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## **I. PRESENTATION**

This document contains the Report that Cinterfor/ILO has prepared for analysis and discussion at the 37<sup>th</sup> Technical Committee Meeting that will be held in Santo Domingo in the Dominican Republic from 19 to 21 October 2005, at the invitation of the National Institute of Technical-Vocational Training (INFOTEP) in that country.

The Report consists of three parts. There is an introduction with a brief overview of the main progress made in vocational training in the American region and a global panorama of what Cinterfor/ILO has achieved in the last two years. Next there is detailed report of Cinterfor/ILO's activities, and the results achieved in 2003-2004 and up to July 2005. The last part contains the proposed plan for policies and the programme of action for the next two years that will be submitted to the Member States of the ILO at the 37<sup>th</sup> Meeting of the Technical Committee.



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## II. INTRODUCTION

*“All the countries which have benefited from globalization have invested significantly in their education and training systems. Today women and men need broad-based skills which can be adapted to rapidly changing economic requirements as well as appropriate basic skills which enable them to benefit from information technology, increasing their ability to overcome barriers of distance and budgetary limitations. While Internet technology is not particularly capital-intensive, it is very human capital-intensive. Sound education policy also provides an important instrument to offset the negative impacts of globalization, such as increasing income inequalities, with effects which may ultimately be stronger than labour market policies. The education needs and disadvantages of ethnic and religious minorities need careful attention. These issues apply across the board, in both high-and low-income countries.”<sup>1</sup>*

This Report covers Cinterfor/ILO’s work over the last two years, and gives an account of the state of progress in vocational training in the region at the present time.

### **Vocational training on the Decent Work agenda**

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Work and employment play a central role in people’s lives, and therefore also in social integration and cohesion and in integrated development. This can be clearly seen not only in situations in which decent work is accessible for all and is among the priorities in public policies and in the work of the social partners, but also where the availability, accessibility or quality of jobs are deteriorating.

The success or failure of a person in the labour market conditions the possibilities that families have to satisfy their basic needs and aspirations, such as adequate education for children or a viable career for young people. When a person loses his or her job this damages their dignity and self esteem, causes stress and other health problems, and erodes social integration.

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<sup>1</sup> World Commission on the Social Dimension of Globalization. A fair globalization. Creating opportunities for all. ILO, Geneva 2004.

If the goal of decent jobs for all men and women is to be attained, action must be taken in different areas of policy, but it is vital to implement strategies to integrate these policies at different levels. Clearly vocational training is one of these areas, and it has the particular characteristic of also being in itself an ambit of integration between different dimensions that have to do with social and productive development.

This linking function is a crucial and defining feature of vocational training. It is a field of integration between economic or productive policies and social ones. It fosters both citizenship and the development of competencies for productive work. It is connected to the public institutional structure, particularly to ministries of labour, but it is also linked to education, industry, housing and agriculture ministries. It is not possible to conceive of vocational training that is not concerned with cultivating a close and permanent relationship with actors in the world of production and labour. Productivity, quality and competitiveness are as important in vocational training as equal opportunities, safety and health at work, or working conditions and environment.

The vital importance of having integrated policies is more evident today than ever because as well as people going through natural changes in the course of their lives there are also far-reaching changes in the labour world, and men and women, and their employers too, are faced with uncertainty in this and in other ambits. What is needed is a suitable focus of security throughout the life cycle that includes lifelong learning as a basic element. This has to do with matters like the transition from school to work, training and the continuous development of skills, preparation for labour mobility, risk prevention, or how to use and take advantage of new technologies. It is impossible to tackle challenges like these by working in just one ambit of action or with only one kind of institution; all society's resources and capabilities have to be harnessed and coordinated to the task.

But there is also another necessary condition for strategies to promote decent work and to coordinate policies, efforts and capabilities to be successful: there must be social dialogue. This applies to supra-national and national levels, and to strategies that have a local or sectoral base. In this, vocational training is by far the most stable ambit of dialogue Latin America and the Caribbean has had in the last sixty years. This positive tradition is not only still continuing today but is more diverse and more far-reaching than in the past since now there are supra-regional, sectoral and local instances of cooperation and dialogue. It is an expression of a variety of productive and labour actors, and it is set down in various documents of Cinterfor/ILO, that vocational training is a learning ambit for the practice and conduct of social dialogue.

## **Quality, relevance and equity: an integrating approach to vocational training**

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For vocational training to make a contribution to attaining the objective of decent work it must also have an integrated approach. It must have an approach based on quality in the processes involved in rendering training services and at the same time on ensuring that the results are of good quality. Realistically, it is only possible to attain quality if the problems, demands and needs of the world of production and labour are taken into consideration, and also the characteristics, aspirations, vocations and real life situations of the people involved. That is to say, vocational training must be relevant in two ways, it has to make a contribution to greater equity and social integration in such a way that its benefits reach everyone, especially those who are excluded or have problems to join the labour market.

The quality of work is directly connected to the quality of the vocational training that a person receives. Or, to put it another way, decent work requires decent training. From the perspective of lifelong learning, the quality of jobs that people can obtain will have to do not only with the quality of the initial training that they receive but also with their opportunities to accede to good quality continuing training that enables them to keep up to date, to specialize, or to re-locate in the labour market.

It will only be possible to attain the level of quality needed if there is constant attention to the realities of the labour and productive world, that is to say to changes in labour markets, in the ways that work processes are organized, administered and managed, in the actual content of work itself, and in the technological realities and prospects in the productive area. It is also necessary to know the characteristics of the people involved, the situations they live in and their aspirations, so these aspects can be catered for in the didactic methods used, in the content of training, and in the actual design of institutions that render training services.

Vocational training cannot be reduced to a mere tool to “fix” the most extreme manifestations of social and economic exclusion. Nor can it be a high quality resource that is reserved for a privileged few or for the most modern sectors. In this sense vocational training is called upon to play an integrating role. It has to integrate traditional sectors with modern ones. It has to integrate sectors that have had greater success in taking advantage of the opportunities springing from globalization with those that are suffering the negative effects, and for which it is a threat. Vocational training is part of the structure of opportunities in a society, alongside education, the food supply, health and social

security. Inequalities in access to training will lead to consequent inequities in opportunities to accede to decent jobs and in the exercise of other basic rights.

Hence quality, relevance and equity are a group of inter-dependent objectives in which each element needs the other two in order to be fully attained. To the extent that this is an integrating and a general perspective, this approach necessarily permeates the different dimensions of vocational training in its labour, technological and educational aspects, and also on the methodological level (pedagogic approaches, learning modalities, mechanisms for determining demand, focalization strategies, etc.) and in the organization and management of training institutions.

### **Vocational training support for small enterprises in the local development approach**

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The world of enterprises in Latin America and the Caribbean is mainly made up of small scale productive and service units, and most of the jobs that are created are in this area. However, many of these enterprises are in the informal sector of the economy, they have low levels of productivity, and the workers have precarious jobs and low pay. This situation has great potential in terms of creating jobs, and it is also a challenge as regards the productivity and the quality of those jobs.

Most of these micro and small enterprises are in local communities and depend on their local markets. The small scale of these markets, plus the competition of enormous supplies of goods and services from outside, end up placing an objective limit of the commercial possibilities of each unit. The chances these small enterprises have to survive and expand stand in direct relation to the support they may receive through connections to added value chains, and to the ways that different places may strengthen development process that are based mainly on competitive advantages. The possibility to become effectively integrated also has a lot to do with levels of productivity, and this in turn is linked to the capacities of workers and to the relevance and quality of the training that is offered. The extent to which these small enterprises can join greater chains and find support in favourable local ambits is a key factor in being able to develop their potential in terms of flexibility and creating decent jobs. Along with other factors, the availability of quality training services that are relevant and accessible to everyone makes for the creation of an environment that is favourable for local development.

But small and micro enterprises also have problems as regards access to a whole range of essential services, including adequate financing, technical and technological support, business information, and training for workers as well as for employers. Vocational training institutions and a variety of public programmes are working hard to make training services available for this sector of the economy. But the critical point is that the needs of these enterprises are complex, so holistic responses are needed. They lack credit facilities, and they may also lack trade channels, adequate management and administration, and adequate skills among the workers and the owners. And even though there may be a whole menu of policies and programmes to cater to one or other of these problems, there is usually no instance of close attention that is agile and able to understand each particular situation and coordinate the different tools that are available in an efficacious and pertinent way. Many vocational training institutions are trying to fulfil this function through their networks of centres and schools in different places, and at the same time they are also adding new elements to the original institutional arrangements that are pursuing the same goals at the local level, and combining public and private resources.

The strategy of diversifying resources so as to offer not only training but also other services like information and technological support, technical assistance and applied research, tends to keep the training offer up to date and pertinent, and enables it to provide attention that is more integrated and holistic, covering more of the needs of this sector. What is more, as each of these training centres is inserted into communities and places where the local productive structure has specific characteristics, they are not offering a standardized menu of services but rather a specific range that is adapted to the particular needs of that geographical place and the enterprises in it.

### **Vocational training and the new information and communication technologies**

Nowadays, with a globalized economy and the advent of the information society, knowledge and information are crucial factors for social inclusion and productivity. The key to being competitive is to be connected. In Latin America and the Caribbean, like everywhere else in the world, the inter-connected economy absorbs everything that is considered valuable, but it also tends to exclude people and places that do not fit in with this dominant model.

This has to do with matters like the availability of communications infrastructure, but it also involves the capability that productive systems have to process and utilize infor-

mation in order to develop. For this to be possible people must have access to knowledge and the capacity to use that knowledge so they can participate in, take advantage of and be creative in, the new technological environment. It follows that education and vocational training are vitally important to be able to bring about a kind of globalization that is fair and socially cohesive.

Vocational training institutions have been playing a central role in at least two dimensions of this challenge. First, their centres and schools are points from which technology can spread, ambits in which workers, young people, adults, and entrepreneurs (especially those in micro and small enterprises) have the chance to familiarize themselves with the new technologies, to train in how to use them, and to accede to information services. Second, the institutions are incorporating new information and communication technologies into the pedagogic design and didactic resources of their own training activities. One of these innovations, and by no means the only one, is distance training. The possibilities of virtual training and the use of digital training modalities are being integrated into the body of other resources and strategies (attendance training, work practice, self-training, etc.), in a different way in each case, seeking to be relevant to the needs of the target population.

### **Young people, decent work and vocational training**

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Young people are a group that deserves special attention in programmes to promote decent jobs. Compared to other sectors of the population they are more affected by problems like social and economic exclusion, they have less chance of acceding to employment, and the jobs they do get tend to be precarious and badly paid. It is vitally important to design and implement strategies to promote the social, economic and cultural inclusion of young people to prevent the most negative aspects which affect our labour markets today from being perpetuated.

Again, vocational training is a key component in these strategies. This has been recognized to a certain extent at different times in history, in different societies, and even in the framework of intervention strategies that have different logic.

In Latin America and the Caribbean there is a wealth of experience in this field, the fruit of several decades of trial and error, of successes and failure. In the region there have been all kinds of training experiences, from universal industrial, agricultural or commercial training schemes to a bewildering variety of courses focalized on some or other



youth group. Their greater or lesser dominance has generally been linked to the adoption of specific focuses as regards development. The universal type of vocational training policies tended to dominate in the decades when many countries had a developmental approach and a strategy of import substitution industrialization, closed economies and centralized planning. The programmes were focalized on training and employment for young people and administered and financed from the public sector, but the actual training was executed by third parties in the private sector. These were to a large extent the expression of political conceptions about the free market and minimal State interference, and these programmes were seen as a very lightweight way of correcting some inefficiencies in the market.

It is logical that now that the region is heading in a new direction and adopting new approaches, youth training and employment strategies should also be beginning to change. There are variations in this, but in general the new development approaches tend to cater to all the different dimensions without leaving out any, whether these might be economic, social, cultural, institutional or environmental. They also have the characteristic that they look beyond the State and the market and recognize that there are other spaces, resources, capacities and dynamics that must be recruited to help in the task. Lastly, it is understood that development takes place on different levels, national, supra-national, regional and local, and these have to be coordinated. Hence the training and employment strategies that are beginning to emerge tend to involve institutional arrangements that connect the public sphere with the private sector and the social dimension as well. They involve elements like technical competencies, but they also take account of social and cultural factors. Rather than defining some or other group as the target for attention, they try to consider young people as active participants in local or sectoral development strategies. Instead of trying to train people for insertion into some paid job there is an emphasis on different kinds of labour relations, and whatever the particular case may be they try to develop aptitudes and capacities for undertakings, for self-management, for creativity and for working in association with others.

### **Vocational training in regional integration: an essential part of a coherent framework of policies**

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Besides the effects that regional integration processes have had in terms of increasing each country's power of negotiation, these processes are vitally important in helping

to construct the capacities needed to be able to take advantage of global opportunities. Investment in infrastructure, research, technology, support for innovation, and also in the development of skills, calls for an enormous effort, and this is easier to make in the regional ambit. In the wider markets that have opened up it is simpler, for example, to take advantage of economies of scale. But there is also a challenge involved, which is that of establishing combined regional strategies. In the field of vocational training this challenge is manifested on at least two levels.

First, there is the challenge of progressively reconciling the guiding frameworks of national training policies in the different countries. While it is predictable that the institutional arrangements currently in place in the training field may well continue to be heterogeneous, it is still imperative to construct homogeneity in areas like having a nomenclature in common to facilitate inter-institutional communication between different countries, and having common systems to recognize competencies.

Second, the above makes sense as long as, and to the extent that, the training strategies are linked to other strategies in the economic, social and technological areas. While there may be a wide range of different kinds of institutions and systems, and a great diversity of training strategies, it is clear that it is more and more important to find ways of training people so as to develop the competencies that are needed in the supra-national productive chains. It is also necessary to efficiently coordinate training strategies with strategies for improving productivity in units and in productive chains.

Regional integration has the potential to help towards a fairer kind of globalization. In order to achieve this, the social dimension of the integration processes must be solid, and it must come to be accorded the same importance as economic and political matters.

This means, first, stressing the development of participation and social dialogue. As was mentioned above, vocational training is a very fertile area for maintaining different kinds of participation and social dialogue, and for new spaces to emerge. In fact, the dimension of this in which the most progress has been made in recent years is social dialogue about training in the framework of integration processes. This is going on in a way that is increasingly integrated into discussions and agreements about employment, the fight against poverty, social security, technological productive development and education.

Second, the incorporation of the social dimension into integration processes makes it necessary to have periodic evaluations and reports on the results. Measurement is especially useful in the regional ambit since the progress or absence of this can create political pressure for coordinated action. Vocational training and education are very well

suited to this task. It is from this ambit that supra-national facilities to follow up the commitments made in this and other fields have emerged, and this information, along with information about employment and social security, is included in the studies and reports that are regularly produced. The meetings of the Cinterfor/ILO Technical Committee were a pioneer experience in this area, and today they have become particularly important in that they complement the arrangements and mechanisms set up in the framework of the different regional treaties.

Lastly, the promotion of a coherent framework of policies that embraces both the economic and the social dimensions of regional integration requires an integrated political approach. This must be based on political commitment at the highest level. And progress is being made in this direction, as is clear from the meetings of leaders and ministers and from the agreements and declarations that flow from them, at a continental level and also in the framework of different regional integration processes. In these agreements, vocational training is increasingly being given special attention and emphasis.

### **Institutionalized vocational training at the present time**

One of the most promising steps forward in recent years in the labour sector in the American region is that the institutional organization of vocational training has become consolidated. There are few institutional organizations in the labour sector with the scope and the sustained trajectory that can be found in the area of training and developing human resources. This is clear, for example, when we compare institutional organization in training with the weak or fledgling institutional arrangements that there are in services for employment, or in the units responsible for health and safety at work, or in work inspection or the administration of work, to name but a few.

Financial, human, technical and administrative resources have been efficiently organized for decades, responding to the productive sector's requirements for a trained workforce, or to meet the demands for training and/or educational services that are inherent in the move towards equity and social inclusion.

One clear demonstration of this is the commitment that specialized institutions have made to quality management. In Latin America and the Caribbean there are more than 250 centres, units, processes and even global institutions that have been through the rigorous process involved in acquiring certification under the ISO-9000 and ISO-14000

standards. Few public institutions in the labour sector or in other social sectors like education, health or housing have achieved anything like this kind of success.

The policies that have been adopted in the quality management area are the result of modernization and institutional overhauling that has taken place in the last few years. From this perspective, another outstanding element is the intangible capital of the heritage of these institutions, their commitment to constant innovation both as regards their own organization and, even more importantly, as regards technical and pedagogical progress.

The impact of this is not limited to valuing implicit knowledge in training, it can also be seen in the improved relationship between vocational training and enterprises that have also implemented quality management strategies as a route to raising their productivity and improving their competitiveness.

In training institutions, research and development (R&D) and constant innovation and experimentation with new methods, technologies and didactic resources have been part of organizational culture from the very beginning. What is more, research, development and experimentation are just part of the daily routine in the workings of each and every one of these institutions, they are activities that are carried out with a naturalness that is hard to find in other modalities or levels of regular education, whether they be in the public or private sphere.

This task of keeping the content of training up to date, and constantly renewing methodologies and training technologies, the investment in improving human resources inside these institutions (instructors, technicians, directors), are common practice, and they are a distinguishing characteristic that makes training institutions stand out in the observable performance of educational efforts in every country in the region.

Vocational training in Latin America, in the Caribbean and in Spain has also become a kind of privileged laboratory for experimentation and practice with the most varied range of initiatives in social dialogue. Since the tripartite system first came into being it has become the original registered trademark of most of these institutions, although it must be said that they still keep on setting up new modalities and instances of social dialogue that are very varied in nature. A number of ministries of labour have adopted the tripartite system in the formulation of public training policies, and in other spaces different forms of participation are emerging among employers' and workers' organizations and other actors in many areas including the management of training by economic sectors, at the local level, in the management of centres, in setting competency standards, and in collective bargaining, etc.

Today vocational training is conceived from the perspective of productive work. It has ceased to be an activity limited to itself, self-referring, something circumstantial, and it has come to be considered as another dimension of labour relations alongside employment, social protection, health and safety, labour legislation, social security, pay, and so on. It has ceased to be seen just as specific educational practice, and it has become a subject for negotiation between employers and workers.

Hence vocational training is now defined as a part of labour policy. In fact, it is hard to think of vocational training outside labour relations systems, it is an integral component of national policies in this sector, it figures in broad national agreements about employment, modernizing labour relations, creating a new labour culture, productivity, competitiveness, the fight against poverty, etc. It is one of the “modernizing” elements in documents about collective bargaining, and also in regional and sub-regional integration agreements and trade treaties. In short, it is a privileged ambit for social dialogue.

The ILO sees training as a variable that intervenes decisively (but not exclusively) in the quest for decent work, and the Latin American, Caribbean and Spanish institutions have adopted this perspective in their daily work. In the region it has been necessary to formulate coherent and integrating policies in which training programmes are coordinated with policies in the areas of productivity, competitiveness, pay, occupational health, employment, social equity, social security, etc. Thus the contribution of specialized institutions in terms of support, innovation, development and the spread of technology speaks volumes. The concept of lifelong learning has meant that training has had to be rethought from a much more ambitious perspective in the framework of the national educational effort in each country.

Another context in which vocational training has made its mark is the field of sub-regional integration processes. As a matter of fact, in a number of these processes, particularly on questions of labour, it has been in training matters that the most progress has been made. This is what has happened, for example, in negotiations in the Mercosur, the CARICOM and the Community of Andean Nations. What is more, vocational training institutions are being called on by governments in various countries to promote policies to improve productivity and competitiveness with a view to attaining greater participation in international trade, and in particular with regard to the prospects of making trade agreements with the United States (the Central American, Andean and Caribbean countries).

Lastly, mention should be made of the ways in which many institutions have managed to project themselves into other ambits of activity in different countries. In many

cases it is recognized that training institutions have the best image out of all the public organizations in their respective countries, which we know from public opinion surveys carried out by specialists in that field. In addition, it is more and more common for the presidents of these countries to make an appearance at seminars or other events run by training institutions.

And equally important in this recognition and legitimacy that training has attained is that these institutions are making agreements and running ambitious programmes in co-operation with universities and scientific research and technology centres. Most institutions have incorporated contributions from universities into their work routines, and have made their facilities and knowledge available to students and researchers in institutions of higher education.

## **The work of Cinterfor/ILO**

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In the period covered by this Report, the Centre has carried out its tasks trying to continue to be a valid instrument for horizontal international cooperation between vocational training organizations in Latin America, the Caribbean and Spain.

The training community in the region provides services over a very extensive geographical area, and the contributions these institutions make in the field of human resources training and development are very rich. But it ought to be recognized that this extensive and rich contribution is made up of very diverse institutional arrangements, policies, agendas and programmes. This is why Cinterfor/ILO's aim is to continue to be an instrument to gather, record, analyze and disseminate the vast body of knowledge accumulated by its member organizations, and it does this strictly in line with the priorities, sovereignty and heterogeneity of the arrangements and styles of intervention in different countries.

The Centre's work is built around three main elements: technical cooperation, the web portal, and publications. In fact, the Centre has become a sort of antenna that picks up everything that is going on in vocational training, and in the final analysis it serves as a mechanism for spreading best practices and knowledge among its members, which are ministries of labour and of education, vocational training institutions and employers' and workers' organizations.

The main work that Cinterfor/ILO has been doing in recent years has been to strengthen the institutional structure of national vocational training institutions, ministries

of labour and of education, and the training agendas that have been drawn up by employers' and workers' organizations. The aim is always to reinforce the institutional strengths of these organizations so as to make them stronger and improve the quality, relevance and equity of their training activities to meet the current challenges and demands of the productivity and competitiveness of people, enterprises, communities and countries. At the same time the Centre still maintains its emphasis on helping specialized organizations to cater to the need for equity for vast sectors of the population that are socially disadvantaged and require improved employability, especially young people, women, unemployed and under-employed adults, and people with different capacities.

As was said above, the aim is to coordinate public training policies in a coherent and holistic way with economic, technological and social policies (in particular in education, employment and social protection), and part of this task is to foster increased investment in training, and in the design of programmes to respond to the current challenges as regards competitiveness and promoting employability.

This programme was established to try to respond as closely as possible to the requirements of the Member States as set out at the 36<sup>th</sup> Meeting of the Cinterfor Technical Committee (Antigua, Guatemala, 2003), and to follow the new conceptual guidelines as laid down in ILO Recommendation 195 concerning human resources development: education, training and lifelong learning. The programme has also been structured taking into account the strategic objectives of the ILO and the main lines of action that follow from the World Committee on the Social Dimension of Globalization, and the Millennium Development Goals that have been adopted by the United Nations.

This Report gives a detailed account of the work the Centre has done in the period, and some of the most outstanding aspects of this work are summarized below.

1. The Centre has sought to give technical cooperation in response to the needs of national training organizations in the following areas: strengthening institutions, competency-based training and certification, quality management, promoting participation by employers and workers, and social dialogue about training. Special efforts are being made to foster the formulation and adoption of policies for equity, social inclusion and poverty reduction, the main-streaming of the gender approach, youth training and employment, and raising productivity in enterprises and productive chains.

2. These services have been rendered following the Centre's old practice of mobilizing the human and technical resources of the institutions themselves, which were put at

the disposition of the bodies that required them. Although these services were very often provided for national or local organizations they have had an impact internationally through regional or sub-regional courses or technical meetings for example, since these are open to other bodies.

3. The Centre has produced didactic materials and carried out studies of successful experiences in the subjects on the vocational training agenda. In this task it has been helped by contributions from technicians and experts from the institutions, and resources from the academic ambit, that is to say universities, research centres, specially contracted consultants in the areas of economics, education, labour relations, labour law and the sociology of labour.

4. In this two-year period the number of publications far exceeded the output of previous years. Around fifty titles were published, which is an average of two per month, and in the period from January 2004 to September 2005 income from sales amounted to US\$ 60,000. Thanks to support from the Swiss Agency for Development and Cooperation more than a dozen Cinterfor/ILO books were published in English in the last years. Besides that, a number of titles have had to be reprinted due to increased demand.

5. The wealth of publications accumulated by the Centre is based on didactic materials and studies in areas relevant to training institutions. This material was produced with the help of staff and ex-staff from institutions, and consultants who were specially contracted by the Centre. These studies are very rigorous both conceptually and analytically, and constant reference is made in them to the best practices in institutions. Lastly, the Centre is continuing to make the results of masters' and doctorate theses available, which is the fruit of the work of young scholars interested in vocational training.

6. Cinterfor/ILO's web portal has become one of the most complete instruments available in the field of managing information about vocational training. Through this web site the Centre is able to meet its responsibilities to the Member States by providing the most ordered, systematized and up-to-date integrated information about vocational training in the American region on subjects such as labour competencies, quality management, social dialogue, gender training and work, youth training and employment, productivity, rural development, and vocational training legislation. The vocational training map



is the easiest access route for anyone who is interested in how the institutions that are members of the Centre work.

7. The Centre has also invested considerable human and technical resources in consolidating and strengthening its web portal, making its wealth of information about vocational training in the American region (information not only from the Centre but from institutions as well) accessible to more users in more countries. The portal has become a platform from which Cinterfor/ILO has launched an ambitious virtual training programme.

8. Lastly, in response to a long-standing and reasonable demand from institutions in the English-speaking Caribbean, the Centre has made a special effort to translate the information that is in Spanish in the web site into English. It has also undertaken the equally important task of producing Spanish translations of English material so that the progress made by training institutions in the English-speaking Caribbean can be accessible to Spanish speakers. This work has been supported financially by the Swiss Agency for Development and Cooperation (SDC). The Centre has also mobilized resources to help set up web portals in the countries in the English-speaking Caribbean with the help of SDC, the Caribbean Association of National Training Agencies (CANTA) and the ILO Subregional Office in Port of Spain.

9. The Centre still receives financial resources and services from different sources. The ILO contributes to the regular budget and also makes contributions for specific practical activities (technical assistance missions, carrying out studies, organizing events), and these resources come mainly from the ILO Regional Office and from the SKILLS Department at ILO headquarters. The States and bodies that are members of Cinterfor/ILO are still making their regular voluntary contributions, and in fact, for the first time in many years, the vast majority of these institutions are up to date with their obligations. It has not been easy for a number of these institutions to keep up with their payments in these years of serious economic crisis in the region, and their efforts are greatly appreciated. Another positive factor is that sales of publications have increased considerably, and this made it possible to raise the output of published material to the highest level in the Centre's history.

10. In addition to the above, there have been three decisive factors that have enabled the Centre to carry out its programme of action. First, Cinterfor/ILO has received extra-

budgetary contributions for specific projects from a variety of sources including the Swiss Agency for Development and Cooperation and the National Employment Board of the Uruguayan Ministry of Labour and Social Security. Second, resources from the ILO's operational units in the region and from regional and subregional technical cooperation projects were mobilized, and in combination with contributions from the Centre this has made it possible to cater to specific demands from ministries of labour, ministries of education, vocational training institutions and employers' and workers' organizations.

11. The third source of support has been contributions in services and finance from various bodies to enable the Centre to give technical support and promote national, regional and subregional events. These bodies have met the costs of board, lodging and administrative support in organizing seminars, workshops, training courses and technical meetings. What is more, the institutions themselves have borne the cost of air fares and insurance so their personnel could take part in activities outside their countries. Without these contributions, the Centre's activities would not have had the dimensions, range and impact that are detailed in the Report.

Pedro Daniel Weinberg  
Director

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## **PART ONE**

### **III. ACTIVITIES CARRIED OUT AND RESULTS OBTAINED IN 2003-2004**

The first part of this Report contains information about the activities that were carried out and the results obtained by the Inter-American Research and Documentation Centre on Vocational Training –Cinterfor/ILO – in 2003-2004 and up to July 2005.

The Report is divided into different sections dealing with the Centre's various activities, which are to strengthen training institutionalization, to develop social dialogue for training, to develop national vocational training systems and frameworks, training focalized on different population groups, the production of knowledge and the dissemination of information, activities in Uruguay (where Cinterfor has its head office), the Cinterfor cooperation with the ILO, and administration and finance.

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## 1. STRENGTHENING TRAINING INSTITUTIONALITY

Practically all the national training institutions in the Americas know about modernization and restructuring because of the gradual transformation that has been taking place in the region in the last few years.

In fact, in the two years covered by this Report, the concept of the organization of institutions and their connection to training that in many cases feature in countries' public policies in this area have been consolidated.

Quality, pertinence and equity have become a trio of focuses where the work of national training institutions converges. Cinterfor/ILO has been constantly promoting and guiding innovations and the strengthening of the institutional capabilities, and this is shown in the different ways in which the design and management of training policies have come into the mainstream. These include the adoption of a quality management approach, the analysis of efficiency, optimizing finances, the adoption of the gender perspective, the development of new pedagogic methodologies and practices, and the creation of conditions and mechanisms for accumulation and sustainability like regional, local and sector approaches and teaching training, etc. At the same time, and in line with its guiding commitment to harmonize learning and national and international resources for continuous improvement in vocational training, the Centre has endeavoured to enhance this processes by promoting a more and more integrated and systemic approach to policy and training, and by widening the spaces and mechanisms for spreading, coordinating and helping to construct knowledge.

### **Management of vocational training institutions**

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In many countries the achievements of management of national training institutions have become a model of success in public organizations. Management of these institutions is usually tripartite, and dialogue and participation have proven to be efficient promoters of new programmes and generators of innovation. The adoption

of more efficient and flexible structures and concern for quality has been reinforced in the last two years.

