the Integral Transformation Project. Articulation with the national system of vocational training and employment.

Panama (INADEH, 2024)

- ▶ [Induction workshop on the evaluation of skills for professional certification with INADEH of Panama](#), aimed at training and accompanying the teams responsible for the evaluation of labour skills, in coordination with the Technical Secretariat of CONACOM (National Skills Commission). Panama May 20-21, 2025.

SUMMARY

As a result of the activities carried out:

- ▶ Institutional capacities were strengthened to promote equitable access to skills development, with emphasis on gender equality, recognition of prior learning, certification of skills and the inclusion of people in vulnerable situations.
- ▶ Regional networks such as “Saber Cuidar” were consolidated and progress was made in cooperation mechanisms for the mutual recognition of labour certifications.
- ▶ Likewise, innovative strategies were promoted to expand access to training in rural territories and popular sectors, contributing to more inclusive training and aligned with the realities of the labour market.





► Result area 5: Quality work-based apprenticeships and training for employability, productivity and sustainability

This result area has been oriented towards the promotion and development of quality work-based learning and training systems, which improve the employability of apprentices, as well as the productivity and sustainability of companies. In this regard, quality learning is understood to increase the market relevance

of skills development programmes and foster sustainable public-private partnerships. To ensure their quality and increase their attractiveness for apprentices and companies, to the extent that they are promoted and regulated through social dialogue and shared responsibility.

MAIN ACTIVITIES:

Dissemination and promotion of Recommendation 208 on quality learning (2024-2025)

The consultation process that led to the adoption of Recommendation 208 on quality learning in 2023 had ILO/Cinterfor in a leading role in coordinating these consultations in the Latin American region, as well as in the discussions held during the 111th International Labour Conference in June of that year.

Continuing with this role, the Centre has dedicated itself during 2023, 2024 and 2025 to the dissemination of this Recommendation and to the promotion of tripartite debate and with the institutions of its network to advance its effective implementation.

MAIN ACTIVITIES:

Latin America and the Caribbean Alliance for Dual Training (2024-2025)

➤ [For further information](#)

The Centre maintains the role of technical secretariat of the Alliance for Dual Training of Latin America and the Caribbean, made up of SENAI and SENAC of Brazil, SENA of Colombia, INA of Costa Rica, Chile Dual Foundation of Chile, Ministry of Education of the Republic of Cuba, Corporación Formandos of Ecuador, INCAF of El Salvador, INTECAP of Guatemala, INFOP of Honduras, CONALEP of Mexico, INATEC of Nicaragua, INADEH and ITSE of Panama, SINAFOCAL of Paraguay, SENATI of Peru, INFOTEP of the Dominican Republic, INEFOP of Uruguay.

The Pro-tempore Presidency of the Alliance has been in the hands of Brazil's SENAC since the beginning of 2025, and since its creation it has had technical support and a leadership role also from the German Federal Institute for Vocational Education and Training (BIBB).

Among the activities developed within the framework of the Alliance are:

- ▶ Face-to-face event of the Alliance in Rio de Janeiro, Brazil, hosted by SENAC (October 22-24, 2025).
- ▶ Videoconference "Purposes of dual training for the productive sector: strategy for the training of qualified labour and the fulfilment of the social role" (September 25, 2025).
- ▶ Videoconference "Curriculum: the reflection of occupations in dual training curricula (Brazilian Classification of Occupations / Qualifications Framework)" (August 21, 2025)
- ▶ Videoconference "[Characteristics of dual training curricular models](#)" (July 24, 2025).
- ▶ Videoconference "[Technology and active methodologies: potentialities and examples of resources used in dual training](#)" (26 June 2025),
- ▶ Videoconference "[The impact of digital transformations on dual training](#)", to share experiences in the use of artificial intelligence in vocational training, with presentations by specialists from Germany and Brazil (3 June 2025).
- ▶ Videoconference "[Portfolio of evidence of the practical experience of the apprentice in the company: the learning folder and other tools](#)" (February 6, 2025).
- ▶ International Conference of the Alliance "[Innovative Perspectives: New Approaches for a Quality Future in Dual Training](#)" together with INFOTEP of the Dominican Republic. 28 representatives of 12 institutions from 10 countries in the region participated. Approaches to strengthen dual training were addressed, based on regional good practices, European experiences and ILO Recommendation 208. Topics covered included curriculum development, SME participation and the role of trainers. An expert group was also set up to collect good practices in the region (Santo Domingo, Dominican Republic, June 26-28, 2024).

Conference "Dual Training and Training Innovation. Myths, realities, opportunities"

Delivered during the 1st Congress on Innovation in Vocational Training: Best Practices in the Region, organized by INADEH of Panama. (January 27-29, 2024)

ILO Training Centre in Turin (2024)

Participation in the Skills Fair on Quality Learning, a hybrid event organized by the Turin Centre (27 and 29 February 2024).

MAIN ACTIVITIES:**Brazil (SENAC, 2024)**

Presentation of ILO Recommendation 208 at a Seminar for SENAC staff in Brazil on quality learning (7 August 2024).

Paraguay (SINAFOCAL, 2024-2025)

Within the framework of technical assistance to Paraguay's SINAFOCAL, activities have been implemented to strengthen the Paraguayan dual training model (MOPADUAL) under the approach of the new ILO Recommendation 208. These include:

- ▶ Preparation and presentation of the report "Current and perspective of dual training in Paraguay. Towards a unified model inspired by ILO Recommendation 208 on quality apprenticeships: Dual Training in Paraguay". (May 8, 2024).
- ▶ "Workshop on dual training" with the participation of the INA of Costa Rica and the INFOTEP of the Dominican Republic (August 21 and 22, 2024).
- ▶ Tripartite workshop with the members of the SINAFOCAL management body on dual training and Recommendation 208 (24 to 27 June 2025)
- ▶ Workshops with the most representative business and trade union organisations on the conceptual framework of quality learning/dual training and Recommendation 208 (24 to 27 June 2025).
- ▶ Information and awareness-raising activities on dual training with companies, with sectoral and territorial disaggregation (24 to 27 June 2025)
- ▶ Proposal for an operational manual and definition of dual training processes in Paraguay prepared, agreed upon and approved by the tripartite body of SINAFOCAL (May to September 2025).
- ▶ National Forum on Dual Training in Paraguay, scheduled for September 2025.
- ▶ Study visit to INFOTEP in the Dominican Republic to learn first-hand about the operation of the Dual Training Program in that country and the role of social dialogue in this institution and in this training modality. Role of the different actors in the system, with emphasis on companies, the training centre, the company monitor/tutor. Scheduled for October 2025.
- ▶ Discussion, preparation and drafting of the first version of the new regulations on dual training in the country, in process (April - December 2025).

MAIN ACTIVITIES:

Panama (INADEH, 2025)

Within the framework of INADEH's Comprehensive Transformation Project, the [Exchange Workshop on Dual Training in Panama: Potentialities, Challenges and the Way Forward](#) was held (May 22 and 23 in Panama City). The workshop offered conceptual and operational tools to strengthen the country's institutional capacities, taking as a reference international standard (Recommendation 208) and regional good practices.

SYNTHESIS

As a result of the activities carried out in this area:

- ▶ Regional efforts were consolidated to strengthen work-based learning and training systems, aligned with ILO Recommendation 208 on quality apprenticeships.
- ▶ Spaces for social dialogue, technical cooperation and capacity building were promoted to improve the employability of people and the productivity of companies.
- ▶ Through the Alliance for Dual Training in Latin America and the Caribbean, exchanges of good practices, methodological tools and innovative curricular models were promoted.
- ▶ Technical assistance was also provided for regulatory and institutional development in countries such as Paraguay and Panama, contributing to greater coordination between the training and productive sectors.



PART

02

Main results in the
Centre's areas of action
and services



► Learning Platform

As part of the strategy to strengthen capacities in the region's vocational training systems, ILO/Cinterfor has developed a virtual training offer, which varies each biennium according to existing demands.

During the reporting period, 11 courses were offered, reaching 1,374 individuals from institutions, agencies and organizations in multiple countries. The strategy combined self-administered, hybrid and synchronous modalities, with content adapted to different institutional realities and levels of progress. The courses addressed priority topics such as methodological supervision, skills profiles, sectoral representation, facilitator training, recognition of previous learning and certification of skills.

In addition, virtual spaces for sustained collaboration were developed, such as the environment of the "Saber Cuidar" network, and large-scale training activities were implemented, such as the training course for citizens with a training vocation within the framework of the SENATIC Project in Colombia, with more than

1,000 participants. This strategy has made it possible to advance in the professionalization of key actors in the vocational training ecosystem, with a focus on inclusion, quality and relevance.



During

the reporting period,

11 courses

were offered, reaching

1,374 individual

from institutions, agencies and organizations in multiple countries.



Virtual Courses and Communities

2024

Training of citizens with a vocation for training together with SENAI of Brazil in support of the SENATIC Project of Colombia

- ▶ September 2 to November 29, 2024
- ▶ 1000 participants: 346 women and 654 men
- ▶ Colombia

Training and Care Network Space – ILO (2022-2025)

41 people from the network of institutions and the ILO are participating. Based on the regional action plan defined together, a virtual space was built that supports the entire process.

