



# Report of ILO/Cinterfor Director

Buenos Aires, May 2015



International Labour Office  
**CINTERFOR**

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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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# A. Foreword

This document, prepared by the Director of ILO/Cinterfor, consist of the:

- Management report - 2013-2014 period
- Action strategy
- Work plan

It has been prepared for analysis and discussion on opportunity of the 42<sup>nd</sup> Technical Committee Meeting of ILO/Cinterfor (Buenos Aires, Argentina, 13 – 15 May 2015).

The document presents succinctly the major progress achieved in vocational training in the American region, as a review of the outputs obtained by the Center in the last two years.

Then arises the action strategy of the Center, titled: Vocational training and employment: towards a new action of Cinterfor for the challenges of the 21st century; and develops the main aspects of its relaunch in the framework of ILO reform.

Finally, presents the plan of activities for the biennium 2015-2016, which will be enriched by the debate and proposals of this Committee Meeting.



## B. Management report

This document includes the report on the activities carried out since ILO/Cinterfor 41st Meeting of the Technical Committee (July 8-10 2013, Port of Spain, Trinidad and Tobago) as well as a review of the activities that are under way or planned up to the date of the 42nd Meeting in Buenos Aires, in May 2015.

It is worth noting that, during the period covered by the report, the Centre provided technical assistance to a large number of collective activities, such as technical meetings, seminars, courses and workshops. Managers, technical staff and teachers from the institutions, as well as representatives from the Ministries of Labour and Education and the employers' and workers' organizations took part in these activities. ILO/Cinterfor also participated in numerous national, sub-regional, regional and international events organized by other agencies, with its own staff or officials of the member institutions, as well as from the ILO, either by being in charge of presenting specific issues or coordinating and taking part in panel discussions.

It should also be noted that the Director, as well as the senior specialists, officials and/or consultants of the Centre undertook a great number of technical assistance missions in the institutions, ministries, employers' and workers' organizations of the Americas connected to the Centre.

This report also comprises the activities conducted in the knowledge management and publishing areas. Forman también parte de esta memoria, las actividades cumplidas en las áreas de gestión del conocimiento y de ediciones.

### 1. Developed activities

The activities carried out jointly by ILO/Cinterfor and member institutions during the reporting period were aimed at addressing the needs and demands of the Ministries of Labour and Education, training institutions and employers' and workers' organizations raised during the 41st Meeting of the Technical Committee, as well as concerns identified through the constant contact with agencies connected to the Centre.

These activities are also organized taking into account the main functions for which ILO/Cinterfor was created, namely:

- a. To promote and strengthen horizontal cooperation for the institutional development and modernization of vocational training among Latin America and Caribbean countries and between the Americas and other regions in the world.

- b. To contribute to the design and management of vocational training public policies in line with the decent work programme and in the framework of national plans and strategies defined between the ILO and governments and employers' and workers' organizations.
- c. To develop a learning and knowledge management community in vocational training through the critical retrieval, systematization and dissemination of information, experiences and technological innovations and the knowledge generated in the region and the world.
- d. To promote research and studies conducive to the institutionalization of training that meets the requirements of efficiency, competitiveness, productivity, quality, social equity and respect for international labour standards.

The operational strategy employed in order to carry out these functions and meet the demands of its constituents comprises several modes of action that characterize its work, and that is how the Centre:

- promotes, conducts and participates in national, sub-regional or regional technical meetings on issues that are significantly important for the administration and management of training;
- identifies innovative experiences, gathers and consolidates information and knowledge resources from the countries of the region and outside the region and disseminates them among its members;
- fosters South-South cooperation building on the existing capacities among its members, facilitating the transfer of approaches, methodologies, technical resources and various types of knowledge applied to the field of vocational training. Furthermore, and also under this mode of action, cooperation activities that can connect Cinterfor members with experiences from other regions in the world are increasingly encouraged;
- conducts technical assistance activities leveraging the capacities and knowledge of its own on-site professionals and of professionals from other ILO offices and departments, of specialists and technicians from its member institutions and agencies, as well as of qualified consultants from other fields;
- prepares, publishes and distributes technical papers on topics that are of interest in the field of training; and
- designs, fosters and conducts research in priority areas to enhance the quality and scope of the policies and training activities.

Based on the global analysis of what was accomplished during the period, information was arranged around the following topic areas of work: training and work skill certification; social dialogue about vocational training and strengthening employers' and workers' organizations in



this field; productivity enhancement in small and medium-sized enterprises through vocational training; coordination of vocational training and employment promotion policies; youth training and employment; anticipation of training needs; design and management of training resources mediated by information and communication technologies.

Aside from the rationale for each work area, the report also lists the main actions undertaken to achieve the purpose of each area. More details can be found in the tables included in annex: Technical assistance, south-south cooperation, and national, sub-regional and international technical meetings that were supported by ILO/Cinterfor

## 1.1 Training and work skill certification

Since the mid-nineties, ILO/Cinterfor has consistently supported the improvement of the capacity of member institutions to develop, expand and offer training and certification programmes based on work skills.

This support includes integrating the competency-based approach into the development of occupational profiles, the design of training curricula, the determination of learning strategies and the assessment and certification.

In line with this, the Centre takes into account ILO instruments, such as Recommendation No. 195 (2004) <sup>1</sup> concerning human resources development; the conclusions concerning the promotion of sustainable enterprises of the International Labour Conference (ILC, 2007); the resolution concerning skills for improved productivity, employment growth and development, (ILC, 2008); the Declaration on Social Justice for a Fair Globalization (ILC, 2008); and the Global Jobs Pact, (ILC, 2009).

Other key inputs, such as the recurrent discussion on employment of the ILC (2014) and elements of the ILO contribution to the G20 concerning the development of a training strategy, have been considered more recently.

All of them acknowledge the importance of work skills as a driving force to facilitate access to employment, improve productivity and, in short, contribute to making decent and productive work a reality.

To that effect, ILO/Cinterfor has carried out, during the period covered in this report, activities in various countries with the aim of supporting the harmonization of employment, education and training policies, through the design and implementation of National Qualifications Frameworks (NQFs). NQFs have the potential of significantly improving occupational and

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1 ILO Recommendation No. 195 concerning human resources development and its relation with training and employment policies (2004), establishes that: "Measures should be adopted, in consultation with the social partners and using a national qualifications framework, to promote the development, implementation and financing of a transparent mechanism for the assessment, certification and recognition of skills, including prior learning and previous experience, irrespective of the countries where they were acquired and whether acquired formally or informally."

labour mobility, by contributing towards the aim of lifelong learning. This is due to the fact that, essentially, NQFs enable the connection between occupational performance areas and the different skill levels which, in turn, are linked to the existing educational offering of a country.

Of note in this respect is the technical<sup>2</sup> support provided in [Chile](#), during 2013 and 2014, to the strategy for the design and implementation of a Qualifications Framework for Vocational Training and Certification being carried out by ChileValora<sup>3</sup> and the National Training and Employment Service (SENCE). This process resulted in the adoption of the first Qualifications Framework for Vocational Training and Certification of Chile.

In [El Salvador](#), at the request of the Salvadoran Vocational Training Institute (INSAFORP), support was provided for the international consultation workshop: 'Analysis and proposal for a technical and vocational training (TVT) system' with a lecture about the 'National skill systems in Latin America: progress and current situation' (2013), and a training workshop about NQFs for managers and technical staff of INSAFORP (2014).

Capacity building in member institutions on this field is another one of the lines of action pursued. This included support to the National Service of Industrial Apprenticeship (SENAI) of [Brazil](#) on topics such as 'Career profiles for the future' and 'New skills for the worker of the twenty-first century' (2014), and a workshop was held with specialists and technicians for capacity building for the implementation of the functional tree diagram methodology (2014). A workshop on competency training (competency-based standardization, training and certification) intended for workers of the Mobility and Training for Work Office (DMFT) and other interested public entities (2014) was held within the framework of the technical assistance agreement entered into with the Ministry of Labour of [Colombia](#). Also in Colombia, ILO/Cinterfor provided technical support to the National Apprenticeship Service (SENA) for conducting the 'Sectoral Forums on Competency-based Management of Human Talent' (2013), aimed at generating a space for reflecting on the main challenges and trends in connection with the competitiveness of sectors, with a view to providing tools for the qualification of human talent. In [Uruguay](#), ILO/Cinterfor has made a consistent effort toward providing the National Employment Office (DINAE) of the Ministry of Labour and Social Security (MTSS) with enhanced capacities in key aspects of the vocational training public policy. This involved technical assistance for developing a methodology for creating profiles (identification of skills) and designing training modules; training for the team of the vocational training area

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2 This assistance was developed jointly with the ILO Country Office for the South Cone of Latin America, based in Santiago, Chile. The process also benefited from the support of the Inter American Development Bank (IDB) through its SENCE effectiveness support programme.

3 ChileValora is the institution responsible for the strategic and technical management of the National Work Skill Certification System, which promotes the involvement of trade unions, occupational organizations and State actors related to the different economic sectors. It is in charge of validating the occupational profiles determined on a sectoral level, as well as accrediting the entities that conduct assessment and certification processes, and monitoring the quality of their processes.

of the DINAE, and the preparation of a joint methodological guide. There were also training workshops for advisers and assessors of labour skills in the areas of gastronomy (Department of Maldonado) and forestry-wood (Department of Rivera), which were organized jointly by the MTSS/DINAE and the Board of Technical and Vocational Education - University of Labour of Uruguay (CETP-UTU).

Binational initiatives were also supported during this period, such as those related to the accreditation of the labour skills certification processes between Argentina and Chile. The Ministry of Labour, Employment and Social Security of Argentina and ChileValora, within the framework of a meeting held in the City of Mendoza, Argentina (2014), entered into an agreement for the purpose of making progress toward the certification of labour skills in the construction sector, and entering into a binational agreement at the time of the 42nd Technical Committee Meeting of ILO/Cinterfor.

In the area of [technical cooperation projects in Uruguay](#), ILO/Cinterfor concluded in 2014 the implementation of [Project URU/12/01/FSC Evaluation of tasks and design of the occupational certification process in the building industry project](#); while the projects [URU/14/02/URU Evaluation of tasks in the paper industry \(Wage Council of the Wood, Pulp and Paper Industry\)](#), and [URU/14/03/URU Updating of the occupational structure and the descriptions of positions in the Municipality of Maldonado](#) are currently being executed.

Finally, and as part of the Centre's research activities, a survey of the state of affairs of the labour skills certification systems and policies was conducted in a selection of countries of the region: [The certification of skills within the context of employment and training policies](#), published in the Training outlooks ('Panoramas de la formación') series, in April, 2015.

## 1.2 Strengthening of social partners and development of the social dialogue concerning vocational training

As documented in various research papers published by ILO/Cinterfor and other sources, vocational training is a field in which different interests meet, due to its impact on people's capacity for work and, for the same reason, it is a key element of employment policies and the strategies to raise the productivity and competitiveness of economies and enterprises.

As a consequence, vocational training has become a relevant issue in labour relations systems, attracting the interest and involvement of different actors, especially employers' and workers' organizations. In Latin America and the Caribbean, vocational training institutions have been, and still are today, pioneering experiences of participation and social dialogue around training policies.

More than twenty years ago, ILO/Cinterfor reported in its research and publications that, aside from the fact that training institutions persisted as a space for participation and social dialogue, training was increasingly penetrating spheres and spaces of various characteristics and scopes, such as collective bargaining at the level of enterprises and branches or sectors of the economy, national agreements, and even in regional integration areas. This trend was acknowledged and included in the ILO Recommendation No. 195 concerning human resources development (2004) <sup>4</sup>, which, it is worth noting, in article 4, subparagraph b) states that members should ‘recognize that the realization of lifelong learning should be based on the explicit commitment: by governments by investing and creating the conditions to enhance education and training at all levels; by enterprises in training their employees; and by individuals in developing their competencies and careers’. It also sets out that members should ‘define, with the involvement of the social partners, a national strategy for education and training, as well as establish a guiding framework for training policies at national, regional, local, and sectoral and enterprise levels;’ (article 5).

Among the most significant actions planned by ILO/Cinterfor for the period covered by this report is an update of the status of the involvement of social partners and social dialogue in the field of training. Thus, the Centre carried out a study based on a survey to key informants of academia and the labour sphere from a selection of countries,<sup>5</sup> for the purpose of assessing the status of some key aspects, such as: studies and publications on social dialogue, vocational training and labour relations; social dialogue processes in the form of pacts or agreements, either at the national, sectoral, enterprise or sub-national (local) level; collective bargaining at the branch or enterprise level; labour legislation (with particular emphasis on the regulation of apprenticeship processes); as well as the strategies and policies conducive to the formalization of employment which, through social dialogue, incorporate training contents and agreements. The results of this research study were published under the title *‘Actualidad de la formación profesional en el diálogo social’* (The current status of vocational training in the social dialogue) in the new publication series ‘Panoramas de la Formación’ (Issue No. 1).

The Centre has also been supporting, together with the ILO Country Office for the South Cone of Latin America, several social dialogue processes that put vocational training at their core, especially in the host country, Uruguay. An example of this is the social dialogue process conducted at a sub-national level in the Department of Maldonado, which resulted in the tripartite endorsement (August 2013) of the ‘Department Agenda for the Promotion of Quality Employment’, which, in one of its four main chapters contains several agreements concerning the ‘coverage, relevance and quality of vocational training and education’.

4 Recommendation concerning human resources development: education, training and lifelong learning. Adoption: Geneva, 92nd ILC session (17 Jun 2004). HYPERLINK “[http://www.ilo.org/dyn/normlex/es/f?p=1000:12100:0::NO::P12100\\_ILO\\_CODE:R195](http://www.ilo.org/dyn/normlex/es/f?p=1000:12100:0::NO::P12100_ILO_CODE:R195)”[http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_INSTRUMENT\\_ID:312533](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_INSTRUMENT_ID:312533)

5 The countries included in this survey were: Argentina, Brazil, Costa Rica, Colombia, Spain, Italy, Mexico and Venezuela.

Even though they are described in further detailed in the section 'Technical cooperation projects', it is worth noting that projects URU/12/01/FSC Evaluation of tasks and design of the occupational certification process in the building industry project (completed in 2014)<sup>6</sup>; URU/14/02/URU Evaluation of tasks in the paper industry<sup>7</sup>- Wage Council of the Wood, Pulp and Paper Industry , and URU/14/03/URU Updating of the occupational structure and the descriptions of positions in the Municipality of Maldonado (both ongoing), include the participation of, in the case of the first two, organizations that represent employers and workers of the corresponding sectors, whereas the third project involves as counterparts the local government (Municipality) and the union of municipal workers (Association of Municipal Employees and Workers).

### 1.3 Vocational training for improved productivity in small and medium-sized enterprises

In view of the connection mentioned in the previous section between the development of people's capacity for work and the productivity of enterprises, ILO/Cinterfor is consistently trying to identify experiences in the region and elsewhere, which provide valuable lessons for improving the quality, relevance and scope of the training related to enterprises, especially, small and medium-sized enterprises.

This type of enterprise accounts for the largest number of businesses in all countries and, therefore, a significant portion of the jobs. But this segment also faces low productivity issues and there is a strong connection with informal jobs and precarious work. This is largely due to the fact that this type of enterprise has fewer opportunities to access different services and supports, whether financial or for enterprise development.

Vocational training is one of the latter, along with services such as technical advice and assistance in areas such as technology transfer, business development or management (business, production, human resources, etc.). In other words, small and medium-sized enterprises usually face more difficulties accessing training opportunities both for the staff and entrepreneurs themselves.

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6 It involved a Bipartite Committee for the Evaluation of Tasks (CBET), consisting of: the National Union of Construction and Allied Trades (SUNCA), the Construction Chamber of Uruguay (CCU), the Construction League of Uruguay, the Association of Private Building Developers of Uruguay (APPCU). This project was funded by the Social Fund for the Construction Industry (FSC).

7 It involves a Bipartite Committee for the Evaluation of Tasks (CBET) consisting of the Paper Manufacturers Association (AFT) on the business side, and the Federation of Paper and Cardboard Manufacturing Workers of Uruguay (FOPCU). This project is funded by the National Employment and Training Institute (INEFOP), which has a tripartite Governing Board.

During the period covered by this report, the implementation of the [Project 'Competencies for Central American MSMEs' productivity in the framework of a knowledge and innovation economy'](#) came to an end in 2013. It had been carried out jointly by the ILO, through ILO/Cinterfor and the Omar Dengo Foundation (FOD); and with support from the International Development Research Centre (IDRC/CRDI) of Canada. Three countries participated in the study: [Costa Rica](#), [El Salvador](#) and [Nicaragua](#).

#### 1.4 Articulation of vocational training with active employment policies, particularly considering vulnerable groups

Aside from contributing to moderating economic downturns (by creating direct jobs and through other measures), active employment policies enable at least four types of effects: a) a reduction of structural imbalances through training, incentives for mobility and the inclusion of especially vulnerable sectors; b) an improvement of the functioning of the labour market through the enhanced integration and mediation between the supply and demand of employment; c) an enhancement of skills and productivity, as they promote training and the development of skills that respond to market requirements; and, d) support for disadvantaged or at-risk workers, because it builds a real bridge for incorporating or re-integrating specific groups that have special difficulties entering the labour market.