Cinterfor/ILO has promoted and guided different initiatives in the management modernization ambit. In its website there are an increasing number of links to institutions associated with the Centre in the Latin American region, the Caribbean and Spain. Thirty-eight web sites of institutions are available with information about its creation, current news, its training offer, and its present functioning. For each of these institutions there is an introductory page with news and general information, and a link to the site.

The Centre is constantly promoting the spread of management information. The series “On Arts and Crafts” have four published volumes of research and experiences in fields like innovation, management, techno-pedagogical progress and other

closely related subjects written by prestigious researchers. This series will continue to grow in the future, and many new titles are currently being prepared.

The Centre has taken part in many sub-regional workshops for planning joint projects and for analyzing and making progress in subjects in the management field in the Mercosur, Chile, the Andean countries, the En-

glish-speaking Caribbean, Central America, Panama, the Dominican Republic and Mexico.

Vocational training institutions in the Central American Isthmus, the Dominican Republic and Haiti have kept on working dynamically in a network that has made good progress in planning joint programmes in different spheres including teacher training, quality management, training for the tourism sector, impact and management indicators, and the use of information and communication technologies in training. The Mexican Public Education Secretariat (represented by the General Bureau of Labour Training Centres) participated and gave valuable support to make all this possible. This was a detailed programme, which was supported by Cinterfor/ILO and the ILO Subregional Office in Central America and from this there has been guidance and follow-up on the programmes and their results.

**The “On Arts and Crafts” series:  
strengthening management of institutions**

There are many analysis articles and research results in “*Alliances between training and competencies*” by Santiago Agudelo, “*Twenty years of education and work*” by María Antonia Gallart, “*Vocational training in the turn of the century.*” by Claudio de Moura Castro, and “*Labour, qualification and training*” by Elenice Monteiro Leite.

## **TECHNICAL COOPERATION ACTIVITIES IN THE MANAGEMENT OF VOCATIONAL TRAINING**

- Sub-regional Workshop on challenges for vocational training in the Andean sub-region. ILO Subregional Office, Andean Community and OEI. Lima, 10 and 11 April 2003.
- IV Meeting of the Network of Technical Vocational Training Institutions. GTZ-OEI-INSAFORP. San Salvador, 3 - 6 November 2003.
- Workshop: "VTI Technical Cooperation Activity in Central America, Cuba, Mexico, Panama and the Dominican Republic". INFOP, San Pedro Sula, 7 and 8 November 2003.
- II National SENAC Regional Directors Meeting. Campos de Jordao, Sao Paulo, 20 - 22 November 2003.
- Sub-regional seminar on indicators of management, impact, employability, relevance and follow-up on graduates." INAFORP, San José – Panama SRO, 24 and 25 November 2003.
- First National Technology Fair of the National Institute of Technical-Vocational Training (INFOTEP). Santo Domingo, 29 January to 1 February 2004. Cinterfor/ILO supported INFOTEP invitations to Latin American vocational training institutions.
- Sub-regional Meeting of training institution directors from Central America, Mexico and the Dominican Republic, and a sub-regional workshop on planning and evaluating the impact of vocational training (follow-up meeting November in San Pedro Sula). INSAFORP. San Salvador, 25 - 26 March 2004.
- Meeting of Central American and Caribbean vocational training institutions. Visit to various training centres. SENA. Medellín, 17 and 18 May 2004.
- Workshop on International Technical Cooperation and Vocational Training Management in the framework of the National Olympiad for Work Competencies, to celebrate the 43<sup>rd</sup> anniversary of SENATI. Lima, Peru, 14 to 17 December 2004.
- V Meeting of the Network of Vocational Training Institutions in the Central American Isthmus, the Dominican Republic and Haiti. INTECAP, Guatemala, 9 to 11 March 2005.
- Workshop: "Developing a technical and vocational education and training (TVET) operating model for CARICOM." ILO Caribbean Subregional Office, Port of Spain, 7 and 8 April 2005.
- V Meeting of Vocational Training Institutions and Organizations. Ministry of Labour. Quito, 15 to 17 June 2005.
- Workshop to carry out institutional pre-diagnosis and make an improvement plan for INAFORP. Panama. 19 to 22 July 2005

In the English-speaking Caribbean, the Centre took part in the seminar on “*Developing a technical and vocational education and training (TVET) operating model for CARICOM*” in April 2005. In addition, the Ministry of Education of Saint Lucia has asked the ILO for assistance with policies in the training field, and the Centre will send a lecturer to the conference on “Reform and management of technical education and training in the OECS (Organization of Eastern Caribbean States)” that will be held at the end of September 2005, organized by the above-mentioned Ministry together with UNESCO. This event is a follow-up to a similar conference in 2002, in which Cinterfor/ILO also participated.

Moves to modernize management of institutions in the Andean countries have also been supported. One example was the SENA, which implemented a quality policy and improved its statistical processes, and gave support to the modernization of the public sector through human resources management with the competencies approach, a technical area in which SENA is considered a paradigm model. Support was also given to SENATI during its involvement in a “Quality Week”, and in its constant concern with modernization in what has become its prospective model design. The Centre was also active in the Mercosur, helping to guide the management modernization processes with a quality approach in the CETP-UTU and with the reactivation of Work Sub-group 10, which is in charge of labour training. The Centre supported and took part in a subregional seminar that will be followed by national meetings to analyze challenges and perspectives in vocational training in the sub-region.

### **The financing of vocational training**

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The vocational training policies in the region still have one of the most solid and efficiently used sources of financing for vocational training institutions, and no one could deny the importance of its impact on equity and access to equal opportunities. The most common financing system in the region is based on contributions to the institutions, calculated on the workers’ payrolls. Cinterfor/ILO has always tried to help spread successful experiences in financing, and it has promoted impact evaluation methodologies as a way of refining the measurement of the relevance and quality of programmes.

There is no doubt that this financing and institutionality shows the best results in the region. Financing is essential for programmes to be run, but institutions can attain a synergic effect that also makes it possible to mobilize existing knowledge and generate new knowledge, develop teacher training programmes, improve and adapt classroom and workshop infrastructure, take mobile programmes to the furthest points in these countries and also play a part in technological development; all this can only be achieved if institutions are strong and efficient.

Normally there is a dilemma when allocating financial funds in national budgets: they can either go to support economic development or they can be allocated to social development. But institutionalized vocational training is one of the few activities that serve both these purposes. On the one hand, social development has always meant privileged access to training, and the poorest sectors of the population, who are usually not involved in the formal educational system, are reached by training programmes. On the other hand, VTIs' training programmes play an essential role in production because they manage a technology and knowledge component, and very often they facilitate the introduction of economically efficient practices, help to consolidate entrepreneurial initiatives, and they use and disseminate new technologies and therefore help to raise productivity and thus play a role in economic development.

Additional funds have been obtained mainly from multilateral banking, and these have made possible a large number of experiences which have undoubtedly facilitated and even caused changes in institutions. They have also taught a clear lesson about the value and sustainability of institutional arrangements. Many of the programmes that work better with the resources obtained from these sources and even from the national budget are clearly institutionalized and inserted in an organizational structure that facilitates their operation and makes them more efficient. On the other hand, there are also financing experiences that did not manage to coordinate with some or other organizational arrangement and did not turn out to be sufficiently sustainable.

In the area of finance, Cinterfor/ILO, with financial support from the ILO InFocus Programme on Skills, Knowledge and Employability, in Geneva, carried out a study that includes an analysis of the financing models in vocational training in Brazil, Chile, Colombia and Mexico. The ILO Subregional Office in the Caribbean also gave support so Jamaica could be included in this study, and this made the total number of countries in the sample up to five. The results of this research are currently being prepared for publication.



## Quality management in training institutions

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The progress that has been made in quality management in training institutions is being consolidated more and more. Some 250 training centres, operational units, and technological development laboratories of vocational training institutions, have already received certification under quality standards. What is more, in national training institutions environmental management certification is under way, and there is talk of social responsibility certification.

In some institutions there is already an area in the functional structure that is in charge of promoting quality. This perspective is also a factor in strengthening and promoting institutional values such as commitment, vocational training identification, and concern in training for quality and for the user.

The horizontal cooperation promoted by Cinterfor/ILO has become a tangible reality in this ambit. In fact, many training institutions have already lent support to others that are setting out to obtain certification for quality management. More and more institutions are interested in adopting mechanisms that lead towards a policy of documented quality, with defined processes that have documented support to ensure their consistency.

One example that stands out in this field is the remarkable progress that INFOTEP in the Dominican Republic has made towards obtaining quality certification. It has now been recommended for the final audit to receive management system certification. This is the final stage of a process that is long and arduous, as all other institu-

### **TECHNICAL COOPERATION ACTIVITIES RELATED TO QUALITY MANAGEMENT IN VOCATIONAL TRAINING**

- Seminar: "Quality, Flexibility and Efficiency", SENA, Medellín, 9 to 11 April 2003.
- Quality Week 2003. SENATI, Lima, September 2003.
- Technical exchange meeting about strengthening institutional quality. Ministry of Labour of Argentina. Buenos Aires, 17 and 18 November 2003.
- Annual National CECATI Directors Meeting. DGCFT/SEP. Mexico, 24 to 28 November 2003.
- Quality in Education Week. SENATI. Lima, September 2004,
- Practical course on quality management in training institutions. Pachuca, Mexico, 11 to 15 April 2005, organized by the DGCFT/SEP in Mexico. Attended by participants from training institutions in Central America and the Dominican Republic.

tions that have embarked on the path to seeking quality certification for their centres, programmes, technological laboratories and administrative areas can testify. Technical back-up for the certification process in INFOTEP was provided by the SENATI in Peru, and in fact this institution has given invaluable support in this field throughout the entire region.

Special mention should also be made of the support that Cinterfor/ILO has given to promote a 40-hour practical course to train technicians in charge of quality certification processes, which was held in April 2005. This was also supported by the General Board of Labour Training Centres of the Mexican Public Education Secretariat. Training institutions in the Central American isthmus and the Dominican Republic took part. The SENATI, a Peruvian institution which has not only ISO 9000 certification but also ISO 14000 certification on environmental management, also supported this event in an advisory capacity.

Many countries have recognized the importance of quality management in training, and they are using quality standards that are specifically adapted for education and/or vocational training. In Chile, for example, Chilean Standard 2728 has been approved, and it will be compulsory for all training organizations that bid for programmes financed from public funds to have this certification. The Argentine Ministry of Labour, Employment and Social Security has set up special areas in its formal structure to be in charge of quality in employment and training, and it is at present undergoing a public inquiry about quality standards that were specially adapted and inspired in the ISO 9000 model.

Other initiatives that deserve a mention are those of the INA in Costa Rica and INFOTEP in the Dominican Republic. As was noted above, the latter received a favourable report in the last audit, and this means quality certification should be forthcoming in the near future.

The Centre has been promoting and guiding these processes and provided technical assistance upon request. It has given support for initiatives by training institutions for cooperation and information exchange, and for the organization of events to strengthen quality management in training institutions. Some of the events for which Cinterfor/ILO has given technical and financial assistance are shown in a separate box.

Lastly, it should be noted that the document on quality presented in the 36<sup>th</sup> Meeting of the Technical Committee has been published in Cinterfor's Technical Office Papers series under the title "Quality management in vocational training". This book has been translated and printed in English thanks to a contribution from

the Swiss Agency for Development and Cooperation (SDC). Besides this, a special edition of the book, which includes an experience run by the Mexican Public Education Secretariat (DGCFT/SEP), has been produced.

The concept of “quality” itself has a variety of meanings and is open to numerous interpretations. The way it has been conceptualized in the education ambit and in the sphere of the production of goods and services has gone through different stages. This is why, as well as considering quality from the point of view of management, the Centre is also concerned in analyzing the quality factor in practices and pedagogic content, and their intimate connection to aspects such as equality of opportunity. For this reason a “Quality and equity in training” programme was designed and launched, and this will be dealt with in the final part of this chapter.

## **New Information and Communication Technologies (NICT) and distance learning (DL)**

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In the last few years, the world of education and that of vocational training have been faced with the question of which new information and telecommunication technologies to use in their educational processes and how these should be introduced. Another problem here is the emergence of e-learning as a solid option to solve problems of distance and flexibility in time management. In fact, e-learning promises to be the key instrument which will facilitate the execution of distance educational programmes as it will minimize costs and maximize coverage. This great potential was recognized thanks to various educational experiences in corporate and college education, it did not come from vocational training, and that is why it has not yet been analyzed in depth by Cinterfor/ILO.

Visits paid to different institutions that are engaged in experiences in this field have shown the progress that has been made, and thrown light on the different reactions to this new innovation. Various organizations were visited: the National Department of SENAC (Brazil), the regional department of SENAI in Santa Catarina, the CTAI (Brazil), the INA (Costa Rica), the SENA (Colombia), the SENCE (Chile) and the HEART/NTA in Jamaica. The information gathered in these experiences means a virtual experts community on this subject can be formed, and a thematic section in the Cinterfor/ILO web site on Distance Learning and New Information and Communication Technologies (NICTs) can be set up.

## **DISTANCE LEARNING WITH NICT**

### **Some activities**

The book entitled "*Formación Profesional a Distancia y Nuevas Tecnologías: Aprender y enseñar en tiempos de Internet*" is being published. It will help in the conceptualization and analysis of the use of NICTs in training in the region.

The Centre is working with CEPAL to make a survey of the experiences of NICT in vocational training that are under way in institutions. With this gathering and analysis of information as a base, in November there will be a regional workshop to analyze the results and define the support and cooperation that will be given.

A seminar on teacher training called "*The Preparation of Didactic materials for the Web*" will be held at the CIDFORT in Pachuca, Mexico. It will receive technical and financial support from SEP/DGCFT, and it will last one month starting next October. Twenty instructors from institutions that are members of Cinterfor/ILO will be sponsored.

At the same time, and in line with the growing interest in this subject on the part of vocational training institutions, Cinterfor/ILO took advantage of the information gathered and the analysis of the experiences that are under way in the region as a source of materials to draw up a series of guidelines, and this document is now being printed. It lists the different strategies that are being used to introduce NICTs into vocational training, and there is a special emphasis on analyzing distance learning.

Cinterfor has helped in this area by supporting and guiding many events, including a workshop on

applying information and communication technologies in VT, organized by SENAC in Recife in September 2003, and a Turin Centre course in August 2004 on information and communication technologies for training, for institutions' executives. The latter was a video conference on conceptual and practical progress in the field of distance learning, and dealt with the experience in Latin American countries.

The Centre also supported the Technical Workshop for TVET Practitioners: "Applying Information and Communication Technology" that was organized by the Heart Trust/NTA in Jamaica with the support of CANTA, the Subregional Office for the Caribbean, in the framework of a Cinterfor/ILO project financed by the Swiss Agency for Development and Cooperation (SDC). The event took place in Kingston, Jamaica, from 6 to 10 September 2004. In September 2005, the Centre will provide technical and financial assistance to the HEART/NTA in Jamaica to help with organizing a workshop on "Applying Information Communication Technology. A technical workshop for TVET practitioners", again in Kingston. Many institutions from countries in the English-speaking Caribbean have been invited.

### **SOME EXPERIENCES OF DISTANCE LEARNING NICT IN VTIS**

- SENA (Colombia) has set up an e-learning portal to give courses that, in 2004, had more than 60,000 subscribers. It has also set up a virtual university course on business subjects, connected to enterprise incubators.
- SENAC (Brazil) is running various distance courses that range from a course for taxi drivers that employ newspapers and an audio CD, to courses for university postgraduates, completely on the Internet.
- SENAC (Brazil) also has a distance course for training trainers, and an internal study of the human resources available for distance training.
- SENAI's regional department in Santa Catarina jointly with the CTAI (Brazil) not only have distance courses but have developed their own platforms and tools like the LMS and a data base of didactic materials.
- SENAI (Brazil) also has a series of multi-media courses on CDs that are for learning in the workplace. This is the EDUMAX series.
- The UTEFOR unit of INA (Costa Rica) is producing CDs with multi-media versions of courses that have been tried and tested in attendance classes.

A space is being designed in Cinterfor/ILO's web site with mailing lists, news and discussion forums, and in it there will be a virtual interactive community on the subject of distance learning, NICT and VT. It is expected to become operative in the second semester of 2005.

The Centre is periodically redesigning its web homepage to improve its communication and pedagogical role and its distance education activities. The aim is to develop more and more suitable and efficient interactive methodologies. An example of this is the Internet distance learning programme "Quality and Equity in Training" in which eight countries of the region are taking part.

### **Vocational training with the gender perspective**

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From its very beginnings the Centre has been committed to working as an instrument to foster cooperation among vocational training organizations, and this commitment has always been of a methodological and defining nature in promoting equality of opportunities and gender equity. In the last six years, Cinterfor/ILO has been

coordinating the Regional Programme to Strengthen the Vocational and Technical Training of Low-Income Women (FORMUJER) and the Programme for the Promotion of Equal Opportunities for Women on Employment and Vocational Training (PROIMUJER). The former, which came to an end in December 2004, was executed by the Ministry of Labour, Employment and Social Security of Argentina, the INFOCAL Foundation in Bolivia and the INA in Costa Rica, and it was co-financed by the IDB. PROIMUJER is still in operation, and it is executed and financed by the National Employment Board / Ministry of Labour and Social Security in Uruguay. FORMUJER took over the programme for women's participation in vocational and technical training in Latin America, which also involved VTIs in twelve other countries.

These programmes have been a platform for experimentation and learning in which the efforts and resources of international organizations and training entities were combined. The American continent is divided into different realities in geographical and cultural terms (Mercosur, the Andean Region and Central America) and there are also different organizational modalities of training (public definition of training and employment policies, public or private VTIs with national coverage, local and sectoral organizations that implement training promoted by ministries).

The challenges were:

- a) To gather the approaches, methodologies and practices accumulated by the training system of the region, to revise and renew them to increase their suitability for the work force, and to include the gender and social equity perspective.
- b) To strengthen institutional competencies to create policies that will improve women's and men's employability and equality of opportunities, paying special attention to women who are in poverty and vulnerable.
- c) To create and validate criteria, methodologies and recommendations that go beyond the logic of isolated experiences and acquire accumulative potential, and can be institutionalized and transferred to other entities and countries.

For all these reasons, a common regional ideological and methodological framework was adopted and the emphasis was put on different management strategies in accordance with the different national and institutional situations. The focuses and methodologies developed were implemented as demos and pilot experiences. In this way, each training organization's progress was shared and complemented and thus

became a collective achievement, and the particular emphasis and specific strategies in each case were incorporated as raw materials to enrich the work of the whole group.

- The ministries of Labour in Argentina and Uruguay have emphasized the management dimension, the creation of networks, and coordination among the State, private training entities, NGOs, local development initiatives, etc. The aim is to strengthen institutional projects and guide the occupational projects of the target population.
- INFOCAL's efforts were directed to linking up gender, equity, and the promotion and creation of a new model of educational technology.
- INA gave priority to the incorporation of a systemic focus and the mainstreaming of the gender perspective in institutional policy.
- Cinterfor/ILO was responsible for identifying and enhancing synergies among the different paths taken in different countries, and consolidating them to formulate a policy model that could be generalized. The Centre has spread and made generally available what has been learned at a regional level, from the ILO and from international and technical cooperation organizations, to contribute to raising awareness about the need for and the contribution of the gender perspective and its role in training and employment policies.

This process of collectively building up knowledge involves the formulation of a conceptual map that identifies and organizes this knowledge and makes explicit the connections, approaches, components, methodologies and strategies that training should have, responding to both the world of labour and to human requirements. This idea is conveyed in the title of a book that presents this concept, which was published both in English and Spanish, *"A Training Policy Model for Enhancing Employability and Gender Equity"*. This has made it possible to produce a wide and innovative range of training and management tools. These are available for the system, they have been tried and tested in a wide variety of situations and are therefore transferable as good practices and lessons learned. The Centre is not proposing a copy of this model but aims to stimulate and facilitate adaptation of these tools in the culture of different institutions so these organizations do not have to start from zero, they can move ahead with process of bringing equity and quality into continuous training at a low cost.

## THE EX-POST EVALUATION OF THE FORMUJER PROGRAM: An agenda for numerous interventions

It was carried out by an international team of experts who talked to a hundred of the actors involved - directors, teachers, managers, entrepreneurs and students - in Argentina, Bolivia, Costa Rica, Cinterfor/ ILO, the IDB and the ILO. The conclusion is that FORMUJER has been an *efficient, innovative, qualifying, sustainable and exportable* case of intervention because of the following:

- It succeeded in institutionalizing the gender perspective, and the focuses and components in the programme were confirmed to be what an up-to-date training policy requires.
- The institutions strengthened their competencies in design and management, and improved the quality of their offer. They have methodologies to identify profiles and develop curriculums by coordinating with the local productive sector, through the nexus of the competency-based training and gender approaches, with didactic and training materials for employability and for innovative citizenship.
- The Occupational Project methodology led to a change in the role of VTIs, and promoted social dialogue and dialogue with local development actors to support the labour insertion of the population sectors that took part.
- It also accumulated knowledge. But its special progressive feature and innovation has been that its approach has been consistent and holistic, and this has made it *"more than a gender programme"*; its design *"has not left any loose ends: theory, concepts, methodology and tools, all of these have been incorporated in a viable, realistic and applicable way."*
- The innovation has been in the areas of the institution's philosophy and policy, training technology, and the formation of trained teams who can recognize changes in their way to *"see and do training"* and incorporate what is learned into other spheres of their work, generating a *"spiral multiplier effect that goes beyond the limits of any evaluation of impact."*
- The people who were trained, and those who evaluated them (teachers and entrepreneurs) were unanimous in recognizing their progress in competencies for employability, in knowledge of the world of work, in self esteem, in self assurance, in the capacity to make decisions and plans, and so on. There was also general acknowledgement of the fact that the training had had a positive impact on work, the family and the community. The competencies that were acquired were a crucial factor in individual and collective labour insertion.
- The model and what was developed in it were a nourishing input for national training and employment policies, for combating poverty, for helping the informal economy and other vulnerable population sectors, and for ILO, IDB and World Bank policy guidelines.
- There is a lot of diverse evidence of dissemination and mainstreaming, and this shows that the model of how knowledge, experience and lessons learned have been managed is an important contribution to the main challenge that the region is facing: how to create more decent jobs.

To sum up, FORMUJER has been "a real platform for progress and innovation in other countries, institutions and subjects, and it has established an agenda for numerous interventions... this has great potential for mainstreaming and expansion in the region, and it can be taken advantage of by bodies that support, coordinate and offer technical cooperation, and that manage and run policies and programmes.



A distinctive feature of this transnational initiative has been the double role given to systematization, monitoring and evaluation. These are methodological outlines for collective construction and also management tools. International specialists were consulted to develop a common evaluation methodology with a gender perspective, which is an important contribution to promoting equity, and several mechanisms and instances of follow-up on the national and regional level were implemented. The final evaluation of FORMUJER finished in June 2004 and, as can be seen in the box below, its contributions and achievements are evident.

In November 2003, the Centre held an “Inductive virtual seminar on training policies for improving employability and gender equity”, which was attended by more than 100 people from 15 countries in the region. This was separate from Cinterfor’s usual activities of providing technical assistance, and the aim was to promote and strengthen gender equity in the training system and transfer the knowledge acquired. Apart from the results in terms of training those who took part, this experience turned out to be a learning experience and an input for developing the distance learning programme for quality and equity in training. It also enabled the Centre to make available to the institutions involved a web platform, a methodology, and materials for them to copy. It was a learning experience of critical importance for development in this field. This transfer of information is currently being coordinated with the Mexican Secretariat of Labour.

The web site on “Gender, Training and Work”, which is described in the section on “Strengthening Cinterfor/ILO’s web site and knowledge production”, is also vitally important for spreading knowledge and strengthening institutions.

### **The development of subregional, local and sectoral training**

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The Centre increased its work in support of vocational training at the three levels mentioned above. Firstly, at the *sub-regional level*, the Centre cooperated in all the integration processes, that is to say in the English-speaking Caribbean, Central America, the Community of Andean Nations and the Mercosur.

As regards integration and vocational training, the Centre is working jointly with the Subregional Office for Central American countries to support a DGCFT/SEP initiative in Mexico which called for a meeting to exchange experiences on the im-

## TECHNICAL SUPPORT AND ASSISTANCE FOR INSTITUTIONS IN THE ENGLISH-SPEAKING CARIBBEAN

Since it was first created, Cinterfor/ILO has maintained a firm commitment to providing technical support and assistance for vocational training institutions (VTI) in the English-speaking Caribbean. This cooperation has increased since the beginning of 2003, thanks mainly to the Project to "Strengthen Cinterfor/ILO's web site and generate knowledge", which is financed by Swiss Agency for Development and Cooperation (SDC). This is described in a separate box.

Some of the outstanding products of this project for the English-speaking Caribbean are listed below.

1. All the thematic sections of Cinterfor/ILO's Spanish-language web site have been or are being translated into English. Statistics show that since the Project was initiated, visits to the English-language version of the web site from countries in the English-speaking Caribbean have risen by 50% over the 2002 figure, and hits from these countries have jumped by 225.23%, which is clear evidence that the Centre's main tool for disseminating knowledge is being used and taken advantage of much more.

2. Since the Project was initiated in 2003, Cinterfor/ILO has published ten books in English. Most of these are titles that the Centre originally published in Spanish, and there are also some editions that were originally written in English or other languages. The titles of the ten books are given in the box about the Project. All these books have been sent, or delivered in person by members of Cinterfor/ILO's staff, to institutions participating in the Project.

3. The Centre has helped to strengthen the use of information and communication technologies (ICT) in training institutions in the Caribbean in various ways that are listed below:

3.1 Cooperation in the ICT area. Letters of Understanding have been signed with six training institutions in the Caribbean, and these establish the framework in which cooperation in the field of ICT between Cinterfor/ILO and the signatory institutions will take place. These institutions and countries are as follows: **Barbados**: Technical and Vocational Education and Training (TVET) Council; **Belize**: Employment Training and Education Services (ETES); **Guyana**: Ministry of Education (TVET Programmes); **Saint Lucia**: Ministry of Education, Human Resource Development, Youth and Sports; **Suriname**: Foundation for Labour Mobilization and Development (SAO); **Trinidad and Tobago**: National Training Agency (NTA).

3.2 Computer equipment has been bought and delivered to the six vocational training institutions mentioned above.

3.3 The Centre has provided technical and financial assistance to the Vocational Training Development Institute (VTDI) of the HEART Trust/NTA in **Jamaica**, to make possible two workshops in that country about the use of ICTs in vocational training, in the framework of the Letters of Understanding mentioned in point 3.1 above. The institutions that signed these Letters were invited to attend.

3.4 Cinterfor/ILO also signed a Letter of Understanding with the Caribbean Association of National Training Agencies (CANTA) whereby the Centre will cooperate in setting up a CANTA web site.

As well as the activities carried out in the framework of the Project, Cinterfor/ILO has worked in other ways to strengthen VTI in the English-speaking Caribbean as institutions. This action includes the following:

1. The Centre has made technical contributions by sending consultants to the following events organized by educational and training institutions in the English-speaking Caribbean:

- Workshop on “Developing a Technical and Vocational Education and Training (TVET) Operating Model for CARICOM”, organized by CANTA, CARICOM and the ILO, from 6 to 8 April 2005, in Port of Spain, Trinidad and Tobago.
- Workshop on “Developing Standards for Quality Education”, organized by the Ministry of Education in Trinidad and Tobago and the Organization of American States (OAS) in Port of Spain, Trinidad and Tobago, from 15 to 20 August 2004.
- Workshop on “Integrating Community-Based Approaches to Employment Promotion into National Training Systems”, organized by the HEART Trust/NTA and the ILO, from 5 to 9 May 2003, in Kingston, Jamaica.

2. The Centre guided and cooperated in the launch of CANTA on 14 November 2003, and made it possible for representatives from training institutions in Belize and Nassau to go to Kingston, Jamaica, to take part in this event.

3. The Centre also supported the HEART Trust/NTA in VTDI research aimed at developing a focus for promoting workforce training on the part of enterprises.

Lastly, Cinterfor/ILO has been promoting information exchange because big individual and collective progress has been made by vocational training institutions in the English-speaking Caribbean (through CANTA). The Centre has helped representatives from these organizations to attend different forums and international events so these people can share their experience and knowledge with other actors in the world of training. These events include Learning for Work, Citizenship and Sustainability, UNESCO International Experts Meeting on Technical and Vocational Education and Training (Seoul+5), in Bonn, 2004 (UNEVOC), and the International Seminar on Vocational Training and Regional Integration that was jointly organized by the Mexican Secretariat of Public Education and Cinterfor/ILO, and was held in Monterrey, Mexico, in September 2005.

pact that free trade treaties were having on education and vocational training. The target is to make a joint statement on the action that educational institutions in Latin America and the Caribbean should take so as to be able to confront and overcome the difficulties and respond to the demands of those treaties. In this instance, the Centre financed consultants to give a presentation on the impact of the CANTA-CARICOM in the English-speaking Caribbean and of the MERCOSUR in education and vocational training in the Southern Cone. Training institutions from countries in the Central American Isthmus, the Dominican Republic and Mexico took part in this event.

The Centre's joint work with the ILO Subregional Office for the Caribbean has facilitated orientation in areas such as the construction of qualification frameworks, competency-based training, training for communities, training systems organization, information technologies applied to training and the regional integration processes. The Centre's action in the subregion is shown in the box below. Cooperation and technical assistance was received from the Swiss Agency for Development and Cooperation (SDC).

