



International Labour Office
CINTERFOR

The Inter-American Centre for Knowledge
Development in Vocational Training

Programme and Budget Committee
Trinidad and Tobago, July 7, 2013

2012-2013 Management Report and 2014-2015 Perspectives

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

The Centre publications can be obtained through ILO local offices in many countries or direct from ILO/Cinterfor, e-mail: oitcinterfor@oitcinterfor.org, Fax: 2902 1305, Montevideo, Uruguay.

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1. INTRODUCTION

Social and economic context - The importance of vocational training

1. Latin America and the Caribbean ended 2012 with positive growth and employment outcomes; urban unemployment rate was 6.4 per cent of the economically active population which was the lowest rate registered ever since the 1990s. However, female unemployment is 1.4 times higher than men's, while the share of youth unemployment almost triples that of adults (14.3% and 5.6%, respectively). Moreover, six out of ten young people, of the total non-rural occupied population, are engaged in precarious employment, and one out of three can only find employment in the informal sector. Of those working in the formal entrepreneurial sector, 37 out of 100 are not protected by any social security scheme and are more vulnerable to economic cycles¹.
2. The region's labour market is highly segmented; MSMEs² are a key component of the productive structure of the region. They account for 99% of the total number of enterprises and employ almost 67% of the total number of workers³, of whom almost 30%, in total private employment, are independent workers (self-employed and/or own-account workers), one-person businesses, and family microenterprises. This large group of MSMEs includes very low productivity units, with serious physical, human and social capital limitations.
3. In Latin America and the Caribbean, vocational training (VT) has responded to the transition from an industrial society to a knowledge-based society, as well as to the socio-economic situation in the region, which shows a high level of productive heterogeneity that varies across sectors and enterprise sizes.
4. Across the world, in general, and in Latin America and the Caribbean, in particular, there is a growing consensus on the importance and value of VT, as integrated by the employment, technology, educational and social dimensions. VT's employment dimension is evidenced as it is an object of interest, negotiation and financing to social partners, also closely linked to all areas connected with labour relations (productivity, safety and health, equal opportunities, wages, etc.). Its technological dimension becomes apparent when vocational training institutions (VTIs), apart from catering for training needs, develop a wide range of targeted services for economic sectors and communities. Its educational dimension is reflected by its relationship with other entities that work from the lifelong learning perspective. Its social dimension is revealed as VT programmes become intertwined with programmes focused on the needs of employment-vulnerable populations, as well as local, sectorial and entrepreneurial development.

¹ ILO, 2012 Labour Overview

² Micro, small and medium-sized enterprises

³ OECD; ECLAC. Latin American Economic Outlook 2013: SME Policies for Structural Change. 2012. http://www.eclac.org/publicaciones/xml/5/48385/LEO2013_ing.pdf. P.17

5. The ILO attaches great importance to human resources development, as the mismatch between the supply and demand of skills affects job creation. Well-targeted educational and VT policies may contribute to overcome the problem by ensuring that jobseekers are able to find a job in the most dynamic sectors of the economy. The challenge is to link skills to productivity, innovation, employment and development, while ensuring policy coordination and the involvement of social partners and the main actors in the field of skills development.

2. 2012-2013 GOVERNING BODY GUIDANCE

6. Pursuant to the Governing Body guidance, the mission of the Centre was framed within the ILO's strategic framework and focused on creating greater opportunities for women and men to secure decent employment and income, and taking into account the following outcomes:
 - skills development to increase the employability of workers, the competitiveness of enterprises and the growth capacity of integration;
 - sustainable enterprises generating decent and productive work;
 - strengthening of tripartism and social dialogue; and
 - increased access to productive employment, decent work and income opportunities for women and men.
7. The Governing Body has insisted on the fact that *“knowledge management, South-South and triangular cooperation (SSTC) and interregional cooperation, as well as taking the fullest advantage of information and communication technologies (ICT) in various areas, will constitute the priority axes for CINTERFOR. The engagement in global activities will be encouraged, including as part of the follow-up to the implementation of the G20 training strategy”*⁴.
8. Furthermore, the Governing Body indicated that: *“SSTC takes different and evolving forms, including, inter alia, the sharing of knowledge and experiences, training, and technology transfer. In this regard, the ILO's experience in promoting good practices and sharing information could be highlighted and expanded. The Inter-American Centre for Knowledge Development in Vocational Training (Cinterfor) has been practising and promoting SSTC through a regional knowledge-sharing platform and a network for skills development policies, connecting public institutions, international organizations, social partner organizations, universities and civil society”*⁵.

⁴ ILO Governing Body, 312th Session, November 2011

⁵ ILO Governing Body, 313th Session, March 2012, Policy Development Section

3. CINTERFOR'S RESPONSE TO 2012-2013 GOVERNING BODY GUIDELINES

Network's strengthening and expansion

9. Cinterfor has followed the Governing Body's guidelines related to SSTC for VT knowledge management in different ways and it has always been supported by the VTIs of the Network that articulates, which is still being strengthened and expanded: there are 69 member VTIs in Latin America, the Caribbean and Spain, and the IEPF of Cape Verde, (Africa) joined in 2012. Furthermore, during this biennium, the following institutions have joined: the Agencia de Promoción de Empleo y Formación Profesional de la Provincia de Córdoba, Argentina (Agency for the Promotion of Employment and Vocational Training of the Province of Córdoba); the BTVI of Bahamas; DuocUC, Chile (Vocational Institute Technical Training Centre of the University of Chile); SNA Educa, Chile (Educational Corporation of the National Society of Agriculture); FOREM⁶, Spain (Training and Employment Foundation Miguel Escalera); the MTPE (Ministry of Labour and Employment Promotion of Peru); the Ministry of Labour of El Salvador; ADPUGH, Uruguay (Association of Uruguayan Professionals in Human Resources Management); and ADRHA, Argentina (Human Resources Association of Argentina).