Online course on the recognition, validation and accreditation of prior learning

- ▶ July 8 to August 9, 2024
- ▶ 190 participants: 121 women and 69 men
- ▶ 17 institutions in the Cinterfor network
- ▶ 25 countries: 15 in Latin America; 1 from the Caribbean and 9 from the rest of the world

Methodological supervision of vocational training – Hybrid course aimed at SINAFOCAL staff in Paraguay with the aim of strengthening methodological supervision capacities

- ▶ October 7 to November 7, 2024
- ▶ 16 participants: 12 females, 4 males
- ▶ Paraguay

Skills-based profiling based on value chains

Self-administered course within the framework of support for the INADEH Modernization Project.

Its purpose is: to develop the capacity of methodological teams in charge of the subject in their entity to develop profiles by skills that are then validated by the competent authority to become labour skills standards.

Management of sectoral representation instances

Self-administered course within the framework of support for the Modernization Project of INADEH. The purpose is: to develop capacity in methodological teams to shape and guide the operation of spaces aimed at consulting sectoral actors in the process of profiling and building labour competence standards, in order for them to reflect the requirements in terms of performance, skills and knowledge required in the sector.



Virtual Courses and Communities

2025

Methodological supervision of vocational training

– Hybrid course aimed at INADEH staff in Panama, with the aim of strengthening methodological supervision capacities

- ▶ July 29 to October 10, 2015
- ▶ 47 participants: 25 women, 22 men
- ▶ Panama

Tools to strengthen vocational training

– Hybrid course aimed at tripartite actors related to INADEH, Panama (in design)

- ▶ October-November 2025
- ▶ 40 participants
- ▶ Panama

Training of facilitators in vocational training (in design)

Design, mediation and evaluation for the integrated development of competence. Aimed at technical staff, teachers and instructors of vocational training with an interest in strengthening their capacities for design, mediation and evaluation of learning from an integrated work competence approach.

- ▶ August-December 2025
- ▶ 40 participants

Training for evaluators in labour skills certification processes

Self-administered course within the framework of support for the INADEH Modernization Project. (in design)

Training in the development of evaluation instruments

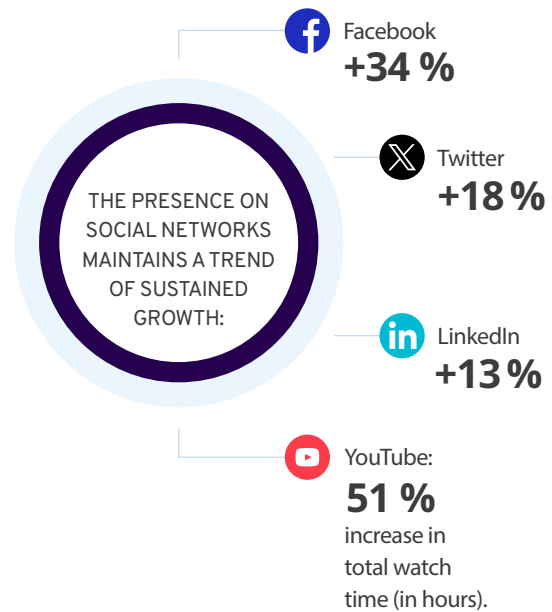
Self-administered course within the framework of support for the INADEH Modernization Project. (in design)



► Web platform and networks

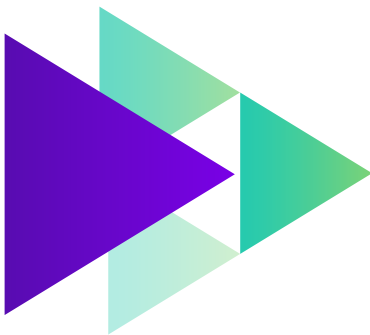
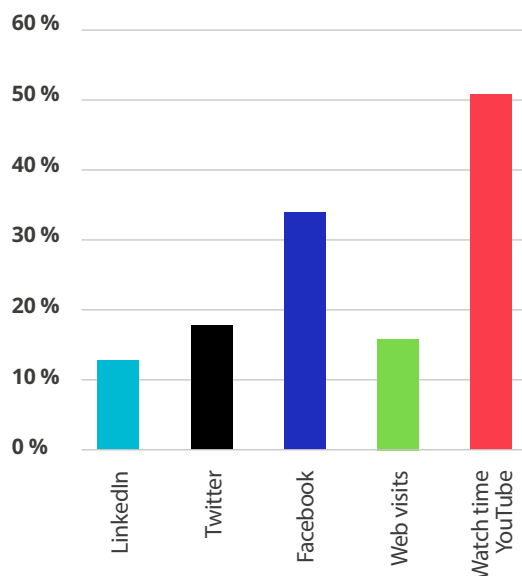
During the period covered by this report, Cinterfor's website shows a projected growth of at least 15% in visits at the end of the biennium, compared to the period 2021–2022.

The **newsletter** has positioned itself as a key channel to keep the regional community informed and connected. It currently reaches more than 12,000 subscribers, which represents an increase of 12% compared to the previous period. This growth reflects the effectiveness of this tool in disseminating up-to-date information on activities, resources, training opportunities and trends in training and skills development. Thanks to its periodicity and the thematic diversity it addresses, the newsletter broadens the scope of the network's initiatives and strengthens the visibility of the experiences of member institutions and countries. It has become a strategic resource for disseminating specialized information and strengthening the articulation between key actors in the labour and training field.



■ Percentage variation between biennia

(Number of followers, visits, and views)



Videoconferences have established themselves as a key ILO/Cinterfor mechanism to expand the dissemination of knowledge, promote technical exchange and strengthen dialogue between vocational training actors in Latin America and the Caribbean as well as other regions of the world.

During the biennium, the videoconference cycle was consolidated as a dynamic and accessible space for the exchange of knowledge and experiences among institutions and specialists in the region. In total, 23 virtual meetings were held that brought together more than 2,350 people from more than 28 countries, considering only

live participation, if we add the subsequent views through Youtube this value triples.

This modality made it possible to address priority issues for training and employment in an agile and open way, such as dual training, emerging technologies, certification of skills, inclusion, well-being at work, qualification frameworks and training and certification for care. It also contributed to democratizing access to specialized content and strengthening the articulation of the network, promoting collaborative work around shared challenges and regional good practices.



Video conference cycles

2025

[Caring for those who care for them: gender, well-being and recognition in care work - 31 July](#)

[Characteristics of the curricular models of dual training - July 24](#)

[Technology and active methodologies: potentialities and examples of resources used in dual training - June 26](#)

[Discover the potential of ESCO - June 19](#)

[The impact of digital transformations on dual training - 3 June](#)

[Train to care, care to transform. June 3](#)

[Qualifying care: towards common standards in a regional key. April 29](#)

[Portfolio of evidence of the trainee's practical experience in the company - February 6](#)

2024

[Institutional digital culture: key to digital transformation – December 10](#)

[Didactic design and practice for the development of transversal skills - 3 December](#)

[Games in Education: Technologies to Teach and Motivate - November 26](#)

[Experiences on quality in E-Learning design - September 12](#)

[Welfare management experiences for participants from two vocational training institutions – September 9](#)

[Recognition and mobility of qualifications. The cases of Chile and the European Union - June 20](#)

[Strengthening and updating curricular in digital skills - May 29](#)

[Promoting entrepreneurship. Two experiences from vocational training - 21 May](#)

[Development, articulation and implementation of National Qualification Frameworks - 8 May](#)

2023

[Facilitating training in the rural sector: the CampeSENA strategy – 9 November](#)

[Developments and implications of Microcertifications in Europe – November 7](#)

[Exchange of experiences and good practices for the provision of occupational guidance service – 31 October](#)

[Digital transition in dual vocational education and training – 19 October](#)

[Certification and migrant population. Experiences of Chile, Dominican Republic and Proyecto Lazos - October 13](#)

[Experiences of using ESCO in companies and the development of occupational profiles – September 29](#)



PART
03

Resources of
the Centre



► Budgetary situation at the end of the 2022-2023 biennium

► BOX 1. Budgetary situation at the end of the 2022-2023 biennium (expressed in US dollars)

	Budgeted 2022-2023	Execution 2022-2023	% Execution
Funds brought forward from the previous financial year	1.581.224	1.549.026	
ILO contribution	2.322.692	2.585.932	111.33 %
Country contributions	500.000	466.157	93.23 %
Host country contribution	100.000	100.000	100.00 %
Other contributions	250.000	719.927	287.97 %
Sale of publications - printing	5.000	0	0.00 %
Other - miscellaneous income	15.000	114.720	764.80 %
TOTAL	3.192.692	3.986.736	
Total funds available	4.773.916	5.535.762	115.96 %
Total expenditure	3.567.600	4.242.046	118.90 %
Funds to be carried forward to the next financial year	1.206.316	1.293.716	

This report presents the financial execution for the 2022-2023 biennium, comparing the income and expenditures realized with the figures foreseen in the approved budget for that period.

During this cycle, total revenues slightly exceeded budget estimates, registering an increase of 2%, as detailed in the attached table. However, it is reiterated — as noted in previous reports — that

collection of voluntary contributions remained below projections. This situation is partly due to the absence of automatic adjustment mechanisms in the contribution system.

In addition, the Headquarters country met all its financial commitments, making the corresponding contributions for the years 2022 and 2023.

