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Vocational Training for Sustainable Development

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Report of ILO/Cinterfor Director

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Parte 1:

Training for sustainable development: a regional overview

The introductory chapter provides a brief overview of three principal aspects. First, the fundamental challenges faced by the countries of the region and the role that vocational training can play in addressing them. To this end, the most recent records on international declarations and agreements, both regional and global, have been used. Second, the main dimensions and aspects of the efforts of countries and vocational training institutions (VTIs) to transform themselves and respond with quality, relevance and equity to these challenges. And third, the role of international and horizontal cooperation in providing responses that require, due to their regional and global nature, joint action.

Regional challenges and the role of vocational training in the multilateral agenda

Latin American and Caribbean countries are also touched by global debates and concerns that exist over the prospects for our societies and the inhabitants of the world. All the regions and countries of the world are currently trying to define the strategies and paths to build the future we want, under the premise that our destiny is not written and we can help reduce its negative impacts and make better use of its opportunities.

The role of vocational training in this regard is becoming increasingly recognised and prominent on both national and multilateral agendas. It is beyond the scope of this document to provide an overview on how vocational training appears on government agendas and in national debates in each and every country of the region and into which the delegations present at the ILO/Cinterfor 44th Technical Committee Meeting can offer insights. It is indeed possible and appropriate to draw attention to three recent precedents that are also relevant at the international and multilateral levels.

At the regional level, the **Panama Declaration**¹ (2018), issued by the 19th American Regional Meeting, in which the ILO constituents of the Member States of Latin America and the Caribbean agreed that policies for labour development “...are key to building a better future for work. Vocational education and training systems that respond to the present and future needs of employers and workers can be achieved through robust education and training systems that include lifelong learning. We emphasize the need to promote synergies between education, vocational training and the world of work to match labour supply and demand. These policies must be aligned with policies on productive development and attracting investment” (Point II.11.vi).

At the global level, in 2015 the UN General Assembly adopted the **2030 Agenda for Sustainable Development**², a plan of action for people, planet and prosperity, which also aims to strengthen universal peace and access to justice. This Agenda sets out 17 Sustainable Development Goals (SDGs) with 169 integrated and indivisible targets covering the economic, social and environmental dimensions. The analysis of these objectives and goals shows that vocational training can contribute, in some cases as a central element and in others as a complementary element, to their fulfilment. Vocational training is a tool that contributes—in a complementary but indispensable way—to any strategy aimed at ending poverty (SDG 1), combating hunger (SDG 2), ensuring healthy lives for all (SDG 3), achieving gender equality (SDG 5), and promoting just, peaceful and inclusive societies (SDG 16). Vocational training is also an essential component of policies aimed at developing industry, innovation and infrastructure (SDG 9), achieving inclusive and sustainable cities (SDG 11), ensuring sustainable consumption and production patterns (SDG 12), combating climate change and its impacts (SDG 13), and conserving forests and seas (SDG 14 and 15).

The 2030 Agenda also includes two SDGs for which vocational training is a central element. SDG 4 specifically sets out to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Its targets include: ensuring equal access for all men and women to quality technical, vocational and tertiary education, including university (Target 4.3); substantially increasing the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship (Target 4.4); eliminating gender disparities and ensuring equal access to all levels of education and vocational training for vulnerable people (Target 4.5).

SDG 8, aims to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. One of the most distinctive features of vocational training is its clear orientation towards the development of skills for life, whether in the form of employment or entrepreneurship, in the various sectors of the economy. The achievement of sustained and sustainable economic growth is mainly based on high productivity that requires, in addition to technological modernization, skills for innovation, creativity and entrepreneurship. The attainment of the goal of productive employment and decent work for all lies largely in the existence of equal access to vocational training opportunities.

1 Panama Declaration for the ILO Centenary: The future of work in the Americas. 19th American Regional Meeting, Panama City, Panama, 2-5 October 2018. Available at: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_646373.pdf

2 Available at: <https://www.un.org/sustainabledevelopment/>



Finally, the recently adopted **ILO Centenary Declaration for the Future of Work**³ (2019) states that taking into account the profound transformations in the world of work, and further developing its human-centred approach to work, the ILO must direct its efforts to “*promoting the acquisition of skills, competencies and qualifications for all workers throughout their working lives as a joint responsibility of governments and social partners in order to: address existing and anticipated skills gaps; pay particular attention to ensuring that education and training systems are responsive to labour market needs, taking into account the evolution of work; and enhance workers’ capacity to make use of the opportunities available for decent work*” (Point A.iii). As well as to “*developing effective policies aimed at generating full, productive and freely chosen employment and decent work opportunities for all, and in particular facilitating the transition from education and training to work, with an emphasis on the effective integration of young people into the world of work*” (Point A.iv).

In short, vocational training, together with all those policies designed to develop skills in individuals, enterprises and societies, has, for the first time, been given a more prominent role in national, regional and global consideration. This is not only in terms of the challenges posed by the future of work but also, at the same time, of considering long-standing structural problems. In Latin America and the Caribbean, there are still certain structural features which present specific challenges. These include: low and volatile economic growth; insufficient productive development and low productivity; high levels of informality and inequality; an increase in unemployment and poverty; various shortfalls as regards respect for and the application of fundamental principles and rights at work for workers and employers; challenges related to the effects of environmental development on employment; a reduction in social security coverage and its sustainability; and negative effects on job creation and sustainable enterprises.

It is therefore appropriate and the aim of this document to describe, albeit briefly, recent trends in the evolution of vocational training in the region, in terms of both the challenges identified and the expectations vested in it.

Continuity and deepening of institutional transformation and innovation processes

The rapid transformations that are affecting the world of work in multiple dimensions require change and innovation to be considered among the most important mandates of current management in institutions. Aware of these challenges, vocational training institutions (VTIs) are implementing new models in their operations and management, diminishing unilateral action and increasing the articulation of resources and skills with other agencies and actors.

3 Adopted by the 108th Session of the International Labour Conference, Geneva, June 2019. Available at: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_711288.pdf

This articulation has two main objectives. First, to achieve greater coverage so that more people from all regions and different groups are provided with the opportunity to develop their skills, as well as enterprises of various sizes and locations are able to integrate services—not only training—necessary for their growth and sustainability. Second, it refers precisely to the constant innovation imperative, which encompasses training modalities and strategies, learning resources, the quality and relevance of the training offer, the training and updating of trainers, the anticipation of demands, among other relevant aspects.

The first trend to emphasize in this respect is the adoption of models that seek to promote **action supported by collaborating centres or the accreditation of training provided by other institutions** offering courses that meet the quality and requirements of the requesting institution. The number of centres, schools and educational institutions carrying out training activities in partnership with national institutions is increasing. According to 2017 figures, VTIs had a total of 10,138 training centres. Of these, 44 per cent were third party collaborating centres.

These strategies include increase in coverage, diversification of training activities, reaching places that are difficult to access, and an interest in improving quality by facilitating the use of their own curricula and programmes. In many cases, funds are allocated to expand these actions, in others, mechanisms are developed to validate quality, and even joint degrees have been created.

The diversification of training activities and the expansion of coverage through well-designed partnerships that foster training quality and relevance are necessary to respond to the increasing and varied demands for new competencies and skills. There are cases in which training is carried out almost entirely through third-party contracted centres such as SENCE in Chile, INEFOP in Uruguay or INSAFORP in El Salvador. There are also experiences that consist of a mix between centres of their own and contracted centres, such as the programmes offered by SENA in Colombia, INA in Costa Rica and INFOTEP in the Dominican Republic, among others.

Clearly, this mix can facilitate access to new learning and enable to reach sectors or sites where coverage would not otherwise be possible. The challenge in this regard is to maintain quality and relevance, as well as to achieve a partnership in which there are common curricular standards, where responses remain relevant and articulated and common learning is achieved along with the known win-win balance.

It is also important to point out a second trend, which concerns **the establishment of strategic partnerships with the private sector and technology suppliers**. In the early years of vocational training in the region, institutions played a virtually exclusive lead role in the provision of training. The scenario is different today, where along with the confluence of multiple training offers, technological change has brought manufacturers and training processes closer together. VTIs have been particularly active in seeking new possibilities for partnerships and alliances of this type, to expand the quantity and quality of their programmes.

For at least three decades, the provision of technologies for training has enabled various suppliers to specialize in certain segments of industry, trade and services. The size of training demand, as well as the ease of better reaching certain markets, has become fertile ground for



a type of partnership in which training institutions incorporate training in certain technologies through agreements with their manufacturers.

In these cases it is possible to opt for an exchange between the use of technology by several training centres, through an agreement in which technological products are not purchased. Rather, they agree on their pedagogical use and lay down criteria for their use in training. In return, its cost can be reduced significantly and it is possible to further progress towards a technology agreement rather than a simple equipment purchase agreement. This underscores the pedagogic nature of the technology at hand and makes it possible to reach a win-win deal between the manufacturer and the training institution.

On this path, which institutions have already been treading, it is necessary to invest even more efforts in devising effective partnership mechanisms to access the educational technologies necessary to teach their programmes. VTIs' purchasing power of technologies is quite significant, if only 10 per cent of the annual funds invested in training were earmarked for this purpose, this would amount to around USD 600 million. Therefore, it is highly recommended that these amounts be broadened with modalities such as "sponsored classrooms" or "technology dissemination sessions" in which suppliers offer their technologies to be used in vocational training.

The transformation described above also applies to **financing schemes and the promotion of investment** in vocational training. While public financing schemes in the region focus on the payroll contribution model (fourteen national public VTIs still use it), there are at least three VTIs that have different mechanisms: SENA of Colombia, which was allocated a special tax to finance training; SENCE of Chile, which has financed training by means of a tax-rebate scheme since its inception; or INADEH of Panama, which does so through educational insurance tax. However, the fact that creative and open experiences have emerged regarding the generation of new sources of funds to support the implementation of the new organizational and implementation schemes is also especially relevant.

Some VTIs utilize resources allocated to national programmes to promote employment and training through active employment policies that favour vulnerable populations such as young people, unemployed workers, etc. In other cases, development bank (IDB and CAF) funds are being used for specific matters such as the promotion of alternate on-the-job training, integration into qualifications frameworks, modernization of infrastructure, and progress in curricular development models and teacher training. Also, the way in which institutional funds are used and invested could be reaching a turning point, in some countries specific financing modalities are being piloted for programmes presented by enterprises where the institution does not have an implemented response. The SENA is a pioneer in this type of agreements that seek to increase access to new technologies, although recently the NTA of Trinidad and Tobago, for example, has followed suit. Broadening the focus of financing to attract various international cooperation funds to be used in the implementation of specific programmes is another modality to which VTIs are increasingly open. The programmes often supported by these funds include enterprise-based training for young people as well as updating and re-qualification of occupational skills.

Moreover, there is a clear association between the diversification of funds to finance training activities and innovative open management strategies in VTIs. Exposure to the requirements of donors and cooperation entities opens up new vistas for the identification of demands and the design and implementation of programmes. New financial sources can also promote the development of new services, as has been the case of several institutions in the region, which have incorporated new levels into their training offer including graduate and post-graduate degrees, others have stepped up technological services and created new centres specializing in innovation. In short, from an open and innovation-oriented management perspective the source and amount of financing do not have fixed limits.

Persistence and strengthening of social dialogue on vocational training

Social dialogue continues to be a key feature of governance models in a considerable proportion of VTIs in the region. At the same time, there is evidence that this component of institutional management is going through a strengthening process. Social partners, together with governments, participate in the design, implementation and evaluation of training policies through social dialogue, ensuring that they meet the criteria of quality, relevance, equity and sustainability.

This can be observed not only in relation to the traditional model of VTIs that offer training in their own centres, with their own teaching staff, but also in relation to the institutions that govern or regulate a national training and/or skills certification system, where training is outsourced to private providers in a competitive training market.

Regarding the levels at which social dialogue can be found in vocational training in the region, it is important to point out that it does not only take place in the governing bodies of national VTIs, but can also be found at sub-national, sectoral and even enterprise levels.

Beyond the realm of institutional management, a particular type of social dialogue on training is that which is expressed in collective bargaining between one or more workers' organizations and an employer, a group of employers or an organization representing employers. Very interesting collective bargaining experiences are taking place in the region, where vocational training is given a privileged treatment.

In this respect, collective bargaining among workers and employers covers a wide range of topics related to training and the development of human resources. Those that connect training with technological innovation processes, changes in production methods, business reorganization and new business models, as well as job description, updating and assessment are gaining ground.



Systematic investment in institutional capacity building

Professional development and the development of middle and senior management skills is another area in which VTIs have steadily been investing. The belief underlying these efforts is that quality vocational training needs up-to-date and competent managers, teachers and technicians. The formulation of fast strategies for updating and developing human resources in VTIs is the only way to face the rapid changes that are taking place today.

This is the reason why training and the development of skills for management in vocational training are gaining momentum and becoming more frequent. Several VTIs have revitalized training programmes and schools for training trainers. In many countries there are technical level courses and bachelor degrees for the teaching and management of VT. ILO through ILO/Cinterfor and the Turin Centre have active programmes in this regard. For example, jointly with the ILO Office in San Jose, ILO/Cinterfor supported the training course for leaders of VTIs, which was carried out in partnership with INCAE, the Costa Rican business school.

VTI network institutions are advancing in training programmes on new methodologies in the implementation of vocational training and this requires that teachers have access to training and updating programmes. In partnership with UNESCO, training has been carried out both in person and through webinars to facilitate access to new knowledge and practices for teachers and technicians, an initiative that is expected to continue.

In any case, it is clear that it is necessary to further extend efforts towards the lifelong training of technical teams and teachers for VT. To this end, ILO/Cinterfor is encouraging the use of cooperation agreements, already signed with various institutions, to include training, internships and study visits in other VTIs in the region and Europe.

The **development of quality information systems** is another line of work which is key to the continuous improvement of VTIs. Good management of VTIs and, in general, of public vocational training policies, needs data and information on its outcomes, effects and impacts. This information not only contributes to making the right decisions, but also enables proper comparison in order to visualize outcomes and introduce amendments and innovations.

There is also a need for VTIs to increase their visibility in the domestic arena, as this will act towards making vocational training more attractive. It is therefore crucial to prepare and disseminate their management reports and to integrate them into national and sectoral information systems.

In many countries, training provision, outcomes and actions are reported jointly within the framework of integrated information systems administered by ministries of labour or education. Additionally, VTIs must ensure that their information is integrated into labour market information as a way of linking their outcomes with active employment and training policies at national level.

In short, as the outcomes of VTIs are articulated and made visible in terms of their actions with the labour market, the more prestigious training becomes and articulation with respect to public policies on employment and skills development improves. In this vein, vocational training in combination with labour market information should also include data from employment services. Unifying the different occupational classifications based on the experience of the European classification of Skills, Competences, Qualifications and Occupations, ESCO, is a challenge that is being addressed in response to the demand of institutions such as SENA of Colombia or INEFOP of Uruguay.

In support of the efforts of its member institutions and agencies, ILO/Cinterfor is working on an annual report to provide facts, data and an analysis of the outcomes of VT at the regional level. This report will continue to be improved so that it can be obtained from the databases of VTIs on a regular and consensual basis.

These days, VTIs do not only face the challenge of having to respond quickly and effectively to existing demands, but also of having **mechanisms in place for anticipating demands**. The skills gap poses a challenge not only because of the current mismatches but also because the gap is widening due to skills quickly becoming outdated. As pointed out in the declaration on the future of work, it is necessary to further develop an approach to lifelong learning that also includes re-qualification and updating actions for older workers. Discussions on skills development asking for ways to meet the growing demand for re-qualification in contexts such as the G20 summit are a reflection of these concerns.

VTIs must include re-qualification courses in their portfolio developed on the basis of studies conducted to anticipate demand. That is why, for several years now, horizontal technical assistance and cooperation processes for anticipating demand for training have been in place within the network of institutions led and coordinated by ILO/Cinterfor.

These mechanisms can be founded on various modalities, such as those that use economic and market figures to forecast labour growth. Methodologies based on the opinion of experts and forward-looking approaches such as those disseminated by ILO/Cinterfor derived from the experience of the SENAI prospective model have also been used. In some OECD countries, there is the well-established practice that market observatories include anticipation mechanisms. The COPS⁴ observatory in Canada or the OECD system for anticipating demand are examples. Some countries in the region are also resorting to the analysis of big data from sources such as employment services or private employment intermediation platforms.

4 Canadian Occupational Projection System (COPS).



Increasingly articulated institutional action for lifelong learning, productive development and social equity

All of the above illustrates what was said at the outset: VTIs should seek to articulate with other institutions, agencies, actors and spaces so that vocational training is effectively integrated into the efforts for a sustained, inclusive and sustainable economic development, full and productive employment and decent work for all. One of the objectives that best summarizes such purpose and the instruments involved is **continuous learning and lifelong education**.

The aforementioned ILO Centenary Declaration for the Future of Work (2019) has emphasized the need to build an enabling environment for people to expand their opportunities and improve their well-being. All of this, within the context of a people-centred approach to the future of work and their right to acquire, improve and constantly update skills. In order to support the different education-work transitions that exist, opportunities for access to education and vocational training should be increased and made more accessible, and skills recognition barriers should be eliminated, irrespective of the way in which they have been acquired and developed.

Agreements between VTIs and Ministries of Education to provide joint certification (academic and skills) in secondary education are examples of good practice in this latter sense. Another similar example is the integration of VTIs into initiatives for the development of National Qualifications Frameworks (NQFs), one of the most widely disseminated tools for the articulation between education, vocational training and work-based learning. In the region, several countries (Chile, Colombia, Costa Rica, Dominican Republic, Panama, among others) have taken steps towards the design and implementation of NQFs as articulation tools conducive to the recognition of prior learning regardless of how it took place. Such experiences are documented and available on the ILO/Cinterfor website and there is a wealth of good practices and lessons learned that will be very useful for those who embark on this path.

The focus on external articulation, together with, and as a spur to, continuous improvement in the management and action of VTIs, is also key to addressing the **ever-renewed challenge facing vocational training of simultaneously having to tackle social and economic imperatives**, productive development, justice and social equity. The levels in terms of competencies and skills available in a society, as well as the degree of equity that exists in the opportunities for its development, are associated with economic performance and the levels of productivity and competitiveness achieved, as well as with the predominant level of well-being and its outcomes in terms of social and political stability and peace. Below we examine how vocational training in the region, through more and increasingly better managed and externally articulated VTIs, is responding to these simultaneous challenges.

In the first place, VTIs are one of the fundamental tools within **national policies to promote investment, productive development and innovation**. One of the main problems in this respect is the so-called skills gap, which affects competitiveness and productivity in the economy as a whole. Its magnitude in the region is illustrated by a significant number of studies from various sources which, when asking employers, revealed that Latin America is the region with

the greatest difficulty in filling vacancies. According to surveys conducted by the ManPower Group, just over four in ten companies in Latin America report difficulties in finding workers with the right skills. Shortages of qualified human talent constitute a “bottleneck” in the formulation and implementation processes of productive development policies. Better investment in skills also helps combat inequality, since major differences in productivity performance are associated with major differences in wages.

The region is characterized by a high degree of heterogeneity and a trend towards productive disarticulation, which allows highly productive sectors to grow with hardly any connection to less productive sectors, where most employment is concentrated. The high concentration of employment in the segment of smaller and less productive enterprises directly translates into inequalities or gaps in labour markets: 37 per cent of SMEs in the region consider the skills gap as one of the main obstacles to their regular activity, according to a recent survey conducted by the ManPower Group.

Once again, the alignment of vocational training with current and emerging demands, the adoption of public-private partnership schemes, and tripartism and social dialogue are essential aspects in exploring new forms of collaboration and innovation for vocational training focused on sustainable development, with full and productive employment and decent work for all.

It is along this path that VTIs in countries such as Brazil, Peru, Colombia and El Salvador have been making progress in new models to work in proximity to and partnership with enterprises and sectors that allow for rapid approaches and relevant responses. Some formulas derived from this type of connection may result in centres becoming specialized to serve certain sectors or productive chains with an emphasis on promoting innovation and growth. In this respect, the SENAI Innovation Centres in Brazil are already a classic example that is spreading across the mentioned country with similar practices in sectors such as the rural (SENAR) and trade and services (SENAC).

Training solutions for productive development can also be at the local level, when chains or processes embedded in a certain geographical context within the country are identified. A good example of this is the partnership between INSAFORP in El Salvador and the plastic industry. In this case, flexibility in the management of VTIs can also promote linkages with local or regional innovation and development initiatives, usually associated with the production of goods and services that are locally extracted or generated, such as those related to tourism, agricultural production or the installation of plants or manufacturing processes in a given location.

A special chapter within the processes of productive development and the role of vocational training in these processes is the **transition to a low-carbon economy, respectful of the environment and ensuring sustainable management of natural resources**. In fact, new environmentally friendly technologies are producing changes in employment, in its content and in the skills in demand.



According to ILO estimates, the transition to an environmentally sustainable economy will create 24 million new jobs in these sectors⁵ (WESO, 2018). However, for this transition to be fair, a series of measures must be developed to ensure that labour markets are prepared for change and new decent employment opportunities are created for all. It is therefore necessary for governments, employers, workers and VTIs to work together to define and implement policies for the development of skills that accompany the transition towards more sustainable economies from an environmental perspective.

Anticipating the evolution of so-called “green” jobs and identifying the skills required, as well as reviewing and harmonising job profiles and training programmes is a top priority at the policy level and resources should therefore be allocated accordingly. The same applies to supporting enterprises, especially MSMEs, including cooperatives, in improving their capacity to manage and care for the environment, taking advantage of the skills of their workers.

