

► Main outcomes of the 47th Technical Committee Meeting





Reunión de la
Comisión Técnica
OIT/CINTERFOR
Chile - 2025

Formación para el futuro del trabajo con enfoque social

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► Introduction

This report presents the systematization of the activities carried out at the **47th Technical Committee Meeting of ILO/Cinterfor**, held in Santiago, Chile, from 27 to 29 August 2025, convened under the slogan **“Training for the future of work with social dialogue”**.

The Technical Committee Meeting (TCM) is the most significant meeting point in the field of vocational training for Latin America, the Caribbean, Spain, Portugal and Cape Verde. Conceived since the creation of the Inter-American Centre for the Development of Knowledge in Vocational Training (Cinterfor) in 1963, it is held biannually.

It is made up of the highest representation of the institutions responsible for training governments, employers’ organizations, workers’ organizations and national institutions specializing in training and development of human resources, members of ILO/Cinterfor.

This edition of the TCM was carried out with the technical and financial support of the host entities: **Ministry of Labour and Social Security of Chile, together with its associated services: the National Training and Employment Service (SENCE) and the National System of Labour Competence Certification Commission (ChileValora)**.

The meeting was attended by more than 200 participants from 50 institutions and 25 countries, from Latin America, the Caribbean and Spain. In addition, various spaces of the program were broadcast globally through the [ILO Live platform](#).

On 26 August, prior to the 47th TCM, the ILO/Cinterfor Programme and Budget Committee met. This body, composed of representatives of member institutions of the Centre’s network from the different subregions, representatives of employers’ and workers’ organizations, and the ILO, analysed and made recommendations to the Directorate’s report, consisting of the management report 2024-2025 and the proposed work plan for 2026-2027, the conclusions of which were presented to the plenary of the 47th TCM (see annex 1).

Wednesday

August 27, 2025

► Opening ceremony

(Wednesday 27 August, 08.30 am)

The opening ceremony was attended by Giorgio Boccardo, Minister of Labour and Social Welfare of Chile; Ana Virginia Moreira, ILO Regional Director for Latin America and the Caribbean; Juan Mailhos, of the National Chamber of Commerce and Services of Uruguay, representing the employer group; Natacha Sierralta Inostroza, of the Central Unitaria de Trabajadoras y Trabajadores de Chile, representing the workers' group; and Elena Montobbio, director of ILO/Cinterfor.

In her opening remarks, **Elena Montobbio** stressed that the agenda of the event was the result of a consulted, coordinated and consensual process, with a strong orientation towards the future. He stressed that the objective is to reach deeper commitments so that vocational training and the

certification of skills are consolidated as factors of urgent change.

Ana Virginia Moreira, contextualized the debates to be addressed in a framework of accelerated technological, environmental and demographic transformations. He pointed to the gap in the region, where less than 25% of adults have access to continuing education, compared to 50% in OECD countries. He called for strengthening multilateralism, stating that it is "more necessary than ever to face challenges that know no borders." He stressed that vocational training must be "an engine that drives the development of stronger and more sustainable value chains". He affirmed that, together with the certification of competencies, it constitutes a route of opportunity and justice for people, communities and workers in the region.



Juan Mailhos, Representative of the Employer Group, emphasized that social dialogue is essential to require democratic systems to be effective, and expressed concern about the situation in some countries in the region. He pointed to high informality (over 47%) as a key challenge and stated that vocational training is a crucial tool for the transition to formality. Finally, he advocated aligning training with development policies to ensure the sustainability of companies, especially micro-enterprises and SMEs.

Natacha Sierralta Inostroza, Representative of the Workers' Group, positioned vocational training as "a human right and a Labour right", not a simple adjustment to market demands. He claimed the need to strengthen tripartism and union participation, incorporating training in collective bargaining. Along with a call to prioritize access for vulnerable groups such as women,

young people and migrants, he raised the need to have a regional mechanism for certification and recognition of Labour skills.

Giorgio Boccardo, Chile's Minister of Labour and Social Welfare, said that work should not simply be a productive appendage, but must be at the centre, because it is what articulates and unites our societies. He argued that training and certification are not ends in themselves, but tools to ensure that productive transitions are fair and that no one is left behind. He emphasized that "the role we are going to play here in this conference has to do with how we finally prepare institutions for a much more changing world, of a much more accelerated change and where what is finally at stake is not transitions, but whether those transitions are going to be just."

► **Vocational training and skills certification are today essential resources for anticipating and managing changes in the world of work, enabling labour mobility, quality jobs and just transitions."**

► **Ana Virginia Moreira**, ILO Regional Director for Latin America and the Caribbean.



► ILO/Cinterfor Network Strategy

(Wednesday 27 August, 09.30 a.m.)

This space, dedicated to the consideration of programmatic and administrative aspects, began with the installation of the authorities of the 47th TCM, based on what was resolved the day before at the meeting of the Program and Budget Committee.

In this sense, **Pablo Chacón**, Undersecretary of Labour of Chile; **Juan Mailhos as Employer Vice-President**; and **Natacha Sierralta Inostroza as worker vice-president**.

The **President of the 47th TCM** expressed Chile's honour to receive the chairmanship of this Meeting of the ILO/Cinterfor and stressed the importance of international cooperation to build more inclusive, productive and fair labour markets. He noted that productive transformation requires a vocational training system that is agile, inclusive and capable of anticipating the skills of the future and stressed that mutual learning and collective action are essential. Finally, he highlighted the value of the 47th TCM as a space to strengthen South-South cooperation, generate concrete commitments and project a shared agenda that, in the future, can be translated into transformative projects for people, companies and communities.

Then **Elena Montobbio**, presented the [Management Report 2024-2025 and the proposed ILO/Cinterfor Work Plan 2026-2027](#), highlighting the progress made in a complex regional context, marked by the economic slowdown, the persistence of informality, gender gaps and generational inequalities, as well as the challenges arising from technological, environmental and demographic transformations for vocational training systems and the certification of skills. He underlined the role of social dialogue as a pivot to strengthen the governance and legitimacy of vocational training policies.

He highlighted as the main achievements of the period the consolidation of collaborative networks in strategic issues such as training and certification for care, digital transformation

and quality learning. He also highlighted the active participation of tripartite constituents: governments, employers and workers, as key to the relevance and sustainability of interventions. He mentioned, among other results, the Ibero-American Tripartite Declaration on Vocational Training, sectoral studies on skills needs in green areas, tourism, logistics and agrobusiness, and the promotion of the Pedagogical Innovation Network.

He also reported that ILO/Cinterfor has strengthened its means of action and sustained balanced financial management, with a budget execution of more than 110% and a significant increase in extrabudgetary income from technical assistance. He also highlighted the mobilization of new cooperation resources, including agreements with ECLAC and AECID for regional initiatives in the field of care. Finally, he underlined the work of promoting the guidelines of ILO Recommendation 208 on quality apprenticeships and the role of ILO/Cinterfor as technical secretariat of the Alliance for Dual Training in Latin America and the Caribbean, reaffirming the institution's commitment to strengthening more inclusive training systems. agile and resilient in the face of the challenges of the future of work.

In the second part of his presentation, he presented the ILO/Cinterfor work plan for the 2026-2027 biennium, which continues the progress made and deepens the commitment to more agile, relevant, inclusive and resilient vocational training systems. She explained that the plan is aligned with the ILO Strategy on Skills and Lifelong Learning 2022-2030, aimed at promoting more inclusive economies and societies, facilitating just transitions, increasing employability and productivity, and supporting the transition from informality to formality with a gender approach.

The plan is structured around five strategic pillars that cover the entire cycle of skills development policies: 1) governance and social dialogue; 2) identification and anticipation of competence

demands; 3) qualifications and certification frameworks; 4) training offer and pedagogical innovation; and 5) monitoring, evaluation and innovation in vocational training policies.

Finally, he stressed that this approach is inspired by the ILO's international normative frameworks, such as Recommendations 195 and 208 and the Centenary Declaration on the Future of Work, and that its implementation will be based on horizontal technical cooperation, taking advantage of the ILO/Cinterfor network of vocational training institutions as a privileged space for the exchange and collective construction of knowledge.

The president of the meeting, **Pablo Chacón**, gave way to **Fernando Casanova**, national officer of the Centre's Programming Unit, who presented the

reading of the report of the Program and Budget Committee, as a result of its session the previous day (August 26). The contents of this report are included in Annex 1 to this document.

The spokespersons of the employer group and the workers' group were then given the floor to present the conclusions of their sectoral meetings, which also took place on 26 August.

The report of the employer group was presented by Guido Ricci, of the CACIF of Guatemala, and its content is included in annex 2 of this document.

The report of the working group was presented by Tyronne Esna, of the CTRN of Costa Rica, and its content is included in annex 3 of this document.



▀▀ Vocational training and skills certification are factors of urgent and accelerated change; we cannot leave here the same as we arrived.”

► **Elena Montobbio**, ILO/Cinterfor Director



► Other Perspectives Panel I: “Facing transitions: Fundamental Principles for Lifelong Learning”

(Wednesday, August 27, 11 a.m.)

This panel was moderated by **Romanina Morales Baltra**, national director of SENCE.

It was made up of Carmen Pagés, professor and researcher at the Open University of Catalonia (UOC), where she directs the Foresight and Labour Analysis Unit, developing studies and tools to connect education with the labour market. She is a specialist in the impact of technology on employment, is the author of eight books and has a PhD in Economics from Boston University.

Mario Eckardt, director of the Fit for Jobs Project - Training for the Labour Market (Factsheet) at GIZ Kosovo, also participated. With a solid international career, he has led training initiatives at the Peruvian-German Chamber of Commerce, advised the government of Ecuador on educational reforms and collaborated with GIZ in Mongolia and China on technical-vocational training projects. Mario is a business psychologist with a specialization in industrial and organizational psychology.

Carmen Pagés focused her presentation on the concept of relevance, understood as the ability of a training system to identify and anticipate the needs of companies and people in a systematic and sustained way.

According to Pagés, this challenge has intensified due to rapid technological, ecological and demographic transformations. To address this, he presented the development at his university of a methodology for analysing data extracted from millions of online job offers, which allows a detailed and up-to-date x-ray of the labour market to be obtained, identifying the most in-demand skills, both technical and transversal.

He stated that this system offers processed and accessible information directly to teachers and program directors, who can adjust the training offer based on evidence, with a relatively low cost and as a powerful tool to align training with economic reality.

For his part, **Mario Eckardt**, focused his analysis on the role of the private sector in ensuring employability through continuous learning, especially in the context of the transition to a green economy.

He raised as a problem how to promote a culture of lifelong learning within companies. The key concept he developed was the need for a learning mindset at all levels of an organization, emphasizing the importance of knowledge about the green transition.

He proposed the implementation of learning paths, structural changes that guide the continuous training of workers throughout their professional career, allowing processes of updating and reconversion (*upskilling* and *reskilling*). He pointed out that learning is present in formal, non-formal and informal companies, and that the latter should not be left aside.

Finally, he stressed that, for this to work, the participation of the private sector is essential not

only in the execution, but also in the design of the curricula, their financing and certification, in a cycle of collaboration with the government and training centres.

Both interventions agreed that relevance and a culture of continuous learning are pillars for the adaptation of training systems to the transitions underway.

The moderator, Romanina Morales Baltra, raised crucial questions about the practical implementation of these approaches. Among them, how to translate the information generated by data systems into responsible training actions and how to encourage the participation of workers and unions in the definition of training plans.

He also recalled the idea that education has no expiration date and that collaboration, innovation and a shared vision are indispensable to “democratize education” and ensure that all people can learn, grow and adapt throughout life.

▀▀ **Job training systems are a powerful tool for tackling inequalities, provided they are able to anticipate and respond to the changing needs of the labour market.”**

▀ **Carmen Pagés**, Lecturer, Universitat Oberta de Catalunya (UOC), Spain



▀ Tripartite Panel

(Wednesday, August 27, 12:30 p.m.)

This panel was moderated by **Ana Virginia Moreira** Gomes and integrated by Ximena Rivillo, executive director of ChileValora, as government representative; Yinette Chandeck, of the National Council of Private Enterprise (CONEP) of Panama as employer representative; and by Gustavo Gándara, of the General Confederation of Labour (CGT) of Argentina as a workers' representative.