Global participation

10. The Centre has participated in several VT-related international events, such as: Knowledge from the South Fair (Panama, May 2012)⁷; the 6th Centro Paula Souza Fair (São Paulo, Brazil, October 2012); World Skills America (São Paulo, Brazil, October 2012); Global South-South Cooperation Expo (Vienna, November 2012)⁸; EU-LAC Forum on Social Cohesion (Rosario, Argentina, October 2012); and the International Labour Conference, where it has exhibited its products and service for five years. Invited by the OECD, Cinterfor made some contributions to the chapter on human capital and skills for small and medium enterprises (SMEs) of the book *Latin American Economic Outlook 2013*⁹.

South-South and Triangular Cooperation

11. Networking encouraged by the Centre has made SSTC among VTIs permanent, natural and spontaneous. Other actions supported by the Centre, in response to the demand, have been: SENAI (Brazil) prospective model transfer to several VTIs in Central America and collective knowledge building on learning objects (LOs), as is further explained below.

⁶ Private and non-profit foundation promoted by the Trade Union Confederation of CC.OO

⁷ Organized by the Government of Panama and the United Nations System

⁸ Promoted by the United Nations Office for South-South Cooperation

⁹ http://www.eclac.org/publicaciones/xml/5/48385/LEO2013_ing.pdf

12. Along the same lines, several study visits have been organized. For instance, the President of the Caribbean Congress of Labour (Antigua and Barbuda), the General Secretary of the same Congress (Grenada) and the General Secretary of the Workers' Union and the Headmistress of the Labour School of Barbados visited SENAC (Brazil). Besides, training actions have been promoted such as the one supported by SENATI (Peru) at INA (Costa Rica).

The Centre has taken the following measures to address the other lines of action suggested by the Governing Body:

Knowledge management platform

13. The Centre has taken the fullest advantages of ICTs. In November 2011, the static website was transformed into a dynamic platform (www.oitcinterfor.org) which incorporated knowledge dissemination, interaction and collective building with continuous innovation and sustained growth. This platform includes the library which has more than 1,300 VT-related publications and different databases:
 - **Teaching resources bank:** it was started in 2009 with more than 6,000 teaching resources provided by SENAI (Brazil). It has continued growing thanks to the contributions made by other VTIs of the Network. It currently provides access to over 12,000 publications.
 - **Labour skills:** it offers more than 6,500 standards validated by the VTIs of the Network and other organizations of the region and the world, in various productive sectors.
 - **Experiences:** around 300 successful programmes and strategies have been systematized. These can be used as reference for actions in other contexts and countries.
 - **Specialists:** it includes the résumés of the people involved in VT, their working experience, research, programmes and projects.
14. It also hosts a virtual space of support for learning, practice and collective knowledge building activities (<http://evc.oitcinterfor.org/>); 28 virtual communities and more than 1,200 persons have made use of this space since its implementation in 2002.
15. The platform is visited from 187 countries and has become a service for the world of VT of the ILO's Regional Office for Latin America and the Caribbean, through Cinterfor and the VTIs of the Network.
16. The statistical analysis tool helps to know the topics that users find most interesting, thus facilitating the update and improvement of databases and, therefore, the provision of relevant services. The most visited subject areas are: labour skills, youth employment, gender and equality, and productivity.

Appendix 1 includes statistics on visits per region.
17. As regards accessibility, a process to comply with international standards WAI (Web Accessibility Initiative) has been started in order to make access easier to people with disabilities by adapting browsing equipments or access conditions.

Information and communication technologies (ICTs) for vocational training in MSMEs

18. MSMEs deal with particular challenges referring to occupational skills such as the difficulty of having available time for training, the reluctance to invest in workers' training for fear of losing them once they acquire new knowledge or the lack of resources to invest in VT.
19. In 2011, one of the outcomes of the *Research and development on ICT-based training methodologies for MSMEs* project was the *Guía de capacitación con TIC para MIPYME (Guide on ICT-based training for MSMEs)*, which was financed by the IDRC of Canada, and carried out together with the help of the VTIs of the Network¹⁰. It has been applied at different conglomerate of workers of hotels, furniture, garment and metalworking workshops.
20. As a result of the Avanz@ project¹¹, also financed by the IDRC and implemented together with the Omar Dengo Foundation (FOD), the Centre has identified the skills that MSMEs' workers and entrepreneurs need to improve along five dimensions: innovation, networking, lifelong learning, result-based management and social and environmental responsibility. In order to cater for those demands, self-learning pills have been designed. Up to the date of this report, they are: lifelong learning, networking, innovation and result-oriented management.
21. Furthermore, based on the philosophy, concepts and tools of SYMAPRO¹², the "Avanza System"¹³ was developed so that MSMEs can incorporate the concepts of productivity measurement and improvement - related to skills development - into their management.

