

# Cinterfor 2020 Report: A year of challenges and lessons learned

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International  
Labour  
Organization

CINTERFOR



December 2020

# **Fulfilling the transformative potential of vocational training**

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# Contents

▸ <b>Prologue</b> .....	<b>04</b>
▸ <b>Chapter 1: ILO/Cinterfor's response to the COVID-19 crisis and pathways to recovery</b> .....	<b>12</b>
▸ <b>Chapter 2: Towards a new Cinterfor: three key areas of innovation</b> .....	<b>30</b>
▸ <b>Chapter 3: Theory of change: principal activities carried out and ongoing</b> .....	<b>50</b>



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# Prologue

In 2020, Cinterfor implemented a strategic planning process, with the aim of strengthening its role in promoting innovation in vocational training. To fulfil that role, Cinterfor also innovated its approach, its modes of action, its products and its services.

Two areas of innovation therefore emerge:



training policies, systems and institutions;






the Centre itself.

## Innovation in training policies, systems and institutions

Today, the world of work is not only facing historic challenges such as inequality, poverty, unemployment and low productivity, it is also undergoing a process of accelerated transformation and rearrangement, driven by Industry 4.0, the digital revolution, the new skills demanded, changes in the sectoral composition of employment and methods of working.

This new scenario demands innovation in a number of areas:

-  in techniques for identifying and anticipating training demand;
-  in the design of training responses;
-  in the implementation of such responses; and in the assessment of results and impacts.



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## Innovation in Cinterfor

### Why is it necessary?

- ✔✔ to support innovation in vocational training policies, systems and institutions;
- ✔✔ to make visible and contribute to fulfilling the transformative potential of vocational training: equity, combating poverty, productivity growth and productive transformation.

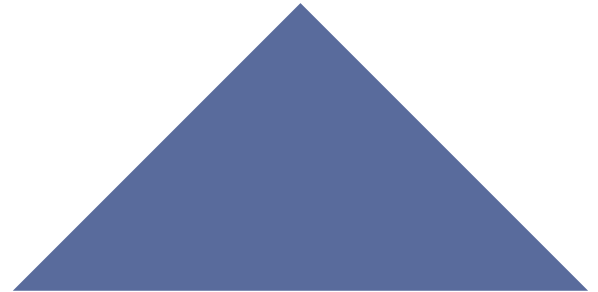


### In what areas should innovations be carried out?

- ✔✔ in its means of action, products and services, by digitizing its technical assistance, capacity-building and information management services;
- ✔✔ in ways of engaging with network members and other key partners, both within and outside the region, based on collaborative strategies;
- ✔✔ in its knowledge generation, collection, analysis and management, in support of evidence-based decision-making.

Cinterfor has been working on generating a Theory of Change, which will make it possible to visualize:

- ▶▶ the ultimate impact sought with its actions
- ▶▶ the changes that Cinterfor must help to generate in order to achieve this impact
- ▶▶ the outputs and services to be developed in order to obtain the desired impact



The core question is:

**How can Cinterfor's activities help generate the changes needed for the final impact sought?**

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## The challenge of the pandemic

The COVID-19 pandemic, and the social and economic crisis it has caused, delivered a blow to vocational training in the region. About 85 per cent of face-to-face vocational training was interrupted in the first months of the pandemic. Nevertheless, vocational training institutions (VTIs) did not stop working, but instead, they embraced innovations and addressed the challenges of expanding their existing distance learning provision, and of adapting their usually face-to-face courses to this modality based upon digitalization of training design and delivery.

This entailed challenges at multiple levels, including infrastructure and equipment, teacher training and updating, curricular and instructional design adaptation, development of teaching resources.

**In practice, the pandemic has had a catalytic effect on many institutions, accelerating innovation processes already under way, particularly in the area of digitization. Which is why they were able to react promptly.**

“  
**About**  
**85%**

**of face-to-face vocational training was interrupted in the first months of the pandemic.**





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## Cinterfor faces the challenge of the pandemic

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Before the pandemic, Cinterfor already had innovations in place that allowed it to immediately deploy a response plan in support of its network of institutions. Additionally, it accelerated those same innovation processes, with a focus on digitalization of its services, generating new ones, and driving the collaborative construction of smart solutions.

As a result, Cinterfor's actions increased, rather than slowing down. Although face-to-face activities could not be carried out, virtual communications, exchanges and activities were implemented in increasing quantity and frequency to assist its network of institutions.

In the response to COVID-19, Cinterfor's network of vocational training institutions had the opportunity to share their own experiences and lessons learned, and to benefit from knowledge exchange with other institutions and countries. Both the response to the pandemic and the path to recovery have been built collaboratively by all the countries in the region.

Cinterfor already had innovations in place prior to the pandemic, which allowed it to immediately deploy a response plan in support of its network of institutions.

## “Do not Infect jobs”

Faced with the challenges posed by this crisis, Cinterfor’s actions have been a fundamental part of the ILO’s strategy in the region and of its campaign “Do Not Infect Jobs” (No contagiemos al empleo), with its four pillars:

1. ▶ Stimulating the economy and employment
2. ▶ Supporting business, employment and income
3. ▶ Protecting workers in the workplace, reinforcing occupational safety and health measures
4. ▶ Seeking solutions through social dialogue

Despite the emerging challenges resulting from the crisis, Cinterfor’s actions have remained on track to contribute to the goals of its work plan for the biennium, which was adopted by both the Governing Body and its member institutions and constituent representatives at the 44th Meeting of the Technical Commission (Montevideo, August 2019). This also implies the continuity of its alignment with the ILO’s strategic objectives and the expected outcomes of its Programme and Budget for 2020-2021.

# Chapter 1:

ILO/Cinterfor's response to  
the COVID-19 crisis and  
pathways to recovery



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## First decisions

The health measures established in most countries in the region to control the spread of new coronavirus infections affected the most diverse areas of economic and social activity. The field of vocational training was no exception. Little was known at that time regarding the severity that the crisis would attain, and for how long the normal provision of training services would be affected. This resulted in a highly uncertain decision-making scenario.

Training institutions fell into line with social distancing health measures, prioritizing the safety and health of both students and their staff. However, deciding to suspend face-to-face classes was only the first step, and this was followed by major dilemmas: How long should this measure be maintained? What measures and actions should be anticipated to prepare for a return to face-to-face classes, whenever that might be? Above all: What to do in the meantime? Was it possible to reduce, at least in part, the damage caused by the closure of centres? With what strategies and means?

## Keeping up support and cooperation

Just as countries had the opportunity to learn from each other's successes and failures in relation to health policies to control the pandemic, vocational training institutions needed to obtain access to peer experience and knowledge sharing.

That need was quickly identified by ILO/Cinterfor, which led to the deployment of an initial response, which then led to developing a comprehensive support plan for its member institutions network.