► Regular budget execution 2024-2025 - Statement of forecast status

► CUADRO 2. Regular budget execution 2024-2025 - Statement of forecast status to December 31, 2025

	Budgeted 2024-2025	Execution 2024-2025	% Execution
Funds brought forward from the previous financial year	1.252.824	1.293.715	
ILO contribution	2.697.917	2.697.917	100.00 %
Country contributions	500.000	338.941	67.79 %
Host country contribution	100.000	100.000	100.00 %
Other contributions	750.000	1.364.606	181.95 %
Other (Interest, exchange differences)	15.000	86.931	579.54 %
TOTAL	4.062.917	4.588.395	
Total funds available	5.315.741	5.882.110	110.65 %
Total expenditure	4.057.200	4.516.716	111.33 %
Funds to be carried forward to the next financial year	1.258.541	1.365.395	

* Forecast based on May 2025 data

The table presented reflects a good balance between income and expenditure, with a collection of resources equivalent to 110.65% of the total funds available and an execution of expenditure that reached 111.33%.

About voluntary contributions for the biennium 2024-2025, there is a trend of stagnation in the amounts received. As a result, a recovery rate of close to 70% is projected, well below the budgeted target of 100%. Achieving the expected collection target would allow for a significant improvement

in the revenue structure, as detailed in the financial projections.

In addition, it is planned to move towards the formalization of these contributions through the signing of cooperation agreements with each of the contributing institutions. This strategy seeks to institutionalize voluntary contribution commitments, providing them with legal support that strengthens the financial sustainability of the system.

► Mobilization of technical cooperation and extrabudgetary resources

Regular Budget for Technical Cooperation (RBTC) and other ILO items

As every biennium, the Regional Office for the Americas allocates RBTC funds that reinforce the substantive lines of the budget. For this biennium, the sum of US\$ 100,000 was allocated, maintaining the same budget as in the 2022-2023 biennium. These funds are already 100% committed and by the end of the year they will be fully executed.

Because Cinterfor has always had a very good level of execution of funds, the regional office

generally allocated other supplementary items to conduct specific cooperation activities. This biennium, due to budgetary constraints involving the organization, no additional resources have been received in addition to those mentioned above. It is hoped, however, that by the next year these difficulties will have been overcome, and the practice of supplementary items will be resumed.

In addition, the Department of Development Cooperation (PARDEV), approved RBTC resources for South-South and Triangular Cooperation (SSTC) activities for USD 150,000, for the execution of the project "Strengthening South-South and Triangular Cooperation for the Development of Skills and Lifelong Learning in the care economy".

Resource mobilization through Technical Cooperation Projects (XBTC)

As a result of the progress made in the consolidation of the Training and Certification Network for care (supported by the aforementioned project and previously -2023- with another from the same source), the Spanish Development Cooperation (AECID) expressed its interest in supporting the strengthening of the network and the deepening of cooperation. There is already a pre-agreement between ILO/Cinterfor, ECLAC and AECID to finalize a cooperation project in support of the development of a regional qualifications framework for care in 2025. The estimated budget for this new project will amount to USD 400,000 (US dollars), with an execution period of 24 months.

Mobilization of technical cooperation resources for other items

The Governing Body, at its 306th session in November 2009 (GB.306 PFA-5-2 par.13), referred to the possibility of ILO/Cinterfor to receive extrabudgetary resources for short-term technical assistance activities, financed by the stakeholders themselves.

These resources make it possible to meet the growing demands for assistance from countries in the region, to foster South-South cooperation among the member institutions of the Network, and to work together with other ILO offices in coordinated activities.

Among the requests for assistance mentioned, ILO/Cinterfor received resources for cooperation activities from the Development Bank of Latin America – CAF, to support, jointly with ECLAC,

a project to identify and close gaps under productive development policies in the region; and the United Nations Development Program in Chile, to advance in a study of Sectoral Settlements for the Division of Higher Level Technical and Professional Education of the Ministry of Education of that country.

Along the same lines, the Centre responded to demands for activities to strengthen TVET institution members of the network and made cooperation agreements with budgets assigned with INFOP of Honduras, SENA of Colombia, FUNDAE-SEPE of Spain and SINAFOCAL, of Paraguay.

Since 2023, ILO/Cinterfor has been supporting the development of activities and products of the quality and relevance subcomponent of the training offer within the framework of the academic component of the Comprehensive Transformation Project of INADEH in Panama, executed by the ILO Office for Central America. During this biennium, the activities continued to be supported through the strengthening of institutional capacities, the skills of its personnel and social dialogue for the modernization of vocational training in Panama.

We have also supported the design and implementation of a skills-based training package for the SENATIC Project, implemented by the ILO Office for Andean Countries.

In the ILO Programme and Budget approved for the Centre at the beginning of the 2024-2025 biennium, as can be seen in the table above, it was estimated that income from this item would be US\$ 750,000.

By the end of this period, not only will we have reached the planned goal, but it will be exceeded by approximately 82%, obtaining a result of total income from other contributions estimating a total of US\$ 1,364,606.



PART

04

ILO/Cinterfor's Work
Plan for the Biennium
2026-2027



► Introduction

1. In the current context of **profound changes** in the world of work, vocational training is reaffirming its role as a strategic pillar in promoting inclusive, productive and sustainable development in Latin America and the Caribbean, where persistent structural challenges limit access to decent work and deepen social inequalities.
2. According to the ILO's Labour Outlook 2024 report³, **informal employment** affects 47.6% of workers in the region, depriving almost half of the workforce of access to social security and decent working conditions.
3. **Youth unemployment** remains a critical challenge. In 2024, the unemployment rate among young people aged 15 to 24 reached 13.8%, almost triple that of adults. In addition, nearly 60% of young workers are employed informally, limiting their access to quality jobs and opportunities for professional development.⁴
4. **Gender gaps** persist: the female labour participation rate remained at 52.1%, significantly lower than that of men (74.3%). Women earn on average 20% less than men and are overrepresented in sectors with low wages and high informality⁵.
5. **Low productivity** continues to hinder sustainable regional development. According to the OECD, in 2023 average labour productivity in Latin America and the Caribbean was only 33% of the OECD average, a decline from 40% in 1990. This stagnation is attributed to low productive efficiency and high labour informality.⁶
6. In the face of these interconnected challenges, **vocational training** emerges as a **strategic tool**: strengthening technical, digital and managerial skills to facilitate the transition to formal employment; offering relevant training pathways that expand employment opportunities, particularly for young people; contributing to narrowing gender gaps in participation and economic empowerment through a gender-responsive approach; and boosting productivity, innovation and sectoral competitiveness through continuous training.

3 ILO. [Labour Outlook](#) 2024 for Latin America and the Caribbean. Geneva: ILO, 2025.

4 ILO (2025).

5 World Economic Forum. [Global Gender Gap Report 2023](#).

6 OECD et al. (2024), [Latin American Economic Outlook 2024: Financing Sustainable Development](#), OECD Publishing, Paris.

7. At the same time, technological, environmental and demographic **transitions** are profoundly reshaping the labour market. Digitalization and automation are generating growing demand for digital and socio-emotional skills; however, many workers lack access to adequate training, widening existing gaps. According to the World Economic Forum's Future of Jobs 2025 report, 84% of regional employers plan to improve the skills of their workforce to meet the demand for digital and technological talent.⁷
8. The **environmental transition** is generating job opportunities in green sectors such as renewable energy and sustainable construction. However, many of these jobs offer precarious conditions (35% informality) and require specific skills that are not widely available. Climate change could destroy 2.5 million regional jobs by 2030, particularly affecting informal workers.⁸
9. The **demographic transition** poses additional challenges. The regional urban working population is estimated at 274 million people in 2024 and is projected to reach 337 million by 2050. This growth, together with the ageing population, requires labour and training policies that address the needs of a diverse and evolving working population, considering that women maintain a participation rate of 53.9% compared to 78% for men⁹. At the same time, the persistence and increase in migratory flows between countries, as well as population movements between territories within countries, call for responses in terms of training and skills recognition as an integral part of migration management policies.
10. In this scenario, it is imperative to **strengthen vocational training systems** to make them more agile, relevant, inclusive and resilient, capable of anticipating and responding effectively to changing skills demands. This includes promoting technical and vocational education, skills certification, developing national care systems that facilitate women's access to the labour market, and implementing policies that effectively integrate young people into formal employment.
11. Cinterfor's work programme for 2026-2027 is aligned with the ILO Strategy on Skills and Lifelong Learning 2022-2030¹⁰, in which it actively participated. This strategy, adopted in November 2022 to give effect to the conclusions on skills and lifelong learning of the 109th International Labour Conference (2021), provides a reference framework that adds value to the ILO's work in terms of visibility, legitimacy and the development of a long-term approach beyond biennial programmes.
12. In line with this strategy, Cinterfor aims to create impact in six areas: developing inclusive, resilient and sustainable economies and societies; promoting a just transition towards environmentally sustainable, digitally enabled economies; improving access to full, productive and freely chosen employment; enhancing resilience, employability and adaptability for all; increasing business productivity and facilitating transitions from the informal to the formal economy; and advancing an inclusive, gender-responsive approach.
13. To contribute effectively to these outcomes, Cinterfor's action focuses on strengthening key processes in the public policy cycle that underpin skills development and lifelong learning systems.

7 Global Economic Forum (2025), [Future of Jobs Report](#).

8 IDB Working Paper No. IDB-WP-01310. "How much will it cost to achieve climate change goals in Latin America and the Caribbean?" February 2022.