In other words, although active employment policies comprise more instruments than vocational training and education, it can be argued that all training activities are, directly or indirectly, acting or contributing toward the fulfilment of these policies. In any case, this section emphasizes specifically those actions of ILO/Cinterfor related to experiences in which vocational training is articulated with other policy mechanisms, such as public employment services, direct employment programmes, or policies and programmes that support the entry into the labour market of vulnerable groups.

Following up with activities that were reported at the time of the 41st TCM (Trinidad and Tobago, July 2013), another area of work for the Centre has been the strengthening of public employment services (PES). A training for trainers programme with a competency-based approach was carried out within the [framework of the Strengthening of integrated systems of training, guidance and employment \(FOIL\)](#) Project which is being implemented by the ILO Country Office for Central America, Haiti, Panama and the Dominican Republic in the countries of the [Central American Isthmus, Panama and the Dominican Republic](#). In addition, the Centre provided technical assistance to the [DINAE of the Ministry of Labour and Social Security \(MTSS\) of Uruguay](#).

Worthy of a special mention is the reinforcement of a new line of work connected to education, training and the reintegration of persons deprived of freedom (young and adults) into society and the labour market, which originated in 2010 within the framework of a joint project of the

United Nations System. Since the end of 2014, in the context of a cooperation project funded by the European Union, ILO/Cinterfor has been executing in Uruguay the URU/14/01/URU Project ‘Support to the criminal legal system reform and the improvement of life conditions and social and economic reintegration of people deprived of freedom’, which is part of a larger programme called ‘Justice and Inclusion’, which has other components executed by the UNDP, PAHO, the Office of Budget and Planning (OPP) of the Presidency of the Republic, and the National Development Corporation (CND). ILO/Cinterfor is responsible for carrying out the following components: a) strengthening of the human capacities of facilities where persons deprived of freedom are held, by training human resources; b) education and training for employment in facilities where persons deprived of freedom are held; and c) promotion of the entry into the labour market of people who leave the prison system.

This project, which is based on the idea that education, training and work are key factors in the rehabilitation processes, is both a challenge and an opportunity for ILO/Cinterfor and the entire ILO, in that it is possible to test policy approaches with these populations.

## 1.5 Quality apprenticeship and preparing young people for work

Along with education, lifelong vocational training remains a key factor in the preparation of young people for the world of work. For this reason, policies in most Latin American countries are based on the concept that the best entryway into the labour market for young people is still a basic education, vocational training and the initial work experience.

Vocational training institutions were, until the nineties, the main public policy tool regarding training for the youth. Since then, they have been incorporated into broader policy frameworks, which include various programmes managed by the ministries of labour and education.

Consequently, ILO/Cinterfor is concerned with identifying and documenting the trends, changes and innovations that are constantly taking place in this field in the region. In addition, issues concerning the vocational training of young people are frequently driving demands for technical assistance and exchange by ILO/Cinterfor members.

In view of the fact that this is a current issue, ILO/Cinterfor undertook in 2014, together with the ILO Country Office for the South Cone of Latin America and the ILO Regional Office for Latin America and the Caribbean, a study aimed at updating the information, in a selection of countries<sup>8</sup>, about apprenticeship regulatory frameworks and other regulations that influence learning and the transition from education to work; learning structure and functioning and the other mechanisms for the transition from education to the world of work; as well as the

8 National studies on apprenticeship and the transitioning of youth from school to work have included Argentina, Brazil, Chile, Colombia, Costa Rica, Guatemala, Mexico, Peru, Uruguay, Jamaica and Trinidad and Tobago.

identification and documentation of innovative experiences for generating learning instances or school-to-work transition opportunities.

The systematization of the results of this study will be published in a future edition of the 'Panoramas de la Formación' series.

## 1.6 Anticipation of training needs

Vocational training is indissolubly linked to the world of work and consistently looks to it for the signs that will ensure its relevance. In a context of deep and interdependent economic, social and technological transformations, the configuration of labour markets and the structures of competencies mobilized in the productive and service provision processes are inevitably affected.

This means that the institutions and agencies in charge of developing and managing vocational training policies must improve their ability to address social and economic demands, while at the same time trying to anticipate, as far as possible, the transformation processes that are underway. The anticipation of the training needs, or vocational training forecasting is a field which, aside from having grown significantly in the last few years in the region and the world, has become increasingly interesting for members of the ILO/Cinterfor network.

In keeping with this, ILO/Cinterfor, together with SENAI of Brazil, launched the 'Skills anticipation. The Transfer of the SENAI Prospective Model' Programme in 2012. The first stage of this programme was carried out during 2012 and 2013, and included the National Apprenticeship Institute (INA) of Costa Rica, Salvadoran Vocational Training Institute (INSAFORP) of El Salvador, Technical Institute for Training and Productivity (INTECAP) of Guatemala, National Institute of Vocational Training for Human Development (INADEH) of Panama and National Technical-Vocational Training Institute (INFOTEP) of the Dominican Republic. In 2014, the programme was expanded both geographically and institutionally, with two parallel processes. One is focused on the region of the English-speaking Caribbean region, and another one targeted at the countries of South America. The transfer programme has reached a total of 19 countries, considering the three sub-regions. Through face-to-face training workshops and methodology application assignments carried out by institutional teams, with the virtual support of ILO/Cinterfor and SENAI, it was possible, firstly, to achieve a significant number of national prospective studies<sup>9</sup> and, secondly, to put in place capacities in institutions for the future application of this methodology.

The results of these transfer processes are systematized in the publication 'Skills anticipation. The Transfer of the SENAI Prospective Model' of 2013, and the more recent entitled 'Anticipación de las competencias profesionales: transferencia del Modelo SENAI de Prospectiva. Una visión

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9 All the studies that have been completed are available in the "Prospective studies bank" section of the ILO/Cinterfor's knowledge management platform.



actualizada en el contexto de América Latina y el Caribe' (Skills anticipation: the Transfer of the SENAI Prospective Model. An updated view in the context of Latin America and the Caribbean).

ILO/Cinterfor and SENAI have been having exchanges for the past four months with a view to determining the goals and means that will give this programme continuity. In that regard, there is a plan to incorporate institutions that have not taken part of the programme in the previous stages and, in general, to expand the support to the effective implementation of these studies, in coordination with other institutional processes, especially those related to curriculum planning and design.

This programme has proven to be singularly adaptable and replicable in several VTIs which, as in the case of Central America, carried out further prospective studies for several occupations in so-called green jobs.

ILO/Cinterfor has also collaborated with other ILO offices in the preparation of inputs for the [III Iberoamerican Meeting of Ministers of Labour](#)<sup>10</sup> (Cancun, Mexico, 25-26 November, 2014). Specifically, in the preparation of a document that presents a prospective version of labour markets in Iberoamerica, that analyses the main trends of change, including the demand for skills. Due to its relevance, this paper was included in the publication mentioned before in this report.

## 1.7 Application of new methodologies and technologies to vocational training

During the last decade, the use of technologies for supporting vocational training processes has grown exponentially among member institutions of ILO/Cinterfor. They are used both for providing distance learning (using the Internet and virtual platforms) and for supporting face-to-face training.

Access to vocational training, interacting with trainers, doing exercises through simulators or using applications developed with training contents, are increasingly common in VTIs.

From the use of the Internet as a mere carrier of contents to the generation of virtual learning environments and platforms and the progress made in ubiquitous learning (accessible from anywhere and at any time, in the contents, interactions and learning activities required by the user), the paradigm of information technology-mediated education is constantly evolving.

The Centre gives priority to this kind of technical assistance and follow-up for VTIs to generate, improve and provide training services through timely ICTs.

In line with this, vocational training institutions (a continuous source of training materials) design and share these resources, not just in printed form but also in digital format, providing new interaction and learning options. This has created the challenge of developing repositories that enable ubiquitous and fast access to digital educational resources, developing new

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<sup>10</sup> Held in the framework of the 24th Iberoamerican Summit of Heads of State and Government.

competencies for trainers and facilitating new means of access to knowledge and training, among others.

This is a work area where institutions increasingly demand more assistance and cooperation, especially through the exchange of knowledge. Taking this into account, ILO/Cinterfor, jointly with the [National Commercial Apprenticeship Service \(SENAC\)](#) of Brazil considered it was important to turn to various institutions that have developed experience and good practices in this area in order to share their points of view and move forward jointly in products that are useful for this field. [The Technical Meeting 'Digital Educational Resources. Advances and challenges for VTIs'](#) (Rio de Janeiro, 13-14 November 2014), in which professionals and technicians of SENAC (Brazil), SENAI (Brazil), Support for Micro and Small Enterprises (SEBRAE, Brazil), INFOCAL (Bolivia), SENA (Colombia), SENATI (Peru), INFOTEP (Dominican Republic), INTECAP (Guatemala), INSAFORP (El Salvador), INFOP (Honduras), INA (Costa Rica), DuocUC (Chile), SENCE (Chile) and CETP-UTU (Uruguay), was organized with this in mind.

Even though it was an exploratory activity, it was possible to draw lessons and relevant conclusions. Firstly, the fact that the management of learning resources must be considered within the context of the development of other training components, among which learning activities and curriculum design processes stand out. In other words, the management of learning resources cannot be tackled alone, it must be considered within the framework of the units of competency for which they were created or for which they are used. This means that a broader perspective of what it means to manage learning resources is necessary in order to include objectives, activities and assessments.

Secondly, it means that there are opportunities for further developing the horizontal cooperation among institutions in this field, for example, by creating a working group with members of the institutions specialized in resource database management, taxonomy management and content production. This would make it possible to specify information models for developing tools aimed at this broader perspective of what is understood as learning resource management.

Participants agreed on the need of emphasizing quality aspects when developing content. In this respect, ILO/Cinterfor is analysing, together with the International Training Centre (Turin) and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ, Germany) the possibility of holding a workshop in the region about the ECBCheck <sup>11</sup> methodology for validating quality among peers.

In the same field, and more specifically, the Centre has supported the Institute of Employment and Vocational Training (IEFP) of Cape Verde and the [Ministry of Labour and Youth of Sao Tome and Principe](#) with workshops about methodologies and technologies applied to training (October 2014). The centre also provided support, jointly with SENA of Colombia, for [INA of Costa Rica](#) on instructional design, online tutoring and digital content production, with a training workshop addressed at the virtual team of INA (April 2015).

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11 For more information about this methodology, visit: "<http://www.ecb-check.org/es/>" <http://www.ecb-check.org>

The **Turin Centre** (ITC) also received support from ILO/Cinterfor for developing self-learning modules, its virtual campus<sup>12</sup> and the Portuguese version of the COMPASS<sup>13</sup> website that has sixty methodologies and technologies to be applied in training.

The Centre has also collaborated closely with the ITC for activities such as the Skill Academy, in which the Centre participated with technical contents in 2013 and 2015.

## 1.8 Other cooperation activities

Several activities were conducted for the purpose of further strengthening the South-South cooperation, among which the following are worth emphasizing:

- 2013 Global South-South Development Expo (Nairobi, 28 October-1 November, 2013): an exchange forum was held: Sustainable Development and Decent Work, which presented the triangular cooperation initiatives between SENAI (Brazil), SENATI (Peru) and GIZ (Germany), and between UOCRA (Argentina), INA (Costa Rica) and the Bolsa Verde (Green Grant) of Brazil.
- SSTC – Ministry of Labour and Employment, Korea (Seoul, 28 February-5 March, 2015): This mission was facilitated by the PARDEV in the framework of the South-South cooperation. The purpose of this visit was to analyse and complement information required by the ILO in order to move forward in response to the proposal of the Korean Government for establishing an ILO/Seoul Training Centre (ISTC).

## 1.9 Knowledge management platform ([www.oitcinterfor.org](http://www.oitcinterfor.org))

The Centre continues taking advantage of ICTs to incorporate new services and get closer to member institutions and create virtual exchange communities about topics of interest. The platform has maintained a continuous growth and has consolidated as one of the pillars to spread knowledge and products as well as to promote exchange and collective building of knowledge about vocational training at a regional level.

During this period, the Prospective Studies Bank was organized in order to share all the studies that institutions and countries have been developing after the transfer of SENAI's Prospective Model; together with other documents of interest. On the other hand, new materials have been incorporated to the Teaching resources, Publications and Labour Skills database.

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12 Ver: <https://ecampus.itcilo.org/>

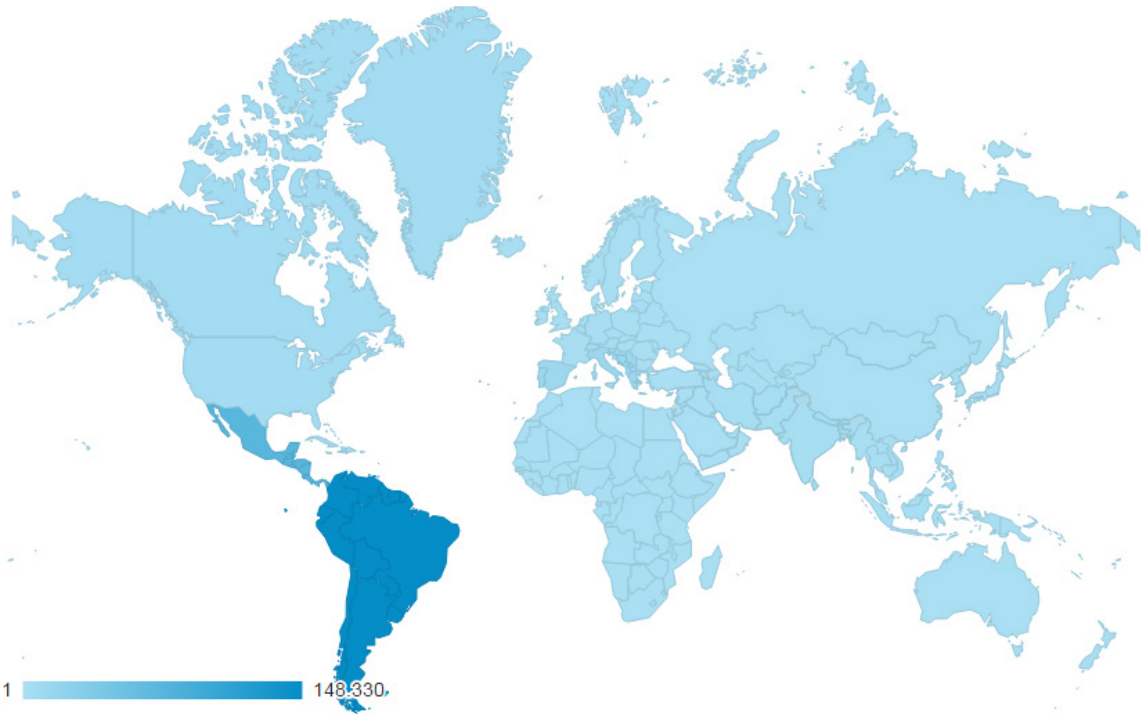
13 Ver: <http://compass.itcilo.org/>

It is also worth noting that efforts have been articulated with the Skills for Employment Global Public-Private Knowledge Sharing Platform (<http://www.skillsforemployment.org/KSP/en/SearchResults/index.htm>) from the ILO's Skills and Employability Branch (SKILLS), by exchanging documents and integrating other perspectives.

The fast expansion of the use of mobile devices (tables, smart phones, etc.) in order to access the Internet has made it fundamental to adapt the site to optimize its visualization, regardless of the type of device used. The Centre's team is already working on this matter.

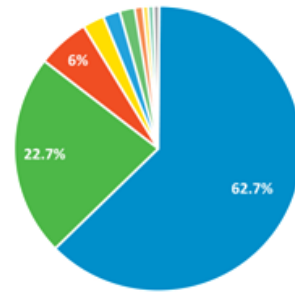
The following are some statistical data that show the global scope of the website as well as the continuous growth of received visits.

Visits to the platform by regions (April 2014 - April 2015)



Countries	Visits	Mean duration of the visit	Pages/Views
187	251.561	00:02:03	2.06

	Region	Visits
1.	■ South America	148,330
2.	■ Central America	72,735
3.	■ South Europe	11,929
4.	■ The Caribbean	5,648
5.	■ North America	5,046
6.	■ South Asia	2,289
7.	■ Western Europe	1,812
8.	■ North Europe	687



## 2. Centre's resources

### 2.1 Budgetary position at the end of the 2012-2013 period

	Items budgeted 2012-2013	Execution 2012-2013	%
ILO contribution	2,136,379.00	2,136,379.00	100.00
Member countries' contributions	500,000.00	434,567.29	86.91
Host country's contributions	450,000.00	400,000.00	88.89
Publication and printing services sales	60,000.00	52,130.26	86.88
Interests, exchange rate differences	10,000.00	9,142.28	91.42
Rounding value		0.43	
Subtotal income (A)	3,156,379.00	3,032,219.26	96.07
Funds transferred from previous fiscal year	486,761.00	545,585.09	
Total income (B)	3,643,140.00	3,577,804.35	
Expenditures	3,312,860.00	2,996,440.21	
Bank charges	3,732.19	3,732.19	
Total expenditures (C)	3,316,592.19	3,000,172.40	
Balance of the 2012-2013 budget execution (A-C)		32,046.86	
Final balance of the 2012-2013 execution (B-C)		577,631.95	

The preceding report shows the final income and expenditure position of ILO/Cinterfor at the end of the 2012-2013 period.