Several vocational training institutions have already undertaken training programmes to respond to the growing demands in the areas of “green jobs” and committed to a fair transition. The identification of skills for green jobs carried out by the VTIs Network of Central America, Dominican Republic and Haiti, or the role of the INA of Costa Rica in the plan for decarbonizing the economy, or the centres specializing in new energies in Brazil, Colombia, Peru and Uruguay, are an example of how to generate competency standards and innovative training responses that are relevant to the green economy.

With regard to **training as a tool for promoting equity and social inclusion**, it should be noted that most VTIs provide free-of-charge tuition as a common factor. In the data collected on the socio-economic level of the participants in the ILO/Cinterfor VTI survey in 2016, it was found that 61 per cent of SENATI participants in Peru, 81 per cent of SENA participants in Colombia and 84 per cent of CONALEP participants in Mexico belong to the two lowest income segments of the population. According to 2017 data, over 20 million young people in the region have chosen to access training that is useful for job placement. VTIs are partners in the implementation of active labour market policies in a good number of countries, by supporting the training of inactive youth, women, women who are heads of family, unskilled adults, ethnic minorities and other vulnerable groups.

For VTIs, the balance between innovation, technological development and equal opportunities is a key management factor. It is essential to initiate and maintain partnerships with national and local governments, the private sector and cooperation providers to expand programme offerings that facilitate access for young people who need to enter the labour market, to support them in obtaining skills certificates, but also to encourage back-to-school and school completion mechanisms.

Informal employment, which affects one in two workers in the region, leads to low productivity, low incomes and poor working conditions. This is recurrent in the environment in which SMEs operate, generating a vicious cycle that discourages investment in human capital and/or attracts lower-skilled labour⁶. Workers with little or no training are more likely to engage in

5 See ILO Greening with jobs Report - WESO 2018. Available at: https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_628644/lang--en/index.htm

6 ILO. Small Enterprises, Large Gaps. 2015.

employment in a small- or micro-sized informal enterprise and, usually with high turnover, which affects their capacity to acquire new skills. It is thus essential that VTIs be open to programmes that promote the access of workers linked to MSMEs, as well as enable the certification of their skills if they lack recognised qualifications. These programmes should also include training in entrepreneurial skills and management processes for MSMEs. The use of methodologies such as ILO's SYB and IYB programmes has already been successfully implemented in VTIs in countries like the Dominican Republic and can be a driving force in the management and formalization of these types of enterprises.

Despite the progress made in recent decades, **the region's labour markets continue to show significant gaps and signs of gender inequality.** Disparities in wages, access to quality jobs, and participation in the labour force remain significant. As a result of the persistence of cultural patterns and the social division of labour by gender, women face more difficulties than men in reconciling work, professional and family life. In spite of the sustained trend towards an increase in women's years of schooling and levels of education, even though they outnumber their male counterparts, their participation in the labour force remains biased: intensively employed in certain sectors and under-represented in others, more likely to occupy informal and low-productivity jobs, with less access to positions of responsibility. Various studies show that, within the "neither study nor work" population, women tend to account for between 50 per cent and 75 per cent, and that "no work" actually masks various forms of unpaid work, primarily in terms of household chores and family care.

This unequal structure of the labour market is often reflected in vocational training. Although statistics of participants in the available vocational training courses and degrees show that, in several cases, women reach 50 per cent and even more, there is still a gender bias in the selection. They are under-represented in supply for sectors such as construction and industry, and their high overall participation is explained by their over-representation in occupations linked, for example, to administrative services, hospitality and health.

Vocational training can also help change these situations. To that end, the vast majority of VTIs that are part of the ILO/Cinterfor network are implementing measures that include multiple dimensions, and that are not solely limited to the sphere of complementary strategies (such as support for maternity), but that encompass curriculum development, the design of teaching activities and resources, work and professional orientation strategies, communication and active work for the change of cultural patterns.

The continuing inequality and social exclusion in societies in the region, in addition to the damage caused by their very existence, create major challenges when combined with scenarios of social, economic and political instability. There are two obvious examples that should be mentioned, although they are not the only ones. First, the growing phenomenon of international migration. Second, the trend towards an increasing number of persons deprived of liberty. The most vulnerable sectors of our societies, though not exclusively, are the most seriously affected by both these phenomena, in particular, young people.

In recent years, more people are moving between countries and regions, either voluntarily or for reasons of force majeure. **This growing flow has made migration an important consideration**



in employment and training policies. The ILO estimates that 60 per cent of migrants participate in the labour market. As a matter of fact, in countries where it has been measured, they tend to have higher than average participation rates. In many cases, they represent a population with medium and high level qualifications that are not recognized in the destination countries; in other cases, they lack these qualifications and, although they have worked in their countries of origin, they do not have credentials that validate their skills and competencies. Statistics are being collected in several countries on the participation of migrants in employment, the sectors in which they work and their access to decent working conditions. This information is being used to generate policies to facilitate their access to training opportunities, re-qualification and certification of skills.

The strengthening of vocational training services for migrants is an important resource for effective integration. The recognition and certification of their skills is a clear path to inclusion. VTIs should keep the migration situation in their countries in view in order to coordinate their efforts with the policies designed to promote labour insertion and skills recognition of the migrant population. This implies approaching public programmes for orderly migration, detecting needs, defining accessible programmes for the aforementioned population and approaching enterprises that create employment opportunities.

Recognition agreements between countries play an important role in the mutual recognition of qualifications of the migrant population. There are several experiences in the region that try to articulate qualifications in sectors such as construction, for example, to facilitate recognition and certification between countries. ILO/Cinterfor will continue to support these initiatives and bring ILO knowledge and experience from other parts of the world into similar programmes.

The vast majority of **persons deprived of their liberty** (PDL) come from marginalized and socially excluded sectors of society. In addition to the set of vulnerabilities they had prior to entering prison, when released, there are all the vulnerabilities linked to the stigmatization of those who have been imprisoned and to the eventual acquisition or internalization of a prison culture. Therefore, the work of inclusion into society and the labour force of people who have been deprived of liberty is one of the greatest challenges.

The countries of the region face enormous and distressing challenges with regard to their prison systems: overpopulation, lack of financial, infrastructure and human resources, deficiencies in health care, lack of opportunities for education and vocational training, problematic drug use, intra-prison violence, to name a few. Largely because of these factors, the countries of the region have serious and persistent difficulties in achieving adequate social and labour reintegration of persons who have been deprived of liberty. At the same time, several studies indicate that work is one of the substantive factors in reducing the likelihood of recidivism.

In most of the countries of the region there are policies and programmes that seek to promote the reintegration of PDL into society and the labour market, many of them focused on labour and vocational training, sometimes coupled with support for the creation of micro-enterprises or other forms of income generation.

ILO/Cinterfor's main precedent in this field was the participation in the *Programa Justicia & Inclusión, de apoyo a la reforma del sistema penal en Uruguay* (Justice and Inclusion Program,

to support the reform of the criminal justice system in Uruguay)⁷. In this programme, ILO/Cinterfor led the activities and outputs of three sectors of intervention: (a) strengthening the human capacities of the administration system at facilities where persons deprived of liberty are integrated by training human resources; b) developing a national education strategy in prisons for primary, secondary and technical education, and organising its implementation by qualified staff; c) designing and implementing a comprehensive system to promote the entry into the labour market and into society of people who leave the prison system.

VTIs that are part of ILO/Cinterfor as well as social partners have been called upon to join these efforts through the development of various vocational training initiatives in prison contexts. ILO/Cinterfor has therefore begun to document and systematize what VTIs are doing in terms of training for PDL, as an initial step towards generating knowledge, to improve the possibilities of providing technical assistance to their constituents and as a fundamental input for South-South cooperation between member VTIs.

Innovation in training approaches, methodologies and modalities

All the innovations and efforts made by the countries and, which have been mentioned in this document, are oriented towards addressing these simultaneous challenges. However, they would not be complete if they were not translated into the way in which vocational training is actually carried out. Vocational training that, as already mentioned, should aim at broad and equitable access to opportunities to develop key competencies for the future of work.

In mid-2016, ILO/Cinterfor conducted a study with the aim of identifying possible future scenarios for vocational training and lifelong learning. To this end, reports prepared by the IDB⁸, WEF⁹, OECD¹⁰, Partnership for 21st Century Learning¹¹ and The Economist Intelligence Unit¹² were analysed. These reports discuss the core competencies that the future labour market could demand. Each report we examined shows a different list of skills for the future, but all agree on a subset composed of creativity, collaboration, communication, critical thinking and problem solving.

In short, we can say that there is some convergence with regard to the skills that will be in demand in the future of work and, therefore, skills that our VT systems must begin to develop more effectively:

- 7 Information on this programme can be accessed at: <http://www.oitcinterfor.org/proyectos/justiciaeinclusion>
- 8 21st century skills. Available at: <https://publications.iadb.org/en/21st-century-skills-transversal-skills-development-latin-america-and-caribbean>
- 9 The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution. Available at: http://www3.weforum.org/docs/WEF_Future_of_Jobs.pdf
- 10 OECD, 21st century skills and competences for new millennium learners in OECD countries, 2009. OECD Education Working paper No. 41. Available at: <https://www.oecd-ilibrary.org/docserver/218525261154.pdf?expires=1563938884&id=id&accname=guest&checksum=B98AA8EBAF30300B887D9C4A8EC53F26>
- 11 Partnership for 21st Century Learning. Available at: <http://www.p21.org/about-us/p21-framework>
- 12 Driving the skills agenda: Preparing students for the future. The Economist Intelligence Unit, 2015.



- Collaboration, as a skill for the development of teamwork and oriented towards solving complex problems.
- Communication, as a core skill for any work process that involves interacting with other people: peers, managers, clients, etc.
- Creativity, as a skill required by problem solving processes and as a complement to critical thinking.
- Critical thinking, as the ability to interpret, analyse, evaluate, infer, explain and clarify meanings.
- Problem solving, the rationale behind the demand for this skill for the future is based on the fact that those problems for which there are known steps and actions for their solution will be automated at some point. At the same time, the new ways of organizing work will present new complex and not entirely structured problems for which there are no a priori pre-established solutions.

On the other hand, if we take a look at some developments and research carried out in the region by some VTIs in partnership with employers, we see that the skills that will be in demand in the future are already, and have been for some time now, in demand in the region. Those skills for the labour market of the future seem to be in demand in today's labour market.

For example, the employability skills catalogue of Chilevalora and SENCE, the “SENAC Training Marks” (Marcas Formativas) and an investigation carried out by the INA, identify a set of skills that includes or requires the development of those identified in the ILO/Cinterfor study. This means that the labour market in the region is already in need of these skills and, in principle, cannot find them in the labour force. We will be referring to them as transversal skills due to their potential to be applied in any occupation in any productive sector. The need to develop these skills necessarily leads us to the question of which are the most effective approaches.

Vocational training in the region has always included “learning-by-doing” among its training methods and strategies. The work between teachers and apprentices, the versions of the “training within industry”, the SENA four-step method or the theory-practice model are all examples of different forms of this approach. An approach that, when appropriately adjusted and updated, has been increasingly recognised as the most effective for the development of transversal skills.

Developing collaboration and communication skills becomes very difficult if students do not work in groups, or better yet in teams. But most of all, this development will not be effective if the skills are not practised in a context that is realistic and meaningful for the student. Creativity, critical thinking and problem solving will not be developed effectively if students do not face complex and fuzzy problems that require researching and validating information, imagining solutions and connecting the stages of analysis, planning, development and evaluation of work.

It is against this background that ILO/Cinterfor draws on the **project-based learning** proposal as a potential response to shortfalls in the development of transversal skills. The work proposal

that we have been promoting since 2015 offers, throughout each training project and through several training projects, every opportunity to develop the mentioned skills.

At this point it is worthwhile to digress a moment to distinguish this approach from other proposals that also incorporate the idea of projects in training activities. There are basically two types of projects with different meanings from the one used so far:

- aimed at developing a product, evaluated according to the outcome, and focused on the application of specific technical skills.
- aimed at evaluating the knowledge acquired during a course or degree, by means of a dissertation and/or a prototype.

Both models play a pivotal role in curricular design, but neither is intended to develop transversal skills or specific techniques. The project-based learning proposal promoted by ILO/Cinterfor aims at the simultaneous development of specific technical skills with transversal skills, but with a focus on the latter.

For this to occur, there must be an explicit and intentional pedagogical design, since project work does not necessarily lead to the development of problem-solving skills. Working in groups is not necessarily conducive to communication or collaboration. Solving problems that are very clearly specified does not necessarily promote creativity or critical thinking.

In sum, we have taken the idea of training by projects from regional (SENA, SENAC and other agencies) and international (ITB¹³, Tknika and other agencies) experiences that add a layer of pedagogical design and shift the focus with the aim of developing transversal skills. The project-based learning method is a strategy that links teaching to the development of tasks or complex topics in a comprehensive and practical way, with the active and autonomous participation of students. The project method enables the acquisition of knowledge and skills in an autonomous and practice-oriented manner, besides developing social skills.

The adoption of such an approach has other consequences that cannot be ignored. It requires, among other things, that the role of the trainer shift from being the central figure, the one with the knowledge and discretion, to being a facilitator of learning. Trainers who will be able to guide students in the development of the project and in research, promoting the development of transversal skills and integrating elements that come from other modules and are offered by other trainers into their course. Therefore, the fact that most trainers are not prepared or trained for the development of these practices and generally do not conceive their work in this way is a challenge. Actions geared towards having professional trainers who are skilled in the application of modern pedagogies and in experiential and significant training techniques are therefore essential.

Another relevant dimension refers to the fact that environments and infrastructure are not neutral: they can either facilitate or hinder the application of these methodologies. The classrooms where training takes place should simulate work environments, favour research and also product development. An infrastructure and an administrative organization that considers that a module can be addressed by more than one trainer, in different classrooms

13 Institute Technology and Education of the University of Bremen, Germany.



and in connection with the community and enterprises supports the implementation of this approach. In administrative terms, the allocation of teaching hours should contemplate interdisciplinary work and the time required to develop an in-depth formative assessment.

Another approach, which has progressively gained prominence because of its potential to effectively develop both technical and transversal skills, is the combination of on-the-job training and classroom-based learning. During the biennium, the ILO, through ILO/Cinterfor, has promoted the dissemination and implementation of “**Quality Apprenticeship**”, which, while recognizing and taking into account the region’s vast experience in alternate or dual apprenticeship, is based on the most recent experiences and debates on a global scale. The ILO believes that Quality Apprenticeship is based on four main pillars: social dialogue, clear definition of roles and responsibilities, legal framework and shared financing agreement.

It should be noted that Quality Apprenticeship is supplemented and combined in an absolutely functional manner with the aforementioned project-based approach. It therefore shares many of its challenges to effective implementation. If on-the-job training has the advantage of placing the apprentice in the context and with the specific resources needed to meet occupational requirements, it is essential that classroom- or workshop-based training be structured in a compatible manner and based on common objectives. In other words: active learning in the workplace and work situation cannot be adequately supported by traditional classroom training.

The challenges already noted with regard to the training of trainers are even greater, as they are compounded by the training and preparation of tutors in the workplace. The same can be said for learning assessment methodologies, which must be designed in such a way that they harmoniously include the activities carried out in each environment.

The challenges faced by the countries of the region are many and varied, whether it is to adapt existing practices and regulations or to take the first steps towards the design and implementation of programmes and policies based on this approach. All of this entails resuming or starting, for the first time, to establish the distribution of roles and responsibilities between institutions, agencies and actors, as well as financing schemes for policies and programmes. However, whatever the case may be, ILO/Cinterfor recommends that this be based on and carried out by means of a deep, broad and permanent social dialogue. As a result of the Centre’s technical capacity building, the technical support to several countries and the consequent surveying of experiences, as well as the work with the ILO in the rest of the world, ILO/Cinterfor member countries and VTIs have access to a practical guide that summarizes the concepts and fundamental elements of this approach, together with the tools and good practices that support the entire process of design, implementation and evaluation of Quality Apprenticeship policies and programmes.

Horizontal technical cooperation and international and multilateral cooperation: key elements of joint action

The Latin American and Caribbean region has extensive experience in horizontal technical cooperation in the field of vocational training. Practices in this regard began in the 1950s, when the first VTIs that had been created in the previous decade, with the help of the ILO, offered their cooperation to countries that wished to follow similar paths. The great movement towards the creation of VTIs that since then began in the region had to do with such cooperation, which has significantly expanded and deepened since the creation of ILO/Cinterfor in 1963. It could be said without a doubt that the development and expansion of VT in the region has been a successful result of international cooperation activities at various levels.

Since then, cooperation for the development of VT has not only never ceased, but has also had the capacity to adapt to the challenges that each historical period posed to VTIs. While in the 1960s cooperation focused on the processes of founding VTIs, in the 1970s it centred on the development and exchange of teaching materials, the training of trainers and the first experiences of certification of vocational skills. The 1980s and 1990s were a time of debate about the processes of reform of training policies, the emergence of new actors in this field, as well as the expansion of new approaches, such as that of work skills and their implications for training and certification. During this century, and as reflected in the broad agenda of the 44th Technical Committee Meeting, cooperation in VT covers a wide variety of topics, in line with the multiplicity of challenges currently facing vocational training. At present, the challenge of the future of work and the links of training with equal opportunities and inclusion policies, as well as with growth and productive development, generate a new scenario for cooperation on VT. All of this within the framework of an extensive network of institutions and agencies that has not only grown over the years, but has also incorporated members from other regions: Spain, for several years now, Cape Verde and, this year, Portugal.

The current scene of VT cooperation is much broader and more diverse than in the past. In addition to the network and regional community of practice formed by VTIs and ILO/Cinterfor, there are different flows of cooperation that make up a complex and varied scenario. To begin with, practically all VTIs receive or have at some point received bilateral technical and financial cooperation from outside the region. The international cooperation agencies and organizations of Germany, Canada, the United States, Spain, Switzerland, France, Luxembourg, Japan, and the Republic of Korea are, among others, examples of countries that work regularly with VTIs in the region on various issues. It is a form of cooperation that has demonstrated a great ability to contribute to the promotion of structural changes and the generation of new programmes and innovations, and which is entirely supplementary to the activities that takes place within the ILO/Cinterfor network. Moreover, in quite a few cases this cooperation is channelled through the ILO/Cinterfor itself, or at least in close coordination with it. The technical cooperation provided by the Vice-Ministry of Education of the Basque Country regarding new training methodologies is perhaps the most recent example of this.

For years, development banks have also played an important role in promoting reforms of training institutions and systems, as well as in financing the processes involved. IDB, CAF, CDB and CABI are the most prominent regional actors under this modality, as well



as the World Bank. Their importance is not exclusively financial, even though it is the most important element in explaining their bearing on the regional vocational training agenda. They are increasingly engaging in activities that include technical assistance, infrastructure, methodology development, research and dissemination, as well as the promotion of various approaches to public policy management and innovation at all levels. It is precisely the approaches that accompany the activities carried out by these actors that have guided various reform processes and sparked some of the most intense and prolific debates of recent decades.

Another flow of technical cooperation comes from UN agencies other than the ILO. These include UNESCO, which has a long history of supporting technical and technological education systems, and which is permanently articulated with ILO at headquarters and with ILO/Cinterfor in the region. More recently, UNICEF has been increasingly undertaking actions to support countries in policies that link secondary education with vocational training and entrepreneurship. Both agencies, together with others such as UNFPA, UNHCR, UN Women and the ILO itself through ILO/Cinterfor, have created a regional coordination mechanism aimed at fulfilling SDG 4 “Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all” of the 2030 Agenda. Schemes such as this one undoubtedly contribute to better coordination and articulation of the activities carried out by the various agencies, on the basis of their specific mandates, but contributing to the achievement of common goals.

Finally, other regional organizations such as the OAS, OEI, and the Pacific Alliance carry out research, dissemination and exchange activities focused on different training issues, whether it be the recognition of skills, the articulation between education and training, or mechanisms to facilitate mobility and recognition of skills of migrant workers, and almost always in coordination and articulation with the agencies mentioned in the previous paragraph.

In sum, the region currently has two strategic assets to boost cooperation in an increasingly vigorous manner so as to meet current and future challenges. First, a solid network and community of training institutions and agencies, members of ILO/Cinterfor, that have developed a true culture of technical cooperation in the field of vocational training. And, second, a nexus of various types of entities with different capacities that, if they act in an articulated manner, can significantly complement national capacities and resources. The coming together of the various entities in no way implies a one-way relationship, neither technical nor financial. International cooperation feeds on the experiences and lessons learned by countries and institutions in order to generate, through research and exchange, its own approaches and decision-making. Financial resources derived from cooperation always involve a national contribution. There is an increasing number of cases in which technical assistance and cooperation are received through programmes and projects financed by the countries and institutions themselves.

The ILO/Cinterfor 44th Technical Committee Meeting is, due to its composition, representativeness and content, a clear manifestation, unique in the world, of these capacities and their potential to contribute to the development of vocational training aimed at the sustainable development of all countries.

Part 2:

Management report and proposed work plan

This document, prepared by the Director of ILO/Cinterfor, consists of the following sections:

- Management report for the August 2017 – July 2019 period
- Work plan for 2020-2021 biennium

It has been prepared for analysis and discussion at the ILO/Cinterfor 44th Technical Committee Meeting (Montevideo, Uruguay, 6-8 August 2019).

First, this document includes a summary of the activities and results of the Centre in the last two years and a report on financial resources.

There follows the work plan for next biennium, which will be enriched by the debate and proposals of this Technical Committee.

Management report

This document includes the report on the activities conducted since the 43rd Meeting of the ILO/Cinterfor Technical Committee (9-11 August 2017, San Jose, Costa Rica) as well as a review of the activities under way or planned up to the date of the 44th Meeting to be held in Montevideo, Uruguay, between 6 and 9 August 2019.