Ximena Rivillo stated that the current transitions (technological, ecological, demographic) have a structural and not a cyclical nature, which makes lifelong learning an urgent and necessary response.

In this context, he pointed out that the main problem for governments is the challenge of updating the skills of the workforce to avoid negative effects on growth, equity and social peace.

He highlighted the concept of governance based on tripartite social dialogue, which he considers essential to give stability and validation to public policies. He emphasized that States must assume

a proactive and not a reactive role, articulating policies for the promotion of production, employment and training to guarantee relevance.

He considered it key to develop qualification frameworks, certification systems and job prospecting mechanisms that respond quickly to market demands.

For her part, **Yinette Chandeck** identified as a central problem the disconnect between the educational offer and the real needs of the private sector, stating that people often graduate “for a world that no longer exists”. He pointed out that this, added to obsolete Labour legislation, aggravates the high informality in the region.

In response, he proposed strengthening constant consultation and synergy between companies and training centres. He exemplified this practice with the experience of CONEP, which established strategic alliances between technical institutes and large companies to meet specific demands, achieving a high level of formal Labour insertion.

A key concept of his speech was that, since the private sector is the main generator of employment, there must be a “common thread” that allows it to directly communicate what Labour it needs, thus closing the gap of informality and unemployment.

From the perspective of the workers’ group, **Gustavo Gándara** placed the discussion in a context of crisis of democratic institutions and a serious social crisis, with 50% of the economically active population of the region outside the system, without access to basic rights.

The problem, according to Gándara, is that the institutional response has consisted of a series of targeted programs that “serve minorities,” rather than a systemic response to a majoritarian and structural problem.

He identified a “triple gap” that affects this population (qualified, educational and technological), for which he proposed a comprehensive and holistic approach, where people can solve all these shortcomings in the “same space-time”, instead of participating in fragmented programs.

Its fundamental concept was the need to build, through an alliance between production and

Labour, a model of the country that first asks “with whom” the investments will be made, in order to integrate that half of the population that is currently excluded.

The three interventions agreed that social dialogue and the articulation between public and productive policies are indispensable conditions to face the current transitions.

Moreira Gomes, at the end of the presentations, highlighted the need for policies aligned with current transitions, capable of responding to the challenges of work and society. He stressed the urgency of confronting informality and the exclusion it generates, of having updated regulatory systems and of guaranteeing rights. Finally, he reaffirmed that full and institutionalized social dialogue is key to building more democratic, just and peaceful societies.

Overall, the interventions of the Tripartite Panel highlighted the urgency of articulating public, business and trade union policies around vocational training as an instrument to reduce informality and promote just transitions. Social dialogue was reaffirmed as the most effective way to achieve sustainable consensus in the face of structural changes in the world of work.

Continuous and lifelong learning emerges as a necessary and urgent response to the structural changes we are experiencing. The updating of skills and competencies is not only an educational policy: it is a responsibility of the State to guarantee equity, social integration and social peace.”

► **Ximena Rivillo**, executive director of ChileValora.

► Discussion Panel I: “Innovation in Training to Face Transitions”

(Wednesday, 27 August, 2.30 pm)

This space was moderated by **Rodrigo Filgueira**, ILO/Cinterfor specialist, and included the participation of Rafael Santos Badía, director general of INFOTEP of the Dominican Republic; Carlos Hernández, Development Manager, of SENATI of Peru; Alessandra Días da Cruz, Technical Advisor for Professional Education of SENAC in Brazil; and Romanina Morales Baltra, national director of SENCE of Chile.

The central issue addressed referred to how the technological, environmental and demographic transitions generate challenges for vocational training, by requiring the updating of educational programs with digital and sustainable skills, as well as inclusive and flexible strategies in the face of demographic and Labour changes.

In this framework, the exchange made it possible to analyse innovations in teaching methodologies, use of digital tools and artificial intelligence, and experiences in the incorporation of sustainable approaches. In addition, the importance of adapting programs to the demands of a dynamic Labour market was highlighted, promoting lifelong learning and cooperation between institutions, the productive sector and governments to ensure inclusive and future-relevant training.

Rafael Santos Badía pointed out that the pandemic and the fourth industrial revolution make innovation an obligation. In this sense, he explained that INFOTEP created an innovation directorate to address it as a horizontal process in management, separating it from the mere adoption of technology.

He also mentioned that innovation is a permanent learning process and INFOTEP is already implementing micro-credentials and micro-certifications and bilateral agreements with Caribbean countries, seeking to expand them to Chile and Peru.

Carlos Hernández stressed that the main challenge is to value the innovation that already occurs on a daily basis in workshops, where teachers and students create practical solutions that are often not recognized. He mentioned the SENATI INNOVA strategy, as a model to value teaching and student innovation that could be replicated in other institutions to encourage applied creativity and the link with companies.

He concluded that cooperation is a “win-win negotiation” and that tasks and lessons are always learned from these meetings, such as its current negotiation to adapt SENAI’s model of innovation institutes to the Peruvian reality.

Alessandra Días da Cruz explained that at SENAC, innovation is a strategic response to the dynamism of the world of work, incorporating it as a pillar in its mission and its planning to deliver value to society and the productive sector.



He presented the mapping of teaching practices, a national award that identifies, compiles in an e-book and disseminates the best initiatives of its professors, evaluating them for their impact and their ability to be replicated in the diverse realities of Brazil. He underlined the strengthening of teachers as an area of cooperation of the Cinterfor network.

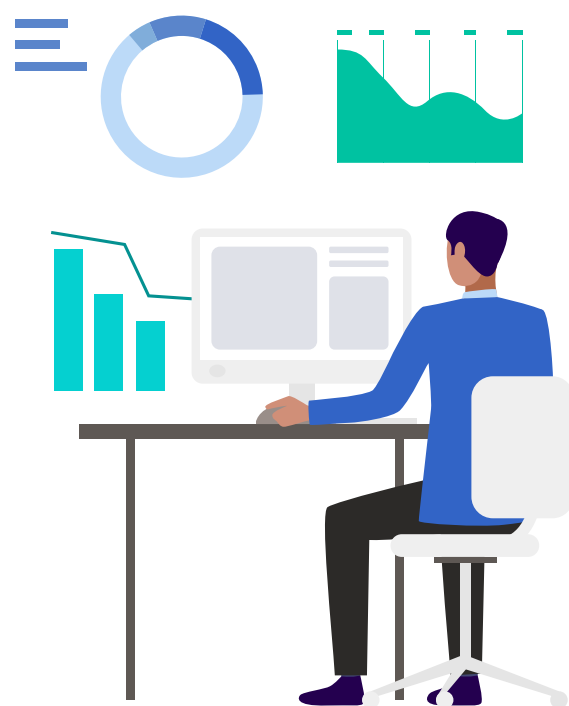
Romanina Morales Baltra, identified the rigidity of public administration and the need to adapt to diverse territorial realities as the main barriers, stating that innovation is, in essence, “thinking outside the box”.

Together with Alessandra Dias da Cruz, they mentioned that Cinterfor must play an articulating role to share good practices that are scalable and replicable, with a special focus on strengthening the capacities of teachers.

The exchange showed that innovation in vocational training is not limited to the incorporation of new technologies, but involves transforming institutional cultures, promoting teacher creativity and strengthening regional cooperation as a driver of shared learning.

► **Innovation is a must: we need flexible institutions that respond to the accelerated change in the Labour market.”**

► **Rafael Santos Badía**, Director General of INFOTEP, Dominican Republic



► Discussion Panel II: “Lifelong Learning Strategies”

(Wednesday, 27 August, 4.00 pm)

This space was moderated by **Gonzalo Graña**, ILO/Cinterfor officer, and David Garzón García, director of Promotion and Corporate Relations, of SENA of Colombia; Aston Spencer, Regional Director, HEART-NTSA Jamaica; and Fernando Rodríguez Araya, Director of External Cooperation, of the INA of Costa Rica.

The exchange sought to explore opportunities for vocational training and certification institutions to promote lifelong learning, integrating into their strategies instruments and tools capable of valuing the continuity of these processes. Such continuity must allow for the articulation of formal, non-formal and informal learning, establishing mechanisms for the recognition of the same learning, with similar validity and portability for those who possess it.

Among the strategies highlighted were the **identification of training routes**, the development of trajectories, the sectoral use of qualification frameworks, institutional articulations with industry and the adaptation of the educational offer to productive changes.

David Garzón stressed that training for work is a constitutional right in his country. The key concept of his institution is comprehensive vocational training, which seeks human and social development through permanent theoretical-practical learning, with a strong strategy of articulation with secondary education so that young people graduate with a double degree.

He prioritized the need for financing to guarantee student permanence and proposed the construction of an international mobility network that transcends bilateral agreements and operates

permanently, so that student and Labour mobility becomes a common practice in the region, offering apprentices training opportunities and work experiences in other countries. and thus contributing to jointly face the shared challenges.

Aston Spencer explained that the mandate of the HEART-NSTA is to drive holistic development through technical training. Its main axes are access and inclusion, offering free programs with no age limit, with flexible schedules and multiple entry and exit points to facilitate everyone's participation. He described a support system that includes flexible schedules (day, night, and weekend), financial assistance, and mobile labs that bring training to communities.





Finally, he expressed his interest in incorporating international standards and replicating his models of high-tech centres in the region.

Fernando Rodríguez Araya, pointed out that the INA promotes lifelong learning through instruments such as the certification of skills, the accreditation of companies, dual training and modular programs that allow responding flexibly to the demands of the Labour market. He also highlighted the importance of facilitation courses, which offer continuous training to thousands of people each year, and the role of financing through scholarships to guarantee the participation of workers and unemployed people in training and reconversion processes.

She also emphasized the INA's strong commitment to social inclusion and gender equity, serving between 25% and 30% of the population in vulnerable situations and reaching more than 55% of female enrolment. Through economic support, vocational guidance and care networks, the incorporation of women in STEM areas and non-traditional occupations is promoted. Finally, he mentioned the progress of the National Qualifications Framework, which articulates technical levels with higher education and facilitates academic and Labour mobility, along with the promotion of innovation and regional cooperation through seminars and exchange programs on new jobs and emerging technologies.

▶▶ At HEART we make sure to offer adult learning support with flexibility: from day, evening and weekend trainings, to assistance with transportation, food and online modalities, because access is key.”

▶ **Aston Spencer**, HEART/NSTA Regional Director, Jamaica

In summary, the participants agreed that lifelong learning must be based on flexible, inclusive and regionally articulated systems, which integrate

sustainable financing, recognition of prior learning and international cooperation as pillars of a more equitable and resilient training model

Thursday

August 28, 2025

► Other Perspectives II panel: “Moving Forward with Everyone: Inclusion Strategies for Lifelong Learning”

(Thursday, August 28, 08:30 a.m.)

This panel featured presentations by Sonia González Fuentes, coordinator of the EU Regional Programme Inclusive Societies in LAC, FIAP – Spain, and Pablo Egaña del Sol, academic at the Universidad Adolfo Ibáñez in Chile. It was moderated by Miski Peralta Rojas, Chief of Staff of the Undersecretariat of Higher Education of Chile and representative of the Minister of Education on the Tripartite Board of Directors of ChileValora.

Sonia González Fuentes raised the current “polycrisis” as a central problem, a scenario of overlapping crises that generates uncertainty and threatens to amplify structural inequalities in Latin America. He proposed addressing this reality from a triple transition (green, digital and social), emphasizing that the social transition should not be a compensation for the other two, but an essential condition for success.

He warned of the erosion of democracy, which suffers from a double crisis of legitimacy and capacity to solve complex problems, and argued that vocational training is a strategic tool to strengthen social cohesion, promote inclusion and improve state capacities.

Pablo Egaña del Sol, addressed the problem of the impact of the Fourth Industrial Revolution, pointing out that “the future is already here” and that technologies such as artificial intelligence (AI) will probably deepen the existing gaps in the region.

His main reflection was that AI reconfigures occupational risks; while traditional automation affected routine tasks more, AI also exposes highly skilled professions.

Through the evaluation of the Chilean program “Digital Talent”, he explained that these initiatives are effective in improving the skills of those who already have a base (upskilling), but less so in retraining workers from other sectors (reskilling).

