

50 years



International Labour Office
CINTERFOR

CINTERFOR 50 YEARS

An ILO service for the world of vocational training

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The Inter-American Centre for Knowledge Development in Vocational Training (ILO/Cinterfor) is an ILO technical service, set up in 1963 with the aim of encouraging and coordinating the action of the Latin American and Caribbean institutes, organizations and agencies involved in vocational training in the region.

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COUNTRIES' INITIATIVE, ILO'S RESPONSE

Inter-American Centre for Knowledge
Development in Vocational Training - CINTERFOR

An ILO service for the world of vocational training

Preface

Celebrate 50 years of the creation of the Inter-American Centre for Knowledge Development in Vocational Training of the ILO (Cinterfor) is an occasion to recognize the great commitment that vocational training institutions (VTIs) of Latin America, the Caribbean, Spain and Cape Verde, members of the Network articulated by the Centre, had over half a century, with a view to support the ILO for the fulfilment of its core objectives: promoting labour rights, enhancing decent work opportunities, improving social protection, and strengthening social dialogue in all matters related to the world of work.

Skills development bolsters the ability of individuals to maximize education and training opportunities in order to find and keep a decent job, get promoted or change jobs, while adapting to technological changes and labour market conditions. Likewise, it enhances enterprises' competitiveness and inclusive growth.

In agreement with this priority, the G20 leaders, gathered in Pittsburgh (September, 2009), gave a strong mandate of putting quality jobs at the heart of recovery and made a commitment to implement plans to support decent work, contributing to its preservation and growth. Thus, they welcomed the ILO Global Jobs Pact and agreed on the importance of developing a guiding framework, recognizing the role of skills development: *"Each of our countries will need, through its own national policies, to strengthen the ability of our workers to adapt to changing market demands and to benefit from innovation and investments in new technologies, clean energy, environment, health and infrastructure"*.

At the request of the G20, the ILO, in partnership with employers' and workers' organizations and other relevant entities, developed a training strategy, coordinated by the Skills and Employability Department (EMP/Skills). The G20 leaders welcomed this strategy at the summits of Toronto (June 2010) and Seoul (November 2010).

Among the expected outcomes of the ILO Strategic Policy Framework for 2010-15 is the promotion of employment, skills development and sustainable enterprises. The aim is to help constituents develop a policy and institutional framework capable of responding to technological changes and extending quality training to disadvantaged groups. The work of the ILO during the next biennium will emphasize the implementation and evaluation of policies and programmes on skills development, disability, and employment services, with a view to enhance national capacity to: improve the efficiency and the impact of skills development systems, and facilitate young people's transition to decent work through improved training, use of skills and working conditions in their jobs and small enterprises after completing their vocational training.

The purpose of this strategy is to put in practice the resolution concerning skills for improved productivity, employment growth and development (ILC, 2008); and effectively apply the ILO Recommendation 195 on Human Resources Development (2004). It further fulfils other functions under the decisions adopted by the Conference with regards to the Global Jobs Pact (2009), the recurrent discussion on employment (2010) and the youth employment crisis: a call for action (2012).

The work concerning skills development systems will focus on national and sectoral evaluations so as to bridge the supply and demand mismatch. The ILO will assist constituents in strengthening the institutions which link training to the labour market, such as sectoral skills councils, employment services, trainer training systems, and financing and governance systems. Technical assistance will also focus on policy development and sectoral training actions, in order to enable employers' and workers' organizations to promote training through social dialogue, and provide public employment services with the necessary tools to respond to the economic crisis.

With regards to youth training, the ILO will support constituents to reinforce public-private partnerships so as to expand quality vocational training programmes in the formal economy and improve the quality of informal learning in poor and rural areas; provide training to public employment services to help them improve their vocational guidance and job placement services; and mainstream core skills, in general, and vocational training, in particular, with the aim of better preparing young people for work and continuing learning.

The ILO will further improve the quality of on-the-job learning and training to facilitate the transition of low-productivity and informal workers and small enterprises to the formal economy and to a higher level of productivity.

When approving the Programme and Budget for the biennium 2014-15, the ILO Governing Body expressly stated that South-South cooperation would be promoted through Cinterfor, with the conviction that the VTI Network it coordinates will continue to strongly support, as it has for over half a century, the development of vocational training in Latin America and the Caribbean, as well as in other regions of the world.

In recent years, Latin American and Caribbean countries have shown significant economic growth rates, together with positive employment outcomes. Indeed, in 2012, the region saw the lowest urban unemployment rates since the 1990s: 6.4% of the economically active population. Despite these achievements, there are challenges that still need to be addressed. In effect, the youth unemployment rate is 14.3%, three times the rate of adults, and female unemployment is 1.4 times higher than that of men.

Many young people face problems when looking for a job because their skills do not match those required by employers. On the one hand, there are not enough highly qualified jobs for young university graduates, while there is a huge unmet demand of technicians of all levels and qualified manual workers; on the other, the quality of education and training fails to match the requirements of the labour market.

The emergence of new green jobs (including technicians in solar energy, eco-designers, and bio-fuel technicians) also requires higher skills levels, particularly in the fields of science, technology, engineering, and maths, since the lack of these skills hinders the transition to greener and less carbon-dependent economies.

It is essential to provide unemployed youth, who have limited skills or skills which the labour market does not need, with training in order to facilitate their entry to the labour market. However, training alone may not be enough to increase young people's prospects to find a job; it needs to be combined with job placement services.

The transition from school to work may be facilitated through public interventions, such as wage subsidies, internship programmes, and other incentives for employers who hire young people. These subsidies, while short-term in nature, are a means to compensate employers for the initial low productivity of young workers, and enable them to particularly choose disadvantaged youth while helping to increase the demand of labour at times of economic crisis. Temporary wage subsidies and other incentives, together with training and work experience, may help improve the chances of young beneficiaries to find a permanent job.

Promoting entrepreneurship, which favours career options for young people by developing their economic potential and creativity, is another means to address the jobs crisis. The development of managerial skills, as well as entrepreneurial development services and access to credit, may contribute to offset the difficulties implied in entering the labour market.

Another alternative with successful results is technical and vocational education and training, which combines education at learning centres with in-company training, thus enabling students to acquire formally recognized qualifications. The value of the dual education-training model lies in its ability to simultaneously solve two key problems young people currently face: it helps to improve their employability, by closely relating their training to the skills required by the local labour market, and it facilitates their transition from school to work, by providing them with a practical working experience. The key to the success of this model is promoting effective dialogue among national authorities, training institutions, social partners and local enterprises. A close and sustained partnership among stakeholders is essential to ensure the relevance and high quality of curricula and an adequate number of apprenticeship jobs offered by employers.

The countries of the region, which now show significant growth levels and have managed to reduce unemployment rates and incorporate millions of people to the formal economy, have considerably increased the share of workers who have the skills required by the world of work and have implemented programmes with a wide range of good practices. Although this is an outstanding progress, there still are some gaps that need to be closed. Enterprise and union leaders and the governments of the region have shown their commitment to gathering and

managing knowledge in the field of vocational training, both for people involved in small and large enterprises and groups of persons waiting for an opportunity to enter the labour market.

This document brings together some of the many experiences that have been developed during more than seventy years of implementation of vocational training in Latin America and the Caribbean; they are a reflection of the efforts, commitment and vision of VTIs. It can also be observed that countries are working to adjust their education and training systems to meet the current and future demands of skills, and that they strive to improve the quality of education and training while working in a coordinated way. To achieve this, they have profited from the sustained participation of social partners who contributed to set national priorities, develop policies and monitor their implementation within the governing bodies of institutions, sectoral qualification councils, and other bodies where employers' associations and unions establish the training needs required, assure the quality and harmonization of classroom and on-the-job learning, share costs and adopt decisions.

Strategic alliances are key to devising effective policies and transformation processes. This is clearly shown by the partnership promoted by visionary leaders who suggested that the ILO should create Cinterfor, an idea that was enthusiastically welcomed by the ILO Governing Body.

Today, Cinterfor coordinates the largest VTI network in the world. 68 organizations from 27 countries of Latin America, the Caribbean, Spain and Cape Verde share accumulated knowledge and continuously develop actions with a view to cooperate, exchange, and collectively build knowledge for the development of human resources' skills, and to cater for the needs of the social and productive sector.

The Centre, with the continuous support of the Network, has a great convening power in the field of VT. It not only gathers vocational training institutions, but also several ministries of labour, education, science and technology, universities, research centres, and workers' and employers' organizations, at regional, national and sectoral levels. It is a landmark for initiatives related to technical education, vocational training and work. These fifty years of continuous collaborations bear witness to the hard work of women and men who have put their best efforts to achieve these results.

Cinterfor has been a pioneer in South-South and Triangular Cooperation (SSTC) –previously known as technical cooperation among developing countries or horizontal cooperation. Half a century of history prove that this cooperation is necessary and achievable, and is inspired by networking, solidarity and knowledge management.

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Organization /Crozet M



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America and the Caribbean
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Introduction

The 50 years of Cinterfor are closely related to the vocational training institutions (VTIs) which created it and have strengthened it throughout the years. Cinterfor acts as the articulating core of a unique and vigorous knowledge management network, founded upon solidarity and with a great sense of belonging to the ILO, cooperating in the dissemination of knowledge, experiences and good practices for the development of human resources.

This document gathers the experience of those who have been involved in the Centre's activities, whether as ILO staff members, collaborators in technical cooperation projects, directors or VTI staff from the Network. Their valuable contributions have left an indelible mark on the institution. Special mention should be made of the study "*Vocational training in the threshold of the 1990s*",¹ an in-depth review of the history, accomplishments, challenges, consolidation and prospects of vocational training (VT). Building on its contributions –of unquestionable validity– the most significant innovations of the last 20 years are presented.

From its inception, Cinterfor was an innovative entity. At the 7th Conference of American ILO Member States, Buenos Aires, April, 1961, its founding members adopted a resolution recommending the ILO to create an Inter-American Centre for Research and Documentation on Vocational Training, with the aim of promoting continuing cooperation among national VT services.

Cinterfor's actions belong to its affiliated institutions, which provide vocational training on a daily basis, are committed to human resources development and cater for the needs of both enterprises and workers.

¹ Ducci, M. A. (Coord.) Vocational training in the threshold of the 1990s. Volumes 1 and 2. <http://www.oitcinterfor.org/node/4432>

In Latin America and the Caribbean, VT has responded to the transition from an industrial society to a knowledge-based society, as well as to the socio-economic situation in the region, which shows a high level of productive heterogeneity that varies across sectors and enterprise sizes.

Rapid changes in the world of work place training and human resources development at the core of economic and social considerations, both to facilitate the access to better jobs and income and increase productivity and competitiveness.

Across the world, in general, and in Latin America and the Caribbean, in particular, there is a growing consensus on the importance and value of VT, integrated by the employment, technology, educational and social dimensions. VT's employment dimension is evidenced as it is an object of interest, negotiation and financing to social partners, also closely linked to all areas connected with labour relations (productivity, safety and health, equal opportunities, wages, etc.). Its technological dimension becomes apparent when VTIs, apart from catering for training needs, develop a wide range of targeted services for economic sectors and communities. Its educational dimension is reflected by its relationship with other entities that work from the lifelong learning perspective. Its social dimension is revealed as VT programmes become intertwined with programmes that focus on the needs of employment-vulnerable populations, as well as local, sectoral and entrepreneurial development.

However, there still are cultural prejudices preventing VT from gaining social and economic importance as an occupational inclusion driver. At some point, many students, and their parents, think about whether to continue their training beyond compulsory education or not and, often, following a VT path or going to university emerge as options. When the time comes to make a decision, prejudices play a huge role, resulting in a surplus of university graduates who do not have the skills that match the needs of the labour market.

A recent study by the Organisation for Economic Co-operation and Development (OECD) and the Economic Commission for Latin America and the Caribbean (ECLAC)² shows that

² OECD; ECLAC. Latin American Economic Outlook 2013: SME Policies for Structural Change. 2012. http://www.eclac.org/publicaciones/xml/5/48385/LEO2013_ing.pdf

even though significant progress has been made in terms of access and continuation, a wide educational gap still persists "...technology change and the parallel transformation of the production model have created new types of jobs that demand new skills, while repetitive activities traditionally performed by workers with secondary education are being replaced gradually by technology (Aedo and Walker, 2012).

This broad trend in the region is at odds with an education system still very focused on training in traditional disciplines which, though relevant, need to be complemented with the new type of professional skills demanded by job markets in the new economy (Aedo and Walker, 2012)".

This debate is not exclusive to Latin America and the Caribbean; in other parts of the world there is also a call for education that is closely linked to the world of work. A study by Harvard University³ shows that while the American system prepares young people to develop productive and successful lives as adults it also has the weakness of lacking the skills the market demands; a more appropriate response to this challenge would be given by "community colleges"⁴ which provide young people who have followed one or two years of recognized technical training with the opportunity to engage in gainful employment in better conditions than others who may have completed four years of college.

The study further refers to some reports by the OECD on Northern European countries where efforts have been made to provide young people with relevant labour skills, thus facilitating a smoother transition towards adulthood. These lessons confirm that quality and well-developed VT programmes offer an appropriate path to enter the labour force, while also supporting the premise that the majority of young people are better learners in programmes that combine work and learning, and when learning is contextualized and applied.

This publication, commemorating half a century of existence of Cinterfor, does not intend to offer a comprehensive analysis of VT, as the Centre has been carrying out this work for decades and is now part of its documentary assets. Furthermore, VTIs are mentioned for illustrative purposes, since their achievements are numerous and their innovations permanent.

³ Harvard Graduate School of Education. Pathways to prosperity. Meeting the challenge of preparing young Americans for the 21st century. February 2011.

⁴ http://en.wikipedia.org/wiki/Community_colleges_in_the_United_States

Fifty years after the foundation of Cinterfor, with the crucial development of VT and its recognition at various multilateral levels, the Centre's mission is more valid than ever: *"To develop a permanent learning and South-South cooperation community among national vocational training institutions, with the aim of disseminating knowledge, experiences and good practices in the field of vocational training and human resources development"*.

The future holds multiple opportunities and challenges; and ILO/Cinterfor, together with the Network it coordinates, must increase its efforts and have a forward-looking vision to cater for the needs of those who, packed with the required skills, can make this world a better place.

Martha Pacheco
Director of ILO/Cinterfo

Overall context of Latin America and the Caribbean

Socio-economic trends

There are 225 million economically active persons in urban areas, of which about 15.1 million are in an open unemployment situation.

In 2012, the population of the region amounted to 572 million, of whom 174 million were poor or extremely poor.⁵ This social situation reflects the situation in the labour market, where families earn their main living and progress. There are 225 million economically active persons in urban areas, of which about 15.1 million are in an open unemployment situation. Additionally, 50% of the non-rural occupied population is engaged in informal employment (whether in the informal sector or the formal entrepreneurial sector), often deprived from labour rights or social protection⁶.

In 2012, the region showed positive results in terms of growth and employment⁷, despite persistent challenges to advance towards the targets of decent work and social cohesion.

The urban unemployment rate reached 6.4% of the economically active population at the end 2012, which is the lowest, recorded since the mid-1990s. The average unemployment rate for men, women and youth declined in 2012. However, unemployment among women continuous to be 1.4 times higher than that among men, while youth unemployment percentage almost triples that of adults (14.3% and 5.6%, respectively).

⁵ ECLAC. Social Panorama of Latin America 2011.

⁶ ILO. 2011 Labour Overview.

⁷ ILO. 2012 Labour Overview.

Moreover, six out of ten young people, of the total non-rural occupied population, are engaged in precarious employment, and one out of three can only find employment in the informal sector. Of those working in the formal entrepreneurial sector, 37 out of 100 are not protected by any social security scheme and are more vulnerable to economic cycles.

Likewise, the region's labour market structure and productive sector are important issues that need to be taken into consideration. Micro, small, and medium enterprises (MSMEs) are a key component of the production structure of the region. They account for 99% of the total number of enterprises and employ almost 67% of the total number of workers⁸, of whom almost 30%, in total private employment, are independent workers (self-employed and/or own-account workers), one-person businesses, and family microenterprises. This large group of MSMEs includes very low productivity units, with serious physical, human and social capital limitations.

Additionally, poverty is greater in rural areas and among farmer and indigenous populations. In average, rural areas account for a third of the working population in Latin America and the Caribbean, representing the highest levels of gender inequality and a large part of child and forced labour.

Advancing towards eradicating extreme poverty and hunger (Goal 1 of the MDG)⁹ implies achieving full and productive employment and decent work for all, including women and young people (Target 1B).

In 2013, Latin America and the Caribbean are immersed in an international context of major uncertainty and volatility which is mostly the result of the economic and financial trends and the magnitude of the sovereign debt in developed countries.

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⁸ OECD; ECLAC. Op. cit. p. 14.

⁹ Millennium Development Goals.

The ILO's approach to deal with the crisis is based on prioritizing the real economy over the financial system's economy. The aim is, thus, to link macroeconomic policy to the strengthening of investment, productivity, innovation, economic growth and employment - all areas requiring the availability of relevant and quality VT.

Skills mismatch

The ILO attaches great importance to human resources development, as the mismatch between the supply and demand of skills affects job creation worldwide. The crisis has forced millions of workers to seek for new jobs, but often their skills scarcely match those required by employers¹⁰.

While various developing economies are experiencing an increase in the number of job offers, unemployment rates do not seem to decline. The problem is that many jobseekers, including those who lost their job as a result of the crisis, do not have the skills required by the labour market.

These skills mismatches mean that unemployed people need much more time to find a new job, which in turn drives up long-term unemployment. This particularly affects young people, who get most of their training and education before they start working or early in their careers.

While the issue of skills mismatch has gained special attention in developed economies as a result of the economic crisis, it is a problem that affects labour markets all over the world.

However, it can be a temporary phenomenon if dealt with in the appropriate way. Well-targeted educational and VT policies may contribute to overcome the problem by ensuring that jobseekers are able to find a job in the most dynamic sectors of the economy. The challenge is to link skills to productivity, innovation, employment and development, while ensuring policy coordination and the involvement of social partners and the main actors in the field of skills development.