The Centre has worked in the countries of the Andean region in coordination with the ILO Subregional Office for the Andean countries, and in some cases with the Community of Andean Nations (CAN). Cinterfor/ILO took part in the preparation of the preliminary project for the Andean vocational training instrument that was presented to the Peruvian Ministry of Labour and Social Security when that country held the temporary presidency of the Community of Andean Nations. The Centre gave technical assistance for a regional seminar-workshop on vocational training challenges in the Andean subregion, which was sponsored jointly with the above-mentioned subregional office, the Community of Andean Nations and the Organization of Latin American States. The seminar was held in Lima from 10 to 11 April 2003. Technical assistance has also been given to the countries in the Andean region to support the modernization of vocational training. In Ecuador, the Centre cooperated with the ILO Subregional Office for the Andean countries to back a technical assistance mission focused on the analysis and elaboration of proposals to improve the training system. In Bolivia, the Technical and Technological Strengthening Training programme (PFFTT) that was executed by the Ministry of Education with IDB financing, has been guided from the very beginning by the Centre. In that country, Cinterfor also gave technical assistance in the area of policy creation, the methodological and strategic strengthening of the coordinating unit team, and in the strategy to coordinate the actors involved, especially the teachers. Two Cinterfor/ILO consultants coordinated the event, enabling several members of the experts' network to take part, assistantships and horizontal cooperation was facilitated, and there were events to train and to raise awareness. There is a list of these projects in point 3.

Mutual support between the Andean region and the Central American and Caribbean countries is now stronger. There has been technical cooperation among institutions like INTECAP in Guatemala and SENA in Colombia, and this has shown that the transfer and exchange of knowledge applied to training is viable. Besides that, there was a meeting of Central American and Caribbean vocational training institu-

tions that included visits to several SENA training centres in Medellín, from 17 to 18 May 2004.

In Peru, SENATI has been a crucial factor in horizontal subregional cooperation in areas such as quality management and alternating training models. Seminars and training courses from Mexico to Chile have profited from the SENATI's experience. A workshop on "International Technical Cooperation and Management of Vocational Training" was organized in Lima from 14 to 17 December 2004, and it was attended by representatives from countries in that region. This was in the framework of the National Labour Competencies Olympiad, and coincided with commemoration of the 43<sup>rd</sup> anniversary of the creation of SENATI.

For the Central American isthmus, Haiti and the Dominican Republic, the Centre's action was coordinated with the ILO Subregional Office for Central American countries, in San José, and it led to the promotion and support of institutions' work in many areas such as quality management, competency-based training, training in the tourist sector, information and communication technologies applied to training, and training markers of efficacy and efficiency. Another outstanding initiative is the move by countries in this region to develop a cooperative and coordinated network which has enabled programmes to be implemented in the areas mentioned above. As regards integration, the event on vocational training and integration described above was supported by the Centre.

In the MERCOSUR region and Chile, Cinterfor has supported all networking initiatives connected to training progress, mainly in subjects like labour competencies and certification. SENCE's work has been guided by the Centre in its lifelong education programme *Chile Califica*, and more recently Working Subgroup 10 in connection with discussions on the certification of competencies and a possible regional sub-model of labour competency standards. In line with this, Cinterfor/ILO has given assistance to the Mercosur SGT 10, taking part in the Mercosur XXI SGT 10 meeting on "Labour Relations, Employment and Social Security", held in Asuncion in May 2005, and in the tripartite seminar "Certification in Brazil and the Mercosur, progress and prospects", organized by the Brazilian Ministry of Labour and Employment, which also took place last May. The Centre was invited to join in initiatives in the Mercosur area, headed by the Buenos Aires Office, for training activities.

The action undertaken with the Mercosur working Subgroup 10 made it possible to hold national meetings to analyze vocational training and to structure action geared to areas such as the institutional organization of training, the recognition of prior

learning, training policies, and qualification frameworks. These are all elements in the new Recommendation 195 concerning human resources development. Work on drawing up active employment and training policies in this sub-region is very dynamic, and the Centre was asked for, and has been giving, active support to help this to progress and be consolidated. Cinterfor has supported these efforts, promoting tripartite participation, and it will go on doing this in the national meetings and in the final consolidation meeting that is to be held in November of this year.

Furthermore, Cinterfor/ILO has taken part in all the networking initiatives in the region, and has made its web page available for the information exchange and diffusion needed. The Centre has helped vocational training institutions and network bodies in Latin America and the Caribbean to organize, develop and hold meetings, and this has also been supported by the OEI, SDC, Swiss Contact and GTZ. This network of technical vocational training institutions and bodies came into being in Berlin in 2000, and those initial talks attracted attention to the Latin American vocational technical training models and experiences. From that time on, there have been annual meetings on diverse topics, in Jamaica in July 2001, in Santiago de Chile in October 2002, in San Salvador in November 2004, and then in Quito, Ecuador, from 15 to 18 June 2005.

**In the local development ambit** there is a wide range of needs. Cinterfor/OIT has been involved in analyzing the local development dimension and its challenges in relation to training. The Centre carried out research in this area, and the results of this were published under the title of “*Local development, productive networks and training*”, which is now available in Spanish and English. The book analyzes the concept and its impact in vocational training and youth labour. There is also a Portuguese edition of this book: “*Desenvolvimento local, tecidos produtivos e formação*” that was co-financed with the IIEP of Brazil. Another publication on the same subject is “School, training and learning”, written by Maria de Ibarrola.

The Centre took part in many activities that have to do with the local development and vocational training initiatives. Centre consultants gave technical talks on topics like training in local development strategies, local and regional development, labour market heterogeneity and education, and training local networks. The Centre also attended the Labour Training Council of Rosario, in Argentina, during the second Santa Fé Cities meeting to analyze vocational training in the local ambit.

### SOME ACTIVITIES IN THE FIELD OF LOCAL DEVELOPMENT AND VOCATIONAL TRAINING

- Publication in the “Tools for Transformation” series, namely *Local development, productive networks and training. Alternative approaches to training and work for young people*. Fernando Casanova.
- Co-publication with IIEP (Exchange, Information, Studies and Research) and the Secretary for Economic Development in the Naval Administration at Recife of the same book in Portuguese (*Desenvolvimento local, tecidos produtivos e formacao*).
- Workshop on “Integrating Community Based Approaches to Employment Promotion into National Training Systems”. ILO subregional office for the Caribbean, Kingston, Jamaica, 5 to 9 May 2003.
- Second Meeting of Santa Fe Cities about Labour Training. Rosario Labour Training Council. Rosario, 23 August 2003.
- Seminar on financing vocational training in the province of Santa Fe. CCFP. Rosario, 11 to 13 December 2003.
- Panel II “Local and regional development, heterogeneity of labour markets and local education and training networks”, in the framework of the regional seminar on “Education and the crisis in the labour market and social insertion in Latin America”, organized by RedEtis.

Cinterfor/ILO is making its headquarters available for the operation in Uruguay of the executive unit of Project called “Employment improvement through the creation and consolidation of micro- and small enterprises (individual, associations and cooperatives) in the framework of local economic development strategies” –the REDEL project– of the ILO Subregional Office in Santiago for the Southern Cone countries. Besides this, the Centre gave important support by sending its professional team and helping with the logistics, which ensured the smooth running of the project. As always, the Centre processed the feedback from this experience.

In third place, ***in the sectoral scope***, the Centre supported activities in various different sectors including the rural sector, forestry, tourism, health, and the graphics industry.

The Centre has been working in the problem areas of the possibilities for progress and cooperation in the rural sector, and it has worked at such a rhythm that this led to the 1st Latin American seminar on vocational training in the rural sector, which was hosted by the National Rural Training Service (SENAR) in Brazil, in Foz de



Iguazú, in June 2003. This was so successful the participant countries and institutions in this first seminar requested that there be a second Latin American seminar on vocational training in the rural sector. This was duly held in Armenia, Colombia, in October 2004, and the host was the National Training Service (SENA).

It was precisely the subjects dealt with in these seminars that enabled Cinterfor/ILO to go deeper into the increasing development of tourism in the rural sector. A good example of this is the experience in the Quindío region, which was presented by the SENA. This kind of activity is a development and employment generator in local areas in more and more countries in the region, and the interest it has aroused has already led to the organization of a workshop specially focused on this topic by the SENAR in Brazil. This workshop was held at the EXPOINTER 2005, one of the most important rural sector fairs in the region, which was held in Porto Alegre in August 2005. This event was attended by entrepreneurs and technical and training personnel from the SENAR. Cinterfor/ILO gave technical support and sponsored the participation of experts from Argentina (University of Buenos Aires), Colombia (SENA) and Uruguay (CETP-UTU) as speakers at the event. Similarly, the SENAR organized a seminar on rural tourism in Sao Paulo that was also attended by the experts mentioned above and was addressed to the sector entrepreneurs and to the training and technical personnel of that institution.

So as to gather and disseminate the information available on vocational training in the rural sector, a site in the Cinterfor/ILO web page has been set up to focus especially on Rural Development and Training, research was done into the relevant materials and links, and a book, "Participation, Productivity and Training; the story of the Uruguayan Rural Women's Association" was published with the support of SDC.

In addition to this, in the rural sector the Centre responded to a request from the General Inspector of Labour of the Uruguayan Ministry of Labour and Social Security to help set up a tripartite human resources council in the forestry sector. To start this initiative there were four training courses in the use of chainsaws, a Grapo training course, and two first aid courses that were supported financially by the SECTOR Department at the ILO headquarters in Geneva. The Centre contributed to the printing of a guide for forestry work, "Risk and work accident prevention", which was used in the training courses. Besides this, at the request of the ILO SECTOR Department, supported the Uruguayan Ministry of Livestock, Agriculture and Fishing, the Centre printed the National Code of Good Forestry Practices.



The Centre was called in by the SENAR to give technical support on labour competencies approach and its application in the rural sector. This was given at the National Technical Meeting of Superintendents and at the institutions' representatives' meeting in March and August of this year.

Cinterfor/ILO was also active in connection with the cooperative needs of other sectors. It supported technical activities to do with applying the competencies approach in vocational training for the graphics industry, it has given guidance for training centres in the textile, leather and clothing sectors, it has helped vocational training for the tourist sector, and it has worked on competency standards and training development for the building sector in Paraguay, supporting the quality and efficiency programme of the Paraguayan Chamber of Construction (CAPACO). A list of the meetings held in this field of action is given in the box below.

In the area of health at work, the Centre helped with events such as the XIV Latin American meeting on Safety and Hygiene at work (a seminar on management competencies in the labour scope) in Bogotá, August 2003, that was organized by the Colombian Safety Council; the fourth national SIMAPRO meeting "Training and Management on Health and Safety at work – experiences on sugar plantations", October 2003; the Argentine Safety and Health at Work Week in Buenos Aires, in April 2004, that was organized by the Ministry of Labour, Employment and Social Security and the Superintendent of Risk at Work. In October 2005 there will be an International Seminar on health and safety in the building industry, organized by FUNDACENTRO of the Brazilian Ministry of Labour in Recife, and the Centre will contribute with the presentation of successful experiences in bringing safety and health content into vocational training for the building sector.

*A manual on vocational competency, concepts, methods and application on health*, produced by the Centre in 2002, was translated into Portuguese by the National Commercial Training Service (SENAC), and is now available in Brazil.

### **SOME COOPERATION ACTIVITIES FOR VOCATIONAL TRAINING IN THE SECTORAL SCOPE**

- First Ibero-American Seminar on VT in the rural sector. SENAR. Foz de Iguazú. 25 to 28 June 2003.
- Technical Meeting Vocational training in the graphic arts in Latin America and the Caribbean, SENAI - CONLATINGRAF. Sao Paulo, 14 – 16 April 2003.
- XXII Annual Symposium of the graphic communication industry. ANDIGRAF. Bogotá-Medellín, Colombia, 20 to 22 October 2004.
- INET/SENAI Meeting for the Leather, Footwear, Wood and Textile areas. INET. OEI. Buenos Aires, 1 and 2 June 2004.
- International INET/SENA Meeting for the Leather, Footwear, Wood and Textile areas. INET. OEI. Buenos Aires, 19 – 20 August 2004.
- Second Ibero-American Seminar on VT in the rural sector. SENA. Armenia, Colombia, 6 to 8 October 2004.
- Technical Work Meeting on the Regional Tourism Project. INSAFORP. San Salvador, El Salvador, 6 to 8 December 2004.
- Second Latin American VT Week – Technical Meeting, CIFAG, ANDIGRAF, SENA. Bogotá, 20 – 22 June 2005.

### **Training and personnel development for vocational training**

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One of the most fruitful activities in the horizontal cooperation promoted by Cinterfor/ILO in the vocational training institutions in the American region is its offer of training spaces to bring teachers, technicians and directors of centres up to date. Cinterfor/ILO has been continuously promoting this activity, which allows the quick acquisition of new educational technologies and the recognition of common ambits in different countries.

There is nothing more similar among centres in all countries than the organization and physical distribution that is traditional in a training centre. The classroom area is a common ambit, it can even be called globalized, in most institutions, but the new technologies, training simulators and didactic equipment for micro-electronics, mecatronics and many other training tools are transforming the traditional idea of the training space.

In addition to this, new pedagogic strategies like training by projects have an influence on typical learning ambits and on the type of didactic materials used. These new configurations can be transmitted and disseminated as accumulated knowledge, and as they are shared they are also continuously being diffused and adapted. The value of institutions in vocational training is mostly based on this capability to adapt.

All this reinforces the concept of acknowledging experiences as innovative and organizational learning promoters, and it is in this field that the exchange of information and ideas between teachers and technicians that is promoted by Cinterfor/ILO shows itself to be valuable.

Other efforts and experiences that the Centre supported were focused on the organization of training for teachers, technicians and training centre directors. Cinterfor/ILO has a Centres Directors Training Programme which has already been run in Guatemala and Argentina; it has also provided training help in the quality management area in Mexico and Central America, and has held several workshops on competency-based training.

#### **EXCHANGE BETWEEN INTECAP AND SENA** an example of shared institutional learning

In 2005, various INTECAP technicians and teachers visited SENA centres that were running training by projects.

After this, practices such as the production of printed circuit panels for assembling simulators by the students, as part of a training project, were implemented in INTECAP centres.

#### **SOME COOPERATION ACTIVITIES FOR TRAINING STAFF IN TRAINING INSTITUTIONS**

- Course for Administrators of Training Centers in Vocational Training Institutions. INTECAP. Guatemala City, 22 to 26 November 2004.
- National Technical Meeting of SENAR Superintendents. Belo Horizonte, 17 and 18 March 2005.
- International course on Quality Management in Vocational Training. General Board of Labour Training Centers. DGCFT/SEP. Pachuca, Mexico, 11 to 15 April 2005.
- Course on Strategic Management for Training Centers, for Directors of Vocational Training Centres in the Province of Buenos Aires, 9 to 13 May 2005.
- Training workshop on labour competency for INA technical staff. San José, Costa Rica. 11 to 14 July 2005.

Joint action with the ILO's International Training Centre in Turin has been undertaken so as to smooth the way to approach that organization's offer and make it available in the Americas. With this aim, specialists from the Centre have taken part in many courses and in tele-conferences related to training and human resources management with the competencies approach, e-learning, and the development of an Internet course called "Training of Trainers". For the latter, the Centre took part in the preparation of the content by competencies of some of the modules.

**SOME TURIN CENTRE ACTIVITIES FOR TRAINING VTI PERSONNEL THAT WERE SUPPORTED BY CINTERFOR/ILO**

- Human resources management by competencies. Methods and techniques. For SEP personnel (Mexico, May 2003).
- Course in the Management of Training and Certification Systems by Labour Competencies (Turin, October 2003).
- Course in Human Resources Management by Competencies (Veracruz, Mexico, May 2004).
- Training trainers by competencies. 2005. The development of competency units in different areas, and tutoring the participants. Participation in training action on this subject.

## **The integrated training approach**

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It is clear that the big changes in all these dimensions of training policy have become more and more inter-dependent. The progress that is made in one of the dimensions modifies or affects the others, and therefore we cannot consider any one of them in isolation. ILO Recommendation 195 is very clear as regards the need for education and training to pay equal attention to sustainable economic and social development, the acquisition of competencies and social inclusion. It is impossible to tackle the lack of decent jobs and the high rate of poverty that are rife in our region and in the world today without acknowledging everybody's right to quality training and equal opportunities, and the necessity for action to meet these basic needs. This requires coordination between the needs and potentialities of the productive system and the abilities and limitations of people, that is to say dual pertinence must be attained. Without this it is not possible to improve quality or equity. The region's institutions have made an enormous effort and invested huge resources in trying to

tackle this complex challenge, and they have been gradually increasing the rate at which innovations are adopted. It is essential at this time to collectively reflect on the work done and to ask ourselves again about the overall aims that all this action is geared to. To help in this process, the Centre has drawn up two reference documents: *Quality, relevance and equity: an integrated approach to vocational training*, and *The New ILO Recommendation 195: Human resources development: education, training and lifelong learning*.

Based on these ideas, and in the framework of the project “Strengthening Cinterfor/Ilk’s website and knowledge production”, the Centre set up the distance learning programme “Quality and Equity in Training” in November 2004. The ulti-

### THE “QUALITY AND EQUITY IN TRAINING” PROGRAMME

This is a joint effort by Cinterfor/ILO and the Swiss Agency for Development and Cooperation (SDC). The aim is to strengthen the methodology and organization of multi-disciplinary teams designated by the VTI taking part, to revise and make innovations in institutional policies and practices, with the criteria of quality, dual relevance and equity. To do this, the teams have the services of *Distance learning, materials banks and experience reports, interchange of information and feedback among the participants, and permanent and personalized technical guidance* that is provided by a coordination and tutoring team. It offers a reference model with a wide range of tools so that each team can use, and adapt to its own institution’s culture, the focuses, didactic materials and good practices that have been developed and successfully tested in other institutions. The design was conceived in such a way that it can be replicated in the future, and implemented by national institutions or in coordination with other ILO programmes or interventions. Sixteen teams are taking part in this first edition. They are from different public and private training organizations in Argentina, Bolivia, Brazil, Colombia, Chile, Nicaragua, Paraguay, Peru and Uruguay. Now, after an intensive theoretical training and practical activities stage, these teams are designing their own institutional intervention projects which they will use to plan a strategy to increase learning and promote changes based on the regional focuses and experiences analyzed. Besides technical support, the Centre also sent specific missions to assist in coordination in Colombia and Chile, and ran a workshop with the whole tutoring team, for all the organizations in Uruguay. These attendance meetings made it possible to go into greater depth as regards the conceptual and strategic dimensions of the Quality and Equity Training Programme (Q&ETP) with the teams, to evaluate their achievements and processes, and to help them and strengthen them in the dissemination of focuses and learning. Workshops here held in SENA and SENCE, and there were also seminars and video conferences to raise awareness, share the Q&ETP experience and plan with different groups of people.

mate objective of this initiative is to use the potential of the new information and communication technologies to intensify dialogue and national and regional experiences, to socialize and integrate accumulated knowledge and good practices, and to promote a new training policy perspective that is rooted in a systemic approach, dual pertinence to people and to the productive environment, the gender perspective, social equity, competency-based training, and training for employability and citizenship.

An integrating and integrated holistic approach to education and labour training can be found in the *Chile Califica* programme. It is made up of work in the connected areas of studies levelling, competency recognition, and the improvement of technical and labour training. The holistic approach to the relationship between education and labour echoes the approach of the respective ministries involved. The Centre has guided SENCE activities in that programme in different areas including the development of capacities for work with competencies for teachers in technical training organizations, setting up the basis for national qualifications frameworks, and establishing criteria for defining occupational classifications by competencies.

The progress that *Chile Califica* has made in the standardization of competencies and the development of the key competencies approach has been very useful in other national experiences. What stands out in particular is the work done to develop competencies in the computer science with the concept of digital literacy.

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## **2. THE DEVELOPMENT OF SOCIAL DIALOGUE FOR VOCATIONAL TRAINING**

### **Social dialogue and vocational training**

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The Centre's field action is framed on the ILO's aim to strengthen the participation of social actors with a view to developing social dialogue, and in particular to promoting the role that training plays in labour relations, the right to work, and especially in collective bargaining. This role of vocational training is becoming increasingly important at a time when governments, employers' and workers' organizations and other institutions connected to training are linking up so as to provide access to productive jobs. Social dialogue is not only a basic right and a strategy to empower people it is also an instrument of prime importance because of its close connection to employment, its contribution in the fight against inequities, and its contribution to making enterprises more competitive in a globalized economy.

Technical cooperation to promote and discuss international labour standards and social dialogue has taken place basically through the support to initiatives and events organized by different units of the ILO such as the Department of International Labour Standards, the InFocus Programme on Social Dialogue, the Turin International Training Centre, the Regional Office for Latin America and the Caribbean, and the Subregional and National Offices in the Americas. Good work has also been done in gathering and systematizing information on social dialogue experiences in the Latin American and Caribbean countries, and there have been a number of publications on this subject.

The Centre has supported the Academic Social Dialogue Network promoted by the ILO Regional Office for Latin America and the Caribbean. The aim is to incorporate the social dialogue dimension into the curriculum of its courses, to contribute to teaching updating in the area of collective bargaining, and to promote and undertake research, horizontal cooperation and an exchange of ideas in this scope. Universities are in a privileged position when it comes to strengthening their links with the world of work since they have the opportunity, and the challenge, to train men and women as professionals capable of constructing a consensus through dialogue

in the framework of an ethical system rooted in the values of peace, social justice, and responsibility in social development. At the moment, the Network is made up of prestigious universities in Argentina, Brazil, Chile, Costa Rica, Italy, Peru, Spain, Uruguay and Venezuela. Throughout the Social Dialogue and Training website, set up in Cinterfor/ILO's portal, the Centre contributes to socialize and share the dialogue experiences promoted by the Network in the academic and socio-labour world.

In the framework of the Academic Network and through different kinds of events Cinterfor/ILO, universities and ILO units in various countries in the region (Argentina, Brazil, Chile, Costa Rica, Peru, etc) are cooperating in the field of labour relations, the right to work and especially social dialogue, by producing documents, giving lectures, taking part in round table discussions, and so on. The main meetings in which the Centre has actively taken part are as follows.

### **LABOUR RELATIONS, COLLECTIVE BARGAINING AND SOCIAL DIALOGUE**

#### **Events**

- Round Table on Labour Relations (San José) organized by RELACENTRO, San José, 2003.
- Seminar: "International Labour Standards for magistrates, jurists and law teachers (Lima), organized by the Turin Centre, 2003.
- Third National Meeting on Labour Relations and Gender, Montevideo, 2003.
- XXI National Congress on Labour Law and Social Security (Santa Martha, Colombia), organized by the College of Labour Lawyers, 2003.
- International Technical Meeting on Labour Justice and the MERCOSUR Socio-Labour Declaration (Buenos Aires), organized by AADTSS and ILO Buenos Aires, 2003.
- Seminar on International Labour Standards (ILS) in the area of freedom of association and the ILO control system (Montevideo), organized by the Turin Centre, 2003.
- International Seminar on Globalization and the World of Work: The effects on social dialogue (Santiago), 2003.
- Seminar: "Basic Rights and International Labour Standards. The MERCOSUR Socio-Labour Declaration." (Montevideo), organized by the Cuesta Duarte Institute PIT/CNT, 2003.
- XVII World Congress on Labour Law and Social Security (Montevideo). Cinterfor/ILO published three documents: *Labour Law and Training*, *Training and Labour Legislation*, and *Vocational Training Law in Uruguay*. 2003.
- Second International Labour Law Congress with the University of São Paulo, 2003.
- Seminar on Labour Law, with the Federal University of Rio de Janeiro, 2003.



- National Seminar: "Basic Rights and ILS: the rights of young workers (Montevideo) organized by PIT/CNT and the RLA/01/10M/SPA project, 2003.
- Seminar: "Constitutional rights in the scope of social law" (Madrid), organized by the General Judicial Power Council, 2003.
- Seminar on Actualization on standard policy and labour legislation (Lima), 2004.
- International Forum on human rights and social rights (Brasilia), organized by the National Labour Law Academy, 2004.
- Meeting of the Regional Labour Tribunal (São Paulo), organized by the National Labour Law Academy, 2004.
- Fifth CREA Seminar: "Collective bargaining in the show business industry in Latin America (Montevideo), organized by the University of the Republic, 2004.
- Meeting about Employment and Social Protection (Montevideo), with the University of the Republic and the ILO Subregional Office for the Southern Cone, 2004.
- International Meeting on Labour Relations. Social Dialogue: prospects in Uruguay and in the region (Montevideo), organized by the University of the Republic, 2004.
- Workshop on Social Dialogue in Latin America and the Caribbean (Montevideo), organized by the International Federation of Construction and Wood Workers (Montevideo), 2004.
- Course about ILS for law teachers and magistrates, organized by the University of Buenos Aires (Buenos Aires), 2004.
- Meeting on collective bargaining in Uruguay (Montevideo), 2005.
- Course on collective bargaining techniques for Tripartite Committees on equal opportunity in the Southern Cone (Montevideo), organized by the Turin Centre and the ILO Subregional Office for the Southern Cone countries, 2005.

The Centre has promoted social dialogue among the social actors responsible for human resources development in the Latin American and Caribbean countries with a view to revising ILO Recommendation 150 on this subject and preparing Recommendation 195 concerning Human Resources Development: Education, Training and Lifelong Learning as an instrument to promote employability, raise productivity, reduce poverty, and attain decent work and equity. The Centre has promoted governments, workers' and employers' organizations and national training institutions to reflect on, debate and analyze the promotion and dissemination of the new Recommendation 195 by getting this subject onto the agendas as a point to be discussed at national and subregional events. Cinterfor/ILO has published three documents about Recommendation 195, namely: 1) *Questions, approaches and actors in vocational training in Recommendation 195*; 2) *Some historical and current questions about*

*vocational training in Recommendation 195, and 3) Recommendation 195: implications for vocational training in Latin America and the Caribbean.*

In Uruguay, in the context of horizontal cooperation, the Centre offered technical assistance to entrepreneurs' and union organizations in the metallurgical sector. The aim was to strengthen dialogue about human resources training. To do this Cinterfor/ILO set up a meeting between the social actors in the sector and a delegation from the FORCEM Foundation from Spain. The aim of this meeting was to present the Spanish experience in continuing training management, and thus to make a contribution to strengthening the social dialogue on vocational training processes that are currently under way between employers' and union organizations in the metallurgical sector in Uruguay.

Cinterfor/ILO has also helped in this area by setting up a virtual space about social dialogue and vocational training in its web site. In this, the expression "social dialogue" is conceptually defined and linked to modern social theory, and the main international standards are recognized as basic rights but without paying the price of sacrificing union freedom. In the web site mentioned above there is a section about "National social dialogue and vocational training experiences" which shows the numerous standards and social agreements in which training has been a special component. There is another section about "Tripartism and vocational training" which shows the extensive network of institutions responsible for the Latin American experience in the subject, and there are links to these sites.

On the other hand, there will be a space in this website for "Labour relations and vocational training", which is one of the most important subjects in recent studies on the evolution of vocational training. The content covers initiatives taken by social actors with regard to training of their institutions (union and entrepreneurs' schools and institutes), the role and the place of vocational training in collective bargaining, and the regulation of training in labour legislation and in the administration of labour. In this area some paradigm examples of the acquisition of competencies by Ministries of Labour are followed.

Finally, the website also contains documents and publications about social dialogue, labour relations and vocational training, and there is an up-to-date catalogue of studies about this subject that not only include Cinterfor/ILO and ILO material but also contributions from other sources. In addition there is a "notice board" with information and activities that will facilitate the follow-up and the evolution of the contents of the site. This has information about the historical background of the

subject, and it also has the final text of the recent Recommendation 195 concerning Human Resources Development: Education, Training and Lifelong Learning.

As regards publications, the series on *Contributions to social dialogue and training* is being continued, and four new titles have been published. Research and study papers on this subject have also been published, and these are listed in the box below.

### SOCIAL DIALOGUE AND TRAINING PUBLICATIONS

- Vieira, Marta Tostes; Villavicencio Ríos, Alfredo; Cortés Carcelén, Juan Carlos. *Diálogo social sobre formación profesional en el Perú*. (Social dialogue on vocational training in Peru) Montevideo, 2004. (Contributions to social dialogue and training 10).
- Pazos, Nils. *Participación en la capacitación en Chile*. (Training participation in Chile) Montevideo: Cinterfor/ILO, 2004. (Contributions to social dialogue and training 11).
- Murgas Torrazza, R.; Torres de León, V. *Diálogo social sobre formación en Panamá*. (Social dialogue on vocational training in Panama). Montevideo: Cinterfor/ILO, 2005. (Contributions to social dialogue and training 12).
- Patiño G., C.A.; Orjuela Góngora, C.; Roca Rojas, C. *Diálogo social para la formación profesional en Colombia*. (Social dialogue on vocational training in Colombia). Montevideo, Cinterfor/ILO, 2005 (Contributions to social dialogue and training 13).
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## **Employers' organizations and vocational training**

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One of Cinterfor/ILO's objectives in the period covered by this report was to offer efficient responses to the proposals presented by employers' representatives at the 36<sup>th</sup> Technical Committee Meeting that was held in Antigua in July 2003. A big effort has been made to strengthen the institutional organization of vocational training in the region and to implement quality training management models in our countries. Action was also taken to make a contribution to raising productivity and improving competitiveness for economic development in the countries and enterprises, since Cinterfor/ILO recognizes that training plays an important role in improving productivity, competitiveness, development and employment. Likewise, Cinterfor/ILO made a special effort to identify, gather and systematize information, to document and disseminate experiences and knowledge, and to promote technical cooperation in this field among the countries in the region.

