

# Thirty sixth Technical Committee Meeting



## QUALITY MANAGEMENT IN VOCATIONAL TRAINING INSTITUTIONS

International Labour Office



CINTERFOR

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## FOREWORD

1. The Thirty Sixth Technical Committee Meeting of Cinterfor/ILO, convened by the Director General of the International Labor Office, was held at La Antigua, Guatemala, from 28 through 30 July 2003, on the invitation of the Technical Institute for Training and Productivity –INTECAP– that co-sponsored the event. It was attended by 106 participants from 22 countries of the region of the Americas and Spain, that included Ministries of Labor and Education of countries of the region, directors, high officials and members of the directive boards of vocational training institutions, employers' and workers' organizations, officials from the ILO and from other international organizations, national and international observers. Several national delegations were tripartite.

2. As usual in these Technical Committee meetings, that bring together the highest vocational training authorities, subjects of fundamental importance for the participating organizations were considered. Apart from analyzing the activities carried out in the preceding two-year period, agreeing about lines of action for the 2003-2004 biennium and examining the Center's administrative and financial aspects, participants also studied the most significant vocational training trends and approaches of current interest to member institutions. Five sub-regional and sectoral groups were set up that issued as many declarations, which have been incorporated into this Report.

3. "*Quality Management in Vocational Training Institutions*" was the subject chosen for the series of presentations given in the course of the meeting.



## DEVELOPMENT OF THE MEETING

4. The 36<sup>th</sup> Technical Committee Meeting of Cinterfor/ILO took place at the request of the Technical Institute for Training and Productivity (INTECAP), of Guatemala, from 28<sup>th</sup> to 30<sup>th</sup> July, 2003, in the facilities of the Casa Santo Domingo Hotel, La Antigua City. Sessions covered the three working days proposed. Deliberations started on Monday 28<sup>th</sup>, and were followed by a panel meeting on “Quality management in vocational training institutions”, introduced by Fernando Vargas, Cinterfor/ILO consultant. Panel members were Regina María de Fátima Torres, Operations Director of the National Direction of the National Industrial Training Service (SENAI), Brazil; Guillermo Salas, National Director of the National Industrial Training Service (SENATI), Peru and María Ledvia Berganza, Manager of INTECAP, Guatemala. In the morning Remigio Todeschini, Secretary for Public Employment Policies, of the Ministry of Labour of Brazil, gave a presentation on “Employment and Vocational Training”. In the afternoon, the Board of the Meeting and the Drafting Committee were proposed by the Programme, Budget and Administrative Committee and elected with the support of the plenary. Pedro Daniel Weinberg, Director of Cinterfor/ILO then submitted the Report on activities carried out during the 2001-2002 biennium. The conclusions and recommendations of the Programme, Budget and Administrative Committee, that had met on the eve, were then read out and unanimously adopted by the meeting. Three sub-regional groups corresponding to: Central America and the Caribbean; English-speaking Caribbean and South America; and two sectoral groups corresponding to employers’ and workers’ representatives were subsequently set up.

5. These groups submitted their respective reports in the morning of Tuesday 29<sup>th</sup> July, followed by a debate. The Plan of Activities and Budget for the 2003-2004 period were then examined, besides other financial matters and voluntary contributions by member countries. The series of panel meetings proceeded in the morning with the topic “Learning and training for work in the knowledge society” that referred to the results of debates on the fourth item of the agenda of the 91<sup>st</sup> Meeting of the International Labour Conference (Geneva, June 2003) about review of Recommendation 150 on the development of human resources and training. This panel meeting was introduced by Oscar Ermida Uriarte, of Cinterfor/ILO; panel members were: Trevor Riordan, of the ILO InFocus Programme on Skills, Knowledge and Employability (IFP/SKILLS), Antonio Almerico Biondi Lima, Director of the Qualification Department of the Labour Ministry, Brazil; Javier Ferrer of the Confederation of Enterprise Organizations (CEOE), Spain; and Hugo Barretto, of the Workers’ Inter-union Plenary – National Unions Federation (PIT-CNT), Uruguay. In the afternoon, the panel meeting on “Training and productive development” was held, intro-

duced by Fernando Casanova, of Cinterfor/ILO and made up by: Darío Montoya, Director General of the National Training Service (SENA), Colombia; Robert Gregory, Executive Director of the Human Employment and Resource Training/National Training Agency (HEART/NTA), Jamaica; and Ernani Brescianini, Cinterfor/ILO consultant.

6. Two other panel meetings were held on Wednesday 30<sup>th</sup>. The first one, on the subject “Innovative experiences in vocational training”, was made up by Eduardo Rodriguez, Chief, Training in Enterprises Department of the National Training and Employment Service (SENCE), of Chile, and Fazal Karim, Chief Executive Officer of the National Training Agency (NTA), of Trinidad & Tobago. The second one, on “Employability, gender equity and training policies” was introduced by Sara Silveira, of Cinterfor/ILO. Panel members were: Roger Carvajal, Executive President of the National Training Institute (INA), Costa Rica; Jimena Rojas, Representative of the Ministry of Education, Bolivia; Daniel Hernández, Training Director of the Ministry of Labour, Employment and Social Security, Argentina; and Daniel Gutiérrez, National Employment Director of the Ministry of Labour and Social Security, Uruguay.

## OPENING SESSION

7. The formal opening ceremony of the Thirty Sixth Technical Committee Meeting of Cinterfor/ILO and of the series of conferences on the subject of “Quality Management in Vocational Training Institutions”, was presided over by the Minister of Labour and Social Promotion and President of the Board of Directors of INTECAP, Mr Victor Moreira, accompanied at the Table by: Maria Ledvia Berganza, Manager of INTECAP, Jorge Gallardo, Assistant Manager of INTECAP, Trevor Riordan, IFP/Skills of the ILO, and Pedro Daniel Weinberg, Director of Cinterfor/ILO.

8. The first intervention was carried out by **Jorge Gallardo**, who gave the welcome to Guatemala in the name of the Board of Directors and the INTECAP Management, and expressed best wishes for the event and that the vocational training institutions should continue to be a bastion for productivity in the countries of the region.

9. In the name of the General Director of the ILO, Juan Somavía, and of the Regional Director, Agustín Muñoz, **Pedro Daniel Weinberg** welcomed the participants of the 36th Technical Committee Meeting and made clear their profound acknowledgement to the INTECAP authorities, as well as to the Guatemalan people and government, for their magnificent hospitality.

10. He immediately passed on to refer to the concept of decent work as the central axis of the ILO activities highlighting the leading role of vocational training in the pursuit of this objective.

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11. In effect he showed that vocational training is essential for the various components of decent work: employment, respect and promotion of rights, protection and social dialogue.

12. Furthermore he pointed out that the current revision process of Recommendation 150, which will be a subject for debate during the course of this meeting, has reinstated vocational training amongst the main issues of the ILO normative agenda, thereby revealing the growing importance given to training in the group of subjects related to labour. He passed on to underline some points in which significant advances have been made. Firstly he pointed out some of the processes of strengthening, modernisation, and institutional transformation which became evident in the adoption of quality management systems, as well as innovations introduced in matters of local, sectoral and participative management.

13. In second place he referred to the efforts directed toward promoting life long learning and consequently guaranteeing everybody's right to continuing training.

14. Thirdly he referred to the tendency to integrate training with development promotion and competitiveness through experiences such as investigation services and technological assessment, quality certification, production management, nurseries and incubators of enterprises, technological parks, productive chains and new forms of assistance for graduates.

15. Fourthly he pointed out the development of the competency-based training and certification approach.

16. Weinberg ended his inaugural discourse demonstrating his concept of Cinterfor/ILO as a strategic alliance between the Ibero-American speaking member States of the ILO and the organisation itself, within the framework of which there is horizontal co-operation between vocational training institutions and other entities, governmental and non-governmental.

17. **Víctor Moreira**, in his turn, made reference to the political, social, and economic framework wherein the prospective vision is laid out, which is understood to guide INTECAP activity and that of vocational training in general. This framework is changing to adopt a wider and more integral perspective as proposed in the last meeting of the ILO. In the case of Guatemala the original economic model, that dates from the sixteenth century, was based on the exploitation of the land and of the working population. It became more modern with the introduction of coffee in the nineteenth century, this being accompanied by the liberal state but continued to be based in agricultural raw material of low added value, destined for oligopolic first world markets, and whose only competitiveness was in the extremely low labour cost, mostly indigenous and including a considerable child participation. This form of production, and its political correspondence with an authoritarian state that resorted to repression to contain the demands of the population, came to an end since it was no longer viable ethically, politically or economically. Thus in

the second half of the twentieth century the process of industrialisation was started along with a new form of social and labour organisation implicating a scenario of urban labour relations with wide foundations of union organised workers. To respond to the necessities, increase productivity and develop a better working environment, entities such as INTECAP were created for the rapid provision of a labour force that is qualified, efficient and productive. In this economic situation INTECAP has fulfilled its role so well and in such a sustained way that it has obtained a certification standards of international quality.

18. The speaker indicated that this scheme directed toward supporting industrial development and its functional democracy reached its limit, the developing momentum failed and in the nineteen sixties eight out of every ten workers were informal. Today for eight out of every ten Guatemalans to speak of holidays, social security and a work code is to speak of things they don't understand. The threats are poverty and discrimination in that order, these being the topics that ILO is bringing up.

19. According to Moreira how to approach this reality from an institution such as INTECAP, orientated toward a powerful but minority sector of the population, is the great challenge. It has to be understood that at the present time it contributes to development in terms of promoting mechanisms that give the people the capacity to generate their own work in order to start their own businesses. It is not possible to maintain low rates of investment for a tool as potent as training without it having greater coverage and impact. That requires changes in orientation and political composition of training, otherwise it will not be viable in the mid term.

20. Lastly he declared the Technical Meeting as inaugurated and in his own name and that of the President of the Republic, called for reflection upon these challenges, to acknowledge and address this reality in order to find new answers from training.



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## PANEL: “QUALITY MANAGEMENT IN VOCATIONAL TRAINING INSTITUTIONS”

21. This panel was formed by: Regina María de Fátima Torres, Director of Operations of SENAI/DN, Brazil; Guillermo Salas, National Director of SENATI, Peru and by María Ledvia Berganza, Manager of INTECAP, Guatemala. Fernando Vargas, CINTERFOR/ILO Consultant, was in charge of the presentation and moderation.

22. **Fernando Vargas** opened this meeting, underlining the theme to be dealt with. In such respect, he clarified that the issue was the concept of quality referred to institutional management focused on philosophy of work by processes and not in quality terms of final products of vocational training. He highlighted the importance that certification of public organisms which are openly exposed to rigorous external auditing of certifiers, has for institutional framework on vocational training, something unusual in public administration.

23. He also mentioned the efforts made by pioneer institutions such as SENAI of Brazil, INA of Costa Rica, SENATI of Peru, SENCE of Chile, CONOCER of México, which initiated the path towards the quality assurance, recently reinforced with INTECAP of Guatemala achievements, environmental certification for SENATI, the first Centers of SENA certified in Colombia and the imminent initiation of actions on other vocational training institutions.

24. He finally pointed out the firmness of motivations and learning testified by all institutions that answered to a brief electronic inquiry of Cinterfor/ILO whose findings are summarized on the reference paper presented to the meeting and that was verified on the selected presentations exposed herein.

25. **Regina María de Fátima Torres** started with a brief historical account of SENAI since its beginnings in the 1940's, mentioning the different alternatives, challenges, and transformations that the institution has faced during these decades, and describing the present situation of the institution. She then mentioned that SENAI has gone through a paradigm shift which resulted in an innovative way of monitoring results and in the improvement of quality management. This includes work areas like performance-based management, improvement of the competencies of organizational leadership, decentralization of operative units for vocational training, always trying to meet the demands of each region, to encourage vocational training through partnerships, and to design a strategy for institutional change.

26. Among the guidelines for quality management for SENAI, she mentioned the development of instruments to monitor the market; the supply of services and products that can better meet the demand; the promotion of exchange relations with the CNI system, national and international organizations in the field of concepts and practices of quality management. She also mentioned that ensuring quality management in the organi-

zation can be understood as a permanent mirror of the betterment of the quality of life of all those who work for the institution. Among the challenges presented, she emphasized the need to guarantee that the introduction of quality management be the responsibility of all concerned; and the incorporation of the principles of quality management in the process of administration, in the design of strategies, and in the definition of organizational structures. She observed that the external demands for quality management need to be addressed, incorporating its principles to the areas of education for work and technical assistance, and influencing all the lines of action within the system.

27. With relation to the internal changes, she highlighted the certification of the operational units. At present there are 180 units that are certified in all the States and in various Regional Departments. As a leader that guides all the quality management movements, SENAI has prepared a strategic map that includes: First, the dimension of the persons and their capacity to innovate, promoting the updating of the internal competencies, as well as the appreciation and recognition of the internal competencies, and promoting the technological updating of the professionals who act in the operational units. Second, the articulation among the units of the CNI system, intensifying a system of international strategic alliances and national partnerships with companies, government, class associations, and the S System itself, changing the image of the institution within the scope of the market. Third, generating quality in the teaching processes and in the products of training and of technical and technological services, providing quality assistance to the small and medium-sized enterprise, as well as to the large-sized enterprise on a national scale. Fourth, the expansion of the financial sustainability of the SENAI system, looking for allies in the development of the actions, besides the resources coming from the enterprises.

28. All these strategies and actions shape a scenario of big changes that demand great capacity and promptness of response from the institutions. This implies not to be limited by the available space and time frames, but to move beyond them. It also requires flexible actions due to technological changes and to the processes of productive restructuring, extensive training oriented towards de-specialization and within the perspective of life-long learning, as well as the search for syntony between the school and the Labour market. It also involves, she observed, short-term analysis of indexes and of potential: demographic, economic, technological, socio cultural, making adjustments to the goals and plans of the institution. SENAI has opened a channel in order to listen to the market in different ways: consultation forums, tripartite and multipartite technical sectoral committees, systematized research in the regional and national perimeters, direct contact with the companies. It is intended, in the same direction, to improve the quality and quantity of the information obtained by professionals and business agents directly in the companies, to investigate and evaluate the performance of the expenses, and to realize an exploration in the social context, which has been referred to as "observers of daily life". The Strategic Plan of SENAI translates into a complete Plan of Action where all the projects and processes of the institution are presented. She concluded her presentation by showing a video with a speech given by the President of Brazil, Luiz Inácio Lula da Silva, where reference

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was made to the topics of vocational training, as well as to the role and the action of SENAI.

29. **Guillermo Salas** analyzed the process of integrated quality management developed by SENATI, which allowed it to obtain, for its forty one Units, the certification of the ISO 9000 standards on quality management and 14000 on environmental management. The integrated adoption of both standards plus the inclusion of financial and administrative aspects provided wholeness to the quality management process.