It is worth noting that in the period covered by the report, the Centre provided technical assistance for several 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 participated in these activities. ILO/Cinterfor also participated in numerous national, sub-regional, regional and international events organised 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 participating in panel discussions, or giving lectures.

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

This report also comprises the activities conducted in the knowledge management and publishing areas, as well as the actions undertaken with the aim of improving the Centre's structures and forms of cooperation.

1. Developed activities

The activities conducted jointly by ILO/Cinterfor and member institutions during the reporting period have been aimed to address the needs and demands of the members of the Network, which is coordinated by the Centre, formed by Ministries of Labour and Education, training institutions and employers' and workers' organizations. These demands were raised at the 43rd Meeting of the Technical Committee, and also include concerns identified through ongoing contact with agencies connected to the Centre. Response activities particularly consider and include ILO regulations, and relevant recommendations and conventions regarding the pillar that aims to improve employment and decent work.

These activities are also organised taking into account the main functions that guide the efforts of ILO/ Cinterfor, namely:

- a. To promote and strengthen horizontal cooperation for the institutional development and modernization of vocational training in Latin American 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 and investment programmes in line with the decent work programme and the national plans and strategies defined jointly by the ILO and governments and employers' and workers' organizations.
- c. To develop a learning and knowledge management community in vocational training in the region through the critical retrieval, systematisation and dissemination of information, experiences and technological innovations and the knowledge generated in the region and the world.
- d. To promote research and studies aimed to institutionalise training plans and programmes that meet the requirements of efficiency, competitiveness, productivity, quality, social equity and respect for international labour standards.

The operational strategy implemented by the Centre to perform these functions and meet the demands of its constituents comprises several types of action that characterise its work, and that is how the Centre:



- promotes, organises 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, also under this mode of action, cooperation activities that can connect Cinterfor members with experiences from other regions in the world are increasingly encouraged;
- organises 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 training activities and policies.

The global analysis of what was accomplished during the period is based on the nine lines of action of the Work Plan adopted by the 43rd Technical Committee Meeting in plenary and by the ILO's Governing Body in its consideration of the ILO/Cinterfor Programme and Budget for the current biennium. That is: Alignment of vocational training and productive development policies (PDP) and technological changes; Capacity building for employers' and workers' organizations for tripartism and social dialogue in vocational training; Development of regulatory frameworks and sustainable financing schemes for vocational training systems; Lifelong learning and articulation of formal education and vocational training; Quality apprenticeship for work; Institutional strengthening and information management in vocational training; Methodological and technological innovation in vocational training; Vocational training for equal opportunities and social inclusion; Articulation of training and employment services, vocational guidance and active labour market policies. In addition to these lines of action, there is a tenth thematic area, not originally foreseen in the work plan adopted in 2017, but where major developments were made: the mainstreaming of Occupational Safety and Health into technical and vocational education and training.

It should be noted that during the reporting period, ILO/Cinterfor carried out a total of 135 activities of a diverse nature (technical assistance, South-South cooperation, support for bilateral cooperation, research, seminars, conferences and technical meetings). The number of activities is higher than the one reported to the 43rd Technical Committee Meeting, which demonstrates that the financial and technical resources entrusted to this Centre have been fully utilized. The monthly average of activities has been 5.6 activities whereas in the previous period this average had been 4.8.

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 summary tables included in the annex.

1.1. Alignment of vocational training and productive development policies (PDP) and technological changes

This line of action covers all the activities developed to promote the consistency and functionality of vocational training policies with productive development policies. The first aim of this alignment is for development processes to have workers with the necessary skills to meet the challenges of productive diversification and technological updating. Second, it aims to make these developments lead to greater opportunities for people to access decent and productive work.

Out of the total number of activities carried out by ILO/Cinterfor or with its technical support, 27 had this line of action as a core or prominent component among others. During the second semester of 2017 and in 2018, the report “The future of vocational training in Latin America and the Caribbean: overview and strengthening guidelines”¹⁴ was presented in various countries in seminars and workshops that used it as input to their deliberations on how to achieve greater vocational training contributions and articulation with productive development policies and technological changes. New studies were conducted and cases of innovation in Latin America were documented and published (SENAI from Brazil, INSAFORP from El Salvador, SENATI from Peru and UTEC from Uruguay). New innovation good practices will continue to be disseminated during 2019 and 2020. The exchange of experiences and knowledge on these topics at the regional level was strengthened by the cooperation of extra-regional institutions and agencies, as was the case with the collaborative work carried out by ILO/Cinterfor and the Vice-Ministry of Vocational Education and Training of the Basque Country, in activities undertaken in the said region (two international seminars, May 2018 and June 2019), as well as in various sub-regional and national activities, and also with the State Foundation for Employment (FUNDAE) of Madrid, Spain (November 2018). It should be noted that although many activities of exchange of knowledge and technical assistance primarily focused on other lines of action of the work plan, such as social dialogue in and on vocational training, methodological and technological innovation, the promotion of quality apprenticeship or the strengthening of training institutions and systems, they also included content on productive development policies and technological change.

Finally, it should be stressed that one of the challenges faced by countries as part of their productive transformation process is to contribute to the transition to a green economy. Within the framework of the Partnership for Action on Green Economy (PAGE) initiative, ILO/Cinterfor assists Uruguay in the implementation of ILO actions, in coordination with the ILO Office for the Southern Cone, the Regional Green Jobs Specialist and the PAGE team at the Headquarters. PAGE’s goal is to support national efforts in the transition to greener economies (economies

14 Salazar-Xirinachs, José Manuel; Vargas Zúñiga, Fernando. 2017. The future of vocational training in Latin America and the Caribbean: overview and strengthening guidelines. ILO. ILO/Cinterfor Regional Office for Latin America and the Caribbean. Montevideo, Uruguay. Available at: http://www.oitcinterfor.org/publicaciones/futuro_fp



that are socially, economically and environmentally sustainable, through the promotion and creation of policies that promote a more efficient use of resources and the reduction of greenhouse gas emissions).

1.2. Capacity building for employers' and workers' organizations for tripartism and social dialogue in vocational training

This line of action covers all actions aimed at increasing the capacities of employers' and workers' organizations to participate in social dialogue in the field of training. They have also sought to highlight how the participation of social partners and social dialogue in the management of training systems and institutions at the national, sub-national and sectoral levels benefits the quality, the relevance and equity of training activities.

During the biennium, the Centre gave continuity to the previous process of support for capacity building and the exchange of experiences among workers' organizations through national and regional activities. Some of the events worth mentioning in this regard are the continental workshop entitled *Formalización de la Red Sindical de Formación Profesional de América Latina y el Caribe* (Formalisation of the Vocational Training Trade Union Network in Latin America and the Caribbean) (Buenos Aires, Argentina, May 2018), organized by CTA and CGTRA with the technical support of ILO/Cinterfor, and the meeting organized by the same Network held in July 2019 entitled *La formación profesional en el futuro del trabajo de las Américas* (Vocational training in the future of work in the Americas).

Employers' and workers' organizations and, in several instances, governments, have been actively involved in a number of technical assistance activities carried out—at the request of the above—by ILO/Cinterfor. The methodology for updating occupational structures and describing and assessing jobs developed by the Centre is based on a process that began in 2013 with the experience carried out with the construction sector in Uruguay, and then continued with the pulp and paper sectors, as well as the food service sector. This methodology, which is currently in the process of being adapted and applied to four new sectors in the same country, relies heavily on the active participation of employers' and workers' organizations through their representatives and technicians.

Tripartism has also been the norm in technical assistance provided and events carried out on Quality Apprenticeship in countries in all sub-regions, as social dialogue is considered one of the fundamental pillars of any program or system in this respect. Actions undertaken in terms of institutional transformation and innovation have also involved a strong component of social dialogue, given the tripartite nature of most of the institutions that have received technical support from ILO/Cinterfor.

With regard to studies and research, the Centre is working on the identification, documentation and dissemination of sectoral experiences of bipartite negotiation within the framework of processes of technological change and transformations in the organization of work. Some of these experiences (Chile and Uruguay) will be presented at the 44th TCM by the actors themselves.

Among the publications that deal with the topics covered in this line of work, and beyond the references to social dialogue contained in others, it is worth noting the document entitled *Desarrollo de competencias sectoriales y diálogo social: la experiencia de Uruguay* (Development of sectoral skills and social dialogue: the experience of Uruguay)¹⁵, as well as the publication *Sindicatos y formación profesional en Argentina: antecedentes y desafíos* (Trade Unions and vocational training in Argentina: background and challenges)¹⁶.

As regards the dissemination of information and documentation of social dialogue in vocational training, materials on the subject have continued to be fed into the corresponding thematic section of the ILO/Cinterfor website, as well as into the database of collective agreements with clauses on vocational training¹⁷.

1.3. Development of regulatory frameworks and sustainable financing schemes for vocational training systems

This line of action covers all actions carried out to improve the frameworks that regulate training systems in key aspects such as: distribution of roles and responsibilities between different public agencies of the system, systems of incentives and their consistency with the goals set, governance of the system and decision-making mechanisms, involvement of social partners, the legal and regulatory regime that governs private training providers, as well as the financing schemes to ensure the stable and sustainable availability of sufficient resources for vocational training policies.

During the period covered by this Report, 16 activities on technical assistance and/or exchange of experiences addressed, on a non-exclusive basis, the topics covered by this line of work. This is evidenced by all the activities carried out on the development of Quality Learning systems, which involved debates and the use of comparative information on role distribution, incentives, governance, regulation and financing. Similarly, many of the activities on the development of National Qualifications Frameworks (NQFs), as well as those aimed at strengthening institutions and training systems, have necessarily addressed these same dimensions. An example of this is the collaboration of ILO/Cinterfor with ILO actions in Haiti, in support of the strategy to introduce a new legal framework on the validation of learning by experience.

This close link between the regulatory and financial aspects of vocational training and the topics covered in other lines of action of this work plan is also reflected in several research studies and their resulting publications and knowledge resources developed and made available by the Centre during the period. Examples of this can be found in the publication of institutional

15 Billorou, Nina; Nión, Soledad; Sandoya, Jimena; Iannino, Ximena. 2018. *Desarrollo de competencias sectoriales y diálogo social: la experiencia de Uruguay* (Development of sectoral skills and social dialogue: the experience of Uruguay). ILO/Cinterfor; MTSS. Montevideo, Uruguay. Available at: http://www.oitcinterfor.org/publicaciones/compsectoriales_ds

16 Gándara, Gustavo; Geneiro, Argentino; Cudós, Fransisco; Sladogna, Mónica. 2018. *Sindicatos y formación profesional en Argentina: antecedentes y desafíos* (Trade unions and vocational training in Argentina: background and challenges). Equipo Aulas y Andamios editora; ILO/Cinterfor. Argentina. Available at: http://www.oitcinterfor.org/publicaciones/sindicatos_fp_arg

17 Access the agreements database at: <http://www.oitcinterfor.org/base-de-datos-convenios-colectivos-fp>



achievements based on a series of statistics summarized in the *25 hechos sobre la formación profesional en América Latina, el Caribe y España* (25 facts about vocational training in Latin America, the Caribbean and Spain)¹⁸; the *Aprendizaje de calidad: Una perspectiva práctica para América Latina y el Caribe* (Quality Apprenticeship: A practical perspective for Latin America and the Caribbean) toolkit¹⁹; as well as various publications on NQFs.

1.4. Lifelong learning and articulation of formal education and vocational training

This line of action includes all the actions seeking to enhance the articulation of vocational training and formal education, other forms of education and skills development (for example, at work), either by establishing common guiding frameworks, such as the National Qualifications Frameworks (NQFs), the skills recognition and certification mechanisms or the validation of educational outcomes. Along this line, 28 technical assistance, cooperation and research actions or processes were developed to address these topics either directly or in a supplementary manner.

Activities in support of the development of NQFs and, more generally speaking, the recognition and certification of skills have been particularly intense, since they are one of the areas that are most in demand by the institutions that are members of the ILO/Cinterfor network. It is also a line in which it is possible to clearly verify the impact of the Centre's actions in the definition of public policies. In 2018, Cinterfor documented and analysed the experiences of implementing qualifications frameworks in Chile and the Dominican Republic, and launched, together with a review article on the use of this tool in the region, the publication entitled: *Avanzando hacia los Marcos de Cualificaciones* (Advancing towards Qualifications Frameworks)²⁰.

It is also in these fields that the opportunities to develop partnerships with multilateral organizations are most fruitful. The clearest example in this regard is probably the technical assistance and cooperation work carried out for the development of an NQF in Panama, in a joint effort between the ILO and the Ministry of Labour with the support of the Development Bank of Latin America (CAF)²¹. UNESCO, ECLAC and OAS have also partnered with

18 Available at: <http://www.oitcinterfor.org/destacado/25hechosFP>

19 Axmann, Michael. 2018. *Aprendizaje de calidad: Una perspectiva práctica para América Latina y el Caribe*. (Quality apprenticeship: A practical perspective for Latin America and the Caribbean) ILO/Cinterfor. Montevideo, Uruguay. Available at: http://www.oitcinterfor.org/publicaciones/aprendizaje_calidad

20 Vargas Zúñiga, Fernando. 2018. *Avanzando hacia los Marcos Nacionales de Cualificaciones: la experiencia de Chile y República Dominicana* (Advancing towards Qualifications Frameworks: the experience of Chile and the Dominican Republic). *Panorama de la formación N°12* (Training overview No. 12). ILO/Cinterfor. Montevideo, Uruguay. Available at: <http://www.oitcinterfor.org/publicaciones/panoramaFP12>

21 See in this regard: *Informe final del Acuerdo de Cooperación Técnica CAF - OIT/Cinterfor* (Final Report of the CAF - ILO/Cinterfor Agreement for technical cooperation). NQF Panama 2019 (<http://www.oitcinterfor.org/node/7535>); National Qualifications Framework of Panama. Basic structure. NQF Panama 2019 (<http://www.oitcinterfor.org/node/7528>); Population of the National Qualifications Framework of Panama. Modelling in four productive sectors. NQF Panama 2019 (<http://www.oitcinterfor.org/node/7532>); Environment analysis of Panama. Background for the construction of the National Qualifications Framework. NQF Panama 2019 (<http://www.oitcinterfor.org/node/7526>); Road map and suggested governance for the establishment of a National Qualifications Framework for Panama. NQF Panama 2019 (<http://www.oitcinterfor.org/node/7530>).

ILO/Cinterfor for the promotion of these tools and policies, especially with regard to the articulation between education, vocational training and work. With these three agencies, the Centre contributed to the organization and realization of important international events: the International Seminar “Technical and Vocational Education and Training for Labour Inclusion and Greater Equality in Latin America and the Caribbean” (with ECLAC, Santiago de Chile, March 2019); the Intersectoral Workshop on “Skills for the future: Coordination between the Ministries of Education and Labour” (with OAS, Santiago de Chile, May 2019); and the “Regional Workshop on Technical and Vocational Education and Training: Strengthening Capacities for the development of National Qualification Systems in Latin America and the Caribbean” (with UNESCO, Montevideo, May 2019).

As part of the same strategy of establishing strategic partnerships, the Regional Office for Latin America and the Caribbean gave ILO/Cinterfor the task of representing the ILO in the Group of partners for the implementation of the SDG-Education 2030. In this capacity, the Centre took part in the last regional meeting of this Group, organized by OREALC/UNESCO and UNICEF (Panama, May 2019).

Other countries in which ILO/Cinterfor has been especially active in these areas have been Haiti, Chile, Peru, the Dominican Republic, Colombia, Panama and Costa Rica, and work is expected to begin in Uruguay in the remainder of this year²².

1.5 Quality apprenticeship for work

In this line of action and together with member countries and institutions, ILO/Cinterfor has promoted the development of quality apprenticeship programmes and systems, which, through a combination of on-the-job training and classroom-based learning contribute to developing participants’ skills—in particular young people—and to improving work processes. This has entailed promoting its pillars comprehensively: social dialogue, clear definition of roles and responsibilities, legal framework and shared financing agreement.

Twelve activities developed during the period have been directly linked to this line of work, while several others of a broader nature partly addressed Quality Apprenticeship. One of the strengths of ILO/Cinterfor in this respect has been the availability of its own internal technical capacities that allowed, among other results, to create the Toolkit entitled *Aprendizaje de calidad: Una perspectiva práctica para América Latina y el Caribe*. (Quality apprenticeship: A practical perspective for Latin America and the Caribbean)²³. This guide, which is already available in Spanish and will soon be available in English and Portuguese, compiles the concepts and fundamental elements of this approach, as well as tools and good practices that support the entire design, implementation and evaluation process of Quality Apprenticeship policies and programmes. The Centre has engaged in a significant number of activities aimed at making

22 A systematization of some of these processes (Chile and the Dominican Republic) can be found in: Vargas Zúñiga, Fernando. 2018. *Avanzando hacia los Marcos Nacionales de Cualificaciones: la experiencia de Chile y República Dominicana* (Advancing towards Qualifications Frameworks: the experience of Chile and the Dominican Republic). *Panorama de la formación N°12* (Training overview No. 12). ILO/Cinterfor. Montevideo, Uruguay. Available at: <http://www.oitcinterfor.org/publicaciones/panoramaFP12>

23 Axmann, Michael. 2018.



this tool known and promoting its application, finding in all cases a high level of receptiveness. This is evidenced by the growing demand for systematic technical assistance by countries and institutions, either to design and implement quality apprenticeship systems, or to reform and improve existing experiences. Belize, Bolivia, Brazil, Colombia, Costa Rica, the Dominican Republic, Jamaica, Peru and Uruguay have been the countries where dissemination activities and, in some cases, technical assistance missions have been carried out.

This is a line of work where the establishment of collaboration strategies with internal ILO services and external agencies is of special note. Firstly, it is important to highlight the joint work carried out with the Skills and Employability Branch (EMP/SKILLS) in order to develop tools with a global reach in this area. Externally, exchanges and working sessions have been held with development banks such as the IDB and CAF. A first national project on technical assistance for the design and implementation of a quality apprenticeship programme is expected to be launched in the remainder of 2019.

Finally, it should be noted that the growing interest in the Quality Apprenticeship approach is not exclusive to our region. The highly developed skills and technical resources available at ILO/Cinterfor has prompted other regions facing similar challenges and debates to seek its support.

1.6. Institutional strengthening and information management in vocational training

ILO/Cinterfor has continued to provide support to member countries and institutions in their continuous improvement and innovation efforts in the field of institutional management, knowledge management, and development of information systems, required for the design, planning, implementation, and evaluation of vocational training policies and programmes.

This is a line of work that involves multiple demands from member institutions. As a result, 26 of the activities carried out in the reporting period were aimed at addressing one or more of the issues covered herein. Other activities included participation in the *Primer Programa de Gerencia Avanzada para Institutos de Formación Profesional de América Latina y el Caribe* (First Advanced Management Programme for Vocational Training Institutes in Latin America and the Caribbean), together with the ILO Office for Central America, Haiti and the Dominican Republic, organized by INCAE Business School and attended by delegates representing 11 institutions from 10 countries²⁴.

SENCE and ChileValora of Chile, INFOCAL of Bolivia, SENA of Colombia, INSAFORP of El Salvador, INADEH of Panama, INFOTEP of the Dominican Republic, the Ministry of Labour and Employment Promotion of Peru, and INEFOP of Uruguay, are some of the institutions and agencies that have received support through various actions to strengthen their institutional capacities since mid-2017.

²⁴ Held in San Jose, Costa Rica, 13-16 November 2018. ILO/Cinterfor supported the participation of SENAI and SENAC of Brazil, SENCE of Chile, SENA of Colombia and UTEC of Uruguay. The ILO Office in San Jose supported, for its part, the participation in the same Programme of INA of Costa Rica, INADEH of Panama, INSAFORP of El Salvador, INFOP of Honduras, INFOTEP of the Dominican Republic, INATEC of Nicaragua and INTECAP of Guatemala.

Streamlining information management systems in vocational training has been the focus of systematic efforts over the past two years. Work began as early as 2017 with a survey to generate national and comparative statistics that served as the basis for the document “The future of vocational training in Latin America and the Caribbean: overview and strengthening guidelines” and the information available therein. In 2018, a new survey was carried out which, unlike the previous one (in Survey Monkey), was conducted using software developed by the Centre itself (in Drupal). This software enables a better and more sophisticated use of the statistical information generated, which led to the *25 hechos sobre la formación profesional en América Latina, el Caribe y España* (25 facts on vocational training in Latin America, the Caribbean and Spain) being made available to the Network on the web platform. In June 2019, the third edition of this survey was launched, the results of which will be available on the occasion of the 44th TCM.

Alongside and complementary to this, another process took place aimed at standardizing and making the information systems of the member institutions of the ILO/Cinterfor network comparable. This initiative began with the *Taller de intercambio y gestión del conocimiento sobre estadísticas de la formación profesional* (Workshop on exchange and management of knowledge on vocational training statistics) (Bogotá, Colombia, April 2018), attended by eight institutions²⁵ and geared towards the exchange and management of knowledge on monitoring and follow-up of training statistics. ILO/Cinterfor then carried out work on the identification of key variables and their common definition. This led to the creation of a glossary that also includes the identification of indicators. Both processes converge in the software development project currently being carried out by the Centre. This software, by means of special agreements with the institutions, will allow access to the respective databases and feed a future regional statistical information system. The Centre remains committed to capacity building so that its member institutions can have information at regional and global levels that facilitates comparisons and informed decisions on the basis of current and relevant data and indicators. Preparations are under way for a training course at the Turin Centre covering this area and involving Training Institutions, Ministries of Labour, Employment Offices and Labour Market Observatories.