It should be mentioned that the Centre was also affected by the new measures. This meant that, as of 13 March, all of its staff began to work remotely, initiating an accelerated learning and innovation process, based on the core idea that **when cooperation is needed more than ever, interrupting it is not an option.**



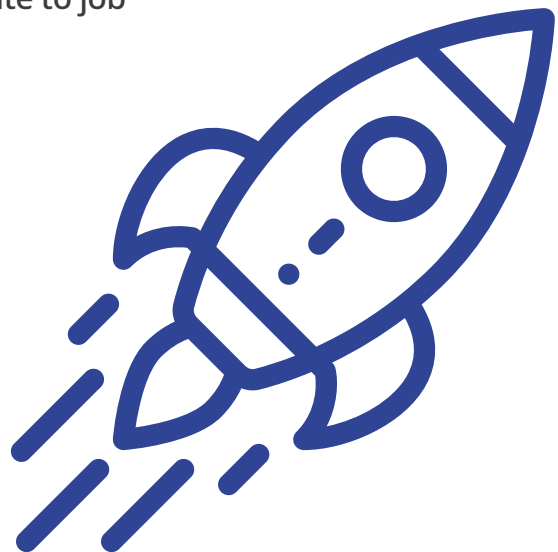
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## Initial activities

With the Centre's team working intensively and in coordination from their homes, thanks to the communication technologies available, two initial and simultaneous actions were outlined and were already implemented by the following week:

**1** **Invitation to a regional virtual meeting**, with the purpose of engaging in a preliminary discussion on the state of play in each country and institution, and the first measures to be implemented.

The first online regional meeting was followed by a **cycle of twelve videoconferences** that made it possible not only to shed light on the evolution of events and actions, but also to delve more deeply into more specific dimensions, such as: How to scale up distance learning provision? How to bridge gaps in access to digital communication and training services? How to prepare teachers to fulfil their role in these new digital settings? Is it possible to assess and certify skills remotely and by means of what tools and approaches? What can vocational training institutions do in support of the overall health-related challenges in their countries? and, How can they contribute to job and economic recovery measures?





# 2

Launching a **survey targeting all of the network institutions**, in order to begin systematically documenting and sharing information on both the situation and the measures taken in each case.

The survey provided the basis for the creation of a **Regional Observatory on “COVID-19: the response of vocational training institutions”** (<https://www.oitcinterfor.org/en/node/7757>). This observatory became a continuously updated tool for documenting the strategies and actions of VTIs, as well as enabling the fully open sharing of all types of resources developed by each VTI in the network.

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## Developing reference and guidance documents

The inputs collected through the virtual meetings, the videoconferences and the survey further laid the groundwork for producing a number of reference and guidance documents, published electronically by ILO/Cinterfor and the ILO Regional Office for Latin America and the Caribbean, and other ILO field offices:

- ▶ Formación profesional en la respuesta a la crisis y en las estrategias de recuperación y transformación productiva post COVID-19 (Vocational training in response to the crisis and post-COVID-19 recovery and productive transformation strategies). Regional Technical Note. Panorama Laboral en tiempos de la COVID-19 – 2020 (A Labour Overview in times of COVID-19) ([https://www.oitcinterfor.org/publicaciones/notas/FP\\_Covid\\_19](https://www.oitcinterfor.org/publicaciones/notas/FP_Covid_19)).
- ▶ La formación profesional en la respuesta a la crisis provocada por la COVID-19 (Vocational training in the response to the COVID-19 crisis). #NoContagiamosAlEmpleo Blog. ([https://www.ilo.org/santiago/publicaciones/reflexiones-trabajo/WCMS\\_747037/lang-es/index.htm](https://www.ilo.org/santiago/publicaciones/reflexiones-trabajo/WCMS_747037/lang-es/index.htm)).
- ▶ Panorama Laboral en tiempos de la COVID 2020: Impactos en el mercado de trabajo y los ingresos en América Latina y el Caribe (A Labour Overview in times of COVID-19: Impact on the labour market and income in Latin America and the Caribbean) [Second edition] – 2020. ILO. Regional Office for Latin America and the Caribbean ([https://www.oitcinterfor.org/publicaciones/NotaPlaboral\\_Covid19](https://www.oitcinterfor.org/publicaciones/NotaPlaboral_Covid19)).
- ▶ The role of vocational training in confronting the effects of COVID-19 in Latin America. ILO/Cinterfor Notes N° 8 – 2020 ([https://www.oitcinterfor.org/en/publications/ilocinterfornotes/vt\\_covid](https://www.oitcinterfor.org/en/publications/ilocinterfornotes/vt_covid)).
- ▶ Informe final del ciclo de videoconferencias OIT/Cinterfor: la formación profesional frente a la crisis COVID-19 – 2020 (Final report on the ILO/Cinterfor videoconference cycle: vocational training to confront the COVID-19 crisis – 2020). ([https://www.oitcinterfor.org/fp\\_covid19/Informefinal\\_CicloVC](https://www.oitcinterfor.org/fp_covid19/Informefinal_CicloVC)).
- ▶ Ampliando el mundo virtual en la formación profesional Potencialidad de la tecnología “blockchain” en la certificación de competencias (Expanding the virtual world in vocational training. The potential of blockchain technology in skills certification). ILO/Cinterfor Notes N° 9 – 2020 (<https://www.oitcinterfor.org/node/7818>).

## Restructuring outputs, services and capacity building

The third component of the ILO/Cinterfor response plan entailed restructuring its technical assistance services, as well as its transfer and capacity-building activities. Thus, responses to several requests for technical cooperation were organized in digital format. Despite the issues that a lack of face-to-face contact can entail, this format also provides great opportunities in coordinating agendas and in the availability of the experts required.

The challenges arising over the course of these months, however, called for more far-reaching and comprehensive action, while reinforcing the cooperation needed between countries and institutions. In this respect, ILO/Cinterfor aimed to design and make available to institutions a completely new array of products and services, with innovative features and format: distance courses, with the support of tutorials in some cases, and self-administered in others.

- ▲ ILO/Cinterfor designs and makes available to training institutes an entirely new array of products and services, with innovative features and format

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## Restructuring outputs, services and capacity building

By the end of 2020, ILO/Cinterfor had successfully administered three tutor-led courses, which included the conclusion of a capstone project by the end of the course and two self-administered courses.

The three tutor-led courses with capstone projects were:

- *National Qualifications Frameworks*
- *Quality Apprenticeship*
- *Mainstreaming occupational health and safety in vocational training*

***These three tutor-led courses also come with practical guides that are available on the Centre's web platform: <https://formacion.oitcinterfor.org/>***

The two on-going self-administered courses are:

- *Vocational training and green jobs*
- *The digitalization of vocational training*

These are new services, as ILO/Cinterfor had not previously provided online training systematically with these features. The courses had been planned in 2019 with a face-to-face format. The new circumstances required these same courses would have a different format and be delivered as remote and digital courses.

In the same vein, efforts have been made to resume the knowledge-sharing activities that usually took place in person, such as study trips. In this first phase, it was proposed that three ILO/Cinterfor network VTIs: the Brazilian National Industrial Training Service (SENAI), for its acronym in Portuguese, the Brazilian National Commercial Training Service (SENAC) and the Brazilian National Rural Training Service (SENAR), would provide virtual study visits to the centres to enable learners to get to know the facilities, as well as to learn about their innovations and developments. The "360 SENAC" virtual tour was launched in December 2020 and the other two virtual tours will be available in the first quarter of 2021.

Ten new tutor-led courses, with capstone projects, will be offered by ILO/Cinterfor in 2021.