First, the Centre worked to coordinate the social actors in the task of revising the old version of the Recommendation 150 about Human Resources Development and Training, and foster requests of analysis, debate and dissemination of material on this subject among employer's organizations in the countries of the region. Recommendation 195 was approved at the International Labour Conference. It deals with human resources development, education, training and lifelong learning, and it is an instrument for promoting employability, raising productivity, reducing poverty, and attaining decent work and equity. Cinterfor/ILO promoted Recommendation 195 by including it as a point of discussion on the agendas of subregional, national and sectoral events. Likewise, the Centre also prepared and published the three documents mentioned above about Recommendation 195, making it more widely known and have promoted diffusion, debate and reflection, and have helped to get the Recommendation adopted between social and training actors of the American region.

Cinterfor/ILO has also fostered analysis and discussion on the role of training as an instrument for obtaining decent work, and has promoted this concept in the Latin American and Caribbean countries by supporting the activities in national plans for decent work in the different countries.

The Centre provided technical support to the Technical Meeting on Employers and Vocational Training that was organized by the National Technological Institute in Nicaragua (INATEC) in May 2005, and was supported by the ILO Subregional

Office for Central America and the Dominican Republic. The Centre's aim was to strengthen horizontal technical cooperation among the employers' organizations that are involved in the running of national training institutions. Employers' representatives took part under the direction of the vocational training institutions in Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama and the Dominican Republic, and the directors of the INA of Costa Rica, the INFOP of Honduras, the INATEC of Nicaragua and the Subdirector of the INAFORP of Panama, as well as other top directors and members of staff from the vocational training institutions that were invited. The representatives at the meeting adopted the Managua Declaration, in which it is clearly recognized that vocational training has now become very important as a tool for developing the human resources that are needed in order to move ahead with national growth strategies. It is also important in the conviction of social responsibility in enterprises, in the commitment to efficient management in vocational training institutions, and in social dialogue and tripartism as mechanisms to promote cooperation and increase the potential of training institutions. In the Declaration it is recognized that the model of national vocational training institutions is the most efficient organizational arrangement for training, and there is a commitment to management oriented by the criteria of efficiency, quality, ethics, pertinence and equity in support of modernization and change in organizations. Finally, the representatives who ratified the Declaration requested Cinterfor/ILO and the ILO to continue to provide assistance by disseminating information and distributing knowledge so that it can be immediately applied to improving the pertinence and quality of their institutions, and to strengthening the actors involved in dialogue around training.

Cinterfor/ILO has worked to promote the distribution of information, documentation and successful experiences to do with the implementation of *Quality Management in vocational training institutions*. It has also supported the development of new experiences in formulating quality management policies in vocational training institutions, and fostered horizontal cooperation among different institutions in the region. To this effect, it has monitored and helped to guide experiences in Argentina, Guatemala, Mexico, Peru and the Dominican Republic, and fostered cooperation and the exchange of information among these countries. It has also provided technical assistance in the field of *Raising Productivity and Competitiveness* in Colombia, Cuba, Guatemala, Mexico and the Dominican Republic. In Mexico it contributed to consolidating the "System for the Measurement and Improvement of Productivity" (SIMAPRO), and helped to extend this to other sectors (milling,

textiles and rural industry) and to other countries (Cuba and Guatemala). A guide to applying this methodology is being implemented across the region. The Centre also helped in setting up a training and productivity website that makes available information about experiences that have to do with the System for the Measurement and Improvement of Productivity (SIMAPRO). In addition, the Centre helped the HEART/NTA in an initiative to develop a *Training model for enterprises* in Jamaica. At the moment a project to foster the implementation of the SIMAPRO throughout the region is under way.

The Centre has provided support for sectoral activities run by a variety of employers' organizations in countries of the region. One example was the Technical Meeting on Vocational Training in the Graphic Arts in Latin America and the Caribbean, which was organized by CONLATINGRAF in Brazil and by ANDIGRAF in Colombia. It is currently helping the CNA/SENAR in Brazil to organize a meeting in Porto Alegre about rural tourism. In these examples, the Centre contributed by presenting experiences in the sector in question in other countries. Likewise, it has given assistance in activities about education technologies in Brazil, organized by FECOMERCIO (Pernambuco), and, jointly with the Kopling Foundation, about entrepreneurship in Uruguay.

Because of the importance of this work for employers' organizations, Cinterfor/ILO has set up a new section in its portal ([www.cinterfor.org.uy](http://www.cinterfor.org.uy)) called *Employers, training and enterprises*. The idea is to make available an instrument for the diffusion and exchange of information about the workings of employers' organizations in the field of vocational training and in other areas of the world of work and enterprise development. There is information about experiences, and documents that are interesting and useful for people whose work in employers' organizations has to do with vocational training, labour training, productivity, employment and so on. It is also possible to exchange and share experiences and knowledge at this site. Another important point to note is that the *Social dialogue and vocational training* website is geared to the fact that vocational training is featuring more and more as an important subject in social dialogue among governments and employers' and workers' organizations.

## EMPLOYERS AND TRAINING. PUBLICATIONS

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- Mertens, L. *Training, productivity and labour competencies in organisations: concepts, methodologies and experiences*. Montevideo, Cinterfor/ILO, 2002. (Training features 15. Spanish and English).
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- Various articles in the *Cinterfor/ILO Bulletin*.
- *Manual sobre Formación y Productividad. Guía para la aplicación de la metodología "Sistema de Medición y Avance de la Productividad" (SIMAPRO). (Training and Productivity Manual. Guide for the applications of the methodology "System for the Measurement and Improvement of Productivity"*.

## Workers' organizations and vocational training

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Over the last two years the Centre has kept on working to strengthen horizontal technical cooperation among workers' organizations by coordinating and complementing the initiatives that have emerged from them, using the various services that the Centre and other ILO organizations have to offer.

Thus, in 2003 and 2004, the Centre provided technical support for union organizations in the Southern Cone to help them formulate proposals for submission at the International Labour Conference, when the new Recommendation 195 concerning Human Resources Development: Education, Training and Lifelong Learning was discussed. In this, the union federations in Argentina, Brazil, Paraguay and Uruguay received technical support from Cinterfor/ILO, and this led to the production of a proposal that was presented at the 2004 International Labour Conference. It is worth noting that a good part of the proposals in that document were incorporated into, or taken account of, in the final draft.

Cinterfor/ILO, jointly with the ILO Subregional Office for Central America and the Dominican Republic offered to help the National Institute of Technical-Vocational Training (INFOTEP) in the Dominican Republic to organize a technical meeting about workers and vocational training. The aim of this was to cooperate in mak-

ing a diagnosis of the situation and prospects for training in the Central American isthmus and the Dominican Republic, to gauge the situation and challenges as regards union participation in national training institutions, and to lay the foundations for strengthening cooperation and the exchange of information among union organizations in the region. The above-mentioned event was held in Santo Domingo in April 2005. Those taking part included union representatives under the direction of the main vocational training institutions in the region, namely INA of Costa Rica, INTECAP of Guatemala, INFOP of Honduras, INSAFORP of El Salvador, INATEC of Nicaragua, INAFORP of Panama and INFOTEP of the Dominican Republic. Other top directors (or their representatives) and staff members also attended the meeting. During the event the training situation was analyzed, and the challenges confronting workers' organizations at the core of national training institutions were identified. In addition, it was agreed that a union information exchange network would be set up so that experiences and cooperation in the field of union participation in the management and administration of training in the countries of the region could be shared. At the beginning, the Dominican union federations were in charge of coordinating this network. Another point to note is that there was general recognition that it is very important to strengthen social dialogue with respect to training, and particular emphasis was put on the need for the representatives from institutions to be trained to enable them to participate more in the management of training in their respective countries. The representatives called on the ILO and Cinterfor/ILO to use their technical capacity to help in this effort.

In this area of work the Centre has followed its normal practice based on close cooperation with various ILO projects and services. Technical assistance was given to the RLA/01/M10/SPA "Unions and decent work in the age of globalization in Latin America" project, implemented by the ILO and financed by the Spanish Ministry of Labour and Social Affairs. A series of national seminars were held on subjects such as employment, training and union organization for young people in Brazil, Chile, Paraguay and Argentina, and there were also subregional events like the Southern Cone seminar on "The informal economy, trade unionism and decent work" in Montevideo, Uruguay, and national events in Peru and Colombia about public vocational training policies and union strategy.

Also in cooperation with the above-mentioned project, the Centre has produced a provisional Guide or handbook with guidelines for union trainers about youth, employment and trade unionism. These guidelines have been tested and approved on



courses made up of a series of three workshops. One was held in Florianópolis, Brazil, in June and July 2005, and was organized by the Inter-Union Department of Statistics and Socio-economic Studies (DIEESE) and attended by young people from all the union federations in Brazil. Another was in Montevideo, Uruguay, in April and May, and was run by the Cuesta Duarte Institute and the Youth Department of PIT-CNT and attended by young people from various departments in Uruguay. The final version of the Guide is in the process of being published.

In the last two years, the Centre has continued to guide discussions and processes in union organizations in the Americas. It took part in the “Third Continental Conference on Union Education and Training of the Inter-American Region Workers Organization” (ORIT-CIOSL), that was held in Mexico City in October 2004, and in the “Regional ORIT-CIOSL workshop on evaluation and follow-up: the challenges facing union training in the Southern Cone”, which has held in São Paulo at the beginning of October 2004. In the same way, and with the same Organization, Cinterfor/OIT provided speakers at the “Young people in the labour society” seminar, in the preparatory phase of the XVI Ordinary Continental Congress of the CIOSL/ORIT that was held in Brasilia in April 2005, and at the workshop-seminar on “Young people and decent work” at the beginning of February 2005 in Caracas, Venezuela.

As regards publications, the Centre has added to the “Trade Unions and Training” series two new titles. One is “*Vocational training and labour relations*” by Fernando Casanova, which was written in cooperation with ACTRAV and the specialist in workers’ education from the Regional Office in Lima. The second new publication is “*Informal Work and Trade Unionism*”, which was compiled by Gerardo Castillo and Alvaro Orsatti.

The progress the Centre has made in internet services is dealt with at greater length elsewhere in this report, but here we can underline Cinterfor’s good work in maintaining and widening information, exchange and cooperation services. This has been done through the *Trade Unions and Training* sub-site, which has areas shared with sub-sites for young people (*Trade unions with young people*) and for matters of gender (*Trade unionism and gender*).

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### **3. THE DEVELOPMENT OF NATIONAL VOCATIONAL TRAINING SYSTEMS AND FRAMEWORKS**

In Recommendation 195 concerning human resources development there is the call for the member countries to formulate vocational training policies, to develop the competencies of their workers, and to recognize these competencies at the national and regional level. This is more viable if there is a national qualifications framework, that is to say an arrangement that facilitates the reading of the different education and training levels that a country has so that the coordination and routes by which people can move horizontally and vertically in their lifelong education itinerary can be planned.

A national framework usually relates different levels of education to corresponding levels of competency, so a certain level of education can be equated with the labour competencies on that same level. This means accepting the idea that a certain level of competency can be attained through formal education, through work experience, or through a combination of the two. This facilitates communication between the world of education and that of work, and fosters mechanisms for upward mobility that involve the recognition of competencies acquired through work. The most advanced experiences in setting national frameworks are to be found in England, Ireland, Wales, Spain and South Africa.

In Latin American and the Caribbean there are a number of experiences of strengthening lifelong learning mechanisms based on competency-based training. This has now spread to almost all the countries in the region, and the idea of different levels of competencies is now common currency. There is also a growing trend to bring in certification mechanisms and processes and to build towards setting up national training frameworks.

#### **The development of national training frameworks**

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Although the countries of the region do not yet have full national qualifications frameworks as such, considerable progress has been made in the English-speaking Caribbean, where a system with five competency levels, with the descriptive defini-

## **NATIONAL QUALIFICATIONS FRAMEWORKS** (ILO Recommendation 195 of 2004)

Develop a national qualifications framework to facilitate lifelong learning, assist enterprises and employment agencies to match skill demand with supply, guide individuals in their choice of training and career, and facilitate the recognition of prior learning and previously acquired skills, competencies and experiences; this framework should be responsive to changing technology and trends in the labour market, and recognize regional and local differences, without losing transparency at the national level.

tions employed by the HEART/NTA in Jamaica, is in common use. From now on these five levels will be recognized in all the countries that belong to the Caribbean National Training Agency (CANTA). Although the common use of these five levels is a step forward on the road to eventually setting up a framework that also covers educational levels, the bulk of the hard work still lies ahead. The countries where these tools are most developed are Ireland and South Africa, both of which have systems that are currently in operation.

## **FRAMEWORK FOR THE RECOGNITION AND CERTIFICATION OF SKILLS** ILO Recommendation 195

Measures should be adopted, in consultation with the social partners and using a national qualifications framework, to promote the development, implementation and financing of a transparent mechanism for the assessment, certification and recognition of skills, including prior learning and previous experience, irrespective of the countries where they were acquired and whether they were acquired formally or informally.

- Such an assessment methodology should be objective, non-discriminatory and linked to standards.
- The national framework should include a credible system of certification which will ensure that skills are portable and recognized across sectors, industries, enterprises and educational institutions.
- Special provisions should be designed to ensure recognition and certification of skills and qualifications for migrant workers.

In Chile, one component of the *Chile Califica* program that is currently under way is an attempt to formulate a national qualifications framework. That country is set to establish the legal basis for a national system in which the functions of training, evaluation and labour competency certification will be organized. Work is in progress in the framework of a programme to create coordination networks whereby different levels of training will be equated with levels in technical and higher education.

In Colombia, SENA has a national system for classifying occupations organized by levels according to the preparation needed for each. It covers levels that range from the trained worker up to top management. With this as a base, SENA has been structuring its training offer and working to coordinate with secondary and higher technical education.

## **The promotion of lifelong learning modalities**

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The Centre is closely monitoring different activities to strengthen national frameworks and training systems in a number of countries in the region. These activities are geared to improving coordination between education and work, to make it easier to move between these two worlds and thus give continuity to lifelong learning.

This coordination can take various forms. One is to establish itineraries in which vocational training is recognized in formal education, usually at secondary technical and higher technological levels. This will mean that the trainee who completes a vocational training course will be eligible to go on with his or her studies at the

middle or higher levels of formal education.

But there is also recognition of labour training in cases where secondary (usually technical) educational establishments run vocational training programmes in the framework of their teaching itineraries. In these situations the training institution recognizes the training received by the student who comes from the formal secondary education system.

### **UNIVERSITY FOR WORK PROGRAMME** **INA of Costa Rica**

In order to be able to offer lifelong training options to the general public, the National Training Institute (INA) in Costa Rica is now running a new programme which will enable trainees who complete courses to widen their knowledge at the para-university and university level.

The programme consists in coordinating the efforts, human resources, infrastructure and experience of the INA, university colleges and universities so as to attain the best possible training for human resources in the country. It operates through different agreements with universities and university colleges and it involves exchanging physical, printed and electronic infrastructure to bring human resources up to date and to offer quality training and run joint academic projects.

At the moment work is being done in various fields such as secretarial courses, English as a second language, tourism, accountancy and finance, administration in enterprises with the emphasis on human resources, electronics and work safety.

## THE COORDINATION OF SENA TRAINING WITH SECONDARY TECHNICAL EDUCATION

### Some basic premises

1. **All those who complete secondary technical education should learn a productive trade.** Students in secondary education can study, partly or completely, on a training programme and continue their education in SENA or at a higher education institution, with recognition of the learning they have already acquired. In line with this premise it is expected that next year the approximately 600,000 students who complete secondary education will also have some certified vocational training.
2. **Students who complete secondary education: “all enterprising”.** The aim is to develop competencies for starting undertakings and enterprises during education and training for work. Secondary education students on programmes that are coordinated with SENA will be able to take advantage of an Enterprise Fund that has been set up to finance business projects.
3. **Training by projects.** To develop competencies that are portable and specific, thus promoting cooperation and the creation of enterprises through formulating and managing productive projects as an integral part of training (productive chains, clusters, local and regional development).

There is a general move in this direction, and some agreements have already been made. There is an initiative, usually from a national training institution, to set up contacts and urge educational institutions to make alliances that will lead to the recognition of different programs.

Increased cooperation is being fostered by the Ministry of Education in Bolivia, and also in Colombia in the framework of the national labour training system promoted by SENA, in Costa Rica with the INA and its “University for Work”, and in Chile with the “Chile Califica” programme.

The SENA in Colombia has already made agreements to make it easier for secondary technical education establishments to incorporate content from vocational training. This can be taught during the teaching cycle, and it makes it possible for the student to obtain certification by competencies from SENA as he or she progresses through the secondary education system. In the same way, students and trainees in SENA can enter the higher education establishments that SENA has an agreement with and so continue with their training, building on what they have learned at SENA in the higher education system.

## Competency-based training

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Competency-based training has become one of the most widespread and massive innovations in vocational training in recent times. It was first initiated nine years ago in a Mexican system that used the competencies model, and in those years a huge amount of progress has been made in the Americas.

The Centre has published more than fifteen titles about the labour competencies approach, ranging from technical and specialized articles to books, and including didactic support materials published as handbooks and manuals that have a direct practical application. In particular, in the two years covered by this report, the book

### **THE TECHNICAL AND TECHNOLOGICAL EDUCATION SYSTEM**

#### **Ministry of Education - Bolivia**

The programme to Strengthen Technical and Technological Training is at present seeking agreement with the social actors on the proposal to gradually implement the new system and to draw up a strategic and financial plan. The general objective of the proposed national system is to improve the quality, innovation and relevance of technical and technological training to respond adequately to people's needs and to the demands of social development and production in the country. Its specific objectives will be as follows:

- To provide quality training that is pertinent for and in work, by developing specific basic key competencies.
- To contribute to developing an education system that is more equitable and opens up greater opportunities for social and occupational mobility.
- To set up effective operational mechanisms to coordinate with the social and productive sectors in the country.
- To coordinate technical and technological education with the various different levels and modalities in the national education system.
- To lay down the normative and legal bases, the principles and the institutional mechanisms that will enable the technical and technological education system to continuously overhaul itself and adapt.

The system includes coordinated integration among the sub-systems that offer training, information, occupational guidance, standardization, accreditation of skills, evaluation and certification. The philosophy of lifelong learning, social participation, citizenship, gender equity, social equity and multi-culturalism have been adopted as guiding principles. The plan is to set up strengthened supervisory organizations at the national, provincial and local levels, decentralized management, and curricular organization based on the competencies focus that is flexible and set up in modules to ensure easy mobility and progress. These are also sectoral strategic plans for training and technical training programmes for focalized groups such as young people, women, indigenous people, people with different capacities, and so on.

*“Key competencies and lifelong learning”* came out. This contains an analysis of the spread of the competencies approach in Latin America and the Caribbean and an account of the development of the application of the key competencies approach, competency frameworks and systems, and certification processes for capacities that have been acquired previously.

In the web site on this subject there are reports on various experiences, and a resource bank of tools where more than five technical manuals have already been published by the institutions themselves. These include the competencies training and certification programmes of the Ministry of Labour of Argentina, SENAI and SENAC in Brazil, SENA in Colombia, SENCE in Chile, INA in Costa Rica, INTECAP in Guatemala, CONOCER in Mexico, INATEC in Nicaragua and INSAFORP in El Salvador.

Cinterfor is also responsible for the joint publication of a manual called *“Curricular design based on labour competency standards. Methodological concepts and guidance.”* It was written by staff on the training and competency certification programme/IDB-FOMIN of the Argentine Ministry of Labour, Employment and Social Security. This is perhaps the most complete work on the subject of curricular design. By kind permission of the programme in Argentina, the Centre has made the complete text available on its web site.

A document called *“40 questions on labour competency”* that originally appeared as a hyper-text on the web page was consulted so often that the Centre decided to publish it in the “Technical Office Papers” series. There is also a complete research study that includes analysis of the interpretation and concrete application of the competencies focus in training: *Formación Profesional: ¿Saberes del ocio o saberes del trabajo?* (Vocational Training: the knowledge of leisure or the knowledge of labour?).

There are dozens of new competency-based training programmes that involve technical and pedagogic innovations. In many countries this concept has led to the setting up of new mechanisms for identifying needs, such as the

#### **LABOUR COMPETENCY PUBLICATIONS WITH SENAC IN BRAZIL**

The book *“Competencia Laboral. Manual de conceptos, métodos y aplicaciones en el sector salud”* (Labour competency. Manual of concepts, methods and applications in the health sector) was originally written in Spanish by Cinterfor specialists, with support from the Pan-American Health Organization. SENAC had it translated into Portuguese and published.

In Technical Bulletin 31 (January-April 2005) SENAC published a Cinterfor article “The certification and recognition of learning: old problems, new challenges.”

sectoral technical committees in Brazil and the sectoral discussion groups in Colombia, in which employers and workers are both represented. In nearly all the training institutions in the region there has been a big increase in training for people who work on defining competency profiles, and also in training for teachers. More than ten manuals on this subject are available, and now there are others that deal with curricular design including publications from the SENAI in Brazil, INTECAP in Guatemala, SENA in Colombia, and the Ministry of Labour and Social Security (the Labour Competencies Programme) in Argentina.

The competencies approach has also led to innovations in pedagogic practices and this can be seen in projects in SENAC, Brazil, and in SENA, Colombia, for example. The improvement and updating of training programmes has shown that national training institutions might have an accumulation of knowledge applicable to training and to an improvement in the training offer. Clearly, this has also brought employers closer to determining the content of training programmes, and lastly, it is an infallible indicator of quality that reaffirms the acceptance of training certificates.

#### **SOME EXPERIENCES IN DESIGNING TRAINING OFFERS BY COMPETENCIES, GENDER AND OCCUPATIONAL PROJECT**

This series is published by the Argentine Ministry of Labour, Employment and Social Security and by the FORMUJER programme, and is available at the "Gender, Training and Work" web site.

- Curricular design of training by work trajectories. Contributions to the quality of training incorporating the criteria of equity and relevance to the local environment. General domestic services.
- Care and attention of people
- Construction of welded metal pieces
- Full catering service
- Information and reception in tourist accommodation
- Handicraft textile production
- Domestic production of jam and pickled products
- Specialist in small scale market gardening
- Commercial and productive techniques to obtain different types of vegetables
- Shop assistant to manage the cash desk and receive and restock perishable and non-perishable merchandise
- Master baker
- Baker's assistant.



The inter-relation between the competencies and the gender approaches, which is being promoted by the FORMUJER and PROIMUJER programmes, makes the individual into an active protagonist in the teaching-learning process, and it has proved to be a potent conceptual and methodological framework for improving quality and equity in training policies. The adoption of the nexus between the two approaches in a systematic way in all the phases of curricular development – from identifying the occupational profile to the evaluation phase itself – makes it possible to design a training offer that is pertinent in two senses. It not only caters to the requirements and possibilities of the labour market but also to the different profiles of the target population, taking account of people's diversity and that of the real environment in which they are inserted, and recognizing their knowledge and experiences as competencies that they will bring into play in the performance of a labour task. This view of curricular development, and the way it is organized around work on Occupational Projects, has been seen by the INFOCAL, the INA and various other training organizations that implement action under the direction of the Ministries of Labour in Argentina and Uruguay, as a crucial factor in innovation and improving the relevance and the quality of the training offer.

Demand from training institution personnel for the Centre's competency-based courses and seminars has been very dynamic. Interest in the competencies approach has drawn enterprises and training institutions closer together so the competencies and the gender approaches have brought a common language into play, and this has made it easier for the human resources area in enterprises to coordinate with training institutions.

## **Certification of labour competencies**

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One area in vocational training that is very active at the moment is the recognition of competencies that are acquired through work experience, through training, or through a combination of the two. In Latin America and the Caribbean more and more work is being done on this, and there are different initiatives and debates going on.

An important aspect of certification is that it is being seen as part of a scheme for ensuring quality in training. The reasoning behind this is that the successful evaluation and recognition of competencies should be an integral part of good training.

## **SOME ACTIONS OF TECHNICAL COOPERATION IN THE FIELD OF COMPETENCY-BASED TRAINING**

- Course in human resources management by competencies. Methods and techniques. Secretary of Public Education, Turin Centre. Mexico 19 to 23 May 2003.
- Course in human resources management by competencies. Methods and techniques for VTIs and enterprises. Turin Centre. Saltillo, Mexico, 26 to 30 May 2003.
- XIV Latin American Meeting on Safety and Hygiene – Seminar on management by competencies in the labour ambit. Colombian Safety Board. 26 August 2003.
- Work group on training and certification by competencies. SENAC. Rio de Janeiro, 8 September 2003.
- First International Technology and Education Congress – social inclusion – the challenge of making knowledge democratic. SENAC/SESC and the Trade Federation of the State of Pernambuco. Recife, 30 September to 3 October 2003.
- Review Forum on international experiences in training and human resources management with the competencies focus. SEP – PMETyC. Puebla, Mexico, 4 and 5 December 2003.
- International conference on vocational training. JICA/SNPP. Asunción, 10 February 2004.
- Course on training based on competencies. SESC. Rio de Janeiro, 28 March to 2 April 2004.
- Course on labour competencies and their main applications. Ministry of Labour and Social Security. ILO Mexico. Havana, 12 to 14 April 2004.
- Course on “Human resources management by competencies”. Turin Centre with support from the University of Nuevo León. Monterrey, Mexico, 24 to 28 May 2004.
- International seminar on “Vocational education by competencies: An advantage for whom? SENAC DR, Minas Gerais. Belo Horizonte, 24 to 25 June 2004.
- Knowledge Olympiad and International Seminar on Education and Technology. Brazil: Making industrial competitiveness professional. SENAI. Belo Horizonte, Brazil, 5 to 10 August 2004.
- Second International Educational Technology Congress. Today's youth for tomorrow's society – the power of education and the force of technology. FECOMERCIO, SENAC, SESC and support from Cinterfor. Pernambuco, Brazil, 14 to 17 September 2004.
- Round Table: “Curricular development by competencies.” Elbio Fernández Primary and Secondary School. Montevideo, 29 September 2004.
- Central American workshop seminar on raising awareness about key labour competencies. Ministry of Public Education. San José, Costa Rica, 13 and 14 March 2005.
- First international workshop seminar on vocational training. Panorama of training and certification by competencies in Latin America. Peruvian Ministry of Labour and Social Promotion. 5 - 6 June 2005.

Conference on human resources management by competencies and national training frameworks. SENA. Bogotá. 20 to 22 June 2005.

Nevertheless it should be made clear that the certification of competencies should not be a new arrangement in which training is necessarily separated from certification. This precept is built into the English model and it should definitely not be imported into the Latin American region without prior adaptation. What is more, it is accepted in the ISO 10015 quality standard for centres that award certification that training may also take place in these centres so long as the two processes, certification and training, are demonstrably independent of each other.

Special care is needed in this analysis because the role of training institutions has always ultimately been linked to the value of the certificates they issue. Therefore it is not valid to suppose that centres should resign their capacity to evaluate and certify, because these functions are an integral part of the training process. These debates show that care should be taken when analyzing training models, and that there are pressures when centres that award certification want to move into an area that is economically viable.

Cinterfor has closely monitored the progress being made in different processes, in particular

the SENAI System that has been launched on a national level, the SENAI System for the certification of persons, and the SENA's progress in the framework of its national training system which is certifying workers' competencies based on their work experience.

In a number of countries like Brazil and Chile the subject of certification, understood as the formal recognition of competencies acquired in different ways and not necessarily in formal education, is now dominant and is being dealt with at the level of ministries and may soon be subject to legislation. In fact, in Brazil, there is now an inter-ministerial committee run by the Ministry of Labour and Employment whose

**SOME GUIDELINES  
OF THE SENAI SYSTEM FOR THE CERTIFICATION OF  
PERSONS**

- Vocational profiles for the certification of competencies have to be drawn up by sectoral, regional or national technical committees, and approved by national sectoral technical committees.
- Evaluation and certification by competencies must involve demonstrated performance, irrespective of how the competencies in question have been acquired.
- The SENAI certification system must promote social inclusion and make vocational mobility possible.
- The SENAI certification system will stimulate enterprises to create a culture of developing human talent, valuing certification by competencies, and promoting continuous training.

task is to draw up a plan for a certification system. Similarly, in Chile, parliament is going to pass a law which will regulate a competencies standardization, evaluation and certification system.

#### **SOME COOPERATIVE ACTION IN THE AREA OF COMPETENCY CERTIFICATION**

- Seminar "Vocational certification: differential in the labour market." Industry Federation System of the State of Minas Gerais, SENAI M.G., 17 and 18 March 2003.
- Seminar on Vocational Certification, SEMTEC, Brasilia, 9 and 10 September 2003.
- Workshop-seminar "Labour Competency Certification." General Culture and Education Board, Province of Buenos Aires. La Plata, 10 October 2003.
- Seminar "Trends in Human Capital Management" in the framework of the "Chile Capacita Workshop 2003, Developing Human Capital." Chile Capacita – SENCE. País Digital, Santiago de Chile, 14 October 2003.
- Course on the management of systems of training and certification by labour competencies. Turin Centre. Turin, 25 – 29 October 2003.
- Work meeting of the Inter-Ministerial Committee for Certification and Training for social actors in the MTE Certification Project in Brazil. Presentation of the panorama in Latin America, and commentary on the proposal for a certification system. Brasilia, Sao Paulo, 24 – 27 April 2005.
- Participation in the SGT 10 Meeting of the Mercosur. Presentation of experiences in Latin America for the certification of competencies, and support in coordinating the work plan. Asunción. 19 - 20 May 2005.