Partnerships

22. Apart from the partnerships that enable networking, Cinterfor has set up others such as the following:
 - In Uruguay, the *Evaluation of task and design of the occupational certification process in the building industry* project, which began at the end of 2012, has been implemented as a response to the request made by the Consejo de Salarios de la Industria de la Construcción (Wage Council of the Building Industry), (a tripartite group formed by the government, employers and workers). This public-private partnership, financed by the Fondo Social de la Construcción, was presented during the annual event of the United Nations System Private Sector Focal Points (PSFP) Meeting, held in Geneva, April 2013.

¹⁰ ITU (Argentina); SEBRAE, SENAI and Instituto Euvaldo Lodi(Brazil); SENA (Colombia); INTECAP (Guatemala) and INFOTEP (Dominican Republic)

¹¹ <http://www.oitcinterfor.org/node/4837>

¹² System for Integrated Measurement and Improvement of Productivity

¹³ <http://avanza.oitcinterfor.org/auth/login>

- In Central America, with FOD, a non-profit, private organization which carries out national and regional projects in the fields of human development, educational innovation and new technologies¹⁴.
- For ICT projects and MSME training, with the IDRC of Canada.
- With the United Nations System in Uruguay, Cinterfor collaborates with the VT component of the *Apoyo a la reforma de las instituciones para personas privadas de libertad* project (*Support to the reform of institutions for persons deprived of freedom*).

Impact evaluation of VT policies and programmes

23. The *Guide on Skills Development Impact Evaluation*, which was published in September 2011, is the result of a fruitful collective building of knowledge made by more than 110 professionals of VTIs of the Network and members of the ILO's Governing Body. This tool has become an interactive guide, available at Cinterfor's platform, which is continuously being updated. 13,247 visits were reported in 2012. Besides, between January and May, 2013, there were 8,556 visits with a monthly average of 1,711 visits.

Social dialogue and productivity

24. Changes in the workplace together with technological innovation have created a demand for more specialized qualifications and techniques. Social dialogue is the best means to anticipate and solve problems arising from changes in the organization, working conditions and job models. In order to cater for enterprises' and workers' requirements, the Centre bolsters the participation of social partners in VT, promotes tripartite consultation for the drafting of policies with an integrated, sectorial and social perspective, and based on the demand and social dialogue.
25. Cinterfor keeps promoting SYMAPRO's implementation, which, based on social dialogue, caters for workers', employers' and the government's needs in order to implement decent work practices to improve labour productivity and working conditions. Several measures have been taken during the 2012-2013 biennium in different places. For instance, in sugar refineries within the framework of the Competitiveness in the Sugar Industry project in Honduras, El Salvador and Dominican Republic; in Jamaica, with HEART Trust/NTA's participation and in Colombia, sponsored by SENA.

¹⁴ <http://www.fod.ac.cr/>

Vocational training and the environment

26. VTIs of the Network have incorporated environmental care skills development with a strong emphasis on environmental education and management, material recycling, clean technologies, water treatment, recovery of degraded areas and environmental law. Several initiatives have been implemented and knowledge is shared by all Cinterfor members. The following are some of the experiences:

- SENAI: Cross-cutting skills in environmental education. The main objective is to understand the main environmental issues by analysing current problems and perspectives.
- SENAR: Agrinho Programme, intended for students and teachers of public and private institutions, it spreads concepts related to citizenship, environmental care, health, responsible consumption and ethics. Apoema Programme, based on the inclusion and social promotion of disabled people in the rural area. Terra Adorada Programme, provides training on rural environmental responsibility.
- Regional labour skills standards and curricular design for the qualification of jobs in Central America: INA, INSAFORP, INATEC, INTECAP, INFOP, INADEH and INFOTEP.
- Ministry of Labour, Employment and Social Security, Argentina: skills in rural areas.
- SENAC: All its programmes include a specific environment-related training area.
- SENATI: Environmental technologies centre. It is the outcome of a trilateral project supported by Brazilian (ABC/SENAI) and German (GIZ) cooperation. It helps productive sectors to carry out their activities in a sustainable and environmentally-friendly way.
- Los Arrayanes Regional educational centre (UTU). It offers training on natural resources preservation, alternative energies and bioconstruction.

Labour skills, employment for youth and entrepreneurial development

27. Access to education and training is fundamental to help the most disadvantaged people of the society to get out of the vicious circle of poor qualifications, low productivity and low-waged jobs. Skills development is fundamental to facilitate the transition from school to work of young people. A comprehensive approach is required to integrate young women and young men in the labour market, including the provision of relevant and quality skills training, the availability of labour market information and of career guidance and employment services¹⁵.

¹⁵ Resolution concerning skills for improved productivity, employment growth and development (ILC, 2008)