## Vocational training achievements in the context of the pandemic

Thanks to these cooperative activities and the efforts made by each VTI, vocational training in the region has succeeded, despite the prevailing difficulties, to continue fulfilling its transformative role towards sustained, sustainable and inclusive development. Among the most noteworthy events are:

- ▶▶ The swift reaction of VTIs to contribute to national efforts to control the pandemic through their services, capacities and infrastructure.
- ▶▶ Their proven ability to scale up existing distance learning activities, and generate new activities in this renewed format.
- ▶▶ The adoption of health protocols for the return to face-to-face courses where possible, ensuring safe and healthy conditions for students and officials.
- ▶▶ The proactive behaviour of many VTIs in seeking and establishing partnerships as a way to accelerate innovation, especially in the field of digitization.
- ▶▶ The synchronization of VTI capacity with national efforts to address the economic and social crisis, the path to recovery, and strategies aimed at productive transformation.

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## Developing capacity to strengthen the institutional framework for public policies that address employment, training and labour certification

The CETFOR Phase II Project, “Capacity-building to strengthen the institutional framework for employment, training and labour certification public policies within the context of a culture of work” in Uruguay, implemented by the ILO through ILO/Cinterfor, and financed by the National Institute for Employment and Vocational Training (INEFOP for its acronym in Spanish), completed its second phase (2018-2020) in October.

The impact of the pandemic came at a time when various information gathering activities were being carried out “in the field” with different sectors, companies and workers. The plans for the final few months were too rigorous and demanding to make it possible to meet the agreed timelines and outputs. The coordinating unit reacted quickly and, with the commitment of all of the participating stakeholders, managed to put in place various distance-based mechanisms that enabled the project to move forward according to the established timelines and overcoming the difficulties that prevented in-person activities.



The successful cooperation of all the parties involved should be particularly underscored, as well as their flexibility in incorporating these new dynamics, based on the reorganization of fieldwork into a virtual mode facilitated by technology, the harnessing and enhancement of the platform used, adapting it to the needs and reality of each sector and company, and the intensive use of online meetings.

Finally, it was possible to complete the project activities very successfully, reaching high levels of agreement (an unexpected and additional outcome at this stage of the project).

The achievement of the Project's Objective 1 on the transfer of capacity developed during the first phase of the Project determined that the Ministry of Labour and Social Security (MTSS, in Spanish), INEFOP and the social partners should apply the capacity developed in the previous phase and use the sectoral tools for the assessment and evaluation of jobs designed. A total of 361 job descriptions were generated for four sectors; 4 assessment tools, skills frameworks and occupational structures; an accessible platform was created for social and technical actors, which incorporates the development of the entire methodological process (from the design of a survey form to the assessment tool) and access to the final outputs for modification and/or printing.

As an output of Objective 2, an employment information system was developed; "PUEDO" (I CAN), which includes significant labour supply and demand variables useful in decision making and user consultation. There are also guides on how to use the system and technicians trained to continue developing it.

For further information on the Project: [Click here](#)

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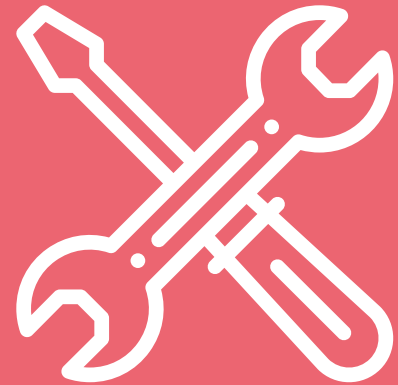
## Vocational training and productive transformation: new responses to tackle recovery

In order to emerge from the crisis resulting from the pandemic, many countries are undertaking plans for productive transformation and driving the recovery of the most seriously affected sectors. The new demands for skills and competences that arise from these measures need to be anticipated, monitored and addressed by means of quality training programmes to make such policies more effective and, above all, sustainable.

The actions generated in this line include:

- ▶ The National Institute for Vocational and Technical Training (INFOTEP, in Spanish) in the Dominican Republic launched a course for certification in the new protocol for tourism industry activities after COVID-19; this sector generates about 10% of gross product and 9% of employment.
- ▶ The National Service of Skills Development in Industrial Labour (SENATI, in Spanish) in Peru launched an adaptation programme for digital skills to facilitate the retraining of people who have lost their jobs and seek new opportunities in the growing demand for digital skills.
- ▶ The Technical Institute for Training and Productivity (INTECAP, in Spanish) in Guatemala initiated a series of conferences and online workshops on different topics of interest to employers and workers, ranging from organizing a business to preserving customers and exploring digital markets.
- ▶ The National Commercial Learning Service (SENAC, in Portuguese) in Brazil turned to new digital modalities to promote the country's regional values and tourist attractions, fostering regional cuisine and adhering to health protocols; it also supports entrepreneurs at events organized together with state trade federations.





- ▶ The National Service of Rural Learning (SENAR in Portuguese) in Brazil has launched the Agro pelo Brasil (Agriculture for Brazil) project, an alternative developed owing to the impossibility of holding face-to-face fairs, courses and exhibitions; the programme disseminates content to promote the wealth of the countryside through online events, keeping rural producers connected and active in the training system.
- ▶ INEFOP in Uruguay, at the initiative of a number of social stakeholders, workers, entrepreneurs and academia has adopted the offer of the Human Talent Training Centre to include online courses aimed particularly at the pharmaceutical sector.
- ▶ The National Vocational Training Institute for Human Development (INADEH, in Spanish) in Panama announced its entrepreneurship training for persons wishing to gain access to a seed capital fund created by the Micro, Small and Medium Enterprises Authority (AMPYME, in Spanish) to support new entrepreneurs in urban, rural and indigenous areas.

VTIs have also made progress in the field of occupational safety and health, in the development of and training in biosafety protocols and standards. SENAC promotes compliance with biosafety standards for both workers and tourists, to restore confidence and facilitate safe travel. The National Learning Service (SENA, in Spanish) in Colombia is developing an application that will enable tourists to find places that follow biosafety protocols. SENAI has partnered with sectors such as fuels, the garment industry, bakery, and others, to support the generation and dissemination of protocols for the resumption of activities.

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## Accelerating digitalization in vocational training & accompanying the pace of change

Overall, VTIs activated their e-learning portals and initiated course provision in skills that can be transferred to a non-face-to-face format. In some cases, the use of remotely connected simulators was encouraged: for example, SENAI in Brazil and the National Learning Service (SENA, in Spanish) in Colombia. The National Institute of Labour Education and Training (INFOCAL, in Spanish) in Bolivia organized a welding course, also using simulators. The National Professional Development Service (SNPP, in Spanish) in Paraguay is launching a remote course in Robotics.

The following are some other examples we can mention:

- ▶▶ The Salvadoran Institute of Vocational Training (INSAFORP, in Spanish) in El Salvador, which directly runs 17 courses for the training of instructors, including methodological training, and transversal and digital skills.
- ▶▶ The University of Technology (UTEC, in Spanish) in Uruguay has developed a new provision of distance diplomas and has organized a master's degree in data science with the Massachusetts Institute of Technology.
- ▶▶ The National Industrial Work Training Service (SENATI, in Spanish) in Peru, with its [senati.online](http://senati.online) portal, offers training at different levels and of different lengths for industry.