Obtained income represents 96.07% of the budgeted items. This degree of execution was possible thanks to the payment of delayed contributions of the host country.

The level of contributions was, in general, below the budget, by about 13.09%, thus remaining within levels similar to those of previous periods.

It should be noted that the headquarters had to contribute USD 110,000 for covering operational expenses because of the gap between the evolution of the price of the US Dollar, salaries and the price index during the two-year period.

## 2.1 Regular Budget Execution - Year 2014

	Items budgeted 2014-2015	Execution 2014	%
Funds transferred from previous fiscal year	597,518.00	577,631.95	
ILO contribution	2,286,892.00	1,143,446.00	50.00
Member countries' contributions	500,000.00	251,071.66	50.21
Host country's contributions	200,000.00	100,000.00	50.00
Publication and printing services sales	50,000.00	37,612.61	75.23
Others (interests, exchange rate differences)	10,000.00	-3,310.09	-24.87
<b>TOTAL</b>	<b>3,046,892.00</b>	<b>1,528,820.18</b>	<b>50.18</b>
<b>Total income</b>	<b>3,644,410.00</b>		
<b>Expenditures</b>		<b>1,370,497.96</b>	
Printing expenditures		7,077.17	
Bank charges		2,302.65	
<b>Total expenditures</b>	<b>3,312,860.00</b>	<b>1,379,877.78</b>	<b>41.65</b>
<i>Balance of the 2014 budget execution</i>		148,942.40	

Under the plan of retirement that was implemented by the ILO within the framework of the process reform; the colleagues, Diana Echeguía and Verónica Aliseris retired in December 2013, and Yacira Villalba in October 2014. In this opportunity we grateful and truly appreciate their dedication and commitment over more than 30 years of work in the institution.

The measured management of funds of the Center has been reinforced, in the actual scenario, by the valuation of the dollar; resulting in a balanced financial situation.

## 2.3 Mobilization of Technical Cooperation and Extra-Budgetary Resources

### *Regular Budget for Technical Cooperation (RBTC)*

The main budgetary lines are reinforced by RBTC funds allocated by the Regional Office for the Americas. The sum of US\$ 150,000 was allocated for the 2014-2015 biennium.

### *Mobilization of resources by means of Technical Cooperation Projects (XBTC)*

During this period, as it was already mentioned, the Centre completed the Evaluation of tasks and design of the occupational certification process in the building industry project. Also, three technical cooperation projects were formalised and carried out as of mid-2014 with the funding of the European Union, the National Employment and Professional Training Institute and the Municipality of Maldonado in Uruguay.

Project	Contributor	Resources (in USD)	Duration
URU/14/01/URU - Support to the criminal legal system reform and the improvement of life conditions and social and economic reintegration of people deprived of freedom.	European Union	1,530,232	20 months. 1 October, 2014 - 31 May, 2016
URU/14/02/URU - Evaluation of paper industry tasks. (Wage Council for the Paper, Wood, and Wood Pulp Industry)	National Employment and Vocational Training Institute	147,522	11 months. Period: 1 September, 2014 - 31 July, 2015
URU/14/03/URU - Updating of the occupational structure and job descriptions of the Municipality of Maldonado.	Municipality of Maldonado	228,430	11 months. Period: 1 August, 2014 - 30 June, 2015
<b>Total</b>		<b>1,906,184</b>	

### *Mobilization of Resources on Account of Other Items*

The Governing Body, during its 306th meeting in November, 2009 (GB.306 PFA-5-2 par. 13), made reference to ILO/Cinterfor's possibility of receiving extra-budgetary entries for short technical assistance activities, funded by the own stakeholders. The revenues on account of this, since the end of 2013 to date, were USD 245.000.



These resources allow the Centre to cater for the increasing demands for assistance from the countries of the region, foster South-South cooperation among the Network’s member institutions, and work in conjunction with other ILO offices, including through joint activities with the International Training Centre in Turin.

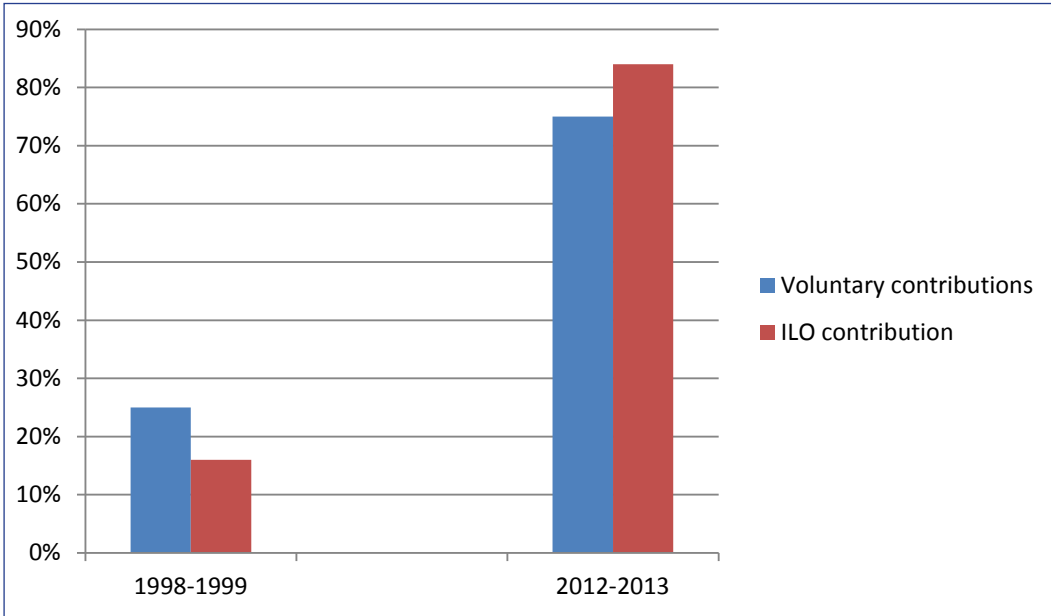
### 2.4 Member Countries’ Contributions

Member countries’ voluntary contributions via the constituent institutions and ministries, as well as through the associated members, contribute to the Centre’s regular budget.

As shown in the tables above, in addition to the voluntary contributions, the other regular budget funding sources are those provided by the ILO, the host country (Uruguay) and the sale of publications and printing services.

An analysis of the relative weight evolution of voluntary contributions to ILO/Cinterfor regular budget shows that if we consider the 1998-1999 and 2012-2013 biennia as a baseline, voluntary contributions amounted to 25% of the former one, while they represented 16% of the latter. These results in a 25.6% increase of the contributions made by the ILO, and a corresponding 27% decrease of the funds received through voluntary contributions.

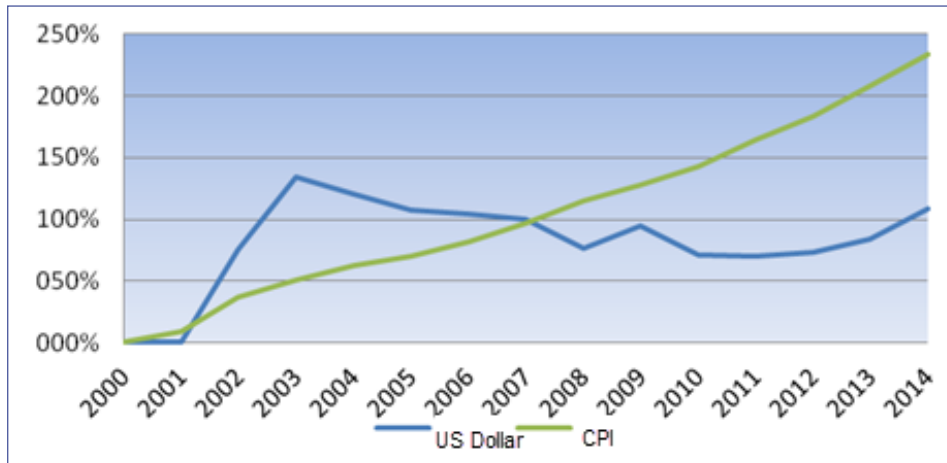
Evolution of the participation of contributions in the budget



From the analysis of this trend, two main possible causes arise.

The first one is associated with the loss of the contributions' real value, since once their amount is established, they are not updated. This can be appreciated by analysing the American dollar evolution and the local inflation in Uruguayan pesos between 2000 and 2014, as shown in the following figure.

Accumulated variation of the US Dollar vs. the Consumer Price Index (CPI) - 2000-2014



Whereas, according to Uruguay's National Institute of Statistics, the accumulated inflation for 2000-2014 was 233.55%, the American dollar variation during the same period was 108.89%, as per the average exchange rate used by the United Nations. Given that the contributions are established in American dollars, their purchase value has decreased. The resulting gap between both variables is of 59.67%.

It should be pointed out that during this period the total number of employees has decreased, and that the costs associated with personnel expenses have remained attached to the local inflation curve.

The second cause for a decrease in the relative weight that the voluntary contributions have in the regular budget lies in the delays of payment.

Despite the promised annual contributions in the order of USD 674.300 per biennium, the amount collected does not reach the biennium goal of USD 500.000.

At present, the contributors' debt amounts to USD 648.100. If the current year is included, the figure rises to USD 996,250.

Since within the constituent institutions the collection of only USD 122,250 of a total of USD 285,000 per annum is guaranteed, just 50% of the annual raising is secured.

With respect to the associated institutions, the debt amounts to USD 60,000, a sum which represents 24% of the annual raising.

Timely fulfilment of contribution payments is essential when it comes to establishing goals and proving the institutional financial feasibility and, most of all, the contributors' support.

Among the possible explanations for the delays of payments, there are elements related to the formalization of contributions. The common practice throughout the Centre's history has been to fix the amount based on the opinion of the institutional authority, which is usually verbally expressed. The supporting documentation of this commitment only amounts to administrative exchanges (payment requests from the Centre, bank deposits or drafts, reply letters from the institutions and fund reception confirmations).

But for a few exceptions, there are no official agreements where the parties set out their goals, commitments and scope. The lack of this kind of support makes it difficult to track the contributions, especially when authorities change.

In view of the above and taking into account the spirit that encouraged the creation of ILO/Cinterfor as a tool supported by the technical and financial contributions of the member States and the ILO's endorsement, we deem that it is relevant to bring to the attention of both the Programme and Budget Committee and the Technical Committee the need for an in-depth study that will make it possible to determine and adopt the necessary measures for the resolution of the problems detailed above, thus guaranteeing the Centre's sustainability.

As supplementary information, a list with the current status of contributions is attached.

List of the current status of contributions

Country	Institution	Annual contribution	Balance due Including 2015	Years corresponding to the balance due
ARGENTINA	MTEySS	10000	10000	2015
	INET	8000	16000	2014-2015
	MINED GOBIERNO CABA	5000	10000	2014-2015
	OBISPADO MORÓN	300	900	2012-2013/2015
	FUNDACIÓN UOCRA	2500	0	
	ITU	2000	16000	2008-2009/2010-2011/2012-2013/2014-2015
	UTHGRA	2000	4000	2014-2015
	ADRHA	4000	16000	2012-2013/2014-2015
	FATERYH	2000	2000	2015
	UPACP	3000	0	
	APEyFP CÓRDOBA	5000	20000	2012-2013/2014-2015
SMATA	2000	6000	2013-2014-2015	
BAHAMAS	BTVI	2750	2750	2015
BARBADOS	MINLAB	3000	0	
BOLIVIA	INFOCAL	1500	1500	2015
	COMISIÓN EPISCOPAL	1000	5000	2011/2012-2013/2014-2015
	FAUTAPO	5000	0	
BRAZIL	SENAI	21000	21000	2009
	SENAT	3000	9000	2013-2014-2015
	SENAR	8000	0	
	SETEC	10000	140000	2009/2010-2011/2012-2013/2014-2014
	SPPE - MINTRAB	21000	147000	2009/2010-2011/2012-2013/2014-2014
	SENAC	8000	0	
	CENTRO PAULA SOUZA	2000	0	
CAPE VERDE	IEFP	5000	15000	2013-2014-2015

Country	Institution	Annual contribution	Balance due Including 2015	Years corresponding to the balance due
COLOMBIA	SENA	21000	21000	2015
	MTRABAJO	10000	10000	2015
	INES	1000	0	
COSTA RICA	INA	7000	7000	2015
CUBA	MINTRAB	2000	2000	2015
CHILE	SENCE	5000	10000	2009 y 2015
	CHILE VALORA	5000	5000	2015
	INTERFASES	1000	1000	2015
	SNA/EDUCA	2000	4000	2014-2015
	DUOC	5000	5000	2015
ECUADOR	SECAP	5000	30000	2010-2011/2012-2013/2014-2015
	SETEC	3000	12000	2012-2013/2014-2015
EL SALVADOR	MINTRAB	500	500	2015
	INSAFORP	5000	0	
SPAIN	CIDEC	2000	0	
	FUND S.VALENO ZARAGOZA	1500	9000	2010-2011/2012-2013/2014-2015
	FUNDACION TRIPARTITA	15000	15000	2015
	FOREM	5000	0	
	SEPE-EX INEM	14000	28000	2013 y 2015
GUYANA	MINED	1000	11000	2001-2007/2008-2009/2014-2015
GUATEMALA	INTECAP	8000	0	
HAITI	INFP	2000	14000	2009/2010-2011/2012-2013/2014-2015
HONDURAS	INFOP	4500	31500	2006/2008-2009/2012-2013/2014-2015
	CADERH	1500	4500	2013/2014-2015
JAMAICA	HEART/NTA	6000	12000	2014-2015

Country	Institution	Annual contribution	Balance due Including 2015	Years corresponding to the balance due
MEXICO	DGCFT/SECEDU	5000	25000	2011/2012-2013/2014-2015
	DGCP/SECTRAB	5000	25000	2011/2012-2013/2014-2015
	CONALEP	5000	5000	2015
	ICAM	1000	1000	2015
	CONOCER	5000	5000	2015
	IPPC	2500	7500	2013/2014-2015
NICARAGUA	INATEC	3600	29100	Saldo anterior de USD 7500 y 2010 a 2015
PANAMA	INADEH	3000	6000	2014-2015
PARAGUAY	SNPP	6000	6000	2015
PERU	SENATI	5000	5000	2015
	MTPE	1000	1000	2015
	SENCICO	5000	20000	2012-2013/2014-2015
DOMINICAN REP.	INFOTEP	7000	7000	2015
SAINT LUCIA	MINISTRY EDU AND LAB	2000	22000	2005-2015
SURINAME	MINLAB	2000	10000	2009/2010-2011/2014-2015
T&T	NTA / MINISTRY	6000	36000	2009/2010-2011/2012-2013/2015
URUGUAY	ADPUGH	2000	6000	2013-2014-2015
VENEZUELA	INCES	15000	105000	2009/2010-2011/2012-2013/2014-2015
TOTALS		351150	996250	

## C. Vocational training and employment: Towards Cinterfor's new action to address the challenges of the 21st Century

### 1. ILO/Cinterfor – 50 years of technical cooperation in vocational training. Innovation, renewal and strengthening with its VTI network

The Director-General of the ILO has launched a reform process with the purpose of improving procedures and work methods in order to respond more effectively to the increasing and changing needs of its constituent members and act as an ILO in a world which, with its new contexts, makes heavy demands on the organization.

Reinvigorated cooperation and assistance is also necessary, in line with the Lima Declaration<sup>14</sup>, which has insisted upon the need for policies aimed at upgrading the vocational skills of workers and employers, with a view to closing the gap between their qualifications and the needs of the labour market.

This reform is taking place at a time when the region, after a period of sustained economic growth and improved social indicators (particularly in labour), is experiencing an economic downturn, with the prospect of increased unemployment<sup>15</sup>. This context implies new challenges for the world of work, the decent work objective and, therefore, vocational training institutions (VTIs), the founding members of ILO/Cinterfor, in their role as agencies constituted by governments and employers' and workers' representatives. In this scenario, technical cooperation which will enable the development of vocational training (VT) and maximize its impact on workers' employability, income and quality of life, as well as on the diversification of the productive network continues to be a pressing need in Latin America and the Caribbean.

The institutional features of VT and the scenario for which Cinterfor was designed have changed in recent years and at this juncture are facing a number of new challenges.