He proposed social dialogue as fundamental to navigate uncertainty, rethink education systems to focus on socio-emotional skills and create adaptive social protection systems.

The moderator, **Miski Peralta Rojas**, linked both interventions by pointing out that Labour and educational rights must be rethought in terms of lifelong education and the new Labour itineraries that arise with the digital transformation.

▀▀ The green, digital and social transitions will only be sustainable if they put the reduction of inequalities and social cohesion at the centre.”

► Sonia González, FIAP, Spain

► Discussion Panel III: “Training and Certification for Inclusion and Equal Opportunities”

(Thursday, 28 August, 10.00 a.m.)

This space was moderated by **Anaclara Matosas**, ILO/Cinterfor Officer, and included the participation of Oscar Stuardo Chinchilla Guzmán, general manager of INTECAP of Guatemala; Diego Maza, manager of Training for Work, of the UOCRA Foundation of Argentina; Viviana Caballero, in charge of Strategic Communication for Equality, of INADEH of Panama; and Fernando Ubal, from the General Directorate of Technical and Vocational Education, UTU of Uruguay.

This exchange was fostered with the understanding that the Latin American and Caribbean region has great challenges in terms of inclusion and equal opportunities in the world of work. These gaps and inequalities affect various groups of the population, both in their access to and permanence in the Labour market, and in the working conditions in which they carry out their occupation: Labour participation, remuneration, formality, underemployment, rotation and working hours. The main sociodemographic variables around which these gaps are structured are: gender, age, ethnicity, race, territoriality, disability status, migrant status and social class, among others.

In this sense, the contribution of training and certification to the inclusion and equitable treatment of groups historically displaced or left behind in the world of work was reflected.

Oscar Stuardo Chinchilla Guzmán presented vocational training as an essential tool for social and Labour inclusion, highlighting the role of INTECAP in the care of vulnerable populations, young people and indigenous peoples. He stressed that true inclusion occurs when training reaches

the territories, which is why the institution installs centres and develops programs in rural areas and urban settlements to open opportunities where they are most needed.

He stressed that INTECAP's certification approach – both sectoral and international – constitutes a bridge to quality jobs and Labour mobility, especially for returned migrants. Through alliances with technology companies such as Microsoft and Cisco, and with government and municipal institutions, the institute has managed to articulate training programs with certification processes that allow validating skills and facilitating social and productive reintegration.

Finally, he posed a regional challenge: to move towards a Labour certification without borders that recognizes competencies and work experiences beyond national borders. This call, of a political and pedagogical nature, seeks to break down migratory barriers and promote the integration of Latin American technical talent, strengthening the mobility and employability of the skilled workforce throughout the region.

Diego Maza, presented vocational training as a tool for triple inclusion: educational, social and Labour. He explained that trades can become a common language that unites community, work and learning, allowing people to rebuild bonds, undertake and access their first job opportunity.

He stressed that his institution's experience in relocating training, taking it outside the institutes and bringing it closer to the neighbourhoods, transforms who accesses and how they participate, generating trust and a sense of belonging. This

strategy has been especially effective for young people without experience, women who seek to enter traditionally masculinized sectors such as construction, and people deprived of liberty who seek to reintegrate socially and professionally.

Maza stressed the importance of the programs being brief, practical and associated with recognized certifications, since these not only validate previous knowledge, but also allow mapping qualification gaps and activating relevant training in the face of new productive demands. In his vision, the evaluation and certification of competencies becomes a key tool to build real inclusion and decent employment, beyond formal educational spaces.

Viviana Caballero, highlighted the institution's commitment to gender, diversity and inclusion approaches, underlining the need to increase female participation in non-traditional occupations. Its main axis was strategic communication as a public policy tool, capable of transforming social

perceptions, awakening vocations and attracting women to sectors such as mechanics, logistics or the operation of gantry cranes.

He explained that INADEH takes advantage of its national context – marked by the canal and port infrastructure – to articulate dual training and technical trajectories linked to logistics, promoting employability with a local sense. From this perspective, vocational training not only trains, but also generates identity and belonging in the communities where it is implemented.

Caballero also highlighted innovation with an entrepreneurial approach, highlighting the success of INADEH's entrepreneurship Laboratory, where most of the participants are women who receive support to formalize their SMEs and achieve economic autonomy. Finally, she stressed the importance of incorporating childcare centres in training spaces, recognizing the barriers faced by mothers and facilitating their permanence in training and professional training processes.



Fernando Ubal reflected on the double tension that training institutions are experiencing responding to the demands of the productive sectors and, at the same time, promoting social inclusion to eliminate barriers to access. He pointed out that the true effectiveness of training can only be achieved if it is integrated into a framework of broader public policies, capable of addressing the structural causes of inequality.

He stressed that the main strength of technical education is its adaptability and flexibility to create tailor-made responses. He raised the importance of a systemic and intersectional perspective, in which vocational training dialogues with social, Labour and local development policies, thus becoming an active component of national equity strategies.

A key example was UTU's participation in Uruguay's National Care System, a policy that made visible and seeks to professionalize a work that is mostly female and informal, generating not only certification and training, but also a demand from the workers themselves to complete their educational cycles and achieve higher levels of qualification.

Overall, the experiences presented showed that **training and certification of competencies are powerful instruments to build real inclusion**, if they are articulated with social, territorial and gender policies that guarantee access, permanence and recognition of learning.

►► Vocational training must ensure that the most vulnerable people have access to real employment opportunities and the protection of their rights.”

► **Diego Maza**, UOCRA Foundation, Argentina

In summary, the panel highlighted the role of vocational training as a driver of equity and decent work. The experiences of Guatemala, Argentina, Panama and Uruguay showed how the certification of skills, strategic communication

and articulation with gender, diversity and local development policies strengthen Labour and social inclusion, generating real opportunities for historically excluded groups.

► Panel “New Voices”

(Thursday, August 28, 11:30 a.m.)

This panel, moderated by **Carolina Jiménez**, journalist and communicator, gave voice to participants who experienced first-hand the processes of professional training and certification. Sandra Ganga Rodríguez, Food Handler of the School Feeding Program and Gastronomy student at INACAP, Chile; Tally Arriagada, Psychology Student, Universidad Autónoma de Chile; and by Silvia Aracelly Hernández, Graduate in Software Development from the INA of Costa Rica.

Sandra Ganga Rodríguez recounted her experience of overcoming after the death of her husband, when she entered the world of work as a food handler for the *School Feeding Program*, working at night to be able to dedicate herself to the care of her children.

She obtained her certificate from ChileValora, which allowed her to articulate her competencies with technical-professional education. She is currently studying Gastronomy at INACAP, expanding her work and personal possibilities. He

underlined two challenges: the recognition of prior knowledge and the social stigma associated with not having completed regular education.

Tally Arriagada shared his career as a graduate of the State protection system, an experience that prompted him to found the Egresia Network, an organization that supports other young people in his similar situation. He pointed out the lack of comprehensive and coordinated support for young people who leave the system at 18 years of age, without family networks.

His reflections on job opportunities for young people, the need for housing and mental health offers, led him to propose that it is possible to build a life project with other young people.

He emphasized that public policies must be more humane and inclusive, incorporating young people as protagonists of their own decisions and life projects.





Silvia Aracelly Hernández, from a rural border area of Upala, Costa Rica, highlighted her experience as a Software Development student at the INA, challenging gender stereotypes and driven by the example of the “fighting women” in her family.

Currently, she is doing an international internship in Chile as part of the ChileValora competency certification, a certification that represents a key tool for her Labour insertion. The main problem he pointed out is the centralization of opportunities, which often do not reach rural areas, and he expressed his intention to create a technology company that provides job opportunities to young recent graduates, breaking the stigma that “you need experience to work.”

The moderator, **Carolina Jiménez**, characterized the panel as a space to rescue the high value of the experience of those who live in the first person the training processes; connecting personal stories with the great debates on public policies, certification and the need for comprehensive support systems.

The panel’s interventions highlighted the human and social impact of vocational training as a tool for **inclusion, mobility and personal empowerment**. The stories of Sandra, Tally and Silvia reflect how certification, institutional accompaniment and training opportunities can transform lives, consolidating technical training as an engine of hope and equity in the region.

Technical education allowed me to challenge gender stereotypes and show that women can be in the STEM world.”

► **Silvia Aracelly Hernández**, Bachelor of Software Development, INA Costa Rica

► Discussion Panel IV: “Labour Market and Skills Intelligence System”

(Thursday, 28 August, 2.00 p.m.)

This space was moderated by **Sebastián Parrilla**, ILO/Cinterfor official, and integrated by Gerardo Gutiérrez Ardoy, director general of the Public Employment Service (SEPE) of Spain; Gustavo Leal, Director General of the National Industrial Learning Service (SENAI) of Brazil; Nicolás Ratto Ribo, Head of the Employment Policy Division, Undersecretary of Labour, Ministry of Labour and Social Welfare, Chile; and Miguel Venturiello, Director General of the National Institute of Employment and Vocational Training (INEFOP) of Uruguay.

The panel focused on how countries are developing labour market intelligence systems capable of anticipating mismatches between supply and demand for skills. The importance

of having reliable, interoperable and decision-oriented information was discussed, which allows for the development of more agile and relevant training policies.

Gustavo Leal stated that the main challenge is the speed with which new technologies are disseminated, which makes it difficult for training to keep up with the pace of the market and the industry. He reflected that, with digitalization, the skills demanded by the industry have become increasingly transversal and intersectoral. In this sense, he presented an initiative by SENAI to create an innovative platform like “Waze of the industrial career”, which uses artificial intelligence to analyse millions of volumes of data (vacancies, purchase of equipment, etc.).



The aim is to provide people with guidance in planning their career paths, identifying their competencies and guiding them towards new training opportunities.

Nicolás Ratto Ribo identified fragmentation and duplication of efforts as the main information gap in Chile, where multiple public agencies produce data on the Labour market without a central articulation.

His reflection focused on the need to create an information ecosystem that coordinates all actors (ministries, SENCE, ChileValora, etc.) under governance. In this sense, he presented the proposal for the National Strategy for Labour Prospecting, led by the Undersecretary of Labour and executed through Regional Labour Observatories.

Miguel Venturiello said that in Uruguay the challenge is not only to produce data, but to turn it into long-term strategic decisions. He pointed out that vocational training often responds to specific employment crises (such as the closure of a company) instead of anticipating them and proposed strengthening tripartite dialogue as a space for productive planning and development for the country, involving all actors in the training and productive ecosystem.

▀▀ The big challenge is the speed with which new technologies are spreading it is difficult for schools to keep up with this pace and we need increasingly transversal skills.”

▀ **Gustavo Leal**, Director of Professional and Technological Education, SENAI Brazil

The panel agreed that Labour information systems must evolve towards strategic intelligence models that integrate technology, institutional coordination, and social participation. Anticipating

Gerardo Gutiérrez Ardoy, stressed the need for rigorous and transparent information on employment and skills, stressing that the data have an impact on the confidence of citizens. The problem he addressed is that there is often talk of talent shortages without analysing the precarious working conditions that discourage participation in certain sectors.

To this end, he reflected on the importance of having tools and technologies that offer a real picture of demand. He explained the experience of implementing tools such as “Leo”, a job offer classifier that uses AI to analyse and code millions of vacancies, and a more advanced system for detecting training needs that crosses multiple data sources and validates them with experts and joint commissions, thus allowing training actions to be programmed to suit what the market really needs.

The moderation of **Sebastián Parrilla** articulated the interventions highlighting the complementarity between technological innovation and institutional governance. He stressed that data intelligence only acquires value when it is translated into concrete public policies that reduce the gap between training, productivity and decent employment.

trends, data interoperability and tripartite dialogue are consolidated as pillars to guide vocational training towards the jobs of the future and promote fair and sustainable transitions.

▀ Discussion Panel V: “Training Strategies for Productive Transformation”

(Thursday, August 28, 3:30 p.m.)