28. Cinterfor members have adopted a competency-based training approach with a clear orientation towards improving VT relevance and quality, the design and execution of active employment policies, the identification of occupational profiles, the modular curricular design, the evaluation and recognition of knowledge, drafting teaching materials and the development of learning environments.
29. The Centre has provided technical assistance to SENAI, in the revision of its competency-based vocational training methodology; to ChileValora, in the consolidation of a national labour skills certification system; and to Fundación Chile, in skills evaluation and certification. In Uruguay, upon request of BROU¹⁶ and BCU¹⁷, several activities on competency-based human resources management were implemented. Furthermore, support was given to the Ministry of Labour and Employment Promotion of Peru in the organization of a national labour skills standardization and certification system.
30. The Centre has also worked on the strengthening of Public Employment Services (SPE). A training for trainers programme with approach on competence was carried out within the framework of the FOIL Project (Strengthening of integrated systems of training, guidance and employment) which is being implemented by the ILO's Office for Central America in the Central American Isthmus, Panama and Dominican Republic. In addition, the Centre provided technical assistance to the DINAE of the Ministry of Labour and Social Security (MTSS) of Uruguay.
31. Cinterfor has continued working together with the VTIs of the Network in the skills development of youth and their connection with the labour market and the working environment. The Centre seeks to improve the quality of youth training in poor and rural areas by promoting basic and specific skills mainstreaming so as to prepare them for work and lifelong learning. As in other areas, the Centre bolsters SSTC for information exchange and significant experiences dissemination as well as the identification of successful programmes and strategies which were integrated to the databases.
32. Within the Joint United Nations Programme and in coordination with Uruguayan governmental agencies and the civil society, the Centre is implementing a training and labour integration project oriented to people deprived of freedom, particularly women and young men.

Collective knowledge building and skills development in the Network

33. Knowledge management promoted by the Centre enables sharing progress and innovations and, at the same time, creating positive synergies among VTIs. During the 2012-2013 biennium, two key issues have been tackled collectively:

¹⁶ Banco de la República Oriental del Uruguay

¹⁷ Banco Central del Uruguay

Early identification of labour skills

34. The Resolution concerning skills for improved productivity, employment growth and development (ILC, 2008) stated that an early identification of - current and future - needs is fundamental and that this information must be included in national and sectorial development strategies since a mismatch between skills demand and supply has high economic and social costs and results from and contributes to structural unemployment.
35. Occupational and technological prospective is based on labour market observation and the analysis of social, economic and technological trends in order to determine vocational training needs and guarantee that they match employment. As a consequence, they enable:
- adjusting the curriculum of initial education to current and future needs;
 - anticipating what skills are in demand currently, and in the medium- to long-term so as to ensure a better fit between jobs and skills;
 - providing pertinent and timely information to all stakeholders in particular to displaced workers as well as those seeking better job opportunities to enable them to shift from declining to emerging sectors;
 - helping young people base their training choices in realistic employment prospects;
 - facilitating better-informed investment decisions in training and lifelong learning by employers and workers; and
 - assisting enterprises to innovate and adopt new technologies through the timely availability of appropriately skilled workers, upskilling existing workers, and helping workers to remain employable.
36. SENAI has developed a prospective model to anticipate vocational training demands, which is mainly based on: technological and organizational analyses of emerging occupations, impact, occupational trends, compared VT and thematic antennas. In order to carry out these studies, SENAI works together with different organizations: universities, enterprises, science and technology centres and other social partners. SENAI prospective makes it possible to have a comprehensive view of the educational, technological and occupational context.
37. The accomplishment of Cinterfor's mission to develop a continuing learning and SSTC community among national vocational training institutions in charge of improving labour skills is possible thanks to the help of the VTIs of the Network articulated by Cinterfor. Upon the request of many of these institutions, SENAI and Cinterfor decided that it was necessary to transfer SENAI prospective model to several institutions at the same time. The programme worked first with: INA, INSAFORP, INTECAP, INADEH and INFOTEP.
38. The transfer and adaptation process of SENAI's prospective methodology started in May 2012. One year later, there are studies on the building sector of Costa Rica, El Salvador and Dominican Republic, and on the tourism sector of Guatemala¹⁸. Emerging technologies, occupational impacts (activities, knowledge, skills and attitudes) and vocational training recommendations

¹⁸ <http://evc.oitcinterfor.org/course/view.php?id=22&topic=10>

were identified. Specific outcomes per country will be presented during the 41st Technical Committee Meeting of Cinterfor (Port of Spain, July 2013).

39. During 14 months, three face-to-face meetings were organized, sponsored by INSAFORP (May 2012 and April 2013) and by INA (November 2012). Cinterfor's virtual space enabled collective management of knowledge¹⁹.

Learning objects (LOs)

40. The need to provide easy access to training and employment for more people within a regional context of great social and productive variety has led VTIs to seek for innovation, creative solutions and using more technology to cater for different and changing needs. Under these circumstances, Cinterfor members have become more interested in dealing together with the challenges and collaboration opportunities posed by LOs²⁰.
41. Therefore, as it has been traditionally done in the Network, several VTIs have met face-to-face and virtually to comparatively analyse institutional experiences and contexts of LO production and to propose integral actions so that these can enhance the quality and relevance of VT. These institutions are: the Ministry of Labour, Employment and Social Security of Argentina, SENAC, SENAI, SEBRAE, DuocUC, SENA, INA and INTECAP. Face-to-face meetings of this knowledge management process were held, hosted by SENA in Rio de Janeiro (December, 2012), and by DuocUC in Santiago de Chile (April 2013). The community also met at Cinterfor's virtual space²¹.
42. VTIs' joint effort has made it possible to develop a centralized computerized LO search tool to access LOs made by peer institutions.

Vocational training and regional integration

43. Networking has promoted knowledge exchange among VTIs in several countries which will enable skills profiles recognition and workers' mobility in the medium-term.

Coordination with ILO offices of the region, ILO headquarters and the ITC-ILO

44. The Centre is a subsidiary unit of the Regional Office for Latin America and the Caribbean, under whose direction it contributes to fulfil ILO strategic objectives. The coordination with this Office and other units has become stronger and has fostered the implementation of DWCPs, as shown below:

¹⁹ <http://evc.oitcinterfor.org/course/view.php?id=22>

²⁰ Learning pills, educational objects, virtual learning objects, among other names.