### **Training and productivity**

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The links between vocational training and raising productivity in the economy are becoming clearer all the time. This is evident from the fact that the demand for trained human resources has been growing ever since the economic crisis that struck the south of the continent, and from the fact that in some technical occupations there was a serious shortfall in the labour offer to meet this demand.

In public employment policies, training is being considered more and more as one of the ways to facilitate access to quality jobs. In many countries an effort is being made to promote the creation of training offers to accompany the growth of key sectors in the economy. In Chile, for example, priority is being given to fostering training and competency certification for sectors like tourism, wine production and copper mining.

Specialists from the Centre have taken part in various forums to analyze the subject of productivity and training. Every year in the Dominican Republic, INFOTEP holds a “National Conference on Raising Productivity” in which different specialists from the region talk about experiences in this field, and all these specialists have been supported by Cinterfor. The Centre has invited lecturers from different countries to talk about experiences in countries like Spain that are more developed in this field.

The Centre has consistently supported the “Productivity Measurement and Enhancement System - ProMES” (Spanysh acronym SIMAPRO) methodology that is in use in Mexico and various other countries in the region. This methodology links training to productivity, and makes it possible for training to be connected to the competencies required to make a positive impact on production and cost indicators in the world of production. Numerous events on this subject have been held in Mexico, Cuba and Guatemala, and these have received support and finance from the Centre.

#### **SOME COOPERATIVE ACTION IN THE AREA OF VOCATIONAL TRAINING AND PRODUCTIVITY**

- IV National SIMAPRO Meeting “Training and health and safety management in work: experiences with sugar plantations”. ILO Mexico. Mexico, 2 - 3 October 2003.
  - VIII National Conference on Raising Productivity. INFOTEP, Santo Domingo, 22 - 24 October 2003.
  - First Regional Forum on Competitiveness and Productivity. The Bogotá-Cundinamarca competitiveness strategy and other international experiences. Bogotá Chamber of Commerce, 9 - 10 December 2003.
  - Fifth SIMAPRO Meeting on decent work in the sugar industry. SIMAPRO. Mexico, 31 March - 1 April 2004.
  - Course on SIMAPRO methodology at the Santa Ana sugar plantation. INTECAP. Guatemala, 16 - 17 June 2004.
  - Sixth National Productivity Progress and Measurement System Meeting (SIMAPRO) and decent work in the sugar industry. The SIMAPRO as a creator of team work and lifelong learning. SIMAPRO. ILO Mexico, 30 September - 1 October 2004.
  - VIII National Conference on Raising Entrepreneurial Productivity. INFOTEP. Santo Domingo, Dominican Republic, 14 October 2004.
- Seminar on “The sustainability of employability and competitiveness considering structural changes in the economy and the conditions of work.” ILO, CEPAL, SENAI, Brasilia. 5 - 6 July 2005.

Progress has also been made in extending the use of this methodology to other sectors (milling, textiles and rural) and to other countries in the region. In the sugar-producing sector, for example, the methodology is already being successfully applied in sugar plantations in Mexico, Cuba and Guatemala. The Centre has helped to guide these efforts and had already published a number of items on the subject. One outstanding example is “*Productivity in organizations*” by Leonard Mertens, in which there is an analysis of experiences where the learning environment and the work of identifying needs have made a positive impact on results in production. In this same sphere work is under way to produce a guide about how to apply the methodology of the “Productivity Measurement and Enhancement System” (ProMES) in the region as a whole, and it will be published jointly by the Centre and the ILO Office in Mexico.

In addition, the Centre has been able to monitor and publicize various projects like the efforts of the SENAI in Brazil, which is studying the changes that new technologies and the organization of production and work are causing in occupations. The aim is to keep an up-to-date register of these changes and to bear them in mind when the time comes to design vocational training programmes. The principles and the general functioning of the SENAI model are included in a work called “*Pesquisa y desenvolvimento no SENAI: impactos na industria e na educação profissional*” (Research and development in SENAI: impacts on industry and vocational education) in the “Technical Office Papers” series that has been published by the Centre. A number of the occupational studies that the SENAI has made in sectors like telecommunications, textiles, machines and equipment and petrochemicals are already available.

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## 4. FOCALIZED TRAINING FOR SPECIFIC POPULATION GROUPS

### Youth, Training and Employment

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The thematic of young people precarious conditions of employment, their labour instability and low salaries and social protection, as well as their lack of education and training for work, are one of the highest priorities for Cinterfor/ILO. Cinterfor/ILO's basic aim is to contribute to the development of training of young people of both sexes as to allow them to aspire to decent jobs. In the framework of this objective, the Centre has continued developing important efforts tending to identifying, systematizing and disseminating information about innovative experiences developed in the field of training and employment of young people in different countries of the region. It has promoted the exchange of experiences and technical cooperation, and has assured the publication to get knowledge on this subject. It has also offered technical assistance whenever it was asked to help with the design of policies in this field.

In the period covered by this Report, Cinterfor/ILO carried out its plan to develop a regularly updated *Observatory of training and employment experiences for young people in Latin America and the Caribbean*. This is available for consultation via the Internet. This initiative is a response to the need for a data bank of the best practices currently in operation in vocational training institutions, ministries of Labour, youth institutes and other institutions, both officials as well as belonging to the civil society, in Latin American countries. This is conceived as a request for support for the actors in the field, so they can have a follow-up and a comparative evaluation of the public and private efforts that are under way in various national and local contexts. The focus is on developing different lines of action: information, studies and research, compared systematization of experiences and work methodologies that has contributed to identify the best practices existing in the region, and also to identify the keys to their success in each case. This service now has information on more than eighty programmes that are being run in different countries in the Americas. It has turned out to be particularly useful for those who run youth training and employment schemes because experiences can be fed back into the system and used in the future to make adjustments to and enrich new

programmes. Likewise, it has improved the flow of institutional and programme information and the systematization of experiences and learning generated by the Youth Training and Employment Programmes in Latin America. It is constantly updated with information on new successful experiences that are permanently being identified.

The Centre has started work on ten case studies that describe innovative experiences on youth training and employment. These are being run in the informal urban and rural economy, in some countries in Latin America and the Caribbean. The ten cases studied were selected in accordance with geographic and ethnic criteria. The experiences on the list are as follows: Argentina (Navegar Sur, executed by the SES (Sustainability, Education, Solidarity) Foundation); Brazil (the Professionalization Programme of the Axé Project); Colombia (Youth demobilized, Training for employment, co-implemented by SENA); Cuba (Gaspar Melchor de Jovellanos School, executed by the Office of the Historian of the City of Havana); Ecuador (Entrepreneurial Training School, executed by the Ecuadorian Populorum Progressive Fund); El Salvador (Miguel Magone and Laura Vicuña Programmes, executed at the Don Bosco Industrial Estate); Mexico (Integral Attention Programme for Unemployed Youth - La Comuna, executed by the National Employment and Training Board of the Government of the Federal District); Peru (Labour Training Programme, co-executed by the Ministry of Labour and Employment Promotion); and Uruguay (Youth Labour Training Programme, executed by the Tacurú Movement). Ten specific reports were written about these cases because they were considered innovative in various ways, and the results are being made public in a document summarizing the conclusions of this initiative.

The Centre has continued with its policy of promoting the circulation of information and knowledge on this subject, and a number of titles have been published in Cinterfor/ILO's various series of books. A complete list of these publications is given in a separate box, and they are all available on Cinterfor/ILO's website, on "Youth, Training and Employment". Anyway, the *Manual for the evaluation of impact and its application in youth training and employment programmes*, which was written as an instrument for evaluating the impact of the above-mentioned programmes in the Americas, is also available. It has also been produced, in a joint effort with SKILLS and ACTRAV, a *Trade Union Guide "Youth and Employment"* which consists of three modules. It is designed to help workers' organizations to strengthen youth projects in two ways: on the one hand, by improving young people prospects of employment, and on the other hand, by fostering the participation of youth in their own organizations. The book has been translated from the original Spanish into English and other languages by SKILLS so it



## YOUTH AND VOCATIONAL TRAINING

### Publications

- Ibarrola, M. de (Coord.) *Escuela, capacitación y aprendizaje: la formación para el trabajo en una ciudad en transición*. (School, training and apprenticeship: training for work in a transition city) Montevideo: Cinterfor/ILO, 2004. (Tools for change, 27)
- Molpeceres Pastor, M. *Identidades y formación para el trabajo en los márgenes del sistema educativo*. (Identities and training for work in the edges of the education system) Cinterfor/ILO, Montevideo, 2004. (Tools for change, 24)
- Training and Production Centre (CECAP) and "El Abrojo" Socio-labour Programme. *Formación de jóvenes en alternancia: una propuesta pedagógica innovadora*. CINTERFOR, CECAP, EL ABROJO, 2004. (Training features, 29)
- Abdala, E. *Manual para la evaluación de impacto en programas de formación para jóvenes*. (Manual for the evaluation of impact in youth training programmes) Montevideo: Cinterfor/ILO, 2004.
- Abdala, E.; Jacinto, C; Solla, A. (Coord). *La inclusión laboral de los jóvenes: entre la desesperanza y la construcción colectiva*. (Youth labour inclusion: between hopelessness and collective construction) Montevideo: Cinterfor/ILO, 2005. (Training features, 21).
- Ibáñez, S. *Los jóvenes y sus representaciones sociales*. (Young people and their social representations) Montevideo. Cinterfor/ILO. 2005. (Training features). (Being printed)

can be used in other parts of the world. The guide has been tried and tested in Brazil and in Uruguay on the RLA/01/M10/SPA project. The new version of the guide will be published within a few months.

With the financial support of SKILLS a book on the state of the art of training and youth employment will come out in the near future.

Keeping the "Youth, Training and Employment" website updated is a full time job. This is one of the Centre's main instruments for gathering and disseminating information on this subject, and for operating a network for exchanging information and experiences and for promoting interaction among different actors in the field. Since 2003, an English language version of this site has also been available, and it has more than 12,500 annual subscribers who exchange information and cooperate in this area. The site has the capacity for 4,500 pages, and it receives approximately 900,000 visits per year. Since 2003, Cinterfor/ILO has issued four new thematic information bulletins, and this has given continuity to the subject of youth in Latin America and the Caribbean according to the Labour Panorama, and on decent work and training for young people. Specific spaces

## **YOUTH TRAINING AND EMPLOYMENT**

### **Participation in events**

- National Seminar on Youth Employment and Organization: trade union strategies, São Paulo, RLA/01/M01/SPA Project, 25 - 27 June 2003.
- Youth Summit of America. Panel about labour insertion for young people in the region: challenges and opportunities for this demographic group, Mexico, 4 August 2003.
- National Seminar on Youth Employment and Organization: trade union strategies, RLA/01/M10/SPA CUT, Santiago, 27 - 29 October 2003.
- National Seminar on Youth Employment and Organization: trade union strategies: RLA/01/M10/SPA CUT, Asunción, 30 October - 1 November 2003.
- National Seminar on Basic Rights and International Labour Norms. The rights of young workers. Economic and sociological analysis, Montevideo, 21 November 2003.
- Seminar on strategies of young workers facing the employment problem in Argentina, RLA/01/M10/SPA Project, Córdoba, 4 - 5 December 2003.
- Seminar workshop on Entrepreneurship and University – Training for young entrepreneurs in universities to strengthen links with the productive and technological sector, Kolping Foundation, Montevideo, 1 June 2004.
- First Latin American meeting on the labour inclusion of young people, RedEtis and the SES Foundation, Buenos Aires, 2 - 3 September 2004.
- International Seminar on Youth Employability and Entrepreneurship in the Southern Cone. Young social capital. Contribution to reducing poverty. RED Paraguayan Youth Employment Summit, UNDP, Asunción, 4 - 6 September 2004.
- Second International Educational Technology Congress. Today's youth for tomorrow's society: the power of education and the force of technology, FECOMERCIO, SENAC, SESC and support from Cinterfor, Pernambuco, 14 -17 September 2004.
- Tripartite Meeting on Youth Employment. The Way Forward, SKILLS, Geneva, October 2004.
- Meeting on public policies for young people, Capacitación Solidaria, Sao Paulo, 29 - 30 September 2004.
- Seminar on Young People and Decent Jobs, Caracas, Venezuela, ORIT, 1 - 4 February 2005.
- Course on Young People, Work and Trade Union – three attendance workshops organized by Cinterfor/ILO and supported by the RLA/01/M10/SPA Project, Montevideo, April and May, 2005.
- Seminar on Youth in the Work Society in the framework of the XVI Ordinary Continental Congress, CIOSL/ORIT, Brasilia, 18 – 19 April 2005.
- Regional Seminar on trade union for young people's employment and participation, Cinterfor/ILO, RLA/01/M10/SPA Project, Montevideo, 17 - 19 May 2005.

have also been opened with information about gender, youth in the rural environment, and youth and trade union. At this site there are also systematized reports on experiences and information about all Cinterfor/ILO publications on this subject, statistical data, the relevant legislation, links to related sites, and a forum that enables people who join the system to interact with each other in a network.

The mass of information gathered and the knowledge the Centre has amassed in recent years in the field of youth training and employment has made Cinterfor/ILO into an acknowledged point of reference for the countries in the region and for the ILO itself. Whenever youth training and employment is analyzed the Centre is consulted and asked to make a contribution, to prepare documents, to make presentations at meetings, and to act as an instrument of technical cooperation on the regional level. It works in the framework of the high level Youth Employment Network. At the beginning of 2005, Cinterfor/ILO helped to draw up an ILO report entitled “*Youth employment: ways to accede to decent work*” and this will be presented and analyzed at the 93rd International Labour Conference. Besides this, the Centre has supported all the events on this subject that were held as part of the project called “Trade Union and decent work in the age of globalization in Latin America” (RLA/01/M10/SPA) that was organized in Argentina, Brazil, Chile, Colombia, Paraguay and Uruguay.

Cinterfor/ILO has also been providing technical assistance in this field to countries that have requested it. In recent months the Centre, working jointly with the ILO subregional office for Central America, has been giving technical support to the government of Panama through the Ministry of Labour and the Ministry of Education in that country, to draw up a national youth employment plan. The necessary background information has been gathered, and now a proposal for a national youth employment programme is being drawn up. During this period, the Centre has supported and participated in numerous national and regional events organized by the ILO and different organizations, programmes and projects dealing with the question of youth. The main activities that Cinterfor has supported and guided are listed in a separate box.

## **Women, informal economy and poverty**

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In the two year period covered by this Report, the experiences that the FORMUJER and PROIMUJER programmes have been running, with focalized attention on vulnerable population groups and especially on women in poverty, have been strengthened by

the extension of their sphere of action to the most diverse local situations including many areas of activity to support insertion in formal urban employment, in work in associative micro-enterprises or in employment in social and community services. The concept of occupational guidance as a component of the training process involves integrated development with the gender perspective, competencies for employability, participation in citizenship, training for a specific technical area through the Occupational Project methodology, and a changeover from standardized monetary subsidies to compensatory strategies conceived as didactic tools to promote decision-making and the collective resolution of problems. This approach has proved that it is possible to give quality training to socially disadvantaged population sectors. Vocational training institutions have the capacity to replicate this successful methodology on a larger scale. This would involve developing occupational profiles that are coordinated with the local productive sector (and guided by the gender and competencies focuses) so as to create more work opportunities and improve performance and raise productivity in the informal economy. Besides this, gender restrictions could be identified and overcome.

These focuses and instruments were implemented by FORMUJER in 248 courses, and 57 occupational profiles were defined and developed in coordination with actors in the production and social sectors, at the local as well as the sectoral levels. This was spread over 13 different locations in three countries (Argentina, Bolivia and Costa Rica). Some 3,400 people were directly trained, most were women, and more than 70% of them had not previously had any paid activity and had not completed basic primary education. The number of people trained far exceeded the programme's original target, and if indirect effects are taken into account it reached more than 10,000 people through action implemented by other institutions and programmes whose orientation and inputs were the methodologies and tools developed by FORMUJER. And the number of people who have benefited keeps rising because this is an ongoing programme and there is no way to measure the true extent of its impact.

In Uruguay in the past two years PROIMUJER made five calls of offers from training providers, and 66 courses have been run in more than 50 different occupational profiles in the capital city and in almost all the provincial departments of the country. A total of 1,184 people received training in that period, and a similar number received attention during the pilot phase.

An evaluation of the programme's impact was made among the trainees, the business sector that gave them work experience, and among directors and teachers in the vocational training institutions involved. They all agreed that there was a great improve-

ment in the trainees' employability, the main obstacles to access to employment were overcome, and there was a new attitude of seeking and generating opportunities, with the trainees recognizing their strengths and weaknesses with respect to the world of work. Women and men came to see themselves as active players constructing their own occupational careers and their own futures, and the competencies they acquired were of decisive importance for individuals and for groups to generate their own employment.

These methodological contributions, and the experiences that showed them to be workable, have been systematized and made available through national and regional publications and on the "Gender, Training and Employment" website, which provides free access to books, methodological and didactic materials, information about the experiences, evaluations and the lessons learned.

#### **METHODOLOGIES AND TOOLS FOR CATERING TO SOCIALLY DISADVANTAGED POPULATION GROUPS, ESPECIALLY WOMEN**

- The Occupational Project (OP): a training methodology for increasing employability and equity – flash presentation with videos of experiences.
- Gender and the informal economy in Latin America. New challenges and possible responses from policies of training for work. Cinterfor/ILO Technical Bulletin No. 155.
- Focalization and improving the employability of the target population. A model of policies to improve employability and gender equity: the FORMUJER Programme, Cinterfor/ILO.
- The Occupational Project. A training methodology to improve employability – manual for guidance and trainers. MTEySS/ FORMUJER Argentina.
- Occupational guidance with women – teachers' manual. Sarazola, S. Cinterfor/ILO/ Casa de la Mujer, Montevideo.
- Handbook for occupational vocational guidance. Integrated vocational-occupational guidance workshops. FORMUJER /INA, San José de Costa Rica.

Thanks to Cinterfor/ILO's work on dissemination and mainstreaming these focuses and new developments, they have been adopted as inputs by the following:

- Argentina: the vocational training component of the National Heads of Households Programme run by the Ministry of Labour; the *Terminalidad Educativa* programme (MTEySS and the Ministry of Education); the *Primer Paso* programme in the Province of Córdoba; the Transitory Employment programme in the Province of La Pampa.

- Bolivia: in national policy, especially in the training component for women in rural areas, and the programme to strengthen technical and technological training.
- Costa Rica: the University Work Programme, and the *Vida Nueva* national programme to combat poverty, implemented by the INA.
- Uruguay: other decentralized JUNAE/DINAE programmes such as PROJOVEN, MEVIR, etc.
- IDB, World Bank and ILO guidelines for policies for the informal economy. Besides this, the ILO also included the Occupational Project methodology in its selection of good practices presented at the Itinerant Knowledge Fair on decent work in the informal economy, which was run by the ILO Department of Integration, and inaugurated in the framework of the last International Labour Conference.

## People with disabilities

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The Centre has continued to support initiatives to help population groups with special needs to insert into training. It has guided and helped in setting up and running a variety of events including the Brazilian national seminar on the question of deficiency in the world of work (Brasilia, April 2003), for which it also sponsored a speaker. In Uruguay it helped organize four regional meetings in the country departments (provinces), the 17th National Meeting of Adults with Disabilities, and the 10th National Meeting of Young People with Disabilities, organized by the National Plenary of Organizations for the Disabled (PLENADI). The Centre also supported a technical meeting entitled “Ibero-American Year of the Disabled: Results and Prospects” that was organized by the Ministry of Labour and Social Security, the state social security organization (BPS) and PLENADI, and was held in December 2004.

The Centre has also published four books, in English and Spanish, in cooperation with SKILLS and the ILO Regional Office for the Americas. These are: *Placement of job-seekers with disabilities. Elements of an effective service.* and *Assisting disabled persons in finding employment. A practical Guide.*

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## 5. THE PRODUCTION OF KNOWLEDGE AND THE DISSEMINATION OF INFORMATION

### 5.1 The spread of knowledge via the Cinterfor portal [www.cinterfor.org.uy](http://www.cinterfor.org.uy)

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Since it first came into being, Cinterfor/ILO has always been conceived of as a space for analysis and the dissemination of knowledge about vocational training in Latin America and the Caribbean. The new information and communication technologies are tools with enormous potential since they make it possible to gain instant access to the wealth of information that has accumulated in vocational training institutions and in the Centre itself.

Cinterfor/ILO's web portal has become one of the most complete instruments with which the Centre discharges its responsibilities to its Member States as it the most up-to-date and well-ordered source of information about vocational training in the region. The web portal is now consolidated and strong, so more users and institutions have access to Cinterfor/ILO's publications and didactic materials about vocational training. This is a response to the growing need to improve access to training that is evident from the large number of training institutions which are now geared to recognizing competencies, developing or improving certification processes, incorporating social dialogue, and so on.

This portal and its links also enable users to gain access to the main information centres in the world, and to interact with other users through a series of discussion and information exchange facilities. These have brought into being real cooperative groups of researchers, professionals and people interested in different subjects in the world of training. There are more than 15,000 users on the lists.

In the past two years the amount of information available on the web portal has continued to increase, in line with the recommendations of the Centre at the 36<sup>th</sup> Meeting of the Technical Committee. This increase complies with the programme of activities agreed at that meeting, and the aim is to strengthen the institutional base of vocational training, support national efforts to consolidate systems, improve and modernize the organizational structure of national training institutions and of ministries of labour and of education in formulating and adopting national training policies.

In line with this policy the web portal has been enlarged and it now contains three new sections - Social Dialogue and Training; Employers, Training and Enterprises; and Training and Rural Development.

In response to the fact that vocational training is featuring more and more in the sphere of labour relations, the Centre has opened a new space in its portal on ***Social dialogue and training***. This is expressed in the activities social actors undertake to keep workers up to date with the latest knowledge, and in collective negotiation and even in the tripartite systems operating at local, national and regional levels.

Another new space that has been set up in the portal is ***Employers, training and enterprises***, which publicizes initiatives that employers' organizations and the world of business in general are taking in the area of training.

This initiative is a response to a call that was made by employer's representatives at the above-mentioned Technical Committee meeting urging Cinterfor/ILO to undertake research, documentation, and the dissemination of information about the use of vocational training as a means to raise productivity and improve competitiveness in enterprises and in a country's economy as a whole. This is in recognition of the fact that training plays an important role in increasing productivity, competitiveness and the creation of jobs.

With this in mind, Cinterfor and the ILO Office in Mexico worked together to set up a web site about ***Training and productivity***. This draws on the experiences of the Productivity Progress and Measurement System - ProMES (Spanish acronym SIMAPRO), and it contains the manual, analysis, results, and information on experiences in sugar plantations and in other sectors. ProMES is an integrated lifelong learning system built into the organization, whose purpose is to improve efficiency, quality and work conditions in organizations by involving workers, middle and top management, and getting them committed to the goals of the enterprise. There is systematic monitoring of the indicators of those goals, action is taken to continually improve, and there is follow-up on this through regular group feedback sessions.

The aim of Cinterfor/ILO's ***Training and rural development*** site is to make an important source of information, documentation and knowledge available to the rural training community in Latin America and the Caribbean. This deals with different dimensions of institutions' work in rural training in the region, and also programmes and projects that are connected to economic and social development in rural populations.

The ***Youth, training and employment*** site has up-to-date information about the labour training of young people, and it contains a data bank with "best practices" in



training and youth employment that are being carried out by vocational training institutions, ministries of labour and other organizations, both official and in civil society, in Latin America. These are concrete experiences that are developing training methodologies or that are making a demonstrably effective impact in terms of improving labour insertion for young people through training.

At the **Labour competency** site there is a completely up-to-date report on labour competency experiences that includes information about the progress made by all the institutions in the region in labour competencies and in quality management, and information about the progress the VTI in the region are making towards obtaining ISO certification.

In the ***Gender, Training and Work*** site there is a new section called “Employability, Quality, Equity and Gender” whose aim is to make available and share all that has been learned in these areas so as to keep moving forward and accumulating knowledge. To do this the site has been structured with a summarized presentation of the subject and a set of tools that enable users to go deeper into certain areas and take advantage of the products and results that this approach has yielded. These resources are organized into different sections: conceptual and methodological materials, didactic development, application strategies and experiences, achievement, impacts, and lessons learned.

Vocational training institutions are more and more interested in using information and communication technologies in training, and this is reflected in the proliferation of new training offers via the Internet, and a growing demand for information and technical cooperation in this area. In response to this, Cinterfor has continued to consolidate its web portal as a platform for e-learning. Now, as well as the four virtual events of the past two years on the subjects of vocational training costs, youth, training and employability, there was an interactive induction seminar on “Training policies to improve employability and gender equity”, which was held from 22 November to 17 December 2003.

This activity was organized by Cinterfor/ILO with the aim of creating a space for meeting and debate about the challenges that the new situation in the world of work has posed for labour training policies and about the knowledge and experience that has been derived from them, so that they can be met with greater equity, quality and pertinence. The event was designed to cater to personnel who are planning, implementing and running training policies in vocational training institutions that are members of Cinterfor/ILO, and also to teachers, career guidance officers, staff in ministries of labour and of education who are working in this field, representatives from the business sector, work-

ers' representatives, and other people who are in some way involved in the labour training area. A total of 148 people from 15 different countries registered for the course, and of these 82 submitted a final assignment and received certification for having taken part.

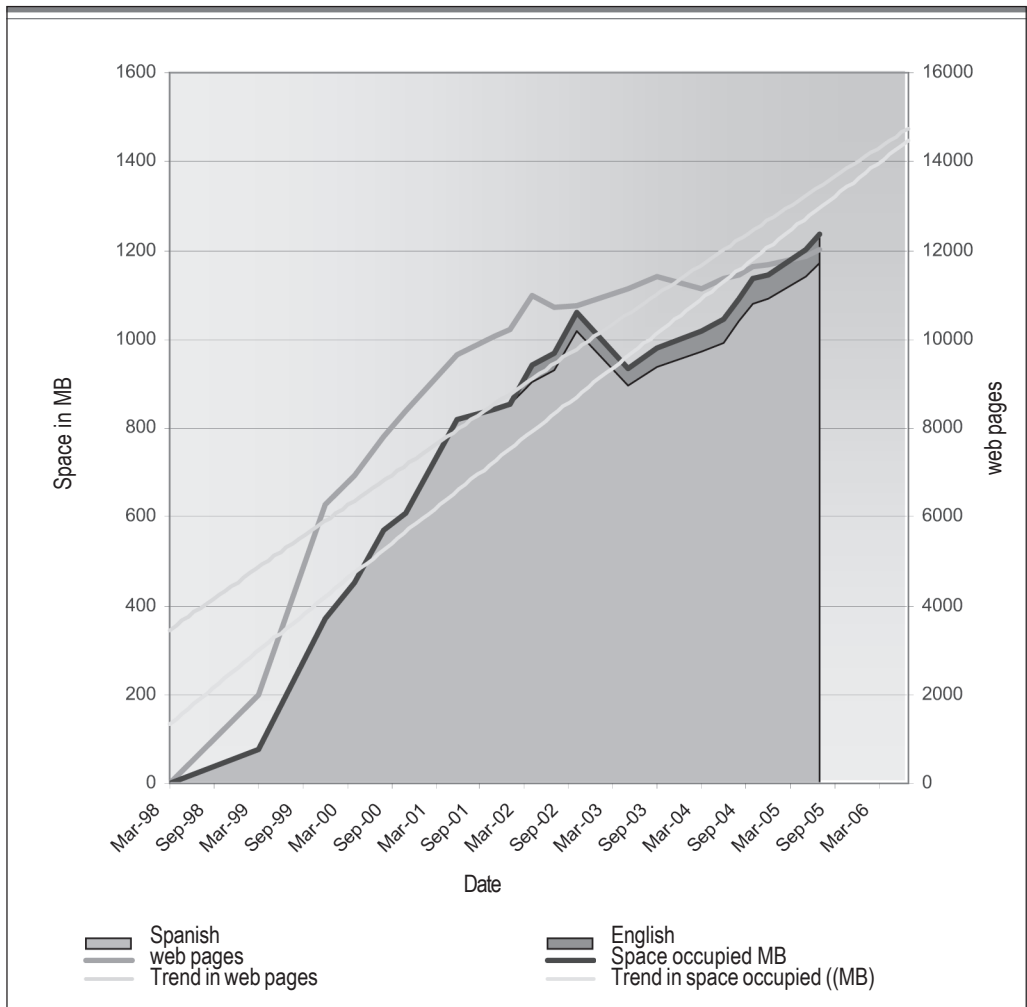
Since November 2004 Cinterfor has been developing another Internet project, the "Distance programme to strengthen institutions to improve quality and equity in training policies". This is a distance training programme that the Centre has set up with financial support from the Swiss Development and Cooperation Agency (SDC), and its aim is to promote quality management and equity in labour training policies by strengthening methodologies and strategies.

This programme is for institutions that are members Cinterfor/ILO and for public and private organizations that are committed to continuous improvement and that work directly or indirectly with disadvantaged and vulnerable population group. In pursuit of the best methodological option, teams were called for, and 24 teams from different institutions in ten countries took part (Argentina, Bolivia, Brazil, Chile, Colombia, Honduras, Nicaragua, Paraguay, Peru and Uruguay).

The spread of knowledge applied to training has become increasingly important; there is more of it and it is of better quality. The information available at the Centre's web portal increased by 25% in the last two years, and the number of requests for information is up 50% since 2003. The number of users who visit the site has doubled. Statistics from the Centre's server show that in 2003 the total number of hits received was over 15 million, in 2004 the total was 24 million, and in just the first half of 2005 there were 15 million.