1.7. Methodological and technological innovation in vocational training

In this line of work, ILO/Cinterfor has provided technical assistance and articulated cooperation to encourage continuous innovation in the methods and tools used in vocational training. This is a field increasingly challenged by changes in the organization of work, caused, among other things, by the accelerated technological change we are experiencing. The skills gap in the region is not closing and this is partly due to a lack of innovation in methodological aspects of teaching. Another area in which there is a perceived lack of innovation is in the integration of technology as a field of knowledge and teaching tool.

The Centre has particularly focused on surveying experiences and identifying trends in innovation, as well as providing technical assistance and fostering horizontal cooperation

25 FUNDAE, Spain; SENATI, Peru; SENAI, Brazil; SENAC, Brazil; INASFORP, El Salvador; INA, Costa Rica; INTECAP, Guatemala; CHILEVALORA, Chile; SENA, Colombia (organizer).



in areas such as curriculum design and development for project-based learning and for the integrated development of skills in the management of information and communication technologies; the training of trainers in the use of technologies and project-based learning; models to develop distance learning; and models to assess the quality of distance training.

The topics covered in this line of work had already been introduced as one of the central themes of the agenda of the ILO/Cinterfor 43rd Technical Committee Meeting (August 2017), and during the reporting period there were at least 31 activities that had them as their core focus or a prominent component. The first major activity that helped structure subsequent technical assistance and cooperation processes was a workshop to exchange experiences on project-based training held in Montevideo in November 2017²⁶. The experiences, proposals and approaches discussed in that workshop were later disseminated in project-based training events at various vocational training seminars and conferences in Brazil, Colombia, the Dominican Republic, El Salvador, Nicaragua, Spain and the Republic of Korea.

In addition, training workshops on active methodologies for training and project-based learning were held with INFOCAL of Cochabamba, Bolivia; with INSAFORP of El Salvador; with INFOTEP of the Dominican Republic; and with the Centro Paula Souza of the State of São Paulo, Brazil. These workshops led in all cases to the design of pilot programmes for the application of these methodologies. Examples are the technical cooperation with INTECAP of Guatemala in its process of developing project-based pilot programmes, as well as the monitoring of the Centro Paula Souza's pilot programmes under a work agreement during 2019. In turn, all these activities are fostering the systematization of experiences in which project-based methodology is applied in order to develop a guide for the design and implementation of training projects.

There are two systematic processes of cooperation that deserve special mention. In the first place, the articulation of horizontal technical cooperation between the Vocational Training Institute Network of Central America, Panama, the Dominican Republic and Haiti (REDIFP) and the Centre for Research and Applied Innovation in the Basque Vocational Training System (Tknika)²⁷ in accordance with the challenge-based training model developed in the Basque Country. In the second place, an agreement was reached, in technical cooperation with SENAC of Brazil, to conduct research on the effect of project-based training on the development of transversal skills, as well as to join efforts to publish regional project-based training experiences.

26 Technical Meeting *Metodologías de formación basada en proyectos: desafíos y oportunidades* (Project Based Training Methodologies: Challenges and Opportunities), Montevideo, Uruguay, 7 and 8 November 2017. Organized by INEFOP of Uruguay with the technical support of ILO/Cinterfor. It included the participation of SENAC and Centro Paula Souza, of Brazil; SENCE and SNA Educa, of Chile; INFOTEP, of the Dominican Republic; INSAFORP, of El Salvador; INTECAP, of Guatemala; INADEH, of Panama; MTEYSS and Universidad Nacional San Martín, Argentina; SENATI, of Peru; SNPP, of Paraguay; MTSS, INEFOP and CETP-UTU, of Uruguay.

27 Tknika is a Centre promoted by the Vice-Ministry of Vocational Education and Training of the Department of Education of the Basque Country, the latter being an agency with which the ILO/Cinterfor has been strengthening ties of cooperation for the last two years.

The systematized dissemination of experiences and lessons learned through the publication of articles in journals such as the IUSLabor of the Universitat Pompeu Fabra²⁸, Caminos de la Formación of the SENA of Colombia²⁹ and in the technical bulletin of SENAC of Brazil³⁰ has also been a matter of external cooperation.

1.8. Vocational training for equal opportunities and social inclusion

ILO/Cinterfor has provided support, in all its activities in a cross-sectional manner and also specifically, to the member countries and institutions that aim to make vocational training supply more inclusive and equitable. These activities include those aimed at promoting access to quality training among the most vulnerable groups, such as people with disabilities, the rural population, indigenous population, young people excluded from education and work, persons deprived of liberty and low income people.

During the reporting period, 12 activities directly addressed the issues in this line of work. However, given that equal opportunities and social inclusion are one of the fundamental objectives of any vocational training policy, they are inevitably taken into account in almost all actions taken.

The following are some of the most significant activities of the period involving the participation or technical support of ILO/Cinterfor. The II Annual EUROsociAL + Meeting “Social cohesion in the 2030 Agenda, diverse perspectives from Latin America and Europe” (San Jose, Cost Rica, November 2017); the Seminar on Employment and Social Inclusion, organized by Tulane University and the World Bank (New Orleans, USA, March 2018); the G20 Workshop on skills and the future of work “Building opportunities for an inclusive future of work” (Buenos Aires, Argentina, April 2018); the Academy on Labour Migration, organized by the ILO Regional Office and the Turin Centre (Panama, June 2018).

Examples of technical assistance provided at the national level include, first, the Project entitled “Addressing Education and Skills Gaps for Vulnerable Youths in Haiti: Promoting rural socio-economic development in South and Grande Anse Departments” implemented in Haiti, in which ILO/Cinterfor supported two pilot programmes for certifying vocational skills of farmers and fishermen. This will enable hundreds of farmers and fishermen, who have not had the opportunity to attend university or a technical training centre, to obtain academic recognition certified by the Haitian state, based on an assessment of the knowledge they have acquired in their daily work. In addition to the professional development of these two sectors,

28 Rodrigo Filgueira; Michael Axmann. 2017. The importance of quality apprenticeships for relevant work competencies in the future world of work in Latin American and the Caribbean. Available at: <https://www.upf.edu/documents/3885005/140470042/12.Filgueria%26Axmann.pdf/53e4ecc2-cbb8-eff0-831e-bd000ba6696f>

29 Rodrigo Filgueira. 2017. Una pedagogía basada en proyectos para la formación profesional del futuro. [Project-based pedagogy for the vocational training of the future.] In the *Pedagogía de proyectos: un camino para la formación en contexto* magazine. [Project pedagogy: a pathway to context-based training.] SENA: Colombia. Available at: <http://revistas.sena.edu.co/index.php/rform/article/view/1304/pdf>

30 Rodrigo Filgueira. 2018. Reduzindo a futura lacuna de competências na América Latina e no Caribe por meio de inovações em educação aplicada. SENAC Technical Bulletin V44, No. 3. Brazil. Available at: <http://www.bts.senac.br/index.php/bts/issue/view/80>



this certificate will enable them to have access to continuing lifelong training throughout their working lives.

Other actions carried out during the period included consultancy services to support the Down Syndrome Association of Uruguay, which requested advice from ILO/Cinterfor to define the occupational skills profile for “Job Coach”. An expert who accompanies and provides assistance to people with disabilities in their transition to the workforce, and a key figure in preparing and adapting candidates, their families and enterprises for employment, as well as in the phases of education and occupational training. Two face-to-face workshops were held to gather information, establish and systematize the defined profile. This profile has been the basis for the curricular design of the training course for Job Coaches that they agreed to carry out with funding from INEFOP and which is now in its second edition.

In 2018, also in Uruguay, in the framework of the PAGE Programme, consultancy services were provided for the *Análisis de la caracterización y desafíos de trabajo decente e impacto ambiental de las ladrilleras artesanales en Uruguay* (Analysis of the characterization and challenges of decent work and environmental impact of artisanal brick kilns in Uruguay). Artisanal brick kilns from Pando (Canelones) and San Carlos (Maldonado). And so far in 2019 support has been provided for the development of activities on clean production and the formalisation of artisanal brick kilns in Uruguay.

In terms of studies and research, ILO/Cinterfor continues to identify and document vocational training experiences for persons deprived of liberty. With regard to this topic, important work had already been carried out by the Centre in the previous biennium to support the reform of the criminal justice system in Uruguay, through the formulation of rehabilitation strategies based on training and work. A survey of the experiences of various vocational training institutions in this field is currently being conducted.

1.9. Articulation of training and employment services, vocational guidance and active labour market policies

During the biennium that is now coming to a close, ILO/Cinterfor has helped member countries and institutions to promote better articulation of vocational training and other active employment and labour market policies. Efforts have focused on improving articulation with public employment services and its components of vocational guidance and employment intermediation, both for young people seeking to enter the labour market as well as for unemployed workers.

Such works are strongly linked to the processes described above for line of action 1.6 on the improvement of vocational training and employment information systems. The availability of reliable and comparable sources and indicators for the most relevant variables in the management of active labour market policies, including education and training, is an essential basis for progress in the articulation of training and employment services, vocational guidance and, in general, all labour market policy schemes, whether these are active or “passive”, such as unemployment benefits.

At the national level, in September 2018, the ILO Office in Mexico received support for the validation of content of a course offered to employment services officers (employment counsellors) in that country. One of the largest initiatives in this regard is taking place in the host country, Uruguay. In the framework of a project funded by INEFOP and whose main beneficiaries are INEFOP, the Ministry of Labour and Social Security and national employer's and worker's organizations, one of the immediate objectives is to provide these stakeholders with an employment information system that includes relevant variables of the supply and demand for labour useful for decision-making and user consultation.

1.10. Mainstreaming Occupational Safety and Health into technical education and vocational training

During the biennium, ILO/Cinterfor had the opportunity to make progress on an issue not initially foreseen in its work plan: the mainstreaming of Occupational Safety and Health (OSH). We have chosen to report it separately for this reason, but also because the results achieved and its future projections are simultaneously linked to the various lines of action of the Centre. Between October 2017 and July 2019, ILO/Cinterfor had the opportunity to participate, together with the ILO Office for the Southern Cone of Latin America (ILO Santiago), and with the support of the Labour Administration, Labour Inspection and Occupational Safety and Health Branch (LABADMIN/OSH)³¹, in the implementation of the Global Project "Building a Generation of Safe and Healthy Workers - Safe & Healthy Youth" in Uruguay. This project is funded by the United States Department of Labour (USDOL) and covers a total of 11 countries in various regions of the world. One of the immediate objectives of this project is precisely the mainstreaming of OSH into technical and vocational training.

From among the activities undertaken by ILO/Cinterfor in Uruguay within the framework of this project, two sectors of activity were selected through tripartite consultations. These sectors were characterized by three elements: high youth employment rates, significant OSH risks, and existing training offer with room for improvement on these topics. The sectors chosen were food service and forestry, within which two pilot projects were carried out, one in cooking courses (with INEFOP) and the other in the Forestry Technician course (with CETP-UTU). These activities encompassed: the review and systematization of international experiences; workshops with managers, teachers and students; the preparation of methodological guides, including their validation; and the development of definitive guides as well as work with counterparties for institutional adoption and effective application thereof. This work also made it possible to identify the opportunity, based on the lessons learned, to create an overarching tool, a methodological guide applicable to various occupational sectors and in various regional and national contexts.

The guides developed within the framework of the project in Uruguay are tools for the collection and analysis of information on OSH, and for participation in the design of activities and projects that promote a cross-cutting approach to this issue as well as the development

31 The ILO's LABADMIN/OSH is in charge of coordinating the Global Project "Building a Generation of Safe and Healthy Workers. Safe & Healthy Youth".



of the skills needed to work in healthy and safe conditions. That is precisely where it's potential to reach a wider range of sectors, professions and countries lies. Its main target audience are educational teams, educational institutions' management teams, as well as the areas of planning, curriculum design, development of training activities and resources, monitoring and evaluation.

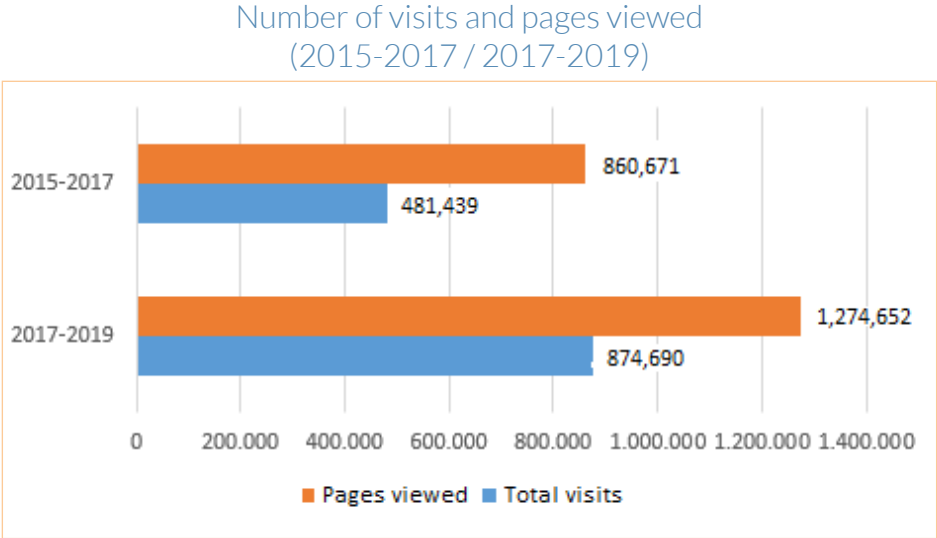
ILO/Cinterfor, as well as the ILO Offices and Departments that have been involved in these developments, considers that these tools may be the basis for a regional-scale line of action or project or for their inclusion in technical cooperation agreements between the Centre and those institutions interested in strengthening this element within their training offer. At the time of submission of this report, the guides are already available in Spanish and English³².

2. Knowledge management platform

The ILO/Cinterfor website, created more than 20 years ago, continues to be actively used as an instrument that enables the Centre to fulfil its purpose of developing and promoting the identification, exchange and dissemination of up-to-date information, knowledge and experience on the development of vocational training, mainly at the regional level.

Below is a summary of the main statistical variables that support this assertion:

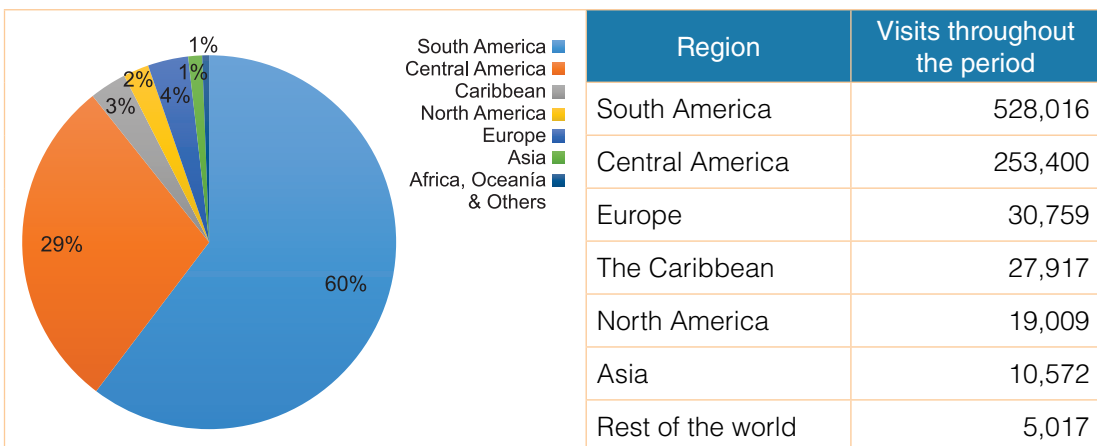
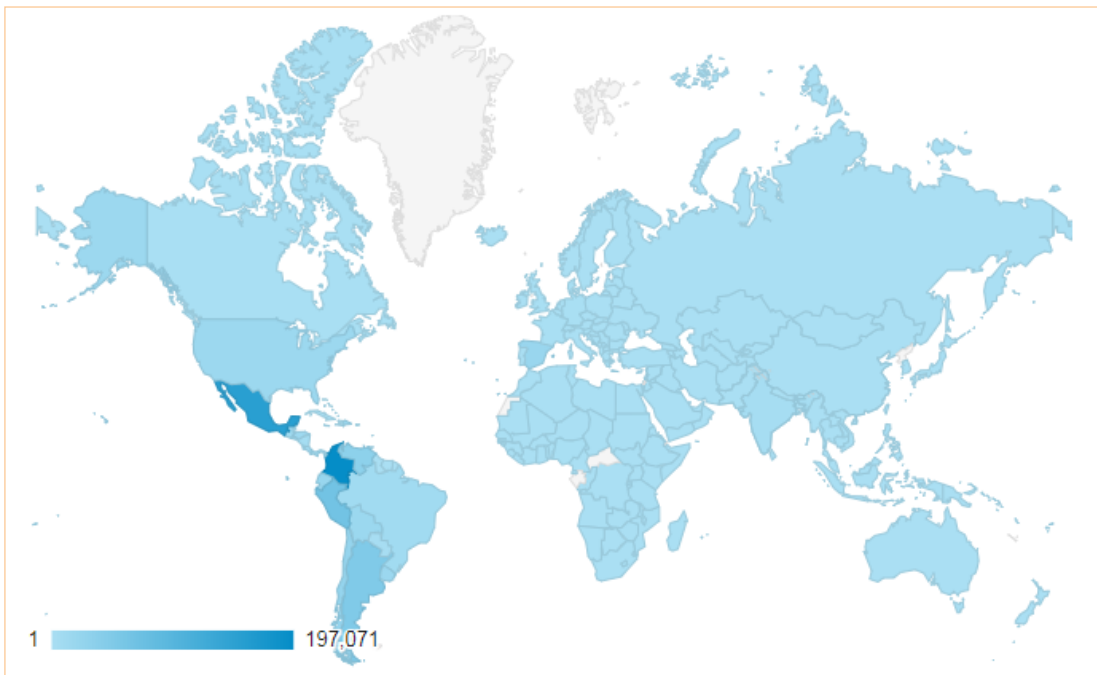
The total number of visits in the current period was 874,690, 80 per cent higher than the total number of visits received in the previous period (2015-2017). Something similar happens with the pages viewed, as can be seen in the following figure.



32 These publications will be available soon on the website.

If we look at these visits by geographical region, we can confirm that the website receives visitors from practically all over the world, with a strong concentration in the region of the Americas, which are all countries that belong to the ILO/Cinterfor network. There is also a steady increase in the number of visits received from European countries, which in the period under review were almost 30 per cent more than in the previous period (from 23,657 visits to 30,759).

Web site visits (July 2017/June 2019)

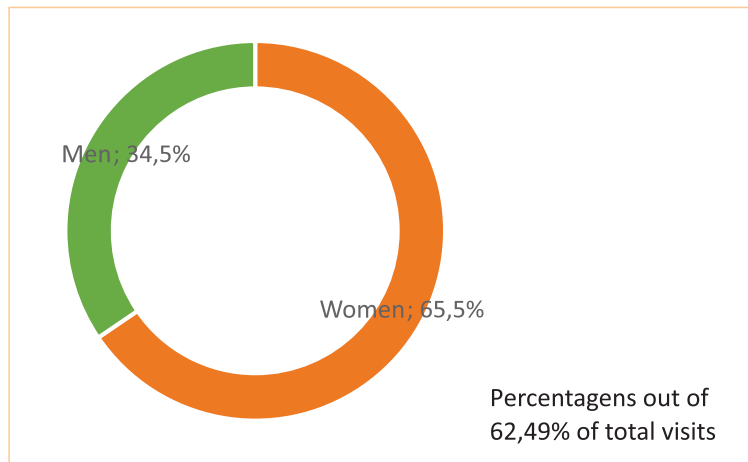




Within these regions, the largest number of visits come from Colombia, Mexico, Peru, Argentina, Venezuela, Chile, Uruguay, Ecuador, Spain, the Dominican Republic, Bolivia, Honduras and Panama.

When looking at visitors by sex, and on the basis of 62.94 per cent of the total visits received in the period, 65.5 per cent were women and 34.5 per cent men, a relationship which is very similar to the previous period.

Visits and sex
(July 2017 - June 2019)



As the trend from previous periods shows, the use of mobile devices (phones or tablets) to navigate the website is increasing, accounting for 31 per cent of total visits from mobile phones and about 1.5 per cent from tablets.

The Centre's policy of facilitating and enhancing the user experience on the website has been based on offering the greatest amount of full-text resources, strengthening this modality of disseminating information and knowledge and reaching a larger public who is increasingly interested in the subject of training.

Of note in this regard is the exponential growth in the monthly average number of downloads, which rose from an average of 560 per month in the previous period to more than 6,000 in the current period; a total of 147,524 documents have been downloaded from the site (including PDF, DOC, XLS, PPT).

In the period under consideration, the use of social networking as a means of dissemination, direct interaction with users and reciprocity has been key to strengthening the visibility of the Centre. Currently ILO/Cinterfor has 3,277 followers and 3,185 likes on Facebook and also 1,739 followers on Twitter. In addition, in the last month, for example, an average of 4,100 twitter impressions were achieved (this is the number of times a tweet appeared on another person's timeline, who may or may not be a follower).

A topic that deserves to be stressed is skills development impact evaluation, the subsite of which was launched in 2011, based on the Guide that was developed on this topic. User interest is growing steadily, as confirmed by the high number of visitors received every year, representing an average of 26,000 visits per month and around 790 downloads per month. The material on how to evaluate the impact of skills development receives the most visits.

Among the new resources added to the website is the database of collective agreements including vocational training provisions, which offers a comprehensive list containing clause number and link for fast access on the Internet. At the moment it only contains information on Argentina and Uruguay, new countries will be added soon.