This space was moderated by **Natalia Genta**, Social Affairs Officer of the Productive and Business Development Division of ECLAC and was attended by Henderson Eastmond, Executive Director of the TVET Council of Barbados; Alfredo Mongelós, technical secretary of the National System of Labour Education and Training (SINAFOCAL) of Paraguay; and Antonio de Luis Acevedo, Director General, of the State Foundation for Employment Training (FUNDAE) of Spain.

This exchange was inspired by a context in which the countries of Latin America and the Caribbean face weak economic growth, conditioned by multiple structural factors, such as dependence on raw materials, limited productive diversification, Labour informality, low productivity, inefficiency in public management, and lack of adequate infrastructure.

In this scenario, the training of human talent is consolidated as a fundamental pillar to promote more equitable and sustainable growth.

It was highlighted that, in order for education and professional training to act as engines of productivity, innovation and reduction of inequalities, they must be articulated with productive transformation strategies and respond effectively to market demands.

Close coordination between training institutions, productive actors and public bodies is essential. This articulation makes it possible to align educational programs with strategic sectors – such as technological and sustainable industries – to promote employability and competitiveness, and to strengthen public-private partnerships that promote investment in innovation.

Henderson Eastmond, addressed the problem of Barbados’ high economic dependence on tourism, a vulnerable sector, as demonstrated in the pandemic, and high youth unemployment. His reflection focused on the need to diversify the economy into new sectors, such as the creative and technological industry.

To this end, the TVET Council’s strategy is based on the digitization of the curriculum and the creation of collaborative partnerships. An example is the agreement with the Dominican Republic’s INFOTEP whereby Barbados receives cybersecurity training in exchange for training in English and gastronomy.

She also analysed the challenge of gender imbalance in higher education, where women are in the majority, while men tend to prefer short courses, which has led them to promote the development of micro-credentials. As a proposal, he underscored the importance of regional cooperation and overcoming language barriers to strengthen ties with Latin America.

Alfredo Mongelós said that the fundamental tool for aligning training with productive development is social dialogue, a space to build public policies in a world of uncertainty. The problem facing Paraguay is how to generate the 500,000 jobs promised by the government if there are no qualified people.

His reflection focused on the importance of cooperation between countries so as not to “invent the wheel”, highlighting the exchange with Chile (SENCE and ChileValora) to improve the quality of training and establish a system of certification of skills.

He stressed that training is a key factor to promote growing sectors, such as tourism. He explained that SINAFOCAL's proposal is based on dialogue and market studies to dynamically adapt the training processes to real needs, recognizing that they work "with people's dreams and hopes."

Antonio de Luis Acevedo described the complex governance of the Spanish system, where training policies must be articulated between the State, the regions and the social agents (unions and employers).

The problem lies in responding to the multiple transitions (green, digital, geopolitical) in a context of acceleration caused by AI. In his reflection, he stressed the importance of having a common taxonomy of competencies (such as the ESCO).

FUNDAE has responded with training needs detection tools that use AI to analyse millions of data points and that are validated with the productive sectors. Its proposal is to focus action on citizens and companies, especially small and medium-sized ones, offering services such as the digital skills test and free training platforms in alliance with large technology companies.

Training is a strategic factor of productive policy, at the same level as science, technology or innovation."

► **Natalia Genta**, Specialist in Productive Development Policies, ECLAC

The exchange highlighted that vocational training must be organically integrated with productive transformation strategies to promote sustainable, inclusive and innovative development. The experiences shared show that social dialogue, regional cooperation and the intelligent use of technology are essential components for building

flexible training systems, capable of anticipating the demands of the labour market and responding to the challenges of the green and digital transitions. Overall, the interventions underlined that the strengthening of human capital is a strategic axis as relevant for productivity as science, technology and innovation.

► Tripartite Panel: Presentation of the results of the Ibero-American Tripartite Social Dialogue Process 2023 – 2025

(Thursday, August 28, 4:30 p.m.)

This panel was moderated by Antonio de Luis Acevedo, Managing Director of FUNDAE, Spain. Alejandra Aguilar (Government, Guatemala); Ms. Florencia Suau (Employers' Group, Argentina); Rosane Bertotti (Workers' Group, Brazil); Isabel Guzmán (Workers' Group, Panama); Juan Arturo González (Employers' group, Colombia); Gemma Torres (Workers' Group, Spain); José Miguel Guerrero (Employers' group, Spain); Amparo Burgueño (Workers' Group, Spain); and Juan Carlos Tejeda (Employers' Group, Spain).

The space marked the culmination of two years of work, the signatories of the Declaration of the Ibero-American Tripartite Social Dialogue shared their reflections on the process and the meaning of this milestone for vocational training in the region.

The moderator, **Antonio de Luis Acevedo**, contextualized the event by explaining that the process arose from an agreement between FUNDAE and ILO/Cinterfor to strengthen social dialogue, inspired by the Spanish model, where this constitutes a fundamental axis of democracy and the productive system. He described the declaration as a development of ILO Resolution No. 208 and as an important milestone for ILO/Cinterfor, the result of intense work that included meetings in Lima and Montevideo, as well as numerous virtual meetings.

Next, the representatives of the different groups – government, employer and worker – presented their reflections and proposals.

From the government's perspective, **Alejandra Aguilar** described the declaration as a roadmap that allows Ibero-American countries to identify common strategies in the field of vocational

training. The central problem, according to Aguilar, is the need to reduce the gaps between the supply of training and the demand of a constantly changing labour market, especially after the pandemic. He stressed that the process highlighted the crucial importance of tripartite social dialogue, which allows companies to communicate the profiles they need and governments to guide their policies, thus creating decent working conditions and tapping into new employability niches.

Florencia Suau, highlighted the historical precedent set by the declaration on tripartite social dialogue for vocational training. He pointed out that, through consensus, the social partners were able to define common axes and articulate a relevant and pertinent voice around training needs. His main reflection was that the agreement is not an end, but a starting point. For this reason, he proposed the creation of a promoting group in charge of promoting the declaration in each country, ensuring that social dialogue is applied not only to the design of policies, but also to their implementation and evaluation.

Rosane Bertotti offered a historical perspective of the struggle of the workers' group to achieve real participation in the Technical Committee Meeting of Cinterfor, celebrating the advances. The central idea is that social dialogue is not a theoretical concept, but a practice that requires respect for differences and constant exercise. He reflected that the two-year process to arrive at the declaration showed that, despite the divergences, it was possible to build common objectives, strengthening not only the employers' and workers' organizations, but also the Cinterfor network itself.

Isabel Guzmán stressed that the declaration is a tool for consolidating dialogue that reinforces alliances and articulations. The central problem he raised is that social dialogue cannot be built by weakening its actors, in reference to the attempts to dissolve trade union organizations in his country. He pointed out that the unions are fundamental instruments on this path and that the agreement supports their legitimacy. As a proposal, he pledged to continue promoting a “truly inclusive and effective social dialogue to overcome inequalities” and stressed the importance of incorporating into national legislation ILO Recommendation No. 208 on quality apprenticeships, currently under debate in Panama.

Juan Arturo González highlighted the importance of the employer sector in the dialogue on training, given its direct knowledge of the existing gaps in the Labour market. He insisted that such participation should take place not only in international forums, but also at the national level, in order to make decisions more effective. He strongly supported one of the axes of the declaration: the recognition of prior knowledge, a mechanism that dignifies workers by validating their experience and allows employers to identify more accurately the skills they hire.

Gemma Torres, emphasized that the declaration is framed in a rights-based approach, placing training as a fundamental right of workers, and not as an act of social assistance aimed at vulnerable groups. This perspective, he explained, justifies tripartite governance and the role of collective bargaining as an instrument to guarantee the exercise of this right in the field of the employment relationship. He proposed that training policies adopt a comprehensive approach, coordinating the different administrations to ensure a right that transcends the fragmented competences of each one.

José Miguel Guerrero reflected on the initial difficulty of reaching an agreement given the diversity of the participants but celebrated the result as a victory of the will and the capacity for dialogue. He proposed that, going forward, it is essential that social dialogue be real, balanced and tripartite, and warned that it should not become a bipartite exercise or be used by governments to impose rules unilaterally. He also urged governments to invest in career guidance to make vocational training more attractive and to develop inclusion mechanisms for migrants and workers in the informal economy.



Amparo Burgueño used the metaphor of a moving train to describe today's dizzying transitions, in which many people are at risk of being left behind. The declaration, in his opinion, represents a co-responsibility assumed by all the signatories to ensure that this “train” is accessible to all people. His reflection focused on the legitimacy granted by trade union participation from the beginning of the process, as it allows guaranteeing that on-the-job training is carried out while protecting labour rights. He proposed as a key step the communication and training of union cadres so that they can guide workers in companies.

Juan Carlos Tejeda described the declaration as a historic milestone, especially in a fragmented world, stressing that “what is negotiated remains, what is imposed disappears”. He explained that the document is not just a signature, but a commitment to at least five key actions, including placing social dialogue at the heart of training governance and strengthening the financing of tripartite systems. Quoting the poet Antonio Machado, he concluded that now the most important thing remains: “walker, there is no path, the path is made by walking”, proposing to disseminate the declaration and create a permanent working group to ensure its implementation.



▀ This agreement, the result of two years of work and the agreement between FUNDAE and Cinterfor, is a milestone that strengthens the network's social dialogue and plays a role in democratizing our societies.”

► **Antonio de Luis Acevedo**, Managing Director of FUNDAE, Spain.

This panel gave way to the signing ceremony of the Declaration of the Ibero-American Tripartite Social Dialogue, reflected in Annex 4, which materializes

the consensus reached during the 2023-2025 process.

Friday

August 29, 2025

► Panel: ILO/Cinterfor's Thematic Networks

(Friday, 29 August, 08.30 a.m.)

This panel was dedicated to disseminating and taking stock of the progress made in **five thematic networks coordinated** by ILO/Cinterfor in recent years, through the perspective of specialists in charge of their coordination and institutional spokespersons.

These ILO/Cinterfor thematic networks integrate institutions that share common areas of interest and challenges, and constitute a model of cooperation that fosters knowledge exchange, capacity building and collective innovation. This work model manifests the distinctive character of the regional network that ILO/Cinterfor has been animating and coordinating for decades, consolidating its usefulness, sustainability and strategic value for vocational training and certification in Latin America and the Caribbean. Each of the institutions that joins a thematic network simultaneously has strengths and opportunities for improvement. Although all institutions are considered as equals, the particular maps of strengths and opportunities for improvement do not coincide with each other, which feeds the flows of cooperation and exchange for the general benefit.

In the first section of the panel, the experience of the training and certification networks for the care economy, the certification and recognition of certifications, and the Alliance for Dual Training in Latin America and the Caribbean were presented.

The **SABER CUIDAR: training and certification for the care economy** network was presented by **Federico Araya**, National Director of Employment

of the Ministry of Labour and Social Security of Uruguay, as spokesperson for the network, and by **Anaclara Matosas**, ILO/Cinterfor official in charge of its technical coordination. Both explained that the network arose from a consultation process developed between 2022 and 2023, which led to a first workshop held in Montevideo in August 2023.

Initially, eleven institutions agreed to form the network and adopted a roadmap for 2024-2025 that covers axes such as the articulation of institutional offer with national care policies, the construction of professional profiles, the generation of curricular offers, in addition to the promotion of social dialogue and the establishment of alliances in this field. It currently reaches 17 institutions in 11 countries, and had its second face-to-face workshop in November 2024 in Santiago, Chile, and plans to hold its third workshop in September 2025, in Montevideo, Uruguay.

The **certification and recognition network** was presented by **Ximena Rivillo Oróstica** of ChileValora, as spokesperson for the network, and by **Sebastián Parrilla**, ILO/Cinterfor official in charge of its technical coordination. Both mentioned that this is an issue that has encouraged cooperation for decades.

This accumulation process has been put at the service of national and regional strategies that seek to improve the management of migratory flows, through the articulation of the ILO/Cinterfor network with ILO regional initiatives, and especially the Lazos Project.

They reported that, in November 2024 in Lima, Peru, representatives of governments, employers' and workers' organizations from 14 countries in Latin America and the Caribbean met to promote Labour skills certification processes that are inclusive, accessible, and adapted to the needs of migrants and the Labour market.

Within this framework, a Tripartite Promoting Group was set up to develop a roadmap for mutual recognition of the certification of labour skills for migrants in Latin America and the Caribbean.