30. Based on the presentation of the guidelines for the Standards, the presenter exemplified the activities of the institution. For SENATI, the main objective was the satisfaction of its customers, who were identified as apprentices, participants and entrepreneurs, and the purpose was the standardization of the services, from the design to the after sale, in order for the qualifications of their graduates as well as the quality of the services offered throughout the country to be similar. SENATI had to undertake some processes of human resource management in order to achieve uniformity in the training and continuing updating of the teaching staff, and to apply the same curriculum. At present, it has even been able to use the same final evaluation, at the same time, in all the centers. Another aspect that was highlighted as being relevant to obtain quality of management was the measurement of results, for which SENATI, among other instruments, administers twenty thousand surveys per semester to participants and four thousand to entrepreneurs. Likewise, it fosters the expression of complaints and claims, based on the certainty that this expression can provide elements for improvement.

31. As a second objective, SENATI offered to facilitate the control and the systematic revision of processes for the rationalization of resources and the protection of the environment, as well as the instrumentation of continuous improvement. The presenter indicated that, at the present moment, they are still using a corrective approach, but that their purpose is to be able to achieve, in time, a preventive approach. They are conscious, though, that this might be a long-term effort. SENATI identified three types of processes among its activities: direction, operation, and support. Each year, with the participation of the personnel and the operation units, SENATI works on the identification of objectives to be accomplished by each one, and on the strategic planning necessary to achieve those objectives. After analyzing them, Mr. Salas presented an example of a process of training, making a revision of its foundations and dimensions, and he observed that since this process started working at SENATI, all programmes have been approved by the enterprises through the Consulting Committee that is signed in order to back their need. The result has been a notorious increment of the demand of their courses and of their graduates, even at the international level, which has forced them to apply very demanding admission exams to the applicants, in the understanding that it is a requisite to ensure the quality of their training when they graduate.

32. Finally, the panelist mentioned that the SENATI started this process ten years ago, not for the purpose of obtaining the certification, but in order to achieve a necessary

change in the institution and to be able to confront the government resolution of 1992, related to the suspension of contributions made by companies. Even if this resolution was later revised, reducing it to half, having undertaken this effort is what allows the SENATI at the present moment to obtain financing for 65% of its budget through the sale of its products, which are training, as well as technical services provided to companies.

33. **Ledvia Berganza**, began her presentation briefly referring to the origins of INTECAP on 1972 and some of the changes that have been registered since. Thus, for example, she referred that at the beginning the institution did not have the proper physical infrastructure, in contrasts with its present reality, where it counts with 17 training centers, some specialized, as the Center for Meat Technology and the Center for Tourism. About the end of the past decade, INTECAP initiated a process of strategic planning, taking into consideration the changes in course on the world and on the country, with their consequent challenges for vocational training. The result of this process was the determination of purposes, objectives, strategies, policies and plans, oriented towards institutional modernization and transformation.

34. Among the objectives determined for modernization, were: change of organizational structure –debureaucratizing it– and improvement of work processes to benefit the user; consolidation of an institutional culture for a continuous improvement of such processes; encouragement of team work; active participation of all personnel on the changing processes and institutional actions and; development of a service attitude on all personnel as well as with the external and internal client.

35. The achievements have consisted on the creation of six regional divisions to assist the regions with stronger autonomy; on the establishment of proper methodology, known as Methodology of Technical Standards or NORTH (NORTE), to offer training based on Labour competence standards; improvement on distribution of institutional functions on working areas and work posts; the establishment of principles of an institutional culture towards total quality, applying the Japanese 5S's and; the establishment of fundamentals to improve institutional image.

36. Concluded the modernization process, a strategic planning was established for the following two years, known as “Plan towards leadership 2002”. This plan’s objective consisted, first, in giving continuity to the modernization process; second, to establish a continuous improvement on service rendering; third, to reach INTECAP’s vision to consolidate the mission and institutional values and; fourth, to implant an Institutional System of Quality Management. Furthermore, it included a series of considered impact projects, as the certification of INTECAP with the ISO 9001 Standards version 2000, the establishment of evaluation and certification based on labour competence. These are complement with six internal, as well as external strengthening projects.

37. The institutional certification process, enclosed a series of steps that culminated with the obtention of the January 2003 certificate. Its practice permitted to identify the

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main institutional strongholds, while certification implied the assumption of a series of commitments, all directed to maintain, in sustained manner, the commitment with quality management. In terms of certification senses, it is understood that it permits INTECAP to dispose of an efficient system of quality management which leads to a continuous improvement of the Institute, to permanently orientate institutional labour towards client satisfaction and to achieve willingness of personnel to continuous improvement. He also mentioned that INTECAP turned into the first decentralized institution to be certified in the country and one of the first in Latin America.

38. She also described the Quality System established in INTECAP and the diverse improvement projects designed. These are: Operation control system of INTECAP (SITIO); 5S's Programme, Vocational training coverage expansion based on labour competences; metrology and expansion of training coverage.

39. She ended saying that in INTECAP, Quality Management and the search for excellence, more than a new administrative current, is a form of life, a mystic, in which the virtuous exercise of institutional values, love for work, commitment to the client and satisfaction for the work well-done, are a reality of daily exercise of our responsibilities.

40. After the three presentations were concluded, **Fernando Vargas** made some comments about the most outstanding aspects of the experiences presented. In this respect, he said that the institutions dedicated to vocational training find in quality management a form of learning and developing the implicit knowledge into a process with which all the personnel makes a commitment, from the directive to the operative levels. If the orientation of institutions in the past was based on the allowance of resources, at present, institutions are oriented towards a kind of management based on processes. This is not an end in itself, but a means to achieve effectiveness, efficiency and transparency.

41. He also mentioned that these processes that take place in the institutions of vocational training are to a great extent similar to those that take place in the companies. In the latter, knowledge is used to generate products and services. In the training institutions, knowledge is used to produce more knowledge.

42. He ended by saying that the experiences presented involve a great deal of horizontal technical cooperation. This reinforces the need already expressed in this same meeting related to the strengthening of the schemes of interchange, of cooperation and of spreading of knowledge applied to training.

## EMPLOYMENT AND VOCATIONAL TRAINING CONFERENCE

43. This conference was presented by Remigio Todeschini, Secretary of Public Policies of Employment of the Ministry of Labour and Employment of the Federal Government of Brazil.

44. **Remigio Todeschini**, said he was going to talk about employment and vocational qualification. He mentioned that in the last few years there has been an increase in unemployment and in the selectivity of the labour market, circumstances which put together make access to employment a difficult task. On the other hand, it has been proven that the generation of jobs and of income depends, to a great extent, on macroeconomic policies. For this reason, active employment policies need to be integrated with general economic policies that may support the same objective. Because of this, a new economic model is being designed in Brazil that will generate a virtuous circle in which the creation of job opportunities may favor consumption, consumption may favor investment, and investment may again favor work.

45. Besides that, it is understood that, although emphasis in growth is essential, it is also necessary to attend to social aspects, especially employment, in order to aim at “an integrated model of economic and social development” because the improvement of work conditions and of life-styles invigorate the economy.

46. The Ministry of Labour is dedicated to the reorientation of employment policies based on the aforementioned guidelines. In that reorientation, the objective of strengthening the public system of employment is central. It is expected that this will improve the functioning of the labour market, support the local development strategies, and increase the investment in vocational training and education, taking into account that access to training and to education are universal rights, necessary to attain the objective of decent work. Vocational training, thus, must be integrated to general education, at basic as well as at advanced levels. He presented as an example of this integration the First Job Programme, which is aimed at young persons who are between 17 and 24 years old.

47. In addition, in that process of construction of the public system of employment in Brazil, tripartite participation is considered to be a fundamental strategy.

## ADOPTION OF THE AGENDA

48. The Director of Cinterfor/ILO, **Pedro Daniel Weinberg**, announced that the presence in the room of representatives of vocational training institutions, Ministers of Labour and Education, and representatives of employers’ and workers’ organizations, as convened by the ILO Governing Body, constituted a highly representative gathering and that there was the necessary quorum for sessions to commence.

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## **ELECTION OF THE BOARD AND DRAFT COMMITTEE**

49. He informed the Meeting that according to the agenda that had been previously agreed upon, he was proceeding to the election of the Board and the Draft Committee that would be in charge of the Final Report. He thereupon submitted for consideration of the plenary the proposals made by the Programme, Budget and Administrative Committee, that suggested Ms. Maria Ledvia Berganza, Manager of INTECAP, Guatemala, as President of the Meeting. Mr. Dario Montoya, General Director of SENA, Colombia, and Mr. Raphael Cave, Director of Training of the Barbados Vocational Training Board were proposed as vice-presidents, and Mr. Daniel Hernandez, Training Director of the Ministry of Labour, Employment and Social Security, Argentina and Ms. Jennifer Walker, Manager Quality Assurance, of HEART Trust/NTA, Jamaica, as members of the Draft Committee. These proposals were adopted by the Meeting.

## **REPORT ON PROGRAMME OF ACTIVITIES CARRIED OUT DURING 2001-2002 REPORT BY THE DIRECTOR OF CINTERFOR/ILO**

50. The Director of Cinterfor/ILO, **Pedro Daniel Weinberg** began his intervention by evoking the memory of the Director of the InFocus Programme, on Skills, Knowledge and Employability (IFP/Skills), Pekka Aro, who died at the beginning of the year in the course of carrying out his work, referring to him as an excellent professional and collaborator, and above all a great friend in the American community of vocational training

51. He continued summarizing the actions that have been accomplished by the Center mentioning each thematic area. The first one to which he made reference was the strengthening of the institutional framework of vocational training, with actions that were directed firstly to establishing contact, and then to the support and exchange of information with practically all the experiences of institutional modernization; the second one relating, the permanent analysis of the evolution and good practices of the vocational training in the region; and thirdly, he pointed out that the Center has given special emphasis to the strengthening of vocational training institutions, proceeding to mention some examples with quotes from various studies and documents that have been elaborated or are in the process of being prepared for this purpose. Likewise, he stated that horizontal technical cooperation experiences have been encouraged and facilitated and that better practices in fields like competency-based training or quality have been disclosed. Furthermore, he made reference to the elaboration of materials for technical support such as manuals and guidebooks and mentioned the achievements of the FORMUJER project which incorporated a gender approach to the formulation of the vocational training policies and the carrying out of more than ten seminars and workshops for sharing local and regional experiences as well as to provide training to directives and technicians.

52. The second thematic field that has involved actions from the Center has been the promotion of social dialogue on vocational training. In this regard, it was pointed out that social dialogue is highly effective in vocational training when compared to other fields. In relation with the activity of the Center, he stated in first place that ten titles have been published and five more are being prepared dealing with this issue. A specific site on social dialogue and vocational training is also being developed within the website of Cinterfor/ILO. The Director highlighted the various activities undertaken in support of the discussion on the new Recommendation of the ILO on human resources development and training as well as the participation in the ministerial meetings of the Comunidad Andina de Naciones (Andean Community of Nations) (CAN) and the Mercado Comun del Sur (Southern Common Market) (MERCOSUR). He added that educational material has been elaborated in support of the workers in vocational training, that seven titles that consider the topic of employers and vocational training have been published as well as four titles on educational resources. The web page on Trade Unions and Training receives around 10 000 visits each month. Furthermore, six technical events related with productivity, enterprises and vocational training have taken place, as well as more than ten seminars and courses of tripartite nature, some in conjunction with units at Headquarters.

53. The development of systems and national frameworks for vocational training has been another field of work of Cinterfor/ILO during the past biennium. Regarding this, he stated that there exists an exchange of information and support to almost the totality of the institutional experiences of vocational training in the region. This has resulted in the publication and divulgation of printed educational resources and via internet, three manuals and five titles on labour competence and the realization of seventeen seminars on vocational training in the scope of competency-based training, nine of these were done with the Turfín Center of the ILO. He also stressed the efforts to launch the discussion on certification and mobility in the integration processes like CAN, MERCOSUR and CARICOM; all this, as a complement to the support given to the development of national experiences; their comparison and exchange of good practices.

54. A large part of the activity of the Center has been the development of focalized vocational training. Among these he underscored the development of a model of intervention, methodologies and validated strategies to facilitate the insertion of women in vocational training and in the labour force. In the same line, more than three thousand women have been trained in countries where FORMUJER is being implemented (Argentina, Bolivia, Costa Rica) and PROIMUJER (Uruguay). Materials have been edited in electronic format for standardized insertion of handicapped persons and there has been participation in five events related with this topic. Two seminars via internet on youth and employment convoked more than five hundred and fifty persons in twenty seven countries. Eight titles on vocational training and youth employability have been published as well as more than three electronic editions in CD Rom and a manual on impact evaluation of programmes directed to vocational training of young people. Precisely on the topic of youth, he stressed the large number of daily visits to the youth site of the Center website and the number of subscriptions to the newsletter, as well as the magnitude of the partici-



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pation on fifteen international seminars on vocational training and youth employability. Among the activities that are still developing or in the implementation phase, there is an observatory of experiences for young people and a study on the role of vocational training in the processes of local economic development.

55. He also made reference to the activities in Uruguay, host country for Cinterfor/ILO. He mentioned the publication of five titles related to topics of interest for the country, the coordinated work with the National Board of Employment (JUNAE), the realization of more than fifteen events with social actors in the ambit of vocational training and the availability of the Information and Documentation Service for social actors and national entities.

56. The support provided by the ILO to vocational training in the region was another aspect that was highlighted. The strengthening of the institutional framework, competency-based training, quality management in vocational training, and e-learning, among others, the areas in which there has been growing and continuous support from the headquarters through the IFP/Skills Programme and the Regional Office. Eleven regional and sub regional events have taken place with the cooperation of different services and offices of the ILO regional structure and Headquarters, and twenty two events with the support of the ILO International Training Center at Turin.

57. The divulgation of knowledge applied to vocational training has experienced an important growth. The website of Cinterfor/ILO has multiplied by ten the volume of available information, increasing threefold the number of users and demands for information. Daily, he stated, the website registers 61,267 requests for information. The visits originated from 146 countries including all the countries in the region. To the effect of reinforcing this tendency and improving access to the information of the English speaking countries, the contents of the site are being translated into English and a site in this language is being developed. During the biennium there was participation in 222 events (seminars, technical meetings and vocational training courses); twelve teleconferences have been transmitted from the Center, two virtual seminars on vocational training and youth employability and two courses on the costs of vocational training. There has been in the same period, a direct investment of more than 500 man/day of consultants from the Center and external consultants.

58. In terms of production and editorial dissemination, it was pointed out that the publication of two new series was initiated on: Arts and Crafts and Trade Unions and Training. In total, nine different series are being published. During the biennium, more than forty titles were distributed to the countries in the region, which amounts to publishing more than three titles every two months. The co-edition of books has been done with at least twelve different institutions and several titles have been translated into English. The sales of publications increased in a significant manner.