The National Qualifications Framework Database was also published in 2018, collecting information on how this issue is developing in the region, as well as in other parts of the world.

2.1. Cinterfor virtual space – EVC

During the biennium, the virtual space “Road map for a NQF in Panama” was created to accompany the process of developing a National Qualifications Framework in the Republic of Panama. About 80 representatives of the various national agencies involved in the process participated. The outcomes of this process can be seen at: http://www.oitcinterfor.org/destacado/MNC_Panama

The virtual space “Community of exchange and practice in knowledge management on vocational training statistics” was also set up, for facilitating the exchange on the strategic plan for the development of a statistical information system with standardized variables and indicators to facilitate the aggregated analysis of regional results. Representatives from 9 countries in the region as well as ILO specialists interact in this space.

The Centre has continued updating the Latin American Network for Competency-based Human Resources Management, a learning community that holds regular meetings in different countries and a virtual exchange of experiences on competency-based management in order to share advances, challenges and information among its members. Nodo Uruguay's RED-GPXCYOS exchange space has also received continued support.

The CETFOR Project: Development of capacities for strengthening the institutional framework of public policies on employment, labour training and certification in the framework of a work culture, has used the EVC to organize the various training events and processes within the project.



2.2. Documents and publications

ILO/Cinterfor continued to work on existing publication series. Also, relevant documents were published outside the series.

Series and titles published

- **Skills Development Outlook**
 - No. 12 Avanzando hacia los Marcos Nacionales de Cualificaciones: la experiencia de Chile y República Dominicana. Vargas Zúñiga, Fernando. Montevideo: ILO/Cinterfor. 2018
 - No. 13 Formación profesional y desarrollo productivo: casos de innovación en América Latina. Vargas Zúñiga, Fernando. Montevideo: ILO/Cinterfor. 2018
- **Pensar la formación**
 - El saber profesional. Competencia, derechos, democracia. Meghnagi, Saul. 2018
- **ILO/Cinterfor Notes**
 - Formación basada en proyectos para la formación profesional del futuro. OIT/Cinterfor Notas, 5. 2018
- **Other selected titles**
 - Marco Nacional de Cualificaciones de Panamá 2019. Ministerio de Trabajo y Desarrollo Local de Panamá; CAF; OIT/Cinterfor. 2019. Integrado por:
 - Análisis de entorno de Panamá. Antecedentes para la construcción del Marco Nacional de Cualificaciones.
 - Marco Nacional de Cualificaciones de Panamá. Estructura básica.
 - Hoja de ruta y sugerencia de gobernanza para el establecimiento del Marco Nacional de Cualificaciones de Panamá
 - Poblamiento del Marco Nacional de Cualificaciones de Panamá Modelamiento en cuatro sectores productivos.
 - Informe final.
 - Guide for the mainstreaming of Occupational Safety and Health (OSH) in vocational training programmes. Practical guidelines and tools for designers, teachers and training. Nina Billorou and Jimena Sandoya. Montevideo: ILO/Cinterfor, 2019.
 - Mainstreaming Occupational Safety and Health (OSH) in vocational training programmes. Culinary arts. Practical guidelines and tools for designers, teachers and training. Nina Billorou and Jimena Sandoya. Montevideo: ILO/Cinterfor, 2019.
 - Mainstreaming Occupational Safety and Health (OSH) in vocational training programmes. Forestry and wood production sector. Practical guidelines and tools for

designers, teachers and training. Nina Billorou and Jimena Sandoya. Montevideo: ILO/Cinterfor, 2019.

- Compendium of methodological guides on anticipation and matching of skills supply and demand. ETF; CEDEFOP; ILO/SKILLS. As a result of the joint effort of the ILO Office for Central America, Haiti, Panama and the Dominican Republic, the Project to support the implementation of the Costa Rican Employment Strategy and ILO/Cinterfor, three volumes of the compendium were translated into Spanish, laid out and printed.
 - Using labour market information - Guide to anticipating and matching skills and jobs, VOLUME 1
 - Developing skills foresights, scenarios and forecasts - Guide to anticipating and matching skills and jobs, VOLUME 2
 - Working at sectoral level - Guide to anticipating and matching skills and jobs, VOLUME 3
 - The role of employment service providers. Guide to anticipating and matching skills and jobs, VOLUME 4
- Desarrollo de competencias sectoriales y diálogo social: la experiencia de Uruguay. 2018. Billorou, Nina; Nión, Soledad; Sandoya, Jimena; Iannino, Ximena. Montevideo: ILO/Cinterfor.
- Vocational teachers and trainers in a changing world: the imperative of high-quality teacher training systems. 2018. Translation of the original: Vocational teachers and trainers in a changing world: the imperative of high-quality teacher training systems. 2015. Michael Axmann, Amy Rhoades and Lee Nordstrum with contributions from Josée-Anne La Rue and Michelle Byus. Employment working paper; No. 177
- Aprendizaje de calidad: Una perspectiva práctica para América Latina y el Caribe. 2018. Axmann, Michael. Montevideo: ILO/Cinterfor. Spanish and English version
- 25 Hechos de la formación profesional en América Latina, el Caribe y España – 2018. It contains the main categories of information on vocational training statistics shared by the member institutions of the ILO/Cinterfor network that answered the 2018 Survey.

3. How the structure, functions and forms of cooperation of the Centre were adapted and improved: main results

3.1. How the structure and functioning of the Centre was adapted and improved

It is worth recalling that, as informed in the Report of the ILO/Cinterfor Director to the 43rd Technical Committee Meeting (San Jose, Costa Rica, August 2017), during the 2016-2017 biennium ILO/Cinterfor carried out a major restructuring process of positions and functions at the Centre, in line with the ILO reform process in the field and with the aim of significantly



increasing and diversifying its technical capacities to promote cooperation with its member institutions.

Although no other processes of such scale have taken place during the period covered by this Report, it is timely to carry out an assessment of the extent to which the restructuring has yielded expected results.

An initial positive effect has been the consolidation of lines of work with staff members in charge. As a result, each line has received greater attention, which in turn has led to deeper and more systematic work. This means that not only has there been an increase in the number of technical assistance and cooperation activities in areas such as technological and methodological innovation, quality apprenticeship, social dialogue in and about training, or skills certification and accreditation of learning, but also that these activities are connected and structured in the form of cumulative processes. In other words, ILO/Cinterfor member countries and institutions have benefited not only from a significant number of activities, but also from greater depth in terms of content and direct support to the introduction of innovations and implementation of improvement processes.

Another significant aspect is that the availability of a consolidated technical team is not merely an aggregate of individual capacities. The collaborative work schemes within the ILO/Cinterfor team strengthen the processes and actions directed at each line of work. This is key insofar as the challenge of moving towards quality vocational training for all, developing the skills needed for current and future jobs, cannot be tackled from a single dimension. Methodological innovations require adjustments in training formats and modalities, as well as in the training of trainers. Such changes require, more often than not, adjustments in institutional management at various levels, as well as in the regulations that favour training policies. For all of the above to occur, decision-making processes must be properly supported by quality information about the population targeted by the actions, the labour market situation, and future prospects in terms of skills demand. Finally, an adequate representation of the perspectives of all actors through social dialogue mechanisms is essential if all the transformations undertaken are to respect the targeted balance between the different functions that vocational training must fulfil in order to decisively contribute to sustained and sustainable development, with decent work and productive employment for all. In short, beyond the existence of lines of work and the Centre's officials who are responsible for their coordination, teamwork has indeed been reinvigorated in processes that encompass different dimensions and take full advantage of available technical capacities.

Furthermore, specialists and thematic officers, in addition to their technical knowledge, have incorporated and developed networks that reach both ILO/Cinterfor member institutions and organizations, as well as other institutions, researchers, teachers and managers that work in the field of vocational training, in this region and in the rest of the world. This is essential, since a Centre that seeks to become the gold standard in knowledge management in the field of vocational training must constantly broaden its vision and relationships on a global scale. ILO/Cinterfor's mostly regional focus does not contradict this strategy. The Centre, in order to continue providing relevant and quality services to the countries in its network, must be increasingly connected to the world at large to tap into the knowledge on trends, debates, innovations and experiences.

3.2. How the forms of cooperation of the Centre were adapted and improved

Since its creation, ILO/Cinterfor has the feature of simultaneously being a specialized technical service of the ILO and the core articulator of institutions and organizations that cooperate for the development of vocational training. Its fundamental features have remained unchanged since it was founded 56 years ago and to a large extent explain its relevance and stability. Briefly explained these are:

- ILO/Cinterfor is both a Centre and a network of institutions. The skills that are available at the Centre are used by member institutions, which in turn offer their own skills and resources to foster cooperation between countries.
- The ILO/Cinterfor governance mechanisms reflect its mixed nature. Each biennium, the Governing Body reviews and approves its programme and budget for the following biennium. Each biennium, the member institutions or agencies, as well as the employers' and workers' representatives designated by their respective groups, review and approve its Management Report for the biennium coming to an end and its proposed Work Plan for the new biennium.
- The same applies to ILO/Cinterfor's regular financing. It is mainly financed by the ILO. However, the functioning of the Centre is supported and made possible by the voluntary contributions of the institutions that are members of its network.
- In short, as a summary and conclusion of the three previous points, the Centre is part of the ILO, and at the same time belongs to the member countries and institutions, whose contributions and cooperation make it feasible.

On the occasion of the last two Technical Committee meetings (Buenos Aires, Argentina, 2015; San Jose, Costa Rica, 2017), the Director provided information in his activity report (item 2.4 Member Countries' Contributions) on the status of voluntary contributions made by members of the network to the Centre's regular budget. This is a particularly relevant aspect in view of the paragraphs above, since voluntary contributions are not a unique, but a chief expression of the degree to which member countries and institutions are committed to the existence and development of ILO/Cinterfor as a cooperation Centre and network.

On the basis of the decrease in the relative weight of voluntary contributions in ILO/Cinterfor's regular budget, two prevailing explanatory factors were identified in those instances. The first factor is that, since these contributions had been set in fixed amounts in U.S. dollars, there is a loss of real value given the evolution of the exchange rate, and because there are no mechanisms or criteria for updating their value. The second factor was linked to the accumulation of debts due to non-payment or late payment of contributions.

As in the previous biennium, in the biennium coming to an end, multiple efforts have been made to collect the amounts owed by institutions in arrears with their contributions, and mechanisms have been implemented to prevent future situations like these. These mechanisms were included in a single instrument: cooperation and technical assistance agreements between



ILO/Cinterfor and each member institution. In 2017 the Centre had already developed standard versions of these agreements with both constituent institutions and associates and had submitted them to Office of the Legal Adviser of the ILO for review.

Such agreements, which have been progressively signed with various institutions and which are to be generalised for all cases, have several advantages:

- They formalise membership, providing ILO/Cinterfor with a legal instrument for annual calls for contributions, and also provide similar support to help the authorities of the institutions to justify these expenditures.
- They provide a clear framework of general objectives, commitments and rights for all parties, making their cooperative relationship more transparent.
- They provide a basis to cover other specific agreements, such as technical assistance projects or programmes.
- They eliminate communication problems that arise when authorities change, thus helping incoming authorities understand the nature of the link between the institution and ILO/Cinterfor.
- As they are valid for a specific term, there is the possibility of analysing updates to voluntary contributions, to reduce their loss of real value.

In addressing these issues, both the Programme and Budget Committee and the 43rd Technical Committee Meeting (2017) of ILO/Cinterfor adopted an action plan which consisted of the following:

- a) To call upon the institutions in arrears with their contributions so that they make every effort to settle any outstanding balance. In this scenario ILO/Cinterfor is fully open to hold talks in order to find a solution, especially in cases with older debts.
- b) To encourage, also in a general way, adherence to membership agreements, using the standard formats proposed by ILO/Cinterfor. As mentioned above, these agreements provide legal support to budget for the respective contribution in each country.
- c) Within the framework of these agreements, alternative arrangements may be made for the payment of contributions in arrears. In this regard, we propose the option of deferring the debt for the next five years, according to the following formula:

$$\frac{\text{Debt including 2017+contributions 2018-2022}}{5} = \text{New contribution}$$

- d) To set a deadline, either for the payment of the contributions due or for the refinancing agreement, until 15 December 2017 at the latest. Member institutions attending these meetings are also encouraged to contact the ILO/Cinterfor authorities in order to move forward in the search for solutions.

- e) In the case of institutions with a debt of more than two years and that do not take any of the above actions, to suspend their membership until the amount due for contributions has been paid.

It is therefore appropriate, given the opportunity to address this issue at the 44th Technical Committee Meeting and at the previous meeting of the Programme and Budget Committee, to discuss the results of the implementation of this action plan, which can be found in the next item of this Report.

4. Centre's resources

4.1 Budgetary position at the end of the 2016-2017 period

	Items budgeted	Execution	Execution
	2016-2017	2016-2017	%
Funds transferred from previous fiscal year	402,552.00	749,927.61	96,67%
ILO contribution	2,384,742.00	2,384,742.00	100,00%
Countries' contributions	550,000.00	488,456.60	88,81%
UY contribution	150,000.00	150,000.00	100,00%
Publication and printing services sales	30,000.00	29,791.41	99,31%
Interests, exchange rate differences	10,000.00	-1,283.59	-112,84%
Rounding value			
Subtotal income	3,374,742.00	3,051,706.42	90,43%
Total income	3,777,294.00	3,801,634.03	100,64%
Expenditures	3,419,840.00	2,826,340.68	
Printing expenditures		31,036.67	
Bank charges		5,166.87	
Rounding value			
Total expenditures	3,419,840.00	2,862,544.22	83,70%
Balance of the 2014-2015 budget execution	357,454.00	939,089.81	

This report shows the final income and expenditure position at the end of the 2016-2017 period compared to the budget for the same biennium.



In this period, income fell short of the budgeted amount by 9.57 per cent. This decrease was primarily due to two reasons. On the one hand, voluntary contributions from member institutions were 11.19 per cent lower than expected. On the other hand, net income from interest and exchange rate differences was negative. Printing services sales almost reached the estimated amount.

During this period, the host country, Uruguay, paid the contributions for the 2016 -2017 biennium and a 2006 contribution that was still outstanding.

4.2. Regular Budget Execution - Year 2018

	Items budgeted	Execution	Execution %
	2018-2019	2018	
Funds transferred from previous fiscal year	939,087.81	939,087.81	
ILO contribution	2,437,303.00	1,218,651.00	50,00%
Countries' contributions	500,000.00	234,054.61	46,81%
UY contribution	100,000.00	50,000.00	50,00%
Other contributions	250,000.00	175,000.00	70%
Publication and printing services sales	20,000.00	27,627.43	138,14%
Others (interests, exchange rate differences)	10,000.00	14,540.46	145,40%
TOTAL	3,317,303.00	1,719,873.50	47,47%
Total income	4,135,140.00	2,658,961.31	64,30%
Expenditures	3,569,120.00	1,720,909.59	48,22%
Printing expenditures		16,673.47	
Bank charges		2,993.56	
Total expenditures	3,569,120.00	1,740,576.62	48,77%
Balance of the 2018 budget execution	566,020.00	918,384.69	

The table above shows the execution of the budget at the end of 2018.

As can be seen income and expenditure are balanced, with a total income of 47.47 per cent of the total and expenditure execution of 48.22 per cent.

However, it must be noted that the contributions received were 3.19 per cent lower than expected at the end of 2018. We can say that, at this point in the year, the biennium target has been surpassed by 76 per cent, and we therefore hope to be able to fulfil the expectations set.

The host country paid off the contribution corresponding to 2018 and the contribution for the current year remains outstanding.

4.3. Mobilization of Technical Cooperation and Extra-Budgetary Resources

Regular Budget for Technical Cooperation (RBTC)

The main budgetary lines are reinforced every biennium by RBTC funds allocated by the Regional Office for the Americas. The sum of USD 100,000 was allocated for the 2018-2019 biennium. This represents an increase of 25 per cent over the funds allocated for the 2016-2017 biennium, although it remains lower than the levels of previous bienniums (USD 150,000 in the 2014-2015 biennium, USD 200,000 in previous bienniums). One hundred per cent of these funds were spent.

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

During this period the Centre completed the execution of Project URY/16/01/URY - CETFOR: Development of capacities for strengthening the institutional framework of public policies on employment, labour training and certification in the framework of a work culture. This project had been included in the report of the 43rd Technical Committee Meeting as it was under implementation at the time. However, its implementation was completed in this biennium, so it is reported accordingly.

The implementation of Project URY/18/01/URY, which is the second phase of the Project referred to in the preceding paragraph, began in August 2018.

Project	Contributor	Resources (USD)	Duration
URY/16/01/URY CETFOR: Development of capacities for strengthening the institutional framework of public policies on employment, labour training and certification in the framework of a work culture.	National Employment and Vocational Training Institute	1,121,926	27 months 29 March 2016 - 28 March 2018
URY/18/01/URY CETFOR Phase II: Development of capacities for strengthening the institutional framework of public policies on employment, labour training and certification in the framework of a work culture.	National Employment and Vocational Training Institute	1,160,230	24 months 1 August 2018 - 31 July 2020

In addition, ILO/Cinterfor carried out actions in Uruguay within the framework of two centrally managed global projects: Project GLO/18/50/UND Partnership for Action on Green Economy (PAGE), for which a budget of USD 102,000 has been allocated to the Centre for implementation; and Project GLO/18/65/USA SafeYouth@Work “Building a generation of safe and healthy workers – Safe & Healthy Youth”, implemented by the ILO and funded by the



U.S. Department of Employment. This last project was allocated a budget of USD 88,846 for implementation by ILO/Cinterfor.

Finally, although they are financially included in the mobilization of resources on account of other items (following point), it should be mentioned that during the biennium ILO/Cinterfor received resources to carry out cooperation actions in two projects; Project HTI/16/01/NOR “Addressing Education and Skills Gaps for Vulnerable Youths in Haiti: Promoting rural socio-economic development in South and Grande Anse Departments”; and, the non-reimbursable Technical Cooperation Agreement signed between the Government of the Republic of Panama and the Development Bank of Latin America - CAF, for the implementation of the Project entitled “Establishment of the National Qualifications Framework”.

Mobilization of Resources on Account of Other Items

The Governing Body, at its 306th meeting in November, 2009 (GB.306 PFA-5-2 par. 13), mentioned ILO/Cinterfor’s possibility of receiving extra-budgetary income for short technical assistance activities, funded by the stakeholders themselves. The estimated income on account of this item to be reached by the end of this biennium (2018-2019) is USD 400,000, which represents an increase of 43 per cent over the previous biennium. These resources allow the Centre to address the increasing assistance needs of the countries of the region, to foster South-South cooperation among the Network’s member institutions, and work jointly with other ILO offices, including through joint activities with the International Training Centre in Turin.

4.4. Member Countries’ Contributions

Member institutions’ payments are a significant contribution to Cinterfor’s budget.

As a follow-up to what has already been mentioned in point 3.2, arrangements have been made with institutions that are in arrears of contributions by two or more years with differing outcomes. Nevertheless, as a whole, we can say that the adopted strategy has been successful and that we hope to have surpassed 20 signed agreements by the date of the 44th Technical Committee Meeting.

As at the date of the writing of this report, 18 agreements have been signed for a total annual amount of USD 105,100, accounting for 42.04 per cent of the budgeted contributions per year. It must be pointed out that one institution has signed an agreement and to date has not complied with the provisions therein, therefore, the annual amount received is less than the agreed amount of USD 35,000.

In compliance with the resolutions of the 43rd TCM, we have had to proceed with the suspension of the membership of five member institutions with a total debt of USD 476,000. These institutions will be able to regain their active membership once they regularize their debt situation.

In view of the above, we consider it essential that institutions move toward the signing of agreements that will help solve the problems of delays in payment, as mentioned earlier.

For further information, please find attached the status of contributions.

Status of the Contributions by Institution as of July, 23 2019

Country	Institution	Annual contribution	Outstanding balance includes 2019	Years corresponding to the balance
Argentina	MINTRAB PROD y TRABAJO SEC GOB TRABAJO SEC EMPLEO	10000	20000	2018-2019
	INET	8000	48000	2014-2019
	MINED GOBIERNO CABA	5000	10000	2018-2019
	OBISPADO MORÓN	300	0	
	FUNDACIÓN UOCRA	2500	0	
	UNIVERSIDAD DE CUYO	2000	4000	2018-2019
	UTHGRA	2000	4000	2018-2019
	ADPHA	4000	4000	2019
	FATERYH	2000		2019
	UPACP	1500	3000	2018-2019
	SMATA	3600	0	
	FAECYS	3000	0	
	UOMRA	3000	0	
	INSPT	3000	3000	2019
Bahamas	BTVI	2750	5500	2018-2019
Barbados	MINLAB	3000	3000	2019
Bolivia	INFOCAL	1500	1500	2019
	COMISIÓN EPISCOPAL	1000	7000	2011-2017
	FAUTAPO	5000	0	
Brazil	SENAI	21000	0	
	SENAT	3000	21000	2013-2019
	SENAR	8000	0	
	SETEC	10000	180000	2002-2019
	SPPE-MINTRAB	21000	231000	2009-2019
	SENAC	8000	0	
	CENTRO PAULA SOUZA	2000	0	
Cabo Verde	IEFP	2000	6000	2017-2019
Colombia	SENA	21000	0	
	ASENOF	3000	0	
Costa Rica	INA	7000	0	
Cuba	MINTRAB	2000	4000	2018-2019
Chile	SENCE	5000	0	
	CHILE VALORA	5000	0	
	INTERFASES	1000	1000	2019



Country	Institution	Annual contribution	Outstanding balance includes 2019	Years corresponding to the balance
Ecuador	SECAP	0	0	
	SETEC	5000	15000	2017-2019
El Salvador	MINTRAB	500	1000	2018-2019
	INSAFORP	5000	0	
España	CIDEC	2000	0	
	FUNDAE	15000	0	
	LA LIGA IBEROAMERICANA	3000		2019
	SEPE	14000	14000	2019
Guyana	MINED	1000	13000	2001-2009/2016-2019
Guatemala	INTECAP	8000	0	
Haití	INFP	6000	12000	2018-2019
Honduras	INFOP	4500	36000	2008-2009/2012-2013/ 2016-2017/2018-2019
	CADERH	1500	9000	2013-2019
Jamaica	HEART/NTA	6000	0	
México	DGCFT/SECEDU	5000	40000	2012-2019
	DGCP/SECTRAB	5000	5000	2019
	CONALEP	3000	3000	2019
	CONOCER	5000	0	
Nicaragua	INATEC	3600	7200	2018-2019
Panamá	INADEH	6000	0	
Paraguay	SNPP	6000	12000	2018-2019
Perú	SENATI	5000	0	
	MTPE	1000		
	SENCICO	5000	10000	2018-2019
Portugal	IEFP	10000	10000	2019
Rep. Dominicana	INFOTEP	7000	0	
Saint Lucia	MINISTRY EDU	2000	30000	2005-2019
Suriname	MINLAB	2000	14000	2009-2011/2016- 2017/2018-2019
T&T	NTA / MINISTRY	6000	60000	2009-2012/2014-2019
Uruguay	ADPUGH	1500	0	
VENEZUELA	INCES	15000	165000	2009-2019

The membership has been suspended of institutions that have accumulated more than two years' debt as regard the payment of their voluntary contributions, and that, despite the efforts of ILO/Cinterfor, have failed to take any action to regularize their situations.