The **Alliance for Dual Training in Latin America and the Caribbean** was presented by **Alessandra Dias da Cruz**, Technical Advisor for Vocational Education of SENAC in Brazil, as spokesperson for the Alliance, and by **Gonzalo Graña**, ILO/Cinterfor officer in charge of its technical coordination. Both explained that this initiative emerged in 2021 as a joint cooperation between ILO/Cinterfor, BIBB of Germany and **CONALEP** of Mexico, and that it currently brings together 12 institutions from 10 countries.

They stressed that the adoption in 2023 of Recommendation 208 of the International Labour Conference on quality learning meant an important input and orientation for cooperation in this network, which maintains a systematic activity through annual face-to-face meetings and a programming of virtual events for exchange and capacity building.

In the second part of the panel, the **digital transformation network in vocational training** and the study initiative on productive transformation and closing human talent gaps were presented.

Álvaro Peña, counsellor of the Technological University of Uruguay (UTEC) spoke as a spokesperson on the Digital Transformation network, together with **Rodrigo Filgueira**, ILO/Cinterfor specialist in charge of its technical coordination. They presented the progress of the network, highlighting that its main axis is cooperation around the challenges of the digital transition and the collaborative construction of responses. Among its main results is the pilot application of the **Institutional Digital Maturity**



Self-Diagnosis Tool, currently used by several institutions in the network. In addition to the regular activities for the exchange of knowledge and experiences, this network has made it possible to pilot the practical application of tools to support institutional management in digital transformation processes.

Subsequently, **Natalia Genta**, Social Affairs Officer of ECLAC's Productive and Business Development Division, and Rodrigo Filgueira of ILO/Cinterfor presented on the study on the identification and closing of human talent gaps in productive transformation processes.

They explained that in this case it is a recent networking initiative, and is aimed at the generation of knowledge products, which has been possible thanks to the alliance with **ECLAC**, the **Development Bank of Latin America (CAF)** and various training and certification institutions in Brazil, Chile, Colombia and the Dominican Republic. The research made it possible to carry out a regional study and four national sectoral studies on closing human talent gaps in the context of productive transformation processes in areas such as logistics, agribusiness, medical instruments and green hydrogen, as well as other regional and extraregional experiences, providing key evidence to guide productive development policies and technical training.

▶▶ Cooperation networks foster innovation, facilitate mutual learning and enable institutions to collectively strengthen themselves by sharing solutions, experiences and best practices.

The panel demonstrated that the ILO/Cinterfor thematic networks are a key tool for technical cooperation and peer-to-peer learning in the region. Through them, the institutions share experiences, methodologies and innovative solutions that strengthen professional training and the certification of skills in the face of technological, productive and social transitions. These networks represent a concrete practice of collaborative governance, aimed at generating collective knowledge, promoting inclusion and accelerating the transformation of training systems in Latin America and the Caribbean.

► Panel: “Perspectives on Cooperation”

(Friday, August 29, 10:30 a.m.)

This panel was moderated by **Elena Montobbio**, and included the participation of Claudia Peneleu, Vice Minister of Social Welfare and Employment, Ministry of Labour and Social Welfare, Guatemala; Gerardo Garbarino, representative of the Chamber of Industries of Uruguay, employer spokesperson; Alberto Jaramillo, Secretary of Training, Confederation of Mexican Workers, CTN and worker spokesman; and, David Garzón, Director of Promotion and Corporate Relations, SENA, Colombia.

The panel started from the premise that, in the context of the profound transformations that the world of work is going through—marked by the digital transition, the ecological transition, and the growing challenges in terms of equity and inclusion—regional cooperation in vocational training and skills certification acquires renewed strategic relevance for Latin America and the Caribbean.

The structural gaps in access, quality and relevance of training, added to the challenges of recognizing and valuing learning acquired at work, require integrated, collaborative and sustained responses. In this scenario, capacity building, knowledge production and exchange, and peer-to-peer learning are consolidated as pillars to move towards more resilient, inclusive training systems aligned with people’s work trajectories.

Looking ahead, it is key that governments, vocational training institutions, employers’ organizations and workers’ organizations jointly reflect on new priorities for cooperation in the region. This includes rethinking collaboration modalities – from public-private partnerships to thematic networks, innovation consortia or

sub-regional programmes – as well as advancing more ambitious strategies for mobilising technical, human and financial resources. In this panel, we were invited to explore how to build a more effective cooperation, capable of responding to ongoing transitions, of articulating the diversity of existing experiences and of mobilizing collective knowledge in favour of productive, fair and sustainable development in Latin America and the Caribbean.

The moderator framed the debate by highlighting that while there is “high traffic” of cooperation in the network, almost half of these actions lack regional strategic alignment, raising the question of whether this fragmented cooperation is sufficient to respond to common challenges.

Claudia Peneleu, addressed the problem that public policies are often designed from the central levels without considering the diversity of the territories. His reflection focused on the need for assertive, conscious and responsible cooperation, which listens to local needs to optimize resources and avoid duplication of efforts. As a proposal, he emphasized the importance of governments assuming responsibility for giving sustainability to cooperation interventions, so that programs do not end when external funds are withdrawn.

As an example, he highlighted the Workshop Schools supported by Spanish cooperation and the National Strategy for Training for Employment of Guatemala, developed with the support of the European Union. He also highlighted the importance of including returned migrants and rural workers in the design of public policies, ensuring their access to training and decent employment.



► The true picture of cooperation is the faces of the trainees whose lives are transformed by training. ... South-South cooperation, the essence of Cinterfor, is a regional strategic asset and an act of democratic resistance.”

► **David Garzón**, Director of Promotion and Corporate Relations, SENA, Colombia.

Gerardo Garbarino, reflected on the need for cooperation to be a pillar to align training with the demands of the world of work. He warned about the risk of “copying and pasting” foreign models without adaptation to the local reality, as happened in a first attempt to implement German dual training in Uruguay in the 90s.

Its proposal is based on strengthening the exchange of good practices and knowledge through networks such as Cinterfor, but always with a focus on adaptation to the national context.

He also discussed the importance of employer involvement throughout the training policy cycle and the urgency of advancing the mutual recognition of skills certifications to facilitate labour mobility.

Alberto Jaramillo, placed the debate in a context of deep inequality, where the boom in military spending contrasts with the lack of investment to combat poverty and exclusion. From the union perspective, the problem is that the current systems fail to include the 50% of the population that is lagging behind. For this reason, he proposed the need for a more egalitarian multilateralism and a new social contract that puts people and decent work at the centre of development.

His reflection was a call to institutionalize tripartite social dialogue, invest in innovation and evaluate results with transparency, not only in coverage but also in quality.

David Garzón said that the true “photo of cooperation” are the faces of the trainees whose lives are transformed by training, such as those of

the people who participated in the “New Voices” panel of this TCM.

The region, he said, faces a series of common challenges such as inequality, violence and democratic erosion. His main reflection was that South-South cooperation, the essence of ILO/ Cinterfor, is a regional strategic asset and an act of democratic resistance.

He proposed strengthening training institutions as regional assets, whose defence is a collective responsibility, and launched the idea of creating an international mobility network so that apprentices can transit and learn between different countries, turning this opportunity into a right and not a privilege

In closing, **Montobbio** summarized the richness of the dialogue, which ranged from international to multilateral cooperation, highlighting trust as the “leaven” that ferments sustained collaboration and the recognition of training institutions as a regional strategic asset.

The panel agreed to move from isolated projects to an articulated regional strategy that combines social dialogue, inter-institutional coordination and local adaptation. It was proposed to strengthen the recognition of certifications, the mobility of apprentices and the financial sustainability of the programs, recognizing training institutions as regional public goods. Trust and accountability for results (not just coverage) were raised as conditions for cooperation to effectively contribute to the just, green, and digital transitions in the region.



► Closing Ceremony

(Friday, 29 August, 12.30 pm)

The closing ceremony was led by **Pablo Chacón**, president of the 47th TCM, who thanked the participants for their commitment before and during the sessions.

He summarized the main achievements of the conference, highlighting the approval of the ILO/Cinterfor work plan, the reflection on inclusion strategies and the exchange of more than 70 good practices.

He stressed that the renewed conviction of the meeting is that “training for the future of work is only possible with social dialogue”.

Giorgio Boccardo, Chile’s Minister of Labour and Social Welfare, reflected on the challenge of preparing societies for the profound transformations of the world of work, where it is estimated that one in five jobs will have to be reconverted.

He illustrated this idea with the experience of the closure of a coal-fired power plant in Chile, pointing out that energy or technological transitions can be seen as a “Labour tragedy” if they are not planned fairly. He proposed that, in the face of this, the role of the State and planning are key to avoid merely reactive responses.

He celebrated the agreements signed during the meeting, highlighting the “Skills Passport”, as a fundamental tool to generate virtuous cycles of migration and development; and reaffirmed that, even as technology advances, human skills such as creative thinking and resilience will remain critical.

Pablo Bobic, Confederation of Production and Commerce of Chile, and spokesperson for the Employer Group, emphasized the need for timely

and flexible training to be relevant to the needs of an ever-changing market.

He pointed out that the region faces a multiplicity of simultaneous challenges: such as informality, the precariousness of SMEs and youth and elderly unemployment.

His reflection focused on the importance of articulating public and private efforts, aligning training with adequate job prospecting and an efficient intermediation system. He proposed generating incentives for more companies to offer early work experiences to young people.

He called for more active participation of the business sector in the formulation of ILO/Cinterfor actions to ensure the creation of sustainable enterprises that provide decent work.

Cicero Pereira, Secretary of Training of the Trade Union Confederation of the Americas and spokesman for the Workers’ Group, placed the debate in a global context of deep inequality and the advance of the extreme right. He reaffirmed the strong idea that vocational training should be a right and not a privilege.

The problem he pointed out is the weakening of tripartism in several countries and the need to ensure the financial sustainability of ILO/Cinterfor in the face of a world scenario that prioritizes war spending over social investment.

He proposed that the TCM become an ongoing process and not just a biannual meeting, with a tripartite organizing committee to ensure that the dialogue is a real collective construction and not just a speech.

Ana Virginia Moreira Gomes, stressed that the meeting was a living expression of multilateralism and South-South cooperation.

He reflected on the vitality of Cinterfor, describing it as a living network that is sustained by the daily commitment of its members and that represents a unique tool in the world within the ILO system.

In his opinion, this meeting confirmed that training and certification are pillars of inclusive and sustainable development, fundamental for innovation and formalization.

Their proposal was to continue cultivating the values that inspired the creation of the network, always putting social justice, gender equality and decent work as inalienable principles.

Elena Montobbio closed the ceremony by collecting the multiple definitions that the participants themselves gave to vocational training throughout the event: “essential resource”, “powerful tool”, “key lever” and “social mobility mechanism”.

Her final reflection focused on the network’s commitment to strengthening its action and visibility, so that there is no doubt that vocational training is an essential human right.

He concluded that the goal is not only to prevent people from being left behind, but to make this right accessible to those who are already behind, often for generations, thus consolidating a lever for the sustainable and inclusive development that the region yearns for.

Minutes before the closing of the 47th TCM, the auditorium filled with enthusiasm as Gustavo Leal, representative of SENAI, and Antônio Henrique Borges, representative of SENAC, shared news that prompted applause and raised expectations: **Brazil will host the 48th ILO/Cinterfor TCM in 2027.**

An announcement that marks the beginning of a new edition rich in opportunities, innovation, and regional cooperation.





Strategic Conclusions on Regional Cooperation and the Future of Vocational Training

The exchange panels developed addressed cooperation as an essential axis to strengthen vocational training in the region. The conclusions focused on the role of ILO/Cinterfor as an articulator, the key thematic axes and the challenges of mobility and the recognition of skills.

► I. ILO/Cinterfor: Articulation and Knowledge Management

The role of ILO/Cinterfor as a regional hub for technical cooperation and knowledge, responsible for articulating, facilitating and amplifying the relevant experiences of member countries and institutions, was reaffirmed. The function of this hub should be to select and amplify those good practices that meet clear criteria of impact, scalability and replicability.