59. Finally, regarding the administrative and financial aspects, the voluntary contributions of member countries was deemed outstanding, particularly valuable in the current context of financial problems they are going through. There exists an increasing financial support of the ILO, mainly through the IFP/Skills, the Regional Office and the Turin Center. Even more, he pointed out that the contribution of the ILO covered the overhead costs of the basic core of the Center. The resources of the international technical cooperation reached US\$ 330 thousand; parallel to this a considerable increase has been registered in the income generated by the sale of publications.

60. After Mr. Weinberg's presentation, the plenary approved the report by acclamation.

## **REPORT OF THE PROGRAMME, BUDGET AND ADMINISTRATIVE COMMITTEE**

61. The President of the Meeting, **Maria Ledvia Berganza**, read out the report of the meeting of the Programme, Budget and Administrative Committee, held on the eve, that was submitted for the consideration of the plenary and also adopted by acclamation. *(The full text of this report is included in Annex 1).*

## **REPORTS OF SUB-REGIONAL AND SECTORAL GROUPS**

62. To continue, the reports from the Subregional and Sectoral Groups were presented. *(The complete text of said reports figures in Annexe 2).*

## **ANALYSIS OF THE PROGRAMME OF ACTIVITIES FOR 2003-2004**

## **ANALYSIS OF THE BUDGET FOR 2003-2004 AND OTHER FINANCIAL MATTERS**

## **VOLUNTARY CONTRIBUTIONS PLEDGED BY MEMBER COUNTRIES**

## **PRESENTATION AND ANALYSIS OF THE WORK PROGRAMME AND BUDGET OF CINTERFOR FOR 2003-2004.**

63. **Fernando Vargas**, of Cinterfor/ILO began his presentation stressing on the extraordinary diversity of activities that the Center's programme will carry out during the following biennium. He began indicating that the programme will use as basis those demands formulated by the Member States during the 35<sup>th</sup> Meeting of the Technical Committee; the strategic objectives of the ILO, particularly the one concerning provision for men and women of decent work; the regulatory guidelines of the new recommendation on

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development of human resources and the strategy defined by the ILO Regional Office for Latin America and the Caribbean.

64. At this point he emphasized the high degree of integration that the Centre has achieved with several offices and services of the ILO as are the ILO Subregional Office for the Caribbean, ILO Subregional Office for Central America, the ILO Turin Center and the InFocus Programme on Skills, Knowledge and Employability.

65. He then presented the four fundamental programmes proposed by the Center that refer to the strengthening of the institutional framework of vocational training, development of social dialogue for vocational training, support by the Center for the development of national frameworks of vocational training and vocational training activities for specific groups.

66. Following, he described the programme for the strengthening of the institutional framework for vocational training, highlighting the study to be developed with the purpose of analyzing the evolution of vocational training financing and the continuity of the efforts to divulge knowledge tending to favor the use of information technology and communications in vocational training as to favor training and development of personnel belonging to Vocational Training Institutions.

67. Concerning the programme that favors social dialogue for vocational training, it will cover Vocational Training Institutions as well as employers organizations, trade unions and governments. It will also cover the different forms of local management, bipartite and sectoral that are currently growing in the region said the presenter.

68. On the programme for development of national frameworks of vocational training he highlighted its relationship with competency-based training and the acknowledgement of learning and competencies previously acquired. On this topic he underlined the growing relationship between vocational training and productivity development that increasingly includes subjects contemplated in vocational training programme such as environment and generation of renewable energies.

69. The presenter indicated that the fourth programme of Cinterfor/ILO refers to vocational training for specific groups. Included is support from the Center for groups of young people and women, rural populations, persons with special needs, and ethnical and indigenous groups.

70. On the item of budget analysis, Mr. Vargas explained to the participants the certainty of the Center on complying with the foreseen programmes based on the set budget situation. On budget resources he pointed out that the contribution made by ILO to the Center allowing it to cover expenses of its basic nucleus personnel.

71. He presented the importance the Center will continue granting to the structuring of projects of interest for the community of Vocational Training Institutions and that these be financed by international co-operation organisms.

72. Finally he referred to the satisfaction of Cinterfor/ILO for the behavior of voluntary contributions by the member Institutions. The programme proposed by the Center was elaborated based on the performance level that such contributions have been presenting.

73. Following, the president of the meeting, asked the Committee for its pronouncement on the programme presented recording the intervention made by a representative of the workers union sector of Argentina who asked the Center to include in its programme the development of specific quality standards for the institutions. He considered that the quality of the vocational training process due to its complex features does not fully express itself in the use of quality regulations. This could wrongly lead to think that investment in vocational training be more similar to an expense. Immediately a representative of the Brazilian workers requested Cinterfor/ILO to include in its programme the subject on health at work; he also requested to include on the subject of vocational training and productivity the definition of quality indicators for the work environment. The workers representative closed his intervention marking his interest so a broad effort be included related to the problem that illiteracy represents an obstacle to access vocational training.

74. Mr. Vargas explained that quality is a complex concept that not only covers processes of institutional management, as in the case of quality standards; but it also covers quality resulting from vocational training that many judge on the pertinence of vocational training contents in relation with employment and the evaluation of competencies of the graduates. He referred to the inclusion the Center will make on the subject of health and environment in the work place especially concerning vocational training. This way he accepted the considerations made by the participants.

75. The President of the Committee then asked the participants if they approved the proposed programme and budget for the biennium 2003 – 2004 submitted by Cinterfor/ILO; to what the members agreed in a unanimous manner.

## **PANEL: “LEARNING AND TRAINING FOR WORK IN THE KNOWLEDGE SOCIETY”**

76. **Oscar Ermida Uriarte**, of Cinterfor/ILO, explained the reasoning of the Center’s decision to organize this panel, referring to the regulatory nature of the International Labour Organization. He pointed out that among the numerous International Labour Standards adopted by the ILO, several of them refer to vocational training and some of them are dedicated specifically. Among these are Conventions 122, 140, and 142 and Recommendations 122, 150 and 169.

77. Precisely one of the standards, Recommendation 150, is the subject of revision, foreseeing the adoption of a new Recommendation in the year 2004. Under such circumstances, it is considered opportune to summon this panel, integrated by an ILO official, a governmental official and representatives of employers' and workers' organizations that had directly participated in the Committee during the International Labour Conference held in June this year, which analyzed the Recommendation and formulated conclusions that already enclose the basis of the future Recommendation.

78. The panelists are Trevor Riordan, ILO Official at IFP/Skills, who was the Deputy Representative of the Director General of the ILO in the Committee that dealt with this matter during the 91<sup>st</sup> International Labour Conference this year; Antonio Almerico Biondi Lima, Director of the Qualification Department of the Labour Ministry of Brazil; Javier Ferrer, President of the Foundation for Continuing Training, Spain (FORCEM) and member of the Spanish Confederation of Entrepreneurial Organizations (CEOE) – and Hugo Barretto Ghione, legal advisor of the National Workers' Convention, Uruguay Union and University professor of Labour Law.

79. **Trevor Riordan** started his presentation by describing the background of the revision process. In this sense, he mentioned the general discussion that took place at the ILC of 2000 regarding the topic of training and development of human resources, as well as the publication of two reports about the topic. The first report (the "White Report") included the international trends of training policies, legislation and recent practices for the development of human resources. The second report (the "Yellow Report") included the opinions and points of view of the governments and social partners with relation to a series of topics and questions included in the first report, as well as a draft of proposed conclusions for discussion at the ILC of 2003. He underlined, with regard to the second report, the great amount of responses obtained, which surpass one-hundred countries.

80. In the second place, he briefly analyzed the discussion of the revision of the Recommendation, discussion which took place during the ILC of the present year. He indicated that some opinions were offered with relation to the use of a more dynamic instrument, one that would be based on principles and policy guidelines, rather than a prescriptive instrument that would offer details for the implementation of the training. He noted that there appeared to be general consensus about the Committee's draft having reached this objective. Some of the subjects that he emphasized with regard to the draft of the new Recommendation were: the acknowledgment of the principle that education, training, and life-long learning contribute to the interests of people, the enterprises, the economy, and the society as a whole, and that they have an essential role in the challenge of attaining full employment, social inclusion and economic growth; the acknowledgement of the fact that education, training, and life-long learning are fundamental, but that they need to be considered as part of a package of economic and social systemic measures related to the labour market, that need to be coordinated and coherent, in order for them to be viable; the new Recommendation about training and development of human resources is a central element in the ILO's strategy with regard to decent work.

81. Riordan concluded his presentation by describing the remaining steps necessary for the adoption of the new Recommendation on training and development of human resources. He mentioned that a first draft of the recommendation will be sent to the member States in August, in order to gather opinions about its contents. The responses will need to be submitted no later than 30<sup>th</sup> November, 2003 and, in February, 2004, two reports will be published: one including the impressions generated by the first draft, and another one including the final draft of the Recommendation on training and development of human resources for its final discussion and adoption at the ILC in June of 2004.

82. **Antonio Almerico Biondi Lima**, Director of the Qualification Programme of the Ministry of Labour of Brazil, centred his intervention fundamentally around the Committee's work discussing the revision to the Recommendation on vocational training and development of human resources during the 91<sup>st</sup> International Labour Conference (ILC) and on the possible actions to develop from now until the approval of the new instrument on the matter during the 2004 ILC.

83. In this sense, he considers that there is lack of co-ordination and articulation among the Latin American and Caribbean countries concerning the discussion of the proposed revision, in contrast to what happened with countries of other regions, that did present some type of proposal or group position to its respect.

84. In reference to the Committee's work, he highlighted some discussions or dichotomies concerning positions related to certain subjects, among which can be mentioned: strengthening of national systems of vocational training, as contrasted with an international vision of vocational training, enclosed in the current globalization process; management of tripartite or multipartite vocational training systems in which there is participation of actors other than those represented in the ILO; collective bargaining with specific results in the form of collective agreements, in opposition to fomenting other forms of social dialogue without bonding effects.

85. Referring the objectives that vocational training should pursue, he sustained that a consensus exists among the countries of the region concerning that it should combine social and economic dimensions. This position, he underlined, was shared by countries of other regions, mainly from Africa and Europe.

86. He considered as positive the circumstance that the debate and preparation of a new Recommendation contributes to the visibility of the relation between vocational training and a decent employment. Likewise, it should be an occasion to highlight the right to vocational training, belonging to all people and specially to workers. He added that these concepts, among others, should preside the text of the future ILO Recommendation, in which the countries of the region should have incidence. To this effect, he considered opportune that CINTERFOR summoned to a meeting, and Brazil offered to be the host in which the manner to have incidence in the text of the future international labour recommendation could be debated, and if possible, to agree on a common position.

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87. **Javier Ferrer** began his intervention with a question: Why was the Recommendation 150 obsolete? Regarding this he affirms that, among other aspects, when it was adopted in 1975 continuous training was hardly talked about; technology didn't change at the rate at which it does so now; there existed in enterprises a stability which no longer exists; and finally globalisation didn't exist as we know it today.

88. Education, training, vocational training, life long learning and continuous training are, he assures us, absolutely necessary for the human person from the social and material point of view, and for the enterprises from the point of view of human capital, productivity and competitiveness.

89. The conclusions proposed back up the compatibility and complimentary nature between the politics of development of human resources (education, training and permanent learning) and the economic and social politics and programmes in the work market and other political structures for economic growth and creation of employment.

90. In occupational and continuing training systems for unemployed and active, the participation of the employers' and workers' organizations, has a special relevance given its natural development framework: enterprises and workers.

91. Finally he sustained that to invest and create adequate frames for improving education and vocational training at all levels is a fundamental task of governments, to promote worker's training is a task of the private sector, and it is in everyone's interest to develop their own aptitudes and careers. At the same time to favour self-employment and a business spirit is a way of developing an enterprising spirit of opening doors to the start of business activities that is of special importance, not only in developing countries, but also in those which may use it as a means of formalising part of its informal economy.

92. **Hugo Barretto** started by saying that the valuation of the work done during the 91st International Labour Conference, with relation to the revision of Recommendation 150 about Development of Human Resources, must be done by comparing the document "Proposed Conclusions" with the results of the debates in the tripartite commission of reference. It is possible, he said, to tackle the comparative approach through four thematic axes, which are: a) the general normative framework (preface) and fundamental definitions adopted; b) the conditions under which the right to vocational training and the universal access to training services are acknowledged; c) the roles and the exchange of responsibilities between the state and the social partners in vocational training; and d) the link between vocational training and the right to work. The result of the analysis, he stated, reveals that it has been possible to improve some aspects of the original document, although there are still some evident deficits.

93. Among the positive aspects, the following need to be mentioned: a) the adoption of definitions of terms that are generally used in an ambiguous way, like employability and labour competence; b) the improvement of the general normative framework of the

document, with the inclusion of references, for example, to decent work and to instruments like the International Labour Conventions No. 122 (Active employment policies) and 140 (Paid educational leave); and c) the dynamic role of the social partners.

94. The pending assignments from the debate at the 91st ILC are basically related to a) the tardy and, in some aspects, weak acknowledgement of the right to vocational training; b) the lack of a systemic and integrated vision of unemployment insurance services, vocational training, the intermediation of labour and other employment and training services; c) the limited relevance that is given to the link between vocational training and collective bargaining and salary.

95. He ended by saying that, for the revision of Recommendation 150 to really constitute an advance towards the attainment of the objective of decent work, it will be necessary to more radically center the document around the rights of working persons and the effect that vocational training has on the universe of work and employment.

96. Once the panelists intervention finished and the floor was given to other attendants, **Alicia Molina**, from the Argentine Workers Forum, stressed on the opportunity and pertinence of the offer made by the representative of the Brazilian government in the sense to organize an event in order to discuss the revision of Recommendation 150. In second place, consideration was given to the reality criteria handled by the employer's group panelist, underlining the differences between European and Latin-American realities. In third place, she pointed out that the obsolescence of Recommendation 150 should not lead to a mere cutback, but it should signal to a text that rescues and guarantees the compliance of rights and principles dedicated in it. She concluded expressing her concern on the turns given to the preliminary drafts of the revision to Recommendation 150 that gives way to vocational training to an undefined and not precise range of actors.

97. Finalizing the panel's work, **Oscar Ermida Uriarte** formulated a very brief summary of the panelists presentations, beginning by pointing out that Trevor Riordan had explained the discussion process for revision of Recommendation 150, the possible contents of the future Recommendation and the time periods where observations could be made in order for them to have the chance of being considered. He highlighted, of the presentation made by Almerico Lima, the conception of vocational training as a fundamental right, its relationship with the concept of decent work and the exhortation to carry out an instance of regional co-ordination tending to have incidence on the text of the revised recommendation to be adopted during the International Labour Conference of the year 2004. He added that Javier Ferrer had explained the position held by employers in the sense to avoid that more international regulations than necessary were dictated, the fundamentals of the decision to revise Recommendation 150, among which stood out the development of ongoing vocational training in latter years and the question on the permanent vocational training for every person were in reality a guaranteed goal. He pointed out that the intervention by Hugo Barretto had coincided with that of Almerico Lima in situ-



ating the right to vocational training as the basis from which vocational training policies should be developed, and highlighted that in the Committee's debate during the 91<sup>st</sup> International Labour Conference it had been possible to very much improve the original draft, but that, however, there were still relevant deficiencies that were necessary to try to correct with a proposal that could very well arise from our region.