¹⁰ ILO. Global Employment Trends 2013. Global Employment Trends 2013: Skills mismatches hurt job creation prospects

Current trends in education and VT in Latin America and the Caribbean

The report by the Programme for International Student Assessment (PISA) shows a negative gap between Latin America and the Caribbean and other parts of the world; the quality of education, understood as the education system's ability to give new generations the knowledge and skills needed to enter the job market and succeed there, is not appropriate¹¹.

"On the one hand, international comparisons reflect a particularly worrying gap in the quality of education. According to data from the PISA report (OECD, 2010), 15-year-old students in the region scored far below those in the OECD countries in three subject areas analysed by the study. Nearly 49% of 15-year-old Latin American students scored at the lowest possible level in reading tests, whereas about 19% of students in OECD countries are at that level. Similarly, 84% and 80% of the students tested achieved the lowest possible level in mathematics and science, respectively, twice the rates seen in OECD countries. This shows that young people in the region have trouble performing skills that are basic for participating in the workforce and society".

The educational limitations of the workforce seem to hit small enterprises the most. According to the ILO, almost 76% of MSMEs' workforce has not completed secondary education. The situation varies from country to country: in Argentina, the figure amounts to 57%, in Chile to 51%, in Mexico to 38% and in Peru to 40% (Tueros et. al., 2009).

¹¹ OECD; ECLAC. Op. cit. p. 14.

A relatively untrained workforce and management, a high dropout rate from school, and low-quality education stand in the way of increasing SMEs' productivity.

The OECD and ECLAC¹² observe that *"despite recent progress in the field of education and skills in Latin America, there are still challenges that should be confronted through careful analysis and new public policies. A relatively untrained workforce and management, a high dropout rate from school, and low-quality education stand in the way of increasing SMEs' productivity. Another obstacle is the mismatch between the skills that the production sector demands and the training that the educational system provides... However, many areas need government action to strengthen institutions and need policies to better align the education system with the needs of the job market, foster training paths that combine the classroom with the workplace, add new skills and abilities to training curricula, develop certification schemes for acquired skills and abilities, and establish institutional frameworks to encourage co-operation among SMEs"*.

The above mentioned document emphasizes the role of VT in Latin America as the main mechanism to link the educational system to the productive sector, while identifying lessons learned and pending challenges.

¹² OECD; ECLAC. Op. cit. p. 14.

The ILO and human resources development

Since its establishment in 1919, and throughout almost a century, the ILO has regarded VT as essential to ensure people's access to a decent and productive job.

Since its establishment in 1919, and throughout almost a century, the ILO has regarded VT as essential to ensure people's access to a decent and productive job. Indeed, this is recognized in its constitutional texts:

- Improving conditions of labour implies, among other measures, the organization of vocational and technical education¹³.
- The pursue of full employment and the raising of standards of living confer the ILO an obligation to foster programmes that assure VT opportunities¹⁴.

Between 1921 and 1970, various Recommendations have dealt with vocational training and guidance, emphasizing the particular demands of certain sectors of the economy.

The Convention concerning Paid Educational Leave, 1974 (No. 140) takes into account the provisions contained in existing Recommendations on vocational training and the need for continuing education and training to meet needs of a social, economic, technological and cultural character.

In 1975, the ILO adopted Convention No. 142 and Recommendation No. 150 concerning the Development of Human Resources. Recommendation No. 150 was replaced by No. 195, 2004, which updated the provisions concerning human resources development, education, training and lifelong learning, key aspects

¹³ Preamble to the ILO Constitution, 1919.

¹⁴ Declaration of Philadelphia, 1944.

of employability, the employment of workers and the promotion of sustainable enterprises, contributing to achieve the MDGs relating to reducing poverty.

The ILO has repeatedly maintained that skills development is a key factor to achieve the goal of decent and productive work, under conditions of freedom, equality, safety and human dignity, which summarizes the four strategic objectives of the ILO: employment and income opportunities; social protection and security; social dialogue and tripartism; and labour standards and fundamental principles.

The report of the ILO's Director General to the 16th American Regional Meeting (2006) includes VT in overall policies in order to enhance human resources competitiveness, and extending its coverage to include vulnerable groups and meet the core aims of the decent work agenda.

The Resolution on the promotion of sustainable enterprises (ILC, 2007) defines workplace training as an investment of enterprises which consider that workers are their most valued asset. It further recommends applying this modality to school-to-work transition programmes for young people.

The Resolution concerning skills for improved productivity, employment growth and development (ILC, 2008) refers to skills development at the workplace as a key component of lifelong learning. It further indicates that agreements between employers and workers are important to promote learning at the workplace and ensure that improved productivity benefits both of them.

The ILO Declaration on Social Justice for a Fair Globalization (ILC, 2008) establishes a frame of reference and defines a set of practical policies to ensure the link between social progress and economic development so that *"individuals can develop and update the necessary capacities and skills they need to enable them to be productively occupied for their personal fulfilment and the common well-being"*.

The ILO has repeatedly maintained that skills development is a key factor to achieve the goal of decent and productive work, under conditions of freedom, equality, safety and human dignity, which summarizes the four strategic objectives of the ILO

With the prospect of continued global unemployment, poverty and inequality, together with the persistent difficulties of enterprises, the 98th Session of the ILC adopted, in June 2009, the Global Jobs Pact as a response to the crisis. The Pact includes 11 principles to promote recovery and development, such as:

- Devoting priority attention to protecting and growing employment through sustainable enterprises.
- Increasing equal access and opportunities for skills development.
- Promoting quality training and education.

The ILO Programme and Budget for 2014-15 is governed by the principle of results-based management. The strategic framework is structured around the four strategic objectives of the ILO –employment, social protection, social dialogue, standards and principles and fundamental labour rights– and 19 outcomes which need to be achieved in cooperation with the constituents in the regions.

The promotion of employment requires creating a sustainable institutional, social and economic environment in which: women and men can develop and update the capacities and skills they need to be productively employed; sustainable enterprises can prosper and create jobs; and societies can achieve their goals of economic development and social progress.¹⁵

¹⁵ Governing Body, 317th Session, Geneva, 6-28 March 2013, GB.317/PFA/1.

Origins and evolution of VT in Latin America and the Caribbean



Euvaldo Lodi.
President of the CNI
(1938-1954)

“The vocational school has the industry that intends to serve as an indicator body of its curriculum, methods and processes, and registration and orientation of students; without this, it would be an expensive and useless trick”

In the Latin American scenario, the term VTI refers to an organizational option chosen by the countries of the region to address the training of human resources in a systematic way. Conceived as bodies for non-formal training, independent from regular education systems and endowed with great autonomy and fluent ties with the labour market, VTIs first appeared in the region in the 1940s. This experience, which started in Brazil, gave rise to a movement that propagated to other countries in subsequent decades, multiplying itself and adopting different variants, according to the historical, economic and social evolution of countries¹⁶.

The history of institutionalized VT starts with the creation of the National Industrial Training Service (SENAI) in 1942 and the National Commercial Training Service (SENAC) in 1946, in Brazil. Almost at the same time, in 1942, the Uruguayan Labour University (UTU) was established and, in 1944, the National Committee for Training and Vocational Guidance (CNAOP), Argentina, was created to be subsequently absorbed by the structures of the Ministry of Education by the beginning of the 1950s.

Once the Brazilian scheme had been consolidated, other similar institutions started appearing in other countries of the region. These institutions, although inspired in the original model, coined important variations as to their structure, organization and coverage.

The common triggering factor for the emergence of VTIs was the search for an innovative institutional scheme to meet the need to train qualified manpower –particularly at the level of semi-skilled or skilled workers– in order to support the industrialization process that Latin American countries had embarked upon.

¹⁶ Ducci, M. A. (Coord.) Op. cit. p. 13.

In general, regular education systems were not in a position to tackle such urgent and massive task which called for creativity and a dynamic attitude and entailed a heavy financial load. There was a notorious schooling deficit at elementary and secondary level, education was far removed from the world of production, and Ministries of Education suffered from chronic budgetary restrictions.

Despite the level of development that some countries already had concerning technical education, vocational schools at secondary level, and above all the experience in the so-called "schools of arts and crafts", it was seen that all this effort was not a sufficient or adequate basis to cater for the demands that the economic circumstances required: manpower training demanded by the industrialization process which started during the Second World War.

Nor was there in the region a deep-rooted tradition for informal apprenticeship of the different trades. Although a great part of manual qualifications were passed on through experience, enterprises had not developed the capacity to train the workers they required on an organized basis. New firms and lines of production were created. Rural workers migrated to towns in search of the new work posts. The required occupational skills needed to be imparted for the different trades, and workers needed to be provided with the norms, the patterns, and styles of industrial organization of work.

All the above factors explain the emergence of VTIs, whose foundational attributes and characteristics were present to a lesser or greater degree in most of them:

- independence from regular education systems and greater proximity to the world of work;
- financing based on a contribution by enterprises under the form of a tax on the payroll;

The required occupational skills needed to be imparted for the different trades, and workers needed to be provided with the norms, the patterns, and styles of industrial organization of work.

- participation of the sectors which were directly involved in the matter, that is, government, employers and workers, as embodied in the directive boards of VTIs.

The combination of all these attributes ensured great autonomy for VTIs, which was based on stable financing and on the permanent practice of a dialogue with the market that they were meant to cater for.

In the late fifties and especially in subsequent decades, similar institutions emerged in nearly all countries, catering for the needs of social sectors which had difficult access to the services of regular education. It is easy to understand, therefore, that in many cases management of training was entrusted to labour ministries which were taking over responsibilities in all matters pertaining to the labour area.

Perhaps the most decisive, innovative and widely known feature of Latin American VTIs was the financing system adopted by the majority of them, which implied that the burden of financing VT was the responsibility of enterprises. It was also a means of ensuring a dynamic and continuous flow of resources, thus avoiding the dependence on public budget suffered by most governmental bodies. Finally, it guaranteed, at least theoretically, an automatic adjustment of the available resources to the fluctuations of the labour market, since the volume of contributions was determined by the number of workers actually employed at any given time.

In spite of the fact that most VTIs were created within the public sphere, the origin of the financial resources led to great involvement of employers in the management of VTIs and ensured the creation of fluent links with production units. And, overall, this was key to supporting VTIs' autonomy and adaptability.

The tripartite approach, promoted by the ILO as a social dialogue mechanism, has been a cornerstone of the flexibility VTIs were endowed with.

Signing of the agreement
between SENAI and the ILO



Source <http://www.portaldaindustria.com.br/senai/institucional/2012/03/1,1776/historia.html>

ILO cooperation and dissemination of the VT organizational model

The ILO played a decisive role in the dissemination of the above mentioned VT organizational model throughout Latin America and the Caribbean. The leadership assumed by the ILO in this field largely explains the fact that the options primarily revolved around labour matters, clearly within the framework of the labour policies promoted by governments.

Probably, much more than in any other field of economic and social activity, the dialogue and exchange of experiences among similar institutions of the different countries contributed to refining the institutional culture which has prevailed throughout their existence and which coined the term “mystique” referred to vocational training.

Although there was no adequate forum, initially, to discuss these matters or exchange ideas about a task that was being implemented along the way - frequently through a trial-and-error process -, the directors of VTIs managed to establish contacts at the international level and keep open communication channels with their peers in the region.

Background to the establishment of Cinterfor

In 1952, the ILO and the Government of Brazil signed a far-reaching agreement on the development of VT. Thanks to this agreement, a hundred professionals from different countries were granted scholarships to study at SENAI and to become acquainted with different experiences. These exchanges forged increasingly closer and frequent work relationships. The foundation of Cinterfor coincided with a remarkable expansion of VT activities in Latin America, promoted by strong national institutions which, in a planned and orderly way, were fully committed to increasing the value of the workforce in their countries.

VTIs in Latin America until 1960

Year of creation	Name	Country
1942	Serviço Nacional de Aprendizagem Industrial (SENAI)	Brazil
1942	Universidad del Trabajo del Uruguay (UTU)	Uruguay
1944	Comisión Nacional de Aprendizaje y Orientación Profesional (CNAOP)	Argentina
1946	Serviço Nacional de Aprendizagem Comercial (SENAC)	Brazil
1957	Servicio Nacional de Aprendizaje (SENA)	Colombia
1959	Instituto Nacional de Cooperación Educativa (INCE)	Venezuela
1959	Consejo Nacional de Educación Técnica (CONET)	Argentina

The 7th Conference of American ILO Member States, celebrated in Buenos Aires (Argentina) in April 1961, made a thorough review of the issue of VT and proposed the creation of Cinterfor to the ILO.

The Governing Body of the ILO set the basis for the establishment of the Centre¹⁷, which was meant “*to be an instrument for the promotion of continuing and active collaboration among national organizations responsible for vocational training*”. Additionally, it convened a preparatory technical meeting of representatives of the countries interested in its creation and authorized the Director General to start the negotiations related to its organization and operation.

In the ensuing discussions, it was agreed that “*although the Centre would particularly work for American countries, it should also address the issues of concern in other parts of the world [...] it should be understood that the Director General would ensure that all the other countries should make the most out of the research developed and experiences acquired by Cinterfor*”¹⁸.

¹⁷ ILO. Governing Body, 151st Session, 6-9 March 1962. Minutes. http://www.oitcinterfor.org/sites/default/files/edit/docref/actas_151.pdf

¹⁸ Governing Body, 157th Session, November 1963.



Julio Bergerie,
Director of Cinterfor.
(1969-1975)

“It required a first preparatory technical meeting in Bogota in 1962 and a second one in Rio de Janeiro, the following year, for the Governing Body of the ILO to finally approve the establishment of Cinterfor. Slow gestation, one will say, but what creature!”

9th Technical
Committee Meeting,
Brasilia, 1971.



The initiative to create the Centre started out as a cooperation agreement between the ILO and the countries of the region. In response to the countries' aspirations, in a field of primary interest such as VT, the ILO signed, in 1963, the convention by which Uruguay would serve as the host country of Cinterfor's headquarters. The American countries, through their governments and national VT entities, actively participated in the project from its origins, acting as the source and main pillars of its activities¹⁹.

The objectives and functions assigned to Cinterfor, since its creation, reflected a remarkable vision, as it was tasked with the key issues of VT and provided with the necessary flexibility to deal with new emerging situations. Therefore, its overall framework for action is entirely relevant today, and will remain valid in the years to come.

¹⁹ Alexim, João Carlos. Treinta años de Cinterfor: 1963-1993. http://www.oitcinterfor.org/sites/default/files/edit/docref/63_93.pdf



ILO. 2nd Preparatory Technical Meeting
of Cinterfor, SENAC – SENAI.
Rio de Janeiro, Brazil – June / July, 1963.



Signature of Cinterfor's creation
agreement – 1963



On the left, Francis Blanchard, Director-General (1974-1989); on the right, João Carlos Alexim.



Visit of the Director-General Francis Blanchard, May 1986. From left to right: Orphal Hembrechts, Francis Blanchard, Julio Galer and João Carlos Alexim



Visit of the Director-General Michel Hansenne (1989-1999), December 1990.
From left to right: Jorge Capriata, Michel Hansenne, João Carlos Alexim, Carlos Cat



Visit of the Director-General Juan Somavía (1999-2012), December 2001

Cinterfor within the ILO's strategic framework

ILO Governing Body

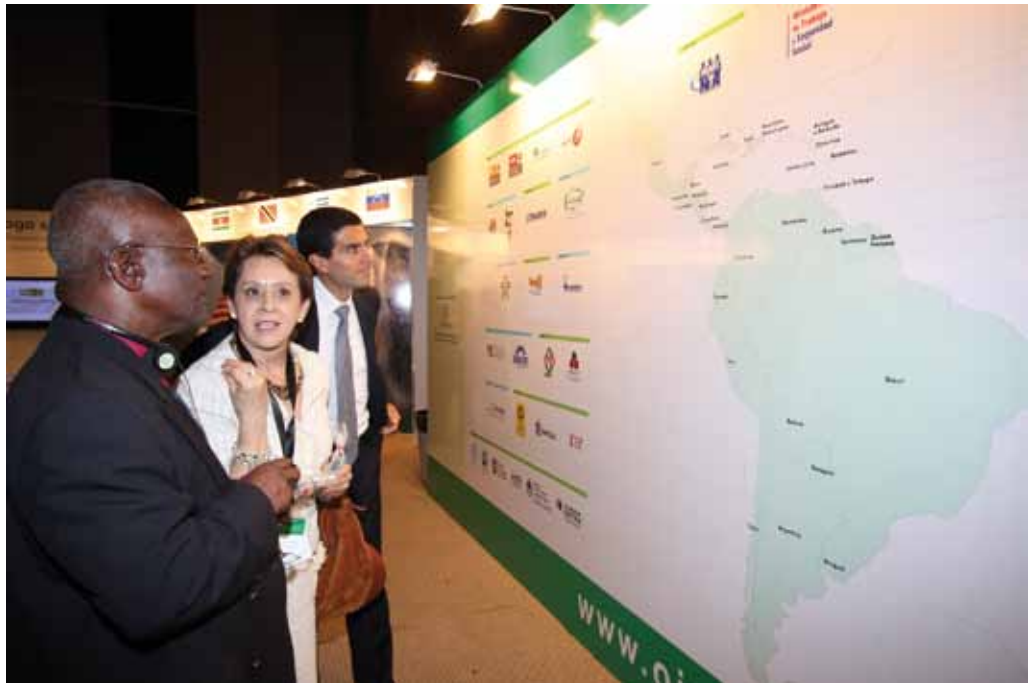
The Governing Body is the executive body of the International Labour Organization. It takes decisions on ILO policy, decides the agenda of the International Labour Conference, adopts the draft Programme and Budget of the Organization for submission to the Conference, and elects the Director General.



From left to right: Dagoberto Lima Godoy, Regular Member Employers' representative; Martha Pacheco, Director ILO/Cinterfor; Carlos Tomada, Minister of Labour, Employment and Social Security of Argentina; Julio Roberto Gómez, Regular Member Workers' representative.