In the graph below it can be seen that, in the years since it was first set up, the site has been providing users with more and more information.

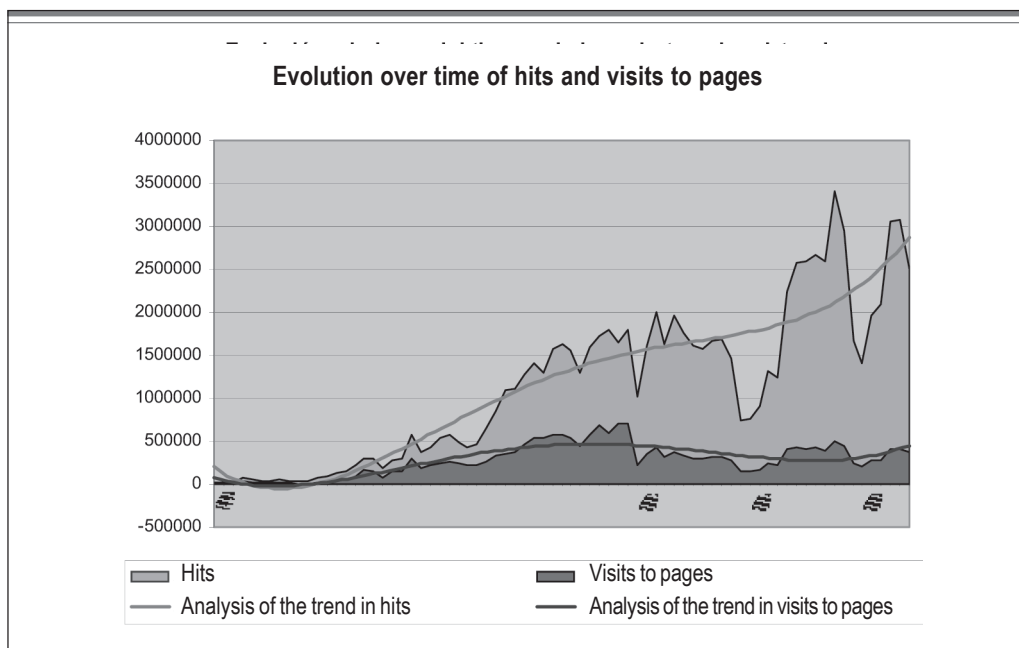
The graph below shows how the number of hits and the number of web pages visited by users of this site have increased since 1998.



In 2002 there were visits from 126 countries, but in 2005, only from January to July, there were visits from 148 countries.

It is estimated that in the period from January to July 2005 more than 560,000 different users visited the site. On average 2.69 web pages were looked at in each visit, and each visitor made 1.42 visits to the site. The average duration of a visit was 4 minutes and 24 seconds.

Because there is so much information available, a platform based on data bases is being set up so that users can have easier and more direct access to information, and so that maintenance of the site and its content will be easier.



As a first step, work has begun on creating the *meta data* of the content of the site. This *meta data* will be put on a data base which will be available for users to consult either directly or indirectly via active web pages that will take their content from the data base in function of pre-set criteria. The site has also been fitted with an advanced search engine which will make it easier to find more detailed specific information.

A forum discussion system has been installed and it is currently in use in e-learning activities to foster interaction among the participants. At the present time there are 100 registered users.

To guarantee that this ever-growing number of users can have access to the portal, the hardware and software has been brought up to date. There is now a more powerful web server, and the Internet connection band width has been increased to 512kb. There is also a new development server, and a firewall to improve security for servers and work stations. To guarantee that Internet services will be uninterrupted, an UPS system has been installed to prevent electricity failures or blackouts from interrupting the service or damaging machines.

## 5.2 The project “Strengthening Cinterfor/ILO’s web site and knowledge production”

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Since January 2003 a project has been under way to “Strengthening Cinterfor/ILO’s web site and knowledge production” which has been supported financially by the Swiss Development and Cooperation Agency (SDC).

During the first phase of the project there were two main objectives. First, to strengthen the English version of the Centre’s web site and publish more items in that language, to help meeting the needs of the English-speaking members of Cinterfor/ILO by giving them greater access to the Centre’s wealth of documents and knowledge. The second objective was to strengthen the use of information and communication technologies (ICTs) in training institutions in the English-speaking Caribbean.

The second phase of the project began in 2004 and it consisted of adding another objective: to strengthen the capacity of different vocational training actors in Latin America, the Caribbean and Spain to design and implement training policies and programmes to improve employability, citizenship and gender equity, with special attention to the informal economy and the rural sector.

The activities and achievements of the project can be summed up in the brief overview below.

### ***5.2.1. As regards strengthening the English version of the web site and the publication of books in that language***

Statistics about the English version of the web site show that since the project began at the start of 2003:

- Unique visitors have increased by 665.26%.
- Visits have increased by 276.08%.
- Hits have increased by 202.09%.
- Average visit duration has increased by 70.62%.
- The number of countries from which visits to the English version of the site have come has increased by 66.67%.
- The number of countries in the English-speaking Caribbean from which visits to the English version of the site have come has increased by 50%.
- Hits from the English-speaking Caribbean countries have increased by 225.23%.

- The megabytes occupied by the English version of the site have increased by 34.29%.
- The number of web pages in the English version of the site has increased by 39.17%.
- Files have increased by 46.86%.
- Directories have increased by 26.77%.

Since the project went into operation the following books have been published in English:

1. Vargas, F., *“40 Questions on labour competency”*;
2. Vargas, F., *“Quality management in vocational training”*;
3. Vargas, F., *“Key competencies and lifelong learning”*;
4. Casanova, F., *“Vocational training and labour relations”*;
5. Casanova, F., *“Local development, productive networks and training: alternative approaches to training and work for young people”*;
6. FORMUJER Programme: *“A training policy model for enhancing employability and gender equity: The Formujer Programme”*;
7. FORMUJER Programme: *“Gender and competency-based training. Conceptual contributions, tools and methodologies.”* (at press);
8. Mertens, L., *“Training, productivity and labour competencies in organisations: concepts, methodologies and experiences”*;
9. Arnold, R., *“Approaches to adult education”*;
10. McArdle, T., *“Firm and worker training in the Caribbean”* (at press).

**5.2.2.** The following activities were carried out in the area of *strengthening the use of information and communication technologies (ICT) in vocational training institutions in the Caribbean.*

5.2.2.1 *Letters of understanding* were signed with six training institutions in the Caribbean. These establish the framework in which cooperation in the field of ICT between Cinterfor/ILO and the institutions will take place. These institutions are: **Barbados:** Technical and Vocational Education and Training (TVET) Council; **Belize:** Employment Training and Education Services (ETES); Guyana: Ministry of Education (TVET

Programmes); **Saint Lucia**: Ministry of Education, Human Resource Development, Youth and Sports; **Suriname**: Foundation for Labour Mobilization and Development (SAO); **Trinidad and Tobago**: National Training Agency (NTA).

5.2.2.2 *The purchase and delivery of computer equipment* to the six vocational training institutions mentioned above.

5.2.2.3 *Technical and financial assistance to the Vocational Training Development Institute (VTDI) of the HEART Trust/NTA in Jamaica* for the organizations of two workshops on the use of ICTs in vocational training. These were held in Kingston, Jamaica. These workshops were training activities in the framework of the letters of understanding mentioned in point 5.2.2.1 above. The first workshop was held from 7 to 10 September 2004, and the second ran from 5 to 9 September 2005. The institutions in this project that signed letters of understanding with the Centre were invited.

5.2.2.4 Cinterfor/ILO also signed a letter of understanding with the *Caribbean Association of National Training Agencies (CANTA)* for the Centre to assist in developing that organization's web site.

**5.2.3.** The outstanding points as regards *strengthening institutional competencies for the design and management of policies* are as follows:

5.2.3.1. The development and implementation of the *Distance institutional strengthening programme to improve quality and equity in training policies (PCyEF)*, which started on 3 November 2004 and is scheduled to run until 30 October 2005, and which was presented at the end of point 1 in this chapter. A specific didactic methodology was constructed which involves the use of the potential of ICT to spread and reinforce systematized learning and good practices by means of a reference model for policy design and management that promotes the collective construction of knowledge and lines of action. A coordinating team and tutors guided the teams of participants – by e-mail and also in person – orienting their daily training and work, and responding to their needs and queries.

Evaluations of the teams and the state of progress in the PCyEF show that the training process and the group work space have led to a different kind of institutional dialogue. There is a new perspective on the workings of institutions, personal and institu-

tional competencies are now stronger, and the teams are working internally as agents of change and propagators of the focuses and tools they have been provided with.

5.2.3.2 There has been research into the new computer, pedagogic and communication resources for distance education, and these have been incorporated into Cinterfor's web portal, reference materials and links.

5.2.3.3 The *design, implementation and updating of the Gender, Training and Work sub-site and its sections* in the web portal:

The *Gender, Training and Work* sub-site is periodically brought up to date in both Spanish and English, and the latest materials and document summaries are made available in it. There are more and more links, and new sections are being added all the time. All this means that Cinterfor's portal is now the most complete specialized site on this subject in the region. It has 1,300 subscribers throughout the Americas and there are some in Europe as well. They are sent a periodic news bulletin that has information about the most important activities and publications on this subject in the region and in the world. The site is brought up to date every fortnight, it has 14 sub-sites in Spanish and 10 in English, some 1,130 pages, and it receives 300 visits a day. Of the new sections that have been added in the recent period the following stand out:

- *Employability, quality and gender equity in the design and management of training and employment policies*: conceived as a didactic tool to organize and share the policy model developed by Cinterfor and the directors of the FORMUJER and PROIMUJER programmes. For each area and dimension of the training policy there is a theoretical synthesis and a tool kit made up of methodologies, didactic systems, application strategies and experiences, and information on impacts and lessons learned. This is being gradually translated into English.
- *Gender and information and communication technologies* in Spanish and English: a space for information exchange and training geared to contributing to the creation of knowledge in the framework of the debate about the information society. This is the result of research and selection in the reference literature that Cinterfor has been conducting, and it includes links to related pages.
- *Rural development, training and gender*: this is the result of research in the main materials available on this subject in the region and in the world. It



is built around three basic principles: the key role that women workers play in rural development and the fight against poverty, the gender perspective in rural development, and labour training with the gender perspective as a tool for rural development.

5.2.3.4 *The socialization of the knowledge* accumulated by Cinterfor and its coordination with the departments of Integration, Employment, Skills, the Gender Equality office, the regional specialist, and key gender points in the ILO to progress in the collective construction of strategies and to identify good practices for strengthening the ILO scheme and its capacity to provide technical cooperation in policies for gender equity, human resources development, the informal economy, the fight against poverty, and national and regional strategies to promote decent jobs. In addition to its work with the PCyEF, the Centre made presentations and produced documents for the following events:

- Workshops on *Good Practice: Decent work and the informal economy* and *Development of a Strategic Vision Regarding the Informal Economy*. These were organized by the Integration Department and the Turin International Centre, 30 August to 3 September 2004.
- ILO/Geneva, where work meetings were held with the director of the Gender Equality Office, specialists from IFP/Skills, Employment and Integration, and there was a seminar-workshop on *Cinterfor's experience for improving employability and gender equity in training policies*, 8 September 2004.
- *Second Workshop on Knowledge Sharing with DFID Funded Project on the Informal Economy*, organized by the Integration Department at Cinterfor's head office in Montevideo, 8 to 10 December 2004.
- *Regional Meeting for the Socialization of Knowledge about Job Creation*, organized by Integrated Employment Creation Knowledge Sharing of Geneva, and the TCRAM projects of the Andean sub-regional office, Lima, 13 to 15 December 2004.
- *Virtual Forum on the Informal Economy* run by the Integration Department.
- *Knowledge Fair on knowledge about decent work in the informal economy*, mobile exhibition of experiences selected in accordance with the criteria of good practices, about the subject and ILO's work in the world, inaugurated during the International Labour Conference at the United Nations Palace, 8 to 15 June 2005.

- Seminar-workshop for experts on *Training for work in the context of the changes in the economy and in society*, CEPAL, Regional Project of Integration of Safety at Work and Environmental Protection into Vocational Training in Latin America and the Caribbean, Santiago de Chile, 28 - 29 July 2005.

#### 5.2.3.5 *Production and publication of theoretical-methodological materials and the systematization of good practices and lessons learned.*

- *Why and how to incorporate the gender perspective into labour training policies – Notes for a conceptual and strategic glossary*, in Spanish and English in the web site.
- *Gender and the Informal Economy in Latin America: New Challenges and Possible Answers for Labour Training Policies*; the English version was published by UNEVOC “Meeting Basic Learning Needs in the Informal Sector – Integrating Education and Training for Decent Work, Empowerment and Citizenship, and the Spanish, in Technical Bulletin No. 155 Training and the informal economy, Cinterfor/ILO.
- *Five basic texts* that make up the PCyEF training modules.
- *FORMUJER: a good practice*, pamphlet in English to systematize and publicize the results, final evaluation and lessons learned.
- *EL PROYECTO OCUPACIONAL (PO): una metodología de formación para el incremento de la empleabilidad y la participación ciudadana de mujeres y varones*, flash presentation for the Knowledge Fair about decent work and the informal economy.
- *Participación, productividad y formación – la trayectoria de la Asociación de Mujeres Rurales del Uruguay*, Technical Office papers No. 17, Cinterfor/ILO, 2005.

## 5.3 Publications

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Over the last two years the Centre’s publications have continued to be one of the three basic pillars of the Centre’s work, along with technical cooperation and the development of the web site.

In this period the Centre has published fifty titles (about two per month) in its various

different series: On Arts and crafts, Tools for transformation, Training features, Technical Office papers, Contributions to social dialogue and training, Trade unions and training, Training and gender, and Teaching aids.

One outstanding achievement in this area is that, for the first time in its history, the Centre has produced a considerable number of books in English. Thanks to generous support from the Swiss government, Cinterfor has been able to publish around eight titles per year in that language. There is a list of the titles published in English over the last two years in point 5.2.

The Centre has also maintained its commitment to open the door to doctorate and masters' theses by researchers from different countries in the region. For example, in 2004 three of these that always had to do with aspects of vocational training were published. Thus Cinterfor/ILO is backing work by young academics, and this has brought innovative analysis and proposals for programmes, policy design and strategies in the field.

It is an ongoing challenge to keep producing this material. One obstacle that the Centre has had to cope with is meeting mailing costs, and this has not always been easy. The Centre has taken part in book fairs and events in cities in the region, and it has played an active part in seminars and workshops organized by the vocational training institutions themselves and in academic and professional events. Full text versions of all its publications are available at the Centre's web portal.

Many training institutions in different countries acquire the books and didactic resources that the Centre produces for their own internal use. Sometimes this can have a multiplier effect with a book being re-published locally, and this has happened in Brazil, for example, where the National Department of SENAC has begun translating some titles into Portuguese.

Income from the sale of books is encouraging. Sales usually greatly exceed what was expected at the start of each two-year period, and in the current period it seems that sales will be double the targets set and will probably amount to 60,000 US dollars. There are three basic reasons for this success: first, the subjects dealt with are very pertinent to the areas where there is a demand from training institutions, second, the books have a high standard of analytic and conceptual rigour, and there are almost always references to practices in real organizations, and last but by no means least, the editions themselves are produced with great care. Another aspect of this success is that the Centre has long had an active sales policy that operates in a variety of modalities: publications are sold at ILO offices in the region and at the headquarters, specialist bookshops, universities and

research centres, and there are also direct acquisitions by training institutions themselves.

## SERIES AND TITLES PUBLISHED 2003-2004

### • On Arts and Crafts

Leite, Elenice Monteiro. *Trabajo, calificación y formación: cuestiones de la modernidad y la vulnerabilidad*.

### • Tools for transformation

03. Barbagelata, Héctor Hugo. *Formación y legislación del trabajo* (2nd edition)

19. Garmendia Arigón, Mario. *Derecho del trabajo y formación*

20. Labarca, Guillermo (coord). *Reformas económicas y formación*.

21. Pronko, Marcela A. *Universidades del Trabajo en Argentina y Brasil: una historia de las propuestas de su creación; entre el mito y el olvido*.

22. Casanova, Fernando. *Desarrollo local, tejidos productivos y formación: abordajes alternativos para la formación y el trabajo de los jóvenes*.

22. Casanova, Fernando. *Local development, productive networks and training: alternative approaches to training and work for young people*.

23. Pucci, Francisco. *Aprendizaje organizacional y formación profesional para la gestión del riesgo*.

24. Molpeceres Pastor, Mariangeles. *Identidades y formación para el trabajo en los márgenes del sistema educativo: escenarios contradictorios en la garantía social*

25. Arnold, Rolf. *Pedagogía de la formación de adultos*.

25. Arnold, Rolf. *Approaches to adult education*

26. Vargas, Fernando. *Competencias clave y aprendizaje permanente*

26. Vargas, Fernando. *Key competencies and lifelong learning*

27. de Ibarrola, María. *Escuela, capacitación y aprendizaje: la formación para el trabajo en una ciudad en transición*.

28. Barato, Jorbas Novelino. *Formación profesional: ¿Saberes del ocio o saberes del trabajo?*

### • Training features

17. Ferreira, María Carmen. *La formación profesional en el Mercosur*.

18. Barreto Ghione, Hugo; Racciatti, Octavio C.; Garmendia Arigón, Mario. *Derecho de la formación profesional en Uruguay*.

19. Abdala, E.; Díaz Zamúz, J.; Lasida, J.; Santos, S.; Latorre, S.; Suanes, M. *Formación de jóvenes en alternancia: una propuesta pedagógica innovadora.*
20. Batthyány, Karina. *Cuidado infantil y trabajo: ¿un desafío exclusivamente femenino?; una mirada desde el género y la ciudadanía social.*
21. Abdala E.; Jacinto C.; Solla, A. Coord. *La inclusión laboral de los jóvenes: entre la desesperanza y la construcción colectiva.*
22. Cinterfor/ILO. Recomendación 195 de OIT
23. Pronko, Marcela. *Recomendación 195 de OIT. Cuestiones históricas y actuales de la formación profesional.*
24. Barretto, Hugo. *Recomendación 195 de OIT. Temas y enfoques de la formación profesional*
25. Ibáñez, Sergio. *Los jóvenes y sus representaciones sociales.* Montevideo. 2005. (at press)
26. McArdle, Tom. *Firm and Worker Training in the Caribbean*

• **Technical Office papers**

12. Vargas Zúñiga, Fernando. *La gestión de la calidad en la formación profesional.*
12. Vargas Zúñiga, Fernando. *Quality management in vocational training. The use of standards and their different applications*
13. Vargas Zúñiga, Fernando. *40 preguntas sobre competencia laboral.*
13. Vargas Zúñiga, F. *40 Questions on Labour Competency*
14. Caruso, Luiz A.; Tigre, Paulo Bastos. *Modelo SENAI de prospecção: documento metodológico.*
15. Cecap: *competencias y evaluación; dos vías hacia la mejora de la calidad de la educación.* Uruguay.
16. Graña, Francois. *Diálogo social y gobernanza en la era del “Estado mínimo”*
17. Chiappe, M; García y Santos, R. *Participación, productividad y formación. La trayectoria de la Asociació de Mujeres Rurales del Uruguay - AMRU.*

• **Formujer. Training and opportunities**

*Género y formación por competencias.*

• **Contributions tor social dialogue and training**

9. García Arce, María Cruz. *Diálogo social sobre formación profesional en España.*
10. Tostes Vieira, Marta; Villavicencio Ríos, Alfredo; Cortés Carcelén Juan Carlos. *Diálogo social sobre formación profesional en el Perú.*
11. Pazos, Nils. *Participación en la capacitación en Chile.*

12. Murgas Torrazza, R.; Torres de León, V. *Diálogo social sobre formación en Panamá*
13. Patiño G. C.A.; Orjuela Góngora C.; Roca Rojas C. *Diálogo social para la formación profesional en Colombia*.

- **Cinterfor/ILO's Technical Bulletin – Second phase:**

- N° 154. Formación en la empresa.
- N° 155. Formación en la economía informal.
- N° 156. Diálogo social.

- **Trade unions and training**

4. Casanova, Fernando. *Formación profesional y relaciones laborales*.  
Casanova, F. *Vocational training and labour relations*.
5. Castillo, Gerardo; Orsatti, Alvaro (Comp.). *Trabajo informal y sindicalismo*.

- **Teaching aids**

- Abdala E. *Manual para la evaluación de impacto en programas de formación para jóvenes*.
- Ezcurra, E.; Cosme, H.; Espíndola, S.; Espiga, O.; Narducci, M. *Guía para la realización de trabajos forestales: prevención de riesgos y accidentes de trabajo*. Ministerio de Trabajo y Seguridad Social / Cinterfor/OIT.
- Catálogo de publicaciones Cinterfor/OIT en inglés.

- **Titles published at Cinterfor graphic workshops:**

- *10 años de la JUNAE*
- *Código Nacional de Buenas prácticas forestales*. MGAP.

## **JOINT PUBLICATIONS**

- Training and Production Centre (CECAP) and "El Abrojo" Programa Sociolaboral *Formación de jóvenes en alternancia: una propuesta pedagógica innovadora*. CINTERFOR; CECAP; EL ABROJO, 2004.
- Abdala E.; Jacinto C.; Solla, A. Coord. *La inclusión laboral de los jóvenes: entre la desesperanza y la construcción colectiva*. Montevideo: CINTERFOR/ILO, REDETIS-IIEP-IDES/FUNDACION SES/MLAL-PROGETTOMONDO, 2005.
- Uruguay. CECAP. *CECAP: competencias y evaluación; dos vías hacia la mejora de la calidad de la educación*. Montevideo: Cinterfor/ILO/CECAP, 2005.

- Caruso, L. A.; Tigre, P. Bastos Coord. *Modelo SENAI de Prospeção: documento Metodológico*. Documento Metodológico. Montevideo: Cinterfor/ILO/ CNI-SENAI, 2004.
- Ibarrola, María de. (Coordinación)
- *Escuela, capacitación y aprendizaje. La formación para el trabajo en una ciudad en transición*. Montevideo: Cinterfor/ILO/CINVESTAV/Universidad Iberoamericana de León.
- Ezcurra, E.; Cosme, H.; Espíndola, S.; Espiga, O.; Narducci, M. *Guía para la realización de trabajos forestales: prevención de riesgos y accidentes de trabajo*. Montevideo: Ministry of Labour and Social Security/Cinterfor/ILO, 2003.
- Catalano, Ana María; Avolio de Cols, Susana; Sladogna, Mónica G. *Diseño curricular basado en normas de competencia laboral: conceptos y orientaciones metodológicas*. Buenos Aires: IDB/ FOMIN; CINTERFOR/ILO.
- Vargas, Fernando. *Key competencies and lifelong learning*. CINTERFOR/SKILLS/SDC
- Competencia Profissional. Manual de conceitos, métodos e aplicações no Setor de Saúde. Rio de Janeiro. SENAC, OPS/OMS. CINTERFOR

## 5.4 The Information and Documentation Service (IDS)

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The Centre's programme is supported by the Information and Documentation Service (SID), which is geared to strengthening the institutional base of vocational training. This is another aspect of the active policy to disseminate and distribute information to the member states, to users in various parts of the world, and to numerous NGOs. There has been an increase in information exchange inside the ILO itself, with national and subregional ILO offices, with the Regional Office for Latin America and the Caribbean, the central library (INFORM) in Geneva, and with different specialized departments at the head office. The relation to the Bibamer Group (Information units in ILO offices in the region and in Geneva) of the ILO has been strengthened.

### • The diffusion of information

The dynamic relation that the SID has with users in different countries is growing stronger every year. Consultations are being made all the time and by different means, and the numbers of queries received by telephone, at the headquarters, by mail and by e-mail are increasing constantly.

The SID Bulletin has 324 subscribers. This bulletin is used to distribute the latest documents that have been put on the INFOR data base every month. These are selected

by subject and current relevance, and they include studies and research, innovative experiences, etc. People who receive the list make inquiries and there is an ongoing exchange of information and publications.

A number of universities, unions, ministries, NGOs and international organizations have requested authorization to reproduce documents published by Cinterfor/ILO for internal training purposes inside these institutions.

The SID has regularly cooperated by supplying statistical data to the Panama office and the sub-regional office for the Southern Cone countries, and it is actively assisting programmes for the abolition of child labour in Uruguay, for example, and for the fight against HIV/AIDS.

Information and Cinterfor/ILO publications have been distributed at book fairs organized by Montevideo City Council (IMM), the University of Montevideo and the University of the Republic in Uruguay, in line with the policy of diffusing, exchanging and selling published material.

- **Library Research**

People making inquiries about library research have been helped in a whole range of fields for which documents are available including training, agreements and recommendations, national socio-labour legislation, legislation about training, labour competencies, women, youth, unionism, work health and safety. This is based on a variety of national and international sources that the Service has access to.

- **Orientation to other information sources**

Agreements have been extended with other information services specialized in the area of children, and with the Uruguayan National Statistics Institute (INE) so as to widen the coverage of the Survey of Households using a specific module for this subject that will also be used in the national census in 2010. The Regional Coordinator of the IPEC Programme was present at this agreement.

Links with libraries and information services in vocational training institutions and members of Cinterfor/ILO are constantly being made and brought up to date, and users are guided to these other information sources.

- **Updating the wealth of library material**

There is an active policy to maintain relations with institutions in Latin America and the Caribbean to exchange documents and continually build up the stock.



There is an ongoing policy to deposit copies of all new ILO publications at the National Library of Uruguay, which is the official body in charge of the registration of printed material.

- **Practices, visits, assistantships and talks**

Degree students in librarianship at the University of the Republic in Uruguay receive guidance on technical aspects and methodologies for handling and disseminating information.

Librarians from the ILO library in Costa Rica and from the Congress Library in Washington DC have visited the IDS in Montevideo to exchange views and information on new procedures, technical tools, information sources, the exchange of published items, etc.

Visitors have also come from Argentina, Australia, Bolivia, Brazil, Canada, Chile, Spain, the United States, Guatemala, Italy, Mexico, Nicaragua, Paraguay, Switzerland, and European universities (Spain and Germany), and they were guided in the use of information sources for their research work.

The visitors were invited to talks in the Service and outside it about subjects of interest for Cinterfor/ILO, and especially about the IPEC programme to abolish child labour and the fight against HIV/AIDS, and they joined the two groups that are working in Uruguay along with UNICEF and the Ministry of Labour and Social Security. They also visited state schools, secondary schools and unions, where there were talks about these subjects.

Subscribers to the Service are being trained in the use of Cinterfor's web site, data base and other information sources that are always in demand.

- **Library standardization of Cinterfor/ILO publications**

The SID has standardized all the bibliographies in the works the Centre published in 2003 and 2004, and has also drawn up a reference catalogue of the sources in each of them.

The SID has also cooperated in putting various terms and notes about them in the new ILO Thesaurus which will be coming out shortly. There is already a preliminary version in English. The Service has worked closely dealing with consultations from the members of the team who are responsible for this new version, helping to translate and define the exact meaning of various new terms in Spanish, and judging whether or not they are suitable for use in the Latin American region.

- **Cooperation with the Cinterfor/ILO web page**

The SID has continued to help with the web site by constantly standardizing the various sub-sites, and by contributing summaries and references to related material. The book in question is selected and processed, and a summary is written within a month. The catalogue index of Cinterfor publications is likewise kept constantly up to date.

In these two years, at the request of the regional library in Lima, the format of the INFOR (Cinterfor/ILO information service) data base and the Regional Office data base was modified, and it was merged with the web page of the regional library in Lima.

- **Connections with other information networks**

The SID keeps in close contact with different information networks including CLAEH, CEDEFOP, various NGOs, FLACSO, CENEP/RELET, GLARP, and the tele-working centre at the University of Buenos Aires. This has involved supplying information, summaries of Cinterfor/ILO publications for inclusion in their respective web pages.

- **Training IDS staff**

The staff of the Information and Documentation Service (SID), with support from the Regional Office in Lima, took part in the World Library and Information Congress “Libraries – tools for education and development” that was held in Buenos Aires, Argentina, from 22 to 27 August 2004.

They also attended a Regional Seminar on training for people responsible for documentation and information units in the ILO in Latin America and the Caribbean. This was organized by the ILO head office in Geneva and the Lima Regional Office, and ran from 30 August to 1 September 2004 in Santiago de Chile.

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## 6. ACTIVITIES IN URUGUAY, HOST COUNTRY OF CINTERFOR/ILO

Cinterfor/ILO's headquarters is in the Eastern Republic of Uruguay, and it gives support in that country in response to requests from the authorities responsible for public policy in areas connected to human resources development, such as the Ministry of Labour and Social Security through the National Employment Bureau and the General Inspector of Labour, the National Employment Council (JUNAE), the Ministry of Social Development through the National Women's Institute, vocational and technical training institutions (CETP/UTU, COCAP, etc.), and employers' and workers' organizations that work in human resources development as a tool to promote access to employment, the reduction of poverty, raising productivity and improving decent work. The University of the Republic in Montevideo has become one of the Centre's main partner in activities connected to training, employment, social protection, labour relations, social dialogue, and international employment norms, etc.

Since the end of 2004, the Centre has given support to the transitional processes involved in installing the new government, which officially came to power in March 2005. Cinterfor worked in the vocational training area, supporting initiatives that were implemented by the ILO Subregional Office in Santiago.

The main areas in which the Centre provided technical assistance have been in promoting integration and gender equality, human resources training in the forestry sector, job creation, labour relations, social dialogue and collective bargaining, tripartite systems in the area of competency-based training, quality management and local development. The Centre has also promoted the analysis, discussion and diffusion among the social actors, training institutions and other interested bodies, of ILO Recommendation 195 about human resources development and training.