9 <https://repositorio.cepal.org/server/api/core/bitstreams/2eb4c9c7-9ae0-4741-a269-2e2352f916c4/content>

10 <https://www.ilo.org/publications/ilo-strategy-skills-and-lifelong-learning-2030>

14. The Biennial Work Plan is structured around **five strategic pillars** that comprehensively address these processes: (a) governance and social dialogue in vocational training, fundamental to legitimate and sustainable policies that are aligned with the needs of decent work; (b) identifying and anticipating skills demands, critical for aligning training provision with labour market needs and individual aspirations; (c) qualifications frameworks and skills certification, supporting the recognition of formal, non-formal and informal learning; (d) training provision and teaching-learning methodologies that are adaptable, pedagogically innovative and leverage digital technologies; and (e) monitoring, evaluation and innovation in vocational training policies, essential to building efficient, transparent and people-centred systems.
15. This approach draws on ILO international policy frameworks, particularly Recommendation 195 on human resources development, which emphasises lifelong learning as a right and shared responsibility, and Recommendation 208 on quality apprenticeships, which underscores the importance of well-structured work-based learning programmes with active social partner involvement. Both instruments recognise vocational training as a public good and a key tool for advancing decent work.
16. The plan also responds to the ILO Centenary Declaration for the Future of Work (2019), which calls for investment in human capabilities as the centrepiece of a people-centred agenda. Social dialogue and tripartism, founding principles of the ILO, play an essential role in the governance of vocational training systems, strengthening the legitimacy and effectiveness of policies and ensuring training responses aligned with changes in the world of work.
17. Implementation is based on an essential principle of Cinterfor's mandate: horizontal technical cooperation. The network it coordinates, made up of regional vocational training institutions, is a privileged space for exchange, mutual learning and collective knowledge building that strengthens institutional capacities, promotes innovation in public policies and advances towards greater regional integration.
18. This two-year plan guides Cinterfor's work and expresses a shared commitment to strengthening vocational training systems as a tool for decent work, capacity building, social inclusion and social justice in Latin America and the Caribbean.



► Work Plan for the Biennium 2026-2027

The indicative activities for each of the strategic pillars of the work plan for 2026 and 2027 are detailed below.





PILLAR 1

Governance and Social Dialogue in Vocational Training

1.1

Capacity building for effective tripartite participation

Objective

Enhance the qualified participation of tripartite actors in social dialogue spaces and technical and vocational education and training (TVET) governance bodies.

Indicative activities

- ▶ Design and implementation of capacity-building programmes for government, employer, and worker representatives.
- ▶ Development of methodological guidelines for participation in sectoral councils and commissions.
- ▶ Regional training workshops on effective social dialogue in TVET.

Objective

Consolidate tripartite governance mechanisms in TVET at the national, sectoral, and territorial levels.

Indicative activities

- ▶ Mapping of governance spaces and identification of opportunities for strengthening.
- ▶ Technical assistance for the creation or strengthening of national or sectoral TVET councils.
- ▶ Development of guidelines for regulatory and operational governance frameworks.
- ▶ Support for institutionalizing social dialogue in TVET.

1.2

Support for the designing and strengthening of governance structures

1.3

Production and dissemination of applied knowledge

Objective

Generate evidence and tools to inform decision-making on TVET governance and policies.

Indicative activities

- ▶ Systematic updating of experiences and good practices in social dialogue at various levels.
- ▶ Mapping and analysis of tools and good practices in the use of Artificial Intelligence (AI) in TVET.
- ▶ Cost-benefit studies of investment in TVET.
- ▶ Design of an assessment model for the development of TVET systems as a monitoring tool.

Objective

Disseminate and facilitate the adoption of ILO standards on skills and lifelong learning.

Indicative activities

- ▶ Development of outreach and advocacy materials tailored to national and sectoral contexts.
- ▶ Organization of seminars on regulatory instruments and their application in TVET policies.
- ▶ Support for national processes of regulatory and public policy adaptation.

1.4

Promotion of international regulatory frameworks and standards

Objective

Raise the profile of TVET on political, economic, and social agendas through a tripartite approach.

Indicative activities

- ▶ Participatory formulation of a regional advocacy plan with tripartite actors.
- ▶ Implementation of a regional communication campaign, with national adaptation.
- ▶ Integration of key messages in forums, events and regional dialogue platforms.

1.5

Strategic positioning of TVET



PILLAR 2

Identifying and Anticipating Skills Demands

2.1

Institutional strengthening for strategic information

Objective

Support the design and strengthening of national and sectoral systems for monitoring employment and skills.

Indicative activities

- ▶ Technical assistance and cooperation opportunities for creating or consolidating employment and skills observatories with a tripartite approach.
- ▶ Development of governance protocols and mechanisms for coordinating information systems with TVET institutions.
- ▶ Support for the integration of intersectional approaches (gender, youth, territory) into observatories.

Objective

Improve the capacity of key actors to identify gaps and anticipate skills demands in strategic sectors.

Indicative activities

- ▶ Design and delivery of training programmes in sectoral analysis and forward-looking methodologies.
- ▶ Training on trends analysis linked to environmental, technological and demographic transitions.
- ▶ Cross-cutting inclusion of a gender perspective in all processes for identifying and prospecting training demands.

2.2

Capacity building in sectoral analysis and anticipation methodologies

2.3

Systematization and use of applied knowledge

Objective

Consolidate technical evidence to support training policies based on current and future skills demands.

Indicative activities

- ▶ Collection, analysis and systematization of studies identifying gaps and demands by country or sector.
- ▶ Production of thematic reports on key sectors or emerging skills.
- ▶ Preparation of regional comparative reports with policy recommendations.

Objective

Develop and maintain practical tools for national and sectoral actors.

Indicative activities

- ▶ Development, improvement and systematization of a toolkit on skills identification and anticipation.
- ▶ Validate tools with end users (vocational training institutions, sectoral councils, observatories).
- ▶ Digital dissemination and training in the use of these tools.

Objective

Foster exchange and collaboration between countries and stakeholders to strengthen collective capacities.

Indicative activities

- ▶ Promotion of regional collaborative initiatives linked to productive transitions.
- ▶ Design and implementation of a community of practice on identifying and anticipating skills.
- ▶ Development and execution of a work plan for the community, including virtual meetings, thematic groups and collaborative production.

2.4

Development of anticipation tools

2.5

Promotion of regional collaboration and peer learning



PILLAR 3

Qualifications Frameworks and Skills Certification

3.1

Strengthening technical capacities in standardization, qualifications and certification

Objective

Develop the technical and institutional capacities needed to design and operate qualifications frameworks and skills certification systems.

Indicative activities

- ▶ Training and support for technical teams in standardization and skills certification.
- ▶ Organization of regional and national workshops on good practices and international standards.
- ▶ Promotion of a lifelong learning approach to skills certification.

Objective

Support the design, implementation and improvement of NQFs with a sectoral and territorial coordination approach.

Indicative activities

- ▶ Technical support for countries designing or updating their NQFs.
- ▶ Methodological support in defining levels, descriptors and links with TVET systems.
- ▶ Promotion of integrative approaches including formal education, continuing training, recognition of prior learning (RPL) and certification by experience.

3.2

Development of National Qualifications Frameworks (NQFs)

Objective

Offer methodological tools to guide countries in the technical and political development of their frameworks.

Indicative activities

- ▶ Updating and validation of a methodological guide for the design and implementation of NQFs.
- ▶ Creation of a regional study and discussion group for the exchange of lessons learned.
- ▶ Systematization of successful framework development processes and their practical application.

3.3

Methodologies and guidelines for qualifications frameworks

3.4

Development of sector-based occupational standards

Objective

Strengthen the technical basis for qualification, certification and curriculum design processes.

Indicative activities

- ▶ Technical assistance to TVET institutions and productive sectors in the development or revision of occupational standards.
- ▶ Participatory processes to ensure the technical validity and social recognition of standards.
- ▶ Promotion of alignment between competency standards, occupational profiles and international benchmarks.

Objective

Provide up-to-date diagnoses to guide the development and coordination of qualification systems.

Indicative activities

- ▶ Studies on availability and coverage of occupational profiles, standards and certification processes at the sectoral and national levels.
- ▶ Identification of gaps and opportunities to strengthen qualification and certification systems.
- ▶ Analysis of links between certification systems, TVET and employment systems.

Objective

Advance the development of agreements to facilitating mutual recognition of skills and certifications in the region.

Indicative activities

- ▶ Facilitation of tripartite processes to develop regional skills recognition mechanisms.
- ▶ Promotion of bilateral or multilateral agreements for skilled labour mobility.
- ▶ Identification of common criteria for the mutual recognition of skills certifications.

3.5

Analysis of frameworks, standards and certification systems

3.6

Regional mechanisms for recognition and mobility



PILLAR 4 Training Provision and Teaching and Learning Methods

4.1

Strengthening quality, inclusive and relevant learning

Objective

Support the development and implementation of high-quality learning programmes that are sector-relevant and involve public-private partnerships.

Indicative activities

- ▶ Technical assistance to TVET institutions in the design, implementation and evaluation of learning programmes.
- ▶ Support for tripartite processes to review and reform regulatory frameworks on learning, with a focus on quality and equity.
- ▶ Technical secretariat of the Alliance for Dual Training in Latin America and the Caribbean: facilitation of horizontal cooperation and regional coordination.
- ▶ Development of studies on good practices and innovative models of quality apprenticeship in the region.