## **PANEL: "TRAINING AND PRODUCTIVE DEVELOPMENT"**

98. This topic was considered by a panel made up by Darío Montoya, Director General of the SENA, Colombia; Robert Gregory, Executive Director of the HEART/NTA, Jamaica; and Ernani Brescianini, Cinterfor/ILO consultant. The moderator was Fernando Casanova, of Cinterfor/ILO.

99. After introducing the panelists, **Fernando Casanova** briefly referred to the subject in hand. He pointed out that contributions by vocational training bodies to productive development have been occurring constantly in history. However, such contributions have lately acquired a wider significance and new manifestations. In the past, the role of such institutes had been circumscribed to training skilled and semi skilled workers for the different sectors of the economy, and to a technological transmission limited to the handing down of knowledge, abilities and skills to be applied at the workplace. By contrast, the current tendency was to conceive training as part and parcel of processes of technological development, innovation and transfer, not only for individuals but also for enterprises, sectors, productive chains and whole territories. In this new picture, training played a strategic role, owing not only to its intrinsic importance, but mainly to its capacity for contributing to national, sectoral and local development processes through efficient coordination with both public and private actors. He concluded by indicating that facing this challenge in an innovative fashion helped to get over a dual view of training objectives and practices. By specifically contributing to overall, sustainable development, training also promoted equity and social integration, full use of human potential, economic growth and reduction of the current shortfall in decent work.

100. In his presentation, **Darío Montoya** defined the SENA as a "knowledge organization". He declared that in the present-day globalized economy, human talent was the greatest competitive advantage. For 46 years, SENA had been fulfilling its responsibility of training middle managers, qualified workers, technicians and technologists, and was now meeting the challenge of training competent entrepreneurs for our times. Other guidelines in the Institution's transformation had been a changeover from operating by functions to operating by processes, optimization of its installed capacity, the development of geo-referenced information systems, management by results, certification of its training centers by ISO 9001 standards, and multiplication of its virtual and itinerant training centers. He also stressed the strengthening of an integral view of vocational training, that he summarized as training by projects, labour competencies and business undertakings.

101. After providing information on the evolution of some general indicators of institutional activity, Montoya mentioned what he called “the four great revolutions within SENA”. They consisted of: free integral training to meet existing needs (flexible training, by occupational competencies and by projects), entrepreneurial thinking, fostering the creation of enterprises and a spirit of undertaking in consonance with the times, strengthening the country’s technical/technological training system, and training students for society, turning out persons capable of managing information, knowledge and technology. Among other actions under way, he underlined the creation of Sectoral Boards that had the strategic role of identifying occupational competencies. Such bodies were comprised of a variety of actors from productive, labour, governmental, training and technical areas and as such offered opportunities for participation and social dialogue. Along these lines, 31 Sectoral Boards had already been set up, 1221 occupational competency standards had been established, and 174 training programmes based on competencies had been developed. He finally pointed out that the goal was that all SENA students should nurture a spirit of undertaking, and that many of them should become owners or managers of their own enterprises. In that connection, efforts were being made to establish a national system for the creation and incubation of enterprises.

102. The presentation by **Robert Gregory** was focused on community-based training. He started by mentioning the effects that globalization has had on economic competition, in the sense that economic competition has become more intense and has spread throughout the planet. Increasingly, the different regions and local communities compete among themselves to attract foreign investment, and he indicated that this competition exists even among regions of the same country. He also identified the creation of commercial blocks as effects of globalization. These blocks protect the interests of their member countries, as is the case with the CSME and the upcoming FTAA.

103. The presenter described the Caribbean transition from an agriculture-based economy to one that is basically based on services, identifying at the same time the symptoms of the transformation of the job positions. Among the skills and qualifications required by a new labour culture, he identified the following: independence, flexibility, decision-making, problem-solving, initiative, innovation, critical thinking, and life-long learning.

104. The transformation of the productive structure and job positions has had serious and profound effects, among which the following stand out: the layoffs in order to reduce costs, to raise productivity, and to increase benefits; an increasing number of self-employed workers (which in Jamaica amount to 40% of the labour force); the closing of non-competitive companies; and the restructuring of companies in order to attend to the increasingly sophisticated consumer demands.

105. These facts have made an impact on the activities of the vocational training institutions, he mentioned. The last part of the presentation was dedicated precisely to the analysis of the responses of the vocational training institutions with regard to the new

challenges that they now face. In this respect, the policies and programmes that were highlighted were the ones designed to promote and encourage the following: the creation of income-generating enterprises, the fostering of a culture of service and entrepreneurship in community-based training; the promotion of the building and strengthening of the participants' self-confidence, which is closely related to their level of knowledge and abilities; the relevance of vocational training and its transferability to the different job positions; the creativity and innovation capacity of the students and their capacity to discover job and income-generating opportunities; the inclusion of knowledge, abilities and attitudes necessary to carry out entrepreneurial initiatives in all vocational training programmes.

106. As a conclusion, the presenter indicated that while the large enterprises are being down-sized, the number of small enterprises is dramatically increasing. Consequently, the vocational training institutions have been including and emphasizing the above mentioned abilities. This will result in better conditions for the people and eventually in economic growth, development, and social stability for the Caribbean societies.

107. **Ernani Brescianini** announced that he would speak about center-enterprise integration in the first place, from the Brazilian experience, tested and introduced in the Parana Federal Center for Technological Education (CEFET-PR). He maintains that on the one hand this helps the development of enterprises in the region, and on the other, the updating of the educational instruction for work as well as for the institution's teachers. This development was produced by means of the introduction of interaction mechanisms such as: technology based enterprises incubators, enterprise in teaching, school production service, assistantship of professors and of pupils in the enterprises, round tables with contractors, meetings with personnel recruiters, graduate seminars, opportunities for thesis development on actual problems of enterprises, among others.

108. Naturally for this to happen a lot of argument was required on the part of the agents for integration and interaction with contractors and teachers, to break down preconceived ideas on both sides, and bring them together, thereby obtaining the development of enterprises and the creation of new ones, seeking the updating of contractors and professors alike as well as the improvement of teaching quality.

109. He also presented the experience of the Parana Agency for the Development of Technical Educational -PARANATEC- introduced into the Parana State Education Secretariat, which entity is orientated to the management of vocational education in the State of Parana, Brasil. PARANATEC is the result of a strategic link between the more traditional and efficient State training for work institutions such as: SENAI-PR, SENAC-PR, SENAR-PR, SENAT-PR, SEBRAE-PR, Parana Federal Centre for Technological Education (CEFET-PR), Parana Centre for Technical Integration (CITPAR), Parana Oswaldo Lodi Institute (IEL-PR), as well as the Parana State Secretariat For Technological Education and Higher Teaching, among others.

110. PARANATEC was created for planning, organizing, directing and controlling, in an integrated manner, the State vocational education, formulating directives and policies by means of the Technical-Political Governing Body made up of members of the Agency. It also analyses, authorizes and controls all the Vocational Educational Institutions, both public and private, assuring quality of teaching. It promotes events for the updating of managers of vocational education centers, focusing the quality of teaching, as well as carrying out events for enterprises managers with the aim of achieving integration between both.

111. Both complimentary experiences are the expression of the necessity to create more and more varied mechanisms for integration and interaction between centers and enterprises, for the promotion and strengthening of enterprises, and the promotion of quality of teaching.

112. At the end, Fernando Casanova made some comments on the presentations. From Darío Montoya's presentation he highlighted that SENA sees itself as a knowledge organisation and that it can set as main objective the enterprising vocational training. This enterprising training contributes to the creation of enterprises, but it also increases employability of workers and the vocational training of social enterprising. Regarding Robert Gregory's presentation, he pointed out that the approach on the local areas implies the enrichment of the concept of demand, understood not only as that which is individually formulated by the enterprises, but also as those that emerge from the particular characteristics of the regions and their productive tissues. The vocational training contribution issue generates the development of competitive advantages of the territories. On this issue, he said that more than knowledge per se, it is the capacity to generate it and to manage it what constitutes a competitive advantage. Regarding Ernani Brescianini's presentation he stated that it substantially supported the rethinking of school management, redirecting the issue to increase interaction and collaboration with the enterprises which is an effort that requires large creativity doses, such as were developed by CEFET-PR and PARANATEC.

#### **PANEL: "INNOVATIVE EXPERIENCES IN VOCATIONAL TRAINING"**

113. This panel was integrated by Eduardo Rodríguez, Head of the Department of Training in Enterprises of the National Service on Training and Employment (SENCE) of Chile; and by Fazal Karim, Chief Executive Officer, of NTA of Trinidad and Tobago.

114. **Eduardo Rodríguez** centered his presentation in lifelong learning and its links to growth and to social equality, according to SENCE's experience in Chile. He started explaining that Chile is inserted in a globalized world and that it has closed free trade agreement. Within this context, they have considered that the existing levels of vocational training and education of the working force do not warrant on their own a real long range growth strategy, which depends, among others, on factors such as technology advances

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and cognitive development. As an example, he mentioned different indicators on education in his country.

115. He then continued referring to the Chile Califica Programme, which he described as a joint initiative of the Ministries of Economy, Education and Labour (the latter through SENCE). This is a 5-year programme with shared financing between the Government of Chile and World Bank. He said that this programme is a new experience destined to lifelong training or permanent training, whose coordination is in charge of the Ministry of Education, and which provides educational material for levelling of study and the management of the execution, under SENCE.

116. As the main objectives of Chile Califica Programme he stated: a) Equity: new opportunities to acquire basic knowledge and training; b) Competitiveness: improve quality and pertinence of the supply of technical vocational training; c) Employability: to assure the peoples' access to continuous learning opportunities throughout their lives through a permanent educational system.

117. As the main products to be obtained he stated: a) Levelling of basic and median studies according to the procedures of a flexible mode; b) vocational training and certification for work, and; c) labour information and mediation. Among other actions developed he referred to digital literacy, to the English standard for teachers and students of regular teaching, to the development of the supply/implementation of local capacities through training in labour competencies, and training in new technologies on information and communication for small enterprises.

118. He finalized by saying that the Permanent Education and Training Programme has as final objective the implementation of education and training as a continuum throughout the life of each person. In a broader sense, he said, Chile Califica should be taken as a face change with real possibilities for Chile. An opportunity for growth, both in a public and private sense, based on Education and Training.

119. **Fazal Karim** centred his presentation on the topic of creating a new institutional framework for vocational training in Trinidad and Tobago. After making a brief general description of the country, he continued with the analysis of its educational system, government policies in the field of human resources development, its vocational training system, and the recent creation of the NTA, the National Training Agency Trinidad & Tobago.

120. The NTA was created, explained the presenter, with the mandate of becoming the "umbrella" organization to supervise and monitor vocational and technical education and training in the country. This institution is creating innovative solutions that tend to create a new panorama in the field of institutionalized vocational training.

121. Karim highlighted the fact that NTA has developed a National Framework of Competencies of Trinidad and Tobago, and that the main areas of innovation have been precisely the creation of such national framework and the establishment of a system of delivery, evaluation, accreditation and recognition of qualifications. This new model starts with labour market research, with the purpose of gaining information on the requirements of the different productive sectors, and then go on to the production of national standard for competencies produced with the cooperation of representatives of the productive sectors. By means of the development of national occupation standards and quality assurance, these standards are utilized to create the National Vocational Qualifications Framework for Trinidad and Tobago.

122. It was shown with absolute clarity the way in which the National Framework of Competencies articulates with the National System of Education and Vocational Training, regulated by extensive policy guidelines, constitute the National Policy for Vocational Training.

#### **PANEL: “EMPLOYABILITY, GENDER EQUITY AND TRAINING POLICIES”**

123. This panel was comprised by: Roger Carvajal, Executive President of INA of Costa Rica; Jimena Rojas, representative of the Ministry of Education of Bolivia; Daniel Hernandez, Director of Training of the Ministry of Labour, Employment and Social Security of Argentina; and by Daniel Gutiérrez Mexigos, National Director of Employment of the Uruguayan Ministry of Labour and Social Security. Sara Silveira, ILO/Cinterfor consultant, was in charge of its presentation and moderation.

124. **Sara Silveira** opened the session by explaining that the panel was present at the Technical Meeting to support and contribute to regional efforts to improve the quality of training policies, and to expound the proposals and experiences from the FORMUJER and PROIMUJER Programmes that were co-executed by the countries represented on the panel and by Cinterfor/ILO. She added that there were, at least, three reasons for including the panel. First, the conviction that for training to improve it must respond simultaneously to criteria of relevance and equity, and that this can be achieved by putting the focus on training for employability, and systematically including the gender perspective in all dimensions of training. Second, the intervention model developed on both Programmes, their regional situation, their relevance and their validation by different kinds of bodies, constitute a platform for experimentation and learning to systematize and transfer methodologies and experiences to people interested in developing policies to promote equity and to increase training and decent work opportunities for women and men in the region, and in particular for populations in conditions of vulnerability and poverty. Third, to take stock of what has been done by the Center and its member institutions in this area in recent years.

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125. She went on to present the intervention model developed on the two Programmes, their main methodologies, results and impact, as is presented in the report on this meeting. She also explained that the experience of the Bolivian Programme FORMUJER, due to the Executive Director of INFOCAL's inability to attend the meeting, will be presented by the representative of the Ministry of Education, which, through the Programme to Strengthen Technical and Technological Training, has taken up the proposal and many of FORMUJER's products such as orientational alignments for the technical education policies. Lastly, she introduced the members of the panel and gave them the floor.

126. **Roger Carvajal** opened his talk with an account of the FORMUJER Programme. This went into operation in the year 2000 promoting the transversal incorporation of the gender focus in the INA training offer, and it is finishing this year with an integral methodological proposal for improving the quality, the relevance and the equity of the policies, as well as for the development of an intervention model to cater to vulnerable population groups. The Programme developed a systematic focus of the policy, and it is characterized by its recuperation and enhancing of institutional strengths and capacities and by a high degree of flexibility and creativity in relations with the different strategic areas of the institution to promote and develop, along with them, the incorporation of the gender perspective.

127. He emphasized that the implementation of FORMUJER has given the INA technical solidity and a stimulus to innovate its policy, contributing innovative strategies and methodologies to fulfill its institutional mission. The INA has set out to foster economic and social growth in the country, attending to gender equity, social justice and coordination with the productive sector, and to facilitate people's access to productive work, the continuation of studies and improved employability. With this aim, it undertakes activities of coordination of the national system of vocational training through research, the diffusion of policies and methodologies, and the development of national and international strategic alliances.

128. On the subject of the joint work by the INA and FORMUJER, he said that it made possible a methodological proposal applicable by institutional multiplying agents, which ensures sustainability and institutionalization. The Programme acted on two levels: to transversalize the gender perspective, and to promote occupational diversification for women through the systematic training of personnel and the development of didactic, planning, information, orientation and local intermediation methodologies, and to cater with specific measures to the needs of women in socially unfavorable conditions.