The pilot phase of the programme to promote equity and equal opportunities for women in employment and vocational training –PROIMUJER– (URU/01M/URU), which was financed by the Uruguayan Labour Retraining Fund and managed by JUNAE, came to an end, and the next phase of the programme began. The closing activities of the pilot programme were focused on following up the labour insertion of the women trained, holding evaluation workshops with the organizations that co-implemented the programme,

and bringing the gender perspective into the mainstream with members of the coordinating units of programmes focused on vocational training. The methodologies and results of main-streaming training executed during the pilot programme were systematized as inputs for drawing up a Guide for trainers to internalize and main-stream the gender focus in vocational training programmes. In the period covered by this report, a big effort was made to bring the gender focus into the mainstream at the level of the JUNAE/DINAE group of vocational training programmes; to go deeper, from the strategic and methodological point of view, into the integration of the gender perspective into the training entities that are working with the decentralized JUNAE programmes; to develop pilot experiences of training processes with the gender focus with a mixed population; to develop methodologies and tools in vocational training projects with a gender focus centred on double discrimination population sectors (people deprived of freedom, or blind, or of a different race, or in extreme poverty); to strengthen coordination with the productive sector in order to make the vocational training offer more pertinent and increase the trainees' possibilities of labour insertion; and to run, test and approve tools to strengthen the micro undertakings run by the participants of the programme. It is noteworthy that the program has been able to develop training activities in seventeen of the country's nineteen departments (provinces), reaching almost 2,000 beneficiaries. Before the training only 28% of these trainees had jobs, but by the end of the programme 62% had managed to enter the job market.

All the gender main-streaming activities initiated by the National Tripartite Equal Opportunities Committee were supported and promoted by the Centre, as was the work plan and activities of the ILO in Uruguay. The ILO Subregional Office in Santiago, whose area of responsibility includes Uruguay, cooperated by sending a gender specialist. The Centre cooperated in the organization of a workshop course on collective bargaining techniques for Tripartite Equal Opportunities Committees in the Mercosur and in Ecuador (from 23 to 27 May 2005), whose opening activity that included a Turin Centre video conference was held at Cinterfor/ILO headquarters. The Centre guided different diffusion stages of the Equal Opportunities Plan in the organizations making up the Tripartite Committees, and among social actors, politicians, and public opinion in general. Support was also given to the gender equity perspective training program in the framework of the meeting on "Keys to leadership and decision making in the policy scope", organized jointly by CLAEH and the UNDP.

The Centre also interacted with the CEPAL women's unit, especially in the framework of the "Labour policies with a gender focus" programme, and took part in two

seminar workshops on “Employment in the Uruguayan financial sector” that were held in Montevideo.

Eight national training institutions and ministry programs (the Vocational Technical Education Board - UTU), and many NGOs are taking part in the “Institutional strengthening for quality and equity in training policies distance programme” (PCyEF) that is being implemented by Cinterfor/ILO, via the Internet, in the framework of the project to strengthen its website and knowledge production (RLA/03/M10/SDC), which is financed by the Swiss Agency for Development and Cooperation. The above-mentioned virtual programmes aim at helping to strengthen institutions’ capabilities to create and manage policies with a systemic focus, and training for employability and citizenship with a gender perspective. The teams taking part receive virtual technical guidance via the Internet from the coordination team, and the Centre has also held an attendance workshop with all the Uruguayan bodies involved, and many meetings to support the creation of institutional focus suitability projects.

At the request of the General Inspector of Labour of the Ministry of Labour and Social Security, the Centre gave technical assistance in the forestry industry human resources area to help set up a tripartite Forestry Training Council, with the aim of establishing the basis for social dialogue about worker training, mainly with regard to health and safety at work. In the first stage, seven training activities were carried out with the financial support of the SECTOR Department at ILO headquarters. These were related to the operation and maintenance of chainsaws, with a module focused specifically on security and health, Grapo training and first aid in forest areas.

Together with the social actors, Cinterfor/ILO promoted meetings to analyze and revise Recommendation 150, and guided the PIT/CNT in drawing up proposals to be discussed in the 92nd International Labour Conference. By approving Recommendation 195 concerning human resources development and training, Cinterfor/ILO promoted the analysis, debate and diffusion of this document among social actors and training institutions.

The Centre also gave technical support to entrepreneurs’ and trade union organizations in the metallurgical sector. To do this the Centre invited a Spanish delegation from the FORCEM fund to make a presentation about the Spanish experience in management and continuing training, and to contribute to strengthening the social dialogue about vocational training that is under way between entrepreneurs and trade union organizations in the Uruguayan metallurgical sector. Entrepreneur and trade union initiatives were guided and supported in priority areas, and representatives of the two sides have been invited to events about promoting employment, social protection, labour relations, etc. The Centre

also guided events organized by the social actors themselves, such as a seminar on the tripartite system's contribution to employment (JUNAE), collective bargaining meetings in Uruguay, and the Friuliano Regional Entrepreneurs' Convention in Latin America (Friuli nel Mondo). In particular, guidance and support was given to CUOPYC in the meetings that were called by the trade union to discuss vocational training in the paper and cellulose industry, workers' participation in the continuous improvement processes, bipartite management, national experiences and perspectives, etc.

In the youth area, and in cooperation with the "Trade Union and Decent work in Latin America in the Age of Globalization" Project (RLA/01/M10/SPA), the Centre went ahead with producing a trade union trainers Guide about youth, employment and trade unionism. The Guide was tested and approved in Uruguay on a course on "Youth, Work and Trade Unions" that was run at the beginning of 2005 by the Cuesta Duarte Institute and the youth department of the PIT-CNT. Young people from different provinces in the country took part, and Cinterfor/ILO provided technical assistance. The course consisted of three attendance workshops and a follow-up period to evaluate the above-mentioned trade union training methodology. The final version of this Guide is now being printed.

The Centre has guided social actors in the analysis and discussion of subjects including labour relations, social dialogue, collective bargaining, and the tripartite system in the training field.

The University of the Republic has been one of the Centre's main partners. There is now a closer connection on subjects like job creation, labour rights, labour relations and social dialogue, and social actors and the general public have been invited to take part. The Academic Network for social dialogue in the Mercosur, which was set up by the ILO jointly with universities of the region, has supported activities organized in coordination with the ILO Subregional Office in Santiago and the Ministry of Labour and Social Security. These include meetings about employment (the labour market situation, unemployment, employment policies, minimum pay, gender and employment), the international labour relations meeting about the prospects for social dialogue in Uruguay and the region, an employment and social protection meeting, and a seminar on employment and growth strategy. Besides this, the Centre guided and supported the University of the Republic in organizing the World Congress on Labour and Social Security Law (September 2003) for which Cinterfor/ILO published three documents: *Labour and Training Law*, *Labour Training and Legislation*, and *Vocational Training Law in Uruguay*. Jointly with the University, a judges' training programme was launched with financing

from the ILO Regional Office for the Americas, and five training meetings are planned for different geographical areas in the country. Support has also been given to the human resources area of the University of the Republic in order to analyze its occupational structure so this can be revised and updated. The Centre's contribution was support and consultancy work, like in previous experiences guiding Montevideo City Municipality, a task which was completed in 2000. A similar effort to modernize the occupational classification structure in the public administration will be supported by the Centre.

The Centre helped to guide and support the new government in taking over the administration. This included a training program for representatives of the executive power in the salaries council (April, 2005), which was financed by the UNDP. At the same time the Centre gave support at numerous meetings called by social actors and the new government authorities on priority subjects to do with employment and training policies, labour relations, social dialogue, collective bargaining, etc.

The Centre supported the activities in Uruguay of the ILO Subregional Office in Santiago to guide and smooth the way for launching and consolidating an employment reactivation project geared to individual, group and cooperative micro and small enterprises, in the framework of local economic development strategies. This was the REDEL Project, and it is executed jointly with Italia Lavoro and the Ministry of Labour and Social Security. Cinterfor/ILO made its headquarters available for the project, and gave organizational, management and logistical support and any help the Centre's staff could provide.

The Centre, in its capacity as a United Nations Agency, was called in to participate in the preparation of a general analysis of the country (CCA) and in joint planning (CCA/UNDAF) for the System's action in Uruguay. It was also involved in meetings to analyze the country's progress towards the Millennium Goals. Along with the UNDP, the Centre is a member of the "Ad hoc Beijing + 10 Preparatory Inter-institutional Committee", coordinated by the Ministry of Foreign Affairs. It took part in a work group (that also had representation from the World Bank, UNICEF, UNIFEM, the OPS/OMS, UNFPA and the UNDP) to promote the main-streaming of the gender focus and to strengthen government policies to promote equity. This is the system's first initiative to coordinate action and cooperate to add to and complement the resources of national governments in this field. This led to the setting up of a group to deal with the subject of population and gender, and a specialist in this from the Centre had a permanent seat in the group. This group interacts with and gives guidance to the Women's Institute in all social and government efforts to promote equality.

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- *Manual para docentes. Orientación Ocupacional con Mujeres*, (Manual for teaching personnel. Skill Guidance with Women) in support to the Casa de la Mujer en la Unión, the IMM.
- Publication of lectures "Formas de negociación colectiva de los trabajadores independientes y un estándar piso para acuerdos colectivos regionales para los trabajadores independientes (Self employed collective bargaining forms and a standard floor for regional collective agreements for self employed), presented in the Seminar "Collective bargaining in the show business industry in Latin America" organized by CREA.
- *Participación, productividad y formación: La trayectoria de la Asociación de Mujeres Rurales* (Participation, productivity and training: The Women in rural areas Association trajectory).



Thanks to financial support from the UNDP, Cinterfor/ILO has also been active in other ways including running a workshop on training with equity in local development strategies, which was held in the framework of the PROIMUJER Project in Paso Severino, in the province of Florida in December 2003.

At the request of the UNDP, Cinterfor/ILO participated in the discussion group on “Gender equality and women’s autonomy: goals and challenges” at the workshop on “Experiences in emergency social programmes” at the seminar on “Institutionalizing gender in Uruguay”.

The Centre has supported a number of Turin Centre events in Uruguay, including a Seminar on International Labour Standards in connection with freedom of association and the ILO control system; an attendance seminar to initiate a distance learning course on social security (the Tripartite Distance Training Project) for tripartite representatives from Argentina, Brazil, Chile, Paraguay and Uruguay; a seminar on social security evaluation and follow-up; a tripartite meeting to promote the Tripartite Declaration of Principles about multinational enterprises and social policy in the Mercosur countries; and a course on collective bargaining techniques for tripartite equal opportunity committees in the Southern Cone.

In addition, the Centre supported events in Uruguay that were organized in the framework of ILO technical cooperation projects. These were the International Programme to Abolish Child Labour (IPEC) at the technical meeting about the inspection and monitoring of child labour; the sub-regional plan of action to abolish child labour in the Mercosur countries, the technical meeting to discuss the single indicators matrix to follow up the Mercosur Presidents’ Declaration about child labour; and numerous seminars in the framework of the project on Trade Union and Decent Work in the Age of Globalization in Latin America (RLA/01/M10/SPA) including a national seminar on equal opportunities for women workers in Uruguay; the national seminar on basic rights and international labour standards – young workers’ rights – economic and sociological analysis; the sub-regional seminar on the informal economy, trade unionism and decent work; the regional seminar on trade unions for employment and the participation of young people; and the regional ILO project about gender, poverty and employment.

The Centre has also been active in supporting events on priority subjects that have been organized in Uruguay by international bodies. These include the international meeting on “The Ethical Agenda Pending in Latin America” (IDB); the seminar on “The Institutionalism of Gender in Uruguay (the World Bank); a meeting of work groups from the Ministries of Labour of the Organization of American States about labour principles

and rights (OAS); the 17<sup>th</sup> World Congress on labour and social security law (International Social Security Association); and a workshop on social dialogue in Latin America and the Caribbean – analysis, perspectives and best practices (International Federation of Construction and Wood Workers).

The Centre has supported other events organized by a variety of Uruguayan institutions, including the following:

- Four meetings on Technological Information and Innovation, Montevideo, organized by the Don Bosco Vocational School Workshops.
- Conference on labour and education at the world, continental and regional level High National Studies Centre (CALEN).
- IV Sociology Meeting of the Regional Centres of Professionals (CERP). Seminar “Rethinking work in Uruguay in the 21st century”, organized by CERP – Municipal Council of Florida Centre and Latin American Human Economy Centre – CLAEH.
- Seminar on Training and the Informal Sector, Kolping Foundation.
- Fifth CREA Seminar “Collective bargaining in the show business industry in Latin America”, Montevideo.
- Seminar Workshop: Entrepreneurship and University – The training of young entrepreneurs in universities to strengthen the link with the productive and technological sector, Kolping Foundation.
- Round table “The development of the curriculum by competencies”, Elbio Fernández Primary and Secondary School.
- Technical meeting “Ibero-American Year of the Disabled: Results and Prospects” Ministry of Labour and Social Security, Social Security Administration (BPS), PLENADI.
- Forum on Innovation and Education for a Productive Uruguay.
- Workshop on awareness and change: child labour in our area: constructing alternatives from local networks, El Abrojo.

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## 7. CINTERFOR/ILO COOPERATION WITH THE ILO

The ILO's work agenda is geared to creating more decent work, overcoming poverty and achieving fair globalization, and Cinterfor/ILO has been called in to provide strategic support in Latin America and the Caribbean because vocational training is seen as an efficient instrument for creating access to decent jobs.

Over the last two years Cinterfor/ILO was requested to help on various ILO initiatives in the vocational training field in the region and in the world. The services at Headquarters in Geneva (including SKILLS, INTEGRATION, and SECTOR), those in the region organized by the Regional Office for Latin America and the Caribbean, subregional and national offices and technical cooperation projects have all asked Cinterfor/ILO to help as it is recognized as a major reference point and provider of technical support whenever the question of training has been discussed and analyzed in countries in the region.

In the framework of the regional policies and strategies of the ILO Regional Office for the Americas and the ILO integration policy, Cinterfor/ILO has been promoting training as an indispensable instrument for accessing decent work, thus contributing to the ILO's operational objective as regards training and the development of qualifications that will give men and women improved and equal access to decent work.

The main fields of action in which the Centre offers support for different ILO units, and through them for countries in the region, are the role of training in labour relations, in the right to work, in social dialogue, the strengthening of social actors, international labour standards, national training systems, institutional arrangements for training, strengthening institutions, financing training, competency-based training, quality training management, raising productivity, youth training and employment, integration and gender equity, and health and safety at work. In the framework of this cooperation the Centre has been called in to make studies, draw up technical documents and make presentations, to contribute to official ILO documents, and to take part in round tables and panels most of which promoted analysis and debate about these subjects. The Centre has also been asked for technical as-

sistance in the planning, organization, coordination and logistical support of events and for follow-up activities.

The mass of information that has been gathered in recent years and the considerable knowledge that the Centre has in the field of youth training and employment and in the area of integration and gender equity have made Cinterfor/ILO a solid reference point in these matters for the ILO and for the countries in the region. It is for this reason that the Centre is called in whenever the subject of youth training and employment comes up, and it makes a contribution by preparing documents, sending speakers to meetings, and in general acting as an instrument for technical coordination at the regional level.

#### **QUALITATIVE IMPACT IN ACHIEVING ILO'S OBJECTIVE ON KNOWLEDGE, SKILLS AND EMPLOYABILITY**

##### **Three countries have taken action in the framework of policies that are geared to decent work and training:**

- Argentina has formulated an active policy framework built around decent work and this is coordinated with clear action in the field of training.
- Brazil has tackled training for employability with action from the Ministry of Labour and Employment and the Secretariat for Training through a National Training Plan (PNQ in Spanish).
- Chile has brought its legislation on vocational training up to date and has joined a regulatory framework for quality in the training offer. It is progressing towards setting up a training framework.

##### **Various countries have taken action in line with Recommendation 195 concerning human resources development and training**

- In Argentina, a specialized area in the Ministry of Labour has been set up to develop processes for recognizing and certifying competencies acquired in work experience.
- In Brazil an inter-ministerial committee has been set up to draw up proposals for a competency certification system. The SENAI has developed and applied a recognition system, and the Ministry of Labour is supporting pilot applications in the same field.
- In Chile the Ministry of Education is working with the Ministry of Labour on a joint project to promote lifelong education and training that, among other things, includes educational and competency leveling and the recognition of prior learning.

- In Colombia the SENA is leading the way in launching a process for recognizing competencies acquired through experience, and to improve the quality of the private training offer.

**Vocational training institutions have adopted a policy of quality and continual improvement to make training more effective**

- Various countries and institutions have a quality management policy and have had most of their training centres certified. These include SENAI in Brazil, INTECAP in Guatemala, SENATI in Peru, and SENA in Colombia.
- The trend for quality management has spread to other institutions and countries such as the INFOTEP in the Dominican Republic, the INA in Costa Rica, and the General Board of Labour Training Centres of the Secretariat for Public Education in Mexico.
- Institutions like INTECAP in Guatemala and SENA in Colombia have consolidated their restructuring and modernization process.

**Six countries have developed innovations to improve access to programmes for unemployed young people**

- The Ministry of Labour in Argentina has developed a strategy that gives the training offer in the provinces opportunities for training young people who are unemployed.
- In Chile digital literacy programmes have been included as part of developing competencies for employability in training programmes for training young people, financed by the Ministry of Labour (SENCE).
- In Colombia, SENA has set up an “Enterprise” fund to finance small projects for young people on training programmes to create enterprises.
- In Guatemala, the INTECAP training centres have extended their opening hours to give attention even at night or in the early hours of the morning to workers whose work schedules do not allow them to attend day courses.
- In Uruguay, the Ministry of Labour and Cinterfor/ILO have developed a labour training programme for women heads of households who are more vulnerable to unemployment, taking advantage of the public and private training offer.
- In Panama, there is a national youth employment plan that has an integral approach and is supported by the Ministry of Labour and Social Development and by INAFORP.

Cinterfor/ILO has supported the InFocus Programme on Skills, Knowledge and Employability (IFP/SKILLS), the ILO Regional Office for Latin America and the Caribbean, and subregional and national offices in the region in a move to revise the old Recommendation 150 and to promote discussion, analysis, and subsequent adop-

tion and dissemination of Recommendation 195 concerning human resources development, education, training and lifelong learning as an instrument to promote employability, raise productivity, reduce poverty, and promote decent work and equity. To do this it has offered to cooperate with social actors and training institutions in the Member States in the region to hold specific events organized by the countries themselves. It has also worked to place Recommendation 195 on the discussion agendas of subregional, national and sectoral events. In addition the Centre has published three documents about Recommendation 195, namely: *Subjects, approaches and actors in vocational training in Recommendation 195*; *Some historical and current questions in vocational training in Recommendation 195* and, *Recommendation 195: implications for vocational training in Latin America and the Caribbean*. All these promote knowledge, diffusion, debate, reflection and the adoption of the Recommendation by social actors and those involved in training in the American region, thus contributing to getting programmes and policies designed and implemented in the context of a conceptualization rooted in that Recommendation.

In a joint effort with SKILLS, Cinterfor/ILO made contributions to official documents for discussion at the 2004 and 2005 sessions of the International Labour Conference about Human Resources Development and Training, and about the Situation of Youth Employment. The Centre was also called upon to undertake research into and draw up documents about subjects including national training frameworks, the certification of labour competencies, key competencies and lifelong learning, quality management, gender, equity, employability, and training financing, in four countries in the region (Brazil, Chile, Colombia and Mexico), and these will be published in Spanish and English. There will also be a study on the situation in Jamaica. The Centre has made joint publications with SKILLS in the area of key competencies and lifelong learning (in English) and in the field of the integration of the disabled. Besides this, materials are also being prepared about the latest progress, and the identification of best practices and experiences in national vocational training systems in competency-based training, key competencies, in plant training, national training frameworks, quality management and training, and about the regional situation of employment and training for young people in Latin America.

Moreover, the Centre has cooperated with the Integration Department (INTEGRATION) at Headquarters in a number of activities. Guidance was given for initiatives in the informal economy, in the socialization of knowledge in the ILO itself

through organizing and coordinating a Workshop on “model of change regarding the informal economy” and a “Working group on ILO’s work on training and employability”. These events were held at Cinterfor/ILO’s head office in Montevideo. Two Cinterfor/ILO experiences were selected to be presented at the Knowledge Fair on Decent Work and the Informal Economy that was organized by the INTEGRATION Department during the International Labour Conference in June 2005, and part of this presentation will be repeated at the 37<sup>th</sup> Technical Committee Meeting in Santo Domingo. The experiences that were considered successful and were presented at that meeting were as follows: the methodology of the Occupational Project that was developed by FORMUJER and PROIMUJER, and the systematization of youth experiences in Latin America.

In Uruguay Cinterfor/ILO worked in cooperation with SECTOR to run a human resources development programme for the forestry sector. There were four training courses on health and safety in managing chainsaws and two on first aid. That programme was the basis for setting up a tripartite board for human resources development in that sector. In addition, Cinterfor/ILO (with financial support from SECTOR) published a National Code on Good Practices in Forestry, which was written by specialists at the Uruguayan Ministry of Livestock, Agriculture and Fishing.

Cinterfor/ILO has been called upon by the Regional Office for Latin America and the Caribbean to help with regional priorities in social policy and the labour market, labour relations, labour law, social dialogue, integration, enterprise and employment policies, and in the field of equal employment opportunities for women and youth. It has helped to organize subregional conferences on employment in the Mercosur and in Central America, it has produced various kinds of official documents, and it has actively participated in training initiatives in the framework of national decent work programmes in different countries. More specifically, Cinterfor/ILO took charge of drawing up a document about training policies for productive development in the MERCOSUR, and this was presented at the MERCOSUR regional Employment Conference. The Centre has made joint efforts with the Regional Office about the Academic Network for Social Dialogue, and is taking part in initiatives to promote a hemisphere agenda for decent work and fair globalization to foster economic growth with quality employment, and to combat poverty and strengthen democracy. At the request of the Lima Regional Office, Cinterfor/ILO cooperated with the authorities in Uruguay to run a programme for training judges.

**ILO DOCUMENTS**  
**PARTICIPATION OF THE CENTRE**

<b>Modality of participation</b>	<b>Title</b>	<b>Unit</b>
Research, preparation and publication of document	Four studies on <i>Financing training</i> in five countries in the region (Brazil, Chile, Colombia, Jamaica, and Mexico). A document is being published in English and Spanish with all the studies.	SKILLS
Joint publication	<i>Placement of job-seekers with disabilities. Elements of an effective service. (English and Spanish)</i>	SKILLS, Lima regional office
Joint publication	Assisting disabled persons in finding employment. A practical Guide. (English and Spanish)	SKILLS, Lima regional office
Promoting debate among social actors, contributions to discussion, dissemination, etc.	Revision of Recommendation 150 and the preparation and adoption of Recommendation 195	SKILLS
Preparation, translation and publication	Key competencies: development and applications in Latin America (English and Spanish)	SKILLS
Preparation and translation	<i>"The certification of labour competencies in Latin America": Analysis of some experiences (English and Spanish)</i>	SKILLS
Preparation and translation	Experiences towards developing national qualifications frameworks in Latin America and the Caribbean	SKILLS
Preparation of document	Vocational certification and the recognition of prior learning for development in the Latin American region	SKILLS
Preparation of document	The development of competency-based training in the American region	SKILLS
Contributions and remarks	Report to the 93rd International Labour Conference on Youth Employment Situation	Regional office and SKILLS
Preparation of document	Training policies for productive development in the Mercosur	Regional office



The Centre has been able to undertake a more ambitious and substantial work programme thanks to financial support, channeled through the Regional Office for Latin America and the Caribbean, from the SKILLS and INTEGRATION Departments and other units at Headquarters. Interaction and improved coordination with the ILO has not only helped Cinterfor/ILO to carry out its specific mission but also to broaden its horizons in terms of subjects dealt with, and also geographically, and thus give better service to its member institutions and more solid and sustainable results. Cinterfor/ILO's connection with the ILO is effective not only with units at Headquarters and Regional Office, but is also operational at various offices in the region, in Spain, and at the International Training Centre in Turin. This cooperation works in two ways: first, the Centre responds when its services are requested, and second, Cinterfor/ILO's work, above all at the national and sub-regional level, is supported with technical and financial resources from these same offices.

Thanks to financial support from the Regional Office for Latin America and the Caribbean, Cinterfor/ILO has been able to provide technical support by strengthening the social actors who take part in running training institutions. In this way the Centre helped the INFOTEP in the Dominican Republic in organizing and coordinating the workshop on "Workers and Vocational Training" that was held in Santo Domingo in April 2005. In the same way, it contributed with technical support for the INATEC in Nicaragua to organize a workshop on "Employers and Vocational Training" that was held in Managua in May 2005. Cinterfor cooperated with the ILO Subregional Office for Central America to guide both these events.

It is thanks to financial support from the Regional Office that the institutions in the Americas that are members of Cinterfor/ILO have always been helped in *developing knowledge and labour competencies, quality management in training institutions, training for the graphics and rural sectors, improving productivity and training, etc.*

Cooperation with different subregional and national offices and technical cooperation projects in the region has taken the form of supporting national plans for decent work, and in this area Cinterfor/ILO helped with training. It supported other initiatives that were prior to the national plans mentioned above. One important example was the help given to the Buenos Aires Office in the field of promoting international labour standards, fundamental rights at work, and subjects on the MERCOSUR social action agenda.

In particular, the Centre provided technical support for the regional office in Buenos Aires to set up and put into operation a national decent work plan in Argentina, specifically in the areas of developing vocational training policies, local economic development and gender equality, so as to contribute to constructing a national response to globalization by helping employment and income levels to recover after the crisis. The Centre also worked with that office to guide the Argentine Ministry of Labour, Employment and Social Security in the setting up of a technical unit for the registration and certification of labour competencies in the area of quality, which comes under the National Guidance and Vocational Training Board of that Ministry. This joint effort also involves developing the concept of quality through mechanisms that have to do with the standardization and evaluation of workers' labour competencies. Besides its work in the sphere of training, the Centre offered its support whenever that office requested help in other areas like promoting international labour standards, fundamental rights at work, and items on the Mercosur agenda including the Mercosur Regional Employment Conference that took place in April 2004.

The Centre has served as a platform for the activities in Uruguay of the ILO Subregional Office in Santiago geared to strengthening social dialogue and social actors, gender integration, employment creation, collective bargaining, and for the strengthening of the Ministry of Labour. It played an active role in giving technical help during the transition phase when the new government came to power in March 2005. For example, the Centre was largely responsible for programmes to train the experts who represented the executive power on salary boards; it has helped specialists to take part in meetings on employment, social protection, labour relations and social dialogue that were organized by the University of the Republic. The Centre helped to start the implementation of the Employment Recovery Project by supporting the creation and consolidation of individual and collective micro- and small enterprises in the framework of local development strategies (the REDEL Project), that is co-implemented jointly by the Subregional Office in Santiago with Italia Lavoro. The Centre made its headquarters available and gave logistical, organizational and administrative support.

Cooperation with the ILO Subregional Office for the Andean countries has been mainly in the area of sending experts from the Centre to provide technical support to promote employment, social dialogue, youth schemes, integration and gender equity schemes, and in helping to develop a vocational training instrument in the Andean

region to support the Community of Andean Nations in that field of action. Cinterfor/ILO helped at a number of meetings about this, particularly in Peru, with the Ministry of Labour and Social Promotion, and published two documents about social dialogue and training, one in Colombia and the other in Peru. It has also supported the initiatives of the sub-regional office to work, in Ecuador, towards setting up a new institutional structure for training. The ILO Subregional Office for the Andean countries has received technical support from the Centre each time its technical cooperation has been requested.

There have been numerous joint activities involving the ILO Subregional Office for Central America, Haiti, Panama and the Dominican Republic, in coordination with the ILO vocational training expert in that office, mainly to strengthen institutions in the area. In the role of training in integration processes, labour relations, competency-based training, quality management, productivity, the participation of social actors in vocational training, youth and gender. The Centre helped at a number of meetings of the training institutions in the Central American area in cooperation with the Subregional Office. There were other meetings: Vocational Training and Integration in Mexico, Employers and Vocational Training in Nicaragua, and Workers and Training in the Dominican Republic, that were jointly implemented. Support was given for activities in the framework of regional and subregional projects (including RELACENTRO, PRODIAC, IPEC and GPE). Assistance was also given to countries in the region such as Panama, for defining a national employment policy, and the Dominican Republic, in the sphere of quality management and raising productivity.

Joint action in cooperation with the Mexico Office was implemented in Mexico and Cuba, mainly in the productivity and labour competency areas. There has also been cooperation on consolidating the System for the Measurement and Improvement of Productivity (SIMAPRO) in Mexico and extending it to other sectors (milling, textiles and rural), and moves are under way to put it into operation in other countries (Cuba and Guatemala). A guide for applying this methodology in the region is currently being prepared, and there is a plan to apply this project in countries throughout the Latin American and Caribbean region. Technical support has also been given in the area of bringing the office's website up to date and to set up a SIMAPRO sub-site. Joint help has been given to Cuba in its efforts to set up a system of competency-based training, and there have been meetings with representatives of the Ministry of Labour and Social Security in that country. Another point

to mention is that the Mexico office still has the best sales record in the region for Cinterfor/ILO publications.