Objective

Promote innovative teaching and learning approaches that respond to the challenges of productive and technological transformation.

Indicative activities

- ▶ Identification, systematization and dissemination of innovative pedagogical practices in TVET, including project-based learning, simulation and active methodologies.
- ▶ Capacity building in educational innovation for managers, technicians and trainers.
- ▶ Publication of a methodological guide on project-based training.
- ▶ Development of a collaborative platform to share pedagogical resources and promote the development of transversal skills.
- ▶ Creation of learning communities among institutional teams to promote innovation in training processes.

Objective

Support the development of flexible and up-to-date training programmes linked to strategic sectors and production transitions.

Indicative activities

- ▶ Dissemination and application of methodologies for the design of occupational profiles based on value chains and productive ecosystems.
- ▶ Technical assistance in curriculum design methodologies focused on skills and learning outcomes.
- ▶ Integration of a gender and sustainability approach in curriculum redesign.

4.2

Pedagogical and methodological innovation

4.3

Design of training programmes based on productive needs

4.4

Development of teaching skills for digital transformation

Objective

Strengthen teams of trainers with key digital and pedagogical skills for hybrid and digital contexts.

Indicative activities

- ▶ Design and distribute a training package in digital skills for teaching, and training staff, adapted by level and profile.
- ▶ Implement blended learning itineraries (self-learning, tutoring and practical training).
- ▶ Monitor and evaluate the impact of training processes on improving teaching performance.

Objective

Strengthen the pedagogical and technical skills of trainers in the TVET system.

Indicative activities

- ▶ Mapping and systematization of structured training opportunities for trainers in initial and continuing TVET.
- ▶ Technical support to develop reference frameworks for trainer profiles, quality standards and certification.
- ▶ Promotion of the exchange of experiences and good practices between training centres and countries.

Objective

Promote mechanisms that recognize learning acquired outside the formal system, promoting inclusion and labour mobility.

Indicative activities

- ▶ Technical assistance to countries and social actors for the design and implementation of RPL systems.
- ▶ Systematization of RPL experiences and models in Latin America and the Caribbean.
- ▶ Development of guidelines for their integration into vocational training and employment policies.

4.5

Professionalization and continuous training of trainers

4.6

Recognition of Prior Learning (RPL)



PILLAR 5

Monitoring, Evaluation and Innovation in TVET policies

5.1

Strengthening information and management systems in vocational training institutions

Objective

Support the development of institutional capacities to manage, systematize and use strategic information on TVET.

Indicative activities

- ▶ Technical assistance to TVET institutions in designing or strengthening management and results information systems.
- ▶ Development of guidelines and minimum standards for comprehensive TVET information systems.
- ▶ Support for the integration of dimensions such as equity, efficiency, relevance and employability into monitoring systems.

Objective

Foster the systematic use of data for the planning, monitoring and continuous improvement of TVET policies and programmes.

Indicative activities

- ▶ Awareness-raising and training campaigns on the importance of data for institutional improvement.
- ▶ Development of practical tools for reading, analysing and using data in TVET institutions.
- ▶ Design of key indicators for results-based management in vocational training.

5.2

Promotion of a data culture and evidence-based decision-making

Objective

Promote the exchange of experiences, knowledge and tools between those responsible for TVET and employment policies and programmes.

Indicative activities

- ▶ Design and implementation of a collaborative work plan for the regional community of practice, including a plan for technical visits for the development of shared products and solutions
- ▶ Organization of virtual and face-to-face meetings, and development of shared products (guides, case studies, recommendations).
- ▶ Documentation and systematization of successful monitoring and evaluation experiences.

5.3

Community of practice for the exchange of experiences, knowledge and tools

5.4

Innovation in TVET system
evaluation tools

Objective

Develop instruments to assess the development and performance of TVET systems across the region.

Indicative activities

- ▶ Design and validation of a development assessment model for TVET systems as a tool for self-evaluation and improvement.
- ▶ Collection of comparable data on key components such as assessors, students, graduates, institutional structure, among others.
- ▶ Development of a regional database on TVET systems characteristics, linked to the regional information system.

5.5

Regional TVET information
and monitoring system

Objective

Strengthen the regional TVET observatory in terms of data consolidation, analysis and strategic knowledge for the region.

Indicative activities

- ▶ Conceptual and technical design of the regional information system (observatory), with tripartite participation.
- ▶ Integration of national data, studies and experiences into an interoperable regional platform.
- ▶ Generation of periodic thematic reports on trends, advances and challenges in vocational training in LAC.

Objective

To promote the strategic use of technologies, especially Artificial Intelligence (IA), in TVET monitoring and management systems.

Indicative activities

- ▶ Mapping and analysis of tools and good practices in the use of IA applied to TVET.
- ▶ Dissemination of use cases and guidelines for the ethical, transparent and effective adoption of IA in TVET institutions.
- ▶ Development of technical products that integrate IA for predictive analysis or improved monitoring.

Objective

Deepen horizontal technical cooperation through collaborative innovation schemes, co-financing and resource mobilization.

Indicative activities

- ▶ Undertake a consultative and participatory process with Cinterfor network members and tripartite constituents, to co-design the Innovation Forum -, defining its mission, objectives, membership criteria, governance framework and operating principles.
- ▶ Design the Forum's financial mechanism, including voluntary contributions from member institutions and mobilization of external resources (international cooperation, private sector, etc.). This includes establishing eligibility criteria and fund allocation criteria for collaborative initiatives.
- ▶ Organize the Forum's launch event, including the call for a first pilot initiative on collaborative innovation.

5.6

Application of emerging technologies
to improve vocational training policies

5.7

Promotion of collaborative innovation in networks

► List of abbreviations and acronyms

BTVI	Bahamas Technical and Vocational Institute, Bahamas
BVTB	Barbados Vocational Training Board
CANTA	Caribbean Association of National Training Agencies
CEDEFOP	European Centre for the Development of Vocational Training
CETP/UTU	Vocational Technical Education Board – Uruguay's Polytechnic Schools
ChileValora	Commission of the National Skills Certification System, Chile
CINTERFOR	Inter-American Centre for Knowledge Development in Vocational Training, ILO
CONALEP	National Technical Vocational Education School, Mexico
CONOCER	National Council for the Standardization and Certification of Labour Competencies, Mexico
CPS	Centro Paula Souza, Brazil
DGCFT	General Office of Training for Work Centres, Mexico
DINAE	National Employment Bureau of the Ministry of Labour and Social Security, Uruguay
ETF	European Training Foundation
EU	European Union
FATERYH	Argentine Federation of Rental Tenancy Building and Property Workers
FAUTAPO	Fautapo Foundation – Education for Development
FUNDAE	Tripartite Foundation for on-the-job Training, Spain.
HEART Trust/NTA	Heart Trust/National Training Agency, Jamaica
IEFP	Instituto do Emprego e Formação Profissional, Cabo Verde
IEFP	Instituto do Emprego e Formação Profissional, Portugal
ILC	International Labour Conference
ILO	International Labour Office
INA	National Training Institute, Costa Rica
INADEH	National Vocational Training Institute for Human Development, Panama
INATEC	National Technological Institute, Nicaragua
INEFOP	National Institute for Employment and Vocational Training, Uruguay

INET	National Institute for Technological Education, Argentina
INFOCAL	INFOCAL Foundation, Bolivia
INFOP	National Institute of Vocational Training, Honduras
INFOTEP	National Institute of Technical Vocational Training, Dominican Republic
INFP	Institut National de Formation Professionnelle, Haiti
INCAF	Salvadorian Vocational Training Institute, El Salvador
INTECAP	Technical Institute for Training and Productivity, Guatemala
INTERFASES	Interfases Capacitación, Chile
MTEySS	Ministry of Labour, Employment and Social Security, Argentina
MTPE	Ministry of Labour and Employment Promotion, Peru
MTPS	Ministry of Labour and Social Prevision, Chile
MTSS	Ministry of Labour and Social Security, Cuba
MTSS	Ministry of Labour and Social Security, Uruguay
NQF	National Qualifications Framework
NTA	National Training Agency, Trinidad and Tobago
PARTNERSHIPS-SSTC	Partnerships and Field Support Department
REDIFP	Network of Vocational Training Institutes in Central America, Panama and the Dominican Republic
SEBRAE	Serviço Brasileiro de Apoio às Micro e Pequenas Empresas, Brazil
SECAP	Ecuadorian Occupational Training Service, Ecuador
SENA	National Learning Service, Colombia
SENAC	National Commercial Learning Service, Brazil
SENAI	National Industrial Learning Service, Brazil
SENAR	Serviço Nacional de Aprendizagem Rural, Brazil
SENATI	National Service of Skills Development in Industrial Labour, Peru
SENCE	National Training and Employment Service, Chile
SENCICO	National Standardization, Training and Research Service for the Construction Sector, Peru