To enhance this role of exchange, concrete actions were proposed:

- Systematization: consolidate and document the experiences shared during the meetings for analysis and transfer.
- Digital repository: create an online space that functions as a regional platform for the exchange of good practices, with technical sheets, methodologies and institutional contacts.
- Continuous coordination: establish permanent mechanisms for dialogue and exchange between meetings, promoting an active network of South-South technical cooperation under the leadership of ILO/Cinterfor.



► II. Thematic Axes for Future Cooperation

The experts and representatives highlighted the cross-cutting axes that should guide regional cooperation:

- A.** Lifelong learning and relevance: continuous training must have a focus on employability, decent work and work-life balance. It is imperative to align training with the demands of the productive sector, ensuring its relevance. It was proposed to take employment as the organizing axis of vocational training policies. The need for short and transversal training, in dialogue with entrepreneurs and with a focus on productive demand, was highlighted.
- B.** Educational innovation and digitalization: innovation was defined as a permanent process. It must promote active methodologies, digitalization and flexibility (face-to-face, virtual, hybrid). This includes the development of hubs or innovation centres and sectoral technology watch. It was stressed that innovation does not always imply creating something new, but rather revaluing and adapting what exists. A call was also made to incorporate innovation within the vocational training institutions themselves.
- C.** Inclusion and equity: inclusion was identified as a cross-cutting principle. Specific strategies are needed to serve vulnerable populations, including young school dropouts, women, migrants, people deprived of liberty and diasporas. The challenge of dropping out for socioeconomic reasons was mentioned, indicating that it is an ethical duty to avoid it. Gender challenges were described, such as the greater female presence in higher education versus the male preference for short courses.
- D.** Governance and systemic frameworks: cooperation should strengthen public-public articulation, specifically between the portfolios of Education, Labour, Finance, and sectoral ministries. National Qualifications Frameworks (NQFs) are a key tool for a systemic education, training and employment policy, adapted to the conditions of each country.
- E.** Recognition of learning: the relevance of the recognition of skills and knowledge acquired in work experience was highlighted. The company should be seen as a training space, since much of the training happens on the job. Micro-credentials and micro-certifications offer flexible training opportunities.

► III. Regional Mobility and Recognition of Skills

The vision for the future was aimed at facilitating mobility and eliminating Labour barriers:

- Permanent mobility: It was proposed to create an international mobility network for apprentices and teachers. The fundamental challenge is to achieve the certification of the learning acquired during these mobilities.
- International certification: Progress towards an international certification of competencies was urged.
- Regional model of skills: The need to move towards a common regional model of skills, inspired by experiences such as ESCO, which facilitates validation and mutual recognition between countries, promoting productive and Labour integration, was raised.

► IV. Cooperation Principles

Cooperation is conceived as a process based on solidarity and a willingness to learn from each other. It was reaffirmed that cooperation must be based on a shared-benefit approach, where all countries and institutions involved are strengthened through the exchange of knowledge, experiences and good practices. Cooperation is thus conceived as a win-win relationship, which enhances national and regional capacities, promoting innovation, sustainability and the integration of vocational training systems.

The need to maintain a common vision on training, certification and employability, focusing on people development, sustainable productivity and decent

work, in line with the Sustainable Development Goals (SDGs) and the ILO mandate, was underlined.

Finally, it was reaffirmed that equality and equity are fundamental principles of cooperation: the heart of freedom and the indispensable condition for building more just, inclusive and cohesive societies.

In conclusion, the member institutions of the ILO/ Cinterfor Network reaffirmed their commitment to transformative, inclusive regional cooperation based on social dialogue, aimed at strengthening vocational training as a driver of productivity, social justice and decent work.

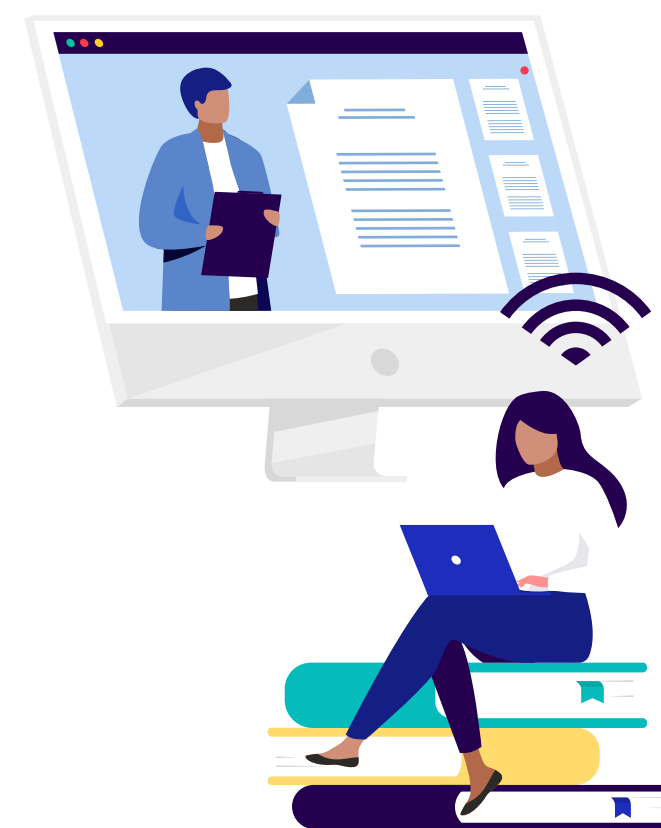
Zona Conexión: Good Practices and Networking

Within the framework of this TCM, a different dynamic was incorporated into the agenda: the Connection Zone, a space designed to make outstanding experiences visible, promote exchange and strengthen collaboration between institutions.

It arose with the purpose of making the most of the face-to-face meeting, generating a different environment from the plenary sessions or panels. In the Connection Zone, representatives of the participating institutions presented their good practices through posters and visual materials,

sharing their learning, challenges and results directly with the rest of the participants.

The proposal sought to promote horizontal dialogue, peer learning and the construction of new alliances, actively integrating it into the dynamics of the event. In this way, the inclusion of the Connection Zone not only enriched the TCM program, but also strengthened the network's identity, the recognition of successful experiences and the generation of new opportunities for cooperation.



Annexes

► Annex 1

Report of the ILO/Cinterfor Programme and Budget Committee

Santiago, Chile, August 26, 2025

The ILO/Cinterfor Programme and Budget Committee (CPP) held its regular meeting on 26 August 2025, prior to the start of the sessions of the 47th Technical Committee Meeting, in Santiago, Chile.

This report summarizes the results of the exchanges and discussions held since the presentation by the Director of ILO/Cinterfor of the 2024-2025 management report and the proposed work plan for 2026-2027, as well as other topics to be decided.

Representatives **of the Labour sector** welcomed the ILO/Cinterfor's shift in focus towards the construction of universal public policies, leaving behind the dependence on targeted programs and external financing. They denounced that half of the population of Latin America still lacks access to training or basic rights and warned against the use of resources in areas with no immediate labour impact, while millions of workers lack basic qualifications and recognition of skills. He stated that the financing of the network should be sustained through a strategic tripartite alliance, capable of defending budgets and not depending on circumstantial contributions.

They also emphasized the need for genuine tripartism, denouncing that in several countries workers are not informed or invited to the decision-making spaces of the institutes, which erodes the legitimacy of the system. They highlighted Cinterfor's work in the certification

of skills for migrant workers, pointing out that it should be deepened as a regional priority. They stressed that vocational training must be articulated with employment, development and social protection, since conceived in isolation it loses effectiveness. Specifically, it was proposed that the agenda for the next Technical Committee Meeting be developed on a tripartite basis; that the participation of employers' and workers' organizations be ensured going forward; that the practice of preparing tripartite or bipartite declarations with political value be reinstated; and that a tripartite promotion group be established to support the dissemination and implementation of the Ibero-American Tripartite Declaration on Vocational Training.

Representatives **of the employer sector** stressed that tripartite social dialogue in good faith is an indispensable condition for building trust and legitimacy, expressing concern about cases such as those in El Salvador and Nicaragua, where business organizations have been dismantled, weakening the climate needed for regional cooperation. They acknowledged the efficiency of ILO/Cinterfor, but disagreed with the emphasis on universal public policies, advocating the need for targeted and gradual strategies. They pointed out the absence of key issues in the plan, such as care policy, digital transformation and SMEs, which it considers the heart of the economy and often in more precarious conditions than the workers themselves. They warned about Labour informality, youth unemployment and low productivity, structural problems that must be addressed as a priority. They stressed that public

policies are the responsibility of governments in terms of financing, and that the employer sector will continue to defend the consensus reached in the Ibero-American Tripartite Social Dialogue, advancing realistic and sustainable proposals.

Antonio de Luis (FUNDAE, Spain): He congratulated the Cinterfor team for its technical quality and efficiency, but warned about the financial insufficiency of the institution and called for strengthening the economic base to achieve greater regional impact.

Fernando Rodríguez Araya (INA, Costa Rica): He announced that Costa Rica doubled its contribution to the Centre, recognizing that the benefits far outweigh the investment. He called on other countries to follow suit to sustain the network.

Óscar Chinchilla (INTECAP, Guatemala): He underscored the high employability of graduates in his country and the importance of the certification of skills for migrants. Guatemala pledged to increase financial contributions to Cinterfor.

David Garzón (SENA, Colombia): He highlighted the reinstatement of the apprenticeship contract with full Labour rights and proposed a regional program of international mobility of apprentices. He stressed that dropout responds to socioeconomic factors.

Rafael Santos Badía (INFOTEP, Dominican Republic): He warned about the impact of the global economic crisis and called for horizontal cooperation. He proposed repositioning technical training as a prestigious and attractive option for young people.

Jean Joseph Mathieu (INADEH, Panama): He valued Cinterfor’s support in the transformation of his country and presented the “INADEH blue” initiative for the inclusion of people with disabilities. He highlighted the circular economy and water management as emerging areas.

Carlos Hernández (SENATI, Peru): He denounced the high levels of informality in Peru and pointed out that SENATI, with 130 thousand students, offers real alternatives through dual education and innovation. He stressed cooperation with global companies.

Romanina Morales (SENCE, Chile): She raised the need to decentralize training and support MSMEs. He proposed talking about “amplified intelligence” and warned about cybersecurity. He highlighted the inclusion of young people, women, people with disabilities and people over 55 years of age.

Federico Araya (DINAE, Uruguay): He pointed out that the region is experiencing a decade of economic stagnation and low productivity. He warned about youth unemployment and the demographic transition, proposing to strengthen sectoral and territorial committees.

Gustavo Leal (SENAI, Brazil): He reflected on the rise of the platform economy and its impact on informality. He proposed designing training itineraries that include platform workers and microentrepreneurs.

In summary, this CPP confirmed the role of ILO/ Cinterfor as a regional reference in vocational training and tripartite cooperation. He recognized their technical solvency and their ability to articulate experiences, but they agreed that the next challenge is greater: to support countries in the consolidation of their training and certification policies, and their articulation with employment and social protection policies, as well as to contribute to anticipating emerging demands as a result of technological and productive transformations. To do this, it is necessary to strengthen its financial base and provide the network with greater stability. In short, the CPP marked a turning point: ILO/Cinterfor has legitimacy and trust, but it must translate that consensus into effective services that contribute to inclusion, quality and sustainability in vocational training in the region.