The ILO Programme and Budget (P&B) for the biennium 2012-13, defines employment as its strategic objective: *“Create greater opportunities for women and men to secure decent employment and income”*, expecting results such as: *“Skills development increases the employability of workers, the competitiveness of enterprises, and the inclusiveness of growth”*²⁰.

From left to right:
Sir LeRoy Trotman, Former
Chairperson, Workers’ Group, ILO
Governing Body; Martha Pacheco,
Director ILO/Cinterfor; Fernando
Vargas, VT Expert ILO/Cinterfor



²⁰ ILO. Programme and Budget 2012-13. <http://www.ilo.org/public/english/bureau/program/download/pdf/12-13/pbfinalweb.pdf>

Within the ILO's structure, the Centre is a subsidiary unit of the Regional Office for Latin America and the Caribbean, under whose direction it contributes to fulfil the above mentioned strategic objective, by providing technical assistance, promoting South-South and triangular cooperation (SSTC), and collectively building and managing knowledge, with a view to improve the quality, relevance and coverage of VT in the region. These activities are part of the Decent Work Country Programmes which place a high priority on strengthening training as an active labour market policy.

The importance of the Network coordinated by the Centre has been widely recognized by the Governing Body: *"ILO/Cinterfor will continue to support a learning and cooperation community among national vocational training institutions in the Latin America and Caribbean region, including through web-based information systems, regional meetings and South-South cooperation arrangements"*²¹.

Every two years, the Governing Body adopts the P&B of Cinterfor, which is in turn included in the general budget of the ILO. In the biennium 2012-13, the Governing Body indicated that the Centre's Programme would be oriented towards achieving the following outcomes:

- skills development to increase the employability of workers, the competitiveness of enterprises and the growth capacity of integration;
- sustainable enterprises generating decent and productive work;
- strengthening tripartism and social dialogue; and
- increased access to productive employment, decent work and income opportunities for women and men.

It further considered that knowledge management, and South-South, triangular and interregional cooperation, as well as taking the fullest advantage of information and communication technologies (ICTs) in various areas will constitute the priority axes for Cinterfor. The engagement on global activities will be encouraged, including as part of the follow-up to the implementation of the G20 training strategy²².

²¹ <http://www.ilo.org/public/english/bureau/program/download/pdf/12-13/pbfinalweb.pdf>

²² http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_166217.pdf



THE BRASILIA LETTER

The 39th Meeting of the Inter-American Centre for Knowledge Development in Vocational Training - ILO/Cinterfor- Technical Committee, held in the framework of the commemoration of the 90th Anniversary of the International Labor Organization,

DECLARES:

We welcome the call by leaders of G-20 (Pittsburgh Summit 2009), to bring quality jobs in the center of recovery and to assume the commitment of implementing programs that promote decent work, generating a framework of solid growth and sustainable and balanced for a more inclusive labor market.

We recognize, as stated by G20, that vocational training and employment programs jointly designed by employers and workers are very often successful and requested to the ILO, together with other organizations, to develop and propose to the same Group a training strategy

We reiterate our support to the actions performed by ILO towards the generation of a training strategy to be integrated into the recovery plans to promote decent work, protect jobs and give priority to its growth.

We reaffirm the need of expanding the actions to people to acquire and update skills and competences, in order to work in a productive way to fulfill personal interests and the common welfare, as stated by the "*ILO Declaration on Social Justice for a Fair Globalization*" (2008).

We celebrate the adoption of the *ILO Global Jobs Pact* (Geneva, June 2009) emphasizing the importance of vocational training, upgrading and retraining, while recognizing the contribution of the micro, small and medium enterprises to create employment.

We are convinced of the need of investing in education and lifelong learning for women and men, as the pillars for workers employability and sustainability of the enterprises, under the Decent Work Agenda, in terms of freedom, human dignity, social justice, security and no discrimination.

We value analysis scenarios and tripartite discussion, as important as the ILO/Cinterfor Technical Committee Meeting, dynamic and innovative space of the ILO, supporting and stimulating horizontal cooperation and knowledge management training.

We thank those who had made this meeting possible, welcoming us with the characteristic Brazilian kindness and warmth: the Labor and Employment Ministry, the National Service of Industrial Apprenticeship [SENAI], the National Service of Commercial Apprenticeship [SENAC], the National Service of Transport Apprenticeship [SENAT], the National Service of Rural Apprenticeship [SENAR] and the Brazilian Service of Support for Micro and Small Enterprises [SEBRAE].

Brasilia, October 29, 2009



PANAMA DECLARATION

Representatives of vocational training institutions and organizations members of the ILO/Cinterfor network, gathered at the 40th Technical Meeting in Panama, hereby acknowledge that full and productive employment and decent work must be considered as key aspects of economic and social policies; for this purpose it is essential to train people for active life and labour.

We agree with ILO Director-General's appeal regarding the need to act immediately to reverse the slowdown in employment growth and to alleviate the jobs loss. Therefore, it is essential to invest in the growth and sustainability of enterprises in the real economy, in the generation of decent work and technical and technological innovation placing them at the heart of recovery.

Decent work requires a sustainable institutional and economic environment where enterprises may be competitive and people can develop and update their skills and competencies enabling them to work productively so as to achieve their own personal fulfilment and common well-being.

ILO/Cinterfor and its network promote knowledge management and South-South cooperation and alliances which foster human resources development and institutional strengthening, thus enabling countries to learn, in a fast and timely way, about policies, programmes and innovative practices that have been successful.

This active and innovative network, which is a strategic partner of the ILO in the promotion of decent and productive work, is willing to contribute with those regions that may require so.

We kindly request ILO Director-General to spread this message being convinced that our response will be pertinent and opportune to meet our needs and those of other nations.

We are also extremely grateful to INADEH's authorities and officers who have received us in their beautiful and dynamic country with great generosity and enthusiasm.

Panama shows us its commitment to continue building up a more connected and fraternal world.

Panama, October 19th, 2011

The Technical Committee Meeting (TCM) of Cinterfor

Is the forum where the heads of national bodies of the network coordinated by the Centre and representatives of the Group of Employers and Workers of the Governing Body of the ILO discuss the most recent issues on human resources development, define priorities and issues to be dealt with, and establish the way to work together.



3rd Technical Committee Meeting,
Buenos Aires, 1966



3rd Technical Committee Meeting,
Buenos Aires, 1966



29th Technical Committee
Meeting, Rio de Janeiro, 1992



34th Technical Committee Meeting,
Montevideo, 1999

32nd Technical Committee Meeting,
Ocho Rios, 1995





39th Technical Committee Meeting,
Brasilia, 2009



40th Technical Committee
Meeting, Panama, 2011

Knowledge Fair

The first Knowledge Fair took place during the 39th TCM (Brasilia, October 2009); the second one was celebrated during the 40th TCM (Panama, October 2011) and the third one is scheduled for the 41st TCM (Port of Spain, July 2013).

The Fair seeks to share knowledge, experiences and good practices, while facilitating the exchange of teaching material and promoting cooperation agreements among VTIs.



Cinterfor stand at the 100th
Session of the ILC



Cinterfor stand at the 97th Session of the ILC.



Cinterfor stand at the Knowledge Fair within the framework of the 39th TCM



Cinterfor stand
at the Knowledge Fair
within the framework
of the 40th TCM

The Programme and Budget Committee (PBC) of Cinterfor

Is an instance to guide and monitor the implementation of Cinterfor's work programme. It was established to promote further articulation between the priorities of national training institutions which are members of Cinterfor and those of the ILO and its constituents. It seeks to harmonize and ensure the coherence of the Centre's guidance and monitoring processes within the framework of the decision-making structures of the ILO.

It is composed of representatives from Cinterfor member institutions, elected on the basis of subregional rotation and representation criteria; representatives from employers' and workers' organizations in the ILO Governing Body; the ILO Regional Office for the Americas; and the EMP/ Skills Department at Geneva headquarters²³.

²³ PBC - Guidelines for its management



Signature of agreements among VTIs during the 22nd TCM, Cartagena, 1984



Prof. José Manuel de Aguiar Martins; Josefina Pimentel; 39th TCM, Brasilia, 2009

Cinterfor precursor of South-South and Triangular Cooperation

Originality and viability

The establishment of Cinterfor was based on the assumption that the Centre should work on the basis of cooperation between national VTIs and the ILO. This cooperation would take the form of jointly planned activities, the contribution of all to the Centre's financing, and collaborative work. The viability and originality of the Centre was soon recognized by ILO's Director General Mr. David Morse in his message to the 3rd TCM, celebrated in Buenos Aires, Argentina, in 1966:

“...thanks to Cinterfor, the American continent now has a higher level of interrelationship among institutions which will bring about international cooperation mechanisms that are far broader than those from the first era, where each Latin American country was the recipient of assistance coming from more industrialized countries. This is mainly due to the fact that many countries in the continent already have strong and highly efficient training bodies. Additionally, there is a determined drive in the region to integrate the economic and social spheres, enhanced by an unquestionable consensus in the purpose of policies.”



David Morse
ILO Director General, 1948-1970
© International Labour Organization



*Iniciativa da CNI - Confederação
Nacional da Indústria*

ILO/Cinterfor – 50 years

This is an important time for VTIs in Latin America and the Caribbean. 50 years ago, South-South and Triangular Cooperation in vocational training in our region was strengthened by ILO/Cinterfor. There is no doubt that the Inter-American Centre for Knowledge Development in Vocational Training largely contributed to the social development and economic growth of our region.

The idea of creating such a Centre was put forward by a group of innovating and visionary institutions, among which was SENAI. Already in 1952, the ILO and the Government of Brazil signed a far-reaching agreement on the development of vocational training in Latin America. This agreement was key to expanding and enhancing international cooperation among ILO member countries.

At the beginning of the 1960s, most Latin American countries needed to upgrade the overall level of vocational training so as to improve enterprises' performance and the livelihoods of workers. To that end, several countries, including Brazil, saw the need for an exchange of experiences. Likewise, ILO/Cinterfor promoted the coordination among such institutions.

Since its inception, ILO/Cinterfor was designed as a knowledge management centre. Its crucial and innovating mission was to foster the sharing of experiences, the gathering of documentation, and the dissemination of vocational training activities through a network of vocational training institutions and bodies of the ILO Member States in the Americas. The Centre has contributed to develop

knowledge and raise awareness on the role of vocational training in productivity growth.

By gathering documentation on all aspects related to vocational training and making the necessary contacts in several specialized bodies in this field, by disseminating these documents in the appropriate way among relevant national bodies, and by facilitating, at their request, all sorts of research related to the overall and technical management of vocational training, the Centre provides an essential service to all vocational training institutions and bodies which are members of the ILO.

Nowadays, the Centre coordinates the largest VTI network in the world. Together, these institutions share accumulated knowledge and continuously implement South-South Cooperation activities in order to develop human resources skills and thus cater for the needs of the social and productive sector. SENAI has the honour of being part of that network.

Vocational training is decisive to the Brazilian socio-economic development. Only those countries which invest in their vocational training systems and invigorate them will be the most competitive ones. For SENAI, this is where the importance of Cinterfor lies: providing guidance and implementing new patterns and contents in technical vocational training, and providing us with support to update and consolidate our training system to cater for the needs of work.

For 50 years, ILO/Cinterfor has been promoting efficient coordination among national services responsible for vocational training. The Centre has played a historic role in bringing together our institutions, a role that continues to be historic in Latin America. This commemoration is, therefore, the opportunity to pay homage to the people who have forged the sustained existence of ILO/Cinterfor.

Rafael Lucchesi, Director General of SENAI



SENAC AND CINTERFOR: Convergence and integration

The idea of creating an international cooperation body capable of consolidating the experiences and knowledge of various nations on the great challenge of vocational training emerged as a ground-breaking initiative that now counts five decades of existence.

The establishment of the Inter-American Centre for Knowledge Development in Vocational Training (Cinterfor) was a landmark for all the different countries which are part of this huge Latin American mosaic and which saw that integration and unity were the best ways to solve common problems, achieve economic progress and pursue social welfare.

Brazil and SENAC –Servicio Nacional de Aprendizaje Comercial– were partners from the very beginning, participating in the entire process of establishing the entity and acting as hosts of the 2nd Preparatory Technical Meeting for the creation of Cinterfor, celebrated in Rio de Janeiro, in June 1963.

The Director General of SENAC at that time, Mauricio de Magalhães Carvalho, saw a parallel between the establishment of such an entity and the trajectory of the freedom heroes of the Americas in their quest for independence.

To Mauricio, the creation of Cinterfor –a result of the determination of a group of directors of the main vocational training organizations in the continent– was the outcome of the same Romanticism that inspired characters such as Simón Bolívar, O'Higgins and San Martín.

"Sparsely populated and focused on exports, the young American nations turned their backs to each other, creating huge gaps instead of borders, which fed mutual ignorance", he once stated to explain the lack of integration among countries united by the same territory.

This gap was revealed, throughout time, in a huge misperception which prevented countries so close to each other from taking advantage of their common origins, cultural identity, economic complementarities, and the extraordinary potential of their population.

The establishment of Cinterfor gave new birth to that same spirit which had inspired their liberators: it responded to the drive of convergence and the will of integration by mobilizing institutions and governments, from North to South of the region, around an effective technical cooperation movement.

For the first time, vocational training experts from Latin America and the Caribbean (as well as experts from Spain and some African countries) started to work and do research together, in the benefit of a group of nations which had serious deficits in qualified workforce. And most important: they developed their own technology, adapted to local realities and culture, without copying models from more developed countries.

SENAC has put its expertise in vocational education to the consolidation of the great database of Cinterfor, which gathers the contributions of all associated countries and functions as a rich repertoire of good practices.

Cinterfor has led a solid movement that enhances education for work. Celebrating its 50 years and contemplating its trajectory makes us proud of being part of that association. It is impossible not to appreciate the importance of Cinterfor in the training of new generations of professionals and the development of a repertoire of experiences and knowledge of incalculable value.

Sídney Cunha, Director General of SENAC

The assumption was correct, and was thus conceived by the ILO Governing Body and reinforced in the 21st Century with the recognition of Cinterfor as the key coordinator of a network of national VT and career education institutions, disseminating knowledge, experiences and good practices on human resources training and development, with a view to promote decent and productive work; and with its significant contribution to VT development in the region through the analysis, systematization and collective development of knowledge²⁴.

The ILO has always fostered cooperation among countries; in the 1970s it was called technical cooperation among developing countries (TCDC) or horizontal cooperation, and it was based on solidarity and mutual support among countries from the so-called “third world”, with a spirit of unconditional cooperation, equality and exchange.

Cinterfor and international cooperation

Supported and financed by its affiliated VTIs, Cinterfor has promoted the exchange of policies and training strategies and the technical mechanisms to apply them. It has acted both as a receptacle and a sounding board where innovations swiftly flow among institutions. The Network facilitates the transmission of ideas and raises awareness of the importance of mutual collaboration and knowledge management, which translates into a wide range of formulas and practical solutions which may be accessed by each VTI.

Furthermore, the availability of international technical cooperation, both bilateral and multilateral, including development banks, has been crucial to the growth, innovation and consolidation of VTIs. At the same time, cooperation agencies have found that VTIs are receptive, alert and eager-to-learn-and-experience partners, ready to improve their performance and capable of ensuring the continuity, expansion and sustainability of the contributions received.

In this way, VTIs have benefited from the initial organizational and operational solutions of their senior peers in the region and beyond, seizing the opportunities to observe, consult, ask for help, and learn from experience in order to overcome the barriers their predecessors had faced.

²⁴ GB 300/PFA/4/2 http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_084170.pdf

South-South and Triangular Cooperation in VT

Institutional video



http://www.youtube.com/watch?feature=player_embedded&v=jcVQOaPipgo

At the beginning of the 21st Century, the concept of horizontal cooperation changed into SSTC, which is based on the same principles as TCDC but with a more geopolitical dimension adapted to the conditions of a global economy. Its importance and increasing relevance was highlighted by the United Nations system and shaped by the ILO Governing Body under the following terms:

- SSTC involves initiatives in the social, economic, environmental, technical and political fields, and in this perspective it can be a useful tool to engage social partners from development countries to promote the Decent Work Agenda through development cooperation;
- it is a manifestation of solidarity among the countries and peoples of the South that contributes to their national well-being, national and collective self-reliance, and the attainment of internationally agreed development goals, including the Millennium Development Goals;
- it should be seen as a partnership among equals based on solidarity, and is not a substitute for, but rather a complement to, North-South cooperation. From this stems the concept of “triangular cooperation”, which is defined as South-South cooperation supported by a Northern partner;
- it takes different and evolving forms, including, inter alia, the sharing of knowledge and experiences, training, and technology transfer²⁵.

²⁵ Ducci, M. A. Introduction to the parallel event on South-South Cooperation. ILO. ILC, 100th Session, Geneva 1-17 June 2011. <http://www.oitcinterfor.org/en/hechos-noticias/100a-international-labour-conference-south-south-cooperation-side-event-mar%C3%ADa-ang%C3%A9l>

In this context, the Governing Body highlights the ILO's experience in the promotion of best practices and in the sharing of knowledge through Cinterfor and its Network, supporting skills development policies, and connecting public institutions, international organizations, social partner organizations, universities and civil society²⁶.

Networking, solidarity and collective building of knowledge

The nature and characteristics of Cinterfor have been maintained over half a century of existence:

"The bonds, contacts, and even friendships that have been forged among the directors of vocational training institutions led, under the auspices of the ILO, to the establishment of Cinterfor, fifteen years ago.

In this way, a regional cooperation and mutual assistant experiment was launched in a well-defined and specific field such as that of training at and for work. The very existence of Cinterfor - a small and flexible body - evidences the efficiency that may be achieved through a mechanism targeted at promoting cooperation among developing countries. As far as I am concerned, in the late 1950s and early 1960s, no one devoted too much time to theoretical discussions or philosophical ramblings - not because of a certain disdain, but because that battle had already been won by the best Latin American thinkers. What happened was that circumstances had evolved to enable a group of practical and decided men to step into action.