SEST/SENAT	Social Transportation Service/National Transportation Training Service, Brazil
SETEC	Vocational and Technological Education Secretariat, Ecuador
SINAFOCAL	National System for Vocational Education and Training, Paraguay
SKILLS	Skills and Employability Branch Service, ILO
SNA EDUCA	Educational Corporation of the National Society of Agriculture
SNPP	National Service of Vocational Promotion, Paraguay
SPPE	Public Policies of Employment Secretariat Ministry of Labour, Brazil
SPTS	Secretariat of Labor and Social Welfare, Mexico
TVET Council	Technical and Vocational Education and Training Council, Barbados
TVET Guyana	Council for Technical and Vocational Education and Training, Guyana
UOCRA Foundation	Foundation for the Education of Construction Workers, Argentina
UOMRA	Metalworkers' Union of the Argentine Republic
UPACP	National Union of Domestic Employees, Argentina
UTEC	Technological University of Uruguay
UTHGRA	Workers' Union of the Tourism, Hotel and Gastronomy Sector of the Republic Argentina

► Annex 1

Events, seminars and workshops – face-to-face or virtual – organized and/or convened by ILO/Cinterfor

2023		
Name	Date	Remarks
Certification and migrant population. Experiences of Chile, Dominican Republic and Lazos.	October 13	Within the framework of the Agreement between Cinterfor and SENA (Colombia), this virtual event was organized where ChileValora, INFOTEP and the Lazos Project presented their progress in the care of migrants.
Digital transition in dual vocational education and training.	October 19	This videoconference aimed to reflect on new programs, profiles, competencies, didactic challenges of new technologies in different sectors, and the role of teachers and instructors in companies and educational centres. Experiences from Brazil, Mexico and Germany were presented.
Exchange of experiences and good practices for the provision of the occupational guidance service.	October 31	Videoconference framed in the Agreement with the SENA of Colombia, with the aim of transferring knowledge in occupational classification, data analytics and occupational guidance methods. Two experiences of the Public Employment Service (SEPE) of Spain were analysed.
Developments and implications of Microcertifications in Europe.	November 7	In this videoconference, a CEDEFOP expert shared the latest news on microcertifications in Europe. MCs are credentials that validate specific skills and knowledge obtained through short courses and have gained great popularity in the region.
Facilitating training in the rural sector: the CampeSENA strategy.	November 9	Within the framework of the Agreement between Cinterfor and SENA, this virtual event was organized where SENA shared its experience in the strategy of inclusion and access to institutional services for rural populations, specifically the "CampeSENA" Program.

Ibero-American Tripartite Meeting on Vocational Training and Social Dialogue.	Lima, November 14-16	In collaboration with the State Foundation for Employment Training (FUNDAE) of Spain, this workshop was part of a two-year process aimed at becoming a forum in which representatives of workers' and employers' organizations, and government representatives from Latin American, Caribbean and Spanish countries, were able to build agreements on how to strengthen the quality and relevance of employment policies and programmes. vocational training, through social dialogue and tripartism.
Taller Herramientas para la transformación digital en la educación y la formación profesional.	Montevideo, 15 al 17 de noviembre	<p>Juntamente con la Universidad Tecnológica del Uruguay (UTEC) se llevó a cabo un taller técnico para abordar las oportunidades y desafíos que la transformación digital presenta al ámbito educativo y de la formación profesional.</p> <p>El evento, que contó con la participaron de representantes de 11 instituciones dedicadas a la investigación, formación profesional y educación de la región y de España, se centró en el intercambio de experiencias y herramientas que los sistemas de formación y educativos están poniendo en juego para aprovechar las oportunidades y abordar los desafíos que producto de la transición digital global.</p>
Sub-regional workshop Technical and Vocational Education and Training (TVET): A Pillar for Economic and Social Change in the Caribbean	Kingston, November 22-24	ILO/Cinterfor and the HEART NSTA Trust of Jamaica worked together to design and implement this workshop, which aimed to orient the Caribbean towards resilience and sustainability through skills development by 2030.
Anticipation of demand and definition of green job profiles. Results in the Green Hydrogen sector.	Montevideo, November 28 and 29	<p>With the technical assistance of SENAI and the support of the ILO's Department of Multilateral Partnerships and Development Cooperation, the event was attended by representatives of the Ministry of Labor, ChileValora, and SENCE of Chile, SENA of Colombia (virtually), INA of Costa Rica, INFOTEP of the Dominican Republic, and the Ministry of Labor/DINAE. INEFOP and the Ministry of Industry, Energy and Mining of Uruguay.</p> <p>During the technical meeting, the results of the prospective studies developed during the process initiated in 2022 were presented, as well as the progress that has been generated in the region on the subject.</p>

2024		
Name	Date	Remarks
Alliance for Dual Training in Latin America and the Caribbean. First meeting of the Council 2024.	February 20	<p>The meeting was held virtually, and during it the work agenda for the year was discussed, focusing on strategic areas such as curriculum development adapted to the demands of the labour market, the training of trainers and tutors, and quality assurance in dual training; crucial issues to effectively respond to the needs of industry 4.0 and employability challenges in the region.</p> <p>Finally, it was announced that the Dominican Republic's INFOTEP would assume the pro tempore presidency of the alliance by 2024.</p>
Workshops of the Sectoral Councils of Competencies – INADEH.	Panama, March 20 and 21	Within the framework of INADEH's Comprehensive Transformation project, these meetings were held, whose main objective was to accompany the institution in the definition of the key profiles most in demand in each sector and to reflect on the role of CSCs in the process of standardization of skills, in addition to the development of their work plans.
Meeting of the ILO/Cinterfor Network.	April 3	A virtual meeting of the ILO/Cinterfor network of member institutions was held with the aim of a presentation by the ILO Regional Director for Latin America and the Caribbean, and the Director of ILO/Cinterfor, Elena Montobbio. The meeting highlighted the role of IFPs in responding to the region's many challenges.
CSC Workshops. INADEH Comprehensive Transformation Project.	April 10 and 11	As a follow-up to the process initiated in March, virtual work sessions were held to advance in the identification of the elements for the definition of the Labor Competency Standards (NCL), associated with the prioritized profiles.
Anticipating Demand for Green Jobs: Labor Skills at the Productive Development Centre for Just Transition.	Santiago de Chile, April 24 and 25	The event was organized by ChileValora and had the technical support of Cinterfor in the moderation of a panel on vocational training promoting a just transition.

Ibero-American Tripartite Social Dialogue Process on Vocational Training 2024.	April 29	<p>This first virtual meeting gave continuity to the discussions initiated in Lima (November 2023), with the central objective of developing a roadmap and a work plan for the year 2024, based on the main conclusions reached during the last meeting.</p> <p>During the session, the creation of a technical-political document was proposed to function as a reference framework for vocational training policies and programs in the region.</p>
Presentation of the report "Current and Perspective of Dual Training in Paraguay".	Asunción, May 8	The presentation, by an ILO/Cinterfor specialist, took place during a seminar organized by the Ministry of Labour, Employment and Social Security of Paraguay and addressed the challenges and opportunities of the dual training system, inspired by ILO Recommendation 208 on quality apprenticeships.
Development, articulation and implementation of National Qualification Frameworks.	May 8	Within the framework of the SENA 2024 agreement, this virtual event brought together expert personnel, government representatives, educators and key actors of the vocational training community in the region, with the purpose of exchanging on the status, progress and challenges of national qualifications frameworks in the region. It was developed through the presentation of 4 implementation experiences: Chile, Costa Rica, Colombia and Panama.
Promoting entrepreneurship. Two experiences from professional training.	May 21	<p>This virtual event, organized within the framework of the SENA 2024 agreement, focused on the presentation of two experiences of entrepreneurship support programs: the "Entrepreneurial Engine" program of INEFOP, Uruguay, and SENA's initiatives to promote entrepreneurship in Colombia.</p> <p>It was attended by more than 200 people from the vocational training and certification institutions of the Cinterfor network, as well as other entities interested in initiatives to support entrepreneurship.</p>
Project Design and Evaluation Workshop, with emphasis on vocational training projects.	Tegucigalpa, May 20-23	The workshop was held within the framework of the cooperation agreement between ILO/Cinterfor and INFOP and was aimed at the technical staff of the institution, providing essential tools and knowledge for the improvement in the management of vocational training projects.

Strengthening and updating curricula in digital skills: a collaborative approach to vocational training in Latin America-	May 29	<p>In coordination with the SENATIC Colombia Program, this videoconference was aimed at bringing together opinion leaders, educators, and specialists in vocational training to discuss effective and collaborative strategies in the integration of digital competencies in curricula.</p> <p>The event, which was attended by more than 800 people, highlighted the role of these skills in improving employability, promoting social justice, and ensuring that all sectors, including the most vulnerable, can benefit from technological advances.</p>
Workshops to update the labour competence model and the profiling methodology based on the value chain.	Tegucigalpa, June 4-11	The workshops were part of the technical assistance to the INFOP, for personnel of the curricular design, certification and technical teacher training units aimed at the methodological update by labour competencies for the preparation of manuals and didactic guides.
Workshops to update the curriculum design methodology and the methodology for the evaluation and certification of competencies.	Tegucigalpa, June 18-25	
Recognition and mobility of qualifications. The cases of Chile and the European Union	June 20	Within the framework of the SENA Agreement, Cinterfor organized a videoconference focused on the recognition of certificates and credentials, with the participation of international experts in technical education and professional training from ChileValora and CEDEFOP.
International Conference of the Alliance for Dual Training of Latin America and the Caribbean. Innovative Perspectives: New Approaches to a Quality Future in Dual Training.	Santo Domingo, June 26-28	Organized by INFOTEP, with the support of the German Federal Institute for Vocational Training – BIBB and Cinterfor, it was attended by more than 28 representatives of 12 institutions linked to vocational training from Latin American and Caribbean countries. During the meeting, conferences and panels were held that addressed various topics related to dual training, curriculum development for dual training and new forms of teaching-learning for teachers.
Technical Visit of the SENA Labor Skills Certification Team to ChileValora.	Santiago de Chile, July 23 to 26	This visit, coordinated by Cinterfor within the framework of the cooperation agreement with SENA, aimed to learn in depth and exchange about the mechanisms for evaluation and certification of socio-emotional and transversal competencies developed by ChileValora, as well as to share practices, experiences and learning for future institutional cooperation actions.