PROPOSAL FOR THE INTEGRATION OF THE PBC FOR THE PERIOD 2026 - 2027

GROUP	MEMBERS	
Central America, Panama, Dominican Republic, Haiti, Cuba and Mexico	Full members:	Alternate Member:
	▶ INA, Costa Rica	INFOP, Honduras
	▶ INTECAP, Guatemala	
	▶ INFOTEP, Dominican Republic	
Andean Countries	▶ INADEH, Panamá	
	Full members:	Alternate Member:
	▶ SENA, Colombia	INFOCAL, Bolivia
	▶ SENATI, Peru	
English-speaking Caribbean countries	Full members:	Alternate Member:
	▶ HEART/NSTA, Jamaica	BVTI, Bahamas
	▶ TVET Council, Barbados	
Southern Cone Countries	Full members:	Alternate Member:
	▶ SINAFOCAL, Paraguay	Ministry of Labour, Argentina
	▶ SENAI, Brazil	
	▶ SENAC from Brazil	
Non-regional	▶ SENCE, Chile	
	FUNDAE, Spain	
Host Country (Uruguay)	MTSS	
	Workers’ representatives appointed by the respective group to the ILO Governing Body	Three representatives, one of whom from the host country
	Employer representatives appointed by the respective group to the ILO Governing Body	Three representatives, one of whom from the host country
ILO	▶ Employment Sector – SKILLS	
	▶ ILO Regional Office for Latin America and the Caribbean	

Authorities of the 47th Technical Committee Meeting:

The CPP agreed to appoint as authorities:

- ▶ Pablo Chacon, Undersecretary of Labour of Chile, as Chair of the Meeting
- ▶ Juan Mailhos, of the CNCS of Uruguay, as Employer Vice-Chairman
- ▶ Natacha Sierralta, of the CUT of Chile, as Worker Vice-President



▶ Annex 2

Report of the Group of Representatives of Employers' Organizations

Comments by the Employer Group on the ILO/Cinterfor Management Report 2024-2025 and Action Plan 2026-2027

- ▶ We welcome the 47th Meeting of the ILO/Cinterfor Panel and the availability of the 2024-2025 management report and action plan for the next biennium to tripartite constituents.
- ▶ We recognize the importance of social dialogue as a basis for legitimate and sustainable policies and in the governance of training institutions, and other bipartite and tripartite forums; therefore, it is essential to ensure the legitimacy of actors in social dialogue processes.
- ▶ As a necessary prerequisite for the above, it is necessary to rescue the importance and prevalence of the defence of republican and democratic values that serve as the basis for social dialogue institutions, including those of vocational training.
- ▶ The employers share the analysis of the situation and context from which the report is based and therefore recognize that technological, environmental and demographic challenges are unavoidable; We add that, in a transversal way, they are closely linked to two persistent phenomena that mark the regional reality: migration and informality (workers: we are leaving out 50%). Added to this is youth unemployment, which limits opportunities for productive insertion and represents a risk of increasing informality and irregular migration. We see that, although concern is shown for the latter, they do not occupy such a relevant place in the objectives and activities reported.
- ▶ For this reason, we urge that the latter, migration and informality, be priority issues for the design of actions for the next biennium.
- ▶ We emphasize that, given the rapid incorporation of digital technologies and artificial intelligence, the generation of reliable and updated data for the region is essential.
- ▶ We highlight the key role of employers in the governance of training and the design of programs to advance in the improvement of the training offer and skills certifications, also participating in tripartite and social dialogue instances. Role of the employer both as a user and also as a decision-maker.
- ▶ Vocational training must be aligned with productive development strategies and has an important role to play in achieving the objective of having sustainable enterprises, particularly with regard to micro, small and medium-sized enterprises (MSMEs).
- ▶ We highlight the importance of the relationship and linkage of ILO/Cinterfor with grassroots employers' organizations in each country to ensure that the ILO mandate to meet the demands and needs of the constituents, in this case, related to training.
- ▶ Productivity must be at the heart of any training system. Vocational training is only sustainable if it generates concrete results: more skilled workers, more competitive companies and more dynamic economies. Basis for wage and employment policies.

- Regarding the 2026-2027 action plan, employers especially value:

► Objective 1:2 support the design and strengthening of governance structures (coherent and training-incentivizing national legal frameworks)

► Objective 2.1: Strengthen skills information systems, which are key to anticipating demands and reducing gaps.

► Pillar 3 (with an emphasis on migrants): advancing in qualifications and skills
- certification frameworks that recognise mobility and the diversity of labour trajectories.

► Objective 4.2: Promote innovative programmes that integrate digital skills, flexible and up-to-date training offers.

► Objective 5.5: Strengthen the regional observatory for vocational training.



► Annex 3

Report of the Group of Representatives of Workers’ Organizations

Comments on the ILO/Cinterfor Programme and Budget Proposal 2026-2027

Good morning to the main table: Mrs. Elena Montobbio, Director of ILO/Cinterfor; Mr. Pablo Chacón, Undersecretary of Labour of Chile and President of this 47th TCM; Mr. Juan Mailhos, Vice-President for the Employer Group; Comrade Natacha Sierralta Inostroza, Vice-President for the Workers’ Group, ladies and gentlemen representatives at the 47th Technical Committee Meeting of Cinterfor.

On behalf of the workers’ group and the TUCA, we thank the Chilean authorities for welcoming all international delegations; also a recognition to ILO/Cinterfor for heeding the suggestions of our Group and opening greater spaces for participation to expose the voice of each of the constituents. Undoubtedly, this reinforces tripartism, listening and respect for all the voices that constitute it.

We regret that, in some countries, real and equal social dialogue, respect for the voices of other actors is not recognized and attempts are made to silence the different ideas and criteria. It is clear, as our colleague Natacha mentioned, that in some countries the extreme right has positioned itself and maintains strong attacks on the opinions of the unions and in some cases, even on the groups of employers who have divergent positions with some rulers of the day. We have serious examples in cases such as that of Panama with government actions against trade union movements and the weakening of tripartite spaces.

For this reason, we welcome this space that reinforces tripartism and social dialogue.

With regard to the report, the comments of the workers’ group are presented below.

On the regional context and strategic priorities, the main difficulties are exposed and, at the same time, the challenges that vocational training must face as a strategic pillar to promote inclusive, productive and sustainable development. Reference is made to the context of informality, youth unemployment, gender gaps, low productivity, technological, environmental and demographic transitions are key aspects that vocational training must address.

He emphasizes the need to focus on the design of tools to face the new gaps in the light of the new century, without forgetting to meet the demands of the great majority, people who do not have work, who are in the informal sector, among others.

We consider it necessary to add as a challenge to work on, to generate mechanisms that ensure that training actions are not oriented exclusively in favor of economic interests, without taking into account the needs and expectations of people. On the contrary, it is necessary to ensure that the content is defined by the actors themselves and, through certain formal mechanisms, that the quality and relevance of these are continuously managed and evaluated.

It would be appropriate to incorporate an approach in relation to the fact that, in the framework of technological challenges, vocational training and cooperation must be aimed at guaranteeing a just transition, which allows workers to access training opportunities that take full advantage of the transformative potential of technology, with a view to equitable and sustainable development,

with quality jobs and a better quality of life with decent work. To this end, it is essential to articulate vocational training with the scientific-technological framework, ensuring that training centers have the appropriate equipment and resources for this purpose and can reach the entire population without distinction of class and the least benefited sectors.

As the document indicates, “it is imperative to strengthen vocational training systems”. In this sense, we consider it important to expand on some elements that should integrate these systems in order to design proposals that enhance them. Specifically, incorporate:

- ▶ Socio-Labour-educational orientation
- ▶ Learning tracking
- ▶ Technical assistance to graduates
- ▶ The articulation between VET and adult education
- ▶ Develop the vision of the interdisciplinary work of the teaching team
- ▶ Innovation and work
- ▶ Spaces for reflection on teaching for the improvement and innovation of learning methods and processes
- ▶ Research, forming teams made up of teachers and students.
- ▶ Planning based on technological foresight work.
- ▶ Continuous evaluation
- ▶ Technological linkage.
- ▶ Technology transfer.

Regarding the 2026-2027 Work Plan presented, we consider that it is very well developed, covering the problems presented in the introduction,

considering aspects of the history and present of vocational training and at the same time looking towards future development. We suggest evaluating some aspects that are detailed below:

- ▶ Encourage tripartite discussions on the regulatory framework between governments and workers’ and employers’ organizations to identify priorities for change and possible reforms.
- ▶ To add as an activity, the design of proposals based on the socioeconomic context of each country, for the installation of vocational training within the framework of Labour relations, based on social dialogue and collective bargaining.
- ▶ Recognize that implementing quality learning in some countries presents difficulties and in particular in some sectors of activity, which contributes to the desistance of companies from participating: In addition, that it is necessary to adapt the quality learning proposals that are developed in Europe to the legal structures, socio-Labour and cultural characteristics of the countries of other regions, in particular from the Americas.
- ▶ It is necessary to strengthen the technical teams to support vocational training for the tasks of curriculum design and teaching material, virtual training, tutoring for virtual training, planning of training projects, technical-educational-professional guidance, monitoring of learning and graduates, among other teams.

We hope that the new stage of implementation of the Programme and Budget 2026-2027 will make progress in the promotion and implementation of policies and an articulated vocational training system, based on decent work, based on the promotion and implementation of effective tripartite social dialogue, in the governance of vocational training systems and in their executing institutions, relieving the role of workers’ organizations and employers’ organizations and strengthening tripartite social dialogue.

▶ Annex 4: Signing of the framework agreement between the Caribbean Association of National Training Authorities (CANTA) and ILO/Cinterfor

(Wednesday, 27 August, 5.30 p.m.)

The Memorandum of Understanding was signed between the Caribbean Association of National Training Authorities (CANTA) and the Inter-American Centre for the Development of Knowledge in Vocational Training of the ILO (ILO/Cinterfor), which establishes an alliance to strengthen cooperation in skills development, vocational education and training. The main objective is to promote joint initiatives aimed at the exchange of knowledge, the development of human resources and the generation of benefits for the actors and beneficiaries of both institutions.

This agreement contemplates collaborative activities in areas such as the exchange of knowledge on training and skills development, the training of civil servants in CANTA Member States, the design and updating of curricula and support materials linked to regional occupational standards, the promotion of learning systems and

the role of companies, as well as the promotion of social dialogue in the development and evaluation of training policies. Both parties are committed to providing available capacities and resources, coordinating efforts for the implementation of the actions and periodically reviewing progress.

Representatives of vocational training institutions, governments, and employers’ and workers’ organizations from Latin American and Caribbean countries signed the Act of Incorporation of the Regional Mechanism for the Mutual Recognition of Certification of Labour Competencies, known as the “Skills Passport”. This instrument seeks to strengthen regional integration and promote economic and social development through safe, orderly and regular Labour mobility, based on decent work, based on the effective recognition of the skills of workers.



Annex 5: Signing of the adhesion to the Mechanism for the mutual recognition of the certification of labour competences

(Wednesday 27 August, 5.45 pm)

The Mechanism emerges as a tripartite and regional response to the challenges of growing human and Labour mobility in Latin America and the Caribbean, where more than 40 million migrants, refugees, and returnees require coordinated solutions for their Labour and social inclusion in destination countries. At the same time, it seeks to provide certainty to companies in the countries of the region about the information contained in the certificates of potential candidates, reducing turnover, improving productivity and enhancing diversity in their teams. Promoted by ILO/Cinterfor and the ILO Regional Office for Latin America and the Caribbean, through the Lazos (SIDA) and Integramos (IRCC) projects, the “Skills Passport” is aligned with ILO Recommendations 195 and 208, the Regional Strategy on Labour Migration and Human Mobility 2023–2030, and the Global Compacts on Migration and Refugees.

The effectiveness and legitimacy of the Skills Passport is underpinned by a tripartite and networked governance structure, designed to

ensure the balanced participation of governments, employer and worker group representatives in decision-making, while respecting the sovereignty of member countries. It is developed with the technical leadership of the ILO and on the basis of two essential pillars: (i) regional inter-agency trust and (ii) quality assurance in the mutual recognition process.

During the event, the director of ILO/Cinterfor stressed that the “Skills Passport” is a strategic and priority initiative for the recognition of Labour competencies and social mobility in the region, strengthening cooperation between countries and actors in the world of work. This commitment marks the beginning of a new regional stage in the valorization of lifelong learning and in the creation of a common space that enhances employability, productivity and Latin American and Caribbean integration.

“This Mechanism is key for the work skills of people on the move to transcend borders,” Montobbio said.



Annex 6: Signing of the Ibero-American Tripartite Declaration on Vocational Training

(Thursday, August 28, 5:30 p.m.)

The *Ibero-American Tripartite Declaration on Vocational Training* is the result of the *Ibero-American Tripartite Social Dialogue Process on Vocational Training*, promoted by ILO/Cinterfor with the support of FUNDAE and the participation of employers’ organizations, workers and governments of Ibero-American countries. Adopted in July 2025, it represents the culmination of a two-year process of joint work to define a common framework of reference to guide vocational training policies and systems in the region.