Part 3:

Work plan

Introduction

In the Declaration of Panama (2018), quoted at the beginning of this report, the constituents of the ILO Member States of Latin America and the Caribbean have agreed that, in a global context of high uncertainty, Latin America and the Caribbean is witnessing the persistence of certain structural features that pose specific challenges. These include: low and fluctuating economic growth; insufficient productive development and low productivity; high levels of informality and inequality; increasing unemployment and poverty; various deficits in the respect for and application of fundamental principles and rights at work for workers and employers; challenges related to the effects of environmental development on employment; reduced social security coverage and its sustainability; and negative effects on job creation and sustainable enterprises.

The Declaration also notes that the experience of the past years has shown that, without sustained growth, social progress may stall or even be reversed. Therefore, investment and sustained, inclusive and sustainable economic growth are essential for generating decent and productive employment, and for reducing inequalities in the region. Consequently, the tripartite constituents have called on the ILO to continue to play a leadership role in the world of work by strengthening instruments of international cooperation and innovative development partnerships; expand the means to share good practices; express our appreciation for engagement in multilateral forums and for effective tripartism and social dialogue; and strengthen the body of standards and the supervisory system for international labour standards, especially to increase transparency and efficiency within the terms of the ILO's mandate.

Among the policy priorities established in the Panama Declaration, priority vi) on policies for labour development stands out due to its direct relationship with the ILO/Cinterfor mandate and area of competence. With regard to these, it is stated that they “...are key to building a better future of work. Vocational education and training systems that respond to the present and future needs of employers and workers can be achieved through robust education and

training systems that include lifelong learning. We emphasize the need to promote synergies between education, vocational training and the world of work to match labour supply and demand. These policies must be aligned with policies on productive development and attracting investment.”

ILO/Cinterfor, as a specialized technical service in the field of vocational training and as the core articulator of a cooperation and knowledge management network of 67 institutions and agencies linked to vocational training in 27 countries, is called upon to contribute actively and effectively towards the leadership of the ILO, especially as regards the strengthening of cooperation and partnerships for development, the exchange of good practices, the encouragement of innovation, as well as the promotion of tripartism and social dialogue in its field of action.

Its contribution to the ILO’s regional agenda should include, so as to complement the Organization’s other capacities, other policy priorities, such as those linked to productive development; the promotion of an enabling environment for the creation and development of enterprises; the transition from the informal to the formal economy; environmental sustainability and addressing the employment impacts of climate change; or policies to respond to the new and diverse forms of employment.

It is in this direction that ILO/Cinterfor has been developing, during the current and the previous biennium, a systematic and cumulative process of continuous improvement of its internal work processes, its modalities and mechanisms of action, its articulation with the technical services of headquarters and ILO offices in the field, as well as in the development of strategic partnerships with national and international cooperation and development agencies.

It is worth recalling that in the context of the Programme and Budget proposal for the 2018-2019 biennium submitted to the Governing Body for consideration, the ILO/Cinterfor programme proposal was based on ten challenges faced by the countries in the field of vocational training and the corresponding guidelines for action, all of which had been discussed and endorsed on a tripartite basis in the Programme and Budget Committee meetings and the 43rd Technical Committee Meeting (San Jose, Costa Rica, August 2017). These guidelines are maintained in this proposal for the 2020-2021 biennium. They focus on achieving closer alignment with productive development policies and technological changes; deepening tripartism and social dialogue in training; improving regulatory frameworks and financing schemes; greater articulation with formal education; promoting quality apprenticeship through cooperation among governments, enterprises and trade unions; strengthening institutional management and information systems; methodological and technological innovation; greater relevance and adaptation to promote social inclusion; and articulation with employment services and other labour market policies.

The programme for the 2020-2021 biennium is presented below. This proposal establishes, in an indicative—though non exhaustive—manner, the thematic areas to be prioritised in the planning and execution of activities.



Lines of work

A. Alignment of vocational training and productive development policies and technological changes

In view of the need to promote the consistency and functionality of vocational training policies with productive development policies, ILO/Cinterfor will conduct research and carry out activities for the dissemination of national, territorial and sectoral experiences of innovation in systems and vocational training institutions that involve processes of articulation with the design and implementation of productive development policies, as well as with the private sector and the relevant social partners. It will also help member countries and institutions develop their technical capacities to identify skills mismatch and to include it when programming vocational training systems. It will provide advice to improve the management of centres or operational units of vocational training systems of activities focused on productive development (applied research, improving prototypes, solving corporate problems, etc.). The Centre will strengthen visions about training for sectoral development in areas such as rural economies, tourism, green jobs and construction, among others, on the basis of technical workshops for knowledge management and synchronization between institutions. Among the planned activities, innovation experience will be documented in training institutions such as INA in Costa Rica, SENAC and SENAR in Brazil, and the sectoral technical meetings organization.

B. Capacity building for governments, employers' and workers' organizations for tripartism and social dialogue in vocational training

In view of how the participation of social partners and social dialogue in the management of training systems and institutions benefits the quality, the relevance and equity of training activities, ILO/Cinterfor will continue to support the capacity building processes of employers' and workers' organizations in this field, improving and expanding the reach of the course entitled "Programme to strengthen the capacities of trade union representatives to participate in institutionalised social dialogue and collective bargaining on vocational training" to more participants. The initiatives that will structure Cinterfor's action in this line of work include the following. First, a capacity building programme for representatives of government, employers' and workers' organizations who at a national, sub-national and sectoral level perform management functions in vocational training institutions, as well as for those who serve in tripartite bodies working on vocational education and training public policies. The contents of this programme will be directly related to decision-making on matters of strategic importance for institutional management and participation and control of the public policy cycle (identification of demand, prioritization, design, application monitoring and assessment), as well as to bringing participants up to date on trends, challenges and approaches in vocational education and training. Both tripartite and sectoral meetings or workshops will be considered for the implementation of this programme. Second, the Centre will continue to carry out ongoing research aimed at identifying, documenting and disseminating sectoral experiences of tripartite and bipartite negotiation involving processes of technological change and transformations in the organization of work, examining the role that vocational training plays

in reducing potential negative effects and creating new jobs. Third, and considering that this line of work, in addition to containing specific actions, contributes in a cross-sectional manner to other lines of this work plan, the Centre will continue to support tripartite constituents' participation in dissemination and capacity building activities of the methodology developed by ILO/Cinterfor for the bipartite management of labour competencies at the sectoral level, as well as quality apprenticeship policies and programmes (see section e). Fourth, the social dialogue space on the Centre website will continue to be updated, including the already available database of collective agreements and social pacts with clauses on training. All these initiatives and activities will be coordinated and supported by the SKILLS, ACT/EMP and ACTRAV Departments at headquarters and in the field.

C. Reforming qualifications systems, developing regulatory frameworks and sustainable financing schemes for vocational training systems

ILO/Cinterfor will continue to support, at the request of its member countries and institutions, the processes to adjust or reform the frameworks for qualification systems, participation mechanisms and social dialogue, and of the different training modalities. In addition to the possible technical assistance actions, the Centre will regularly survey and update comparative information in this area to make it available through publications or in its databases. Similarly, at the request of its member countries and institutions, it will provide advice on designing state-of-the-art policies, and governance and funding models for lifelong training, and will generate and make available comparative information on vocational training funding schemes, and access to sources of private financing by developing strategic partnerships and through international cooperation. Support is envisaged for the reform in Colombia of the National Qualifications System, the Committee of the National Skills Certification System – ChileValora, Honduras with INFOP and Costa Rica with INA, among others.

D. Lifelong learning and synchronization between formal education and vocational training

Cinterfor will continue surveying, updating and providing members with comparative knowledge on the relationship between vocational training, formal education and the world of work, through programmes or mechanisms of recognition and certification of competencies, the approval of educational outcomes or a common guiding framework, such as the National Qualifications Frameworks (NQFs). Developing NQFs will remain essential, as technical assistance will be provided and horizontal cooperation fostered as the countries of the region are increasingly interested in facing this challenge. It shall be complemented by the use and updating of common nomenclatures inspired by the experience of the European Skills, Competences, Qualifications and Occupations classification. Both in integration processes and in sub regions, where migration is a central issue, we will aim to support the integration of tools such as the one mentioned above into migration management policies. Progress made in the NQF in Colombia, Peru and Costa Rica will be documented and supported. Alternatives will be explored for the design of a regional qualifications framework to act as a guiding



meta-framework and to support employment and vocational guidance services in order to synchronize guidance and information tools regionally.

E. Promoting pre-apprenticeship, quality apprenticeship for work and other forms of on-the-job learning

During the 2018–2019 biennium ILO/Cinterfor developed a solid base of technical resources³³ and experiences supporting member countries and institutions, the development of quality apprenticeship programmes and systems, which, through a combination of on-the-job training and classroom-based learning contribute to developing participants' skills—in particular young people—and to improving work processes. These objectives, already outlined in the Programme and Budget for the past biennium, have been translated into technical assistance and cooperation initiatives that will continue to be pursued during the current biennium, while actions will be initiated in others. Mexico, Costa Rica, the Dominican Republic, Jamaica, Brazil, Paraguay and Uruguay are some of the countries in which initiatives are under way or are about to begin. Concurrently, the strategy of creating partnerships and mobilizing resources with multilateral agencies, such as CAF and IDB, will be given continuity in order to provide systematic support to the reform or implementation processes of quality apprenticeship systems and programmes. Technical support will continue to be provided to member countries and institutions and to employers' and workers' organizations in the development of regulatory frameworks for this modality, in the development of the partnerships and alliances that make it possible, as well as in terms of linkages with sectors that are key to its development.

F. Institutional strengthening and information management in vocational training

ILO/Cinterfor will continue to provide support to member countries and institutions in their continuous improvement and innovation efforts in the field of institutional management, knowledge management, development of information systems, and in anticipation of demand and skills gaps, required for the design, planning, implementation, and evaluation of vocational training policies and programmes. South-South cooperation and dissemination activities will be carried out to promote a better use of capacity building for the expansion and diversification in the supply of training activities; the satisfaction of needs of individuals and enterprises; their adaptation to priorities within productive and socially inclusive development; and the reduction of the skills mismatch. The Centre will support member countries and institutions that so request in the development of quality management systems, assurance of the relevance of the training activities, and in the setting of institutional goals through verification mechanisms based on quality information and in consultation with social partners. In particular, progress will be made with Paraguay in analysing the relevance of its programmes and training gaps.

33 The toolkit "Aprendizaje de calidad: Una perspectiva práctica para América Latina y el Caribe" (Quality apprenticeship: A practical perspective for Latin America and the Caribbean) prepared by CINTERFOR during the past biennium summarizes the main tools developed by the Centre on this topic, as well as reviews of experiences in the region and in the world. Available at: http://www.oitcinterfor.org/publicaciones/aprendizaje_calidad

The same applies to Colombia as regards quality assurance systems for training and skills certification, supported by ChileValora.

Regarding information systems, ILO/Cinterfor will support member countries and institutions to develop and use demographics, social and labour market statistical information for the purpose of its use in anticipation of demand, planning, managing and evaluating training activities. The same will be done to improve information systems that feed on the institutions' performance indicators, where criteria and developments are highly varied in each country in the region. This is such an important issue that we suggest the creation of a regional programme to harmonise and improve training statistics through activities that include technical assistance, cooperation among institutions and, most likely, specific technical meetings. Further support will be provided to SENA of Colombia, INEFOP of Uruguay and ChileValora to develop the use of occupational classification systems with the possible application of the ESCO (European Skills, Competences, Qualifications and Occupations) classification.

G. Methodological and technological innovation in vocational training

ILO/Cinterfor will continue providing technical assistance and promoting cooperation to encourage methodological and technological innovation in the design and development of vocational training with a focus on the development of skills for the future of work. Likewise will support the development of innovative, quality, relevant and flexible methodologies. The Centre will conduct surveys and studies on curriculum design and development as well as on training of trainers. Other areas of research include the use of technology to facilitate learning and as training content. Research developed together with SENAC-DN on the use of project-based methodologies for the development of transversal skills will be followed up. With regard to the collaborative construction of knowledge and its dissemination, two activities are foreseen, one each year, with experts from member institutions to share good practices, case studies and identify new areas of research. Dissemination will be carried out through our website, the ILO/Cinterfor Bulletin, a learning community and journal publications. We will continue to meet the demands for technical cooperation on the topics already mentioned, in particular on active methodologies and experiential learning based on training projects that in turn mainstream the use of information technologies. More specifically, training of trainers in the use of technologies as a means of facilitating learning, training of trainers in the design of the training offer, training of trainers for the facilitation of project-based learning and models for the evaluation of the quality of distance learning. ILO/Cinterfor will develop a set of guides for the design and implementation of project-based training. This guide will serve as a basis for the design of “blended” training on the subject. A handbook for the development of employability skills in training contexts, based on the experience with INADEH in Panama, will also be compiled.



H. Vocational training for equal opportunities and social inclusion

ILO/Cinterfor will continue recording, systematising and disseminating experiences in the field of strategies for the inclusion of vulnerable groups in vocational training and the reduction of gender inequality. Also will continue to disseminate experiences that can make it easier to include women in vocational training and reduce gender gaps in relation to access. Technical support will be provided to countries in terms of articulating vocational training with national policies on inclusion and equity and, broadly speaking, on the development of strategies and mechanisms to address the various target groups. Likewise, technical support will be provided to member countries and institutions when setting objectives, targets and indicators in the area of inclusion and equal opportunities. Among the initiatives already under way and which will be continued during the biennium are the identification, documentation and dissemination of experiences concerning vocational training and employment programmes aimed at persons deprived of liberty, as tools for social and economic rehabilitation and reintegration.

I. Articulation of training and employment services, vocational guidance and active labour market policies

ILO/Cinterfor will help member countries and institutions to promote better articulation of vocational training and other active employment and labour market policies, especially with public employment services, and its components of vocational guidance and employment intermediation, both for young people seeking to enter the labour market, as well as for unemployed workers. The Centre will promote information sharing and the use of “big data” in regional analyses on skills gaps and trends in occupation supply and demand. Cinterfor will survey, systematise and disseminate comparative knowledge on service models in vocational training, vocational guidance and employment intermediation, promoting South-South cooperation in this field. The development of information systems on vocational training supply, skills demand and supply and demand of employment, as Cinterfor is currently supporting in Uruguay and will soon begin in Paraguay and Colombia with ESCO, are particularly relevant tools for the purposes of this line of work.

Appendix

Technical Meetings, Seminars and other activities for which ILO/Cinterfor provided technical support and organization

Period: August 2017 – July 2019

Activity	Place and Date	Institutions Involved	Description
2017			
Knowledge sharing and capacity building workshop. The curriculum and vocational training	Panama, 28 to 31 August	INADEH	With the purpose of building capacity among training areas' team of coordinators, ILO/Cinterfor, together with INADEH's work team, addressed the foundations of modular structure design in training programmes and content in the development of training curricula.
Joint ILO-IDB Mission. Dual training project in the Dominican Republic	Santo Domingo, 4 to 8 September	INFOTEP	The Senior Specialist for Enterprises, Productivity and Vocational Training and the National Officer of Social Dialogue took part in the mission, in which a joint roadmap was established in order to strengthen and expand INFOTEP's dual training programme.
Presentation of a paper on "The future of vocational training in Latin America and the Caribbean: challenges and guidelines to make it stronger"	Mexico City, 6 to 8 September	ILO Mexico ILO Regional Office	The Director and the Senior Specialist in Vocational Training took part in the activity, during which the study was presented to a tripartite panel. The Director also participated in the visit to the Jalisco Entrepreneurs' Research Centre.
2nd Teacher Training Conference	Santo Domingo, 21 and 22 September	INFOTEP	The National Officer of Technologies applied to Training lectured on New technologies and vocational training: the impact on teaching. As part of the event, support was given to the participation of experts from SENA (Colombia) and SENATI (Peru), who provided technical assistance in the areas of project-based learning and the incorporation of ICTs.

Activity	Place and Date	Institutions Involved	Description
2017			
Training workshops and methodology sharing for the implementation of VEL	Port-au-Prince, 2 to 6 October	INFP ILO San José ILO/Cinterfor	ILO supports the implementation strategy for the new legal framework on the Validation of Experiential Learning (VEL) in Haiti. The workshops were facilitated by an ILO/Cinterfor consultant, under the Vocational Training Project for rural development in southern Haiti (FOPRODER), funded by Norway.
Meetings for discussion and feedback on the Vocational Qualifications Framework with the Technical and Strategic Committees	Honduras, 23 October	OEI INFOP	The Senior Specialist in Vocational Training conducted this technical assistance, under the agreement between OEI and ILO/Cinterfor, through analysis and by making recommendations, as well as by providing methodological and technical feedback to the progress report prepared by the Technical Committee in charge of designing the Vocational Qualifications Framework (VQF) in Honduras.
Workshops on preparing a job operator profile	Montevideo, 30 October and 1 December	ILO/Cinterfor ILO/GED ADdu	This initiative on developing a profile for the occupation of “job coach or operator” was supported at the request of the Down Association of Uruguay.
Department Agreement on Employment and Vocational Training in Rivera	Rivera (Uruguay), 1 December	Ministry of Labour and Social Security (MTSS) INEFOP ILO	The National Officer of Social Dialogue and Vocational Training signed the agreement on behalf of ILO/Cinterfor.
Technical Meeting on project-based training methodologies. Challenges and Opportunities	Montevideo, 7 and 8 November	INEFOP ILO/Cinterfor	Attended by 25 representatives from 12 training institutions and 2 Labour Ministries (SENAC, PAULA SOUZA, SNA EDUCA, INFOTEP, SENCE, INSAFORP, INTECAP, INADEH, MTEYSS, SNPP, SENATI, MTSS, INEFOP and UTU). Participants shared experience and methodologies used by VTIs that have developed these BVT models and input and proposals were generated to help identify strategies to continue working in this area.
Internship on educational techniques and resources, using ICTs. SENA - SENAI	Sao Paulo, 20 to 24 November	SENA ILO/Cinterfor	SENA instructors took part in this activity, under the cooperation agreement with ILO/Cinterfor.
Technical visit on Trade and Services. SENA – SENAC	Sao Paulo, 20 to 24 November	SENA ILO/Cinterfor	Two SENA instructors took part in this activity, under the cooperation agreement with ILO/Cinterfor.



Activity	Place and Date	Institutions Involved	Description
2017			
International Seminar on Anticipating Vocational Training Demand. Methodologies and experiences. Current situation and perspectives	Bogota, 21 and 22 November	Ministry of Labour of Colombia SENA ILO/Cinterfor	The seminar, held under the agreement with SENA, was attended by officials, managers and technicians involved in planning from vocational training institutions in Latin America and the Ministries of Labour of 16 countries in the region. Participants addressed high-impact issues such as SENA's Foresight, Surveillance and Organizational Intelligence System (PREVIOS) and ILO's compendium of methodologies on the skills gap, produced by the ILO and the European Union's CEDEFOP and ETF.
Internship on Irrigation and Drainage and Minor Species. SENA - SENAR	Goiania, 27 November to 1 December	SENA ILO/Cinterfor	Two SENA instructors took part in this activity, under the cooperation agreement with ILO/Cinterfor.
Second Annual Meeting of Directors of the Network of Vocational Training Institutes of Central America, Panama, Dominican Republic and Haiti (REDIFP)	Panama, 14 and 15 December	INADEH REDIFP	The Senior Specialist in Vocational Training took part in the meeting and presented the study on The Future of Vocational Training and the main lines of work of Action Plan 2018/2019.
Strengthening the Dual Training Programme	Santo Domingo, 4 to 6 December	INFOTEP	The Senior Specialist for Enterprises, Productivity and Vocational Training and a centre consultant held meetings and facilitated workshops for officials and institution representatives.
2018			
Technical Planning Workshop for REDIFP's 2018-2019 activities	Guatemala, 5 to 7 March	REDIFP ILO San José ILO/Cinterfor	The workshop was attended by the Senior Specialist in Vocational Training, the Programme Officer and the ILO/San José Specialist, as well as by representatives of INFOP (Honduras), INATEC (Nicaragua), INSAFORP (El Salvador), INTECAP (Guatemala), INFOP (Haiti), INA (Costa Rica), and INADEH (Panama).
Workshop on Learning Processes Innovation	Santo Domingo, 12 and 13 March	INFOTEP	The National Officer of Technologies applied to Training was responsible for delivering the workshop, together with a technician from SENATI, Peru.
Workshop on Applying ICT in Vocational Training	Santo Domingo, 14 and 15 March	INFOTEP	The National Officer of Technologies applied to Training conducted the workshop, together with a technician from SENA, Colombia.
Workshop on Quality Apprenticeship; successful experiences and lessons learned	La Paz, 14 March	ILO Lima ILO/Cinterfor	The workshop was held as part of the ILO's project in support of the development of vocational training in Bolivia. It was attended by the Director and the Senior Specialist for Enterprises, Productivity and Vocational Training, who delivered the workshop.