129. Lastly, he said that, convinced of the quality and relevance of the methodologies which FORMUJER has implanted in the INA from this Executive Presidency, its incorporation as the guiding principle of the University for Labour is being promoted. This is a government initiative to coordinate the vocational training system with education in the country, and apply it in an integral project of attention to populations in poverty

which will be initiated in three INA regional offices chosen for their potential for economic development and for their social conditions.

130. On behalf of the Executive Director of INFOCAL, **Jimena Rojas** firstly recounted how the institution began its incursion into gender equity in 1992 with a Dutch cooperation programme to introduce the subject into institutional culture. In 1998, INFOCAL began the execution of the FORMUJER Programme with the implementation of a policy integration and coordination process, and now, after three and a half years in operation, she could fairly claim that working from gender equity is “more than just a perspective”. FORMUJER assisted INFOCAL to work in all vocational training ambits, beginning with the institutionalization of the subject, through a declaration of institutional principles and the wide and intensive training of personnel at all levels. This was followed by the development of an educational technology conducive to coordinating the educational offer with real demand in the market, finally leading to the establishment of a series of institutional competencies to guarantee the quality of the offer and contribute to generating an efficient scheme for the development of human resources.

131. This is how, today, INFOCAL has a management model based on pedagogic units of productive management which are run like small, independent enterprises and provide integral training services which focus on labour competencies and gender. It also has a management information system which contains data on all institutional activities at the national level, and which has served as the base to begin implementing a work package.

132. In this line, the FORMUJER Programme, and the consequences of the actions that it promoted and the INFOCAL has carried on, authorizing the creation of a Bolivian occupational map. The basis for the preparation of this was the experience of the SENA in Colombia, and also Canadian precepts, but it has surprisingly included a gender view of the labour market and the jobs in it. This has now become an important contribution and an instrument for technical education in the country, above all on the normative level.

133. These are some of the reasons that lead to affirm that for the Foundation INFOCAL and for the joint Bolivian experience FORMUJER has contributed much more than the transversalization of gender equity. Rather, in the Bolivian experience, it has become a solid conceptual and instrumental base for the improvement of technical vocational training and for generating new institutional competencies.

134. An impressive example of this, given by Ms. Rojas, is the Programme to Strengthen Technical and Technological Training formulated and implemented by the Ministry of Education of Bolivia. Its objective is the definition of policies and of a new institutional framework for the technical training in all areas, levels and modes both formal and informal. FORMUJER's transferal and contribution and that of Cinterfor/ILO have been confirmed through technical support, specialized consultations and training of personnel.



135. **Daniel Hernández**, opened his presentation describing some of the outstanding features of the context where the FORMUJER Programme was created and developed in Argentina. He underscored three of the main aspects. Firstly, the sudden elevation of unemployment and poverty in the population that occurs when the Programme starts and strongly alters the role of women and the relationships that they keep within the family and in the labour market. In second term, the limitations of vocational training as a means to approach inequality issues and social exclusion from a perspective that can overcome paternalistic patterns. Finally, he identified a set of favorable conditions that in the present day allow obtaining benefits from the achievements of the Programme and are conducive to the design of public policies for vocational training in a national scope.

136. Regarding the model of intervention adopted in Argentina, he expressed that the first characteristic to emphasize is that it inserts in a State that has set regulation guidelines and criteria for a vocational training policy that is implemented by multiple and heterogeneous institutions. This led to the recognition of starting points and institutional strategies that make it possible to apply unique and standardized instruments. Because of that, its central axis was institutional strengthening by means of construction processes implemented jointly with the participant organizations on the basis of common principles and work approaches. The central device has been the project notion: institutions are considered like projects that are developed beyond the Programme but the programme accompanies and strengthens the institutions by means of its approaches and methodologies. The revision of the institutional project is being done through the promotion of dialogue within the social and productive context and with its actors and with the people, women and men, considering their needs, problems and longings. Up to this point, the notion of the project assumes central stage, this time expressed in occupational projects for the target population. Vocational training becomes a provocative tool that makes strengths and capabilities more visible and exposes the limitations that arise from gender issues and social conditioning.

137. Finally, the exponent pointed out some of the policy guidelines that the Ministry of Labour is implementing and highlighted some of the central parts of FORMUJER that are being incorporated to these policies. He emphasized the idea of contracting vocational training institutions that, from the platform of their own projects, can achieve results but that can also perform joint work for the development of innovative approaches. He also emphasized the adoption of an occupational project that will allow to focus the tool in the vocational training of the subject, the context in which individuals develop and the power relations that they go through. Finally, the utilization of methodology tools that, responding to common criteria and integrality, have the flexibility and the potential to adapt to a diversity of institutional situations, to the characteristics of the participating population and the local surroundings.

138. **Daniel Gutiérrez Mexigos** started his talk with an account of the role of training as one of the important strategies in the active employment policy which the Uruguayan Ministry of Labour is executing through the National Employment Board (JUNAE), and

it has a tripartite nature. Training activity is complemented with other employment promotion activities and is implemented through decentralized programmes and action financed by JUNAE-DINAE and carried out by public and private training organizations (ECAS). The Ministry is promoting a concept of new employability, based in a criteria that does not only consider training in itself but instruments that allow further development towards insertion. The PROIMUJER Programme is in this framework, and in that of the national commitment to the integration of women. This is supported by Cinterfor/ILO to foment equal opportunities for women in employment and training. It is a pilot Programme that is exclusively for women, but its aim is to generate input and learning on improving employability, and to incorporate the gender and equity perspective into ministerial programmes. In both areas there have been coordinated activities between programmes both for the transfer of methodology and for introducing the gender perspective into the focuses, in the training agencies (ECAS) and in their curricula.

139. This panelist emphasized the innovative design of the Programme that coordinates the ECAS with multi-disciplinary teams and with local government, and the integral approach which includes the definition of profiles and programmes in consultation with the local productive context, and the integral training of people with the emphasis on competencies for employability, which has fostered the qualification of women on the programme in non-traditional areas and helped them to find new niches in the market. He also talked about the development of innovative strategies for improving labour insertion. During the training process, the participants prepare a personal occupational project which gives them the skills to implement individual and group productive initiatives which include the sale of services to the municipalities involved themselves. He went on to present the participants' evaluation of the benefits of the training, which emphasizes the ability to have been able to define a clear project for their labour future and the improvement in their competencies for insertion.

140. In this stage, the Ministry is evaluating the quality of the management, the design and the impact of the Programme, and it has already been decided to implement a second phase which will incorporate the lessons learned, and intensify, following the active employment policy guidelines adopted, interconnection and complementation with other strategies which include support for micro-enterprises and rural development.

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## OTHER BUSINESS

141. Opening the agenda item on other business, the Director of Cinterfor gave the floor to the plenary.

142. The General Director of INFOTEP from Dominican Republic took the floor to stress the importance of competitions on knowledge and abilities as a relevant mechanism to foster quality and to promote the interest of young people in vocational training. He expressed the interest of his institution in reactivating the organisation of contests as in the past. INFOTEP has attended, in the capacity of observer, international competitions and he considers Latin America should have more presence in these initiatives.

143. INFOTEP's representative also indicated that his institution is one of the youngest in the region and will reach 25 years of life in 2005. For this reason, on behalf of the Dominican delegation, he asked to consider the possibility of holding the 37<sup>th</sup> Technical Committee Meeting in the Dominican Republic, coinciding with the commemoration of the institution's anniversary,

144. The Director of Cinterfor thanked this statement, taking due note of INFOTEP's interest in reactivating the celebration of competitions in the American region. In the past, he pointed out, the Centre organised international apprenticeship competitions and, currently, SENAI of Brazil had been for several years organising Knowledge Olympiads, which are taking place in that country. He also expressed his appreciation for the Dominican delegation's offer to host the next meeting of the Technical Committee to be held in 2005, celebrating the 25<sup>th</sup> Anniversary of INFOTEP's creation.

145. The representative of CUT from Brazil expressed his thanks to the meeting's organisers and his regret for the absence of workers' vocational training institutions, hinting that maybe this feeling was due to the fact that Brazil had not yet been able to establish tripartism in training institutions. He then stressed the importance of the debate held on competencies and employability, in the sense that as far as employability is concerned, responsibilities for eventual situations of unemployment cannot be transferred to workers. Concerning competencies, he also emphasised the need to consider them from a collective and not an individual point of view.

146. Following, the representative of the Technological University Institute from Argentina pointed out that his institution's participation in the FORMUJER Programme, as well as in other training initiatives, had made him perceive more clearly the social importance of education and of the institutions responsible for training. He remarked that all countries of the region showed a growing marginality in many social sectors, which were not thus affected in the past, and believed that training was one of the most relevant instruments which should be used by all in order to overcome this situation. He requested that Cinterfor consider the possibility of organising some activity concerning equity in

knowledge, focusing on marginality aspects; without equity, there is no equality, and without equality, there shall be no real democracy, he affirmed.

147. The representative of Fedecámaras from Venezuela declared his concern regarding the fact that training institutions were sacrificing their capacities and resources in actions that were actually the responsibility of the formal educational system as such; he indicated that this weakness was more the fault of employers than of the institutions themselves. Entrepreneurs should not only take on financial commitments vis-à-vis training, but should also participate in defining the institutions' occupational profiles and in assessing the results of their training actions. If not, institutions will keep estranged from employers' and workers' real needs, basically acting upon the political requirements of the government on duty and, therefore, neglecting their essential aims.

148. The Director of Cinterfor thanked these statements inasmuch as they constitute clear guiding principles of action for the Centre to plan its research, information and exchange activities.

149. The Executive Director of the HEART Trust/NTA from Jamaica inquired on the possibility to develop national frameworks for the dialogue between training institutions and education systems, at all their levels, with a view to establish common and consensus-based guidelines and to define the roles of every actor in the world of training and educational. He finally underlined that national manpower competitiveness should be the main focal point common to all training and education systems.

## **ANALYSIS AND ADOPTION OF THE REPORT OF THE 36<sup>TH</sup> TECHNICAL COMMITTEE MEETING**

150. In order to facilitate the adoption of the meeting's report, the Director of Cinterfor proposed the plenary to consider the report chapter by chapter, and advised participants that this was the moment to make all comments and suggestions regarding changes in the report's text.

151. Representatives from the National Training Agency of Trinidad and Tobago, INFOCAL of Bolivia and CONCAMIN of Mexico pointed out some details, chiefly idiomatic, which were taken into account for the publication of the final report.

152. HEART Trust/NTA's Executive Director thanked the working staff for their efforts during the night, which enabled English-speaking participants to have available the preliminary final report in English, simultaneously with the Spanish version.

153. The Director of Cinterfor expressed his appreciation for this remark and stressed it was the first time in many years that the complete report of a Technical Committee Meeting had been available simultaneously in both languages.

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154. With no more comments, the preliminary report of the 36<sup>th</sup> Technical Committee Meeting was then unanimously approved.

## **CLOSING CEREMONY**

155. The Board of the closing ceremony was composed of William Holder from the Barbados Workers' Union, representing the workers' group; Fernando Yllanes from CONCAMIN of Mexico, representing employers; Carlos Aquino from INFOTEP of the Dominican Republic, on behalf of vocational training institutions; Trevor Riordan from ILO's IFP/Skills; Ledvia Berganza, in representation of INTECAP of Guatemala, the event's host institution; Francisco Gómez, General Co-ordinator of the meeting's logistics; and Pedro Daniel Weinberg, Director of Cinterfor.

156. The workers' representative opened the closing ceremony, thanking the organisers for the invitation to participate and complimenting the high-level statements and discussions held during the event. He underlined the role played by social dialogue in the world of work and, in particular, regarding vocational training, making a specific reference to the experiences and practice of dialogue between the actors of the world of work of his country.

157. On his turn, the employers' representative congratulated everybody who had worked in preparing the event; Cinterfor and its staff; as well as INTECAP's staff members for the excellent organisation of such a valuable event. He went on to assert that, despite natural differences between the sectors represented at the meeting, there exists coincidence in the diagnosis and identification of the effects of globalisation, educational backwardness and on the need to address them. It is necessary to continue undertaking actions that enable the rise of formal employment and the employability of individuals within ILO's guidelines, with the support of the Turin Centre and other ILO sectors, and through concrete actions by Cinterfor in each country. He also underlined that the solution requires changes in public and economic policies and a decisive support to vocational training institutions. He finally affirmed that participants would return to their countries with a wider vision, with multiple ideas and concerns and with new challenges. Fortunately, he said, the region has a strong ILO arm, which is Cinterfor, for addressing the needs of the countries in the American region and whose working agenda for 2004 y 2005 already incorporates all these concerns and ideas.

158. On behalf of the regional community of training institutions, INFOTEP's representative took the floor to express his satisfaction with the meaningful results reached at this meeting; he considered this represented an end result, but also a starting point for participants to reflect, evaluate and implement actions in many of the topics examined on this occasion. On behalf of the training institutions, he congratulated Cinterfor and INTECAP, its Board of Directors represented by its Manager, and all the team behind the organisation; the quality of the event, he expressed, did the honours to quality manage-

ment. He concluded reiterating his gratitude and affirming his wishes and commitment to receive everybody in the Dominican Republic in 2005.

159. ILO's IFP/Skills representative expressed his thanks to the meeting's organisers and his congratulations for the event's planning and excellent results. He pointed out that similar discussions on these issues are taking place in other continents and that he trusted all these problems concerning the new role of training, lifelong learning, employability and services to marginal groups, among others, be reflected in the new Recommendation on Human Resources Development and Training, which will be adopted in June 2004.

160. Following, the Director of Cinterfor stated that there was little room left to add more compliments and thanks for the exceptional work carried out by INTECAP and by all its team, on behalf of the people of Guatemala. He declared this had been the best Technical Committee meeting held so far. The invisible charm of La Antigua and the light and silence of this city handed on by INTECAP's colleagues had pervaded the deliberations and assured the expected success. He also conveyed his appreciation to all Cinterfor colleagues for their indefatigable work. He went on to pay homage to three personalities of great significance for Cinterfor: Ricardo Castillo, who had not only forged convening this meeting in Guatemala, but who was also co-author of the Law that created INTECAP in 1972 and was a member of its first Board of Directors; Alirio Pérez Román, a comrade throughout several decades but, above all, co-author, from the Venezuelan Teachers' Federation, witness and member of the lobby which led to the establishment of INCE in Venezuela; and George Gamerding, who represents ILO's support and ensured the mass presence of English-speaking Caribbean countries at the meeting. Furthermore, he highlighted the importance that Cinterfor assigns to the re-incorporation of SENAC from Brazil, which had been absent several years and was back participating with its generosity and commitment in the vocational training community. Finally, he pointed out that the most meaningful result of the Technical Committee is Cinterfor's legitimation, both as a space created by training institutions and ILO, as well as for the trust placed in the Centre's activities by the training community. This shall lead to an intensification of Cinterfor's commitment so as to continue strengthening institutions to the best of its capability.