14 Adopted at the 18th American Regional Meeting. ILO. Lima. 2014.

15 Labour Overview 2014 (Panorama Laboral). Latin America and the Caribbean. ILO/Regional Office for Latin America and the Caribbean, 2014.

The strategic position of ILO/Cinterfor in the region and its global overview of the conditions that are being upgraded and restructured in education and training systems has attracted the incorporation of European and African countries and, increasingly, of non-governmental members interested in being part of this knowledge management community. The creation of ILO/Cinterfor was initially promoted by VTIs in Argentina, Brazil, Colombia, Uruguay and Venezuela. Fifty years later, the Centre covers the whole of Latin American and the Caribbean (LAC) and also includes Spain and Cape Verde, thus bringing together over thirty-three national institutions, with a total of sixty-five member agencies.

Throughout its fifty years of existence, ILO/Cinterfor has given evidence of its capacity to innovate and adapt creatively to change. The purpose of this paper is to present the Centre's reforms, the cornerstones of which are making better use of its human resources, method and process innovation, and finding innovative ways of mobilizing its financial resources, with the aim of providing a better response to the demands of its VTI members.

## 2. Inclusive growth and the transformation of the world of work in the 21st Century

The vocational training and employment challenges posed in the 21st century are contained within two broad and closely linked subjects: the pressing need to foster sustainable and economically and socially inclusive growth, and the transformation of the world of work.<sup>16</sup>

Inclusive growth can be defined as growth which is sustained over the course of decades, is broad-based across productive sectors, creates productive job opportunities for most of the population of an age to work and reduces poverty. In addition, the reduction of inequalities is now acknowledged to be a significant requirement of inclusive growth, in the light of evidence that shows that inequality can constitute a hindrance to growth. Inclusive growth, together with social justice is, therefore, a challenge associated with the rate and pattern of economic growth and the growth of sustainable enterprises, as well as with the effectiveness and scope of social policy. Productivity gaps, high levels of informality, and the high inequality that characterize the region make inclusive growth and productive development an imperative issue for economic and social policies and the foundation for more and better jobs. At the same time, workforce education and training are critical ingredients of sustainable and inclusive growth. Only a quality and lifelong vocational training system, in tune with the needs of enterprises and the labour market can contribute to this objective.

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16 Commission on Growth and Development, 2008.



Furthermore, the world of work is at present being subjected to demanding changes. Among the factors which are changing the world of work, the Director-General of the ILO has pointed to<sup>17</sup> demographic change, the transition towards environmental sustainability, technological developments, the new profiles of poverty and prosperity in the world, the increase of inequality and the evolution of production and employment.

The imperative need to achieve inclusive growth and the structural factors of change in the world of work, all of which in one way or another are reflected in the region, determine the scenario which must encompass the vocational training agenda and strategies for the countries in the region.

### a. Inclusive growth, the future of work and the demand for VT

The region continues to face the challenges of low productivity and competitiveness, high informality and excessive inequality. Despite some developments, exports still lack diversification. They still focus on raw materials in seven of the ten leading Latin American exports, while the remaining three (video devices, computers and vehicles) are concentrated almost entirely in one country (Mexico).

At the same time, just as globalization has constituted a transformative force over the last thirty years, at present, the world of work is suffering the impact of accelerated processes of technological change. Some point out that we are not experiencing a new technological revolution, but several simultaneous technological revolutions in areas such as: information and communication technologies, the Internet of Things, the automation not only of manual and routine tasks, but also of knowledge and non-routine tasks, biotechnology and genetics, advanced materials, 3D printing, renewable energy, energy storage, etc. These technological revolutions are not only transforming business, investment and growth patterns, but also, and very directly, work places and markets, in terms of business models, the demand for skills, forms of recruitment, productivity, wages and work conditions. And all of this with huge consequences for the quantity and quality of jobs, the demand for qualifications and the distribution of income and remuneration.<sup>18</sup> For example, the results of a survey on the demand for skills suggest that 50% of enterprises in Argentina, Brazil and Chile consider that their production needs have changed over the last five years, and that they now require workers with broader and more diverse skills than they did five years ago.<sup>19</sup>

17 "Towards the ILO centenary: Realities, renewal and tripartite commitment". Report of the ILO Director-General to the 102nd ILC. Geneva. 2014.

18 McKinsey Global Institute (2013) *Disruptive Technologies: Advances that will transform life, business, and the global economy*, McKinsey and Company, May; J. M. Salazar-Xirinachs (2014) *Trends and Disruptions and their implications for the Future of Jobs*, International Business Council of the World Economic Forum.

19 IDB (2014), "Rethinking Productive Development", p. 175 [in Spanish].

Vocational training has a fundamental role in promoting productive development and diversification in the region, for more inclusive growth. At the same time, new technologies, new materials and production processes, environmental sustainability and others, are factors that push for more complex and more analytically-based skills, which require increasing levels of knowledge and training in basic science, reading and mathematics, as well as new socio-emotional skills in connection with critical thinking, learning, collaboration and team work, handling information and communication technologies and personal and social responsibility.<sup>20</sup>

Appropriate training can contribute to improved productivity, employment growth, development,<sup>21</sup> productive inclusion and opportunities to attain more highly skilled jobs, even for the more disadvantaged parts of the population, and thus becomes a key tool in the millennium goal of reducing poverty. In its paper on its conclusions concerning employment,<sup>22</sup> the ILO's International Labour Conference underscores the importance of swift school-to-work transitions involving VT and the development of skills and competencies.

The Organization for Economic Co-operation and Development has established a strategic area for qualifications and skills, based on the fact that they are key to the prosperity of nations and to improved living standards for people in the 21st century, and has emphasized the role of education, vocational training and innovation for development and growth in the region.<sup>23</sup>

The Inter-American Development Bank has also emphasized what it calls "training for production" and has stressed that the shortage of skilled workers affects productivity and growth, and that VT is critical to ensure that workers and businesses develop improved capabilities to adopt new technologies and new ways of working that will benefit innovation.<sup>24</sup>

When considering indicators such as those related to secondary education completion rates, learning outcomes or the difficulties that businesses face when looking for workers with appropriate skills to fill jobs, it is possible to see the extent of existing skilled labour shortages. Conversely, there are opportunities for quality employment in the more dynamic and productive sectors of the economy, which are not fully exploited. Challenges do not only involve coverage and access, but also training relevance and quality. The active engagement of the productive sector is essential to improve relevance and quality.

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20 See Binkley, M., Erstad, O., Hermna, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). *Defining Twenty-First Century Skills*. In Griffin, P., Care, E., & McGaw, B. *Assessment and Teaching of 21st Century Skills*, Dordrecht, Springer.

21 As described in detail in the report on "Skills for improved productivity, employment growth and development". ILO. 2008.

22 *Employment policies for sustainable recovery and development. Resolution and conclusions of the recurrent discussion on the strategic objective of Employment*. ILC. ILO. Geneva. 2014.

23 OECD, *Latin American Economic Outlook 2015, Education, Skills and Innovation for Development*.

24 IDB (2014), "Rethinking Productive Development", 2014, Chapter 5.

The shortage of workers with appropriate skills has become a bottleneck for economic expansion, but at the same time, it provides an opportunity for incorporating vulnerable groups to employment, as long as suitable support policies are implemented, particularly as regards training and capacity-building.

ILO/Cinterfor has been called upon to contribute towards the increasing development of VT in the region, and through this, to the goal of inclusive growth, as well as to provide an improved response to technological revolutions and other changes in the world of work. The future of work initiative<sup>25</sup> also implies taking new action that will continue to promote the anticipation of the demand for skills and competencies and provide technical assistance in order to upgrade and innovate its member institutions' training processes and material, acknowledging the specific situation in each country and sub-region.

## b. A labour market that demands increased and improved skills for solid, sustainable and balanced growth

Over the last decade, notwithstanding its achievements in economic growth, lower unemployment, the reduction of poverty and the improvement of other labour indicators, Latin America continues to be an area with widespread inequalities<sup>26</sup>. Addressing these inequalities demands comprehensive public policies, both economic and social, which promote social inclusion, decent work and productive employment, as well as an environment conducive to sustainable enterprise.

Economic recovery in most Latin American countries occurred hand-in-hand with employment growth, which, in many countries, led to escalating revenue flows for families, while also increasing consumption. However, this ten-year growth has been slowing down since 2012. With lower employment growth expectations and an increase in unemployment in some countries in our region, we should stress the fact that creating new jobs in a context of increasing competitiveness, added

The ILO places a particular focus on youth. There are a total of 104 million young people living in LAC, many of whom have failed to benefit from the recent economic growth. This situation is reflected in youth unemployment – which doubles or even triples adult unemployment – and in the significant number of young people who neither study nor work (20% of the total, which includes a significant proportion of young women with family responsibilities, who need support and public services in order to return to their studies and gain access to the labour market). There are persistent misgivings among young people concerning the adequacy of education and the labour market as vehicles for personal and social advancement.

25 “Towards the ILO centenary: Realities, renewal and tripartite commitment”, Op. cit.

26 18<sup>th</sup> American Regional Meeting. ILO. Lima. 2014.

value and a shift towards a knowledge economy entails a demand for new and more complex skills with a more solid educational grounding.

Regionally, the highly fragmented access to education affects the poorest people, who tend to complete fewer years of education and are clearly those who most often turn to the free VT offered by most of the VTIs in the region. ECLAC<sup>27</sup> has noted the growth in enrolment rates in youth and the trend towards late entry onto the labour market, which is creating opportunities to stay in education and training<sup>28</sup>.

Results of international tests such as PISA show that “Education is not generating the necessary skills for this information and knowledge society”, which in turn puts pressure on VTIs, which in many cases must include language, mathematics or basic science in order to supplement the syllabus at middle and technical levels.

A line of action is needed in order to improve the image and prestige of the vocational and technical training delivered by VTI members of ILO/Cinterfor. In many countries, VT graduates in certain occupations have higher employment rates and salaries than university graduates in other fields.

For its part, labour market demand is heterogeneous. A small portion of the productive fabric, which comprises large, highly productive companies that compete on the global market, coexists with a large proportion of small and medium enterprises which constitute 90% of the total, with low productivity levels and generally informal working practices. VT’s sectoral approach; namely, the generation of new institutional arrangements and plans of action catering to productive sectors and chains is an opportunity to link the relevant training supply to other political devices (financial and business development services, technological transfer and development, etc.).<sup>29</sup> This path, which has been followed by several VTIs in the region, is a particularly promising form of fostering South-South cooperation, with the encouragement of ILO/Cinterfor.

The skills shortage is reflected in a survey conducted by Manpower (2014), according to which close to 28% of employers in Latin American countries claim to have difficulty in filling vacancies.

Information provided by IDB (2014) reveals that one in three enterprises lack the workers they need in order to innovate and become more productive and 90% of enterprises fail to find skilled workers. It concludes that it is skills and not years of schooling that will explain the percentages of between 50% and 65% of future entries on the labour market.

27 Economic Commission for Latin America and the Caribbean - ECLAC

28 ECLAC. Social Panorama of Latin America 2014.

29 ILO-CEDEFOP, Guide to Anticipating and Matching Skills and Jobs. Working at Sectoral Level, forthcoming, 2015.

The increase in years of schooling that has occurred in recent years is not necessarily reflected in a greater command of the knowledge and skills that should supposedly be learned. Job market analyses show that there is a clear mismatch between the skills that employers require and the skills that young people and adolescents acquire in the education system.

In other words, there are evident disparities between supply and demand; between the knowledge and skills that employers seek and what the young people in the region actually learn.

Most knowledge and scientific principles are currently available on the Internet, but for workers, it is not enough to have the knowledge, they must also know how to use it. To this end, VT is the setting in which to develop the complex skills needed at work nowadays. Among them are problem solving, critical thinking, team work and the interpretation of complex data – all of which must be acquired in a learning environment. ILO/Cinterfor is the means to promote, with the VTIs, this new approach to teaching, learning and applying knowledge so that it can develop into skills.

### c. The relevance of VT in a world with new scenarios and challenges

The push to establish VTIs starting in the forties was associated with a particular moment in history when the emerging industrialization taking place in some countries began to come up against the bottleneck of the lack of skilled and semi-skilled workers who could provide sustainability. The basic mission of the first of the VTIs (SENAI, SENAC, CNAOP, UTU<sup>30</sup>) was to respond to this challenge. It was in the same context that technical cooperation began to acquire greater meaning, in order to support these countries and others in their efforts to come up with institutionalized vocational training policies.

Such was the success of this work, and it was seen to be so useful, that it generated the conditions for countries to suggest the need

The Seventh Conference of American ILO Member States, held in Buenos Aires in April 1961 was a favourable setting for the governments of the region to propose the creation of ILO/Cinterfor to the ILO. Less than a year later, the Governing Body of the ILO endorsed this proposal, called for a technical meeting of representatives of the countries interested in its establishment and authorized the Director-General to initiate negotiations with regard to its organization and operations. Finally, in 1963, an agreement was signed between the ILO and the Uruguayan Government, through which this country became host to ILO/Cinterfor headquarters.

30 Serviço Nacional de Aprendizaje Industrial -SENAI, Brazil, 1942. Servicio Nacional de Aprendizaje Comercial - SENAC, Brazil, 1946. Comisión Nacional de Aprendizaje y Orientación Profesional -CNAOP, Argentina, 1944. Universidad del Trabajo del Uruguay (CETP-UTU), Uruguay, 1942.

to ensure that cooperation should be continuous and systematic by means of a Research and Documentation Centre on Vocational Training.

This process and the way in which it was established gave ILO/Cinterfor the distinctive features, maintained to this day, which set it apart from other ILO technical cooperation initiatives. Action taken by ILO/Cinterfor is guided by the directives of the ILO's Governing Body, as expressed in its biennial Programme and Budget, and by the guidelines of its members, who are empowered to adopt the Centre's report and biennial action plan through their Technical Committee Meetings (TCM). For its part, the Programme and Budget Committee (PBC) monitors and analyses in greater detail issues related to the Centre's management, administration and financing, and submits a report to the Technical Committee plenary assembly.

Since then, the ILO/Cinterfor's mission has not changed substantially, inasmuch as there is still a need for a way to help manage the flow of technical cooperation, both in horizontal terms (SSTC) and from the ILO itself to VTIs and its tripartite constituents in general.

What has changed, however, is the kind of issues that concern these cooperative activities. At first, the emphasis was on efforts to establish and consolidate national institutions; later it shifted towards cooperation in the field of training strategies and educational resources. Institutional topics re-emerged during the nineties; no longer restricted exclusively to VTIs, but including training scenarios in the process of expansion, as a result of the growth of private training and the stronger intervention of labour ministries, mainly, but also of employers' and workers' organizations.

Towards the middle of that same decade – and with a great deal of hard work on the part of ILO/Cinterfor – new approaches to training were gradually established, such as work skills and the specification of work, technological and educational dimensions in training, as well as the debate surrounding new institutional organization for VT (both nationally, and locally and by sector).

The development of policies concerning skills and employability is included in the ILO's action in relation to employment, as well as in the technical assistance it must provide to its members. As the ILO Governing Body has stated,<sup>31</sup> this embraces:

- The promotion of social dialogue in building effective VT systems.
- Designing training strategies related to the demands of industries and small and medium enterprises.
- Conducting research in the field of skills shortages and their implications.

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31 Resolution and conclusions of the recurrent discussion on the strategic objective of Employment. Op. cit.

- Building a knowledge base and developing tools in order to anticipate future VT demands.
- Building knowledge bases and providing technical assistance for lifelong learning systems and quality learning systems.
- Research and consultancy services in the design of policies to facilitate effective interventions that will improve skills and broaden the choices of youth, women, older workers and vulnerable groups.

The demand gathered by ILO/Cinterfor from its members is entirely in line with this framework and can be stated as:

- Employment and vocational training policies.
- VT and social dialogue, the participation of employers' and workers' organizations in VTIs and VT policy.
- Training and sustainable enterprises. The enterprise as a learning venue.
- Vocational training as one of the strategies to improve productivity.
- Training for the young.
- Training upgrades (virtual learning environments, personal learning spaces, platforms, virtual resources, learning objects).
- Lifelong training tools: Developing national and supranational qualifications frameworks. Skills accreditation.
- Industry-based training and work skill certification.
- VT strategies that contribute to formalizing the informal economy.
- VT strategies for the rural industry.
- Health and security at work and in VT.
- VT foresight and anticipating demand.
- VT strategies which contribute to increasing SME productivity.
- Green jobs and VT.

ILO/Cinterfor's responses can take a number of forms. Some of them have been put into practice, with varying degrees of emphasis, throughout the history of the Centre. Others, to be developed

in the immediate future, can contribute to reinforcing the support capacity of VTIs and tripartite constituents. However, even those responses that have been used in the past need rethinking and adjusting at this new stage.

#### d. ILO/Cinterfor and the promotion of institutionalized VT in the region

From less than ten VTIs operating in 1961, and which promoted the creation of ILO/Cinterfor, at present there are over thirty-three national institutions which constitute the Centre's foundational core, complemented by a further thirty public or private agencies that offer training. The Centre has VTI members in Spain and in Cape Verde, amounting to a total of sixty-five organizations coalesced in this knowledge management network.