Activity	Place and Date	Institutions Involved	Description
2018			
Technical visit to the Ministry of Labour, SENCE and ChileValora	Santiago, Chile, 2 to 6 April	SENA ILO/Cinterfor	ILO/Cinterfor organized and facilitated the visit of two officials from SENA's labour and occupational observatory group to Chilean institutions, with the purpose of becoming familiar with the Labour Observatory, the handling of labour market figures, sectoral agreement and other aspects of interest to the institution.
Technical meeting on Mechanisms for the accreditation and/or recognition of technical and technological qualifications	Bogota, 4 and 5 April	SENA ILO/Cinterfor	The meeting was organized by SENA, with the technical support of ILO/Cinterfor, through the Senior Specialist in Vocational Training. In addition to SENA's technical officials and managers, international guests from SENAI, Brazil; INA, Costa Rica; SENATI, Peru; and ChileValora also attended.
Design and implementation of tools for developing skills by sector: a technical overview and challenges facing implementation	Montevideo, 12 April	CETFOR Project ILO/Cinterfor	The team working on the project executed by ILO/Cinterfor conducted this activity.
Workshop on Impact of Technical and Vocational Training with a journalistic approach	Panama, 17 and 18 April	INADEH ILO	The Senior Specialist in Vocational Training facilitated this training, which targeted print media and social network journalists in Panama.
Workshop on Sharing and managing knowledge on vocational training statistics	Bogota, 24 and 25 April	SENA ILO/Cinterfor	The meeting was organized by SENA, with the technical support of ILO/Cinterfor, through the Senior Specialist in Vocational Training. It was attended by officials of areas responsible for generating and monitoring statistical information from SENA, Colombia; INA, Costa Rica; SENAC and SENAI, Brazil; FUNDAE, Spain; SENATI, Peru; and INTECAP, Panama.
Workshop for the presentation of the learning simulators developed by the SKOLKOVO Business School	Montevideo, 3 May	ILO/Cinterfor UTEC	ILO/Cinterfor organized a technical visit to Uruguay for SKOLKOVO officials (Moscow School of Management), during which a workshop was held to present the virtual simulator for training in the management of vocational training and technical education centres. The activity received the support of UTEC and was attended by representatives of CETP/UTU, UTEC, INEFOP, PNUD, the Faculty of Engineering and Anima.



Activity	Place and Date	Institutions Involved	Description
2018			
Continental Workshop on Formalizing the Trade Union Vocational Training Network in Latin America and the Caribbean	Buenos Aires, 15 to 18 May	CSA CGTRA ILO/Cinterfor	ILO/Cinterfor provided technical support to the workshop, with the purpose of agreeing a strategy for the installation and operation of the Network. The National Officer of Social Dialogue and the Senior Specialist for Enterprises, Productivity and Vocational Training took part in the activity.
Belize National Youth Apprenticeship Programme - Review	Belize, 28 May to 1 June	ILO/Cinterfor ILO Port of Spain	The Senior Specialist for Enterprises, Productivity and Vocational Training took part in the Youth Apprenticeship Programme assessment mission, during which meetings were held with workers' and employers' associations and a tripartite workshop on Quality Apprenticeship was carried out.
International Conference on Vocational Training, 2018. Learning for the Future	San Sebastian, Guipuzcoa, 30 May to 1 June	Government of the Basque Country ILO/Cinterfor	The Director, the Senior Specialist in Vocational Training and the National Officer of Technologies applied to Training attended. ILO/Cinterfor supported this invitation to institutions that are members of the network.
17th International Transport Conference	Bucamaranga, 31 May to 1 June	SENA	ILO/Cinterfor facilitated the participation of an expert in skills from ChileValora, in order for her to present a certification model for the transportation sector.
Workshop on Methodological Sharing for Certification	Montevideo, 5 to 8 June	CETFOR Project ILO/Cinterfor	The workshop was held as part of the CETFOR Project, with the aim that participants should be able to handle the conceptual and methodological foundations of designing modules and evaluation tools for skills certification.
Book Launch of Desarrollo de competencias sectoriales y diálogo social: la experiencia de Uruguay ["The Development of Sectoral Competencies and Social Dialogue: the experience in Uruguay"]	Montevideo, 21 June	ILO/Cinterfor	The activity had the support of social stakeholders involved in the Projects on Job Evaluation in the Construction Sector (2012-2014) and in the Pulp and Paper Industry (2014-2015), who took part in a tripartite panel, offering observations. The panel was composed of representatives of MTSS/DINAE, the Construction Chamber of Uruguay, the Single Construction Trade Union, the Association of Paper Manufacturers of Uruguay and the Federation of Paper and Cardboard Workers of Uruguay. The closing ceremony was led by Minister of Labour and Social Security.
Workshop on Training trainers in methodological sharing for the identification of skills profiles	Port-au-Prince, 25 to 29 June	INFP Haiti ILO/Cinterfor ILO San José	An ILO/Cinterfor consultant conducted this assistance, which was provided under the co-operation agreement set up with the aim of developing and implementing training activities and knowledge sharing, as well as knowledge transfer, in the fields of vocational training, training methodologies, training trainers, skills for work, entrepreneurship and business management.

Activity	Place and Date	Institutions Involved	Description
2018			
Seminar on Designing INFOTEP's Institutional Strategic Plan	Santo Domingo, 2 to 5 July	INFOTEP	The Director took part as presenter, with a paper on International Experience in the Technical and Vocational Training model and its links with development policies. An agreement of co-operation between both institutions was signed during the event.
Technical visit by SENA officials to SENAI	Sao Paulo, 29 July to 4 August	SENA ILO/Cinterfor	Under its agreement with SENA, ILO/Cinterfor supported the visit of three officials to SENAI Sao Paulo, with the purpose of learning about their Vocational Training Model and Strategies, as well as to visit training units.
Institutional strengthening technical mission to the Ministry of Labour of Peru	Lima, 1 to 3 August	MTPE Peru	The Senior Specialist in Vocational Training conducted the mission, during which he held meetings and workshops with the ministry's technical teams, and meetings with employers' organizations and training bodies. A diagnosis was produced of the challenges facing the implementation of the skills-based approach in the training for employment policy and its correlation with other active policies.
Meeting to analyse Strategies for promoting youth employment and strengthening labour inspection	Mexico, 3 and 4 September	STPS ILO Mexico	The event was organized by ILO's Office for Mexico and Cuba in response to a request for technical support from the STPS (Labour and Social Security Secretariat). Several of the region's specialists took part; among them, ILO/Cinterfor's Senior Specialist in Vocational Training spoke on the following topics: The future of vocational training in Latin America and the Caribbean: issues and challenges. The case of vocational training in Mexico and Anticipating demand in a changing world of work: a) the SENAI model; b) the development of the SENA's PREVIOS model; and c) ILO's methodologies and work.
Face-to-face Workshop to validate course content for job counsellors in Mexico	Mexico, 10 to 14 September	ILO Mexico	The National Officer of Technologies applied to Training conducted the workshop, which targeted employment services officials.
Workshops to produce programmes and assess skills	Port-au-Prince, 1 to 5 October	INFP ILO/Cinterfor ILO San José	As part of the Vocational Training Project for rural development in southern Haiti (FOPRODER), a consultant provided assistance and facilitated two workshops with methodologists, coordinators and trainers of trainers from INFP.



Activity	Place and Date	Institutions Involved	Description
2018			
2nd CIELO World Congress on Labour, 2018. The Fourth Industrial Revolution and Globalization: protecting employment, health and the private lives of workers in the face of the challenges of the future	Montevideo, 12 and 13 October	CIELO UDELAR	The event was supported and attended by ILO specialists.
Workshop on building capacity for the design of a National Qualifications Framework	Panama, 29 October to 2 November	CAF ILO/Cinterfor ILO Panama	Under the agreement between ILO/Cinterfor and CAF in support of the implementation of the National Qualifications Framework, the Senior Specialist in Vocational Training, with the technical support of an international consultant and a ChileValora official, facilitated and conducted an information session for interested parties, as well as a training workshop for public and private area technicians involved in the NQF. More than 40 people attended the information session, which included presentations on the outlook of NQF development in the region and the world, as well as a detailed presentation of the National Qualifications Framework experience in technical and vocational education and training. During the workshop, some 20 persons were provided with the content, in accordance with the programme.
International Meeting on Lifelong Learning INNOVAPRENDE; Learning has no limits	Cali, 30 and 31 October	SENA	Under its agreement with SENA, ILO/Cinterfor handled and funded the participation of an official from FUNDAE (Spain), who gave a lecture on the subject.
Technical visit by SENA instructors to SENAC	Sao Paulo, 3 to 7 November	SENA ILO/Cinterfor	As part of the agreement between SENA and ILO/Cinterfor, ten of the institution's instructors carried out an internship at SENAC, Sao Paulo Headquarters, which enabled them to learn about training experience in the area of "digital marketing".
Book Launch of El saber profesional. Competencias, derechos, democracia [Vocational Knowledge. Skills, Rights, Democracy] by Saúl Meghnagi	Montevideo, 9 November	ANEP UNSAM ILO/Cinterfor	At the event, the author gave his presentation, which was followed by remarks from the Minister of Labour and Social Security of Uruguay, the President of CODICEN and the Director of ILO/Cinterfor.

Activity	Place and Date	Institutions Involved	Description
2018			
First Advanced Management Programme for Vocational Training Institutes in Latin America and the Caribbean	San Jose, 13 to 16 November	INCAE Business School ILO San Jose ILO/Cinterfor	ILO/Cinterfor promoted and supported this training activity. The programme was attended by 34 delegates from 10 countries: Brazil, SENAC and SENAI; Costa Rica, INA; Dominican Republic, INFOTEP; El Salvador, INSAFORP; Guatemala, INTECAP; Haiti, INFP; Honduras, INFOP; Nicaragua, INATEC; Panama, INADEH; and Uruguay, UTEC. The Senior Specialist in Vocational Training, together with the San Jose Office Specialist, were responsible for the session devoted to an introduction to the challenges facing vocational training arising from the rapidly changing world of work.
Technical Workshop on the methodological transfer of learning processes in vocational training	El Salvador, 21 and 23 November	INSAFORP ILO/Cinterfor	The National Officer of Technologies applied to Training delivered the workshop, at which participants from across Central America received training, and a co-operation roadmap was outlined with representatives of the Basque country (TEKNIKA).
Workshop on Active Project-Based Learning and Training Methodologies	Sao Paulo, 26 to 30 November	Paula Souza Centre (CPS)	Through the National Officer of Technologies applied to Training, ILO/Cinterfor provided technical support for the development of this event, at which 40 CPS teachers and educational managers were trained.
International Seminar on Training for jobs: a key factor in the future of work	Madrid, 26 to 28 November	FUNDAE SEPE ILO/Cinterfor	This event, organized with the technical support of ILO/Cinterfor, was one of the actions relating to the future of work launched by the ILO, and coincided with the 25th anniversary of the launching of training for jobs initiatives in Spain. Representatives of European institutions related to training were present, as well as VTI members of ILO/Cinterfor's network.
Methodological Transfer Workshop on job description and assessment	San Jose, 27 to 30 November	DGSC Costa Rica ILO/Cinterfor ILO San Jose	The workshop targeted DGSC personnel. ILO/Cinterfor was in charge of developing and delivering it.
Workshop on Education and Work Synchronization: developments, challenges and innovative strategies in Uruguay	Montevideo, 13 December	MTSS/ INEFOP ANEP UTU UTEC ILO/Cinterfor	The Senior Specialist for Enterprises, Productivity and Vocational Training presented the study on Quality Apprenticeship: a practical perspective for Latin America and the Caribbean.



Activity	Place and Date	Institutions Involved	Description
2019			
Project-Based Training. Training workshop for teachers	Cochabamba, 18 to 22 February	INFOCAL	At the request of INFOCAL, the Senior Specialist in Vocational Training and the National Officer for Information Technology were responsible for the technical assistance provided during the activity.
Workshop on Strengthening Sectoral Agencies. Social Dialogue Chapter	Santiago, Chile, 12 March	ChileValora ILO/Cinterfor ILO SGO	The activity falls within the memorandum of understanding between ILO and ChileValora and received technical support from the National Officer of Social Dialogue and the Senior Specialist in Vocational Training.
Analysis workshop to review the main processes of ChileValora	Santiago, Chile, 11 and 15 March	ChileValora ILO/Cinterfor	The Senior Specialist in Vocational Training held meetings with the Steering Committee in order to identify areas where the ILO can contribute to the review and adjustments that the institution must perform in relation to its processes in compiling profiles and competency assessment, as well as to provide an overview of Training Systems for Work and their synchronization with technical training.
Seminar on Analysis and Comments on the Report of the Global Commission: Work for a brighter future	Montevideo, 15 March	IDTySS/ UDELAR ILO/Cinterfor ILO SGO	In order to mark the ILO's centenary, the Regional Economist presented the report to an audience of 150 people. The event was attended by national authorities and comments were received from a tripartite panel.
Course and Workshop on Design and implementation of sectoral tools for skills management	Montevideo, 18 to 22 March	ILO/Cinterfor CETFOR II Project	As part of the project executed by ILO/Cinterfor, the blended training programme provided participants with tools with which to lead processes involving the preparation, design and implementation of tools for sectoral skills management in their respective areas (chambers, trade unions).
Workshop on Training trainers in the development of competency in soft skills	Panama, 19 to 22 March	INADEH UNDP ILO/Cinterfor	The Senior Specialist in Vocational Training, together with an international consultant, coordinated and facilitated this workshop for INADEH instructors, under an agreement between Panama UNDP and ILO/Cinterfor.
Validation Workshop on profile modelling in the construction sector for the National Qualifications Framework	Panama, 20 to 22 March	CAF INADEH ILO/Cinterfor ILO Panama	Under the agreement between ILO/Cinterfor and CAF, in support of the QF implementation process in Panama, the Senior Specialist in Vocational Training, with the technical support of an international consultant and a ChileValora official, facilitated and conducted the workshop.
Workshop on Active Learning Methodologies	Sao Paulo, 2 to 5 April	Paula Souza Centre (CPS) ILO/Cinterfor	The National Officer of Technologies applied to Training carried out technical assistance under the working agreement for the development of pilot project-based courses.

Activity	Place and Date	Institutions Involved	Description
2019			
Meeting of Directors of Vocational Training Institutes of Central America, Panama, Dominican Republic and Haiti (REDIFP)	San Salvador, 9 April	REDIFP	The Director and the National Officer of Technologies applied to Training attended the meeting, the key focus of which was a discussion on the Regional project for methodological sharing of project-based training.
Strengthening Project-Based Training	Guatemala, 10 to 12 April	INTECAP	The National Officer of Technologies applied to Training provided technical assistance for the workshop, which targeted the institution's officials.
Workshop on methodological sharing on the National Qualifications Framework in Panama	Panama, 7 to 9 May	CAF ILO/Cinterfor ILO Panama	The Senior Specialist in Vocational Training and an ILO/Cinterfor consultant conducted the workshop aimed at professional practitioners from bodies that can act as methodological facilitators, and representatives of strategic sectors in Panama.
Workshop on Active Learning Methodologies	Sao Paulo, 13 to 17 May	Paula Souza Centre (CPS)	The National Officer of Technologies applied to Training conducted the workshop for the teams in charge of the pilot project-based training courses.
Cleaner production and formalizing artisanal brickworks in Uruguay	Pando, Florida and Rivera (Uruguay), 14 to 17 May	PAGE Programme, Uruguay	The activity created an opportunity for sharing local and regional experiences for artisanal brick workers, aiming at promoting pathways for the transition of the activity in Uruguay towards a sustainable value chain. It had the support and participation of ILO/Cinterfor's Focal Point for Green Jobs and Training and was attended by the Director.
Cross-Sectoral Workshop on The Skills of the Future: Coordination between Ministries of Education and Labour	Santiago, Chile, 16 to 18 May	Government of Chile OAS	The Senior Specialist in Vocational Training took part as presenter on the subject of Education and training for the future of work and the skills of the future. Officials from SENAR (Brazil) and UTEC (Uruguay) also attended, at the invitation of ILO/Cinterfor.
Conference on The challenges of vocational training in the face of Industry 4.0	Montevideo, 20 May	Ministry of Labour and Social Security (MTSS) INEFOP ANEP ILO/Cinterfor	The Deputy Councillor for Vocational Training of the Basque Government gave a keynote address as part of the First Week of Education and Work and the ILO's Centenary.



Activity	Place and Date	Institutions Involved	Description
2019			
Seminar on Industry, Dimension 4.0 and Vocational Training	Buenos Aires, 21 and 22 May	CGT ILO/Cinterfor	The ILO/Cinterfor provided technical support for the event, which aimed to promote updating and awareness-raising regarding the knowledge, technologies and forms of work that characterize the “4th Industrial Revolution”, as well as the challenge for Vocational Training in Argentina. It was attended by the Director and the Deputy Councillor for Vocational Training of the Basque Government was invited to give two lectures.
Presentation and delivery of the final output of the process of determining a path for the establishment of a National Qualifications Framework in Panama	Panama, 5 June	CAF ILO/Cinterfor ILO Panama	The Senior Specialist in Vocational Training, together with the consultant with whom he led the technical assistance, participated in the event at which the final outputs were presented to the High Commission on Public Policy for Employment and to a number of sectoral actors engaged in the process of developing the NQF.
Seminar on The link between education and work: challenges and opportunities for adolescents and youth in Uruguay	Montevideo, 17 June	Working Group on Education of the Co-operation Agencies in Uruguay.	The event was organized by the IDB, World Bank, CAF, OEI, ILO/Cinterfor, UNESCO and UNICEF. ILO/Cinterfor supported and facilitated the participation of the Coordinator for Secondary and Technical Education of the Paula Souza Centre.
Training Workshop for Evaluators Workshops for Technical Committees on Agroforestry and Fisheries	Port-au-Prince, 8 to 12 July	ILO San Jose ILO/Cinterfor	An ILO/Cinterfor expert conducts these workshops under the technical assistance agreement with the FOPRODER Project.
Regional Meeting of the Trade Union Training Network, Vocational training in the future of work in the Americas	Buenos Aires, 9 to 11 July	CSA UOCRA CIF ILO/Cinterfor	ILO/Cinterfor supported the celebration of this meeting at which the Programme Officer took part.

Activity	Place and Date	Institutions Involved	Description
2018			
Preparing for the implementation of the National Qualifications System (NQS) Workshops on Standardization, Evaluation, Certification, Quality and Accreditation, and National Qualifications Frameworks	Bogota, 9 to 12 July	SENA ILO/Cinterfor	The Senior Specialist in Vocational Training facilitated these workshops, which targeted officials from the National Training System Directorate and the Ministry of Labour of Colombia. With the purpose of generating input for SENA, for its effective synchronization within the NQS, specialists from ChileValora, UOCRA, CONOCER and INFOTEP shared their experience in good practices and lessons learned, and opportunities for innovation or the adjustment of processes and synchronization.
ESCO Workshop – the classification of European Skills, Competences, Qualifications and Occupations	Bogota, 22 to 25 July	SENA ILO/Cinterfor	ILO/Cinterfor facilitated and supported the participation of an expert from SEPE (Spain) in sharing knowledge on ESCO, the European classification, and its adaptation in Spain.

Technical Meetings, Seminars and other activities attended by ILO/Cinterfor

Period: August 2017 – July 2019

Activity	Place and Date	Institutions Involved	Description
2017			
6th International Conference and 11th National ASENOF Conference: Prospects and Challenges of the National Qualifications Framework in Vocational Training	Bogota, 17 and 18 August	ASENOF	The Director and Senior Specialist in Vocational Training took part as speakers. The topics presented were: Vocational Training Challenges in Latin America and the Caribbean, and Vocational Training and National Qualifications Frameworks.
4th Vocational Training Conference: El Salvador and Industry 4.0: Vocational Training Challenges and Opportunities	San Salvador, 28 to 31 August	INSAFORP	The National Officer of Technologies applied to Training participated as presenter, with a paper on educational challenges facing the future of work.
Education and work. Meeting of the CLACSO Working Group	Buenos Aires, 30 August	CLACSO UNIFE UOCRA	The Senior Specialist in Vocational Training took part as a panellist.