²¹ <http://evc.oitcinterfor.org/course/view.php?id=44>

- **SKILLS:** Support has been provided for the development of the knowledge management platform mandated by the G20 to the ILO by sharing Cinterfor's contents on national skills development policies and initiatives.
- **SECTOR and ENTERPRISES:** These are the headquarters' units which provide technical assistance to the building industry in Uruguay and Avanz@ in Central America, respectively. Turin Centre's activities are promoted through Cinterfor's platform.
- **Argentina:** The Ministries of Labour, Employment and Social Security and of Industry received support to hold the Argentina 2020 Seminar on lifelong training for competitiveness and employment within the framework of strategic plans (March 2012).
- **Chile:** Technical assistance was provided to ChileValora, the Commission of the National Skills Certification System, in order to improve identification, standardization, evaluation and certification methodologies and to strengthen the participation of social partners in the development of vocational training.
- **Colombia:** Several actions were taken to implement SIMAPRO and PERS.
- **Costa Rica, El Salvador and Nicaragua:** Together with the Omar Dengo Foundation (FOD), the Centre identified the necessary skills for MSMEs' workers and employers to develop enterprises' sustainability.
- **El Salvador, Honduras and Dominican Republic:** Several facilitators of the Network's VTIs and sugar refineries were trained in the application of SYMAPRO.
- **Central American countries:** Technical assistance was provided to FOIL in order to strengthen public employment and job placement services.
- **English-speaking Caribbean:** SYMAPRO was promoted in the region sponsored by Jamaica's HEART Trust/NTA.

4. 41st TECHNICAL COMMITTEE MEETING OF ILO/CINTERFOR

45. The Government of Trinidad & Tobago, through the Ministries of Labour, and of Tertiary Education, and the National Training Agency (NTA), presently Head of the Caribbean Association of the National Training Agencies (CANTA) will host the meeting in collaboration with the ILO's Office for the Caribbean. The 3rd edition of the Knowledge Fair on SSTC will be held within the framework of the Meeting.

5. CENTRE'S RESOURCES

Implementation of the 2012-2013 budget

Source	Amount in USD	Remarks
ILO	2,136,379	It has financed a great portion of staff expenditures
Uruguayan government	400,000	Annual contribution: 50,000. Pending of payment 2006 and 2013.
Voluntary contributions from VTI	344,329*	500,000 have been offered,
Resources mobilization	370,000*	Technical assistance for advisory services
Selling of printing services	23,723*	Particularly to the United Nations System agencies in Uruguay

*up to 6th June, 2013

Technical cooperation projects

Project	Sponsor	Resources USD	Term
Development of tool to improve MSMEs' productivity and competitiveness	IDRC	126,108	November 2011 to May 2012
Tasks evaluation and skills certification in the building industry	Fondo Social de la Construcción del Uruguay	410,462	November 2012 to February 2014

6. 2014-2015 PROGRAMME AND BUDGET AND IMPLEMENTATION STRATEGY

Programme

46. According to the Director-General's Programme and Budget proposals for 2014-2015 submitted to the Governing Body, (317th Session, Geneva, March 2013) the ILO will promote SSTC in VT through Cinterfor, which will contribute to Outcome 2:

Skills development increases the employability of workers, the competitiveness of enterprises, and the inclusiveness of growth

47. The general objective of this strategy is to help constituents develop a policy and institutional framework to develop the necessary vocational skills capable of responding to technological changes and the market and extending quality training to disadvantaged groups. The work of the ILO, and consequently of Cinterfor, during the next biennium will emphasize the implementation and evaluation of policies and programmes on skills development, disability, and employment services, with a view to enhance national capacity to:
- improve the efficiency and the impact of skills development systems; and
 - facilitate young people's transition to decent work through improved training, use of skills and working conditions in the jobs and small enterprises they have access to, after completing their vocational training.
48. The purpose of this strategy is to put in practice the provisions of the resolution concerning skills for improved productivity, employment growth and development (ILC, 2008); and effectively apply the ILO Recommendation 195 on Human Resources Development (2004). It further fulfils other functions under the decisions adopted by the Conference with regards to the Global Jobs Pact (2009), the recurrent discussion on employment (2010) and the youth employment crisis: a call for action (2012).