Technical visit of a team of coordinators from SENA's Promotion and Corporate Relations area to the National Industrial Learning Service – SENAI.	Brasilia and São Paulo, July 29 to August 1	During this visit to different SENAI centres, which was accompanied by Cinterfor, within the framework of the agreement with SENA, meetings were held in order to learn about and share methodologies and practices to strengthen international cooperation and the institutional capacities of both organizations.
Training workshops on the use of the Methodological Guides for Virtual, Hybrid and Distance Training and for the Design and Development of Digital Educational Resources.	Tegucigalpa, July 29 to August 5	The workshops were part of the technical assistance to the INFOP, with the aim of updating the knowledge of technical specialists in methodologies for Training in hybrid mode, in order to develop capacities for the design of programs.
International Summit: The Evaluation and Certification of Labor Competencies Transcends Borders in Latin America and the Caribbean.	Barranquilla, August 13 to 15	<p>Led by SENA, with the support of Cinterfor and the Lazos Project, representatives of 13 vocational training institutions in the region met to learn, analyse and exchange experiences and innovations in the evaluation and certification of labour competencies (ECCL) and recognition of prior learning (RAP) that are carried out in each of their countries.</p> <p>Representatives of SENAR of Brazil, INFOCAL of Bolivia, ChileValora, Ministry of Labor and SENA of Colombia, INA of Costa Rica, INCAF of El Salvador, SECAP of Ecuador, INTECAP of Guatemala, INADEH of Panama, SINAFOCAL of Paraguay, SENATI of Peru and INFOTEP of the Dominican Republic participated in the event.</p>
Technical visit to the National Rural Learning Service - SENAR	Brasilia, August 27-30	A team from the Management Group for Productivity and Competitiveness of the Directorate of the National System of Training for Work SENA, accompanied by Cinterfor, made a technical visit that consisted of learning about the educational actions for rural training carried out by SENAR, and its contribution to the Brazilian rural population. During the visit, experiences were exchanged on the main programs developed by the institution in rural education, entrepreneurship, decent work and digital inclusion.
Experiences on quality in E-Learning design.	September 12	Within the framework of the coordinated actions together with the SENATIC Program of Colombia, this videoconference was developed with the participation of technical specialists from SENAI and SENAC of Brazil. These institutions of the Cinterfor network, leaders in technical and vocational training, presented their models of educational development.

Experiences of well-being management in participants from two vocational training institutions.	September 9	Within the framework of the SENA 2024 agreement, a virtual event was held to present two successful experiences in the implementation of welfare policies for participants in vocational training programs. These initiatives aim to strengthen socio-emotional skills and reduce dropout in educational programs.
Programme to strengthen the capacities of methodological supervision of the National System of Labour Education and Training (SINAFOCAL).	Asunción, October - November	<p>A technical assistance process was launched in September 2024, arising from a request from SINAFOCAL to integrate a pedagogical and methodological dimension into its monitoring system, with a view to strengthening the quality of competency-based vocational training.</p> <p>This initiative consisted of the implementation of a hybrid program aimed at 16 participants. The training program was developed in the months of October and November, combining face-to-face workshops with virtual activities through the ILO/Cinterfor learning platform, thus allowing comprehensive, flexible training aligned with international standards.</p>
Transforming the training of the future: Workshops on transversal competences.	Cartagena, October 7 to 12	As part of the activities of the SENA 2024 Agreement, two workshops were held, aimed at a group of trainers of instructors, focused on the strengthening of transversal competencies, with the central purpose of introducing strategies that allow the effective integration of the different dimensions of the competencies: knowledge, skills and attitudes.
First International Meeting of the Peasant and Popular Economy: new perspectives and collaborations for the future.	Cali, October 8 and 9	The event, organized by SENA, had the collaboration of ILO/Cinterfor, which coordinated the presence of representatives of 'Peru Avanza Rural' and 'Panama Agroindustria Competitiva' who presented their economic strategies, which have become examples for the 'Full Popular' strategy that SENA launched in 2023 in Colombia.
Promoting the mutual recognition of the certification of labour skills for migrants in Latin America and the Caribbean.	Lima, October 29 to 31	The event, co-organized by the ILO Regional Office and Cinterfor, provided an opportunity for representatives of governments and organizations of the employer and worker sector from countries in the region to exchange good practices and experiences, and to promote inclusive labour skills certification processes adapted to the needs of migrants and the labour market.

Training Workshop for SENA Union Leaders.	Bogota, October 29 to 31	Organized by SENA, with technical support from ILO/Cinterfor, this workshop, which continues the joint efforts initiated in 2023, aimed to train union leaders on the importance of social dialogue in the field of vocational training in Latin America and the Caribbean. Topics such as the levels of social dialogue, the role of trade unions in training policies and their impact on social integration and equity were addressed. Key aspects of current training, such as certification of skills and lifelong learning, were also discussed.
II Technical Meeting: Training and Certification for the Care Economy in Latin America and the Caribbean.	Santiago de Chile, November 5 to 7	Co-organized with the Ministry of Labor and Social Welfare of Chile, SENCE and ChileValora, the meeting marked an important milestone in the process coordinated by ILO/Cinterfor together with 18 competency-based training and certification institutions from 14 countries in the region.
Workshop on innovative strategies for the development of transversal competences.	Guatemala, November 11-15	The workshop was developed by Cinterfor to provide technical assistance to INTECAP in strengthening the transversal competencies of a group of trainers, focused on promoting the comprehensive development of competencies through participatory and reflective strategies in the classroom.
Ibero-American Tripartite Meeting on Vocational Training and Social Dialogue.	Montevideo, November 12 to 14	Organized by ILO/Cinterfor with the support of FUNDAE of Spain, the meeting brought together representatives of the government, worker and employer sectors from Latin America, the Caribbean and Spain, consolidating itself as a platform to exchange ideas and build consensus on how to strengthen vocational training policies and programs in the region. This meeting marked a milestone in the Ibero-American social dialogue process initiated in 2023, which combines virtual and face-to-face activities and seeks to move towards the institutionalization of tripartite dialogue and the development of a technical-political document to guide these initiatives.
Technical visit of SENA instructors to the National Commercial Learning Services – SENAC.	Natal and Recife, November 18 to 22	Within the framework of the SENA Agreement, the visit was focused on issues of digital economy, Industry 4.0 and virtual learning environments. This exchange aimed to explore the technological and educational innovations implemented by SENAC, thus strengthening international cooperation in vocational training.

Games in education: technologies to teach and motivate.	November 26	<p>This virtual session was organized within the framework of the course “Training by digital competences and skills for trainers in the digital transition”, developed on the ILO/Cinterfor learning platform, within the framework of the SENATIC Project.</p> <p>At this event, SENAI Brazil shared its experiences in creating processes for the design, development, offering, quality assurance and impact of vocational training through digital media.</p>
Didactic design and practice for the development of transversal competences.	December 3	<p>Within the framework of the coordinated actions together with the SENATIC Program of Colombia, a videoconference was developed to explore the importance of transversal competencies in the current and future work environment, and the need to address them in a comprehensive way.</p>
Institutional digital culture: key to digital transformation.	December 10	<p>In this virtual event, the key dimensions were addressed so that organizations can accompany this change, through the experiences of SENAI, UTEC and TKNKA.</p>

2025

Workshop to present the results of the Population Study of the National Qualifications Framework of Chile.	Santiago de Chile, March 27	<p>Within the framework of the project Strengthening the quality of education in the Chilean Education System (UNDP), an agreement was signed with Cinterfor, with the aim of generating a standardized methodology for the development of sectoral settlements in order to standardize products among various executors, allowing public policy to be guided, the results of this work being presented in a final workshop.</p>
Sessions of the Sectoral Skills Councils – CSC.	Panama, April 1 and 2	<p>These conferences, developed with the technical support of ILO/Cinterfor, are part of the process of standardization of labour competencies led by INADEH, with the purpose of establishing a national catalogue of occupational profiles and labour competency standards aligned with international standards.</p> <p>INADEH continues its institutional strengthening process, which began in 2023, to develop training standards that promote employability, productivity, and inclusion in key sectors for the country’s economic and social development.</p>