- ▶▶ The National Institute of Learning (INA, in Spanish) in Costa Rica offers short courses on its Inavirtual portal to complement technical skills.
- ▶▶ INTECAP in Guatemala created the portal “Study with us from home”, a platform offering 50 free and self-administered courses in the areas of digital skills, administration, communication, finance, and others, which have been in great demand. In addition, it has promoted the provision of certification in digital skills with international licenses.



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## New partnerships for vocational training: an opportunity to increase coverage, quality and relevance

There has been a great deal of activity in this area and the moulds are literally being broken on how partnerships and new forms of association are developed, with courses that originate outside the context of a VTI, but which can have wide demand.

Examples include Colombia's SENA, which has expanded its provision with courses from training platforms such as LinkedIn and Amazon. It has launched training experiences in the bootcamp format for digital skills and, as part of its "#Transformación digital SENA" campaign (SENA digital transformation), in partnership with Everis and the National Academic Network of Advanced Technology, has set up, in its regional area of Antioquia, the first SENA Centre for software development, with 40 apprentices who will be trained in software analysis and development. In addition, it has jointly organized a competition in digital skills with the Public Employment Agency.

In Brazil, SENAI has entered into an agreement with the Brazilian Industrial Research and Innovation Company and the Ministry of Education to develop a new applied research-based learning programme to solve real industry problems and address, in addition to technical capabilities, the socio-emotional skills required to make a substantive input in the business environment. The participants selected will receive financial support and the close support of tutors.

INSAFORP's training provision has been expanded with a variety of online courses covering English language and soft or social-emotional skills. The institute also expanded its own online offer with Insaforp online, which offers access to some 15 platforms from different providers and entered into an agreement with the "Capacitate para el empleo" learning work skills platform, with about 950 online courses.



The National Training and Employment Service (SENCE, in Spanish) in Chile, the National Institute for Vocational and Human Development Training (INADEH, in Spanish) in Panama and the National Institute for Employment and Vocational Training (INEFOP, in Spanish) in Uruguay have also entered into agreements with online training provider platforms. In Chile, the Aula Digital SENCE (SENCE Digital Classroom) has been created to bring together all online provision. Some of these offers have been synchronized with central government programmes and online conferences are organized at some sites in order to disseminate topics such as employment subsidies for enterprises.





# Chapter 2:

Towards a new Cinterfor:  
three key areas of innovation



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## ILO/Cinterfor as an innovation hub

Between December 2019 and February 2020, at the special request of the ILO Regional Office for Latin America and the Caribbean, a task force was set up with the purpose of turning ILO/Cinterfor into a hub for vocational training innovation, in order to address future work challenges in the region.

### Lines of action taken to turn ILO/Cinterfor into an innovation hub:



Make a qualitative leap in the ILO/Cinterfor's relationship with member institutions, enabling their increased participation in issues such as the identification of key areas and themes for cooperation, collaborative work for the development of outputs and activities, and resource mobilization strategies.

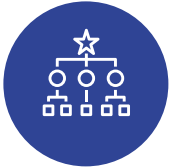


Strongly promote innovation-oriented cooperation actions in vocational training policies, systems and institutions, at all levels of their management and action.



Continue to develop a comprehensive vision of vocational training, including all knowledge management activities (the identification of innovative experiences, trends and debates, synthesis and dissemination), as well as the establishment of partnerships with other bodies, institutions and regions, encouraging innovation in vocational training.





Improve the organization of the Centre's current services and offer new ones. This involved facing an incremental demand for the Centre's services that strained its structure and resulted in a large number of actions (135 different actions in the region during the biennium 2018-2019). It put pressure on the management of available resources and affected the identification of their effects and impacts. Since many of these demands converged in a number of common areas and themes, it was deemed reasonable to structure the Centre's products and services to serve several institutions simultaneously.



Begin to develop a range of regional courses on key topics, supported by the practical guides developed by the Centre, as a way to better organize its response to the demands of its members and constituents.



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The Centre's team was fully committed to implementing these lines when, as a result of the health emergency decreed by the Government of Uruguay, all staff switched to teleworking.

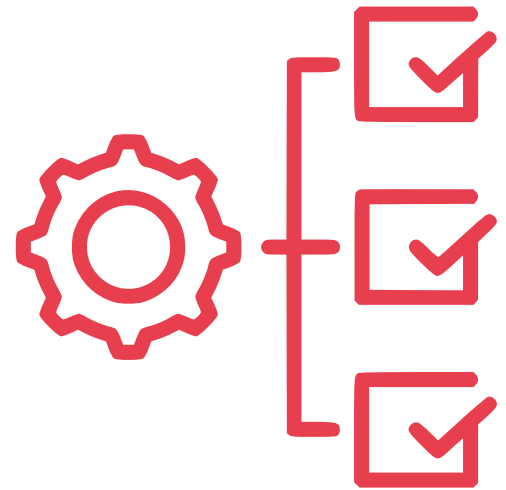
Owing to the control achieved over the contagion rate in the country over the following months, the Centre's staff were gradually able to return to their duties in person at the beginning of July. It was not, however, a matter of a return to previous normal conditions, but rather of intensifying efforts to deal with an entirely new regional situation, which was in full swing and, therefore, highly uncertain. Since then, many countries have had to continue implementing social distancing measures, affecting, inter alia, vocational training. The provision of technical assistance services was (and continues to be) ruled out. Demands multiplied, while the use of information and communication technologies intensified.



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# 3 main focal points for innovation in the new context

The Centre's process of innovation and change needed to continue, but with new strategies, methods and tools. Thus, under the leadership of the centre's new Director in July 2020, a strategic planning exercise was conducted using online technologies, through which the innovation strategy was revised, validated and implemented. Three main innovation focal points were established for the Centre:



Development of a new digital services platform



A new strategy for engaging with VTI network members, constituents and other strategic partners and allies



Knowledge development and management to influence actions and policies

## Development of a new digital services platform

In the 1990s, Cinterfor pioneered the digitization of its information services. Since then, services and content have continued to be incorporated; for example, knowledge bases on a number of topics, or EVC, Espacio Virtual Cinterfor (Cinterfor Virtual Space), which has supported various sharing and cooperation activities.

However, the transformation process that digital technologies entail is far from progressive or gradual. On the contrary, it requires innovation leaps that demand constant upgrading.

The new conditions imposed by the COVID-19 pandemic have only accelerated these disruptive features. However, this has happened so sharply and abruptly that they have eventually closed the door to any strategy involving incremental change, both for VTIs and for ILO/Cinterfor.

The situation, therefore, is that: ILO/Cinterfor must migrate all its pre-existing services to a digital environment, in order to continue developing its new services envisaged, and to keep a watchful eye on new opportunities opened up by the combination of the new context and the development of these technologies.