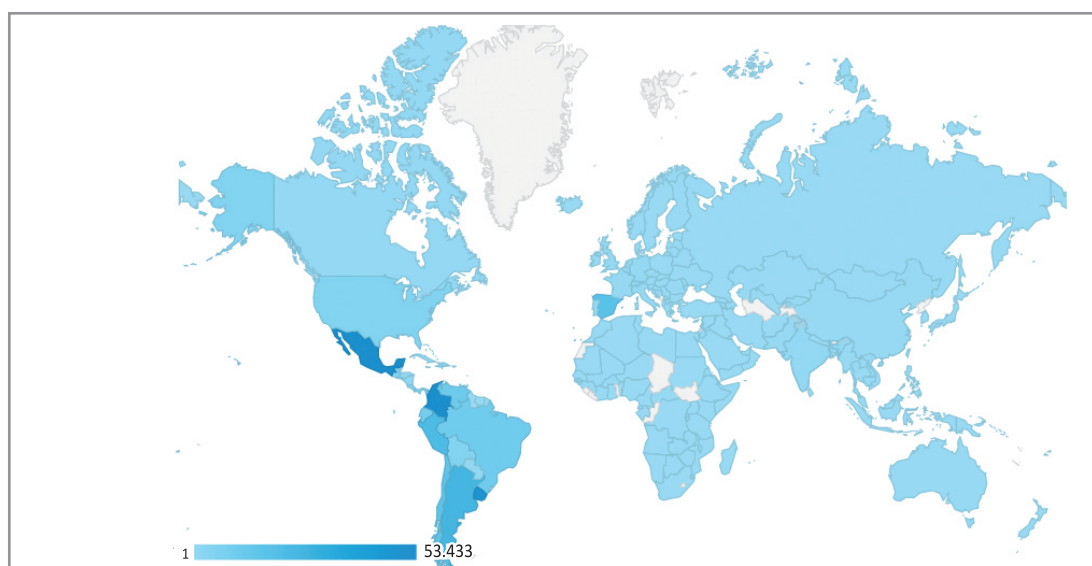
49. Knowledge management and SSTC, as well as taking the fullest advantage of ICTs in various areas will constitute the priority axes for the Centre. The subsequent means of action are to be followed:
- Continuous updating of the VT knowledge management platform;
 - Social dialogue promotion in VT;
 - Early identification of labour skills in order to bridge the mismatch between supply and demand.
 - Strengthening of the institutions that connect training with the labour market, employment services, trainers' training systems.
 - Reinforcing public-private partnerships in order to extend quality vocational training programmes of the formal economy and improving informal learning quality in poor and rural areas.
 - Integrating key vocational skills into general training and vocational training to better prepare youth for work and continuous learning.
 - Improving the quality of on-the-job training to facilitate the transition of low-productivity and informal workers and small enterprises to the formal economy and to a higher level of productivity.

Budget

50. The ILO will contribute with USD 2,286,892, which, compared to the previous biennium, will amount for an increase of USD 150,513 to adjust for cost increases.
51. The contribution of the host country is USD 50,000 per year. The Uruguayan Government paid USD 400,000 corresponding to previous years; USD 100,000 for 2006 and 2013 are still pending of payment.
52. Voluntary contributions offered by member VTIs are expected to be USD 500,000.
53. International and national technical cooperation resources mobilization will be continued.

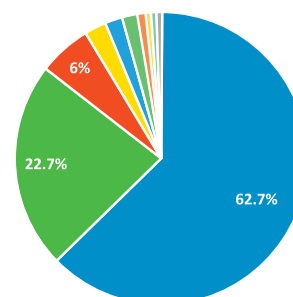
APPENDIX 1

Visits to the platform per region



Countries	Visits	Pages / Visit	Avg. Visit Duration	% New Visits	Bounce Rate
187 Number of countries: 187	331,458 % of Total: 100,00% (331.458)	2,66 Site Avg: 2,66 (0,00%)	00:02:51 Site Avg: 00:02:51 (0,00%)	81,74% Site Avg: 81,63% (0,14%)	61,38% Site Avg: 61,38% (0,00%)

	Region	Visits
1.	■ South America	207.903
2.	■ Central America	75.350
3.	■ Southern Europe	19.807
4.	■ Caribbean	7.475
5.	■ North America	6.980
6.	■ Western Europe	3.297
7.	■ Southern Asia	1.612
8.	■ Northern Europe	904
9.	■ South-Eastern Asia	511
10.	■ Western Africa	396



APPENDIX 2

TECHNICAL ASSISTANCE, SOUTH-SOUTH COOPERATION, MEETINGS AND EVENTS SUBSTANTIALLY SUPPORTED BY ILO/CINTERFOR

November 2011 – June 2013

Activity	Venue and date	Organizing institutions
Consultancy services to the Avanz@ project: "Competencies for Central American MSMEs' productivity in the framework of a knowledge and innovation economy." Face-to-face and virtual meetings	Costa Rica, Nicaragua and El Salvador, June 2011 - March 2013	IDRC/FOD
2 nd Latin American meeting of technical and technological education. Participation in panel on the situation of Latin America and the Caribbean	Mendoza, November 2011	ITU, National University of Cuyo, Red Argentina de Cooperación para la Educación Tecnológica, ACIET
"Skills anticipation and matching." Presentation of outcomes of knowledge management and South-South cooperation by the Centre	Athens, November 2011	CEDEFOP
Meeting of presidents and technical secretaries of SENA's Sectoral Tables. Videoconference: "Role of the productive sector in the National Qualifications Framework" and "Comprehensive management of human talent"; experience on the application of SIMAPRO methodology in Mexico	Bogotá, November 2011	SENA
Workshop: "Concepts and applications of competency-based human resources management"	Buenos Aires, November 2011	ADRHA
International Seminar: "On-the-job training modalities: experiences and challenges." In the framework of the 50 th anniversary of the institution	Lima, November 2011	SENATI