First 2025 Meeting of the Council of the Alliance for Dual Training of Latin America and the Caribbean.	April 8	Held virtually and promoted by the technical secretariat in charge of ILO/Cinterfor, the transfer of the pro tempore presidency of INFOTEP of the Dominican Republic to SENAC of Brazil was formalized, marking a new cycle for this regional network that strengthens dual training as a key strategy to improve youth employability and productivity in the region.
Qualifying care: towards common standards in a regional key.	April 29	The launch event of the webinar cycle "Professionalizing care, transforming the region" was held, promoted by ILO/Cinterfor and the Regional Network for Training and Certification in Care. This initiative is part of the project Strengthening South-South and Triangular Cooperation for Skills Development and Lifelong Learning in the Care Economy, with support from the ILO's Emerging Partnerships Unit in Geneva.
Induction workshop on evaluation of competencies for professional certification.	Panama, May 20 and 21	Within the framework of strengthening professional certification processes in Panama, a technical workshop was held aimed at training and accompanying the teams responsible for the evaluation of labour competencies, in coordination with INADEH and the Technical Secretariat of the National Commission on Labor Competencies (CONACOM).
Planning Workshop of the Network of Vocational Training Institutes (REDIFP).	Panama, May 22 and 23	With the participation of representatives of vocational training institutions from Costa Rica, Guatemala, Honduras, Panama and the Dominican Republic, this workshop was held with the aim of establishing a shared strategic agenda for the period 2025-2027.
Exchange workshop on dual training in Panama: potentialities, challenges and the way forward.	Panama, May 22 and 23	The activity responded to a request from INADEH focused on strengthening dual training in Panama and is part of the country's commitments to consolidate Law 4 of 1997, which regulates this educational modality. During the conference, the importance of disseminating and applying this regulation among all actors in the vocational education and training system was highlighted, with a view to strengthening the link between classroom learning and the world of work.

National Workshop Closing Gaps, Building Futures: Human Talent for Productive Development in Latin America and the Caribbean. Evaluation of the Most Productive Brazil Program.	São Paulo, May 26	This activity is part of an alliance between CAF (Development Bank of Latin America and the Caribbean), ECLAC and ILO/Cinterfor, through the execution of a regional project of experiences to identify and close skills gaps in the framework of productive development policies in the region. For this workshop, SENAI had the support and participation.
National workshop for the presentation and discussion of the results of the study on the identification and closing of human talent gaps in the framework of the productive transformation of the medical instruments sector.	Santo Domingo, 30 de mayo	This activity was organized with the support of INFOTEP and is part of an alliance between CAF (Development Bank of Latin America and the Caribbean), ECLAC and ILO/Cinterfor, through the execution of a regional project of experiences to identify and close skills gaps, within the framework of productive development policies in the region.
First technical meeting of the Tripartite Group Promoting the Regional Mechanism for the Mutual Recognition of Certification of Labor Competencies.	Lima, May 27 and 28	At the meeting, which was attended by representatives of vocational training institutions, employers' and workers' organizations, together with the IDB and the Andean Community, with technical support from the ILO, it was agreed to create the Regional Mechanism for the Mutual Recognition of Certification of Labour Skills. To this end, a charter was prepared and approved by consensus that defines its organizational structure, and key activities were identified for its implementation.
Train to care, care to transform.	June 3	In the second session of the webinar cycle "Professionalizing care, transforming the region", representatives from ChileValora (Chile), SENAC (Brazil) and SENA (Colombia) shared experiences, challenges and lessons learned about pedagogical strategies, competency assessment, hybrid training modalities and the growing role of digital tools.
The impact of digital transformations on dual training.	June 3	Within the framework of the Alliance for Dual Training, this virtual seminar was held that brought together more than 200 participants from all over the region and promoted the debate on artificial intelligence and professional education in Latin America and the Caribbean.

Fundae presented an innovative tool to facilitate the use of ESCO.	June 19	In a new virtual session organized by Cinterfor, the State Foundation for Employment Training presented a digital tool designed to make the use of ESCO, the European Classification of Skills, Qualifications and Occupations, more accessible.
Technology and active methodologies: potentialities and examples of resources used in dual training.	June 26	Within the framework of the videoconference cycle promoted by the Alliance for Dual Training, a new virtual meeting was held focused on the role of active technologies and methodologies in dual training.
National workshop for the presentation and discussion of the results of the study on the identification and closing of human talent gaps in the framework of the productive transformation of the Green Hydrogen sector	Santiago de Chile, July 3	This activity is part of an alliance between CAF (Development Bank of Latin America and the Caribbean), ECLAC and ILO/Cinterfor, through the execution of a regional project of experiences to identify and close skills gaps in the framework of productive development policies in the region. This workshop was supported by the ILO Office in Santiago.
National Workshop for the Presentation and Discussion of the Results of the Study on the Identification and Closing of Human Talent Gaps in the Framework of the Productive Transformation of the Logistics Sector.	Bogotá, July 17	This activity, framed in the alliance between CAF, ECLAC and ILO/Cinterfor, through the execution of the regional project of experiences of identification and closing of skills gaps, had the support and participation of SENA.
Dual training curricula: innovation, relevance and connection with the world of work.	July 24	With more than 300 participants from all over the region, the third videoconference organized by the Alliance for Dual Training was held, which addressed the characteristics of the dual training curricular models, with presentations from Mexico, Peru and Germany.

► Annex 2

Events, seminars and workshops, organized by other entities, which were supported in person or virtually by ILO/Cinterfor

2024		
Name	Date	Remarks
Future Chile 2024 Congress.	Santiago de Chile, January 15 to 10	Organized by the Senate of Chile -through the Challenges of the Future Commission- and the Encuentros del Futuro Foundation (FEF), a specialist from the Centre was invited to give a talk on: Creative adaptation: professional training in the digital age.
First Congress on Innovation in Vocational and Technical Training: Best Practices in the Region.	Panama, January 23-25	Organized by INADEH, among the central themes was dual training, inviting a specialist from the centre to speak on this topic. His lecture was called: Dual Training and Training Innovation. Myths, realities, opportunities.
Knowledge fair on quality learning.	Turin, February 27-29	Organized by ITC-Turin, a specialist from the centre participated as a moderator in a panel on good practices in learning in the region.
International Forum on A.I. in Professional Education.	São Paulo, March 26	Organized by SENAI, Centro Paula Souza and SENAC, a specialist from the centre was invited to give a presentation on the subject.
CAF-ECLAC Conference: The Challenge of Scaling Up and Improving Productive Development Policies in Latin America and the Caribbean.	Santiago de Chile, April 9	The CAF-ECLAC annual conference was attended by the director and a Cinterfor specialist. The director also moderated a session on closing human talent gaps for productive development.

Global Skills Forum.	Geneva, April 22-24	The director of Cinterfor participates in this forum, organized by the ILO in collaboration with the European Commission.
International Seminar Building Bridges to Employment from Vocational Training and Entrepreneurship.	Tegucigalpa, June 12-14	Invited by the OEI and AECID, a specialist from the centre participates as an exhibitor.
Business Forum on Productivity, Growth and Productive Development in Latin America and High-Level Regional Dialogue: A New Vision of Productive Development Policies for Latin America and the Role of the Private Sector	Santiago de Chile, June 27 and 28	This event, organized by the IOE, ECLAC and the ILO Bureau for Activities with Employers (ACT/EMP), featured the participation of the director of Cinterfor as a panelist in session 3: Private sector participation in productive development policies related to closing human talent gaps
Ibero-American Congress of Production and Knowledge Economy 2024	Buenos Aires, July 2 and 3	Organized by the OEI, through its Ibero-American Institute for Education and Productivity, a specialist from the centre is invited as a speaker in the Panel: Training for Work: Competencies and Skills in a World in Transition.
Dual TVET Week in Costa Rica	San José, October 13 to 19	The event was organized by the INA, inviting a specialist from the Centre to participate in different spaces, including the National Dual Forum, visits to training centres and giving a talk on recommendation 208.
Seminar-Workshop on New Jobs and Emerging Technologies.	San Jose, October 22-24	This activity, organized by the INA, was attended by ILO/Cinterfor, which gave a keynote lecture and a specialized workshop by its specialist in digitalization and vocational training. Likewise, Cinterfor was in charge of the process of systematizing the main contributions generated during the working days, as a result of which a document was presented that compiles learnings, reflections and proposals arising from the seminar.

2025		
Name	Date	Remarks
Launch of the Regional Agenda of the International Year of Cooperatives 2025. Meeting of the NETWORK of Institutes for Cooperative Promotion, Supervision, Development, Regulation and Financing.	Punta del Este, February 19 to 21	The event was organized by the Regional Committee of the Allied Parties for AIC2025 and INACOOOP of Uruguay. It was attended by organizations belonging to the NETWORK of Institutes for Cooperative Promotion, Supervision, Development, Regulation and Financing, as well as different agencies of the UN system and governments in the region.
Congress on Vocational Technical Education and Training 2025, entitled "TVET: At another level".	San José, 19 y 20 de mayo	The INA invited Cinterfor to participate in the event at the forum on "How to strengthen TVET in Costa Rica? Challenges and opportunities for action".
Contributions to the resilient, inclusive and sustainable development of the automotive industry in Argentina.	Buenos Aires, June 26	The activity, framed in the closing of the project "More and better jobs for young women and men through resilient, inclusive and sustainable supply chains in the Argentine automotive industry" of the ILO Office in Argentina, was attended by two officials from the centre.
Technical workshop to promote a strategy for the recognition of the work skills of people in a situation of mobility in Central America, the Dominican Republic and Mexico.	Santo Domingo, August 13 and 14	Organized by the ILO Office for Central America and INFOTEP. Cinterfor accompanies and participates in the discussions.



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