This horizontal cooperation experience has been observed and written about for some time now, and has even led to the coining of an acronym in English. The formula only requires the alchemy of a few financial resources, a pinch of imagination and generous doses of fraternity and solidarity".

Words by Eduardo Carvalho in: Cinterfor: veinte años de solidaridad 1964–1984.

²⁶ http://www.ilo.org/gb/GBSessions/GB312/pol/WCMS_172577/lang-en/index.htm

“In essence and philosophy, Cinterfor is the core of a cooperative network with an open, informal, participatory and inclusive structure where national vocational training institutions acquire a main role with direct and fluent access to the coordinating core and to the other members of the Network”.

Alexim, João Carlos. Op. cit. p. 33.

“the basis of all the activities conducted by ILO/Cinterfor lies on member institutions themselves. It is through them and with them that requirements are fulfilled. If one had to summarize all the Centre's objectives into one, that would be the dissemination of the knowledge on vocational training produced by such entities. The Centre's actions to achieve this have diverse modalities: research; technical assistance; personalized and virtual training of technicians, directors and social actors; technical meetings and seminars; publications and the development of a web site”.

Text by Pedro Daniel Weinberg from Report of Activities, ILO/Cinterfor 2001-2002.

Solidarity, a key feature of SSTC, has been a constant element in the history of the Network, contributing to enhance the strengths and capacities of the countries of the region themselves; the ILO, through Cinterfor, has been a pioneer in TCDC, a concept that has been firmly applied in the global international cooperation strategy.

The increasing variety of issues and operational modalities of VTIs was taken into account by the work of the Centre, thus contributing to accelerate its work, experience and strength.

Compilation and systematization of information on VT

Since its inception, the Centre's Information and Documentation Service (IDS) compiled, processed, and disseminated relevant information and documentation, thus contributing to build further knowledge and enable stakeholders to work together in the development of human resources.

Catalogues and databases: initially, the work of the Centre consisted in gathering information on relevant topics and actors, such as: teaching materials and methodologies, occupational certification, entrepreneurship, specific groups, legislation, research centres, employers' and workers' organizations, financing agencies, and specialists. This information was compiled, processed and indexed manually, and then disseminated through the media available at the time, particularly mail and telephone. In 1976, immediate communications were possible thanks to telexes, which were subsequently replaced by faxes.

Catalogues were replaced by databases sent to VTIs via the above mentioned channels, and later on by e-mail. They are currently available on the knowledge management platform.

Library network: the Centre consolidated the IDS, which has over 11,000 references, and supported the strengthening of VTIs' libraries, mainly through the establishment of the Regional Information System on Vocational Training (RISVT).

Publishing production: an instrument to promote the management of knowledge and the dissemination of experiences and innovations in the field of VT. The various volumes published by the Centre include studies, analyses, guides, manuals, teaching materials, and results from research applied to VT. The IDS keeps 1,310 publications of the different series published by the Centre, some of which were developed in collaboration with the VTIs of the Network and other organizations, including IIEP/UNESCO, ECLAC, MIF/IDB, SDC, IDRC, GTZ, redEtis, and the Ministry of Employment and Social Security of Spain.

As part of the Centre's knowledge management platform, its body of publications is available at <http://www.oitcinterfor.org/biblioteca/inicio>.

Cinterfor knowledge management platform

The Centre's web site was launched in 1998 as a tool to develop and promote the identification, sharing, and dissemination of information, knowledge, and experiences. Since then, online assistance services were established, search engines were designed, mailing lists were developed, and thematic communities were created for thousands of users.

The project CinterNET, developed between 1997 and 1999, with the support of the GTZ, was crucial to the development of Cinterfor's web site, which by the end of 2000 consolidated as a landmark of VT. Likewise, this cooperation enabled the Centre to assist VTIs in the launching of their own web sites.

SDC's contribution helped to strengthen and expand Internet-based services, by incorporating distance-learning actions, which became the pillars of the current knowledge management platform. Moreover, it helped to increase the number of contents in English, in order to cater for the needs of English-speaking entities in the Caribbean countries.

The support provided by the SDC, through the implementation of the Programme on Knowledge Management on Quality and equity in vocational training and its contributions for decent work in Latin America and the Caribbean (PgdeC, in Spanish)²⁷, as well as the contributions made by the VTIs of the Network, allowed for the development of various activities based on learning and practice communities, which are crucial to the advance of knowledge management.

"There is evidence of knowledge products that have been built collectively thanks to the exchange of experiences among participating organizations, which support each other and enhance the direct products of the Project, as well as banks of teaching resources, databases on experiences, skills and specialists of the digital environment of ILO/Cinterfor.

²⁷ Programa Gestión del Conocimiento sobre calidad y equidad de la formación profesional y sus aportes para el trabajo decente en América Latina y el Caribe (PGdeC).

ILO/Cinterfor has already incorporated several of the achievements and lessons learned from that exchange, thus enhancing, expanding and improving its working methods”²⁸.

In 2009, a new system facilitated the management of contents of databases on learning resources, experiences and competency standards. As from November 2011, technological advances gave way to a dynamic platform integrating spaces for dissemination, interaction, and collective knowledge building.

Knowledge management tools

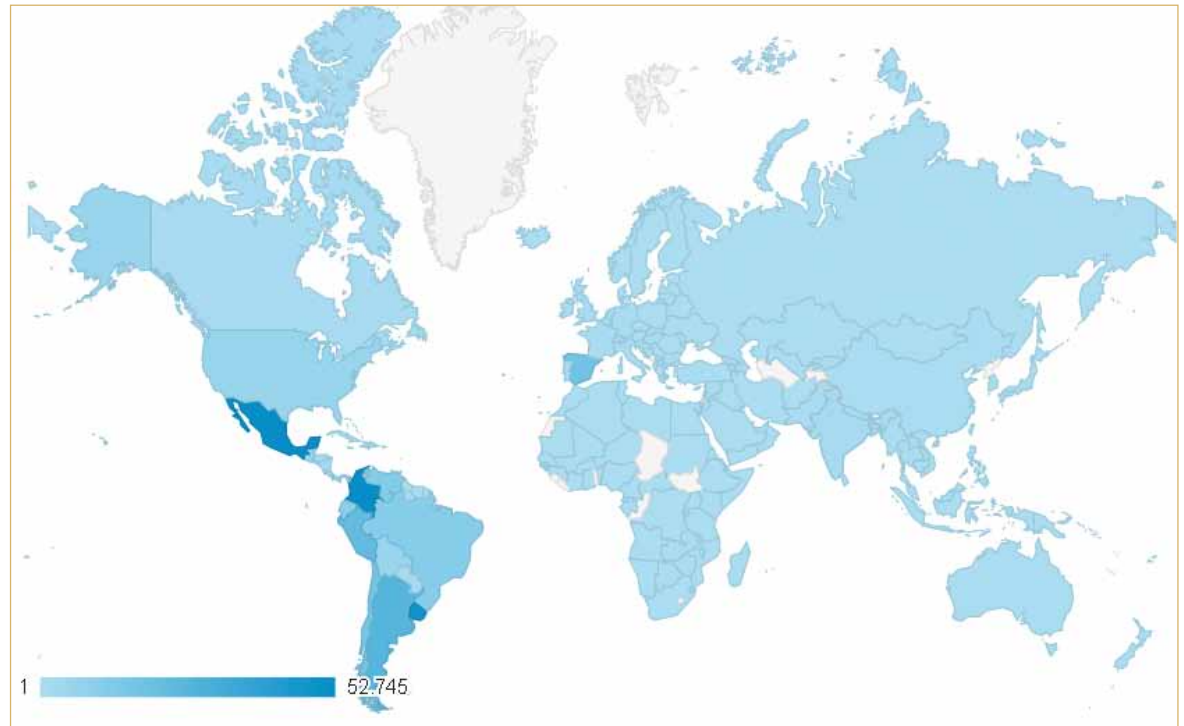
- **Learning resources bank:** thanks to the contributions of SENAI, which in 2009 made 6,000 teaching materials available to the members of the Network, the learning bank was consolidated, also with the inclusion of materials from other VTIs and the ILO in VT-related subjects. It currently provides access to over 12,000 publications.
- **INFOR:** bibliographic database, studies, analysis, guides, manuals, teaching materials, and research outcomes.
- **Skills database:** it includes identified standards validated by the VTIs of the Network and from other regions of the world in various productive sectors.
- **Experiences database:** it offers a compilation of successful programmes and strategies.
- **Specialist database:** it includes the résumés of the people involved in VT, their working experience, research, programmes and projects.
- **Virtual space:** support platform for activities and practice communities

The platform's statistical analysis tool helps to know the topics that users find most interesting, thus facilitating the update and improvement of databases and, therefore, the provision of

²⁸ Evaluation Report of the Proyecto Gestión del Conocimiento sobre calidad y equidad de la formación profesional y sus aportes para el trabajo decente en América Latina y El Caribe (PGDeC). December 2010

relevant services. Indeed, the most visited subject areas are: labour skills, youth employment, gender and equality, and productivity.

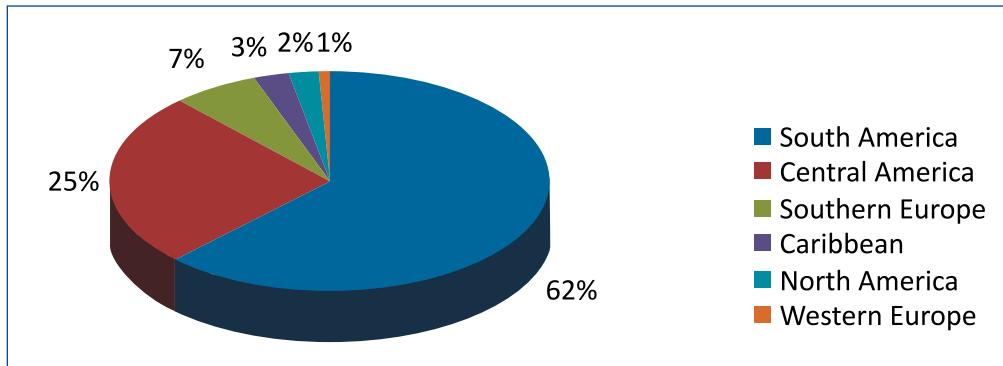
The platform is visited from 191 countries, and has become an ILO service for the world of VT.



Geographical distribution of visits to the platform during November 2011-April 2013. The intensity of the colour represents the number of visits.

Visits by subcontinent
November 2011 - May 2013

Subcontinent	Visits 11/2011 - 5/2013
South America	239.764
Central America	97.879
Southern Europe	24.968
Caribbean	9.599
North America	7.801
Western Europe	3.606
Southern Asia	1.973



Relevant features of VT in Latin America and the Caribbean

Management, exchange and collective building of knowledge are some of the fundamental features of vocational training in Latin America and the Caribbean thanks to the active network of VTIs articulated by Cinterfor. In the same way, VTIs stand out for their innovative capacity which takes into account different social, economic and technological contexts; a sectoral and social demand-oriented approach; and tripartite management in most governing bodies, and in some sectoral and local contexts.

VT has constantly progressed over solid foundations by updating, incorporating and adapting methodologies, teaching methods, tools, educational resources and training paths. The following are some of the most important landmarks²⁹.

The analytic, active and dynamic methodology

The teaching-learning methodology adopted by VTIs in Latin America and the Caribbean has been based on what has come to be called the analytic, active and dynamic method, which was a re-creation of diverse influences coming from the United States and Europe. It was these experiences that reached Brazil when SENAI was taking its first steps, implying an enormous effort for adaptation to the Brazilian reality, and from there, it was later extended to all VTIs.

It was this approach that was used to prepare the methodological series for the training of apprentices in the specialties considered “universal”, particularly, in the industrial area, having

²⁹ Detailed description and analysis in Ducci, M. A. (Coord.). Vocational training on the threshold of the 1990s. V. II, Chap. VII. http://www.oitcinterfor.org/sites/default/files/file_publicacion/vc_threshold_2.pdf

a decisive influence on the layout of workshops, the importing of machinery and equipment and the design of training centres.

This method, which seems very suitable when the division of work is clear and jobs are specific, has some difficulties when undertaking training for non-modern sectors of the economy, and implies a methodological renewal which has been channelled into two fundamental lines of work: one geared to projecting traditional training methods out of centres, through non-classroom methods; and another one to developing a more specific methodology for production.

Modular design – flexible curriculum and pedagogical design

The occupational analysis addresses the specific area in line with the real connections between jobs, detecting changes in already known occupations and also those arising from changes in the labour market and technological development. This is how the modular approach to VT came into being. The graphic representation of this structure offers an itinerary which indicates alternative training routes starting from a basic module, and allows exiting to the labour market at intermediate stages and to return successively to the training process when technological changes so require.

A training module is the inter-related and inter-dependent set of basic knowledge, technological knowledge and vocational practices, which permits the acquisition of skills to perform the operations corresponding to an occupation; and offers information that is dosed in quantity and difficulty, examples that facilitate understanding, images that clarify concepts, exercises that reinforce learning; summaries highlighting major aspects, and partial evaluations that allow to test what has been learned.

Modules combine easily to satisfy the specific requirements of enterprises and workers, and participants of training actions are involved in the definition of their own objectives. They are the instruments for structuring the skill certification system.

The concept of the modular system was initially implemented at INA in Costa Rica, and from there it moved to SENAI where it was worked on for a broad range of occupations. Cinterfor contributed to its expansion in Latin America and the Caribbean and in other countries of the world.

Teaching materials and media

Teaching materials are the elements that represent the curricular contents of programmes; they are reproducible and adaptable according to the needs and specific objectives of training programmes. Teaching materials systematize experiences so as to make them repeatable and applicable to a growing number of beneficiaries. At the outset of VT, these materials were almost non-existent; the teacher taught the apprentice by demonstration and an oral explanation, topics were covered according to the professional experience of instructors. The first materials were, largely, produced by VTIs themselves as a guide for instructors, or copies of manuals done in countries outside the region.

Cinterfor Basic Collections (CBC)

During the 1970s, Cinterfor promoted the cooperative drafting of teaching materials that could be used in any country of the region for courses of different levels and objectives, and were applicable to any teaching method.

VTIs determined methodological foundations and set up standards that had to be applied when preparing every CBC³⁰, together with regular evaluation and revision mechanisms. In this way, dispersion and repetition of similar works were avoided, thus saving human and economic resources.

³⁰ <http://www.oitcinterfor.org/en/recurso-didactico/cbc>

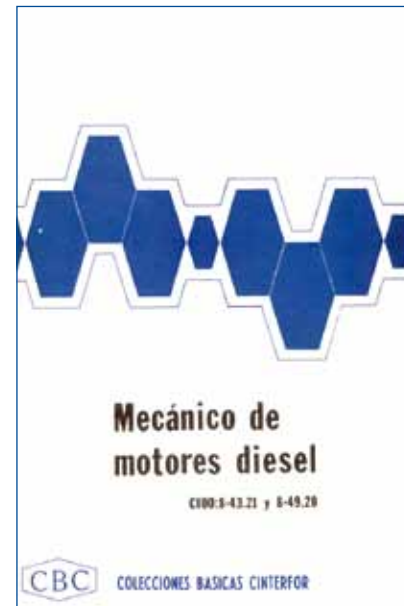
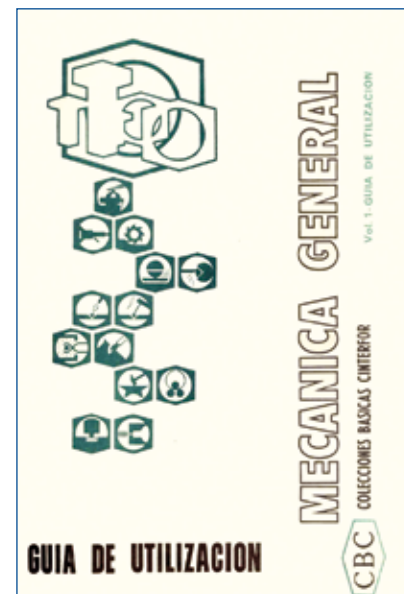
This joint action in the production of teaching materials marked and consolidated the early years of the Centre. Between 1971 and 1979, VTI specialists developed 33 CBC corresponding to occupations of the three economic sectors, and the secondary sector was prioritized by publishing the Practical Encyclopaedia of General Mechanics.

CBC became an invaluable source of information and knowledge for the development of modular teaching materials used by VTIs. This innovative method facilitated the unification of methodologies and processes in the institutions integrating the network articulated by Cinterfor, by giving it, at the same time, a very characteristic identity that over the years has deepened and entrenched (Ducci, 1990.)

Competency-based training

ILO Recommendation N° 195 (2004) concerning human resources development included definitions related to contemporary vocational training:

- a) the term “lifelong learning” encompasses all learning activities undertaken throughout life for the development of competencies and qualifications;
- b) the term “competencies” covers the knowledge, skills and know-how applied and mastered in a specific context;
- c) the term “qualifications” means a formal expression of the vocational or professional abilities of a worker which is recognized at international, national or sectoral levels;
- d) the term “employability” relates to portable competencies and qualifications that enhance an individual's capacity to make use of the education and training opportunities available in order to secure and retain decent work, to



progress within the enterprise and between jobs, and to cope with changing technology and labour market conditions".

Recommendation N° 195 reflects economic and social conditions in force in the 21st century. In fact, technological advance, the creation of world markets of products and services, international competition, direct foreign investments, new enterprise and labour management and organizational practices have extraordinarily increased the significance of human resources development so that enterprises, workers and countries take full advantage of opportunities and face challenges.

Promoting Recommendation N° 195

ILO/Cinterfor fostered its discussion and dissemination through national and international events. For instance, a tripartite panel was organized within the framework of the 37th Technical Committee Meeting, which took place in Santo Domingo (Dominican Republic). Several documents were discussed to promote, spread and discuss the Recommendation among social partners.