VTIs have explored training in new industries, they have developed innovative training methods and have given shape to success stories involving employment and the integration into productive life of a large number of men and women, particularly the poorest.

Also in areas such as the use of updated education models, the generation of national and regional competency standards, or the dissemination of educational material, VTIs have shown a high capacity for knowledge building, which ILO/Cinterfor has fostered and, with the possibilities made available by Internet platforms and electronic systems for digital content sharing, can now continue to support.

Today, VTIs face a double challenge; firstly, of maintaining a reputable image in their respective countries, where they often face internal tensions ranging from competing for resources to proposals of mergers or accession to other training arrangements. In addition, they have to continue to serve large numbers of young people who resort to them as their only means – often free – of developing skills and procuring an income; in other words, of gaining access to decent and productive work.

While many of the impact assessments available from the Centre's platform ([www.oitcinterfor.org](http://www.oitcinterfor.org)) show positive variations in the employability and income of training programme participants, it is necessary to continue conducting research studies in outcomes, effects and impact. This will make it possible to improve the documentation of policy debate on the effectiveness of specific funding VT models in order to redistribute the benefits of training and thus boost the fight against poverty.

ILO/Cinterfor will continue to strengthen its action in order to publicize progress and development in VT methodology. The increasing use of simulators in training and the escalating availability of the Internet have put a huge amount of content within reach of participants. To many, it appears that this is “inverting”<sup>32</sup> the way learning is effected at present. In most countries, VTIs have pioneered the implementation of distance training by means of

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32 The concept of “Inverted learning” refers to learning content at home, and working in teams and solving problems at the training venue, just the opposite of what takes place in traditional schools.



the Internet, the use of simulators, new educational tools, new learning spaces and trainer training programmes.

The challenge of relevance for VTIs continues to be a change factor for ILO/Cinterfor, which must evolve at the same rate as these new demands.

#### e. New methods and forms of work at the ILO

The relevance of the ILO in fundamental issues such as employment, social protection, the fight against poverty, and equality makes it necessary for it to gain in strength continuously, in order to continue to play a key role in discussions and action in these fields.

In support of this objective, Guy Ryder, the Director-General, has begun an internal renewal process with a view to strengthening the technical capacity of the ILO and improve its policy analysis. For ILO/Cinterfor, this mandate represents an opportunity to put into practice a number of lines of change and innovation. Essentially, this reform is focusing on attaining greater productivity and efficiency on the basis of improved work processes and methods. From a cooperation model based on the circulation of educational texts typical of the seventies, to the 21st century, this stage finds the Centre committed to VT knowledge management, but facing new demands from its member institutions.

However, work mechanisms and the ways in which the Centre connects with its member institutions require revision and rethinking if they are to reflect recent changes, both in the VTIs' perception of what the Centre should offer them, and in continued support to their development of new responses, training their technical and managerial staff and, in short, contributing to their innovations.

National institutions, members of ILO/Cinterfor, are key stakeholders in the development of human resources in their respective countries, and their representativity in the actions of the Centre is entirely based on the tripartite composition of their Governing Boards, which include the governments that hold a democratic mandate, and representative and independent organizations of employers and workers<sup>33</sup>.

The changes described below, which include measures for the optimization of resources and forms of action, as well as a number of strategic lines of action, aim at an updated Centre that is more effective and relevant, and which maximizes the effectiveness of the cooperation resources available.

The guidelines proposed below are based on the ILO's renewal process, which is led by the Director-General. This redesign is framed within work methods and processes and the optimization of resources.

33 This aspect is also highlighted in: "Towards the ILO centenary: Realities, renewal and tripartite commitment". Report of the ILO Director-General to the 102nd ILC. 2013.

# 3. Areas and strategies for a renewed Cinterfor

## a. Coordination within the context of “One ILO”

This is a field with many opportunities of using the capacity of this Office more efficiently.

Specialists at ILO offices in Central America, the Andean Countries, the Caribbean and the Southern Cone are able to contribute to collective knowledge-building as a result of their proximity to the reality on the ground and their links with institutions and networks in their field of work. Similarly, the departments and specialists at Headquarters, as well as at the Turin Centre, can contribute with knowledge, technical resources and activity coordination. Peer work, based on the expertise of different specialists, can increase the range and effectiveness of research studies, both in identifying needs and in local coordination with labour ministries and VTIs, as well as in highly relevant research exercises.

To maximize our impact, we need to be efficient in all that we do. Greater collaboration and communication at every level of our organization will be key in helping us remove blockages, streamline working and decision-making practices and make the most of the resources available to us.

Guy Ryder. ILO Director-General.

In other words, every specialist is a “gateway” to knowledge and the capacity available within the ILO and elsewhere. These links will make it possible to generate a more effective research agenda and gain access to the knowledge of institutions and networks with which specialists maintain a connection in their respective fields.

## b. Increasing research and analysis capacity with a view to streamlining the design and implementation of VT policies in the context of productive development and employment needs

One of the keys for the ILO, through ILO/Cinterfor, to maintain its leadership in the field of VT is to contribute actively to linkages between theoretical and practical knowledge on VT, within the context marked by the pressing need for sustainable and inclusive growth, on the one hand, and by the transformations in the world of work on the other. Without becoming an academic centre, ILO/Cinterfor can play a significant role in terms of “translating” and circulating knowledge, in addition to analysing and discussing good practices with regard to learning and collaboration between VTI network members, as well as the partnerships between these institutions and enterprises and workers. The volume of empirical information derived from its relationship

with its regional members constitutes a highly significant input for academic circles, in addition to helping to position the subject of VT on their agendas.

Increasingly, research which is considered significant for VT stakeholders, and is therefore valued, is no longer only about “topics”, but also, and fundamentally, about “relationships between subjects or areas”. This implies that VT cannot be self-referential, but that it is important to understand how it contributes, or might contribute to addressing the challenges of inclusive growth, productive transformation, the increase of productivity at the level of companies, industries and the economy as a whole, the uptake of new technologies and the promotion of innovation, as well as reducing youth unemployment, formalizing the informal economy, or promoting decent work in rural economies, among others.

Particularly worrying is the fact that in recent years, the ILO in general and ILO/Cinterfor specifically have reduced their research activities in the field of vocational training. This is obviously not caused by the subject being any less important. The fact that multilateral agencies such as ECLAC, IDB, OECD or WB<sup>34</sup> allocate increasing resources and efforts to research in this field is further evidence of this.

ILO/Cinterfor cannot continue to relegate action in this area, at the risk of losing its significance as the body that guides its constituents in issues involving vocational training policy.

At the same time, ILO has recently been boosting its research and hands-on work in the area of productive transformation for more and better jobs, and regarding the factors that determine the accumulation of skills and lessons learned, in keeping with the productive capabilities approach.<sup>35</sup>

The concept of productive capabilities is significant, since it sheds light on the fact that even countries with a similar provision of factors and comparative advantages, can differ a great deal in terms of their potential for product and technology development and diversification, because of their social capabilities, which are not encompassed by the idea of a fixed or static provision of factors. This places the issue of human resources in a new perspective. The approach focuses on an economy’s learning structure, at all of its different levels and different places: through

Our constituents look to us to provide them with clear policy advice and workable solutions to increasingly complex work issues that are based on proven outcomes. To deliver this, we need to enhance our technical, research and analysis capabilities with an improved focus on areas of critical importance, strong technical partnerships and appropriate investment in our people and systems.

Guy Ryder. ILO Director-General.

34 World Bank - WB

35 Salazar-Xirinachs, JM; I Nübler, R. Kozul-Wright (2014) Transforming Economies. Making Industrial Policy work for jobs, growth and development, ILO-UNCTAD. Particularly, Chapter 4, “A theory of capabilities for productive transformation: Learning to catch up”.

the formal education system, the productive system, the social networks and public and private organizations or institutions. The rationale is that societies must have [appropriate learning strategies and institutional frameworks](#) in all of these settings.

From this perspective, industrial and productive development policies are a very significant component of learning processes, since they can and must create learning opportunities for workers, enterprises, value chains and organizations that support the productive sectors, all of which requires that appropriate institutional arrangements should exist for close coordination and collaboration between the key stakeholders of the world of education and training and those of the world of work. A special emphasis should be placed “on the link between education, enterprise and the world of work, with a view to ensuring that education and vocational training respond to the needs of each country”.<sup>36</sup>

Increasing research and analysis efforts, placing the challenges of VT within this broader context of the objectives and needs of productive development can lead to significant benefits for policies addressing productive transformation, employment, and innovation and productivity in the region, and can contribute to improving the positioning of ILO/CINTERFOR and its member VTIs, in national, regional and international forums beyond the region.

### c. Strengthening partnerships with international agencies

One of the factors motivating the ILO reform is based on adopting a more collaborative and enabling approach in relation to other agencies.<sup>37</sup> Multilateral agencies such as IDB, WB, ECLAC, CAF<sup>38</sup> or OECD have been particularly active in the field of research and in disseminating experiences, good practices and vocational training policy guidelines and recommendations.

It would be advisable to establish partnerships with these agencies, taking advantage of what has already been achieved with ECLAC and IDB. Not just because ILO and ILO/Cinterfor would benefit from the knowledge they have developed, but also because they are especially influential in the region and elsewhere. This joint work would not only make

Addressing the complex issues of today will also require a collaborative and multidisciplinary approach. We need to optimize the way we work across the ILO, between our headquarters and the field, to promote a consistently high quality of advice and support. Strengthening relationships with our constituents and proactively working with our partners across the UN network and beyond will also ensure our solutions are fully formed and highly practical.

Guy Ryder. ILO Director-General.

<sup>36</sup> Lima Declaration, 16 October 2014, III.(g).

<sup>37</sup> Guy Ryder, Director-General. Why do we need an ILO Reform?

<sup>38</sup> Andean Development Corporation - CAF (for its acronym in Spanish)

the ILO and ILO/Cinterfor more visible, but would provide additional channels through which to circulate their guidelines.

The ILO, through Cinterfor, has significant assets that are of interest to these agencies and, therefore, they constitute a solid basis on which to develop these partnerships. Specifically, its close and permanent relationship with the most significant agencies in the field of training policy, the knowledge management it performs, its long experience in technical cooperation through South-South cooperation projects and plans, as well as its revitalized action in research, as described in this paper.

#### d. Knowledge management reinforced by the Network

Although the term “documentation” appeared in the Centre’s original name, thus pointing to one of its principal activities at the time of its creation, the documenting process is understood today as the initial phase of the knowledge management cycle, which is closely linked to research and the dissemination of documented knowledge.

It is unsurprising, however, that formats have evolved throughout history and that they will continue to do so. Until the emergence and popularization of the Internet, publications such as ILO/Cinterfor’s technical newsletter, Cinterfor Basic Collections (CBC) and other publications, constituted the primary vehicle for the dissemination of knowledge. While these media have not disappeared, the resources available to documentation and dissemination have broadened with the use of media such as the web, mailing lists, electronic publications, remote access databases and virtual learning communities.

ILO/Cinterfor is a coordinating agency for its cooperation activities and a major node in vocational training knowledge management. The new instrument being proposed is the mainstreaming of the knowledge management process (included in point 2.b) across all of the Centre’s working areas, with a view to attaining the ongoing systematization of what is being learned, and that its dissemination should lead to greater knowledge.

#### e. Practical and highly applicable knowledge sharing tools

Until the emergence of electronic media, the principal vehicle used by ILO/Cinterfor to circulate knowledge was printed publications. When the Centre began to develop its website in 1998, rather than reducing the production of publications, it led to an increase in publishing.

A key factor of this editorial success lay in the Centre’s systematic efforts to translate a large number of these publications into English, which resulted in a positive impact in overall

awareness of its activities, in the worldwide dissemination of American vocational training and, consequently, in an increase in sales.

ILO/Cinterfor should pursue an active editorial policy and increase its efforts regarding translation into its other working languages. To what extent it should publish through the physical media and through the virtual or electronic media is a matter to be determined. Clearly, both kinds of media will continue to be used; there are no leading centres or agencies that have renounced printed publication absolutely. It is, however, standard in these cases for clear quality and relevance procedures and criteria to be established, for both physical and virtual publications. This is something that the ILO has established and that ILO/Cinterfor should return to.

This editorial policy should also be part of a knowledge-sharing strategy that makes full use of the possibilities being made available by the intensive use of information and communication technologies (ICT). In this way, the Centre's publications could not only be more widely and precisely disseminated, by means of a better knowledge of its users and greater accessibility, but they can also be included among the other resources of the knowledge management platform, such as databases, learning communities and networking.

#### f. Technical assistance by maximizing SSC and coordination

Technical assistance includes a variety of forms of support that can be distinguished from one another by the source of the knowledge placed at the disposal of VTIs and constituents, according to whether it is:

- Provided by “on-site” ILO/Cinterfor capabilities: by its professional practitioners or technical cooperation technicians or specialists (projects). These capabilities also include those linked to knowledge management activities (web-based, computer science, virtual communities, distance education, etc.).
- Provided through coordination with other ILO specialists; although this has taken place, it should be expanded and used to greater advantage.
- Provided by professional practitioners and technicians from ILO/Cinterfor VTI members – taking advantage of a distinguishing feature which is the availability of a community of institutions that have agreed upon a horizontal cooperation framework coordinated by ILO/Cinterfor. This historically accumulated capacity forms the basis for the development of decisive action regarding South-South Cooperation (SSC) in the field of vocational training.
- Provided by professional specialists hired specifically for certain activities. This has been a habitual practice, but could be improved to provide updated records and guidelines to ensure the quality of the technical assistance supplied, and its alignment with the values and principles of ILO and the VTIs.

## 4. The optimization of resources, means of action, forms of cooperation and work methods

### a. Forms of cooperation and work methods

During the Centre's activities and in its contacts with VTIs, it is often noted that in addition to technical assistance, they have specific needs involving training and internships for their instructors, technicians and managers. ILO/Cinterfor will streamline its procedures in order to continue to partner VTIs and respond to these demands by means of programmed action implemented through specific plans.

To this end, we propose an organization framework achieved through the establishment of annual operational plans (AOP) in which outputs, activities and resources are specified.

These AOPs could be produced with individual VTIs, or across sub-regions, if similar demands are identified. For example, progress has already been made on an agreement for Central America involving the search for specific, effective, practical and demand-guided outcomes. Designing an AOP will facilitate the coordination of a response to ACIs.

One of the forms of cooperation will consist of organizing a yearly schedule of training courses, face-to-face and distance. Certain areas will be covered, in accordance with the AOPs, such as designing skill-based training, designing standards, using ICT in training, organizing evaluation and recognition procedures, monitoring and assessing training.

ILO/Cinterfor can organize one training course per subject, with the support of a host VTI. In order to optimize the use of resources, we can resort to the usual shared funding mechanism, in which the host offers to cover participants' food and accommodation expenses, participants bear their own travelling expenses and ILO provides the technical resources. This form of cooperation has been used recurrently throughout the history of the Centre and has proved highly effective in the mobilization of resources.

The Centre will increase its actions by making better use of the capabilities of the core staff on its regular budget and expecting the AOPs designed with the VTIs to provide the relevant resources.

In addition, it will continue to broaden and upgrade its knowledge management platform, providing it with increasing synergy with the global platform developed by the SKILLS Department at Headquarters.

To the extent that the Internet is making available a large amount of information on VTI activities and good practices, the Centre will continue to support the increasing availability of practical tools, guides and handbooks, which can serve as a basis for developing VTI capacity

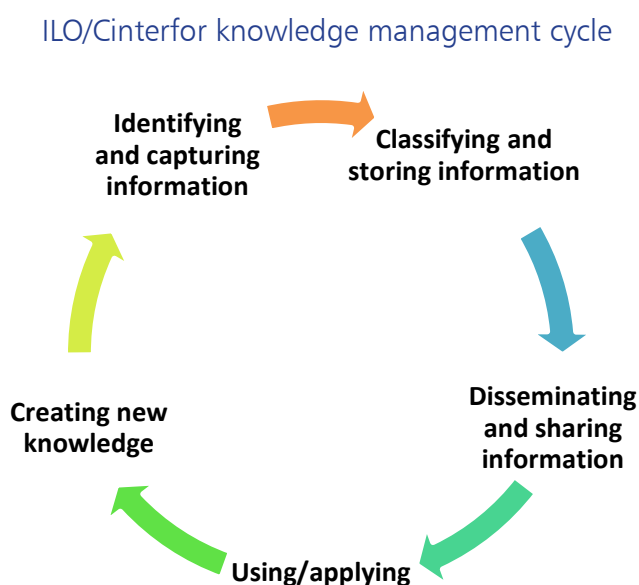
and upgrading their work methods. Training activities will be scheduled, which will conclude with the production of practical VT tools.