161. The general co-ordinator of the meeting's logistics, Francisco Gómez, thanked INTECAP's Board of Directors and Management for their trust in his person to act as co-ordinator of the event. He also thanked Cinterfor, in the person of Pedro Daniel Weinberg, for having transmitted clear guidelines that allowed him and all the team to set up an internal structure facilitating the progress of the ten-month preparatory work. He underlined the co-operation of all his team's members, either present or working outside the conference room, who had applied teamwork effectiveness with pride and devotion and helped to accomplish the activities; today they could actually be satisfied of having done their best as Guatemalans and partners of human resources training.

162. Finally, INTECAP's Manager, Ms. Ledvia Berganza, saluted the work undertaken by each one of the attendants in favour of their countries and of training, stressing

that the real actors are the institutions represented by all of them. She especially thanked Ricardo Castillo and Engineer Jorge Gallardo, who had been very actively involved in what INTECAP today is, as well as each member of the staff who did their best to give competent assistance to participants and to help the meeting achieve all its objectives. She emphasised that she was just one more member of the team, working on behalf of her institution and of Guatemala. In conclusion, she wished participants a happy return to their respective countries and thanked all of them for their presence in Guatemala.

**ANNEX 1****REPORT OF THE MEETING OF THE PROGRAMME, BUDGET, AND ADMINISTRATIVE COMMITTEE OF CINTERFOR/ILO**

The Meeting of the Programme, Budget, and Administrative Committee was carried out Sunday, July 27, prior to the 36th Technical Committee Meeting of the of Cinterfor/ILO. The entities represented were: SENAI of Brasil, SENA of Colombia, INA of Costa Rica, INTECAP of Guatemala, HEART Trust/NTA of Jamaica, SENATI of Peru, INFOTEP of Dominican Republic, and CETP of Uruguay.

The Director of Cinterfor/ILO began the meeting welcoming the participants and proceeded with the brief summary of the Report of the activities developed by the Center during the period 2001-2002, which also includes a view of the main current trends in the field of vocational training and its context.

Among such trends, the report highlighted:

- The globalization process and its impacts on labour markets, about the role of labour in society and about the technical contents of the labour force, with its challenges for vocational training.
- The growing importance of training, its processes and how to obtain an approach to holistic productive development.
- The progressive adoption on behalf of the vocational training institutions, of quality management as a tool to optimize the institutional processes and improve their efficiency and effectiveness.
- The progressive encounter between vocational training and formal education which lays within the construct of the concept of permanent or lifelong education – training.
- The adoption, in practically the entire region, of the approach of vocational training based in labour competencies.
- The changes registered in the institutionality of vocational training, expressed in the great diversity of arrangements and in a multiplication of the experiences of modernization, re-structuring and updating of the structures and institutional processes.
- The consolidation of vocational training as a fertile and privileged space for the development of the social dialogue and the participation of the organizations of workers and employers.

The activities fulfilled during the period, were referent to the diverse topics included in the programme of the Center, such as:



- Strengthening of the institutionality of vocational training.
- Social dialogue and vocational training
- Development of national frameworks for vocational training.
- Development of activities focused on vocational training.
- Activities in Uruguay, the host country.
- ILO and vocational training
- The dissemination of knowledge applied to vocational training.
- Editorial production and dissemination
- Administration and finance.

The Committee assessed positively the report presented, in its form and contents, for its adequate reflection of the activities carried out by Cinterfor/ILO during the period; therefore recommending its approval to the 36th Technical Committee Meeting.

In addition, the participants highlighted, amongst others, the following topics:

- The need of continuing promoting the exchange of experiences between the institutions of the different countries. Although this fact is evidenced through the activities that the Center promotes and encourages, it is suggested that these activities be broadened and be organized in a more frequent manner.
- The timely and quick response that Cinterfor/ILO usually provides to the demands for information and technical assistance presented by its members.
- How adequate it is for the report and the agenda of the Meeting of the Technical Committee to include not only a relationship of the complied activities and financial and administrative report, but also to reserve an importance space for the reflection and exchange about the topics that are of interest and that challenge vocational training.

Relating the last items, the participants to the meeting reflected upon the following;

- The challenge of building a holistic vision that integrates vocational training and general education, which would allow people to transit through a permanent process of education and training.
- The role that vocational training has in the previous point is of much relevance as it refers directly to the labour market. In this role, a singular aspect is based on contributions given by specialized institutions towards modalities of education; this approach allows the development of responses to specially vulnerable groups as is the great number of youth that in our countries do not study nor work.
- The need of overcoming the visions of vocational training which pretended to divide it between the objectives of productive developments from those of social integra-

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tion and equity. Thus, guiding towards a vision of holistic productive development were both objectives complement each other.

- The opportunity of building strategic alliances with other actors and entities that, as is the case of universities and the Ministries of Education, attempt to approach in an every time more frequent manner vocational training institutions.
- The importance of quality management as a tool to allow the institutions to fulfill their objectives, considering that the quality certificate is not an end in itself, but rather an expression of the commitment to manage the institutions in a transparent way and aligned with the national policies for education and labour.
- The need for institutions to maintain a level of investment that will allow them to adequately incorporate the new information and communication technologies. Simultaneously, the development of strategic starts and actions is required, in a context where the problems and challenges are much broaded and complex than those that vocational training ever had to face.
- Recognising that education and training are not expenses but rather investments, it is necessary to continue in this effort in such a way that will include not only the direct vocational training actions but also the exchange of knowledge and the horizontal cooperation between these institutions.
- The stability of institutions is an asset that the countries have for the development of State policies in the field of vocational training. It has been proved that the most successful processes of institutional transformation and modernization has been verified in those countries were a greater continuity in the direction and development of the plans and programmes have been proved.

In regard to the integration of the board of the 36th Technical Committee Meeting, was suggested as follows: The Chair, Ledvia Berganza, Manager of INTECAP, Guatemala. The two Vice-presidents: Raphael Cave, Director of Training of the Barbados Vocational Training Board and Dario Montoya, General Director of SENA, Colombia.

For the Drafting Committee, Daniel Hernandez, Training Director of the Ministry of Labour, Employment and Social Security, Argentina; and Jennifer Walker, Manager Quality Assurance, HEART Trust/NTA Jamaica, were suggested.

## **ANNEX 2**

### **REPORTS OF THE SUBREGIONAL AND SECTORAL GROUPS**

- ✓ English-speaking Caribbean
- ✓ Central America and Caribbean
- ✓ South America
- ✓ Employers' representative
- ✓ Workers' representatives

#### **I. REPORT FROM THE ENGLISH SPEAKING CARIBBEAN GROUP**

This group comprised of the English speaking Caribbean Island Nations and the Republic of Haiti.

Coming out of our discussion were the following main issues.

1. The strengthening of the CINTERFOR/ILO English Website.
2. Implications for Training Agencies and VTIs with the rapidly approaching (SME and FTAA).
3. Which agency would take the lead in the development, management and implementation of CVQ's.
4. Adult education and lifelong learning.
5. The impact of CSME and FTAA on the labour market.

#### **ITEM 1**

- A brief presentation was made by Gonzalo Graña from CINTERFOR/ILO.
- Details were given on effort to correct the difficulty experienced by English speaking territories in making use of documents and information published in Spanish.
- This problem was one highlighted at the last CINTERFOR/ILO meeting in Brasilia two years ago.
- We are pleased to see that something is being done in this regard.
- We also note that English documents from the English speaking territories will be translated into Spanish and will be submitted through the Port-of-Spain focal point.

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**ITEM 2**

- CSSME Caricom Single Market and Economy.
- The individual efforts of different territories to develop NVQ's were noted.
- Certification of the workforce was necessary to make workers regionally and internationally marketable.
- At the regional level efforts are underway to establish a CARICOM wide system of vocational qualifications.
- One of the main objectives of the CSME is free movement of labour.
- National Training Agencies move speedily to implement the CVQ's.

**ITEM 3**

- Several agencies are involved in efforts develop CVQ's.
- CXC (Caribbean Examination Council) is the body that oversees Caribbean Examination in the Secondary Schools.
- Traditional success in the Secondary Schools was measured by how many subjects gained passes in and what grades they obtained.
- The group felt that the experiences of VTIS and NTAS has positioned them to take a leading role in development of CVQ's.
- Of particular concern was the (CXC) traditional approach of who are attempting to take the lead in this effort.
- All territories subscribe to a competency based training approach.
- There is a need for greater cooperation in the development of standards in particular establishing a standard format.

**ITEM 4**

- Adult education and lifelong learning.
- The current system of training in the CARICOM must be reorganized to provide opportunities for those who leave left school without any certification to gain their high school equivalency.
- To provide continues learning for those who are currently in the workforce to enable greater marketability and flexibility.

**ITEM 5. PENDING LAYOFFS. RESTRUCTURING**

- There is a need to educate workers to make them aware of what the CSME and FTAA could mean for them.
- Worker training and education in the present volatile economic climate should begin prior to restructuring or re-engineering of the enterprise.

**RECOMMENDATIONS**

1. A one-day symposium be held in September to complete the signing of a MEMORANDUM OF UNDERSTANDING OF CARIBBEAN NTAS.

This symposium would present an opportunity to sensitise all stakeholders on the issues mentioned, and to highlight the need for closer collaboration with training agencies, training institutions and the traditional education system.

2. There should be a Caribbean Conference of all decision-makers and stakeholders to rationalise efforts to establish a system of Caribbean vocational qualifications.

This Conference will include CARICOM, Ministries of Labour, Ministries of Education, vocational training institutions and the university.

**Participants:**

Raphael Cave, Barbados Vocational Training Board

Edward Bushell, Barbados Employers' Confederation

Jean Camille Calvin, INFP, Haiti

Robert Gregory, HEART Trust/NTA, Jamaica

Jennifer Walker, National Council on TVET, Jamaica

Fazal Karim, National Training Agency, Trinidad & Tobago

Robert Giuseppi, NATUC, Trinidad & Tobago

George Gamerdinger, ILO Subregional Office for the Caribbean.

Gonzalo Graña, Cinterfor/ILO Consultant

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## II. REPORT OF THE CENTRAL AMERICA, PANAMA, CUBA AND DOMINICAN REPUBLIC GROUP

The group was integrated by representatives of the Ministries of Labour and Education and the Vocational Training Institutions of Costa Rica, Cuba, Guatemala, Honduras, Mexico, Nicaragua, Panama and the Dominican Republic; the names are listed at the end of the present report. The group discussions permitted to visualize a set of related topics that came forth during the interventions of each of the participants.

The group pointed out amongst various issues, some key ideas that are summarized in the following paragraph:

- The growing centralism presents the need to continue intensifying the efforts of horizontal cooperation among the institutions of this sub-region; not only because of their high degree of homogeneity reflected in the similarity of the problems they face but also because the features of the external environment impose it. As an example, the case of the commercial integration efforts of this zone can be mentioned with the resulting need to turn into a more competitive and productive region.
- Another topic was the acknowledgement of the impressive speed of changing taking place in the environment where the VTIs works, which requires new formulas to obtain knowledge and stay updated.
- The need to intensify the work in each country directed to improve the articulation between the institutions and other organizations and initiatives that perform in the field of vocational training and that usually does not integrate into a single concept causing a redundancy of efforts and duplication of expenditures.
- The high number of actions that institutions develop in the social context and that many times are not recognized by the national authorities or the international organizations involved in financing of vocational training projects.
- The growing integration between definition of employment and vocational training policies and the role of such institutions. Tools like observatories of employment and analysis of labour intermediation statistics were mentioned in this context.
- The influence that a diversity of wide scope topics exert on vocational training so institutions can be more dynamic in the analysis of their context and design appropriate responses.

Based on the exchange of opinions and initiatives, the work group rotated around three axis of knowledge:

- The topics to which the participants confer importance because they represent a topic that is challenging the institutions that are represented in the group.
- The role that participants wish to obtain as well as the demands for support that the group expects from Cinterfor/ILO.

- The structure of a proposal that addresses in a joint manner and with the support of Cinterfor/ILO, the challenges that have been identified.

The more important topics discussed were:

Following, without any purpose of being hierarchical or discriminative, the group analyzed the challenges to Vocational Training that demand answers from the Institutions and Ministries of Labour and Education:

1. Vocational Training and Regional Integration (around topics such as FTT and the expectations in other regions like MERCOSUR, CAN, CARICOM).
2. Quality Management in vocational training.
3. Vocational Training and Productivity (particularly the importance that employers acknowledge the impact of vocational training upon productivity).
4. Vocational Training and Local Development (including management of Micro and S&ME and the support to local productive chains).
5. Vocational Training and Employment Policies (disadvantaged groups, young people and women).
6. The use of Information and Communication Technologies in vocational training.
7. Vocational training in the rural sector or “new rurality”.
8. Integration of education-vocational training in a perspective of a lifelong process.

### **The role of Cinterfor/ILO in support of the vocational training institutions.**

The members of the group recognized the role achieved by the Centre as a facilitator for the exchange and divulgation of knowledge; throughout the deliberations they quoted various examples. Likewise they expressed their conviction on the necessity to commit to a jointly work as structured networks in connection with Cinterfor/ILO and the support given by means of their resources of information broadcasting.

The group agreed unanimously to ask Cinterfor/ILO to continue its support aimed at intensifying the dissemination of information that propitiates the functioning and communication of the network. This leadership of the Center is vital so that the different institutions initiate and maintain the efforts for integration and the exchange of experiences and innovations. The Center could act as a technical secretariat to facilitate the initiation of the information exchange on products that have been developed, experiences, strengths and capabilities that can be shared by the Institutions in the region.

Likewise the Center can continue to act as a facilitator for the development of new initiatives and the divulgation of experiences in the region that can be accessible to the institutions of the group.

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## **The proposal for strengthening the institutional exchange of vocational training**

There are many good antecedents of the work that has been facilitated at the level of this sub-region acting together with the vocational training institutions and Cinterfor; also their integration with cooperation offers from other countries has been received; nevertheless, it was deemed necessary for the institutions in this group to define the work areas for which the information and exchange of experiences is a priority.

This proposal aims to articulate a type of multi nodal network where the institutions in some cases will be the nodes of origin for information and support and in other instances will become the receptors of cooperation. Cinterfor will encourage the exchange and will make available its information channels and will support the web page, consulting and technical assistance.

Each institution will name a responsible person to gather and update the information that is required for this process. This responsibility comprises a greater commitment for the analysis of the information, the channels of information and the available knowledge required for institutional improvement.

A first trial will be undertaken to create a matrix based on the thematic areas that have been identified with the purpose of describing the institutions that can contribute and those that are interested in learning.

Such matrix will be proposed by Cinterfor/ILO and sent to the institutions.

The Center will draft the final matrix based on the responses and will send it back to the institutions.