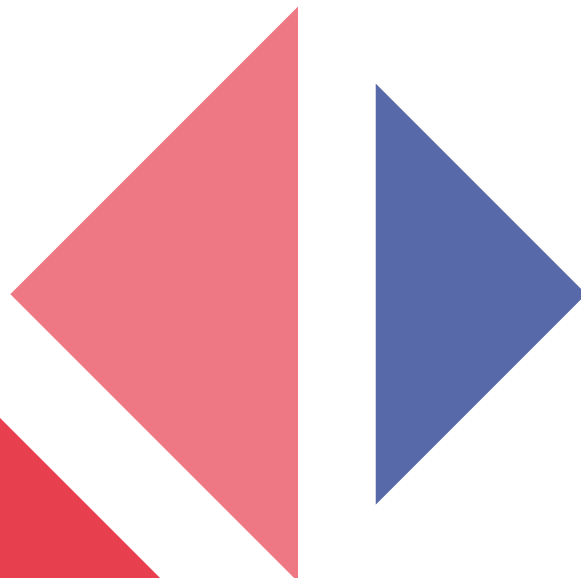
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## The Web Platform

As a result of the strenuous efforts made by the Centre's team, 2020 concludes with three new capacities in connection with its different services:

- 1** **A new web platform**, structured by identifying the most highly demanded contents and focusing on those with the greatest impact. The new platform contains a series of display boards or screens that make it possible to view its diverse content in a simple and unified manner. Content management is based on a combination of resources to provide the best possible support for information searches, writing, illustration, publication, network management and metric tracking.



## Mainstreaming virtual and digital formats

# 2

**Digital resources and strategies for virtual events:** workshops, technical meetings, study visits, seminars and conferences. Under current conditions, in which travel by the Centre's specialists has been suspended, and when most VTIs are prevented from conducting medium- or large-scale face-to-face meetings, the ability to access these resources is essential. Even when there is a return to in-person activities, everything suggests that future events will include a significant online component, which provides the opportunity for greater participation and impact.

However, it is important to note that conducting these activities in virtual and digital format involves much more than just selecting and applying a tool or platform; it involves achieving an appropriate combination of digital tools and new work methodologies. The virtual study visits to SENAI, SENAC and SENAR in Brazil were a first attempt to carry out an activity in the new format which will continue to evolve, with additional examples in the near future.

A further endeavour in this regard will be the Ibero-American Virtual Summit on the Digitalization of Vocational Training, to be held from 23 to 25 March 2021, organized by the State Foundation for Employment Training (FUNDAE, in Spanish) and the State Public Employment Service (SEPE, in Spanish) of Spain, with technical support from ILO/Cinterfor.



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## Areas for sharing, learning and building together

**3.**

**A new supply of courses** to address capacity building for VTIs and constituents. The courses planned to be conducted face-to-face prior to the pandemic have been delivered digitally and remotely.



**145**

**representatives of**

**21 VTIs**  
**from 16 countries**

**participated in the first season of ILO/Cinterfor online courses.**





## A new strategy for engaging with VTI network members, constituents and other strategic partners and allies

The countries which, together with the ILO, decided to create ILO/Cinterfor in 1963 set out its functions, funding plan, form of governance and relationship between the Centre and its member institutions.

These elements have formed the foundations on the basis of which these 57 years of systematic cooperation in the field of American vocational training have been conducted, based on an unprecedented experience in the world, both in terms of duration and impact.



- ▶ **In terms of its functions:** The Centre should be an instrument for the promotion of ongoing and active cooperation between the national agencies responsible for vocational training. To this end it should act as a clearing house for information and undertake research work for the benefit of all the countries on the American continent, its underlying policy being to promote the expansion of vocational training and its mainstreaming into economic and educational planning.
- ▶ **In terms of its funding:** The Centre is funded through financial contributions from the ILO, the host country (Uruguay), and annual voluntary contributions from the training institutes in its network.
- ▶ **In terms of its governance:** The Centre's management report and work plan are submitted to the ILO's Governing Body, as well as to its constituents and network training institutions at the Technical Committee Meeting held every two years.

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## A new relationship strategy

However, the high stability manifested by this model can also become a mirage. There are multiple signals indicating that our forms of establishing connections with VTIs and our constituents require an update.

A significant proportion of Cinterfor-driven activities in the past have been in response to individual VTI demands. While this has contributed to an increase in the total number of activities, it also implies that many opportunities exist to further mobilize inherent synergies and leverage opportunities to coordinate activities among several institutions with similar requirements. Working collaboratively to find intelligent solutions to common problems has many benefits, as well as being a more efficient use of resources.

Increasingly, VTIs have expressed their desire to share and contrast their developments and innovations with other institutions. This has been done in the past on topics such as the anticipation of training demands, project-based training and others. The plan now is to do this more systematically and intensively.



“Many opportunities exist to further mobilize inherent synergies and leverage opportunities to coordinate activities among several institutions with similar requirements. Working collaboratively to find intelligent solutions to common problems has many benefits, as well as being a more efficient use of resources.”



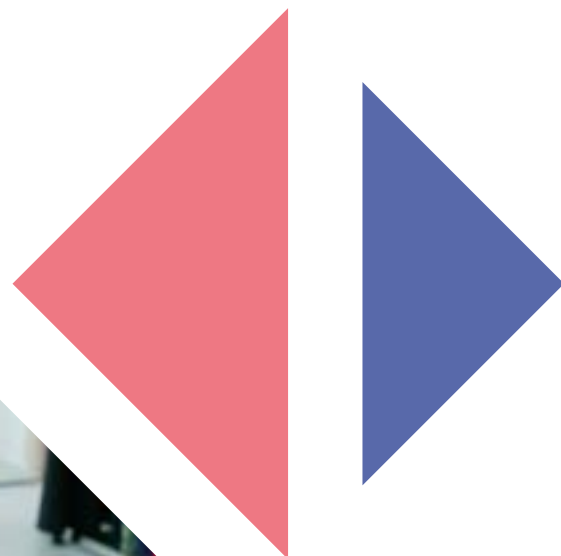


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## Initiatives to promote more active engagement

# first area of opportunity

The **new array of courses** that ILO/Cinterfor has begun to develop this year is a first area of opportunity for more active participation. Without detriment to the possibility of resuming face-to-face activities in the future, the new digital environment offers us the opportunity to conduct a greater number of events which, in addition to their training objective, are also, and above all, opportunities for knowledge-sharing and collaborative work in the framework of horizontal cooperation. Courses are not an end in themselves; rather, they are an opportunity to bring together institutions and people with common interests and concerns, and a trigger for longer-term processes. Thematic networking should then be the natural consequence of these initiatives, so that further activities for sharing, learning and collective solution-building can be organized.



## second modality

A second modality aimed at promoting more active participation is what ILO/Cinterfor has begun to call **“Collaborative Innovation Projects”** (CIPs). A CIP consists of a partnership between two or more VTIs or organizations which, with the support and coordination of ILO/Cinterfor and in partnership with other actors, collaboratively undertake the search for solutions to common challenges. As its structure follows the rationale of a project, it consequently includes objectives, outputs, activities and expected outcomes, together with a work plan and joint funding scheme. The first CIPs will reach their full development over the course of 2021, but initial arrangements for their launch are already underway. Entering into agreements for the design of a Regional Qualifications Framework, didactic-pedagogical innovation through project-based training, and capacity building for the measurement of skills gaps and anticipation of training demands are among these initiatives.