Before adopting this Recommendation, the ILO had already highlighted the importance of the competency-based approach and Cinterfor identified several aspects related to it in the project called "*Certification of occupational qualifications of workers in Latin America and the Caribbean*"³¹, which implied that these competencies had to reflect the reality for which they were created and were the basis for a qualification in an occupational category.³²

Along the same lines, the study "Vocational training on the threshold of the 1990s" collects preliminary criteria about competencies such as their validity to be certified regardless of how they were acquired.

³¹ Financed by the Federal Republic of Germany and executed between 1975 and 1979.

³² La certificación de las calificaciones ocupacionales de los trabajadores: un planteo inicial. ILO/Cinterfor, 1975.

Fostering the competency-based approach

Competency-based training has provided a new way of approaching critical issues of VT, such as defining programmes, executing actions and recognizing knowledge in a process which started towards the middle of the decade and still goes on today. VTIs became aware of the advantages of focusing VT more on results than on tasks as well as on developing basic skills - including those related to citizenship - and technical skills, on recognizing skills acquired in alternative ways, and on the flexibility of the modular design.

Workers' and employers' participation in the identification and validation of labour skills is essential and this has been confirmed, among others, by the formation of sectoral commissions in SENA, technical and sectoral committees in SENAI, sectoral organizations in Chile Valora, and tripartite councils in the building industry of Argentina and Peru, through the UOCRA Foundation and SENCICO, respectively.

Curricular development is contextualized, flexible, modular and comprehensive, and oriented to cover basic and technical skills. Accordingly, SENAI and SENAC have designed routes levelled from the most basic skills to the most difficult ones.

Cinterfor members have adopted a competency-based approach with a clear orientation towards improving VT relevance and quality. Ministries of labour have also adopted it for the design and execution of active employment policies; and ministries of education, for technical education areas.

Competency-based human resources management is applied in organizations in recruitment, training and development processes, among others. Human resources associations in Argentina (ADRHA) and Uruguay (ADPUGH) are also working in this way.

**Regional Seminar on labour skills
Mexico, 1996**

Seminar organized by CONOCER and Cinterfor. All VTI members of the Network were present. During the event, experiences from Australia, Canada, Spain, United States and United Kingdom were discussed.

After this meeting, cooperation, exchange and collective learning process was initiated and its main result was the incorporation of a VT competency-based approach in the region.

International cooperation plays a significant role in the dissemination of the labour competency-based approach. For several years, the International Training Centre of the ILO – Turin Centre – together with Cinterfor carried out training actions according to this approach. Lessons and experiences from others were shared and therefore broadly expanded to the region.

The validity of competency-based training has been verified, in general, by applying it during the last years and, more specifically, by the identification of occupational profiles, the modular curricular design, the evaluation of labour skills, knowledge recognition and certification mechanisms, drafting teaching materials and the development of learning environments.

Competency-based training was supplemented with new theories that acknowledge different learning paces and the fact that training is not a linear accumulation process but a continuous reflection and re-significance process of what has been learnt.

Social dialogue and VT

Changes in the workplace together with technological innovation as well as the trend to require a higher level of training have created a demand for more specialized qualifications and techniques. Such changes have had significant consequences on human resources management. Social dialogue is the best means to anticipate and solve problems arising from changes in the organization, working conditions and job models.

As a consequence of democratization and development of the civil society and several institutions, social dialogue is very much present in the region among employers, workers and a wide range of social partners related to training for work. Furthermore, the allocation of responsibilities has been decentralized by transferring them to sectoral bipartite committees, local governments and civil society organizations, among others. Experience shows that social dialogue has largely contributed to reducing conflicts related to training and to better tailoring training programmes, in general, and for the most disadvantaged population groups.

Evaluation of tasks and design of the occupational certification process in the construction industry

This project is executed by Cinterfor. Its objective is to update task evaluation and to create mechanisms that enable the application of competency-based certification of human resources of the construction industry of Uruguay.

The Consejo de Salarios de la Industria de la Construcción (Wage Council of the Construction Industry) –a tripartite group formed by the government, employers and workers– has set VT as a priority. As a result, it has organized the Comisión Bipartita para la Evaluación de Tareas – CBET (Bipartite Commission of Task Evaluation) with representatives from enterprises and trade unions of the country, which constantly support the project.

Apart from updating the description and valuation of jobs, the project includes drafting a proposal for the certification of workers' skills and training social partners to transfer products.

This social dialogue experience was presented as a successful practice during the annual event “Private Sector Focal Points Meeting (PSFP)” coordinated by the Global Compact about the collaboration between the United Nations and the private sector (Geneva, April 2013).

The enterprise as a learning place

Dual training has been one of the most widespread of the region; it is carried out by alternating training at an institution and at the enterprise. The most well-known combination models are those coming from Germany, Switzerland and Austria, which have been adapted according to the economic and social context of countries. For example, those of HEART Trust/NTA, SENATI, SENA, INFOTEP, INSAFORP, SENAI, SENAC, SENAR, Ministry of Labour, Employment and Social Security of Argentina, among others.

Dual training at SENATI

Participants are supported by enterprises which facilitate practical learning within their productive premises and provide a monthly allowance.

This kind of training is offered to technical operators on specific occupations of the manufacturing industry as well as installation, repair and maintenance tasks carried out in other economic activities. It also covers occupations related to industrial administration, production, accountancy and costs, staff management and sales³³.

Dual training and certification at HEART Trust/NTA

Training is offered at an everyday workplace by using the equipment and material that workers use in their daily operations. In this way, the time and cost of travelling to another place to be evaluated is saved. As a result of training, evaluation and certification, enterprises can get benefits such as the following: employees obtain international recognition by a certification acknowledged by all the islands of the CARICOM and Commonwealth countries (NVQ-J); they become motivated to get to their next level of career; and become a group of certified workers ready for new job offers or enterprise growth³⁴.

³³ <http://www.senati.edu.pe/web/informacion-general-del-patrocinio>

³⁴ <http://www.heart-nta.org/index.php/employers/train-your-staff>

Vocational Training Programme for Youth – SAO Foundation

The SAO Foundation of the Ministry of Labour, Technological Development and Environment of Suriname, together with SENA, SENAI and the Herstelling Foundation of Amsterdam, implements a programme to prevent youth drop-out for people older than 16 years old which includes technical training on nursery, home care, textile, beauty and administrative jobs.

Training actions take place in enterprises and also include social skills development. They have resulted in a significant reduction of drop-out percentage and better chances to access the labour market.

Postgraduate and graduate education

In Brazil, SENAI and SENAC have developed a wide offer of higher education by implementing technical, graduate and postgraduate courses in order to cater for the demands of the industry and trade. In Mexico, the Universidad Abierta y a Distancia de la Secretaría de Educación (Open and Distance University of the Ministry of Education) contributes to comprehensive lifelong training of people.

SENAI - São Paulo

Postgraduate courses offer students the chance of becoming specialists in areas, which, after graduation, broaden the initial training obtained at higher education courses and which offer new working opportunities since they are strongly related to the labour market³⁵.

³⁵ <http://www.sp.senai.br/Senaisp/WebForms/Cursos/CursosTipos.aspx?Tipo=117&Menu=33>

SENAC - São Paulo

The portfolio of educational products and services bears in mind the accelerated rhythm of trends in society and is distributed through a structure which currently consists of SENAC's University Centre –Campus Águas de São Pedro, Campus Campos do Jordão y Campus Santo Amaro– and other 56 units located in the surroundings and cities of the State of São Paulo. These spaces let students experience high standards of professional practice every day, as is the case at school hotels –Grande Hotel Campos do Jordão and Grande Hotel São Pedro–, which combine their commercial activities with educational practice³⁶.

The Universidad Abierta y a Distancia de México (UnADM) (Open and Distance University) of the Secretariat of Public Education

UnADM's objective is to implement an innovative educational system which contributes to comprehensive lifelong training of the population. The main principles of this system are quality, equity and relevance to compete internationally, by making intensive and extensive use of information and communication technologies, and supported by human, technological and administrative networks, with consistent academic programmes that foster the strengthening of higher education and national progress³⁷.

VT, competitiveness and innovation

Since the 1990s, VTIs have set up technological development centres which offer training for workers and, at the same time, provide laboratory services, tests and trials, demonstrations and adaptations; thus attempting a clear connection between the demands from enterprises and the training offer.

SENAI's network of innovation, applied research and anticipation of technological trend centres has a variety of programmes and services that support entrepreneurial competitiveness at an international level, and promote transforming ideas and intellectual property rights. It also

³⁶ <http://www.sp.senac.br/jsp/default.jsp?newsID=a1978.htm&testeira=722&sub=0&unit=NONE&type=PE,P,M,G,X>

³⁷ http://www.unadmexico.mx/index.php?option=com_content&view=article&id=290

organizes the Brazilian Congress on Innovation of the Industry and leads the Entrepreneurial Movement for Innovation.

SENATI provides services to industrial enterprises and carries out workshops on technological diffusion, quality management and competitiveness.

INFOTEP has implemented the “LEAN 100” programme which applies the “Lean Manufacturing” principles in Dominican enterprises and ILO’s SIMAPRO methodology in the sugar sector.

SENA’s strategic plan associates its activities to an increase of competitiveness of the country and priority sectors determined by the development plan.

By means of its projects of support actions, the Tripartite Foundation for Training in Employment of Spain develops tools to contribute to improving VT planning, organization, development, instruction and evaluation. It updates information about economic, entrepreneurial and labour conditions, about the effects of technological and organizational change on the competitiveness of enterprises, and about workers’ qualifications. These projects are funded through annual calls for public subsidy.

The Ministry of Labour and Social Protection of Mexico has created a website called Labour productivity³⁸ where workers and entrepreneurs have access to information, statistics and a productivity calculator to improve the competitiveness of enterprises.

³⁸ <http://www.productividad.org.mx/>

System for Integrated Measurement and Improvement of Productivity - SIMAPRO/ILO

It promotes on-the-job training as well as skills development and social dialogue among parties.

According to SIMAPRO, productivity is expressed and measured in terms of effectiveness, which is the achievement of previously identified and defined objectives in order to overcome difficulties in productive processes.

According to SIMAPRO, productivity is expressed and measured in terms of effectiveness, which is the achievement of previously identified and defined objectives in order to overcome difficulties in productive processes.

Several members of the Network promote this system, for example: ICAM in SMEs; INTERFASES in fruit enterprises; INFOTEP in hotels and sugar refineries; and also INSAFORP and the Ministry of Labour of Cuba in the latter³⁹.

Articulating VT with education

Countries face different challenges when developing consistent teaching methods that articulate basic, secondary and higher education, vocational training, entry to the labour market and lifelong learning. Ensuring quality education and basic skills for everyone have become a priority.

Coordinating at different levels so as to ease the transition between education, training, lifelong learning and employment is fundamental. Besides, the connection between policies of different ministries is essential to adopt measures that articulate education and skills development.

This coordination is evidenced through actions such as those undertaken by the UOCRA Foundation at schools of the Province of Buenos Aires, by providing specific technical training to young people so as to certify their acquired skills. Likewise, the objective of associations among VTIs and SESI-SENAI basic education schools and SESC-SENAC secondary education is

³⁹ <http://www.oitcinterfor.org/productividad/simapro>

to provide educational opportunities that promote comprehensive training for young people and facilitate labour insertion.

SENCE and ChileValora combine occupational profiles and curricular designs. The participation of the Ministry of Education facilitates the design of a qualification framework. Colombia is going along the same way thanks to SENA's and the ministries of education and labour participation.

In general, technical education is regulated by ministries of education. In Mexico, CONALEP offers technical vocational training at post-secondary level and it works as a labour skills evaluation and certification centre.

In Brazil, SETEC, of the Ministry of Education, is in charge of planning, guiding, coordinating and supervising the process of devising and implementing technological and vocational education policies as well as promoting actions that foster and improve the quality of VT. Its course catalogue is a reference for the training offer presented by all VTIs at this level. In 2011, the Federal Government of Brazil created PRONATEC,⁴⁰ the National Programme to access technical education and employment, in order to broaden and democratize both traditional and distance initial and lifelong training. Several agreements entered into with SENAI, SENAC, SENAR, SENAT and SEBRAE have enabled to cover for more services and to readapt their infrastructures.

Training for social inclusion: a permanent and renewed commitment of VTIs of the region

Access to education and training is fundamental to help the most disadvantaged people of the society to get out of the vicious circle of poor qualifications, low productivity and low-waged jobs. VTIs have acknowledged that such people are constantly exposed to unfavourable conditions which entail particular challenges. They have, therefore, tried to cater for their specific needs and remove obstacles to access training by developing suitable teaching materials, strategies and learning environments.

⁴⁰ <http://pronatec.mec.gov.br>

VT has been offered through a number of programmes addressed to specific groups such as: rural communities, disabled people, persons deprived of liberty, senior citizens, and young people at social risk.

SENAI's Programme of Inclusive Actions is oriented to people with physical, auditory, mental, visual or multiple disabilities as well as groups of afro descendants, indigenous and elderly people.

Similarly, SENAC's guiding principle is accessibility in all its actions in order to include disabled people while preserving their citizens' rights.

Furthermore, there are VT programmes for people in prison to facilitate their social reinsertion, such as:

- "María Marías" of SENAC, SENAI and SEBRAE;
- "Recomenzar" (*Restarting*) of the Ministry of Labour and Social Welfare of Mexico;
- "FP en contexto de encierro" (*VT under confinement*) of the Programme of education for work and social integration of INET;
- Training in the construction industry for imprisoned people of UOCRA Foundation; and
- Course of residential electrician of INADEH for juvenile offenders.

INSAFORP offers several initial training courses whose objective is that people master labour skills for a first job. These are oriented to young people, women and population under vulnerable conditions. The Ministry of Education of Brazil carries out the "Mujeres Mil" Programme whose goal is to facilitate access to VT, employment and income. Furthermore, Fundación Compromiso supports VT of young people, women, disabled and indigenous peoples in the framework of EmpleARse. CADERH advises the public and private sector of Honduras in the management of human talent and its courses of action are particularly oriented to young people who are under the line of poverty and at social risk.

In order to reduce discrimination practices against women, special emphasis has been placed on their vocational training and employment conditions. For instance, Cinterfor has coordinated FORMUJER and PROIMUJER programmes, among others, with the Ministry of Labour, Employment and Social Security of Argentina, INFOCAL Foundation, INA and INEFOP.

The AGORA ("Aulas de Gestión Ocupacional para América Latina") Programme of the National Service of Vocational Promotion (SNPP) of Paraguay promotes the employability of visually impaired people through vocational orientation, training and job placement actions, taking into account their personal skills.

Training for the rural sector

SENAR's Programa Emprendedor Rural (Rural Entrepreneur Programme), carried out together with SEBRAE, is oriented to small and medium-sized producers. Its objective is to develop personal, social and technical skills such as self-esteem, citizenship and leadership, marketing techniques, production costs and basic knowledge about laws (on labour, environment and family). The CNA/SENAR system launched the Decent Work –Posture Education Programme in order to train rural producers and workers on comfort, health and safety during their daily agricultural activities. Participants become familiar with the notion of decent work and understand which actions encourage both rural producers and employees to promote it around the whole country. This initiative is in line with ILO's Resolution on skills for improved productivity, employment growth and development (ILC, June 2008). Likewise, SENAR is carrying out a rural digital inclusion programme⁴¹.

The Centro Paula Souza of Brazil has implemented a school-cooperative in order to train students on cooperatives and promote learning through productive activities. In this way, the school is integrated with the rural community by offering services, agricultural extension, and social and cultural activities.

⁴¹ www.canaldoprodutor.com.br

In Chile, the Corporación Educacional de la Sociedad Nacional de Agricultura –SNA Educa (Educational Corporation of the National Association of Agriculture) covers technical vocational specialties approved by the Ministry of Education, in the following areas: agriculture, forestry, group feeding services, industrial food processing, industrial and automotive mechanics, electricity, metallic constructions, nursery, health premises and building.

The programme on improved social and educational conditions in rural communities of Nicaragua, undertaken by INATEC, trains young people in school building and provides them financial support to facilitate their attendance.

SENA's Rural Young Entrepreneurs Programme promotes entrepreneurial development by creating small sustainable enterprises which not only produce income but also encourage productivity and competitiveness in the countryside.

VT and environmental care

The Network has been involved in actions to develop skills related to environment preservation and conservation. Environmental education and management, material recycling, clean technologies, water treatment, recovery of degraded areas and environmental legislation are issues that are strongly emphasized. "Green jobs" require developing sustainable entrepreneurship. Several examples can be found within the Network, some of them are:

- Cross-cutting skills in environmental education⁴², SENAI;
- Agrinho⁴³ and Terra Adorada⁴⁴ Programmes, SENAR;

⁴² <http://www.senai.br/ead/transversais/>

⁴³ <http://www.agrinho.com.br>

⁴⁴ http://www.senar.org.br/programas/terra_adorada.asp?wi=1280&he=1024

- Regional technical standards of skills and curricular design for the qualification of jobs in Central America⁴⁵, INA, INSAFORP, INATEC, INTECAP, INFOP, INADEH, INFOTEP;
- Rural skills in Argentina⁴⁶, Ministry of Labour, Employment and Social Security;
- Specific training area on environment⁴⁷, SENAC;
- Environmental technologies centre⁴⁸, SENATI; and
- “Los Arrayanes” Regional Educational Centre⁴⁹, UTU (Uruguayan Labour University).

Training for MSMEs

MSMEs deal with particular challenges referring to occupational skills such as the difficulty of having available time for training, the reluctance to invest in training of workers for fear of losing them once they acquire new knowledge or the lack of resources to invest in VT. Human resources strengthening policies oriented to MSMEs have made significant progress in the region.