Seminar: "Standardization models of labour skills." Videoconference: "Qualifications framework, standardization process; experiences in other countries"	Bogotá, November 2011	SENA
National meeting of leaders of the labour skills evaluation and certification process. Videoconference: "Qualifications framework, standardization process; experiences in other countries"	Bogotá, December 2011	SENA
International Forum: "Employment, Youth and Democratic Governance"	Lima, December 2011	IILS/ILO
SYMAPRO training at sugar refineries of the <i>Competitiveness in the sugar industry</i> project of Honduras, El Salvador and Dominican Republic. Face-to-face sessions and virtual community of learning and practice	Honduras, El Salvador, Dominican Republic, February - March 2012	Competitiveness in the sugar industry project/ ILO San José
Revision and updating of job placement as public policy, Institutional strengthening programme of the DINAIE. Face-to-face sessions and virtual community of learning and practice	Uruguay, January - March 2012	MTSS/DINAE
Training in competency-based labour guidance (Phase 2), Institutional strengthening programme of the DINAIE. Face-to-face sessions and virtual community of learning and practice	Uruguay, January - March 2012	MTSS/DINAE
Awareness-raising activity on competency-based HR management for employees of Banco de la República Oriental del Uruguay (BROU)	Montevideo, March 2012	BROU
Training workshop on SIMAPRO for vocational training institutions of the Caribbean	Runaway Bay, March 2012	HEART Trust/NTA
Consultancy services on training skills' evaluation and certification, Project: Improving the training industry of Chile	Santiago, March - August 2012	AMPLIA Project implemented by Fundación Chile

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Seminar: "Argentina 2020: Lifelong training for competitiveness and employment within the framework of strategic plans"	Buenos Aires, November 2012	MTEySS
Workshop: "Identification methodologies of labour skills"	Santiago, April 2012	ChileValora
Training programme for union leaders	Santiago, April 2012	ILO Santiago, ChileValora
Regional Fair on South-South cooperation	Panama, May 2012	Government of Panama and UNDP Regional Centre for Latin America and the Caribbean
Vocational training forecasting - SENAI's transfer model. Training and practice activities in the building industry. Face-to-face sessions and virtual community of learning and practice	May 2012 - April 2013	SENAI, INA, INATEC, INSAFORP, INADEH, INFOTEP, SENATI
Design, organization and management of competency-based training. Trainers' training. Face-to-face sessions and virtual community of learning and practice	Montevideo, May - November 2012	BCU
World Forum on Vocational and technological education. Participation in debate on "Democratization, empowerment and sustainability"	Florianópolis, May 2012	MEC/SETEC
Experts meeting of the report: Latin American Economic Outlook 2013: Small and Medium-sized enterprises (SMEs) in Latin America	Paris, June 2012	OECD
Assistance to SENAI on competency-based vocational training methodologies	Brasilia, June - August 2012	SENAI
Assistance on job placement and guidance at Public Employment Services. Face-to-face sessions and virtual community of learning and practice	Central America, June - September 2012	FOIL Project/ILO San José and PCJEM
IX National Congress on human resources management	Buenos Aires, July 2012	ADRHA

Methodological transfer on job placement and guidance at Public Employment Services. Face-to-face sessions and virtual community of learning and practice	Uruguay, July - November 2012	MTSS/DINAE
Advisory services for the drafting of technical guides related to the processes carried out by the National Skills Certification System	Santiago, July 2012 - July 2013.	ChileValora
International seminar on training quality	Santiago, August 2012	Chile Foundation and ILO
Assistance in vocational training to the Institutional strengthening programme of the National Employment Bureau	Uruguay, August 2012 - June 2013.	MTSS/DINAE
3 rd National meeting of cooperatives	Montevideo, September 2012	CUDECOOP
Workshop focused on evaluation and certification processes with experts of the Ministry of Labour, Employment and Social Security of Argentina, SENA and CONOCER	Santiago, September 2012	ChileValora and ILO
Training activity on labour management under deprivation of liberty conditions. Joint Project L "Support to the reform of institutions for people deprived of liberty"	Montevideo, September - October 2012	UNDP, UN Women, ILO, Ministerio del Interior/ National Institute of Rehabilitation (INR)
Training workshop on SIMAPRO for HEART/NTA technicians	Jamaica, October 2012	HEART Trust/NTA
Forum on social cohesion. Presentation: "Training as a condition to promote decent work"	Rosario, October 2012	European Union - Community of Latin America and Caribbean States
Academy on Skills Development. Participation as presenters and facilitators	Turin, October 2012	ITC/Turin
Presentation and training workshop on SIMAPRO. Presentation of experiences from Interfases Chile, ICAM and the sugar industry of Mexico	Bogotá, October 2012	SENA

International Forum: Trends of Vocational education: present and future ("Tendencias de la Educación Profesional, presente y futuro.") Panel: Views on training and human capital	Mexico, October 2012	CONALEP
6 th Technological Fair - FETEPS 2012	São Paulo, October 2012	Centro Paula Souza
Global South-South development Expo	Vienna, November 2012	United Nations Office for South-South Cooperation
4 th Meeting of the Latin American Network of competency-based human resources management and sustainable enterprises (4 ^o Encuentro de la Red Latinoamericana de Gestión de Personas por Competencias y Empresas Sostenibles)	Montevideo, October 2012	Red GRHxP
7 th Knowledge Olympiad and 2 nd WorldSkills Americas	São Paulo, November 2012	SENAI and WorldSkills
International Forum: Latin American and the Caribbean Community of Nations ("La Comunidad Latinoamericana Caribeña de Naciones")	Bogotá, November 2012	UTAL
Knowledge management of learning objects - LOs. Collective building and drafting of search tool. Face-to-face sessions and virtual community of learning and practice	Rio de Janeiro and Santiago, November 2012 - June 2013	MTEySS, SENAC, SENAI, SEBRAE, MEC, DuocUC, INTECAP, CTIC Foundation
Workshop on curricular model for vocational training. South-South cooperation of SENATI, Peru	San José, February 2013	INA
Study visit of an English-speaking Caribbean delegation to SENAC. South-South cooperation in the hotel sector	São Paulo, March 2013	SENAC and ILO
Intersectoral meeting: "Design and implementation of national vocational qualifications systems"	Bogotá, March 2013	EUROSOCIAL Programme
Methodological workshop with institutions in charge of implementing labour skills projects	Santiago, April 2013	ChileValora and ILO