Based on this, a first workshop on strategic planning will be held with the fundamental purpose of refining the results and defining concrete actions. The possibilities of actions that were mentioned include: realization of training workshops, technical visits, exchange of information and documentation, publications of technical products in the Internet.

The group accepted the offer of the Director of INFOP of Honduras to host this workshop in Tegucigalpa. The tentative date for the workshop is the first week of November 2003.

The General Director of INFOTEP also offered to invite the institutions of the group for the Vocational Training and Productivity Workshop to be held the last week of January 2004. The invitations follow the system usually utilized in the activities sponsored by the Center, according to which the host institution assumes the costs for boarding and lodging and the participants pay for air or land transportation.



This dynamic will generate a frequent exchange that, with the support of Cinterfor/ILO, will allow that national experiences and the products and achievements of each institution be shared and in doing so the spirit of horizontal cooperation that animated the group throughout the meeting will be perpetuated.

The group was integrated by the following participants:

Jorge Córdoba. INA. Costa Rica.

Anny Fuentes. INA Costa Rica.

Roger Carvajal. INA. Costa Rica.

Nestor Iglesias. Ministry of Labour and Social Security. Cuba.

Walter Palacios. Ministry of Labour. El Salvador.

Abigail Castro de Pérez. OEI. El Salvador.

Jorge Gallardo. INTECAP. Guatemala.

Edgar Alvarado. Ministry of Labour. Guatemala.

Ledvia Berganza. INTECAP. Guatemala.

Erwin Sosa. Ministry of Labour. Guatemala.

Sandra de Arevalo. Ministry of Labour. Guatemala.

Sayda Burgos. INFOP. Honduras.

Jorge Mejía Ortega. INFOP. Honduras.

José Efrén Castillo. Secretariat of Public Education. México.

Juan Cerna. INATEC. Nicaragua.

Cesar Membreño. INATEC. Nicaragua.

Anel Rodríguez. INAFORP. Panamá

Carlos Aquino. INFOTEP. Dominican Republic.

Nelson José Florentino. INFOTEP. Dominican Republic.

Fernando Vargas. CINTERFOR./ILO.

### III. REPORT ON THE SOUTH AMERICAN GROUP

The participants of the South American Sub regional Group (see attached list) discuss the work agenda comprised by two main points: (a) to take into account the Report of Activities of Cinterfor/ILO 2001-2002 and (b) the discussion of proposals to be incorporated to the organization's plan for the following biennium.

The group understands that the approval of the activities performed by Cinterfor/ILO during the 2001-2002 period has been clearly expressed by all participants in the plenary session in the presentation of the corresponding report. Therefore, it decides to concentrate on the second item of the agenda, mentioned previously.

As a result of a rich discussion, they agree to propose the following main subjects to be included in the preparation of the plan of activities for the 2003-2004 period:

#### 1. Vocational training in processes of regional integration.

##### **Certification of competencies, free circulation and movement of people**

- The integration processes between countries of the region foster and promote *free circulation and movement of persons*. Within this framework, vocational training plays a fundamental role. The certification systems for the acquired competencies and its recognition in the different countries are main tools to promote these objectives.
- During the last years, Cinterfor has played an important role in the development and diffusion of new *approaches in vocational training and labour competency-based certification*. Cinterfor has also started to insist on the need to build national certification frameworks to articulate the education and vocational training systems within the *perspective of permanent and lifelong learning*.
- Its purpose is to continue this line of work and to go in depth with two main points, which at first sight seem to be opposed but in truth these are two sides of the same coin, essential to the same learning process:
  - On one hand, a harmonization and search for convergence work between certification systems for and between the countries.
  - On the other hand, a line of work oriented to *make transparent the diversity and specificity of the efforts made by each country* to build the certification systems, linked to their own institutional records and to the problems they face due to the aforementioned trajectories.

Both tasks (the building of convergences and the expression of diversities) may strongly contribute to strengthen learning opportunities for people throughout their lifetime and to broaden the recognition spaces of their competencies in a more integrated region in social terms.

## 2. Strengthening and articulation of vocational training institutions

- Another line of action worked by Cinterfor in the region, that has to be dealt in depth with is the one linked to the institutional strengthening processes. Work carried out in relation to *quality management of the training centres, and the vocational training processes' quality, must both be continued and dealt with in depth.*
- Nevertheless, the group thinks this task must be carried out by stressing on the *strengthening of the articulation between institutions of different sectors.* To strengthen articulations between technical and vocational training institutions, the general education and the higher education institutions, is a main task to provide the people with permanent learning opportunities that may accompany them during the different moments of their work and career life.
- From this perspective, it proposes to *lend particular attention to higher education, both at a technical and university level, acknowledging its growing and significant importance as an actor of vocational training.*
- Within the same line of action on the strengthening and articulation of the institutional framework of vocational training, its purpose is to continue going in depth in the *competencies of the institutions both to read and interpret, both the productive demands of different activity sectors, as the social demands of people and groups that are to improve their own vocational training. The vocational training institutions should be able to mediate between both types of demand.*
- One last aspect discussed in relation to this item is the one on *promotion and the impact study of new technologies on information and communication in vocational training.* The development of regional programmes based on these technologies for vocational training of directors and teaching staff, and also for some specific vocational training; collaboration between national efforts in this area, and the formulation of indicators that will enable to monitor the real impact of these technologies in the vocational training systems, are some of the tasks that should be taken into consideration.

## 3. Vocational training and social inclusion

- Cinterfor has also provided important support by promoting collaboration to develop work approaches to qualify vocational training to work on the inequalities and exclusion processes our societies are going through, which risk the future of the democracy in the region. The inclusion of the gender approach to make these visible and to work on the power relationships that subordinate women in the labour market, and in vocational training, and the specific care to the needs of the younger population in poverty situations are clear examples of that situation.
- Nevertheless, not only is it considered necessary to go in depth into these lines of action but also to increase efforts to approach other types of inequalities such as

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those linked to the ethnic diversity and the unequal distribution of the access to formal school and to the development of the basic competencies required for an active integration of important populations groups to employment and citizenship.

#### **4. Articulation of policies on vocational training with development, employment, social and education policies. Social dialogue and integrated solutions**

- Quality and efficacy of the policies on vocational training depend, more and more, on an *integrated approach with other policies*. It is necessary to closely follow up experiences on articulation of vocational training policies with those oriented to identify and promote the development of productive activities, taking into consideration its different links and its space and field manifestations. Also we have to take into consideration its link with the active policies on employment, social inclusion and fight against inequalities. The importance of its articulation with the education policies, the basic and higher ones, has been highlighted. In several of these items, Cinterfor has already carried out important contributions, but there is still much to do.
- The group insists, nevertheless, on the importance of conceiving these articulations, not only as a task of the policy decision makers, but as a *process based on tripartism and social dialogue*. It is necessary to introduce these subjects in institutional environments and tripartite existing scenarios, to promote social dialogue and for the generation of consensus regarding these subjects in order to strengthen its feasibility. The generation of articulations should also be reflected in the integration of the actors that include locally the different policies in an effective manner for the solution of specific problems.

#### **5. Vocational training and the rural sector**

- The group agrees to propose that Cinterfor provides priority to the development of a collaboration activity agenda of the vocational training institutions from Latin America and the Caribbean in the rural sector.

#### **6. Latin America and the Caribbean, vocational training and international forums**

- Advances achieved by vocational training in the region enable us to verify the great development of shared visions on problems and lines of action that we require to promote during the next years in a scenario of growing integration in the countries, as well as a rich diversity in approaches and national and local experiences. Nevertheless, it is necessary to still work much in order to take these regional debates to the international forums.

- In this sense, Cinterfor should be constituted within a framework to promote the active participation of the region in the *discussion forums* that are being held within the framework of ALCA, OMC, UNESCO and credit multilateral institutions.
- In particular, it should support initiatives and activities that will enable the region to contribute as such in the discussions on the revision of Recommendation No. 150 on human resources development.

Participants:

Oscar Salomone. ITU. Argentina

Daniel Hernández. MTESS. Argentina

Remigio Todeschini. MTE. Brazil

Antonio Almerico Biondi. MTE. Brazil

Daniel Kluppel Cannara. SENAR. Brazil

Regina María de Fátima Torres. SENAI. Brazil

Jaime Elías Verruk. SENAI. Brazil

Jimena Rojas Silva. MINEDU. Bolivia

Eduardo Rodríguez Olivares. SENCE. Chile

Luis Quiñones Escobar. CFT LOTA ARAUCO. Chile

Darío Montoya. SENA. Colombia

Juan Bayona Ferreira. SENA. Colombia

César Alva Dextre. SENCICO. Peru

Fanny Arón. CETP (Ex UTU). Uruguay

Sara Silveira. Cinterfor/ILO

#### IV. REPORT OF THE EMPLOYERS' REPRESENTATIVES GROUP

The representatives of the employers' organizations held a rich discussion on subjects, which, at some times, exceeded the content of the report of activities of Cinterfor/ILO and their own attributions. Among other aspects, other issues were considered: relationships between productivity, employment, economic development and vocational training; the informal sector; the role of micro, small, and medium enterprises; the role of the employers in vocational training, vocational training financing, etc.

Some of the participants made reference to the need of facilitating access to training and development to the staff of micro, small, and medium enterprises; others referred to the convenience of sensitizing some sectors on the importance of the vocational training. Nonetheless, the criteria on circumscribing the present report to two very specific proposals prevailed.

1. The employers' representatives group acknowledges the effort carried out by Cinterfor/ILO to increase vocational training in Latin America and urges it to continue directing its activities towards the institutional strengthening of vocational training and to the implementation of models in quality management.

On these subjects the group proposes the implementation of comparative studies and in for its own purpose, to describe and communicate successful experiences.

2. Likewise, the employer group highlights the importance of increased productivity and competitiveness for the development of the economy of the countries and enterprises, acknowledging that training plays a relevant role in the increase of productivity, competitiveness, development and employment.

Therefore they urge Cinterfor/ILO to carry out activities on research, documentation, dissemination of knowledge, information, and specifically, on collaboration on the role of vocational training as a means to increase productivity.

Participants:

Ricardo Castillo, Chamber of Industries, Guatemala

Fernando Yllanes, CONCAMIN, Mexico

Javier Cuevas, C.E.P.B., Bolivia

Bienvenido Martínez, INFOTEP, Dominican Republic

Fernando Lardizábal, COHEP, Honduras

Carlos De Hart, ANDI, Colombia

Alirio Perez Román, FEDECAMARAS, Venezuela

Oscar Ermida, Cinterfor/ILO

## V. REPORT OF THE WORKERS' REPRESENTATIVES GROUP

The workers' representative group:

1. Reassures what was expressed during the 35<sup>th</sup> Technical Committee Meeting by the Workers' Representative Group, to celebrate the consecration of decent work concept, which synthesize the main aspirations and preoccupations expressed by our sector through history. Nevertheless, it confirms that no significant advances are glimpsed in our countries so that those aspirations shape into reality.
2. It recognizes, once again, the significance of Cinterfor/ILO, entity that promotes participation of workers organizations together with governments and employers organizations, in vocational training, not only in this meeting, but also, and fundamentally, through strengthening actions of the unions for an effective participation and negotiation of these issues.
3. We understand education and training as an essential component on development of the human person and as a right of us all. Thus, we urge Cinterfor/ILO to stimulate the governments to strengthen or install a democratization process to access education and vocational training.
4. We believe that such a right is, furthermore, tightly linked to other fundamental human rights, such as health, work security, social protection and employment. Its joint consideration permits to rescue the human person on an integral manner.
5. By the aforementioned, we reject such conceptions that understand education and vocational training, workers health and themselves as merchandise. We disagree, therefore, and in reference to the central theme of this meeting, on the search for institutional quality based on standards designed for industrial plants, to consider education as an industry and education and training subjects as clients.
6. We certainly defend the vocational training institutions and we aspire for its strengthening, within other aspects, through improvement of quality on its management and actions. A quality evaluated, not only in terms of its contribution to enterprise competitiveness, but also to full integration of all persons and social groups, to the complete exercise of citizenship and to workers security and health. The informal sector workers, the poor and ethnic minorities, among others, are today excluded from the possibility to access quality vocational training. This questions, then, the quality visions that either see this as a goal on itself, or as a benefit that reaches only a minority of citizens.
7. We wish to point out with particular emphasis, that our countries continue dragging a heavy social debt, expressed on the still high indexes of illiteracy and semi-illiteracy, of inequity to access basic education –with proven consequences for the education of persons–, on the social exclusion and discrimination based on race and gender factors, an on the great contingent of workers which emigrate to other continents.
8. For this reason, we place a call upon the governments, employers organizations, vocational training institutions and international organisms, to commit themselves to

the continental challenge to lower down the present illiteracy indexes, the lack of access to basic education and inequity on distribution of opportunities of having a quality vocational training. With regard to emigration problems, we propose ILO to promote among industrialized countries and governments of the region in their countries, the full recognition of fundamental rights of emigrants, specially that of vocational training.

9. We state our firm will to participate on the definition of public policies for vocational training, as well as in its administration. But we equally point out that participation requires the development of capacities and strengthening on our organizations, task for which not only more resources are required. The governments and employers must not fear the force and capacity of the unions. On the contrary, strong and qualified unions will add up more efficiently in order to face the challenges that our people have ahead.
10. In this last sense, we encourage Cinterfor/ILO to continue and deepen the efforts towards a better quantity and quality of information to which our organizations have access, and to strengthen horizontal cooperation among us and with other entities and actors. Specifically, we state the need to dispose of a horizontal cooperation project between workers organizations, that permit to disseminate and share experiences and knowledge accumulated in those countries where unions have had large spaces of participation and negotiation on the field of vocational training, with organizations which have not had such opportunities.
11. We also encourage Cinterfor/ILO in collaboration with other ILO units, to continue promoting the expansion and deepening of social dialogue in general, and in particular on the field of vocational training. Thus, we state that regarding the revision of Recommendation 150, and together with the member States, continue the diffusion process of thematic and improvement of the proposed contents, in concordance with fundamental rights of workers, the decent work objective and the tripartite tradition of the Organization, expressed for example on the Declaration of the International Labour Conference of the year 2000.