Training programmes on management for MSMEs, which help entrepreneurs to understand social and entrepreneurial advantages of developing skills, have proved to be particularly efficient in several countries and have largely improved. Those programmes are combined with a variety of entrepreneurial development and training services in order to cater for the specific needs of small enterprises. Some of them are:

⁴⁵ <http://www.oitcinterfor.org/recurso-did%C3%A1ctico/normas-regionales-competencia-laboral-elaboradas-red-instituciones-formaci%C3%B3n-profe>

⁴⁶ <http://www.oitcinterfor.org/node/2698> under heading “Ministry of Labour, Employment and Social Security (Argentina)”

⁴⁷ <http://www.senac.br/cursos/area-meioamb.html>

⁴⁸ <http://www.senati.edu.pe/web/servicios/centro-de-tecnologias-ambientales-cta>

⁴⁹ <http://www.losarrayanes.org/>

- Technical counselling and information.
- Technological and laboratory services.
- Innovation and applied research.
- Occupational and technological planning.
- Promotion, search and access to markets, anticipation of demand and internationalization.
- ICT-based strengthening.
- Social and environmental responsibility.
- Access to financial services.
- Improved productivity and entrepreneurial competitiveness.

Business development services

Brazil

- SEBRAE: <http://www.sebrae.com.br/atender/momento/o-que-o-sebrae-pode-fazer-por-mim>
- SENAI: <http://www.portaldaindustria.com.br/senai/>
- IEL: <http://www.portaldaindustria.com.br/iel/>

Chile

- INTERFASES: <http://www.simapro.cl/>

Colombia

- SENA: <http://comunica.sena.edu.co/portafolio/>

Costa Rica

- INA: <http://www.inapymes.com/>

Dominican Republic

- INFOTEP: <http://www.infotep.gov.do/art.php?id=1171>

Guatemala

- INTECAP: <http://www.intecap.edu.gt>

Mexico

- ICAM: <http://www.simapro.org/pyme/doarsal.php?doarsal=inicio>

Peru

- SENATI, <http://www.senati.edu.pe/web/servicios/servicio-empresariales-centro-de-servicios-para-la-pequena-empresa-centropyme>
- <http://virtual.senati.edu.pe/ticpyme/>

Spain

- FTFE, <http://www.fundaciontripartita.org/index.asp?MP=11&MS=0>

Diversification of institutional framework

The great variety of social and economic contexts as well as the labour market segmentation of the region has led VTIs to develop and implement more focused programmes that cater for specific characteristics of the population in terms of race, gender, age, geographical location, physical and educational conditions.

Public and private institutions work together and this provides more diversity and flexibility to VT, as is reflected throughout the Network. Actually, there are national and local, multi-sectoral and sectoral institutions related to human resources development, which coexist and are managed by governments or social partners.

Argentina

- [Ministerio de Educación del Gobierno de la Ciudad de Buenos Aires](#) (Ministry of Education of the Government of the City of Buenos Aires)

It offers different kind of training for education and work, addressed to young people and adults, in order to develop knowledge and skills for their educational and labour insertion. Some of the areas are: operating management of education and work, higher technical education management and technical education management.

- [ITU, Mendoza](#)

After analysing the relationship among education, technology and labour, the idea of joining efforts resulted in an institution committed to local development, open to technological innovation and oriented to vocational training for middle managers.

- [Obispado de Morón](#)

This vocational training centre emerged as a response to the needs of training for work of the most underprivileged communities of the Diocese of Moron (Hurlingham, Morón and Ituzaingó) with the signing of an agreement between the Dirección General de Escuelas del Ministerio de Educación de la Provincia de Buenos Aires (General Bureau of Schools of the Ministry of Education of the Province of Buenos Aires) and the Obispado de Morón (Bishopric of Morón) by which the Ministry agreed to pay for staff salaries, to certify degrees and to make educational supervision. On the other hand, the Bishopric contributed with its premises for lessons, equipment and suggested the teaching staff.

- [SMATA](#)

Created by the Consejo Nacional de Educación Técnica (National Council on Technical Education), its objective is to satisfy the training demands of workers, middle management and entrepreneurs of the Automotive Repair and Maintenance Service.

- [UTHGRA](#) (Tourism, Hotelier and Gastronomic Workers Trade Union)

It sets up vocational training programmes in the framework of the Union's objective: to ensure hotelier and gastronomic workers better material and moral conditions.

Bahamas

- **BTVI**

The Bahamas Technical and Vocational Institute, under the jurisdiction of the Ministry of Education, serves all members of the community with lifelong learning opportunities: certificate programmes leading directly to jobs for high school graduates and delivers training programmes for adults in the workplace. It is the only post-secondary institution that offers academic, technical, continuing education, corporate and community training opportunities through a variety of programmes.

Bolivia

- **Comisión Episcopal para la Educación** (Episcopal Commission for Education)

It is the entity of the Conferencia Episcopal Boliviana (Bolivian Episcopal Conference) which coordinates, supports and connects educational services provided by the Catholic Church within the country, including regular, alternative, university and non-university higher education. Among others, it gathers Obras de Fe y Alegría, Escuelas Populares Don Bosco, Escuelas de Cristo, Facilitadores de Educación Rural, Integral y Alternativa (FERIA) (Facilitators of rural, comprehensive and alternative education), Centros de Educación Técnica, Humanística y Agropecuaria (CETHAs) (Agricultural and Humanities Technical Education Centres) and Centros de Multiservicios Educativos (Educational multi-service centres).

- **INFOCAL**

Non-profit organization which provides specialized VT services for the private sector according to the needs of enterprises. It also offers programmes oriented to microenterprises as well as access to technical education for disadvantaged populations.

Brazil

- [SEST/SENAT](#)

Both non-profit civil organizations were created to upgrade workers of the transportation sector after an awareness-raising process of the sector and its trade unions. The Confederação Nacional do Transporte (CNT) (National Transportation Trade Union) is in charge of organizing and managing these institutions. Its social area is responsible for managing, developing and supporting programmes that provide for workers' welfare, particularly, regarding their occupational health, safety, culture and leisure. The educational area is focused on learning programmes, including: preparation, training, further training and vocational training.

Cape Verde

- [IEFP](#) (Employment and Vocational Training Institute)

This entity depends on the Ministry of Youth, Employment and Human Resources Development and is responsible for implementing employment and vocational training policies.

Training and employment are strategic objectives of Cape Verde's Government and are framed within poverty reduction policies. It has also put into practice competitiveness and productivity enhancement programmes.

Chile

- [Duoc UC](#)

The objective of this institution is to plan and execute educational tasks oriented to non-university technical, sub-technical training, and adult training and further training. Its learning method is mainly practical and it introduces students to the latest technologies applied to each specialty, thus enabling them to make specific and useful contributions to the enterprise.

Ecuador

- [Secretaría Técnica de Capacitación y Formación Profesional](#) (Technical Secretary of Vocational Training)

Several funding lines for VT have been determined; training actions are carried out by trade unions and production associations, local development agencies, enterprises or public sector entities. 30% of the monthly contribution of employers at a national level is used in programmes aimed at priority groups and popular and solidarity economy actors, through SECAP.

El Salvador

- [Ministerio de Trabajo y Previsión Social](#) (Ministry of Labour and Social Security)

The Red Nacional de Empleo (National Network of Employment) is a meeting point for those looking for jobs and enterprises. It offers occupational guidance services and information about training.

Peru

- [Ministerio de Trabajo y Promoción del Empleo](#) (Ministry of Labour and Promotion of Employment)

The programmes: “Jóvenes a la Obra” and “Vamos Perú” facilitate access to the labour market through training and job placement actions and offer technical assistance to entrepreneurs.

Spain

- [CIDEA](#)

Non-profit organization formed by entrepreneurial and university researchers and advisors, aimed at reflecting and spreading good practices of employment, training and social development. It promotes the creation and transfer of knowledge between Europe and Latin America.

- FOREM

The Fundación Formación y Empleo Miguel Escalera (FOREM) (Miguel Escalera Training and Employment Foundation) is a non-profit private foundation, endorsed by the Confederación Sindical de Comisiones Obreras (CC.OO.) (Trade Union Confederation of Workers' Commissions) in order to promote and manage guidance and training for work. FOREM activities in all productive sectors and throughout the territory, as well as the use of new ICTs, enable the management of learning for wide groups of students and the design of personalized training solutions. The commitment to quality and innovation is permanent.

VTIs, together with other suppliers, undertake actions to implement plans and programmes. In Chile, diversification is related to incentives established by law that encourage private suppliers to offer programmes tendered by SENCE. In Uruguay, INEFOP administers the Fondo de reconversión laboral (Retraining Fund) in order to address VT activities carried out by other state entities or private organizations. In El Salvador, INSAFORP develops almost all training programmes by hiring legal entities and natural persons.

Some VTIs play their governing role by entering into agreements to recognize programmes of other suppliers; this is the case of INFOTEP, INA and SENA.

An emerging challenge of diversification is to create an environment which promotes development and to strengthen reliable institutions while restricting the spread of low quality organizations.

VT and active labour market policies

In the context of lifelong education, VT offers the chance to improve qualifications, readapt and develop knowledge so that people can access new jobs and adapt to economic and technological change while contributing to their social inclusion.

Active labour market policies and measures include labour guidance and employment services, training for the unemployed and retraining, among others. They are usually oriented to the most disadvantaged groups such as women, youth, migrants, redundant workers or those in risk of being dismissed due to enterprise restructuring and technological change.

Vocational guidance and job placement

The National Training Agency (NTA) of Trinidad & Tobago provides vocational guidance services which include skills and resumes development, job interview presentation and on-the-job training applications. It also facilitates access to tertiary and technical education institutions. These services are offered on a coach and through a website⁵⁰.

The FAUTAPO Foundation of Bolivia has implemented the Employability Project which has a website (<http://200.87.25.235/portal/>) which contributes to improve employability and combines training processes with occupational certification.

The SPPE of Brazil has a job placement service (IMO-SINE) which seeks to save costs and waiting time for both workers and enterprises.

The Programa de Recualificación Profesional (PREPARA) (Vocational Requalification Programme) of the SEPE (Public Service of State Employment) of Spain is aimed at providing a personalized labour insertion route, promoting the participation in requalification and/or vocational retraining activities and extraordinary economic support for those who have run out of unemployment benefits.

One of the objectives of ILO's Regional Project on Training, Guidance and Employability (FOIL) is to strengthen public labour administrations of Central America and the Dominican Republic in order to facilitate labour integration of vulnerable persons and groups. It also seeks to develop technical tools and methodologies in terms of job placement. Within this framework, Cinterfor offers technical assistance in the design, validation and training of trainers of a

⁵⁰ www.jobsandcareercoachtt.com

regional programme on job placement and labour guidance oriented to the officials of public employment services.

Cinterfor has also provided technical assistance in labour guidance and job placement with a competency-based approach to the Dirección Nacional de Empleo (DINAE) (National Employment Bureau) of the Ministry of Labour and Social Security of Uruguay, within the framework of the programme on institutional strengthening of Centros Públicos de Empleo (CEPE) (Public Employment Centres).

VT quality and equity

One of the main lessons learned by Cinterfor and other training institutions committed to mainstream a gender perspective has been that it is a fundamental condition to achieve quality and equity in policies as well as an innovation factor of educational technology.

Based on the experience of several regional programmes on women's participation in technical and vocational training, implemented since the 1970s, Cinterfor coordinated the FORMUJER Programme⁵¹, which ended in 2004, and was carried out by the Ministry of Labour, Employment and Social Security of Argentina, the INFOCAL Foundation and the INA, and was co-financed by the IDB. In Uruguay, support was given to the PROIMUJER Programme⁵² which was carried out by INEFOP.

Thanks to SDC's support, as from 2003, work has been done to disseminate and collectively build up a framework which incorporates quality and equity-based approaches when devising VT policies.

After several years of joint efforts among VTIs of the Network, quality and equity approaches were reinforced by means of shared actions and experiences.

⁵¹ Programme to strengthen technical and vocational training of low income women.

⁵² Programme to Promote Equal Opportunity for Women in Employment and Vocational Training.

Gender mainstreaming as a governing principle - Fautapo

This organization has adopted gender equality principles, an inter-cultural approach and the environment as cross-cutting components of its actions since the training field is an essential area to promote equity between men and women, inclusion and respect for cultural diversity and the protection of nature.

Those principles have ruled the planning, follow-up and evaluation of programmes.

Gender equality – MTEySS (Ministry of Labour, Employment and Social Security), Argentina

It designs and applies gender equality policies to labour. Besides, it promotes consensus by determining lines of action with other areas of the State and social partners.

In 2007, the Coordinación de Equidad de Género e Igualdad (CEGIOT) (Coordination of Gender Equality and Equity) was created with a view to gender mainstreaming of programmes and actions of the Ministry.

Gender equality policy - INA

After almost 30 years, INA is still working on gender mainstreaming of all its programmes and actions, closing gaps and promoting more VT opportunities among men and women.

In 2013, it expressly adopted this dimension as an institutional policy as a result of a consultation process undertaken by all members of the institution: teaching and administrative staff, students and representatives of the community and enterprises.

The use of ICTs in VT

Since their inception, VTIs have made use of information and communication technologies (ICTs) by taking advantage of them as they evolved. These have been great tools for training and have been useful for providing services such as: entrepreneurial development, job placement, vocational guidance and support.

The radio, television, video tapes, telephones, the Internet, virtual platforms and mobile devices have been used throughout the training process.

Distance learning started in 1947 when SENAC and SESC, in collaboration with associated broadcasters, set up the “Universidade do Ar” in São Paulo to offer courses on trade. In 1976, SENAC created the “National Tele-education System” which worked mainly by mail, and also through radio and TV programmes. The SESC-SENAC Teleconference Network⁵³ was created in 2000 while the SENAC Network was born in 2004. The latter is in charge of managing, producing and offering distance postgraduate courses⁵⁴.

The incorporation of ICTs to perform VT actions was consolidated in most VTI members of the ILO/Cinterfor Network during the first five years of this century. The fact that it had not been done before can be explained by many factors, among others, by the low connectivity available in the countries, the low digital literacy of students, and sometimes, of teachers and technicians, but also because VTIs “chose to soundly distance themselves from proposals that seem more like magical solutions than real ones”⁵⁵.

So far in the 21st Century, VTIs have significantly increased the use of ICTs in training to interact with participants and enterprises. They have been integrated to the training process: in websites, emails, chats, videoconferences, discussion forums, collaborative environments, as well as printed materials.

VTIs are increasingly using mobile devices for their training programmes. Within the Network, interesting experiences have been implemented: distance tutorials and the use of augmented reality at SENAI; devising of productive processes simulators and calculators at SENA; management tools to improve productivity of MSMEs in Cinterfor's Avanza System⁵⁶.

⁵³ (<http://www.senac.br/conhecimento/teleconferencia.aspx>).

⁵⁴ Source: National Commercial Training Service - SENAC

⁵⁵ ILO/Cinterfor. Information and communication technologies and vocational training, 2008.

⁵⁶ <http://avanza.oitcinterfor.org>

Training through mobile apps in the Caribbean

The Caribbean Fisheries Training and Development Institute (CFTDI) has been developing an innovative experience on the use of mobile apps and providing services for the community of fishers of the Caribbean.

Its objectives are: to address the most vulnerable fisher population, by providing empirical data and information on regulations and policies of the sector as well as promoting knowledge exchange.

The smart phone technology can also be applied to safety at the sea and training support in small-scale fishing communities.

<http://www.oitcinterfor.org/en/node/4857>

The collective building of knowledge in the Network

ICTs are a growing resource to facilitate knowledge management. Consequently, following the guidelines of the ILO's Governing Body, as well as the considerations of the MTC, Cinterfor, together with the VTIs, promotes their use to facilitate the collective building of knowledge. Its virtual space (EVC <http://evc.oitcinterfor.org/>) provides an invaluable service for communities in terms of learning and practice, enabling communication in a horizontal and multidirectional way among participants. Since its creation in 2002 to date, it has hosted 28 communities that have analysed VT priority issues, with the contribution of more than 1,200 professionals. Experience and knowledge sharing has allowed for institutional strengthening, discussion and dissemination of experiences, progress regarding common situations from different perspectives, as well as the production of documents of practical use to respond to training demands.

Qualifications frameworks in the area of education and VT

*"The development of a national qualifications framework is in the interest of enterprises and workers as it facilitates lifelong learning, helps enterprises and employment agencies match skill demand with supply, and guides individuals in their choice of training and career"*⁵⁷.

Several events in the world of work and VT make it necessary to design systems to evaluate, acknowledge and certify skills and qualifications. Some of these events are: reforms of the education and training system for a lifelong learning; an increase of associations between enterprises and training institutions; a proliferation of training centres; the extension of learning in the workplace; active policies of the labour market, insisting on training and guidance; mobility growth in the labour market, and enterprises' efforts to improve productivity and competitiveness through better management of human resources.

In order to analyse the progress made in Europe and in Latin America and the Caribbean, as well as the challenges to be faced when designing and implementing qualifications frameworks, the "EUROsociAL-Employment" project of the European Commission, implemented by the International Training Centre of the ILO, and Cinterfor, promoted face-to-face and virtual meetings, with the attendance of representatives from ministries of labour and education, VTIs, employers' and workers' organizations, and business associations from Latin America and the Caribbean, together with their peers from European institutions: the European Training Foundation (ETF), the Tripartite Foundation for Training in Employment (FTFE), the Instituto Nacional de las Cualificaciones (INCUAL) (National Institute of Qualifications) of Spain, the Confederación Española de Organizaciones Empresariales (CEOE) (Spanish Confederation of Employers' Organizations) and the Unión General de Trabajadores (UGT) (General Workers' Union) of Spain.

The corollary of this collective building of knowledge is the *Guía de trabajo "Herramientas básicas para el diseño e implementación de marcos de cualificaciones"*⁵⁸ (Working Guide "Basic tools for designing and implementing qualifications frameworks") aimed at providing practical guidance, developments and lessons learned to support policy-makers in the process

⁵⁷ Conclusions concerning human resources training and development, ILC 2000.

⁵⁸ <http://www.oitcinterfor.org/node/2298>

of reflection and decision-making regarding the convenience, feasibility, necessary conditions and strategies to implement qualifications frameworks in their countries.