The document establishes principles and guiding criteria agreed upon tripartite, which seek to strengthen the role of social dialogue as the axis of vocational training policies. It addresses the main challenges of the Ibero-American world of work: digitalisation, environmental sustainability, the inclusion of vulnerable groups, the demographic transition and productive and technological transformations. It also promotes the right to training and the effective participation of social partners in the governance of training systems.

Among its thematic sections, the Declaration highlights the need to guarantee gender equality, promote the formalization of employment, strengthen MSMEs through training and the development of digital skills, recognize prior knowledge and move towards the regional recognition of qualifications. It also underlines the importance of anticipating labour market changes through information and prospecting systems, and of promoting a just green transition based on social dialogue.

Finally, the text recommends that the Declaration be widely disseminated and that ILO/Cinterfor, together with its allies, promote tripartite capacity-building projects and a permanent space for regional dialogue. It also proposes that the document be presented for endorsement as an Ibero-American regional framework during the 47th Meeting of the ILO/Cinterfor Technical Commission, held in Chile, where it was officially signed.



Annex 7: Signing of the 2025–2027 agreement and Letter of Commitment of the Regional Network of Vocational Training Institutions of Central America, Panama, Dominican Republic and Haiti (REDIFP)

(Thursday, August 28, 5:45 p.m.)

The *Letter of Commitment* and the *2025–2027 Strategy for the Regional Network of Vocational Training Institutions (REDIFP)* formalize the beginning of a new stage of regional cooperation in vocational training. The signatory institutions express their active adherence to this initiative, recognizing the shared challenges in the region, the need to innovate in the face of technological and Labour changes, and the strategic value of inter-institutional cooperation.

The document establishes the commitment of the institutions to implement the *2025–2026 Action Plan*, appoint representatives in the Network’s governance bodies, share knowledge and good practices, and contribute to the sustainability of the initiative through resource mobilization and articulation with national and international actors. The Network is conceived as a space for collaboration, mutual learning and institutional strengthening.

The 2025–2027 Strategy is structured around three main axes. The first, focused on *governance, strategic alliances and institutional visibility*, seeks to consolidate a representative and sustainable operational structure. The second, dedicated to the *generation and management of knowledge*, promotes the creation of publications, regional training programs and mobility mechanisms for teaching and technical staff. The third, aimed at *transformation and innovation*, promotes pedagogical modernisation, the incorporation of green skills and the creation of learning and innovation communities in vocational training.

With this signing, the participating institutions seal their commitment to a common agenda that promotes vocational training as a driver of development, social inclusion and productive transformation in Ibero-America. REDIFP is consolidated, as well as a key instrument to strengthen regional cooperation, align national strategies and respond collectively to the challenges of the future of work.



► Annex 8: Agenda 47 TCM

Day 1 - Agenda 47 TCM



Date:
August 27, 28 and 29, 2025



Venue:
Sheraton Santiago Hotel, Chile

08:30 - 22:30

Day 1: Wednesday 27 August

08.30 – 09.30

Opening ceremony

Moderator: Carolina Jiménez,
Master of Ceremony

- Elena Montobbio, Director of ILO/Cinterfor
- Juan Mailhos, CNCS, Uruguay, Employers' representative.
- Natacha Sierralta Inostroza, CUT, Chile, Workers' representatives.
- Ana Virginia Moreira, ILO Regional Director for Latin America and the Caribbean.
- Giorgio Boccardo, Minister of Labour and Social Welfare of Chile

09.30 – 10.30

ILO/Cinterfor Network Strategy

Moderator: Pablo Chacón, Chair
of the TCM

- Setting up the head table.
 - Chair: Pablo Chacón, Undersecretary of Labour of Chile
 - Vice-Chair representing the employer sector: Juan Mailhos, CNCS, Uruguay
 - Vice-Chair representing the worker sector: Natacha Sierralta Inostroza, CUT, Chile
- Presentation: Management Report 2024-2025 and proposal for the Work Plan 2026-2027.
- Presentation: Report of the Programme and Budget Committee
- Presentation: Report by the Employers' Group: Guido Ricci, CACIF, Guatemala.
- Presentation: Report by Workers' Group Tyronne Esna, CTRN Costa Rica
- Approval of the 2024-2025 management report and 2026-2027 Work Plan

10.30 – 11.00

Coffee Break

11.00 – 12.30

Other Perspectives I

Moderation: Romanina Morales,
National Director of SENCE



- "Facing Transitions: Fundamental Principles for Lifelong Learning"**
- Mario Eckardt, GIZ, Germany.
 - Carmen Pagés, UOC, Spain.

12.30 – 13.00

Tripartite panel

Moderation: Ana Virginia Moreira,
ILO Regional Director



- Yinette Chandeck, CONEP, Panama, Employers' representative.
- Gustavo Gándara, CGT, Argentina, Workers' representatives.
- Ximena Rivillo, Executive Director of Chilevalora, government representative.



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Day 1: Wednesday, 27 August



13.00 – 14.30

Lunch

14.30 – 15.30

Discussion Panel I

Moderation: Rodrigo Filgueira,
ILO/Cinterfor

"Innovation in Training to Face Transitions"

- Carlos Hernández, Development Manager, SENATI, Peru.
- Alessandra Dias da Cruz, Asesora Técnica de Educación Profesional, SENAC, Brazil.
- Rafael Santos Badía, Director General, INFOTEP, Dominican Republic.
- Romanina Morales Baltra, National Director, SENCE, Chile.

15.30 – 16.00

Coffee Break

16.00 – 17.00

Discussion Panel II

Moderation: Gonzalo Graña,
ILO/Cinterfor

"Lifelong Learning Strategies"

- Fernando Rodríguez Araya, External Cooperation Advisory Officer, INA, Costa Rica.
- Astan Spencer, Director Regional, HEART-NSTA, Jamaica
- David Enrique Garzón García, Director of Promotion and Corporate Relations, SENA, Colombia.

17.00 – 18.00

Networking

Moderation: Elena Montobbio,
Director of ILO/Cinterfor

17:15 Signing of the framework agreement between CANTA and ILO/Cinterfor
17:30 Signing of the Agreement on the Mutual Recognition of Occupational Skills Certification

19.00 – 20.00

Transfer to the Palacio de la Moneda

20.00 - 22.00

Welcome cocktail, Palacio de la Moneda

22.00 - 22.30

Transfer to the hotel



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Day 2 – Agenda 47 TCM

**Fecha:**
August 27, **28** and 29, 2025

**Lugar:**
Hotel Sheraton Santiago de Chile


08:30 - 18:00

Day 2: Thursday, 28 August

08.30 – 10.00

Other Perspectives II

Moderation: Miski Peralta Rojas,
Chief of Staff, Undersecretariat for
Higher Education, Chile



“Moving Forward with Everyone: Inclusion Strategies for Lifelong Learning”

- Sonia González Fuentes, Coordinator of the EU Regional Programme Inclusive Societies, FIAP, Spain
- Pablo Egaña del Sol, Universidad Adolfo Ibáñez, Chile.

10.00 – 11.00

Discussion Panel III

Moderation: Anaclara Matosas,
ILO/Cinterfor

“Training and Certification for Inclusion and Equal Opportunities”

- Diego Maza, Manager of Training for Work, UOCRA Foundation, Argentina.
- Viviana Caballero, Public Relations Team, INADEH, Panamá.
- Oscar Stuardo Chinchilla Guzmán Manager, INTECAP, Guatemala.
- Fernando Ubal, General Directorate of Technical and Professional Education, CETP/UTU, Uruguay.


11.00 – 11.30

Coffee Break

11.30 – 12.30

Panel I

Moderation: Carolina Jiménez




“New Voices”


- Tally Arriagada, Red Egres, Chile.
- Silvia Aracelly Hernández, INA, Costa Rica.
- Sandra Ganga Rodríguez; Nicanor Parra Union of Food Handlers, Chile.


12.30 – 14.00

Lunch




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Main outcomes of the 47th Technical Committee Meeting

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Day 2 – Thursday, 28 August



14.00 – 15.00

Discussion Panel IV

Moderation: Sebastián Parrilla,
ILO/Cinterfor

“Labour Market and Skills Intelligence System”

- Gerardo Gutiérrez Arday, Managing Director, SEPE, Spain.
- Gustavo Leal, Director General, SENAI, Brazil.
- Nicolás Ratto Ribo, Head of the Employment Policy Division, Undersecretary of Labour, Ministry of Labour and Social Welfare, Chile.
- Miguel Venturiello, Director General, INEFOP, Uruguay.

15.00 – 15.30

Coffee break

15.30 – 16.30

Discussion Panel V

Moderation: Natalia Genta,
ECLAC

“Training Strategies for Productive Transformation”

- Henderson Eastmond, Executive Director, NTA Barbados.
- Alfredo Mongelós; Technical Secretary, SINAFOCAL Paraguay.
- Antonio de Luis Acevedo; Managing Director, FUNDAE Spain

16.30 – 17.30

Tripartite Panel

Moderation: Antonio de Luis
Acevedo, FUNDAE, Spain

Presentation of the results of the Ibero-American Tripartite Social Dialogue Process 2023 - 2025

- Florencia Suau, UIA, Argentina, Employers' representative.
- Juan Arturo González, Andi, Colombia, Employers' representative.
- Rosane Bertotti, CUT, Brazil, Workers' representatives.
- Isabel Guzmán, Convergencia Sindical, Panamá, Workers' representatives.
- Alejandra Aguilar, Ministry of Labour and Social Welfare of Guatemala, Government' group.
- José Miguel Guerrero Sedano, CEOE, Spain, Employers' representative.
- Juan Carlos Tejeda Hisado, CEPYME, Spain, Employers' representative.
- Gema Torres Sastre, CCOO, Spain, Workers' representatives.
- Amparo Burgueño Luengo, UGT, Spain, Workers' representatives.

17.30 – 18.00

Networking

Moderation: Elena Montobbio,
Director of ILO/Cinterfor

17:30 Signing ceremony of the Final Declaration of the Tripartite Social Dialogue Process.
17:45 Signing of the REDIFP framework agreement

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Day 3 – Agenda 47 TCM


Date:

 August 27, 28 and **29**, 2025

Lugar:

Santiago de Chile

08:30 - 15:00
Day 3: Friday, 29 August
08.30 – 10.00
Panel: ILO/Cinterfor's Thematic Networks

Moderators: ILO/Cinterfor specialists

- **Care Sector:** Federico Araya, DINA Uruguay; Anaclara Matosas, Cinterfor.
- **Certification and recognition of certifications:** Ximena Rivillo; Executive Director, ChileValora; Sebastián Parrilla, Cinterfor.
- **Dual Training Alliance:** Alessandra Dias da Cruz, SENAC; Gonzalo Graña, Cinterfor.
- **Digital transformation:** Alvaro Pena, UTEC; Rodrigo Filgueira, Cinterfor.
- **Productive transformation and closing gaps:** Natalia Genta, ECLAC; Rodrigo Filgueira, Cinterfor.

10.00 – 10.30
Coffee Break
10.30 – 12.00
Panel: Perspectives on Cooperation

Moderator: Elena Montobbio, Director of ILO/Cinterfor

- David Enrique Garzón García, Director of Promotion and Corporate Relations, SENA, Colombia.
- Claudia Peneleu, Vice Minister of Social Welfare and Employment, Ministry of Labour and Social Welfare of Guatemala
- Gerardo Garbarino, CIU, Uruguay, en representación del grupo Empleador.
- Alberto Jaramillo, CTN, México, Workers' representatives.

12.00 – 12.30
Break - Preparation of the closing ceremony
12:30 - 13:30
Closing ceremony of the 47 TCM

Moderation: Pablo Chacón, Chair



- Juan Mailhos, CNCS, Uruguay, Vice-Chair representing the employer sector.
- Natacha Sierralta Inostroza, CUT, Chile, Vice-Chair representing the worker sector.
- Pablo Bobic, CPC, Chile, Employers' Group.
- Cicero Pereira, CSA, Workers' Group.
- Ana Virginia Moreira, ILO Regional Director for Latin America and the Caribbean.
- Elena Montobbio, Director of ILO/Cinterfor
- Giorgio Boccardo, Minister of Labour and Social Welfare of Chile


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