## commitments and agreements

Thirdly, ILO/Cinterfor has continued to move forward in relation to the commitments and agreements reached at the 43rd Technical Committee Meeting (San José, Costa Rica, August 2017), with regard to **formalizing its network memberships, addressing the regularization of voluntary contributions arrears and reinstating institutions** which were not actively participating, for a variety of reasons. In a particularly difficult context for the region and for the VTIs, the commitment shown through their continuing support for this cooperation and coordination role of ILO/Cinterfor is highly appreciated. Currently, there are a number of reintegration procedures under way and we have formalized links through the signing of agreements with 23 member institutions.

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## Knowledge development and management to influence actions and policies

The third of the lines of innovation refers to the introduction of improvements to the knowledge management cycle, with the purpose of identifying, developing and sharing organizational knowledge with a view to making the most effective use of it.

In the case of ILO/Cinterfor, this is knowledge applied to the field of vocational training, and “effective use” means obtaining concrete and verifiable outcomes in relation to how constituents make use of this knowledge to improve the quality, relevance, coverage and impact of vocational training policies, in order to contribute thereby to the sustainability of inclusive development with productive jobs and decent work.

ILO/Cinterfor has been carrying out activities addressing this cycle for 57 years. However, the formats and resources used have been changing at an increasing rate, which entails the challenge of constant innovation and adaptation.



**For 57 years  
ILO/Cinterfor has been  
conducting actions  
for the “effective use  
of knowledge”  
in the field of  
vocational training.**

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## Synchronization and collaboration

Effective knowledge management implies conceiving ILO/Cinterfor not as an office, but as a tool to synchronize efficiently different actors and capacities, both internally and externally. For this to be possible, in addition to the help of available technologies, a constant innovative drive to promote increasingly solid collaboration and communication schemes is required.

Thus, all outputs and services have been developed on the basis of collaborative work, both with the network's VTIs and with external actors, in order to identify and systematize information. Such is the case with regard to the courses designed and implemented this year, which are based on previously prepared guides or reports, and these, in turn, are supported by study and information gathering activities in the field, with the collaboration of the entire network and other partners.

Documents, technical notes and information banks on VTIs' response to the challenges of the pandemic crisis would not have been possible without inputs and the active collaboration of countries and institutions. This collaboration took place through the cycle of 12 videoconferences held as from March, as well as through the information provided by means of the survey organized by the Centre, in addition to a set of experiences, lessons learned and tools generously shared and made available through our platform.

The knowledge thus generated on the field of vocational training was included in other efforts undertaken by the ILO in relation to research on the impact of the crisis and the response to its challenges, within the framework of the regional campaign

**#DoNot Infect Jobs**  
**(#NoContagiamosAlEmpleo).**





**Effective knowledge management implies conceiving ILO/Cinterfor not as an office, but as a tool to synchronize efficiently different actors and capacities, both internally and externally.**



# Chapter 3:

Theory of change: principal actions carried out and ongoing



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## A new Theory of Change

It is necessary to ensure that ILO/Cinterfor's support to countries is based on a comprehensive approach. While there are many instances in which the Centre receives requests to help design or implement specific policy instruments, it is important not to lose sight of the fact that these initiatives do not operate on their own. Rather, they are often interdependent or mutually functional, and should be part of broader policies, such as those addressing employment, sectoral fiscal incentives and capacity building, which should be geared to focusing on the key challenges of our societies and economies.

On the basis of its strategic planning, the Centre's operations are structured around a theory of change that organizes its lines of work according to their outcomes or contributions to promote change, determined in turn by a clear view to achieving impact. An implementation strategy is outlined in keeping with this perspective and in coherence with the activities and outputs developed during this biennium.



## Another way to organize work processes

The organization of the Centre's work according to this theory of change makes it possible to focus on three main areas of results-based work and locate outputs and activities more relevantly, in line with their contributions to the respective outcomes, resulting in more focused action. This has enhanced teamwork and coordination between specialists and support areas with a clear visualization of the links between them and the attainment of the proposed changes.

Greater clarity regarding the intended outcomes (what for) and the means (how) allows for a more direct and natural coordination with the ILO's strategic framework and the organization's Programme and Budget. In this respect, all activities have been consolidated for a smoother synchronization with the programming of field offices and specialists in country offices and subregions.

The new ILO/Cinterfor theory of change, which links the desired impact with outcomes and outputs, developed in collaboration with the Centre's technical team, is illustrated below.



## AREA OF INTEREST / IMPACT

Strong and effective capacities developed for the transition to a knowledge and innovation-based economy, inclusive and sustainable growth with more and better jobs

## SPHERE OF INFLUENCE

### SECOND-ORDER OUTCOMES

Development of 21st century skills through lifelong learning and training

Quality VT systems and policies, innovative, with adequate coverage and promoting social inclusion

Participation and social dialogue sustain and validate vocational training policies

### FIRST-ORDER OUTCOMES

Instruments to synchronize and organize qualifications, developed and adopted

Mechanisms for the recognition of prior learning and skill certification

Quality apprenticeship and pre-apprenticeship policies

Trainers with capacity to apply innovative approaches that promote active learning

Policies that promote skills development among vulnerable groups, especially young people, and other specific groups

VT policy institutionalization favouring innovation and adaptability to change, strengthened

Regulatory frameworks and funding schemes for VT that make possible the development of partnerships and the diversification of funding sources

Information systems on employment, skills supply and demand, with forecast capacity

Mechanisms for social dialogue on VT linked to collective bargaining and sectoral skills management, created and/or strengthened

Mechanisms for social dialogue on VT synchronized with local and regional development strategies

Tripartite actors with the capacity to maintain and strengthen social dialogue on VT

## CONTROL/OUTPUTS SPHERE

**Research/synthesis and experiences:** Technical notes; reference papers and reports; knowledge bases

**Technical Cooperation:** Regional distance courses, virtual study tours; workshops and technical meetings

**Guides and handbooks:** Inputs for technical cooperation activities

## Integrated with the ILO Programme and Budget (P&B) for 2020-2021

As we can see, this theory of change is fully in line with the ILO Programme and Budget (P&B) results framework for 2020-2021.

The focus/impact area includes P&B Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market. It goes even further in identifying the contributions of vocational training to the spheres of productive transformation and inclusive and sustainable development.

The second-order outcomes guide the ILO/Cinterfor's three broad lines of action and include, in turn, the outputs set out in the P&B 2020-2021 and their corresponding indicators, which are linked to the first-order outcomes of the new Theory of Change:



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▶ **Output 5.1**

Increased capacity of ILO constituents to identify current mismatches between labour skills supply and demand and to anticipate future labour skills needs.

**5.1.1.** Number of Member States that have applied ILO methods to assess labour skills supply and demand mismatches and/or to forecast future labour skills needs, both nationally and sectorally.

**5.1.2.** Number of Member States with institutional mechanisms, whether national or sectoral, to assess labour skills supply and demand mismatches and forecast future labour skills needs.

▶ **Output 5.2**

Enhanced capacity of Member States to strengthen work skills and lifelong learning policies, governance models and funding systems.

**5.2.1.** Number of Member States with inclusive work skills and lifelong learning strategies.

**5.2.2.** Number of Member States with inclusive governance models in the areas of work skills and lifelong learning.

**5.2.3.** Number of Member States with funding systems in place that allow for the implementation of inclusive labour skills and lifelong learning policies.