Regional qualifications framework in the English-speaking Caribbean

Regional integration in the CARICOM countries, through a common market and a single economy, has an impact on the labour market and qualifications of workers. In this context, a Regional Framework of Caribbean countries (CVQ) was created from a first framework developed by HEART-Trust and those implemented subsequently such as the NTA of Trinidad and Tobago, the TVET Council of Barbados, the NTA of Grenada and the TVET of Guyana.

This significant experience was possible since these countries share a common approach to vocational qualifications based on skills standards and the structuring of their respective frameworks around occupational levels.

Research and development on ICT-based training methodologies for MSMEs

This project was funded by the IDRC of Canada, and involved the active participation of the following VTIs: ITU, SENAI and IEL, SENA, INTECAP and INFOTEP⁵⁹.

The Guía de capacitación con TIC para MIPYME (Guide on ICT-based training for MSMEs)⁶⁰ is the result of the contribution of knowledge and experiences from directors and experts from the abovementioned institutions. In addition, works have been carried out in the respective countries with entrepreneurs and conglomerate workers in the following productive sectors: hotels, furniture, garment and metalworking workshops.

This Guide provides a series of guidelines to contribute to the continuous improvement of entrepreneurial development services for MSMEs, as well as to the updating and strengthening of skills of the professionals in charge of their validation and application.

⁵⁹ <http://www.oitcinterfor.org/node/2331>

⁶⁰ <http://www.oitcinterfor.org/node/2122>

It is a flexible document, enabling the independent use of its modules according to the needs of each enterprise; its contents are of a practical nature, based on successful experiences that encourage ICT-based training initiatives within MSMEs.

IDRC's support has made it possible to continue the research on the skills that MSMEs' entrepreneurs need to develop. Within the framework of the Avanz@ Project⁶¹, implemented jointly with the Omar Dengo Foundation (FOD), two self-learning pills were designed: Networking⁶² and Lifelong Learning⁶³, with the collaboration of Interfases.

Based on the philosophy, concepts and tools of SIMAPRO, the Avanz@ Project has developed the Avanza System⁶⁴ software, so that MSMEs can incorporate the concepts of productivity measurement and improvement, making team work and training the foundations for the sustainable development of the enterprise.

VT Impact Evaluation

The Recommendation N° 195 on Human Resources Development (ILC 2004), underlines the importance of evaluating the impact of education, training and lifelong learning policies, as well as of considering benchmarks in relation to comparable countries, regions and sectors when making decisions about investment in education and training.

Those who invest in the development of skills, whether governments, enterprises, trade unions, organizations or people, need to know, with a certain degree of certainty, the return on their investment and the impact of training. For this reason, the VTIs of the Network deemed it necessary to address this issue, working together in a learning and exchange community, that gathered nearly 120 professionals during 13 months in Cinterfor's EVC and in three face-to-face meetings

⁶¹ <http://www.oitcinterfor.org/node/4837>

⁶² <http://www.oitcinterfor.org/recurso-did%C3%A1ctico/trabajo-redes-mipyme>

⁶³ <http://www.oitcinterfor.org/recurso-did%C3%A1ctico/aprendizaje-permanente-mipyme>

⁶⁴ <http://avanza.oitcinterfor.org/auth/login>

promoted by the Ministry of Labour, Employment and Social Security of Argentina, the Tripartite Foundation for Training in Employment of Spain and SECAP of Ecuador⁶⁵.

The Guide on Skills Development Impact Evaluation⁶⁶, is the result of an intense and fruitful collective construction of knowledge, in which members of the Governing Body of the ILO have also participated. They have enriched the discussions and helped create a document that abides by the decisions adopted by the ILC and the Governing Body.

This process of collective construction has widely encouraged the strengthening of the Network, by promoting contact among experts on skills development and by fostering relationships and exchanges, that is, knowledge management.

The Guide is a practical tool that takes into account the different contexts in the development of countries and organizations that are in charge of this fundamental task of VT. It caters for the priority mentioned by VTIs about the importance of finding out (regardless of the statistics of performed actions, number of participants and access to employment) to what extent have people improved their labour integration and mobility, the quality of employment, salaries, occupational safety and health conditions and access to rights; as well as determining if training is actually addressing the demand of productive sectors and contributing to labour productivity and competitiveness of enterprises and countries.

Early identification of labour skills

The Resolution concerning skills for improved productivity, employment growth and development (ILC, 2008), states that a mismatch between skills demand and supply has high economic and social costs and results from and contributes to structural unemployment. Early identification of current and future skills needs is part of a forward-looking strategy that reduces skills gaps.

⁶⁵ <http://evc.oitcinterfor.org/course/view.php?id=25>

⁶⁶ <http://www.oitcinterfor.org/en/publicaci%C3%B3n/skills-development-impact-evaluation-practical-guide>

Likewise, quantitative and qualitative forecasting should be linked to broadly defined national strategies. Therefore, it is important to track sectors and regions with high growth potential to identify new employment prospects and their skills requirements, as well as to track traditional sectors in decline and the skills profiles of those losing jobs. It is also important to track the quality of skills supply. Furthermore, skills needs analysis should track core skills as well as vocational skills because both change as economies grow.

The forecast analyses the training needs to guarantee that they match employment; it is based on the observation of the labour market, the identification and definition of skills, as well as the analysis of social, economic and technological trends.

In order to respond to technological and educational innovations in the industry, SENAI has developed a forecasting model, which allows it to anticipate VT demands, linking the industry to the university. This model is mainly based on technological and organizational analyses of emerging occupations, impact and occupational trends, compared VT and thematic antennas. SENAI forecast makes it possible to have a comprehensive view of the educational, technological and occupational context.

At the institutions' request, the process of transferring and adapting this model to several VTIs in Central America: INA, INFOTEP, INTECAP, INSAFORP, INADEH, which are applying it in different sectors in their respective countries, started in May 2012. An additional aim is to create a network of experts in occupational and technological forecasting to support other VTIs in the Network to make progress on this kind of studies.

Documents and exchanges made by the abovementioned VTIs can be accessed on Cinterfor's virtual space⁶⁷.

⁶⁷ <http://evc.oitcinterfor.org/course/view.php?id=22>

Learning objects (LOs)

The great variety of educational resources and materials available are the result of work notions and the different needs of those who experience lifelong learning, as well as of the methodologies and technologies at hand at each historic time.

A milestone in the history of VT has been the joint action of VTIs to develop CBC, mentioned above, which is a clear precedent of what are currently known as LOs.

During the last decades, the know-how accumulated by VTIs has evolved from a “learning by doing” approach which includes demonstration and task drilling⁶⁸, towards a knowledge construction and occupational skills development paradigm.

Training actions based on new ICTs are increasing; learning resources will keep evolving and being applied in a wide range of digital devices and virtual learning environments.

The need to provide easy access to training and employment for more people within a regional context of great social and productive variety has led VTIs to seek for innovation, creative solutions and using more technology to cater for different and changing needs. Under these circumstances, people responsible for learning and skills development have become more interested in the challenges and collaboration opportunities posed by LOs⁶⁹.

The creation of new collaborative knowledge construction spaces offers the chance to build up a methodological framework for the design, use and quality assurance of LOs.

⁶⁸ Ducci, M. A. (Coord.). Vocational training on the threshold of the 1990s. Vol. II, Chap. VII, pp. VII 5-6. (<http://www.oitcinterfor.org/publicaci%C3%B3n/la-formaci%C3%B3n-profesional-umbral-90-volumen-1-y-volumen-2>, “Four-step method”: 1) The instructor says and does. 2) The worker-student says and the instructor does. 3) The worker-student says and does. 4) The worker-student does and the instructor supervises”, p. VII. 6.

⁶⁹ Learning pills, educational objects, virtual learning objects, among other names.

As it has been traditionally done in the Network, several VTIs have met face-to-face and virtually to comparatively analyse institutional experiences and contexts of LO production and to propose integral actions so that these can enhance the quality and relevance of VT. These institutions are: the Ministry of Labour, Employment and Social Security of Argentina, SENAC, SENAI, SEBRAE, Duoc UC, SENA, INA and INTECAP⁷⁰.

Development and consolidation of the Network

Half a century has passed since the creation of Cinterfor, and VT in Latin America and the Caribbean has had an outstanding development, as a result of the cooperation promoted by its founders, when they proposed in 1961 the creation of the Centre to the ILO. Six countries had VTIs at the time and, due to their coordinated action, the establishment of similar institutions in all the countries of the region was encouraged, to constitute today an association of almost 70 institutions, whose body of knowledge comprises a valuable range of achievements and potentialities of collective interest.

The confidence that led to the creation of Cinterfor has grown over the years, as evidenced by the ever-increasing number of institutions that join the Network, contributing diversity and constant renewal to the exchanges among its members. The pioneers were joined by those created as a result of their support; universities closely related to the world of work also became a part of it; Spanish and African institutions eager to share knowledge joined up, as well as those managed by trade union organizations.

⁷⁰ <http://evc.oitcinterfor.org/course/view.php?id=44>

On the thirtieth anniversary of the Centre's creation, the then Director stated what has been confirmed today:

"Horizontal cooperation, both an instrument and purpose of Cinterfor...has proven to be swift and effective, and it has produced outstanding results in the field of vocational training, which can be a source of pride. As an instrument, it has been used to overcome limited individual resources and to multiply the effects of singular experiences. As an objective, countries have been supported and encouraged to increasingly turn to it, taking advantage of the abilities and interests of their counterparts and promoting a growing spirit of solidarity at a regional level".⁷¹

Cinterfor team 1986 I



⁷¹ Alexim, João Carlos. Op. cit. p. 33.



I Cinterfor team 1999



Cinterfor team 2013 I

Cinterfor directors



Eduardo Riveiro de Carvalho |
Periods 1964 - 1968; 1975 - 1979



Julio Bergerie |
Period 1969 - 1975



João Carlos Alexim
Period 1980 -1995



Pedro Daniel Weinberg
Period 1995-2006



Martha Pacheco
Period 2007-2013

Annex

Recognition of VTIs

On the 50th anniversary of ILO/Cinterfor, and on behalf of the Agency of which I am a president of, I would like to express my deep gratitude for the role played by this institution in the promotion of decent work and vocational training of men and women of the region. The coherence shown by Cinterfor during all these years is always present when we go over the history of this period.

For five decades, the countries and vocational training institutions have trusted on Cinterfor's help and companionship and have been part of the dialogue opportunities fostered by it. Even during the most difficult times, when decent work and training were at stake, it helped us to stand still, to develop common agendas and to foster thinking and to share our best practices. Acknowledging the coherence shown over the years is much more than an act of justice; above all, it is a commitment to all the workers of the region. Work and training are not going through easy times; as vocational training institutions of Latin America and the Caribbean, we are well aware of that. But we count on a rich history which allows us to think that we will live up to the expectations of the time and we will be on the right side. Cinterfor is a significant part of this history and a fundamental resource to keep on building it.

Juan Grosso
President
Agencia de Promoción de Empleo y Formación Profesional
Gobierno de la Provincia de Córdoba
Argentina

Congratulations to the members of the Inter-American Centre for Knowledge Development in Vocational Training of the International Labour Organization on these five decades of management, collective building of knowledge and promotion of cooperation on issues associated with human resources development.

This community of learning and horizontal cooperation among institutions responsible for vocational training that has been created with the involvement of dozens of entities around the world, really enables the diffusion and enrichment of knowledge, experiences and good practices regarding training and human resources development.

Lic. Esteban Bullrich
Minister of Education
Ciudad Autónoma de Buenos Aires
Argentina

FAUTAPO Education for Development would like to send this congratulations message to ILO/Cinterfor on its 50th anniversary. Over these 50 years, it has consolidated its position as a leading institution and a promoter of many others like ours, committed to a relevant and quality vocational training that contributes – within a shared vision – to human development and local, national and regional socioeconomic growth, with equity, sustainability, solidarity and social justice.

In addition to being the solid organization that leads and brings us together in this journey, ILO/Cinterfor has shown that it is indeed possible to coordinate different institutions and cultures, that it is possible to learn good practices and lessons from its member institutions, that it is possible to respect sometimes different positions in favour of building and generating knowledge in order to create better living conditions to our peoples.

Learning to learn is the message contained in working and interacting with ILO/Cinterfor; therefore, we would like to thank you for allowing us to walk together and we wish you many more years of impact.

Andreas Preisig
General Manager
FAUTAPO
Bolivia

The livestock industry and agriculture are increasingly incorporating technology and innovation into production. The National Rural Learning Service (SENAR) allows more than one million men and women in rural Brazil annually to receive training and occupational skills development for work. For SENAR, Cinterfor is an endless source of good examples and practices. It is a network of knowledge and cooperation that contributes substantially to improve quality and productivity at work, in terms of people and the environment.

Daniel Klüppel Carrara
Executive Secretary
SENAR
Brazil

Interfases, in existence for almost two decades, its main value being “*Committed to the development of people*”, as members of the Network we favour the collective contribution of social building, where advice and training for people's work has been, and still is, the driving force of our activity. Contributing to the development of resilience and skills represents a challenge, and each person takes their own time to face it and change. We express our gratitude and congratulate ILO/Cinterfor on its 50 years of being a catalyst for change and lifelong learning, motivating us to move forward and become better every day.

Berta Rojas
Director
INTERFASES
Chile

The challenges of training for work throughout five decades have rapidly changed and, since then, our institutions have grown and developed with the help and guidance of Cinterfor. Many achievements have been accomplished and many more are yet to come thanks to the visionary outlook of all those who have projected from Cinterfor a prosperous and articulated Latin America without borders. INA, including its teaching and administrative staff and students,

is proud to be part of the Network and would like to congratulate Cinterfor on its 50th anniversary as a solid and vigorous institution and a universal leader of knowledge management.

Francisco Marín Monge,
Executive President
Instituto Nacional de Aprendizaje
Costa Rica

The Honourable Board of Directors, the Management and staff of the Technical Institute for Training and Productivity (INTECAP) wish to congratulate the Inter-American Centre for Knowledge Development in Vocational Training (Cinterfor) on its 50th anniversary of providing technical services to Latin American countries, thus contributing to the development of people, enterprises and institutions involved in vocational training, a substantial social factor for the progress of their populations.

Today, a change is necessary in vocational training, to allow us to develop skills in a different way. In order to achieve this and a sustainable society, it should be done in an integral way, supported also by a constructive approach, by strategies and tools that help improve the quality of life of all people, a change that Cinterfor has encouraged through documents, methodologies and good practices, among other contributions. Therefore, we recognize the importance of the functions it performs and look forward to the Centre's continued success in future years.

Jorge Gallardo Flores
Manager
INTECAP
Guatemala

The Council for Technical and Vocational Education and Training and, indeed, the Technical and Vocational Education and Training family of Guyana wish to extend to ILO/CINTERFOR our heartfelt congratulations on the occasion of your 50th anniversary.

Guyana has recognized the invaluable contribution the ILO/CINTERFOR has made to the further development of Technical and Vocational Education and Training not only in Guyana but in the Caribbean Region as a whole. The holding of the 50th anniversary of the establishment of ILO/CINTERFOR in Trinidad and Tobago on July 8-10, 2013 is testimony of your excellent relationship with the Caribbean. Consequently, we look forward to your invaluable support in the future. Once again congratulations and best wishes on the occasion of your 50th anniversary.

Sydney Walters
Director
Council for TVET
Guyana

In Mexico, we are committed to implement public policies for strengthening a knowledge society with the aim of having citizens with a high level of education, knowledge and skills that promote innovation, entrepreneurship and economic dynamism. In this 50th anniversary of the creation of CINTERFOR, we recognize their valuable contribution to the Colegio Nacional de Educación Profesional Técnica (CONALEP), because we have strengthened our “Quality Academic Model for Competitiveness” and developed various activities for the benefit of the technical training of young Mexicans.

Our gratitude to CINTERFOR for being part of the gear that moves the educational policy of Mexico.

Mtra. Candita Victoria Gil Jiménez.
General Director
CONALEP
Mexico

50 years ago, Cinterfor was created as a knowledge management centre which reflected the cutting-edge vision that has been one of its characteristics since its foundation. Today, Cinterfor has managed to make its vision and mission come true by building up networks of people and institutions that work, learn, share and promote growth. Undoubtedly, Cinterfor has built up the largest repertoire of organized knowledge to improve productivity and working conditions in enterprises of the region, and it has become a fundamental benchmark when talking about setting up a genuine, inclusive, innovative Iberoamerican learning community with a great sense of social responsibility.

Ma. Dolores Correa Laphan
ICAM GROUP
Mexico

On behalf of the Instituto Nacional de Formación Profesional y Capacitación para el Desarrollo Humano (INADEH) and myself, we would like to congratulate the Inter-American Centre for Knowledge Development in Vocational Training (ILO/Cinterfor) on their 50th anniversary.

We are proud to be part of such a prestigious network devoted to the strengthening of labour skills and we would like to express our gratitude for your continuous help both from your staff and through the knowledge management platform, which we have at our disposal.

We renew our trust in the Centre and we wish you all the best in your mission to spread knowledge, experiences and good practices of training and human resources development.

Best regards,

José Pablo Ramos
General Director
INADEH
Panama

Over these 50 years of institutional life, Cinterfor has been successful both in carrying vocational training findings from academia to their application in public policies, and in translating private and public experiences into good practices that are in turn an input for academic production. It has managed to create a great learning community around the building of knowledge, and it has encouraged cooperation among its member entities through an approach of active diffusion and relationships. Today, more than a bridge for exchange, it is a benchmark for updating and innovation in human capital development strategies.

Edgar Quispe Remon
Deputy Minister of Promoción del Empleo y Capacitación Laboral
Ministerio de Trabajo y Promoción del Empleo
Peru

SENATI of Peru, is tangible evidence that Cinterfor has strongly fulfilled the expectations of its founders regarding the promotion of ILO's vocational training doctrine and policies as well as fostering and coordinating efforts of leading vocational training institutions of Latin America and the Caribbean.