## b. Innovation in our means of action

Our capacity to gather and share practical and highly applicable knowledge concerning VT will be broadened. Dissemination through the Internet platform, increasing publication, conducting research and designing AOPs with VTIs will make it possible to improve our response to demand.

In order to provide a more coherent framework for technical assistance, training and knowledge management activities, as well as research and publications, the Centre has adopted a methodological conception which is contained in the area of knowledge management.

ILO/Cinterfor will take full advantage of ICT as the source of interaction with VTIs and as the basis on which to finalize the knowledge management cycle carried out in stages and forming a virtuous circle, as shown in the following figure:



## c. Managing financial resources: updating contributions

The current context of scant resources demands new ways of handling them and maximizing technical cooperation activities. This proposal does not entail increasing the Centre's human resources, but making better use of them for the benefit of the specific actions and outputs we supply to our member VTIs.



Throughout practically the whole of the Centre's existence, voluntary VTI contributions have been held at current rates. As a result of cumulative inflation over so many years, their value in constant currency has lost purchasing power significantly.

In view of this, we propose creating an objective basis in order to upgrade the calculation of VTIs' annual contributions to the Centre's upkeep. The amount arising from this upgrade will be devoted to cooperation and technical assistance.

We shall continue to encourage the mobilization of the Centre's extra-budgetary resources by means of the AOP mechanism and by offering training, technical assistance and the development of practical tools for VTIs.



## D. Work plan

This proposal covers the 2015-2016 biennium and establishes an indicative – though non exhaustive – series of thematic areas to be prioritized in the planning and execution of activities. For each of them, the basic and permanent functions of ILO/Cinterfor are considered: promoting South-South and Triangular Cooperation (SSTC); technical assistance in policy design and management; developing the learning community and knowledge management in vocational training; fostering research and analysis oriented to the enhancement of vocational training policies.

The Centre's reforming actions are taken into account by the modalities or formats in which the functions are put into practice and, therefore, include the proposals contained in the Strategy document that comes with this publication. Such document has considered the application of two supplementary tools: setting up operating plans after exchanging experiences among institutions, and identifying the supply and demand of services and knowledge of the community of member institutions.

The items contained in the diagnosis of the situation and the perspective of vocational training in the region, mentioned in the Strategy document, have set the grounds for this preliminary selection of topic areas of work.

During this TCM, meetings among sectoral groups (VTIs from Latin America, the English Caribbean, Andean countries, the Southern Cone, the employers' and the workers' groups and associate members) will be useful to make a primary identification of the supply and offer of cooperation and technical assistance. Once this is systematized, it will allow to go in depth in the specific response actions.

The topic areas covered by the suggested programme are: anticipation of training demands; application of new methodologies and technologies for vocational training; employment and occupational skills development for young people; strengthening skills of employers' and workers' organizations for tripartism and social dialogue in vocational training; training and decent work in the rural economy; articulation of vocational training with active employment policies, particularly considering vulnerable groups; skills and abilities development; and institutional strengthening of vocational training.

# 1 . Anticipation of training demands

ILO/Cinterfor will support VTIs to facilitate tools and develop skills that may enable them to anticipate the new training demands for the updating of their programmes.

*South-South cooperation:* Continuity of transfer programme of SENAI's Vocational Training Prospective Model. This would include, on the one side, the transfer and adaptation of such methodology to institutions that had not taken part in the previous stages of the programme. On the other hand, jointly with the group of institutions and organizations that have gone through these stages, cooperation actions will be developed, focusing on the implementation processes of the methodology so that the prospecting is articulated with other institutional processes, particularly those related to planning, curricular design and teaching resources design.

Additionally, the exchange of experiences from other regions, related to the anticipation of vocational training needs, will be promoted. Along these lines, an exchange event will be organized together with SENAI in the framework of World Skills (August 2015, Sao Paulo, Brazil).

*Technical assistance:* Support will be provided through ILO/Cinterfor vocational and technical resources, or through qualified consultants, to the institutions which may need so, for activities that go beyond the previously mentioned actions.

*Research:* Training needs anticipation studies are, per se, research activities. It is possible and useful to add comparative analyses, particularly when institutions from different countries carry out prospective studies on the same or related, occupational areas. ILO/Cinterfor made significant efforts to be able to conduct this kind of analysis.

*Knowledge management:* The results of the previous stages of the transfer process of SENAI's prospective Model, shown in studies applied to occupational areas of participating countries, are actually an important knowledge base. These developments, together with the ones that may take place in the future in some institutions, as well as the experiences regarding implementation and articulation processes together with other institutional processes, will be part of ILO/Cinterfor prospective studies database (<http://www.oitcinterfor.org/documentos/estudiosprospectivos>) and the learning and practice community that is involved in this area (<http://evc.oitcinterfor.org>).

## 2. Application of new methodologies and technologies for vocational training

ILO/Cinterfor will support introduction processes of new technologies in vocational training, an increasing phenomenon with a strong impact in the way VTIs carry out their activities. These changes offer an innumerable amount of opportunities to improve the management and efficiency of training, which could only be capitalized if methodological changes, oriented to make the best of them, are introduced.

*South-South cooperation:* Considering the information and conclusions obtained during the Technical Meeting about 'Digital Educational Resources. Advances and challenges in VTIs' (Rio de Janeiro, 13-14 November, 2014), cooperation actions regarding new VT methodologies and technologies will be implemented. It has been planned to develop cooperation and experience exchange actions regarding the quality in contents development. Along these lines, ILO/Cinterfor, together with the ILO's International Training Centre (Turin) and GIZ, is analysing the possibility of implementing a workshop in the region on ECBCheck methodology for the validation of quality among peers.

*Technical assistance:* This service will continue to be provided through the Centre's human resources and qualified consultants, as an additional contribution to the previously described actions. Furthermore, and in view of the experience gathered in the Technical Meeting that was previously mentioned, training workshops on instructional design will be offered to VTIs.

*Research:* The generation of new knowledge in this field will be part of the cooperation processes that were described at the beginning, and would therefore be a collaborative research process among the participating institutions, fostered and facilitated by ILO/Cinterfor. The creation of a work group with members of the institutions specialized in resources databases and taxonomies management will be promoted. This is intended to establish information models to develop tools that aim at this broad vision of learning resources management.

*Knowledge management:* The objective is to systematize the gathering and dissemination of practice-generated knowledge taking into account the inputs obtained from the South-South cooperation activities, technical assistance and research actions; and framing the whole process within the knowledge management cycle that would include the use of tools such as blogs, webinars, distance training and practice communities.

### 3. Employment and occupational skills development for young people

Developing occupational skills among young people and supporting the paths towards the labour world are one of the greatest challenges for vocational training institutions and entities of the region. ILO/Cinterfor will support its members in the enhancement of field-related policies.

*South-South cooperation:* More exchange and cooperation actions in the field of vocational training for young people, particularly in terms of learning and other supportive strategies in the path towards the labour world. Face-to-face and/or virtual activities to exchange experiences among members will be implemented in order to share: learnt lessons about regulatory frameworks of learning and other learning-related standards and the transition from education to work; learning structure and functioning and other devices related to the transition from education to the labour world; as well as the identification and recording of innovating experiences on the generation of learning instances or the transition from education to work.

*Technical assistance:* This will be provided through ILO/Cinterfor skilled staff, collaborative work with experts from other ILO offices in the region and local Departments, as well as qualified consultants. The technical assistance will mainly focus on vocational training policies for young people and its articulation with employment and regular education policies, depending on the demands of member institutions.

*Research:* Current research studies on learnt lessons and experiences regarding quality learning and the preparation of young people for work will continue in the eleven countries where they have been going on, while more countries and new dimensions will be included. Particularly, the emphasis will be on how vocational training institutions take part in public policies, determined by ministries of labour and/or education, addressed to this group.

*Knowledge management:* Apart from the inputs coming from research, assistance and cooperation actions in this knowledge management cycle, ILO/Cinterfor will publish refreshing papers on the matter through national, regional and sub-regional publications, and will implement practice communities and webinars.

## 4. Strengthening skills of employers' and workers' organizations for tripartism and social dialogue in vocational training

Strengthening the skills of employers 'and workers' organizations to take part in VTIs and other social dialogue instances about vocational training will be a priority for ILO/Cinterfor during the next biennium.

*South-South cooperation:* Activities such as technical meetings and training actions will be proposed. These will be based on the cooperation among organizations of countries of the region and Spain. Some of the topics to be tackled will come from the findings confirmed by the preliminary research on vocational training and social dialogue conducted during 2014. But also, by consulting these organizations and experts from ACTEMP and ACTRAV, priority and/or necessary topics from the point of view of employers and workers will be identified.

*Technical assistance:* Working together with employers' and workers' organizations as well as with experts from ACTEMP and ACTRAV, ILO/Cinterfor will seek to determine and implement skills development programmes to take part in social dialogue instances about vocational training. These will be achieved by carrying out face-to-face activities and designing and making available virtual consultancy tools, self-training and support to training processes.

*Research:* The research process which started in 2014, and whose main outcomes have been published under the title 'Present situation of Vocational Training in Social Dialogue', has been focused on identifying potential areas for future research. Therefore, the list of analysed countries will be broadened and the already tackled dimensions will be studied more in depth not only by labour experts but also by consulting employers' and workers' organizations, and authorities and technicians from the ministries of labour and vocational training institutions.

*Knowledge management:* Working together with employers' and workers' organizations, and thanks to the contribution from ACTEMP and ACTRAV experts, support will be provided to make up practice communities with the participation of representatives from these organizations in VTIs' board of directors as well as in work teams focused on this field.

## 5. Training and decent work in the rural economy

ILO/Cinterfor will support VTIs to improve their capacity to deal with the existing challenges in this sector which, on the one hand, faces persisting situations of poverty concentration, low productivity and its aftermath in terms of low decent work, and, on the other, experiences the incorporation of advanced technologies and high productivity levels, with the development of productive chains integrated with industrial transformation processes and the diversification of services of all kinds, inserted into the global economy.

*South-South cooperation:* In order to gather information about the existing different vocational training approaches that cater for the different realities in the rural economy of the region, exchange activities of experiences and approaches will be promoted.

As a first step, and in the framework of the ILO's regional initiatives related to the 5<sup>th</sup> Area of Critical Importance (Decent work in the rural economy) contained in the Programme and Budget Proposals of the Organization, ILO/Cinterfor will encourage the implementation of a technical meeting with institutions and entities in charge of devising vocational training policies and actions oriented to this sector. Based on this, a systematic cooperation and exchange agenda is expected to be defined during this biennium.

*Technical assistance:* It has been planned to develop technical assistance actions with experts from the organization or external consultants in order to provide support to institutions in areas such as the anticipation of training demands, labour skills (training and certification), the use of new technologies and methodologies applied to training, among others.

*Research:* As part of the preparation activities of the previously mentioned technical meeting, a preliminary assessment task has been planned in order to identify innovative experiences and approaches oriented to the rural economy sector. This technical meeting will also be an opportunity to set up a research agenda on the matter for the biennium.

*Knowledge management:* Based on the documentation and systematization of innovative experiences as well as the obtained findings of technical assistance and research activities, an updated overview on vocational training in the rural economy, together with a repertoire of good practices, will be produced. These outcomes will be revealed through specific publications, blogs and webinars, and support will be provided to make up virtual practice communities.



## 6. Articulation of vocational training with active employment policies, particularly considering vulnerable groups

Considering that vocational training is not only limited to the regular offer of VTIs but it is also present as a core element of active employment policies and the broadest field of social and economic inclusion policies, ILO/Cinterfor will support countries of the region in the processes oriented to improve quality, relevance and equity of the training included in such policies.

*South-South cooperation:* The exchange and cooperation will be promoted through different activities in topics such as the articulation of vocational training with active employment policies, particularly with public employment services and several employment programmes such as those focused on specific groups of population such as the youth, women with social and economic inclusion difficulties, long-term unemployed, workers and enterprises of the informal sector, people deprived of freedom, etc.

*Technical assistance:* Support will continue to be provided according to the demands received by members but, simultaneously, a better and more thorough response will be sought through the assessment of the skills available both at the ILO and among other multilateral entities and ILO/Cinterfor members. These skills will be used, according to each case, through technical assistance activities or South-South cooperation.

More specifically, during this biennium, the URU/14/01/URU Project: ‘Support to the criminal legal system reform and the improvement of life conditions and social and economic reintegration of people deprived of freedom’ will continue to be executed. Without taking into account the specific results that ILO/Cinterfor wishes to obtain as a result of this project, it is understood that it provides the opportunity to make advances in the knowledge of a key intervention area for the region, given the volume of people deprived of freedom, the high proportion of youth among them and the connotations it has, in terms of human rights, public security and social inclusion processes.

*Research:* The priority of this item will be focused on updating the situation in the region regarding policies, programmes and other experiences, considering their design formats, assumptions, forms of implementation and evidences of results and impact according to the assessment studies.

*Knowledge management:* The different stages of the knowledge management cycles in these fields will be fed by making information about policies, programmes and experiences available,

through ILO/Cinterfor's website, virtual exchange, learning and consultancy communities, publications and other dissemination actions.

## 7. Skills and abilities development

ILO/Cinterfor and its network of VTIs are working to improve the employability of workers, to contribute with the incorporation of youth into productive and decent jobs, and to increase the productivity of enterprises and the welfare of workers through high quality, relevant and equitable vocational training.

*South-South cooperation:* In the framework of this vast area – which includes key aspects of training activities –, ILO/Cinterfor will encourage the exchange and cooperation regarding curricular design, trainers' training, new teaching strategies and learning environments. It is important to highlight that both skills and abilities required to enter the waged labour world, as well as those related to entrepreneurial initiatives will be addressed.

Labour skills training and certification will continue to be a fundamental aspect of the systemic cooperation and exchange tasks among ILO/Cinterfor members. Activities related to design, negotiation and implementation of National Qualification Frameworks (NQF) – that are still being developed in the countries of the region – will be particularly promoted. In the same way, the exchange of experiences to update occupational structures and job descriptions for specific sectors, especially among ministries of labour and employers' and workers' organizations, will be fostered.

*Technical assistance:* Considering the always active demand of member institutions, assistance through the Centre's staff or hired consultants will continue to be provided on the same areas indicated under the South-South cooperation heading.

*Research:* Knowledge generation in these areas will be strongly pinned to the activities described in the last three items. The objective will be to find empirical information about development in the countries of the region and analyse it according to extra-regional experiences and related academic publications.

*Knowledge management:* The available labour skills training and certification databases will continue to receive contributions at ILO/Cinterfor's website. Setting up practices communities will be strongly encouraged and facilitated, together with what was mentioned in the processes described in item 2 of this Plan (application of new methodologies and technologies for

vocational training). ILO/Cinterfor's publishing activities on these issues will be especially important.

## 8. Institutional strengthening of vocational training

Finally, and as this has been going on for a long time, the necessary support to VTIs and Ministries that put forward the demands for a better structuring in training systems and processes will be provided. This includes strategic planning activities, institutional diagnoses, definition of programmes and associated processes, adaptation and transformation of institutional arrangements, and the identification of the training needs of staff, among others.

*South-South cooperation:* Taking advantage of the best management, planning and assessment practices and other institutional-related topics; the articulation between programmes and resources will be promoted to achieve South-South and Triangular cooperation. This includes workshops with the persons in charge of technical cooperation and the exchange of technicians.

*Technical assistance:* It refers to the organization of programmes and the making up of institutional agreements for training. This activity has recently been promoted through actions where some VTIs support other VTIs in order to create other Centres, or through articulation mechanisms between employers and workers. Teacher training is also an issue that has been included.

*Research:* One of the necessary gaps that should be tackled is the one related to providing a current vision of the institutional organization of vocational training. How is it organised? How are innovations being addressed? What new arrangements have come across? It also seems relevant to obtain data about the institutionalization of training in the world; so this will be incorporated to the studies on the matter.

*Knowledge management:* The exchange of experiences and good practices of management and institutionalization of programmes will be the basis to create a virtuous circle of innovation on the institutional organization of vocational training. For example, the increasing trend to connect VTIs with industrial and innovative development policies, as well as its impacts in strategic alliances and the forms of institutional articulation, are an issue that will soon be covered by publications.