Participants:

Wanderley Bezerra, CUT, Brazil  
 Ronaldo Freitas, CGT, Brazil  
 Alicia Molina, Union Forum,  
 Argentina  
 Victor Ulloa, CUT, Chile  
 Leonor Urraca, UGT, Spain  
 Esperidón Villa, CASC,  
 Dominican Republic  
 Rodrigo Araya, CTRN, Costa Rica

William Holder, BWU, Barbados  
 Gabriel Del Rio, CASC,  
 Dominican Republic  
 Julián Melchor, CGTG, Guatemala  
 Everildo Revolorio Torres, CUSG,  
 Guatemala  
 Erasmo Flores, CTH, Honduras  
 Fernando Casanova, Cinterfor/ILO



**ANNEX 3****LIST OF PARTICIPANTS****OPENING CEREMONY**

Víctor Moreira  
Ministro de Trabajo y Previsión Social  
Presidente de la Junta Directiva de INTECAP

María Ledvia Berganza  
Gerente  
Instituto Técnico de Capacitación y Productividad - INTECAP

Jorge Gallardo  
Subgerente  
Instituto Técnico de Capacitación y Productividad - INTECAP

Trevor Riordan  
IFP/Skills  
OIT

Pedro Daniel Weinberg  
Director  
Cinterfor/OIT

**LIST OF THE OFFICIAL DELEGATIONS****ARGENTINA**

Daniel Hernández  
Director de Capacitación  
Ministerio de Trabajo

Oscar Basilio Salomone  
Director General  
Instituto Tecnológico Universitario  
Centro Universitario,  
Universidad Nacional de Cuyo

Alicia Molina  
Foro Sindical por la Capacitación Integral  
y Permanente del Trabajador

**BARBADOS**

Raphael Cave  
Director of Training  
Barbados Vocational Training Board

**BOLIVIA**

Jimena Rojas  
 Coordinadora Programa Fortalecimiento  
 Formación Técnica y Tecnológica  
 Ministerio de Educación

Daniel Kluppel Carrara  
 Jefe de Gabinete  
 Serviço Nacional de Aprendizagem Rural  
 SENAR

**BRAZIL**

Remígio Todeschini  
 Secretario de Políticas Públicas de Empleo  
 SPPE  
 Ministerio de Trabajo y Empleo

**CHILE**

Eduardo Rodríguez Olivares  
 Jefe del Departamento de Capacitación en  
 Empresas  
 Servicio Nacional de Capacitación y  
 Empleo - SENCE

Almerico Biondi Lima  
 Director Departamento de Calificación  
 Ministerio de Trabajo y Empleo

**COLOMBIA**

Darío Montoya  
 Director General  
 Servicio Nacional de Aprendizaje - SENA

Regina Maria de Fatima Torres  
 Directora de Operaciones  
 Servicio Nacional de Aprendizaje Industrial  
 SENAI - Departamento Nacional

Juan Bayona Ferreira  
 Director del Sistema Nacional de  
 Formación Profesional  
 Servicio Nacional de Aprendizaje - SENA

Donald Uhlig  
 Coordinador Unidad de Articulación  
 Nacional e Internacional  
 SENAI - Departamento Nacional

**COSTA RICA**

Jaime Elias Verruck  
 Director Regional  
 Departamento Regional SENAI  
 Mato Grosso do Sul

Roger Carvajal  
 Presidente Ejecutivo  
 Instituto Nacional de Aprendizaje - INA

Sidney da Silva Cunha  
 Director General  
 Servicio Nacional de Aprendizaje  
 Comercial - SENAC

Anny Fuentes Ramírez  
 Miembro de la Junta Directiva  
 Representante del sector Laboral  
 Instituto Nacional de Aprendizaje - INA

Arthur Bosisio  
 Director de Marketing y Comunicación  
 Servicio Nacional de Aprendizaje  
 Comercial - SENAC

Jorge Córdoba Ortega  
 Subgerente Técnico  
 Instituto Nacional de Aprendizaje - INA

**CUBA**

Néstor Iglesias Arancibia  
Director de Fuerza de Trabajo  
Ministerio de Trabajo y Seguridad Social

**DOMINICAN REPUBLIC**

Carlos Aquino  
Director General  
Instituto Nacional de Formación Técnico  
Profesional - INFOTEP

Bienvenido Martínez  
Representante Sector Empresarial en la  
Junta de Directores  
Instituto Nacional de Formación Técnico  
Profesional - INFOTEP

Esperidón Villa  
Miembro de la Junta de Directores  
Representante Sector Laboral  
Instituto Nacional de Formación Técnico  
Profesional - INFOTEP

General de Brigada del Ejército Nacional  
Nerson I. José Florentino  
Director General Escuelas Vocacionales  
Fuerzas Armadas de Educación Técnico  
Vocacional

**EL SALVADOR**

Walter René Palacios Carranza  
Director General de Previsión Social  
Ministerio de Trabajo

**GUATEMALA**

Sandra Liliana Méndez de Arévalo  
Primera Viceministra de Trabajo y  
Previsión Social y Presidente  
Suplente de la Junta Directiva de INTECAP

María Ledvia Berganza  
Gerente  
Instituto Técnico de Capacitación y  
Productividad - INTECAP

Ricardo Castillo Sinibaldi  
Director de la Junta Directiva de INTECAP  
Sector Privado

Arturo Gándara Melville  
Director de la Junta Directiva de INTECAP  
Sector Privado

Julián Melchor Guzmán  
Director de la Junta Directiva de INTECAP  
Sector Laboral

Everildo Revolorio Torres  
Director de la Junta Directiva de INTECAP  
Sector Laboral

Edgar Guillermo Alvarado Gordillo  
Asesor de Capacitación  
Ministerio de Trabajo y Previsión Social

Erwin Sosa  
Subdirector de Capacitación  
Ministerio de Trabajo y Previsión Social

**HAITI**

Jean Camille Calvin  
Director General  
Institut National de Formation  
Professionnelle - INFP

**HONDURAS**

Lic. Sayda Burgos de Galvez  
 Directora Ejecutiva  
 Instituto Nacional de Formación  
 Profesional - INFOP

Fernando Lardizabal  
 Director por la Empresa Privada  
 Instituto Nacional de Formación  
 Profesional - INFOP

Erasmus Flores  
 Miembro del Consejo Sector Laboral  
 Instituto Nacional de Formación  
 Profesional - INFOP

Jorge Mejía Ortega  
 Asesor de la Dirección Ejecutiva  
 Instituto Nacional de Formación  
 Profesional - INFOP

Dimas Chávez  
 Asesor de la Dirección Ejecutiva  
 Instituto Nacional de Formación  
 Profesional - INFOP

**JAMAICA**

Robert Gregory  
 Executive Director  
 HEART Trust/National Training Agency  
 Ministry of Education and Culture

Jennifer Walker  
 Quality Assurance Manager  
 National Council on Technical and  
 Vocational Education and Training  
 NCTVET

**MEXICO**

José Efrén Castillo Sarabia  
 Director General  
 Dirección General de Centros de Forma-  
 ción para el Trabajo - DGCFT  
 Secretaría de Educación Pública

**NICARAGUA**

César Membreño  
 Director de Formación Técnico Docente  
 Instituto Nacional Tecnológico - INATEC

Juan Cerna Santana  
 Director del Centro de Capacitación  
 Nicaragüense-Alemán  
 Instituto Nacional Tecnológico - INATEC

**PANAMA**

Anel Rodríguez  
 Director  
 Instituto Nacional de Formación  
 Profesional - INAFORP

**PARAGUAY**

Héctor Manuel Álvarez  
 Director General de Recursos Humanos  
 Ministerio de Justicia y Trabajo

Stella Maris Azuaga Romero  
 Directora General SENAAI  
 Ministerio de Justicia y Trabajo

Julia María Liz Avalos Méndez  
 Directora General  
 Servicio Nacional de Promoción  
 Profesional - SNPP

Silvia Vidal de Colman  
Gerente de Acción Formativa  
Servicio Nacional de Promoción  
Profesional - SNPP

María Rita Osorio Guijaro  
Jefe Servicio de Documentación y  
Proyectos Internacionales  
Instituto Nacional de Empleo - INEM

## **PERU**

Guillermo Salas Donohue  
Director Nacional  
Servicio Nacional de Adiestramiento  
en Trabajo Industrial - SENATI

César Alva Dextre  
Presidente de Directorio  
Servicio Nacional de Normalización,  
Capacitación e Investigación para la  
Industria de la Construcción - SENCICO

## **SPAIN**

Javier Ferrer Dufol  
Presidente  
FORCEM - Fundación Tripartita

Ricardo Guisado Urbano  
Responsable de Relaciones Internacionales  
FORCEM - Fundación Tripartita

Leonor Urraca  
Miembro del Patronato en representación  
en UGT  
FORCEM - Fundación Tripartita

Pablo Cobo Gálvez  
Director de Planificación y Asistencia  
Técnica Jurídica  
FORCEM - Fundación Tripartita

María Dolores Gómez Penades  
Subdirectora General de Gestión de  
Formación Ocupacional  
Instituto Nacional de Empleo - INEM

## **TRINIDAD & TOBAGO**

Cipriani Davis  
General Manager - Training Division  
Metal Industries Co. Ltd.  
Ministry of Science Technology and  
Tertiary Education  
Ministry of Education

Fazal Karim  
Chief Executive Officer  
National Training Agency

## **URUGUAY**

Daniel Gutiérrez  
Director Nacional de Empleo  
Ministerio de Trabajo y Seguridad Social

Fanny Arón  
Presidenta  
Consejo de Educación Técnico  
Profesional - UTU/ANEP

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**ILO GOVERNING BODY EMPLOYERS' REPRESENTATIVES**

Edward Bushell  
Barbados Employers' Confederation  
BARBADOS

Javier Cuevas Argote  
Director de Asuntos Económicos  
Confederación de Empresarios Privados de  
Bolivia - CEPB  
BOLIVIA

Carlos Andrés Hart  
Gerente Regional Santanderes  
Asociación Nacional de Industriales  
ANDI  
COLOMBIA

Eugenio Pignataro Pacheco  
Asesor Desarrollo Humano y Social  
Unión Costarricense de Cámaras y  
Asociaciones de la Empresa Privada  
UCCAEP  
COSTA RICA

Guido Ricci  
Comité Coordinador de Asociaciones  
Agrícolas Comerciales  
Industriales y Financieras (CACIF)  
GUATEMALA

Fernando Yllanes Martinez  
Vicepresidente para Asuntos Laborales de  
la Comisión Jurídica  
Confederación de Cámaras Industriales  
CONCAMIN  
MEXICO

Augusto Rey  
Gerente General  
Confederación Nacional de Instituciones  
Empresariales Peruanas - CONFIEP  
PERU

Alirio Pérez Román  
Presidente Ejecutivo de Asociación de  
Molinos de Trigo - ASOTRIGO  
Miembro Pincipal del Consejo de  
Administración del INCE  
Federación de Cámaras y Asociaciones de  
Comercio y Producción de Venezuela  
FEDECAMARAS  
VENEZUELA

**ILO GOVERNING BODY WORKERS' REPRESENTATIVES**

William Holder  
Assistant General Secretary  
Barbados Workers Union  
BARBADOS

Wanderley Bezerra  
Central Unitaria de Trabajadores - CUT  
BRAZIL

Victor Ulloa Zambrano  
Secretario Formación Sindical  
Central Unica de Trabajadores - CUT  
CHILE

Rodrigo Aguilar Arce  
Presidente  
Confederación de Trabajadores Rerum  
Novarum - CTRN  
COSTA RICA

Gabriel del Río Doñe  
Secretario General y Miembro del Consejo  
Directivo de INFOTEP  
Confederación Autónoma Sindical Clasista  
- CASC  
DOMINICAN REPUBLIC

Carlos Enrique Mansilla  
Secretario General  
Confederación de Unidad Sindical de Gua-  
temala - CUSG  
GUATEMALA

Robert Giuseppi  
President  
National Trade Union Centre of Trinidad  
and Tobago  
TRINIDAD AND TOBAGO

**SPEAKERS****Panel: Quality management in vocational training institutions**

Presentation:  
Fernando Vargas,  
Cinterfor/OIT

Regina María de Fatima Torres  
Directora de Operaciones  
SENAI/DN  
BRAZIL

Guillermo Salas  
Director Nacional  
SENATI  
PERU

María Ledvia Berganza  
Gerente  
INTECAP  
GUATEMALA

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**Panel: Learning and training for work in the knowledge society**

Presentation:	Javier Ferrer
Oscar Ermida, Cinterfor/OIT	CEOE SPAIN
Antonio Almerico Biondi Lima	
Directora Departamento de Qualificación Profesional	Hugo Barreto Asesor Sindical
Ministerio de Trabajo	PIT/CNT
BRAZIL	URUGUAY

**Panel: Training and productive development**

Presentation:	Robert Gregory
Fernando Casanova, Cinterfor/OIT	Director Ejecutivo HEART/NTA JAMAICA
Darío Montoya	
Director General	Ernani Brescianini
SENA	Consultor Cinterfor/OIT
COLOMBIA	BRAZIL

**Panel: Innovative experiences on vocational training**

Educación y formación a lo largo de la vida	Construyendo una nueva institucionalidad para la formación
Eduardo Rodríguez	Fazal Karim
SENCE	Chief Executive Officer
CHILE	NTA
	TRINIDAD AND TOBAGO

**Panel: Employability, gender equity and training policies**

Presentation:	Daniel Hernández
Sara Silveira, Cinterfor/OIT	Director de Capacitación Ministerio de Trabajo ARGENTINA
Roger Carvajal	
Presidente Ejecutivo	Daniel Gutiérrez
INA	Director Nacional de Empleo
COSTA RICA	Ministerio de Trabajo y Seguridad Social
Jimena Rojas	URUGUAY
Ministerio de Educación	
BOLIVIA	



**NATIONAL PARTICIPANTS**

César Castillo  
Jefe Cooperación Técnica  
INTECAP

Irene Castillo Jo  
Jefe Imagen Institucional  
INTECAP

Francisco Gómez  
Jefe Región Central  
INTECAP

Aldo Ozaeta  
Jefe Planificación  
INTECAP

**OBSERVERS**

Ronaldo Carmo de Freitas  
Assessor Diretoria  
Confederacao Geral dos Trabalhadores  
CGT  
BRAZIL

Abigail Castro de Pérez  
Directora de la Oficina Regional de OEI  
EL SALVADOR

Luis Quiñonez Escobar  
Universidad de Concepción  
CHILE

José Pinzón  
Central General de Trabajadores de  
Guatemala - CGTG  
Confederación Centroamericana de  
Trabajadores - CCT  
En representación de Central  
Latinoamericana de Trabajadores - CLAT  
GUATEMALA

Victor Vega  
Organización Regional Interamericana de  
Trabajadores  
COSTA RICA

**ILO**

Trevor Riordan  
IFP/SKILLS

Mario Hugo Rosal García  
Especialista en Formación Profesional  
Oficina Subregional para Centroamérica  
COSTA RICA

Martha Pacheco  
Jefe Programa Regional Américas  
Centro Internacional de Formación de la OIT  
TURIN

Eduardo Rodríguez  
Especialista Regional en Educación Obrera  
Oficina Subregional para los Países  
Andinos  
PERU

George Gamerdinger  
Senior Specialist HRD/Vocational Training  
ILO Subregional Office of the Caribbean  
TRINIDAD & TOBAGO

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**CINTERFOR/ILO**

Pedro Daniel Weinberg  
Director

Fernando Casanova  
Consultor

Oscar Ermida Uriarte  
Especialista en Formación Profesional

Gonzalo Graña  
Consultor

Sara Silveira  
Coordinadora Programa FORMUJER

María Elisa Hughes  
Programación

Fernando Vargas  
Consultor

Cristina Sosa  
Asistente de la Dirección