Activity	Place and Date	Institutions Involved	Description
2017			
Seminar: What works when it comes to youth employment policies? Lessons learned in Latin American and European experiences	Buenos Aires, 26 and 27 September	Ministry of Labour, Employment and Social Security (MTEySS) ILO EUROsociAL	The Senior Specialist in Vocational Training took part as presenter and coordinator in several panels.
3rd National Technical Education Teachers Conference	Managua, 2 and 3 October	INATEC	The National Officer of Technologies applied to Training took part with an address on innovation in new settings and learning environment.
Meeting with Educators: Jobs in the Future. SENATI Quality Week	Lima, 4 October	SENATI	The Senior Specialist in Vocational Training presented a report on "The Future of Vocational Training in Latin America" to an audience of about 250 people.
International Seminar on Training and Employment: Opportunities and Challenges in the experience of Ecuador and Chile	Quito, 4 October	SECAP SENCE	The ILO/Cinterfor Director presented "The future of work and challenges facing vocational training", in addition to being part of a panel on training and labour policies in Ecuador.
Inter-American Human Management Conference	Montevideo, 11 and 12 October	ADPUGH	The Senior Specialist in Vocational Training took part as a speaker.
Discussion on The Future of Work	Fray Bentos, 13 October	Ministry of Labour and Social Security (MTSS) CETP-UTU CRET Litoral Sur (REGIONAL TECHNOLOGICAL EDUCATION CAMPUS)	Sharing and discussion workshops were held with students of technical and agricultural schools in Fray Bentos. The Programme Officer took part in support of the activity.
Technical cooperation for vocational training. Construction Sector: Uruguay - Argentina	Buenos Aires, 17 and 18 October	UOCRA IERIC FOCAP	A visit to share experience and hold workshops, with the participation of the persons responsible for the competency-based certification project in the construction industry, carried forward by ILO/Cinterfor.
Seminar on Problems and perspectives in training for work	Buenos Aires, 19 and 20 October	National University of Moreno	The Director took part as presenter.

Activity	Place and Date	Institutions Involved	Description
2017			
Workshop on applying innovative approaches to strengthen TVET systems and the evolution of the labour market	Moscow, 23 and 24 October	SKOLKOVO	The Senior Specialist for Enterprises, Productivity and Vocational Training presented on “Vocational Training Teachers and Instructors in a Changing World”. During his mission he held meetings to enter into joint work agreements between SKOLKOVO and ILO/Cinterfor on the subject of vocational teacher training in Latin America and the Caribbean.
9th Meeting of the Latin American Network for skills development and sustainable organizations	Lima, 23 to 26 October	Ministry of Health, Peru SINEACE Medical College	ILO/Cinterfor supported this invitation to members of the network.
Conference of the Americas on International Education, CAIE 2017. Preparing the Leaders and Innovators of Tomorrow: Research and Higher Education, Bridges to Prosperity across the Americas	Montreal, 11 to 13 October	OUI - IOHE	The Director took part in the workshops on industry-academy collaboration and on the development of life-long competencies.
IV EIESTEC Conference - (Inter-American Space for Technical and Technological Higher Education)	Montreal, 16 and 17 October	OUI – IOHE (Inter-American Organization for Higher Education)	The National Officer of Social Dialogue participated as presenter and speaker.
Training and Employability Day	Santiago, 7 November	SENCE	The Director took part as speaker on the panel on Training in the Future: where are we heading.
Apprenticeship - A Road for Training Qualified Youth for the World of Work	Sao Paulo, 7 to 9 November	ILO Brasilia	The Senior Specialist for Enterprises, Productivity and Vocational Training took part in the mission and gave a number of presentations on pre-apprenticeship and quality apprenticeship to key actors such as SENAI, FIESP and SESI.
National Meeting of Private Enterprises – ENADE 2017	San Salvador, 13 November	ANEP INSAFORP	The Senior Specialist in Vocational Training spoke on the subject of Development and Employment.
Meeting on the National Skills System. Building human capital in the 21st century	Monterrey, 17 and 18 November	CONOCER	The Director gave an address on the future of vocational training in Latin America and the Caribbean.



Activity	Place and Date	Institutions Involved	Description
2017			
Annual Meeting of the EUROsociAL+ programme. Social cohesion in the 2030 Agenda; diverse perspectives from Latin America and Europe	San Jose, 21 and 22 November	EUROsociAL+	The Director took part in the opening session, a dialogue on Latin America and the European Union in the 2030 Agenda, or how to prevent new “lost decades”.
Forum on Development, Employment and Training in Cerro Largo	Melo (Uruguay), 22 and 23 November	Ministry of Labour and Social Security (MTSS) INEFOP Local Government of Cerro Largo	The Programme Officer represented ILO Cinterfor and sat on the panel on “Synchronization: training, employment and development in the department, from a departmental, national and international policy perspective”.
National Meeting of Directors – SENAC	Sao Paulo, 30 November	SENAC	The Senior Specialist in Vocational Training presented the paper on The future of vocational training: challenges and guidelines for development.
2018			
International Conference Vocational Training 4.0: The Future of Work and the New Vocational Training	Panama, 30 and 31 January	INADEH	With an audience from business, labour, academic and government sectors, as well as from INADEH's institutional counterparts in Central America and the Dominican Republic, the aim was to analyse the trends that are transforming the world of work and identify their implications for vocational training, as well as share good practices and lessons learned in countries that lead the way in vocational training. ILO/Cinterfor's Director and Specialists took part as speakers.
Seminar on Employment and Social Inclusion	New Orleans, 19 to 23 March	Tulane University World Bank	The Senior Specialist in Vocational Training took part as a panellist in the session on Training and Retraining. Active employment policies.
G20 Workshop on skills and the future of work, Building opportunities for an inclusive future of work	Buenos Aires, 10 and 11 April	Government of the Republic of Argentina	The Senior Specialist in Vocational Training took part as presenter in the session on The Future of Work and Skills. Skills for specific groups.
Meeting of Agricultural Schools	Buenos Aires, 26 and 27 April	Bunge y Born Foundation	The meeting was held as part of the foundation's 4x4 Project (four improvements in four schools) and the Senior Specialist in Vocational Training was invited to speak on General and specific skills to improve employability.

Activity	Place and Date	Institutions Involved	Description
2018			
Planning Workshop on SafeYouth@Work Argentina: Building a Generation of Safe and Healthy Workers	Buenos Aires, 18 June	ILO SafeYouth@Work Project	The Programme Officer took part in the workshop as moderator for the thematic panel on OSH Education for Youth.
Academy on Labour Migration	Panama, 18 to 20 June	ILO Regional Office Turin Centre	The Senior Specialist in Vocational Training conducted the module on Competency-Based Certification.
Forum on Training for the Future, to mark SENA's 61st anniversary	Bogota, 27 June	SENA	The Senior Specialist in Vocational Training presented the research study on The future of vocational training in Latin America. Analysis and guidelines to strengthen it.
Workshop on Collective Bargaining: an opportunity to move forward in gender equality	Montevideo, 4 July	Ministry of Labour and Social Security (MTSS) ILO/Cinterfor UNDP	ILO/Cinterfor's Gender Focal Point and the Senior Specialist in Vocational Training attended; the latter gave a presentation on Vocational training, gender equality and collective bargaining.
International Conference on Innovations in Apprenticeships – A Skilled Workforce for the Future	Geneva, 4 and 5 July	JP Morgan Chase&Co ILO	The Senior Specialist for Enterprises, Productivity and Vocational Training took part and spoke on the state of the art of quality apprenticeship in Latin America and the Caribbean.
Seminar on The World of Work: current situation, trends and challenges in global, national and regional settings. Foundations for designing a provincial government policy	Catamarca, 2 and 3 August	Government of Catamarca Political, Economic and Social Council of Catamarca (COPEs)	The Director joined a panel on education and employment and spoke on Active and passive policies to meet current labour challenges.
Dialogue on the Future of Work: the views of young people in Uruguay	Durazno (Uruguay), 9 August	ANEP INEFOP Ministry of Labour and Social Security (MTSS) ILO	Discussions held with young students of UTU's Technical and Vocational Education Council and the Secondary Education Council. The Director and the National Officer of Social Dialogue attended.
Labour Relations Seminar	Buenos Aires, 10 August	UNSAM	The Director attended the seminar, during which a Memorandum of Understanding was signed, with a view to holding joint activities.



Activity	Place and Date	Institutions Involved	Description
2018			
Symposium on Innovation and the Future of Education for a Pluralistic World. An overview of policies on technical and vocational education and training (TVET) in the region	Buenos Aires, 14 to 17 August	UNIFE UNSAM CONICET	The Director took part in this activity, held as part of the Eighth Ibero-American Conference on Pedagogy (CIP 2018), "Innovation and the Future of Education for a Pluralistic World", with the support of ILO/Cinterfor.
Productive Development Policies. Presentation of studies for Uruguay: Overview and successful cases	Montevideo, 20 August	ILO Regional Office ILO Santiago	The National Officer of Social Dialogue moderated a panel for comments on Productive development policy: perspectives and challenges facing Uruguay.
WorldSkills Chile Seminar: Technicians; the backbone that industry requires	Santiago, 21 August	WorldSkills Chile Foundation	The Director took part as presenter.
First Leadership Programme on Technical and Vocational Education and Training (TVET) for Central America and Latin America	Panama, 27 to 31 August	UNESCO - UNEVOC INADEH ILO	The Senior Specialist in Vocational Training took part as a speaker in the Module on: National Qualification Frameworks (NQF), recognizing learning and certifying skills.
Tripartite Training Course on Policies for productive development, inclusive growth and job creation in Latin America and the Caribbean	Lima, 10 to 14 September	ACTEMP	The Senior Specialist in Vocational Training took part in the session on Human Resources and Productive Development.
Seminar on Ten Years of Labour Literacy at Uruguay's Vocational University	Montevideo, 10 September	CETP/UTU UAL	The seminar was attended by ILO/Cinterfor specialists, who took part on the discussion panels on Territorial development, The future of social dialogue and collective bargaining, and The future of work.
Meeting on the National Skills System	Mexico, 12 and 13 September	CONOCER SEP	The Director took part as speaker at the opening ceremony.
First National Conference on Labour Relations	Durazno, 29 September	Association of Labour Relations Specialists of Uruguay	The conference was attended by the Centre Director.

Activity	Place and Date	Institutions Involved	Description
2018			
12th International Conference: Fourth Industrial Revolution and technical human talent	Bogota, 5 and 6 October	ASENOF	The Senior Specialist for Enterprises, Productivity and Vocational Training took part with a presentation on Quality Apprenticeship as part of the Future of Work and Vocational Training.
Workshop on Social Dialogue in relation to Technical and Vocational Training and its importance in business productivity	Santa Cruz, 8 and 9 October	ILO Bolivia	The technical support of ILO/Cinterfor was requested for this activity, which was aimed at the Confederation of Private Entrepreneurs (CEPB) and INFOCAL, and fell within Bolivia's Technical and Vocational Training Project. The National Officer of Social Dialogue participated as speaker.
Workshop on The Importance of Technical Training and Social Dialogue for workers and trade unions	Santa Cruz, 10 October	ILO Bolivia	The technical support of ILO/Cinterfor was requested for this activity, which was aimed at the Workers' Centre of Bolivia (COB), and fell within Bolivia's Technical and Vocational Training Project. The National Officer of Social Dialogue participated as speaker.
Seminar on sharing experience in social dialogue and vocational training	Praia, Cape Verde, 15 to 19 October	Turin ITC	The National Officer of Social Dialogue participated as speaker.
Productive Policy Conferences	22 to 24 October	Ministry of Production and Labour of Argentina	The National Officer of Technologies applied to Training took part and spoke on the panel on Skills for jobs and the businesses of the future.
Book Launch of Sindicatos y Formación Profesional en Argentina: Antecedentes y Desafíos ["Trade Unions and Vocational Training in Argentina: Background and Challenges"]	Buenos Aires, 23 October	Vocational Training and Capacity-Building Secretariat - CGT	The National Officer of Social Dialogue participated on behalf of the Centre.
5th Vocational Training Conference of El Salvador, Innovation for the Future of Work	El Salvador, 20 November	INSAFORP	The Director gave an address on The future of vocational training in Latin America and the Caribbean.
National Meeting of Directors – SENAC 2018	Sao Paulo, 3 to 5 December	SENAC	The Senior Specialist in Vocational Training and the National Officer of Technologies applied to Training attended; the latter also gave a presentation on Educational Innovation in Vocational Training.



Activity	Place and Date	Institutions Involved	Description
2019			
International Congress Pedagogy 2019. Meeting for the Unity of Educators	Havana, 4 to 8 February	Ministry of Labour and Education	The Director took part with an address on Educational Models for Vocational Training in Ibero-America.
Trade Union Activity on Decent Work for persons with disabilities in Brazil	Sao Paulo, 11 to 15 March	ACTRAV ILO Brasilia	The Director took part in the session on Policies for Employment, Vocational Training and Employment Services for People with Disabilities. Conventions 122 and 168.
International Seminar on Technical and Vocational Education and Labour Inclusion for greater equality in Latin America and the Caribbean	Santiago, Chile, 13 and 14 March	ECLAC	Attended by the Senior Specialist in Vocational Training, who gave a presentation on The Skills Gap and the Future of Work in Latin America and the Caribbean. The role of vocational training.
Seminar on 20 Years after the MERCOSUR Social and Labour Declaration. A successful experience in social dialogue and cooperation	Buenos Aires, 18 March	MERCOSUR	The Director took part in the Discussion on cooperation between countries for labour rights legislation in the Mercosur.
International Conference on Innovation in Vocational Training	Panama, 29 March	INADEH	A panel was conducted on “Overview and challenges of vocational training facing the future of work”, attended by the Senior Specialist for Enterprises, Productivity and Vocational Training of ILO Costa Rica and the Senior Specialist in Vocational Training of ILO/ Cinterfor.
International Seminar on More Young People in Companies. How to integrate work and training as a way to improve youth employability and company productivity	Lima, 1 and 2 April	EUROsociAL+	The event was attended by the Director and the Senior Specialist for Enterprises, Productivity and Vocational Training, who coordinated dialogue on Public-private collaboration in ‘apprenticeship’ policies. In search of innovation.
Regional meeting of the group of partners for the implementation of 2030 SDG - Education in Latin America and the Caribbean	Panama, 11 and 12 April	OREALC/UNESCO UNICEF-LACRO	The Programme Officer attended on behalf of the ILO, at the request of the Regional Office.

Activity	Place and Date	Institutions Involved	Description
2018			
Global Classroom 2019 The Impact of the New Technologies	Buenos Aires, 6 and 7 May	CIEP - International Centre for Political Studies UNSAM	The Director took part as presenter.
Seminar for analysis and discussion of the Report of the Global Commission on the Future of Work, "Work for a brighter future"	Buenos Aires, 13 May	Association of Labour Relations Specialists	The activity was held as part of the celebrations for the 100th anniversary of ILO and was attended by the Director.
International Forum on Technical Vocational Education and Training (TVET) in Latin America	Montevideo, 29 May	IIEP UNESCO	The Programme Officer moderated the panel on The relevance of TVET models and the world of work.
Regional Workshop on Technical Vocational Education and Training (TVET). Building Capacity for the Development of National Qualifications Systems in Latin America and the Caribbean	Montevideo, 29 to 31 May	UNESCO	The Senior Specialist in Vocational Training took part as speaker in the session on International Experience on National and Regional Qualification Frameworks.
International Conference, The 4th Industrial Revolution: technology, sustainability and values	San Sebastian, 4 to 6 June	Basque Government	The Director and the National Officer of Technologies applied to Training attended.
Conference on Managing Changes in the VET System to strengthen regional economies in the Russian Federation	Krasnoyarsk, 24 to 28 June	SKOLKOVO	The Senior Specialist for Enterprises, Productivity and Vocational Training took part as presenter, with a talk on Developing Quality Apprenticeship for Latin America: a possible policy alternative for the Russian Federation as well?
10th Inter-American Meeting of Ministers of Education	Washington, 8 and 9 July	OAS	The Director took part on behalf of the Regional Office in the panel on Education and Employment.

List of abbreviations and acronyms

ACS	Association of Caribbean States
ACTEMP	Bureau for Employers' Activities, ILO
ACTRAV	Bureau for Workers' Activities, ILO
ADPUGH	Association of Uruguayan professionals in human resources management, Uruguay
ADRHA	Human Resources Association of Argentina
AECID	Spanish Agency for International Development Cooperation
AGESIC	Agency for Electronic Government and the Information and Knowledge Society, Uruguay
ANDI	National Business Association of Colombia
ANEP	National Public Education Administration, Uruguay
ASENOF	National Association of Education-for-work and human development institutions, Colombia.
AUDTSS	Uruguayan Association of Labour Law and Social Security
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
CEDEFOP	European Centre for the Development of Vocational Training
CEE	Episcopal Education Committee, Bolivia
CETFOR Project	"Development of capacities for the strengthening of the institutional framework of the public policies on employment, labour training and certification in the framework of a work culture"
CETP/UTU	Vocational Technical Education Board – Uruguay's Polytechnic Schools
CFP 401	Project: Vocational Training Centre No. 401, Moron, Argentina

ChileValora	Commission of the National Skills Certification System, Chile
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
CSA	Trade Union Confederation of the Americas
DGCFT	General Office of Training for Work Centres, Mexico
DGDR	Directorate-General for Agriculture and Rural Development
DINAE	National Employment Bureau of the Ministry of Labour and Social Security, Uruguay
Duoc UC	Vocational Technical Training Centre of the Catholic University of Chile
DWCP	Decent Work Country Programme
ECLAC	Economic Commission for Latin America and the Caribbean
ESCAP	Economic and Social Commission for Asia and the Pacific
ETF	European Training Foundation
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
FOIL Project	“Strengthening of Integrated Systems of Training, Guidance and Employment”, Central America and Dominican Republic
FOREM	Miguel Escalera Training and Employment Foundation, Spain
FUNDAE	Tripartite Foundation for on-the-job Training, Spain.
FUNDESA	Development Foundation of Guatemala
GAN	Global Apprenticeship Network
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit, Germany
HEART Trust/NTA	Heart Trust/National Training Agency, Jamaica
ICT	Information and Communication Technologies
IDB	Inter-American Development Bank
IEFP	Instituto do Emprego e Formação Profissional, Cabo Verde
ILC	International Labour Conference
ILO	International Labour Office
INA	National Training Institute, Costa Rica

INACAL	National Quality Institute, Uruguay
INACAP	Integrated System of Higher Education, Chile
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	INFOCAL Foundation, Bolivia
INFOP	National Institute of Vocational Training, Honduras
INFOTEP	National Institute of Technical Vocational Training, Dominican Republic
INFP	Institut National de Formation Professionnelle, Haiti
INIA	National Institute of Agricultural Technology, Uruguay
INJU	National Youth Institute, Uruguay
INR	National institute of Rehabilitation, Ministry of the Interior, Uruguay
INSAFORP	Salvadorian Vocational Training Institute, El Salvador
INTECAP	Technical Institute for Training and Productivity, Guatemala
ITC	International Training Centre of the ILO, Turin
ITSC	Superior Technical Community Institute, Dominican Republic
ITU	University Technological Institute, Argentina
KOREATECH	Korea University of Technology and Education
KRIVET	Korea Research Institute for Vocational Education & Training
LATU	Technological Laboratory of Uruguay
MEC	Ministry of Education and Culture, Uruguay
MGAP	Ministry of Livestock, Agriculture and Fisheries, Uruguay
MIDES	Ministry of Social Development, Uruguay
MOEL	Ministry of Labour and Employment, Korea
MSME	Micro, small and medium-sized enterprise
MTEySS	Ministry of Labour, Employment and Social Security, Argentina
MTPE	Ministry of Labour and Employment Promotion, Peru
MTPS	Ministry of Labour and Social Prevision, Chile
MTSS	Ministry of Labour and Social Security, Cuba
MTSS	Ministry of Labour and Social Security, Uruguay
NQF	National Qualifications Framework
NTA	National Training Agency, Trinidad and Tobago

OAS	Organization of American States
OECD	Organisation for Economic Co-operation and Development
OEI	Organization of Ibero-American States
OPP	Planning and Budget Office, Uruguay
PAHO	Pan American Health Organization
PARDEV	Partnerships and Field Support Department
PIT/CNT	Inter-union Plenary of Workers - National Convention of Workers
REDIFP	Network of Vocational Training Institutes in Central America, Panama and the Dominican Republic
SEBRAE	Serviço Brasileiro de Apoio às Micro e Pequenas Empresas, Brazil
SECAP	Ecuadorean Occupational Training Service, Ecuador
SEGIB	Ibero-American General Secretariat
SENA	National Learning Service, Colombia
SENAC	National Commercial Learning Service, Brazil
SENAI	National Industrial Learning Service, Brazil
SENAR	Serviço Nacional de Aprendizagem Rural, Brazil
SENATI	National Service of Skills Development in Industrial Labour, Peru
SENCE	National Training and Employment Service, Chile
SENCICO	National Standardization, Training and Research Service for the Construction Sector, Peru
SEP	Public Education Secretariat, México
SESI	Serviço Social da Indústria, Brazil
SEST/SENAT	Social Transportation Service/National Transportation Training Service, Brazil
SETEC	Vocational and Technological Education Secretariat, Ecuador
SKILLS	Skills and Employability Branch Service, ILO
SME	Small and medium-sized enterprise
SNA EDUCA	Educational Corporation of the National Society of Agriculture
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, Mexico
SWISSCONTACT	Business-oriented independent Foundation for international development cooperation
TCM	Technical Committee Meeting
TVET Council	Technical and Vocational Education and Training Council, Barbados
TVET Guyana	Council for Technical and Vocational Education and Training, Guyana



UN	United Nations
UNDP	United Nations Development Programme
UNOSSC	United Nations Office for South-South cooperation
UOCRA	Argentinean Building Workers Union
UOCRA Foundation	Foundation for the Education of Construction Workers, Argentina
UPACP	National Union of Domestic Employees, Argentina
UTHGRA	Workers' Union of the Tourism, Hotel and Gastronomy Sector of the Republic Argentina
VT	Vocational training
VTI	Vocational Training Institution
WTO	World Tourism Organization

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