The actions and the rich heritage of Cinterfor have set the grounds for valuable, universally accepted principles such as: the fact that all vocational training programmes must be oriented to satisfy the demand of skills of economic activities so as to ensure human achievement and full access to employment. Also, that practical learning is fundamental for the development of knowledge, skills, attitudes and relevant values for an active productive life.

We do not only wish to thank and congratulate Cinterfor for their 50 years of institutional life, but we also renew our commitment to actively participate in future institutional activities.

Best regards,

Jorge A. Rivera
National Director
SENATI
Peru

Since 1993, I have had the chance to share projects, challenges and initiatives aimed at strengthening human capital and improving VTIs' efficiency with ILO/Cinterfor's team. From my point of view and experiences, I should stress that Cinterfor is in a very good shape "for its age": I observe innovation, creativity, talent, participative governance and, above all a group of good people who believe the journey is greater than the final destination.

Congratulations!!!

Juan José De Andrés Gils
President
CIDEDEC Innovación y Desarrollo Social
Spain

The contribution of continuous training to the imminent evolution of the distributive structure of qualifications is clearly evident. Anticipating skills demands, designing a training offer adaptable to the enterprises' needs and opening up the training system to the scrutiny of society are key elements for an ethical and strong response to the challenges posed by the new economy. A benchmark for all systems in Latin America and the Caribbean, Cinterfor has been contributing since its foundation to this change of perspective, by sharing successful experiences among singular models in the system and by supporting the development and evolution of those models.

Alfonso Luengo
Managing Director
Fundación Tripartita para la Formación en el Empleo
Spain

It is a satisfaction for the Tripartite Foundation for Training in Employment to accompany ILO/CINTERFOR on its 50th anniversary. Our collaboration began in 1998 with the Organization of the Euro-Iberoamerican Seminar on Continuing Education in Madrid. Since then, we have worked together to show how social dialogue and concertation on training contribute to progress.

We have also supported the creation of practical tools which, as the Guide on Skills Development Impact Evaluation, integrate the Bank's knowledge of ILO/CINTERFOR. This Bank, which is unique in the world, is the best example of the excellent work developed by this institution.

Javier Ferrer
Vicepresident
Tripartite Foundation for Training in Employment for CEOE
Spain

The work of organizations such as ILO/Cinterfor becomes more crucial and valuable in times of crisis, such as this one, when difficulties and problems in the labour environment have increased. That is why, once again, we congratulate the Centre on its 50th anniversary and we express our trust in working together with the common goal of successfully meeting the challenges that will arise in the future.

Reyes Zatarain del Valle
General Director
Servicio Público de Empleo Estatal – SEPE
Spain

Until ten years ago Cinterfor was not a word many persons in the English speaking Caribbean knew or related to. Quite recently, however, the International Labour Organization has turned to opportunities under its South-South cooperation agenda to demonstrate that technical cooperation, especially for capacity building did not reside only in a North-South relationship.

Latin America, via Cinterfor and via SENAC, SENAI and other similar institutions, has become a model now being used worldwide to demonstrate that wealth creation, wealth management and wealth distribution must be complementary to poverty identification, poverty rejection and poverty eradication.

There is no longer any room to entertain the notion that select countries or select districts must remain undeveloped and miserable. In our region Cinterfor and South-South Dialogue in Latin America and the Caribbean are making all the difference.

We all look forward to greater success over the coming years.

LeRoy Trotman
Former Chairperson
Workers' Group
ILO Governing Body
Switzerland

After 50 years of ILO/Cinterfor's foundation, the Uruguayan Association of People Management Professionals (ADPUGH), member of the Interamerican Federation of People Management Associations (FIDAGH), wishes to emphasize this 50th anniversary for the creation of a knowledge management environment for skills development and training institutions and organizations of Latin America.

In a world where knowledge applied to work and production can offer solutions to a great number of problems and challenges of the continent's population, ILO/Cinterfor's initiative to create a network of vocational training institutions is a highly valuable contribution.

That is why we congratulate ILO/Cinterfor and we commit ourselves to cooperate, together with the other institutions of the Network, to bolster knowledge management for our peoples' development.

Vicente Galisteo
President
ADPUGH
Uruguay

List of member institutions of the Network

Country	Complete name	Website
ARGENTINA	Agencia de Promoción de Empleo y Formación Profesional. Gobierno de la Provincia de Córdoba	http://www.cba.gov.ar/reparticion/agencia-promocion-de-empleo-y-formacion-profesional/
	Asociación De Recursos Humanos de la Argentina – ADRHA	http://www.adrha.org.ar/
	CFP No. 8 SMATA - Sindicato de Mecánicos y Afines del Transporte Automotor de la República Argentina	http://www.centro8smata.org.ar/
	Fundación Compromiso	http://www.compromiso.org/
	Fundación UOCRA para la educación de los trabajadores constructores	http://www.fundacion.uocra.org/
	Instituto Nacional de Educación Tecnológica – INET	http://www.inet.edu.ar/index.html
	Instituto Tecnológico Universitario – ITU	http://www.itu.uncu.edu.ar/
	Ministerio de Trabajo, Empleo y Seguridad Social	http://www.trabajo.gob.ar/
	Ministerio de Educación de la Ciudad de Buenos Aires	http://www.buenosaires.gob.ar/areas/educacion/doet/?menu_id=20091
	Obispado de Morón - Proyecto Centro de Formación Profesional N° 401 - Morón	
	Unión de Trabajadores del Turismo, Hoteleros y Gastronómicos de la República Argentina – UTHGRA	http://www.uthgra.org.ar/site/index.php
BARBADOS	TVET Council – Technical and Vocational Education and Training Council of Barbados	http://www.tvetcouncil.com.bb/

BOLIVIA	Instituto Nacional de Formación y Capacitación Laboral – Fundación INFOCAL	http://www.infocallp.org/
	CEE - Comisión Episcopal de Educación	http://www.edubolivia.org/j16/
	Fundación FAUTAPO Educación para el Desarrollo	http://www.fundacionautapo.org/
BRAZIL	Centro Paula Souza – CPS	http://www.centropaulasouza.sp.gov.br
	Serviço Brasileiro de Apoio às Micro e Pequenas Empresas – SEBRAE	http://www.sebrae.com.br/
	Serviço Nacional de Aprendizagem Comercial – SENAC	http://www.senac.br/
	Serviço Nacional de Aprendizagem Industrial – SENAI	http://www.portaldaindustria.com.br/senai/
	Serviço Nacional de Aprendizagem Rural – SENAR	http://www.senar.org.br/novo2012/
	Serviço Social do Transporte / Serviço Nacional de Aprendizagem do Transporte – SEST/SENAT	http://www.sestsenat.org.br/Paginas/Index.aspx
	Secretaría de Educação Profissional e Tecnológica, Ministério da Educação – SETEC	http://portal.mec.gov.br/index.php?Itemid=798&id=286&option=com_content&view=article
	Secretaría de Políticas Públicas de Empleo – SPPE, Ministério do Trabalho e Empleo	http://portal.mte.gov.br/institucional/detalhe-competencia-7.htm
CAPE VERDE	Instituto do Empleo e Formação Profissional – IEF	http://www.iefp.cv/
CHILE	ChileValora – Comisión Sistema Nacional de Certificación de Competencias Laborales	http://www.chilevalora.cl/
	Duoc UC – Instituto Profesional / Centro de Formación Técnica	http://www.duoc.cl/
	INTERFASES	http://www.interfases.cl/
	Servicio Nacional de Capacitación y Empleo – SENCE	http://www.sence.cl/sence/
	SNA Educa	http://www.snaeduca.cl/index1.htm
COLOMBIA	Servicio Nacional de Aprendizaje – SENA	http://www.sena.edu.co/
COSTA RICA	Instituto Nacional de Aprendizaje de Costa Rica – INA	http://www.ina.ac.cr/index.html
CUBA	Ministerio de Trabajo y Seguridad Social – MTSS	http://www.mtss.cu/

DOMINICAN REPUBLIC	Instituto Nacional de Formación Técnico Profesional – INFOTEP	http://www.infotep.gov.do/
ECUADOR	Servicio Ecuatoriano de Capacitación Profesional – SECAP	http://www.secap.gob.ec/
	Secretaría Técnica de Capacitación y Formación Profesional – SETEC	http://www.setec.gob.ec/
EL SALVADOR	Instituto Salvadoreño de Formación Profesional – INSAFORP	http://www.insaforp.org.sv/
	Ministerio de Trabajo y Previsión Social – MTPS	http://www.mtps.gob.sv/
GUATEMALA	Instituto Técnico de Capacitación y Productividad - INTECAP	http://www.intecap.edu.gt/
GUYANA	Council for Technical and Vocational Education and Training – Council for TVET	http://www.ctvet.org.gy/
HAITI	Institut National de Formation Professionnelle – INFP	
HONDURAS	Centro Asesor para el Desarrollo de los Recursos Humanos – CADERH	http://www.caderh.hn/
	Instituto Nacional de Formación Profesional – INFOP	http://www.infop.hn/
JAMAICA	Heart Trust/National Training Agency – HEART Trust/NTA	http://www.heart-nta.org/
MEXICO	Colegio Nacional de Educación Profesional Técnica –CONALEP	http://www.conalep.edu.mx
	Consejo Nacional de Normalización y Certificación de Competencias Laborales – CONOCER	http://www.conocer.gob.mx/
	Dirección General de Centros de Formación para el Trabajo – DGCFT	http://www.dgcft.sems.gob.mx/
	ICAM GROUP	http://www.icam.com.mx/sitio/inicio.php
	Secretaría del Trabajo y Previsión Social – STPS	http://www.stps.gob.mx/bp/index.html
NICARAGUA	Instituto Nacional Tecnológico – INATEC	http://www.inatec.edu.ni/
PANAMA	Instituto Nacional de Formación Profesional y Capacitación para el Desarrollo Humano – INADEH	http://www.inadeh.edu.pa/
PARAGUAY	Servicio Nacional de Promoción Profesional – SNPP	http://www.snpp.edu.py/

PERU	Servicio Nacional de Adiestramiento en Trabajo Industrial – SENATI	http://www.senati.edu.pe/web/
	Servicio Nacional de Capacitación para la Industria de la Construcción – SENCICO	http://www.sencico.gob.pe/
	Ministerio del Trabajo y Promoción del Empleo - MTPE	http://www.mintra.gob.pe/
SPAIN	Centro de Investigación y Documentación sobre problemas de la Economía, el Empleo y las Cualificaciones Profesionales - CIDECE	http://www.cidec.net/
	Fundación Formación y Empleo Miguel Escalera – FOREM	http://www.forem.es/espanol/
	Tripartite Foundation for Training in Employment – FTFE	http://www.fundaciontripartita.org/
	Fundación San Valero	http://www.sanvalero.es/
	Servicio Público de Empleo Estatal – SEPE	http://www.sepe.es/
ST. LUCIA	Ministry of Labour, Information and Broadcasting	
SURINAME	Ministerie van Arbeid Technologische Ontwikkeling en Milieu – ATM (Ministry of Labour, Technological Development and Environment)	http://www.gov.sr/sr/ministerie-van-atm/actueel.aspx
TRINIDAD & TOBAGO	National Training Agency – NTA	http://www.ntatt.org/
URUGUAY	Asociación de Profesionales Uruguayos en Gestión Humana – ADPUGH	http://www.adpu.org/
	Dirección Nacional de Empleo Ministerio de Trabajo y Seguridad Social – DINAIE/MTSS	http://www.mtss.gub.uy/index.php?option=com_content&view=article&id=450&Itemid=139
	Instituto Nacional de Empleo y Formación Profesional – INEFOP	http://www.inefop.org.uy/
	Universidad del Trabajo del Uruguay - UTU	http://www.utu.edu.uy/
VENEZUELA	Instituto Nacional de Capacitación y Educación Socialista – INCES	http://www.inces.gob.ve/

Acronyms

ADPUGH	Asociación de Profesionales Uruguayos de Gestión Humana
ADRHA	Asociación De Recursos Humanos de la Argentina
BTVI	Bahamas Technical and Vocational Institute
CARICOM	Caribbean Community
CADERH	Centro Asesor para el Desarrollo de los Recursos Humanos, Honduras
CBC	Cinterfor Basic Collections
ChileValora	Comisión Sistema Nacional de Certificación de Competencias Laborales, Chile
CIDEC	Centro de Investigación y Documentación sobre problemas de la Economía, el Empleo y las Cualificaciones Profesionales, Spain
CINTERFOR	Inter-American Centre for Knowledge Development in Vocational Training
CNAOP	Comisión Nacional de Aprendizaje y Orientación Profesional, Argentina
CNI	Confederação Nacional da Indústria, Brazil
CONALEP	Colegio Nacional de Educación Profesional Técnica, Mexico
CONET	Consejo Nacional de Educación Técnica, Argentina
CONOCER	Consejo Nacional de Normalización y Certificación de Competencias Laborales, Mexico
Council for TVET	Council for Technical and Vocational Education and Training, Guyana
DINAE	Dirección Nacional de Empleo Ministerio de Trabajo y Seguridad Social, Uruguay
ECLAC	Economic Commission for Latin America and the Caribbean

EMP/Skills	Skills and Employability Department, ILO
EVC	Cinterfor's Virtual Space
FAUTAPO	Fundación Educación para el Desarrollo, Bolivia
FOD	Fundación Omar Dengo, Costa Rica
FOIL	Proyecto Regional de Formación, Orientación e Inserción Laboral, Central America and Dominican Republic
FOREM	Fundación Formación y Empleo Miguel Escalera, Spain
FTFE	Tripartite Foundation for Training in Employment, Spain
Duoc UC	Instituto Profesional / Centro de Formación Técnica, Chile
GTZ	Gesellschaft für Technische Zusammenarbeit, Alemania
ICT	Information and Communication Technologies
IDB	Inter-American Development Bank
IDRC	International Development Research Centre, Canada
IDS	Information and Documentation Service, Cinterfor
IEL	Instituto Euvaldo Lodi, Brazil
IEFP	Instituto do Emprego e Formação Profissional, Cape Verde
IIEP/ UNESCO	International Institute for Educational Planning/UNESCO
ILO	International Labour Office
INA	Instituto Nacional de Aprendizaje, Costa Rica
INADEH	Instituto Nacional de Formación Profesional y Capacitación para el Desarrollo Humano, Panama
INATEC	Instituto Nacional Tecnológico, Nicaragua
INET	Instituto Nacional de Educación Tecnológica, Argentina
INEFOP	Instituto Nacional de Empleo y Formación Profesional, Uruguay
INFOCAL	Instituto Nacional de Formación y Capacitación Laboral, Bolivia

INFOP	Instituto Nacional de Formación Profesional, Honduras
INFOTEP	Instituto Nacional de Formación Técnico-Profesional, Dominican Republic
INSAFORP	Instituto Salvadoreño de Formación Profesional, El Salvador
INTECAP	Instituto Técnico de Capacitación y Productividad, Guatemala
ITU	Instituto Tecnológico Universitario, Argentina
MIF/IDB	Multilateral Investment Fund
MSME	Micro, small and medium enterprise
MTEySS	Ministerio de Trabajo, Empleo y Seguridad Social, Argentina
MTSS	Ministerio de Trabajo y Seguridad Social, Uruguay
NTA	National Training Agency, Trinidad y Tobago
OECD	Organization for Economic Co-operation and Development
PBC	Programme and Budget Committee
PISA	Programme for International Student Assessment
PGdeC	Programa Gestión del Conocimiento sobre calidad y equidad de la formación profesional y sus aportes para el trabajo decente en América Latina y El Caribe
Programa FORMUJER	Programa Regional de Fortalecimiento de la Formación Profesional y Técnica de mujeres de bajos ingresos en América Latina, OIT/Cinterfor
Programa PROIMUJER	Programa de Promoción de la Igualdad de Oportunidades en el Empleo y la Formación, Uruguay
redEtis	Red Educación, Trabajo e Inclusión Social, Argentina
SEBRAE	Serviço Brasileiro de Apoio às Micro e Pequenas Empresas, Brazil
SECAP	Servicio Ecuatoriano de Capacitación Profesional
SNA Educa	Corporación Educacional de la Sociedad Nacional de Agricultura, Chile

SENA	Servicio Nacional de Aprendizaje, Colombia
SENAC	Serviço Nacional de Aprendizagem Comercial, Brazil
SENAI	Serviço Nacional de Aprendizagem Industrial, Brazil
SENAR	Serviço Nacional de Aprendizagem Rural, Brazil
SENATI	Servicio Nacional de Adiestramiento en Trabajo Industrial, Peru
SENCE	Servicio Nacional de Capacitación y Empleo, Chile
SENCICO	Servicio Nacional de Normalización, Capacitación e Investigación para la Industria de la Construcción, Peru
SEPE	Servicio Público de Empleo Estatal, Spain
SEST/SENAT	Serviço Social do Transporte / Serviço Nacional de Aprendizagem do Transporte, Brazil
SETEC	Secretaría Técnica de Capacitación y Formación Profesional, Ecuador
SETEC	Secretaría de Educação Profissional e Tecnológica, Ministério da Educação, Brazil
SDC	Swiss Agency for Development and Cooperation
SIMAPRO	System for Integrated Measurement and Improvement of Productivity
SMATA	Sindicato de Mecánicos y Afines del Transporte Automotor, Argentina
SNPP	Servicio Nacional de Promoción Profesional, Paraguay
STPS	Secretaría del Trabajo y Previsión Social, Mexico
SPPE	Secretaría de Políticas Públicas de Empleo, Ministério do Trabalho e Empleo, Brazil
SSTC	South-South and Triangular Cooperation
TCM	Technical Committee Meeting
TVET	Technical and Vocational Education and Training Council of Barbados
UnADM	Universidad Abierta y a Distancia de México

UNESCO	United Nations Educational, Scientific and Cultural Organization
UOCRA Foundation	Fundación UOCRA para la educación de los trabajadores constructores, Argentina
UTHGRA	Unión de Trabajadores del Turismo, Hoteleros y Gastronómicos de la República Argentina
UTU	Universidad del Trabajo del Uruguay
VT	Vocational training
VTI	Vocational training institutions

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