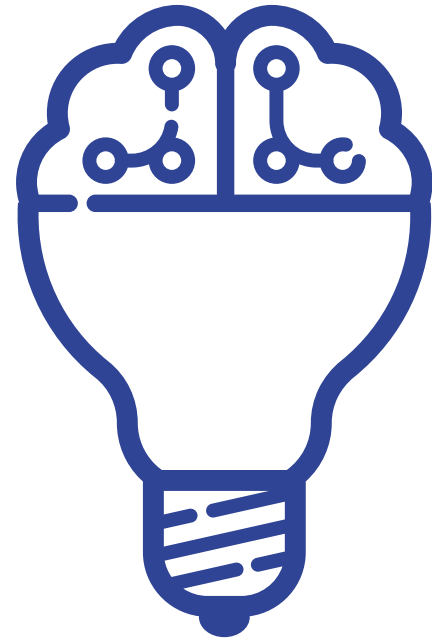
► **Output 5.3**

Increased capacity of ILO constituents to design and deliver innovative, flexible and inclusive learning options, including workplace training and quality apprenticeships.

**5.3.1.** Number of Member States that have applied ILO methods to provide on-the-job training and quality apprenticeships.

**5.3.2.** Number of Member States with innovative, flexible and inclusive labour skills development programmes and services for women, young people or people in vulnerable situations.

**5.3.3.** Number of Member States with inclusive mechanisms for the recognition of acquired labour skills.

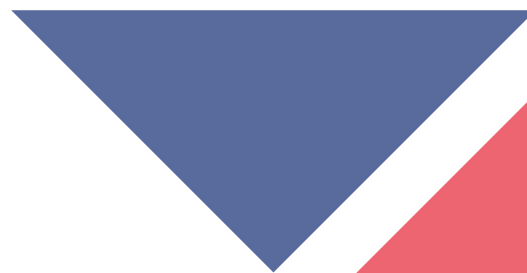


## Summary of Activities and Outputs

Second-Order Outcome Area(s)	First-Order Outcome Area(s)	Activities/ Outputs	P&B Outputs and Indicators
Development of 21st century skills through lifelong learning and training	Instruments to synchronize and organize qualifications, developed and adopted	Distance courses: Design and implementation of National Qualifications Frameworks	5.2 5.2.2
		Methodological transfer workshop for the implementation of a National Qualifications Framework. PMESUT - ILO/CINTERFOR Agreement. Lima, Peru, 4 and 5 February 2020	5.2 5.2.2
		Workshop on the delivery of technical cooperation products. Validation of the products referring to a populating methodology and roadmap for the implementation of the NQF in Peru. PMESUT. Lima, 27 February	5.2 5.2.2

		Structure of a regional qualifications framework with a view to the socio-economic integration of the migrant population in the framework of the Quito Process.	5.2 5.2.2
		19th International Transport Congress 2020. “Transport Qualifications and Occupations after the C-19 pandemic”. SENA-1 October	5.2 5.2.1
	Mechanisms for the recognition of prior learning and skill certification	Certification of work skills in times of COVID-19. Challenges and progress - 14 May	5.3 5.3.3
		Webinar “Certification experiences for digital technologies in INTECAP and progress in the SENA certification process”. 14 October	5.3 5.3.3

		Webinar “The recognition of prior learning and the certification of skills, and their synchronization with the National Qualifications System. The experience of Colombia”. 12 November Ministry of Labour, Colombia	5.3 5.3.3
		International online conference, Defining profiles and Using them in Skills Certification. The experience of ChileValora. Sharing experiences with SENA Colombia’s Certification Service. 17 November	5.3 5.3.3
		Conference cycle, Ministry of Education of Bogotá. Panel on Skills Certification / Micro certification. 11 November	5.3 5.3.3



		<p>Technical Note: Ampliando el mundo virtual en la formación profesional Potencialidad de la tecnología “blockchain” en la certificación de competencias (Expanding the virtual world in vocational training. The potential of blockchain technology in skills certification). ILO/Cinterfor Notes N° 9</p>	<p>5.3 5.3.3</p>
Quality apprenticeship and pre-apprenticeship policies		<p>Distance course: “Quality Apprenticeship”</p>	<p>5.3 5.3.1</p>
		<p>Webinar: “The role of quality apprenticeship / dual training in Latin America during and after COVID-19”. 23 April</p>	<p>5.3 5.3.1</p>
		<p>Webinar: “Training in-company tutors for quality apprenticeships in times of COVID-19”. 18 July.</p>	<p>5.3 5.3.1</p>
		<p>Guide: “Quality Apprenticeship: A Practical Perspective for Latin America and the Caribbean”. French version in agreement with LUXDEV</p>	<p>5.3 5.3.1</p>

Trainers with capacity to apply innovative approaches that promote active learning	Distance course: Mainstreaming occupational health and safety in vocational training	5.3 5.3.2
	Webinar: "Instructors and teachers confronting COVID-19". 3 April	5.3 5.3.1 5.3.2
	Virtual workshop on assessment innovation for comprehensive vocational training. 3 to 17 November	5.3 5.3.2 5.3.3
	Virtual seminar on pedagogical innovation in comprehensive vocational training. ILO/Cinterfor and SENA. 25 November	5.3 5.3.2
	Virtual workshop "Project-based training methodology and training for trainers". ILO/Cinterfor and SENA. 2 December	5.3 5.3.2



	<p>Policies promoting skills development among vulnerable groups, especially young people and other specific groups</p>	<p>Workshop “Building Inclusive Pathways through Education and Employment: Challenges and Opportunities for Young People in Latin America and the Caribbean”, ECLAC and UNICEF LACRO. Santiago, Chile - 12 and 13 March 2020 Presentation on technical vocational training and education on the table, Educational alternatives to forge inclusive paths for youth.</p>	<p>5.2 5.2.1</p>
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		<p>Vocational training institutions address the migrant population within the framework of the Quito Process</p> <p>Analytical information on the support provided by national vocational training institutions (VTIs) to migrants and refugees in order to facilitate the design of complementary assistance policies within the framework of the Quito Process (QP). Together with regional labour migration specialist.</p>	<p>5.2 5.2.1</p>
		<p>Online presentation: Challenges and opportunities for the youth workforce in new times. Employability and Educational Linkage Programme, Peru. 25 September</p>	<p>5.3 5.3.2</p>



		<p>SENA 2020 Virtual JobExpo - Opportunity, Connection and Transformation. 28 September to 2 October.</p> <p>Discussion on “Job transformation, a challenge for intermediation”. How do we connect Colombian talent in this new reality?</p>	<p>5.2 5.2.1</p>
Quality and innovative VT systems and policies, with adequate coverage and promoting social inclusion	VT policy institutionality favouring innovation and adaptability to change, strengthened	<p>Self-administered online course: The digitization of vocational training</p>	<p>5.3 5.3.2</p>
		<p>Self-administered online course: Vocational training and green jobs</p>	<p>5.3 5.3.2 3.1 3.1.1</p>
		<p>Design and implementation of a course on Vocational Training Centre Management for Heads of INFOCAL System Centres, Bolivia. Santa Cruz, Bolivia, 27 to 31 January.</p>	<p>5.3 5.3.2</p>