## ANNEX: technical assistance, South-South cooperation, and national, sub-regional and international technical meetings that were supported by ILO/Cinterfor

July, 2013 – April, 2015

Name	Venue and date	Organizing institutions	Description
Regional Virtual Course on employment intermediation and orientation for Central America and Dominican Republic	16 June - 30 November, 2013	FOIL PROJECT ILO Costa Rica	Technical assistance was provided through advisory sessions to the Regional Project for strengthening Training, Orientation and Labour Insertion (FOIL from ILO), to develop trainers' skills for the preparation, execution and assessment of the Regional Course on employment intermediation and orientation, addressed to Central America and Dominican Republic managers, with the purpose of enhancing the skills of the staff of employment public services.
3 <sup>rd</sup> National Seminar on employment intermediation: International overview and Chile's challenges	Santiago, 31 July - 2 August, 2013	SENCE	The expert presented on the labour skills approach and the contribution to employment intermediation, in order to improve the quality and opportunities of the local and public employment service in Chile.
Workshop: "Participatory instructional design for e-learning"	Turin, 16-20 September, 2013	ITC FAO, Rome	The Information and Communication Technologies Assistant took part as a co-trainer and co-facilitator of the workshop.
SENA'S Multisectoral HR and Competitiveness Week	Bogota, 16-20 September, 2013	SENA	Technical support was provided to carry out the Sectoral Forums about Competency-based Talent Management by facilitating the participation of an Expert of the Centre as well as three international experts in the field, from Uruguay, Mexico and Chile.
Final Seminar of the Avanz@ Project: Key skills for MSME leaders: How to reach sustainability in a knowledge and innovation economy?"	San Jose de Costa Rica, 19-20 September, 2013	FOD Cinterfor IDRC ILO Costa Rica	Working together with the Omar Dengo Foundation (FOD), the Avanz@ Project was implemented and the following activities were carried out: the necessary skills to make MSME sustainable in a knowledge and innovation economy were identified; and the Avanza System, a pilot software to improve enterprises' productivity, was developed.

Name	Venue and date	Organizing institutions	Description
Technical meeting with SENAR's team	Brasilia, 23-24 September, 2013	SENAR	The expert took part in a workshop with the management team of the institution in order to get familiarized with their new training strategy in the rural sector and coordinate the support to Cinterfor's network.
Tripartite Seminar on Social Inclusion: Challenges to promote youth employment in Argentina	Puerto Iguazu, 25 September, 2013	Ministry of Labour, Employment and Social Security, Argentina  ILO, Buenos Aires	The Expert made a presentation on trends of skills demand in the tourism sector.
National Meeting of Entrepreneurs / ENADE 2013	Guatemala, 9-11 October, 2013	FUNDESA	Upon request of INTECAP, the Expert took part in the Panel on the importance of continuous investment in human development to achieve social peace, by presenting ILO/Cinterfor's vision about the current perspective of vocational training and its importance in human development.
Meetings with technical teams responsible for the design of the qualification matrix for vocational training, and with ChileValora's team in charge of the skills assessment guide.	Santiago, 14-16 October, 2013	ChileValora  SENCE  ILO Santiago	In the framework of the assistance process that ILO has been carrying out, the Expert facilitated the meetings with the technical teams.
Seminar: Towards new technical training in Chile	Santiago, 15 October, 2013	Fundación 2020	The Expert presented about current trends and ILO's vision on the development of occupational skills.
Quality Month: 15 <sup>th</sup> anniversary of INA's Quality Management System	San Jose de Costa Rica, 16 October, 2013	INA	INA-SENATI South-South cooperation. Cinterfor provided support through the participation of a technician from SENATI who presented on "Quality Management Systems in VTIs: The experience of Latin America".
Experience sharing meeting: Labour inclusion of disabled people	Montevideo, 16 October, 2013	SEGIB  PRONADIS-MIDES  AECID	The Information Management Assistant offered a presentation on ILO's approach regarding disabled people and the labour market, the programmes that are being implemented by VTIs of the network articulated by ILO/Cinterfor, and the available material.
7 <sup>th</sup> Centro Paula Souza' Technological Fair - FETEPS 2013	Sao Paulo, 21-25 October, 2013	Centro Paula Souza	ILO/Cinterfor had a stand at the Fair and the Information Management Assistant took part in the assessment of international projects that were submitted to the FETEPS.

Name	Venue and date	Organizing institutions	Description
2013 Global South-South Development Expo (GSSD Expo). Building inclusive green economies: South-South Cooperation for Sustainable Development and Poverty Eradication	Nairobi, 28 October - 1 November, 2013	United Nations Office for South-South cooperation	PARDEV organized a Solution Exchange Forum on “Sustainable Development and Decent Work” with the help of ILO/Cinterfor, the ILO Green Jobs Programme, SECTOR and IPEP. Sustainable Development and Decent Work. The following cases were presented: the triangular cooperation initiative among SENAI (Brazil), SENATI (Peru) and GIZ (Germany; UOCRA (Argentina), INA (Costa Rica) and Brazil’s Bolsa Verde Programme (Green Grant).
Qualifications Framework for Vocational Training and Labour Certification in Chile	Santiago, 5-6 November, 2013	ChileValora SENCE ILO Santiago	In line with the assistance process that has been going on, the Expert facilitated the meeting to share the progress that has been made and revise the strategy to implement the Qualifications Framework in Chile.
International Consultancy Workshop: Analysis and proposal for a Technical Vocational Training System in El Salvador	San Salvador, 12-13 November, 2013	FOMILENIO II Programme FEDISAL INSAFORP	The Expert offered a conference on the “National Skills Systems in Latin America: Evolution and current situation.”
International Forum “Public Policies on Employment and Social Protection”	Mexico, 14-15 November, 2013	SEP Mexico OECD ILO	ILO supported this event and appointed several experts of the region and the venue to carry out presentations on the topics to be dealt with in each of the round tables of the forum. The Centre’s Expert delivered a presentation on the “Education-Employment Link” (Dual System).
Regional Workshop on Vocational Training, Decent Work and Fight against Informality and Precarious Jobs	Lima, 18-22 November, 2013	ITC FORLAC Programme ACTRAV	The Programme Officer presented Cinterfor’s experience regarding the strengthening of social partners and the promotion of social dialogue in vocational training.
Seminar: Labour skills certification, a challenge for Uruguay	Montevideo, 26 November, 2013	Ministry of Labour and Social Security / National Employment Bureau, Uruguay	The Expert discussed about “The challenges of labour skills certification in the light of the international experience. The experience of Latin America.”
Practical Workshop: Performing Prospecion Studies of markets in the Green Jobs sector	Panama, 26-27 November, 2013	FOIL Project / ILO	Workshop for representatives of INA, INATEC, INSAFORP, INTECAP, INADEH and INFOTEP. Cinterfor arranged the participation of an Expert in prospecion from SENAI who presented an experience of the institution and offered technical support to carry out the workshop.

Name	Venue and date	Organizing institutions	Description
1 <sup>st</sup> International Meeting of Rural Youth. Launch of a Cooperation Network based on knowledge management for research, the transfer and monitoring of rural youth-related topics for local and regional development.	Bogota, November 2013	SENA	The Centre supported the hiring of an international expert (Uruguay) who implemented the first stage of the design and creation process of the network, and facilitated the meeting that took place in Bogota.
Workshop on Interpersonal Communication Skills and Efficient Communication Skills	Montevideo, 27 November - 4 December, 2013	Central Bank of Uruguay	A consultant from Cinterfor designed and implemented the workshop.
52 <sup>nd</sup> Anniversary of SENATI's creation	Lima, 19 December, 2013	SENATI	ILO/Cinterfor was awarded the "Alejandro Tabini" Honorary Distinction for its Merit in Industrial Vocational Training.
Technical assistance on skills standardization and certification	Lima, 19-20 December, 2013	Ministry of Labour and Employment Promotion (MTPE) of Peru	MTPE-Chile Valora South-South cooperation. Cinterfor supported and arranged the participation of an Adviser from ChileValora.
Workshop to develop a self-learning module about social responsibility and multinational enterprises, taking into account the Tripartite Declaration of Principles concerning Multinational Enterprises	Turin, 15-22 December, 2013	DELTA/ICT Programme HQ/Multi	The Information and Communication Technologies Assistant contributed with the workshop to identify learning objectives, contents and technological context that would be offered in the module.
Bipartite Workshop: The experience of Argentina in training and skills certification in the building industry	Montevideo, 12-13 February, 2014	Cinterfor Building Project	In the framework of the Project carried out by ILO/Cinterfor, UOCRA and IERIC experiences from Argentina were presented.
Training in methodology of profile and training modules development, and in assessment and certification processes and tools, oriented to DINAE and UTU technicians	Montevideo, February - March, 2014	Ministry of Labour and Social Security / National Employment Bureau, Uruguay  CETP/UTU  Cinterfor	Cinterfor provided technical assistance, managed and supported the hiring of an international consultancy firm (Chile) which facilitated the workshops and the joint preparation of a Methodological Guide for trainers' training on occupational profile development and training module design and a Training Programme of assessment and certification bodies.

Name	Venue and date	Organizing institutions	Description
Discussion Seminar of the Multidimensional Study of Uruguay	Montevideo, 24 February, 2014	OECD ECLAC	The Expert took part in the seminar which fostered dialogue and discussion about Uruguay's current situation, the growth strategy and its sustainability, as well as an overview of welfare and inequalities.
Initial workshop: Anticipation of training needs. Transfer of SENAI's Prospective Model. Training Programme and practical application for the Southern Cone (face-to-face and virtual)	Montevideo, 5-6 March, 2014	Ministry of Labour and Social Security / National Employment Bureau, Uruguay  CETP/UTU  INEFOP  Cinterfor	The programme, organized and financed by ILO/Cinterfor, the Ministry of Labour and Social Security, INEFOP and UTU, was technically supported by SENAI, and included the participation of technicians from the Ministry of Labour, Employment and Social Security (Argentina), SENAR (Brazil), Ministry of Labour (Colombia), SENA (Colombia), SENCE (Chile), ChileValora (Chile), SECAP (Ecuador), SNPP (Paraguay), SENATI (Peru), the Ministry of Labour and Social Security, INEFOP, Ministry of Education and Culture, UDELAR, CETP/UTU (Uruguay).
Technical assistance to devise strategies that enable the relevant articulation between vocational training and technical secondary education in El Salvador	San Salvador, 20-21 March, 2014	FOMILENIO II Programme  INSAFORP	ILO/Cinterfor's Expert was invited to present experiences where the articulation between education and work was handled through articulation and quality assurance mechanisms.
Skills development workshop to apply the methodology for devising functional maps	Brasilia, 26-28 March, 2014	SENAI	SENAI/DN requested technical assistance in the framework of its programme on the definition of occupational profile and curricular design preparation. The Centre's Expert facilitated the workshop alongside a team of technicians from the institution and he was asked to draft a technical report summarizing the advantages and possibilities of applying a functional analysis in the institution.
WorldSkills Americas Bogota, 2014 - SENA. Leaders' Forum Inspiring skills	Bogota, 1-5 April, 2014	SENA  WorldSkills	The Expert offered a conference based on the most recent research conducted by the ILO about the importance of technical education for economic growth and productivity. He also got in contact with authorities for joint work with the institution.
Launch of the Qualifications Framework for Training and Labour Certification	Santiago, 8 April, 2014	ChileValora  SENCE  IDB  ILO	This initiative was supported by the IDB and the ILO. The Expert took part in the panel "Challenges in the implementation of a Qualifications Framework. An international perspective", together with an expert from the IDB.



Name	Venue and date	Organizing institutions	Description
Initial workshop: Anticipation of training needs. Transfer of SENAI's Prospective Model. Training programme and practical application for the Caribbean. (face-to-face and virtual)	Port of Spain, 6-7 May, 2014	ILO Port of Spain ACS Cinterfor SENAI	The programme, which was organized and supported by ILO Port of Spain, the ACS and ILO/Cinterfor, and technically supported by SENAI, attracted the participation of TVET Council (Barbados), the Ministry of Labour (Belize), ITSC (Dominican Republic), HEART/Trust (Jamaica), NTA (Trinidad & Tobago), Ministry of Labour (St. Martin), Ministry of Tourism (S. Vincent), CIFSEF.
International Course on Social and Labour Policies for Decent Work for scholarship holders.	19 May, 2014	ITC	The Expert presented on Employability and Skills development through a video-conference, with the purpose of offering assistants a vision of the ILO's strategy in the matter as well as national policies that have been oriented towards this skills development in the context of Latin America.
Information and analysis workshop about the regional situation of training in different environments and SENCE's challenges.	Santiago, 27-28 May, 2014	SENCE	The Expert organized a workshop on vocational training and facilitated a comparative analysis with SENCE with a team of directors and technicians.
Training and assistance to ChileValora regarding the assessment and skills certification processes.  Event with the Board of Directors of the Municipality of Santiago	Santiago, 29 May, 2014	ChileValora ILO Santiago	The Expert facilitated the assistance to ChileValora and held an exchange meeting about employment and vocational training with officers of the Municipality of Santiago and colleagues from ILO's Office in Santiago.
International Course from the WTO: Excellence in human resources management: Inclusion and tourism employment	Paraná, Entre Ríos, 9-13 June, 2014	WTO Ministry of Tourism, Argentina	Cinterfor arranged and facilitated the participation of consultant of the Centre who made a presentation on the demand of occupational profiles in the tourism sector.
'Innovation and competitiveness of the industry' Day in Santa Catarina	Florianópolis, 25 June, 2014	SENAI Industry Federation	The Centre's Expert offered a conference about "New Skills for the 21 <sup>st</sup> Century Professional".
Technical assistance to strengthen DINAÉ's and UTU's skills in assessment and counselling of certification processes, through the training of technicians of both entities. Face-to-face workshops and virtual facilitation	Montevideo, June-August, 2014	DINAÉ CETP/UTU	Cinterfor supported and managed this assistance through the recruitment of a consultancy firm, which, in coordination with the Centre's Expert, carried out the process.

Name	Venue and date	Organizing institutions	Description
Vocational Technical Training Week in Honduras, 2014	Tegucigalpa, 29-30 July, 2014	COHEP CCIT CCIC CADERH ANDI INFOP PROJOVEN, FOPRONH	Cinterfor's Expert offered two main conferences: 1. The importance of vocational training for the country's social and economic development, and 2. Good practices of vocational training of youth, relationship between the enterprise and VT.
Training workshop on competency-based standardization, training and certification, addressed to DMFT officers and other public entities.	Bogota, 31 July, 4 August, 2014	Ministry of Labour, Colombia  Cinterfor	In line with the technical assistance agreement with the Ministry of Labour, the Expert designed and facilitated the workshop.
Meetings with INTECAP authorities	Guatemala, 11-12 August, 2014	INTECAP  Cinterfor	The Director and Expert visited the institution in order to coordinate an agenda and joint activities.
Directors' Meetings of the Vocational Training Institute Network (REDIFP)	Tegucigalpa, 13 August, 2014	Central America and Dominican Republic VTIs	The Director was invited, together with the Expert, in order to increase the exchange of good practices and cooperation, determine new strategic lines for the approach of fundamental topics of the Network and strengthen the relationships among institutions.
Launch of the National Employment Strategy in Costa Rica	San Jose, Costa Rica, 14-15 August, 2014	ILO San Jose	The Director and Expert took part in this event and held meetings with colleagues from San Jose's Office.
Support to MTSS/DINAE in the strengthening of institutionalism of the National Vocational Training System	August-December, 2014	Ministry of Labour and Social Security / National Employment Bureau, Uruguay  Cinterfor	ILO/Cinterfor supported, managed and coordinated consultancy services for the drafting of recommendations to strengthen the National Vocational Training System and to improve the coordination among institutions, based on result-oriented management, progress systematization and accumulated results, and input contribution to devise an institutional proposal to continue this process, during the next administration.

Name	Venue and date	Organizing institutions	Description
Technical assistance to UNOPS to develop a skills matrix to the professionalization of the people responsible for public procurement, and to design an information survey workshop with operators of the public procurement system	Montevideo, August-September 2014	UNOPS ACCE  AGESIC	Cinterfor provided technical support and enabled the hiring of a consultancy firm to devise the skills and occupational profiles matrix and to design, facilitate and systematize a workshop. Cinterfor worked together with UNOPS.
SENAI's Knowledge Olympiad	Belo Horizonte, 1-4 September, 2014	SENAI	The Centre's Director and Expert took part in it. Meetings were held with present VTIs' authorities at the Olympiads.
Workshop on policy design for the development of basic and cross-cutting skills, addressed to DMFT officers and from other public entities (face-to-face and virtual)	Bogota, 3-5 September, 2014	Ministry of Labour, Colombia  Cinterfor	In line with the technical assistance agreement with the Ministry of Labour, consultancy services were contracted for the design and implementation of the workshop.
Meetings with authorities from the Ministry of Labour, from Brazil, SENAR and SENAC	Brasilia and Rio de Janeiro, 9-11 September, 2014	Cinterfor	The Director and the Expert held several meetings in order to tackle topics of interest and possible joint activities.
Workshop on the assessment of tasks, addressed to DINA E and DINATRA officers	Montevideo, 17-25 September, 2014	Ministry of Labour and Social Security / National Employment Bureau, Uruguay	The Expert and a Consultant from the Centre designed and facilitated this workshop.
XIX National Congress on human resources management. The HUMAN BEING as centre - since the essence of organizations are its people	Montevideo, 18-19 September, 2014	ADPUGH	The Expert gave a presentation on 18 September.
Meeting of the National VTI Network of Central America, Panama and Dominican Republic	Turin, 15-19 September, 2014	ITC	The Director participated in the meeting and presented: "Assessing labour insertion of young people into the labour market". The Expert offered a videoconference on "Vocational Training Assessment: Latin American experiences".