Consultancy services to the knowledge translation project	Santiago, April 2013	ChileValora, SENCE, ILO
Private Sector Focal Points Meeting 2013 "Strengthening partnership synergies for local impact." Presentation of the project on evaluation of building tasks such as the successful PPP experience	Geneva, April 2013	OCHA, UNDP, UNICEF, UN Women, ILO
International seminar: "Chile works and learns: we value labour skills"	Santiago, June 2013	ChileValora, SENCE and ILO
Trainers' training and follow-up of regional course on job placement and labour guidance. Face-to-face sessions and virtual community of learning and practice	June - December 2013	FOIL Project/ILO San José

ACRONYMS AND ABBREVIATIONS

ABC	Brazilian Cooperation Agency
ACIET	Colombian Association of Higher Education Institutions with Vocational Technical Training and or Technological
ADPUGH	Association of Uruguayan professionals in human resources management
ADRHA	Human Resources Association of Argentina
BCU	Central Bank, Uruguay
BROU	Bank of the Republic, Uruguay
BTVI	Bahamas Technical and Vocational Institute, Bahamas
CANTA	Caribbean Association of National Training Agencies
CEDEFOP	European Centre for the Development of Vocational Training
ChileValora	Commission National Skills Certification System, Chile
CINTERFOR	Inter-American Centre for Knowledge Development in Vocational Training, ILO
CONALEP	National College of Technical Vocational Education, Mexico
CONOCER	National Council for Standardization and Certification of Labour Competencies, Mexico
CUDECOOP	Uruguayan Confederation of Cooperative Entities
DINAE	National Employment Bureau, Uruguay
DuocUC	Vocational Institute Technical Training Centre of the University of Chile
DWCP	Decent Work Country Programme
ECLAC	Economic Commission for Latin America and the Caribbean
EU	European Union
EVC	Virtual space of Cinterfor
FOD	Omar Dengo Foundation, Costa Rica
FOIL	Strengthening of Integrated Systems of Training, Guidance and Employment, Central America and Dominican Republic
FOREM	Miguel Escalera Training and Employment Foundation, Spain
Fundación UOCRA	Foundation for the Education of Construction Workers, Argentina
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit, Germany
GRHxC	Human Resources Management
HEART Trust/NTA	Heart Trust/National Training Agency, Jamaica

ICT	Information and Communication Technologies
IDRC	International Development Research Centre, Canada
IEFP	Employment and Vocational Training Institute, Cape Verde
IEL	Euvaldo Lodi Institute, Brazil
IILS	International Institute for Labour Studies, ILO
ILC	International Labour Conference
ILO	International Labour Office
INA	National Training Institute, Costa Rica
INADEH	National Vocational Training Institute for Human Development, Panama
INATEC	National Technological Institute, Nicaragua
INFOP	National Institute of Vocational Training, Honduras
INFOTEP	National Institute of Technical Vocational Training, Dominican Republic
INSAFORP	Salvadoran Vocational Training Institute, El Salvador
INTECAP	Technical Institute for Training and Productivity, Guatemala
INR	National Institute of Rehabilitation, Ministerio del Interior, Uruguay
ITC	International Training Centre of the ILO, Turin
ITU	Technological University Institute, Argentina
MEC	Ministry of Education, Brazil
MIPYME	Micro, small and medium-sized enterprises
MTEySS	Ministry of Labour, Employment and Social Security, Argentina
MTPE	Ministry of Labour and Employment Promotion, Peru
MTSS	Ministry of Labour and Social Security, Uruguay
NTA	National Training Agency, Trinidad y Tobago
OCHA	United Nations Coordination of Humanitarian Affairs Office
OECD	Organization for Economic Co-operation and Development
PCJEM	Joint Programme on Youth, Employment and Migration, Costa Rica
SEBRAE	Brazilian Service of Support for Micro and Small Enterprises, Brazil
SENA	National Learning Service, Colombia
SENAC	National Commercial Learning Service, Brazil
SENAI	National Industrial Learning Service, Brazil
SENAR	National Rural Learning Service, Brazil
SENATI	National Industrial Training Service, Peru

SENCE	National Training and Employment Service, Chile
SETEC	Vocational and Technological Education Secretariat, Brazil
SID	Information and Documentation Service, ILO/Cinterfor
SYMAPRO	System for Integrated Measurement and Improvement of Productivity
SKILLS	Skills and Employability Department, ILO
SME	Small and medium enterprise
SNA EDUCA	Educational Corporation of the National Society of Agriculture
SPE	Public Employment Services
SSTC	South-South and Triangular Cooperation
TCM	Technical Committee Meeting
UNDP	United Nations Development Programme
UNICEF	United Nations International Children's Emergency Fund
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UOCRA	Construction Workers Trade Union of the Republic of Argentina
UTAL	Latin America Workers' University
UTU	Uruguayan Labour University
VT	Vocational Training
VTI	Vocational Training Institutions