		Forum: Technical and vocational training in Panama. Presentation on Trends and Innovations to ensure the relevance of the training provision. INADEH. Panama, 11 to 13 February.	5.2 5.2.1
		Conducting and producing a virtual visit to a SENAR centre of excellence	5.2 5.2.1
		Conducting and producing a virtual visit to SENAI including a tour of the Innovation Centre	5.2 5.2.1
		Conducting and producing a virtual visit to SENAC, taking in aspects related to the response for training in the trade and services sector and a tour of a SENAC centre.	5.2 5.2.1



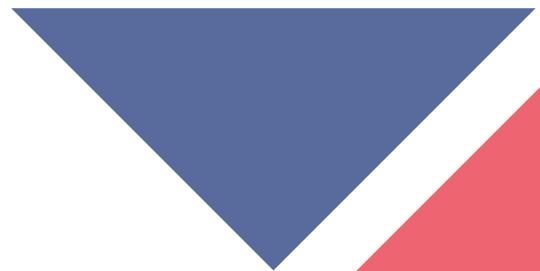
		Web conference: “COVID -19: the response of VTIs” 26 March	5.2 5.2.1
		Web conference: Vocational training: a coordinated response to COVID-19 through employment, protection and recovery policies, 16 April	5.2 5.2.1
		Online meeting of Heads of the Network of Vocational Training Institutes in Central America, Panama, the Dominican Republic and Haiti: “Vocational Training Institutes’ response to the COVID-19 pandemic crisis” – 29 April	5.2 5.2.1
		Web conference: “The ILO in Latin America and the Caribbean responding to skills development challenges during the COVID-19 pandemic”. 30 April	5.2 5.2.1

		Web conference: "Digitization and vocational training in times of COVID-19". 7 May	5.3 5.3.2
		Web conference: "Overview, impact and response to COVID-19 in the vision of the ETF in Europe". 21 May	5.2 5.2.1
		Web conference: "In the face of the COVID-19 scenario: is online training here to stay?" 28 May	5.3 5.3.2
		Web conference: "Vocational training prepares for a return to face-to-face classes". 4 June	5.2 5.2.1
		Closure of Cinterfor videoconference cycle: achievements, lessons learned and recommendations - 25 June	5.2 5.2.1



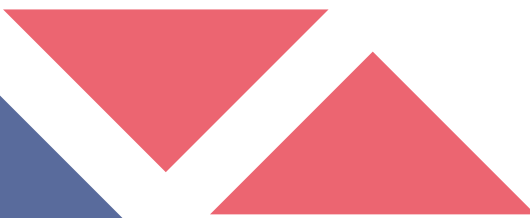
		Virtual meeting of the ILO/Cinterfor VTI Network – Presentation of new Director to member institutions in Latin America. 19 August. resentation of new Director to member institutions in the English-speaking Caribbean. 27 August.	5.1 5.2 5.3
		Web conference: “Vocational training in response to the crisis and post-COVID-19 recovery and productive transformation strategies”. 24 September	5.2 5.2.1
		International forum: “Challenges facing vocational training in Paraguay for the reactivation of employment during and after COVID-19”. 13 November MTESS Paraguay, ILO/Cinterfor and ILO Santiago	5.2 5.2.1
		Webinar “Digitalization of TVET: Reflections and experiences from Latin America”. ILO/Cinterfor and HEART/NSTA Trust. 27 November	5.3 5.3.2

		<p>Webinar: In-company lifelong training progress in Spain and Peru. FUNDAE and SENATI share experiences with SENA's lifelong training team in Colombia. 3 December</p>	<p>5.3 5.3.1</p>
		<p>Participation in the First Vocational Training, Work and Production Meeting: "Towards a virtuous circle of growth and social inclusion". OEI, Argentina. 28 August</p>	<p>5.2 5.2.1</p>
		<p>Participation in the Intersectoral Forum on Technical and Vocational Education and Training: Good Practices and Policies in the Pacific Alliance and Canada. 15 October</p>	<p>5.2 5.2.1</p>



		Participation at the Seventh Ministerial Conference on the Information Society in Latin America and the Caribbean. Virtual Meeting, 23-26 November 2020	5.2 5.2.1
		Regional Technical Note. Labour Overview in times of COVID-19: “Vocational training in response to the crisis and post-COVID-19 recovery and productive transformation strategies”.	5.2 5.2.1
		Technical Note: “Vocational training in the response to the COVID-19 crisis”. #NoContagiamosAl Empleo Blog.	5.2 5.2.1
		Technical Note: “The role of vocational training in confronting the effects of COVID-19 in Latin America”.	5.2 5.2.1

		Final report on the ILO/Cinterfor videoconference cycle: vocational training in the face of the COVID-19 crisis".	5.2 5.2.1
	Information systems on employment, skills supply and demand, with forecast capacity	Development and transfer of "PUEDO" (I CAN), an employment information platform, where workers, employers and the general public can access relevant labour market information for decision-making based on scalable development as enabled by the tool. CETFOR Phase II Project - Uruguay	5.1 5.1.2





		<p>Design of a methodological proposal to analyse gaps between, on the one hand, labour market supply and demand; and, on the other, the vocational training needs detected in the territories. Jointly, ILO Santiago - PTDP Paraguay: Project on "Strengthening capacity for MTESS Paraguay - Compliance and employment policies". PRY/19/01/PRY</p>	<p>5.1 5.1.1</p>
		<p>Webinar "SENA's SOFIA Academic Management Information System". Online discussion with SENCE Chile and SENA Colombia. 11 November</p>	<p>5.2 5.2.1</p>

		<p>Webinar          “Anticipating the demand for training in times of COVID-19: The SENAI Prospective Model. Progress and new developments”. 23 November</p>	<p>5.1          5.1.2</p>
		<p>Methodology to identify critical occupations and measure skills gaps for work. Paraguay 2020. Outcomes and transfer workshop. 1 December. Jointly, ILO Santiago - PTDP Paraguay. Project on “Strengthening capacity for MTESS Paraguay - Compliance and employment policies”. PRY/19/01/PRY</p>	<p>5.1          5.1.1</p>



Participation and social dialogue sustain and validate VT policies	Mechanisms for social dialogue on VT linked to collective bargaining and sectoral skills management	<p>Sectoral tools developed within the framework of the CETFOR II Project, jointly with the National Institute for Employment and Vocational Training (INEFOP, in Spanish) and the Ministry of Labour, Employment and Social Security of Uruguay (MTSS). CETFOR Phase II Project - Uruguay Presentation: 29 October 2020</p>	<p>5.2 5.2.2</p>
		<p>Final capacity transfer workshops for INEFOP and MTSS/DINAE technical teams and social stakeholders in selected sectors: Television - the media Food Information technology Industrial fishing (August-September) CETFOR Phase II Project - Uruguay</p>	<p>5.2 5.2.2</p>

Tripartite stakeholders with the capacity to maintain and strengthen social dialogue on vocational training	Coordination and planning of activities with teams from the Bureau for Employers' Activities (ACT/EMP), headquarters and region	5.1 5.2 5.3
	Coordination and planning of activities with teams from the Bureau for Workers' Activities (ACTRAV), headquarters and region.	5.1 5.2 5.3



International  
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# International Labour Organization

Inter-American Centre for Knowledge  
Development in Vocational Training  
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Anne Caroline Posthuma  
Director of ILO/Cinterfor

December 2020