Name	Venue and date	Organizing institutions	Description
Seminar on Occupational Profiles of the future	Curitiba, 22-24 September, 2014	SENAI FIEP System SESI IEL	The Expert was invited as a speaker and he presented on Cinterfor's experience in the design of occupational profiles.
IV International Meeting of Sub national Decent Work Agendas Network	Maldonado, 25-26 September, 2014	Ministry of Labour and Social Security / National Employment Bureau, Uruguay Municipality of Maldonado ILO	The Director took part in the Opening Session and the Programme Officer presented in the Thematic Roundtable: Training and employment at a local level: Quality and relevance of vocational training at a local level.
Closing workshop: Anticipation of training needs. Transfer of SENAI's Prospective Model. Training Programme and practical application for the Southern Cone (face-to-face and virtual)	Montevideo, 29-30 September, 2014	Ministry of Labour and Social Security / National Employment Bureau, Uruguay INEFOP CETP/UTU Cinterfor	The programme, organized and financed by ILO/Cinterfor, the Ministry of Labour and Social Security, INEFOP and UTU, was technically supported by SENAI, and included the participation of technicians from the Ministry of Labour, Employment and Social Security (Argentina), SENAR (Brazil), Ministry of Labour (Colombia), SENA (Colombia), SENCE (Chile), ChileValora (Chile), SECAP (Ecuador), SNPP (Paraguay), SENATI (Peru), Ministry of Labour and Social Security, INEFOP, MEC, UDELAR, CETP/UTU (Uruguay).
1 <sup>st</sup> Vocational Training Congress, 2014, "21 years training for decent work"	San Salvador, 1 October, 2014	INSAFORP	The Director gave a presentation on "Vocational Training in Latin America and the Caribbean. Eight trends and some challenges".
Workshop: Occupational profile of waste pickers	Bogota, 15 October, 2014	Ministry of Labour, Colombia Cinterfor	In line with the technical assistance agreement with the Ministry of Labour, a first version of the occupational profile of a waste picker was collaboratively drafted.
4 <sup>th</sup> National Congress of ACILTRHA. Human resources and roles: a strategic vision for building a vocational identity	Buenos Aires, 9 October, 2014	ACILTRHA	The Director participated as a speaker in the closing ceremony.

Name	Venue and date	Organizing institutions	Description
18 <sup>th</sup> American Regional Meeting	Lima, 13-16 October, 2014	ILO	The Centre's Director, Expert and Programme Officer actively participated in the Secretariat and the Conclusions of the American Regional Meeting.
Meetings with the SNPP, Ministry of Labour and SINAFOCAL authorities	Asuncion, 20 October, 2014	SNPP Cinterfor	The Programme Officer took part in the meetings to discuss cooperation options on vocational training strategic planning in the country.
International Seminar: Technical Education, Vocational Training and Training for work in Paraguay	Asuncion, 22-23 October, 2014	Ministry of Labour, Employment and Social Security, Paraguay SNPP  SINAFOCAL  Ministry of Education  EUROSOCIAL Programme  Organization of Ibero-American States for Education, Science and Culture (OEI)	The Programme Officer presented on the Current situation of vocational in the region, and the lines of action and cooperation that Cinterfor has been fostering.
1 <sup>st</sup> International Forum of the High Commission of Employment. <i>"Transformación, habilidades para la productividad"</i>	Panama, 23 October, 2014	INADEH IDB	The Director participated as a speaker in Plenary Session IV: Challenges for vocational training needs prospection in the framework of a National Qualifications System. Title of the presentation: Anticipating vocational training demands in Latin America and the Caribbean. Some experiences.
Training Workshop on National Qualifications Framework (NQF)	Sao Paulo, 4-25 October, 2013	INSAFORP	The Expert implemented the workshop, in the framework of the integration process of the Vocational Technical Training System in El Salvador, in the context of the final edition of the Human Capital Project, a component of the FOMILENIO II Macro Project.
Validation and transfer workshop on the ABC of competency-based human resources management	Bogota, 11-13 November, 2014	Ministry of Labour, Colombia  Cinterfor	In line with the technical assistance to the Ministry of Labour, an ABC document on competency-based human resources management document was drafted and presented during the workshop to be validated and transferred. This assistance was provided through a Cinterfor's consultant.

Name	Venue and date	Organizing institutions	Description
Validation of occupational profile and framework of waste pickers	Bogota, 14 November 2014	Ministry of Labour, Colombia Cinterfor	The framework and structure proposal was presented to the actors involved in this process. A 5-level framework is still being processed. It is expected to be finished and validated in 2015.
III Meeting of Ibero American Ministers of Labour. Preparatory Meeting of the Ibero American Summit of Heads of State (8-9 December)	Cancun, 25-26 November, 2014	SEGIB STPS Government of Mexico	ILO's Technical assistance was requested in order to draft different inputs. Together with the ILO's Office in Mexico, Cinterfor prepared a Diagnosis Prospective Study about the labour markets in Ibero America and the trends regarding occupational profiles and labour skills - including Spain and Portugal -, which offers a vision of the labour supply and demand with a prospective approach.
Technical Meeting: Digital Educational Resources. Advances and challenges for VTIs	Rio de Janeiro, 13-15 November, 2014	SENAC Cinterfor	Organized jointly with SENAC, the meeting's objective was to collectively build up knowledge through the sharing of experiences and identifying the current situation in the region. The Centre's Information and Communication Technologies Assistant and the Programme Officer facilitated this meeting, which attracted the participation of professionals and technicians from SENAC, SENAI, SEBRAE, SENA, INFOP, INFOTEP, INTECAP, INA, DuocUC, SENCE, INSAFORP, SENATI, INFOCAL Foundation, CETP/UTU, some of whom had taken part in the learning objects process which had taken place between 2012 and 2013.
Trainers' Training Course on learning technologies and methodologies. Distance and face-to-face training	Cape Verde and São Tomé and Príncipe, 17-28 November, 2014	ITC Employment and Vocational Training Institute (IEFP), Portugal Employment and Vocational Training Institute (IEFP), Cape Verde Ministry of Labour and Youth, São Tomé and Príncipe Cinterfor	The Centre's Information and Communication Technologies Assistant carried out, facilitated and adapted the course to the target audience, and developed the learning platform.

Name	Venue and date	Organizing institutions	Description
Recognition of labour skills certification processes of Argentina and Chile	Mendoza, 2-4 December, 2014	Ministry of Labour, Employment and Social Security, Argentina Ministry of Labour and Social Protection, Chile ChileValora	The Expert made a presentation and participated in the experience sharing of the methodology applied to recognize occupational profiles in the building sector.
I Meeting of Productive Sectors	San Jose de Costa Rica, 5 December, 2014	INA	INA-MTEySS (Argentina) South-South cooperation. Cinterfor arranged and facilitated the participation of an officer from the Ministry of Labour of Argentina
Closing workshop: Anticipation of training needs. Transfer of SENAI's Prospective Model. Training Programme and practical application for the Caribbean (face-to-face and virtual)	Port of Spain, 8-9 December, 2014	ILO Port of Spain ACS Cinterfor SENAI	The programme, which was organized and supported by ILO Port of Spain, the ACS and ILO/Cinterfor, and technically supported by SENAI, attracted the participation of TVET Council (Barbados), the Ministry of Labour (Belize), ITSC (Dominican Republic), HEART/Trust (Jamaica), NTA (Trinidad & Tobago), Ministry of Labour (St. Martin), Ministry of Tourism (S. Vincent), CIFSEF.
Meetings with INADEH authorities	Panama, 10 December, 2014	INADEH Cinterfor	The Expert attended a meeting in order to coordinate the technical assistance needs in several topics; the Qualifications Frameworks was among them.
Event: Regional challenges to multiply the access to decent jobs	Buenos Aires, 12 December, 2014	UOCRA Foundation	The Director of the Centre participated in the event.
International Seminar: Qualifications Framework: the contribution from the labour sector	Santiago, 18 December, 2014	ChileValora SENCE ILO Santiago	The Expert gave a master lecture on "How QF are inserted into the enhancement of lifelong learning at an international level and in Latin America".
Assistance Mission to support ITC's eCampus launch	Turin, 17-27 February, 2015	ITC Cinterfor	The Information and Communications Technology Assistant integrated the ITC's DELTA and ICTS team to support the eCampus launch, to coordinate a workshop on e-learning quality together with the ITC and GIZ in the region and to analyse the possibility of developing a joint workshop about training-applied technologies in the English Caribbean.

Name	Venue and date	Organizing institutions	Description
Labour skills certification in the Department of Maldonado	Maldonado, 26 February, 2015	Ministry of Labour and Social Security / National Employment Bureau, Uruguay Municipality of Maldonado ILO	The Centre's Director and Programme Officer attended, on ILO's behalf, the press conference of the Managing Committee of Employment Promotion and Quality Agenda of Maldonado, where advances in the certification process of waiters was informed.
South-South and Triangular Cooperation - Ministry of Labour and Employment of Korea: ILO Training Centre/Seoul	Seoul, 28 February - 5 March, 2015	PARDEV SKILLS MOEL	The Government of Korea has proposed ILO the creation of a Training Centre (ISTC) in the country. The mission team, consisting of the Centre's Director, a PARDEV expert and a ILO SKILLS Expert, headed to Bangkok with the objective of becoming familiarized with the activities carried out by the Ministry of Labour around vocational training, and discussing the government's proposal to settle an ISTC. The Polytechnic Institute, the Koreatech Technological University, GIFTS and KRIVET were visited in order to foster the exchange of experiences of ILO/Cinterfor to enrich the proposal.
Meeting with members of INTECAP's Board of Directors	Guatemala, 8 April, 2015	INTECAP CINTERFOR	The Centre's Director and Expert held a meeting with such authorities in order to discuss current issues about the evolution of vocational training as well as the agenda and INTECAP's participation in the 42 <sup>nd</sup> TCM in Buenos Aires. They also visited the premises of Santa Lucia Cotzumalguapa Training Centre.
Workshop on: Instructional Design for e-learning	San Jose, 20-24 October, 2015	INA	The institution requested technical assistance to develop the skills of the INA Virtual team. The Information and Communication Technologies Assistant designed and facilitated the workshop.
2 <sup>nd</sup> meeting of the Working Groups of the XVIII Inter-American Conference of the Ministries of Labor (IACML)	Cartagena, 28-30 April, 2015	OAS CIDI	The Director will take part in the Meeting of the Working Group 1, by offering a presentation in Panel 1: "Integrated strategies for improving entrance into the labor market".
Workshop on internal and external analysis and shaping of the institutional strategic thinking	San Salvador, 29-30 April, 2015	INSAFORP	Cinterfor will provide support to INSAFORP 2015-2019 Strategic Planning. The Centre's Expert and a consultant will facilitate the workshop.



## Acrónimos y siglas

ACCE	Purchasing and Procurement Agency, Uruguay
ACTEMP	Bureau for Employers' Activities, ILO
ACTRAV	Bureau for Workers' Activities, ILO
ACS	Association of Caribbean States
ADPUGH	Association of Uruguayan professionals in human resources management, Uruguay
ADRHA	Human Resources Association of Argentina
AECID	Spanish Agency for International Development Cooperation
AGESIC	Electronic Government and Information Society Agency, Uruguay
ANDI	National Business Association of Colombia
BCU	Central Bank of Uruguay
BTVI	Bahamas Technical and Vocational Institute, Bahamas
BVTB	Barbados Vocational Training Board
CADERH	Advisory Centre for Human Resources Development, Honduras
CANTA	Caribbean Association of National Training Agencies
CCIC	Chamber of Commerce and Industries, Cortés
CCIT	Chamber of Commerce and Industries, Tegucigalpa
CEE	Episcopal Education Committee, Bolivia
CETP/UTU	Vocational Technical Education Board – Uruguay's Polytechnic Schools
ChileValora	Commission National Skills Certification System, Chile
CIFSEF	Caribbean Institute for Social Education Foundation
CINTERFOR	Inter-American Centre for Knowledge Development in Vocational Training, ILO
COHEP	Honduran Advice of the Private company
CONALEP	National Technical Vocational Education School, Mexico
CONOCER	National Council for the Standardization and Certification of Labour Competencies, Mexico
CPS	Centro Paula Souza, Brazil
DINAE	National Employment Bureau, Uruguay
DGCFT	General Office of Training for Work Centres, Mexico
DuocUC	Vocational Institute Technical Training Centre of the University of Chile
DWCP	Decent Work Country Programme
ECLAC	Economic Commission for Latin America and the Caribbean
ENT/MULTI	Multinational Enterprises Unit, ILO
EU	European Union
EVC	Virtual space of Cinterfor
FAO	Food and Agriculture Organization of the United Nations
FATERYH	Argentine Federation of Rental Tenancy Building and Property Workers

FAUTAPO	Fautapo Foundation – Education for Development, Bolivia
FOD	Omar Dengo Foundation, Costa Rica
FOIL	Strengthening of Integrated Systems of Training, Guidance and Employment, Central America and Dominican Republic
FOREM	Miguel Escalera Training and Employment Foundation, Spain
FTFE	Tripartite Foundation for On-the-job Training, Spain
Fundación UOCRA	Foundation for the Education of Construction Workers, Argentina
FUNDESA	Development Foundation of Guatemala
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit, Alemania
HEART Trust/NTA	Heart Trust/National Training Agency, Jamaica
IDB	Inter-American Development Bank: IDB
IDRC	International Development Research Centre, Canada
IEFP	Instituto do Emprego e Formação Profissional, Cabo Verde
ILC	International Labour Conference
ILO	International Labour Organization
INA	National Training Institute, Costa Rica
INADEH	National Vocational Training Institute for Human Development, Panama
INATEC	National Technological Institute, Nicaragua
INCES	National Socialist Training and Education Institute, Venezuela
INEFOP	National Institute for Employment and Vocational Training, Uruguay
INET	National Institute for Technological Education, Argentina
INFOCAL	National Institute for Labour Training, Bolivia
INFOP	National Institute of Vocational Training, Honduras
INFOTEP	National Institute of Technical Vocational Training, Dominican Republic
INFP	Institut National de Formation Professionnelle
INSAFORP	Salvadorian Vocational Training Institute, El Salvador
INTECAP	Technical Institute for Training and Productivity, Guatemala
INR	National institute of Rehabilitation, Uruguay
ITC	ILO International Training Centre, Italy
ITSC	Technical Institute Community Superior, Dominican Republic
ITU	University Technological Institute, Argentina
MEC	Ministry of Education and Culture, Uruguay
MOEL	Ministry of Labour and Employment, Korea
MTEySS	Ministry of Labour, Employment and Social Security, Argentina
MTPE	Ministry of Labour and Employment Promotion, Peru
MTPS	Ministry of Labour and Social Prevision, Chile
MTSS	Ministry of Labour and Social Security, Cuba
MTSS	Ministry of Labour and Social Security, Uruguay

NTA	National Training Agency, Trinidad y Tobago
OAS	Organization of American States
OECD	Organization for Economic Co-operation and Development
OEI	Organization of Iberian-American States for Education, Science and Culture
OPP	Planning and Budget Office, Uruguay
PARDEV	Departamento de Asociaciones y Cooperación para el Desarrollo
PNUD	United Nations Development Programme
SEBRAE	National Service for Small Businesses, Brazil
SECAP	Ecuadorean Occupational Training Service, Ecuador
SEGIB	Ibero-American General Secretariat
SEP	Public Education Secretariat, México
SNA EDUCA	Educational Corporation of the National Society of Agriculture
SECTOR	Sectoral Policies Department, ILO
SEDI	Executive Secretariat for Integral Development
SENA	National Learning Service, Colombia
SENAC	National Commercial Learning Service, Brazil
SENAI	National Industrial Learning Service, Brazil
SENAR	National Rural Learning Service, Brazil
SENAT	National Transportation Training Service, Brazil
SENATI	National Service of Skills Development in Industrial Labour, Peru
SENCE	National Training and Employment Service, Chile
SENCICO	National Standardization, Training and Research Service for the Construction Sector, Peru
SETEC	Vocational and Technological Education Secretariat,, Ecuador
SKILLS	Skills and Employability Branch
SME	Small and medium enterprise
SNPP	National Service of Vocational Promotion, Paraguay
SPE	Public Employment Services
SPPE	Public Policies of Employment Secretariat. Ministry of Labour, Brazil
SPTS	Secretariat of Labor and Social Welfare, México
TCM	Technical Committe Meeting
TIC	Tecnologías de Información y Comunicación
TVET Council	Technical and Vocational Education and Training Council, Barbados
TVET Guyana	Council for Technical and Vocational Education and Training, Guyana
UN	United Nations
UNOSSC	United Nations Office for South-South Cooperation
UNWTO	World Tourism Organization
UOCRA	Construction Workers Union of the Republic of Argentina

UPACP	Union of the auxiliar personnel of particular houses, Argentina
UTHGRA	Workers' Union of the Tourism, Hotel and Gastronomic of the Republic Argentina
VT	Vocational Training
VTI	Vocational Training Institutions



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