The Centre has given technical assistance to the Brasilia Office in areas like competency certification, competency-based training, youth, and the integration of the disabled. In particular Cinterfor/ILO has helped the office in promoting studies and seminars about qualifications for employment and entrepreneurship for youth and for women. It has supported a Project for Conceptual and Methodological Progress in Vocational Training in the field of labour diversity and skill certification that the Office executed jointly with the Brazilian Ministry of Labour and Employment, and it counselled the tripartite committee that supported the project's execution.

The work done by the ILO Subregional Office for the Caribbean, particularly with the specialist in vocational training, was most productive. In the framework of the help given by the Swiss Agency for Development and Cooperation (SDC) to implement a project to strengthen Cinterfor/ILO's website and knowledge production, it has been possible to share a large amount of accumulated information, documents and data on successful experiences with the countries in the English-speaking Caribbean. This information was derived from the Latin American region and translated into English. In the same way, it has been possible to compile information about experiences in that subregion and make it available all over Latin America. Thanks to the help of the Subregional Office a variety of national and subregional events have been held in different fields like new information technologies, competency-based training and in plant training.

The Madrid Office has given invaluable help in making it possible to maintain contact with social actors and training institutions in Spain, including the Ministry of Labour and Social Affairs, the tripartite FORCEM Foundation, the CIDEDEC and employers' and workers' organizations in that country. There has been cooperation in areas like social dialogue, bipartite management, youth policies, and so on.

Cinterfor/ILO has also supported various projects in the region with technical cooperation. These include a project on Trade Union and Decent Work in the era of globalization in Latin America (RLA/01/M10/SPA), the Regional Project on Gender, Poverty and Employment, and the International Programme for the Abolition of Child Labour (IPEC), RELACENTRO and PRODIAC. The first of these was helped with a series of national seminars about youth employment, training and trade union organization in Argentina, Brazil, Chile, and Paraguay, an event in Montevideo, Uru-

guay, and national events in Peru and Colombia about public vocational training policies and trade union strategy. There was also a joint project in Brazil and Uruguay to design and test a provisional Guide for trade union trainers on youth, employment and unionism. The other projects mentioned above have had substantial support from the Centre in various countries in the region.

The traditional links with the International Training Centre in Turin have been strengthened with increased cooperation. There are now more joint activities, regional, subregional and national courses and workshops, and examples of Cinterfor/ILO sending teachers for Turin Centre courses and contributions to preparing course content. The Centre has helped technically on Turin Centre activities in Uruguay and in other countries in the region, on subjects such as International Labour Standards (ILS) for magistrates, jurists and law teachers, competency-based human resources management, ILS and freedom of association, and the ILO control system, fundamental rights and ILS, the Mercosur Socio-Labour Declaration, training management and competency certification, the launch of distance training courses about social security for tripartite representatives from Argentina, Brazil, Chile, Paraguay and Uruguay, training information and communication technologies, the tripartite declaration of principles about multinational enterprises and social policy in the Mercosur countries, and collective bargaining for tripartite equal opportunities committees in the Southern Cone. The Centre also supported the programme to update judges in Uruguay, and a seminar on international labour standards and the ILO control system for staff at the Ministry of Labour and work inspectors in Uruguay that was held recently in Montevideo in cooperation with NORMAS.

When the Director of Cinterfor/ILO visited Bangkok, there were working sessions with APSDEP staff in which it was agreed to share Cinterfor/ILO's experience in the Americas with that programme in South East Asia. The Centre received the APSDEP program officer who received a briefing about Cinterfor/ILO, its role in the Americas and how this fits in with the ILO, and also about his own functions. This activity was supported by the Regional Office for Latin America and the Caribbean, whose program officer participated in the briefing.

In Annex 3 of this report there is a full list of the meetings for which the Centre was called in by the ILO to offer its technical and organizational support.



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## **8. ALLIANCES WITH NATIONAL AND INTERNATIONAL ORGANIZATIONS**

One factor that has helped the Centre accomplish its mission in the region is that in the course of time it has made alliances with a number of national and international organizations of different kinds that are also involved in the training scope. The Centre has always sought to join forces with other international organizations so as not to duplicate the work done, and also to strengthen the impact of activities in the same field by combining efforts. Similarly, Cinterfor/ILO has always sought alliances with national bodies like universities and foundations that are involved in the training sphere in the countries in Latin America and the Caribbean.

### **International organizations**

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It the first place, the Centre has fluid cooperative links with various bodies in the United Nations System and other international bodies. These include the United Nations Development Programme (UNDP), the UNESCO Regional Office for Education in Latin America (OREALC), the Economic Commission for Latin America and the Caribbean (ECLAC), the Pan-American Health Organization (PAHO/WHO), the World Bank, the Inter-American Development Bank, the Organization of American States (OAS), the Swiss Agency for Development and Cooperation (SDC), the Community of Andean Nations (CAN), the Latin American Faculty of Social Sciences (FLACSCO), the Organization of Ibero-American States for Education, Science and Culture (OEI), the GTZ in Germany, and the Latin American Network for Education and Labour. A number of the Centre's initiatives that involved cooperation with these bodies in different fields of action have already been described in this Report.

The Centre cooperated with ECLAC on a project to support the utilization of new information and communication technologies (ICT) in training. This produced a joint design using a survey to establish the amount and kind of training in the new ICT as well as the use that is being made of these as a means for distance training. The results, and

also other inputs from specialists in training institutions, will be analyzed at an international seminar workshop that is scheduled for November 2005. Besides this, the Centre has engaged in other joint activities aimed at analyzing progress and recent trends in vocational training in the region. These include the Centre's participation in a seminar on "Training for work facing changes in the economy and in the society", organized by ECLAC and GTZ in Santiago de Chile, and in a workshop on "The sustainability of employability and competitiveness considering the structural changes in the economy and in work conditions", organized by the SENAI in Brazil in cooperation with ECLAC, in Brasilia. As well as this, the Centre has cooperated in two joint publications: (*Economic reforms and training*) published in the Tools for change series, and *Formación para el control de la calidad y el medioambiente: algunas experiencias en América Latina* (*Quality and environment control training: some experiences in Latin America*), which is currently at press.

A consultant from the Centre worked jointly with the World Bank to produce a progress evaluation of the permanent education and training programme "Chile Califica" that involved questions like the spread of training and competency certification.

The Centre has cooperated closely with the Inter-American Development Bank on national projects for implementing reforms in training systems and the standardization and certification of competencies, and has worked on counselling and evaluation of the work in progress, in particular, for the modernization of technical education in Bolivia, and in the area of labour competencies in Chile, Paraguay and Argentina.

The Centre helped the Community of Andean Nations in preparing the preliminary version of the Andean Vocational Training Instrument, which was presented to the Minister of Labour and Social Security of Peru when he took over as temporary president of the Community of Andean Nations. Cinterfor/ILO also provided technical assistance at various subregional events in which the development of training was the main subject on the agenda, and at others in which different perspectives for eventually setting up a competency recognition system with sub-regional scope were analyzed.

The Centre has fully supported the Organization of American States in its work in the education field in the hemisphere. It participated in the seminar-workshop organized by the Ministry of Education in Trinidad and Tobago about regional mechanisms for competency certification. At that event CARICOM made a presentation on the progress it has made in this field, and there was also an initiative for a qualification framework for the Caribbean promoted by the Caribbean Association of National Training Associations (CANTA). The Centre participated in the session on "Vocational training and tripartite



cooperation” at the hemisphere workshop on decent work and just globalization. The fourth session of the workshop was held in Mexico as a preparatory activity for the OAS Conference of Ministers of Labour.

There has been close cooperation with the Organization of Ibero-American States (OEI). A good example of this was the Centre’s participation in a variety of training events and seminars organized by the OEI. Cinterfor has also supported initiatives for a network of technical education and vocational training institutions, and there was a fifth meeting about this in Quito this year.

## **National organizations**

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On the national level, apart from training institutions, universities are one of the main actors with which the Centre has made agreements and implemented action to improve the impact, quality and pertinence of training. In recent years universities have become increasingly involved in the vocational training field, particularly in the research they have done and the technical assistance they have given in the training scope and its many links with the different dimensions of economic and social life. There are four lines of action to this relationship between universities and training. First, there is an operational level on which some universities, acting alone or through strategic alliances with institutions, are running training courses or technical education and vocational training programmes. Second, they are doing research and development in the training field and in its links to other dimensions of the world of work, the economy and social development. Third, there is a growing trend for universities to provide technical support in cooperation with the public and private organizations responsible for the planning, management, implementation and evaluation of active employment policies, and with training centres, social actors and the world of work. Fourth, this whole field is coming onto the curriculum as a subject for study in a number of universities.

More and more undergraduate and post graduate courses in training and technical education are being run in faculties of social science, economics, law, labour relations, educational science, and so on. Cinterfor/ILO has published a number of master’s and doctorate theses that are built around some aspect of the subject of training.

Cinterfor/ILO has made a special effort to accumulate information and experience in the sphere of relations, cooperation and exchange with academic and professional bodies and universities in Latin America and the Caribbean. The Centre, working jointly

with the Latin American Network of Education and Labour, has been cooperating with the Organization of Ibero-American States in the field of education, science and culture, and with universities in the region including the following: in Argentina, the National University of Lanús, the National University of San Martín, the National University of Quilmes, the National University of Tres de Febrero, the University Technological Institute of Mendoza, the University of Southern Patagonia, and FLACSO of Argentina; in Brazil, the University of São Paulo, UNICAMP and FLACSO Brazil; in Chile, with the network of high level technical training centres at the Universities of the Council of Rectors; in Mexico, the Ibero-american University; and in Uruguay, the University of the Republic and the Catholic University. The joint work done with these last two universities is outlined in point 6 of this Report in the section on the Centre's activities in Uruguay.

Universities are among the main researchers and producers of knowledge in our countries and are therefore in an ideal situation to make significant contributions to the pertinence and quality of public labour training policies. A vital aspect of their work is to create networks and to exchange experiences with each other, and this is crucially important to strengthen the contribution that each can make to public training and labour policies by identifying good practices, coordinating research and avoiding the duplication of effort. This is why Cinterfor/ILO has supported two university meetings in Argentina and Chile whose aim was to analyze the experiences of universities in those countries, to identify mechanisms to foster cooperation, to create a space for reflection and ongoing collective interaction, and to define a conceptual training framework in which there would be a place for the universities to work. The first event was the *Meetings about the role of universities in national and provincial vocational training policies*, organized by the National University of Lanús in Buenos Aires in July 2004. This was supported by Cinterfor/ILO and by the ILO Office in Argentina. In Chile, the Network of higher level university technical training centres of the Council of Rectors called a *National Workshop on the role and contributions of the universities of the Council of Rectors and their CFTC to the development of higher level technical training in Chile*, in April 2005. This was supported by the ILO Subregional Office in Santiago, jointly with the UNESCO Regional Education Office in Chile, and Cinterfor/ILO.

The Centre will continue to work towards improving its links with universities in the area of promoting training, with the aim of widening and strengthening the interest in vocational training that there is in higher level research and teaching centres.

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## 9. THIRTY-SIXTH MEETING OF THE TECHNICAL COMMITTEE

The thirty-sixth Meeting of Cinterfor/ILO's Technical Committee, which was called by the General Director of the International Labour Office, was held in Antigua, Guatemala, from 28 to 30 July, 2003. The host was the Guatemalan Technical Institute for Vocational Training and Productivity (INTECAP), and the event was co-sponsored by that organization. It was attended by 106 participants from 22 countries in the Americas and Spain. These were representatives from ministries of labour and ministries of education from countries in the region, directors, high officials and members of the directive boards of vocational training institutions, employers' and workers' organizations, officials from the ILO and other international organizations, and national and international observers. A number of national delegations had tripartite representation.

The Technical Committee Meeting was attended by the top leaders in the field of vocational training, and as usual they discussed subjects that are of supreme importance in the workings of training institutions. They reviewed what was done in the two-year period just ending, taking the lines of action laid down for 2003 and 2004 into account, they examined administrative and financial aspects of the Centre's performance, and they analyzed the most significant vocational training trends and approaches that aroused the interest of member institutions. Five subregional and sectoral groups were set up, each made a declaration about its specific area, and these declarations were included in the final report on the meeting.

The subject chosen for the cycle of presentations was "Quality management in vocational training institutions". Víctor Moreira, Minister of Labour and Social Promotion and President of the management board of INTECAP, presided over the formal inauguration ceremony and the series of lectures. There was a sequence of five panels that had presentations by outstanding specialists from the region who spoke on different aspects of the main subject.

The fact that the top authorities from vocational training organizations in the Americas were present, and that their advisers, representatives from employers' and workers' organizations, and national and international observers also attended, aroused a level of interest in Cinterfor/ILO's Technical Committee lectures and debates that goes beyond

those directly involved in human resources development and brought this event the public spotlight. This made each session a creative and fraternal meeting of the different peoples in the region on the subject of decent work and training for labour and employment.

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## IV. MANAGEMENT AND FINANCE

### Financial recourses

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During the period 2003-2004, Cinterfor/ILO maintained financial equilibrium in spite of the negative impact that the crisis of the last few years has had in the American region.

It is important to stress that the Centre has had a high income level during this period thanks to contributions from the Member countries. This shows once again how the Centre has received sustainable support and assistance. In the period 2002-2003, Cinterfor/ILO received approximately US\$ 418,000 and, from January 2004 to the closing date of this Report, it has received nearly US\$ 450,000 in Members' contributions.

Cinterfor/ILO appreciates the great effort made by most of the member organizations to punctually and regularly meet their deadlines for payments to the Centre, and also the fact that they have maintained their level of contributions despite the crisis that the region has been going through. A noteworthy effort has been made by many of the member institutions, like the Ministries of Labour and Education of Argentina, the SENA in Colombia, the Mexican Labour and Social Security Secretariat and the INATEC in Nicaragua, to bring their payments up to date. Only two member institutions that have belonged to the Centre for a long time were not able to make good on back payments that have been outstanding for a number of years: these are the Occupational Training Service (SECAP) in Ecuador and Paraguayan National Service of Promotion of Vocational Training (SNPP). Both of these institutions are undergoing a period of change and transformation in their respective countries, which is why they are behind with their payments. In any case, the Centre will continue to seek ways to overcome these problems.

Apart from that, it is a pleasure to be able to report that an institution like the Spanish Tripartite Employment Training Fund formally joined the Centre on 1 January 2003.

Not only did the members institutions pay their contributions punctually, they have also made noteworthy contributions in terms of services, in the organization and sponsorship of seminars, technical meetings, technical assistance missions, as-

sistantships, etc., for which they provided lodging, meals, logistics and transport, or paid air fares, expenses and insurance for their representatives. Although these contributions have not been measured in terms of money they have been a decisive factor that has enabled Cinterfor/ILO to implement its proposed programme in the last two years. It is a fact that without the huge financial effort made by national training centres, it would not have been possible to maintain the level of activities, or attain the goals that were set. Another important factor has been the contributions from other national and international bodies that reinforced initiatives from the institutions and smoothed the way for the planned activities to be brought to fruition.

The new government authorities in Uruguay are aware that they are behind with their payments to the Centre, and they are taking the necessary steps for the 2005 contribution to be paid before the end this year. They have also expressed their resolve to make good on the payment of contributions that are pending, a debt they inherited from the previous administration. When the new Uruguayan government assumed power it gave a sign of its support for the Centre by extending the loan period of the building where the Centre has its headquarters, making sure that Cinterfor can continue to use these premises free of charge.

The ILO has given the Centre strong and sustained support in the two years covered by this Report. Its contribution to Cinterfor/ILO's regular budget was approximately US\$1,700,000 in the 2002-2003 and 2004-2005 periods. Besides this, the ILO has made considerable extra financial recourses available to enable Cinterfor/ILO to implement various activities like research, seminars, publications and offering technical cooperation in the vocational training field in countries in the region. These contributions are mainly from the SKILLS Department of the ILO; they exceeded US\$ 230,000 in the 2002-2003 period and US\$ 50,000 so far in 2004-2005.

In addition to this, as in previous years the ILO Regional Office for the Latin America and the Caribbean made extra contributions that amounted to more than US\$ 120,000 in the 2002-2003 period and US\$ 240,000 so far in the 2004-2005 period. These funds went to finance the Centre's technical cooperation activities and other expenses that enabled the Centre to implement action. Thanks to these extra allocations from the Regional Office, it has been possible to finance local personnel training and to purchase computer equipment, and refurbish the web development and computing spaces.

The ILO's subregional and national offices in the countries in the American region have financed the technical assistance that Cinterfor/ILO was asked to pro-

vide, and also made it possible for representatives from the Centre to take part in technical activities in these countries and regions. This was also true of the Centre's contribution to Turin Centre initiatives in countries of the region, with experts from the Centre giving support and participating.

In the 2003-2004 period, the Centre received funds from national and international technical cooperation that amounted to approximately US\$ 445,000, and this was used to finance activities in the areas of gender, youth, and strengthening the web site. Some of the main contributions were as follows:

- The final instalment of the contribution from the Inter-American Development Bank (IDB/FOMIN) amounted to over US\$ 80,000, which was used in activities to evaluate and disseminate the results of the Regional Programme for Strengthen the Vocational and Technical Training of Low-Income Women - FORMUJER (RLA/96/01M/IDB).
- The funds allocated by the National Employment Board (JUNAE) in Uruguay to finance the Programme for the Promotion of Equal Opportunities for Women on Employment and Vocational Training - PROIMUJER (URU/01/01M/URU) amounted to approximately US\$ 120,000 over the last two years, and to US\$ 50,000 so far in 2005.
- The Swiss Agency for Development and Cooperation (SDC) approved two stages of the project (RLA/02/07M/SDC and RLA/03/10M/SDC) to support the Strengthening of Cinterfor/ILO's Web site and Knowledge Production Project, which covers the needs of the Member countries of the region and especially those in the English-speaking Caribbean. In 2003-2004, this contribution amounted to approximately US\$ 245,000, and so far in 2005 approximately US\$ 160,000 has been received.

In the period of this Report, income from the sale of publications exceeded the target, and in the current two-year period a sum in the order of US\$ 60,000 is expected from this source. In these years the ways in which publications are distributed and sold has been consolidated: these are sales at ILO offices, bookshops and member institutions, and also co-publications in cooperation with the ILO, with other United Nations bodies, and with other partners.

In 2005 there has been a considerable fall in the value of the US dollar against the Uruguayan peso, and this has increased the regular budget of the Centre in

terms of personnel payments and operational expenses in Uruguayan currency. The result was an unexpected deficit, but Cinterfor has been able to overcome this by implementing stringent expenditure restraint, and thanks to a most welcome financial contribution from the Regional Office in Lima.

<b>Statement of Actual Income and Outlays 2002-2003 (In US\$)</b>	
<b>INCOME</b>	<b>3,065.590</b>
Balance from 2001	268,115
ILO Contribution 2002-2003	1,696,200
Host country 2000-2001 contribution	0
Host country 2002-2003 contribution	0
Member countries contributions	417,941
ILO Headquarters contribution for activities	230,000
ILO Regional Office Lima contribution	120,000
Contribution activities	9,834
Project RLA/96/M01/IDB	83,457
Project URU/98/MO1/URU	144,858
Project RLA/02/07M/SDC	46,493
Project RLA/02/M02/SPA	12,680
Sale of publications	28,298
Bank interest, exchange difference, etc.	7,714
<b>OUTLAYS</b>	<b>3,065.590</b>
Professional Staff	598,425
Local Staff	770,847
Activities ILO Headquarters	230,000
Activities ILO Regional Office Lima	120,000
Project RLA/96/M01/IDB	83,457
Project URU/98/MO1/URU	144,858
Project RLA/02/07M/SDC	46,493
Project RLA/02/M02/SPA	12,860
Technical Activities	9,834
Consultants and Training	324,339
Operational expenditures	425,001
Balance at 2003	299,476



**Statement of Actual Income and Outlays in 2004**  
(In US\$)

<b>INCOME</b>	1,755,901
Balance from 2003	299,476
ILO Contribution 2004	887,113
Contribution member countries	213,058
Contribution ILO Headquarters for activities	12,000
Contribution for activities ILO Lima	60,000
Contribution activities	2,673
Project URU/98/MO1/URU	59,965
Project RLA/02/07M/SDC	76,904
Project RLA/0310/M/SDC	120,978
Sale of publications	23,447
Bank interest, exchange difference, etc.	287
<b>OUTLAYS</b>	1,755,901
Professional Staff	325,440
Local Staff	387,082
Activities ILO Headquarters	12,000
Activities ILO Regional Office Lima	60,000
Project URU/98/MO1/URU	59,965
Project RLA/02/07M/SDC	76,904
Project RLA/0310/M/SDC	120,978
Technical activities	2,673
Consultants and Training	240,034
Operational expenditures	187,573
Balance at 2005	283,252

Statement of Budgeted Income and Outlays 2004-2005 (In US\$)	
<b>INCOME</b>	3,551,484
Balance from 2003	299,476
ILO Contribution 2004	1,774,225
Host country previous years contribution	200,000
Host country 2004-2005 contribution	100,000
Member countries contributions	450,000
ILO Headquarters contribution for activities	50,000
ILO Regional Office Lima contribution for activities	240,000
Project URU/98/MO1/URU	100,867
Project RLA/02/07M/SDC	86,229
Project RLA/0310/M/SDC	215,687
Sale of publications	30,000
Bank interest, exchange difference, etc.	5,000
<b>OUTLAYS</b>	3,551,484
Professional Staff	650,880
Local Staff	680,645
Activities ILO Headquarter	50,000
Activities ILO Regional Office Lima	240,000
Project URU/98/MO1/URU	100,867
Project RLA/02/07M/SDC	86,229
Project RLA/0310/M/SDC	215,687
Technical activities	40,000
Consultants and Training	544,900
Operational expenditures	442,800
Balance at 2006	499,476

VOLUNTARY CONTRIBUTIONS 2004-2005 to 23/09/05 (in U\$S)									
PENDING CONTRIBUTIONS FROM	PENDING BALANCE	CONTRIBUTIONS	TOTAL	RECEIVED DATE	RECEIVED CONTRIBUTIONS	AMOUNT	PENDING BALANCE		
COUNTRY	INSTITUTION	AT 31/12/2003	2004	2005					
ARGENTINA	MINTRAB	10000	10000	10000	06/04	Year 2003	10000		
					08/04	Year 2004	10000		
					07/05	Year 2005	10000		0
	INET/MINED	1121	14000	14000	29121	05/04	Year 2004 and previous balance	14583	
					07/05	Year 2005 and previous balance	14538		0
	OBISPADO MORON	0	342.47	341	683	03/04	Year 2004	342	0
					03/05	Year 2005	341		0
	ITU	0	2000	2000	4000				4000
BARBADOS	MINLAB	0	3000	3000	6000	04/04	Year 2004	3000	
					03/05	Year 2005	3000		0
BOLIVIA	INFOCAL	3500	1500	1500	6500				6500
BRASIL	SENAI	0	21000	21000	42000	10/04	Year 2004	21585	
					04/05	Year 2005	21000		-585
	SENAT	2868	3000	3000	8868				8868
	SENAR	0	8000	8000	16000	03/04	Year 2004	8000	
					04/05	Year 2005	8000		
	SETEC	20000	10000	10000	40000				40000
	MINTRAB	0	21000	21000	42000	03/04	Year 2004	21000	
					05/05	Year 2005	21000		
	SENAC		8247.42	8000	16247.42	05/04	Year 2004	8247	
					06/05	Year 2005	8000		0
COLOMBIA	SENA	0	21000	21000	42000	09/05	Year 2004	21000	
					09/05	Year 2005 in advance	16800		4200
COSTARICA	INA	0	7000	7000	14000	04/04	Year 2004	7000	0
					04/05	Year 2005	7000		0
CUBA	MINTRAB	0	2000	2000	4000	06/04	Year 2004	2000	0
					04/05	Year 2005	2000		0
CHILE	SENCE	0	5000	5000	10000	04/2004	Year 2004	5000	
					04/2005	Year 2005	5000		5000

PENDING CONTRIBUTION FROM	PENDING CONTRIBUTION	CONTRIBUTIONS	TOTAL	RECEIVED DATE	RECEIVED CONTRIBUTIONS	AMOUNT	PENDING BALANCE
COUNTRY	INSTITUTION	AT 31/12/2003	2004	2005			
EL SALVADOR	INSAFORP	0	5000	5000	10000	04/04 03/05	5000 5000
ESPAÑA	CIDEC	0	2000	2000	4000	25/02/2004 05/05	2000 2000
	FUNDACION TRIPARTITA	15000	15000	15000	45000	16/01/04 02/03/05 20/09/05	15000 15000 15000
	INEM	0	14000	14000	28000	10/02/04 05/05	14000 14000
GUYANA	MINED	3000	1000	1000	5000		5000
GUATEMALA	INTECAP	0	5000	5000	10000	08/04 05/05	5000 5000
HONDURAS	INFOP	0	4500	4500	9000	03/04 04/05	4500 4500
JAMAICA	HEART/NTA	0	6000	6000	12000	05/04 04/05	6000 6000
MEXICO	DGCFT/SECEDU	0	5000	5000	10000	03/04 09/05	5000 5000
	DGCP/SECTRAB	5000	5000	5000	15000	04/04 08/04	5000 5000
NICARAGUA	INATEC	8700	3600	3600	15900	02/05 02/05 06/05	10800 1500 3600
PANAMA	INAFORP	0	3000	3000	6000	11/04 06/05	3000 3000
PERU	SENATI	0	5000	5000	10000	04/04 07/05	5000 5000
REP. DOM.	INFOTEP	0	7000	7000	14000	04/04 05/05	7000 7000

PENDING CONTRIBUTION FROM		PENDING BALANCE	CONTRIBUTIONS		TOTAL	RECEIVED DATE	RECEIVED CONTRIBUTION	AMOUNT	PENDING BALANCE
COUNTRY	INSTITUTION	AT 31/12/2003	2004	2005					
SAINT LUCIA	MINISTRY	2000	2000	2000	6000	01/04 07/04	Year 2003 Year 2004	2000 2000	2000
SURINAME	MINLAB	2000	2000	2000	6000				6000 0
T&T	MINISTRY	0	6000	6000	12000	09/04	Year 2004	6000	6000 0
VENEZUELA	INCE	15000	15000	15000	45000				45000 0
<b>TOTALS</b>		88189	243190	242941	574320			447337	126983

CONCEPT	OFFER	RECIEVED	%
Pending up to 31.12.03 Contributions 2004/2005	<b>88189</b> <b>486131</b>	<b>447337</b>	92%
<b>TOTAL</b>	<b>574320</b>	<b>447337</b>	<b>78%</b>

## **Personnel at the Centre**

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There have been many changes in the personnel of the Centre in the period covered by this Report.

### **International Personnel**

On 30 June 2005 Oscar Ermida Uriarte took early retirement. He worked for the ILO for 19 years and was Vocational Training Specialist for Cinterfor/ILO for six years. His departure is a great loss as he was one of the most respected people at the Centre and he gave noteworthy professional service to Cinterfor/ILO, to the ILO and throughout the vocational training community in the whole American region. The Organization has lost one of its most outstanding professionals; he made valuable contributions in many fields including labour law, labour relations and vocational training not only in the region but also in Spain. His work was always highly professional, and he contributed leadership and rigorous technical skills. Besides this, he has outstanding personal qualities that greatly smoothed the way for the work of Cinterfor/ILO and the ILO. All Cinterfor/ILO personnel acknowledge and value his generous friendship, his working spirit, and his dedication and loyalty to the ideals and aims of Cinterfor/ILO and the ILO. He will be sorely missed.

Another of our colleagues who has retired is George Gamerdinger, the Vocational Training and Human Resources Development Specialist at the ILO Subregional Office for the Caribbean. Although he did not actually work at Cinterfor/ILO's headquarters in Montevideo he was one of us, a tireless fighter for vocational training development in the English-speaking Caribbean and a loyal ambassador for the Centre in that part of the world. He was a true professional, and his invaluable leadership in the region, and his outstanding personal qualities, helped greatly to enable Cinterfor/ILO to play a very real and important role in the English-speaking Caribbean.

Cinterfor wishes to extend its warmest thanks and gratitude to these two colleagues for their valuable support over the years, and their fruitful work and unflagging loyalty to the institution.

## **Local Personnel**

Javier Mingroni has joined the local team as the Cinterfor/ILO receptionist. He had already been working at the Centre since 1998 in the framework of the IDB/FORMUJER project.

Andrés Tellagorry, who worked for Cinterfor/ILO for 22 years, retired last 31 July 2005. He did outstanding work in the Information and Documentation Service at the Centre, recording and diffusing information and documentation on vocational training and other subjects from the ILO, in Uruguay and in countries of the region.

## **Technical cooperation personnel**

The help received from the Swiss Agency for Development and Cooperation (SDC) on the project “Strengthening the Cinterfor/ILO’s Web site and Knowledge Production” made it possible to bring in a solid technical team to work on this initiative. The team is made up of Gonzalo Graña, coordinator of the web site strengthening component and the use of ICT by training institutions in the English-speaking Caribbean, and Sara Silveira, coordinator of the component to improve employability, citizenship and gender equity, with emphasis on the informal economy and the rural sector. There are also two technicians from Uruguay, Anaclara Matosas and Fernando Barros, who are working on web development.

The PROIMUJER project maintained its technical team to implement its programme of activities to give employment training to low-income women in different parts of Uruguay.

The Centre has financed national and international professionals to carry out specific technical cooperation activities.

## **The assistantship programme**

In the framework of the Centre’s policy to support assistantship programmes for young professionals, it has hosted a number of assistants interested in working in the vocational training and youth area. These include Pablo Christian Aparicio from the Political Science Institute of Eberhard-Karls University in Tübingen (Germany), Joan Bernadí i Garcia from Valencia University (Spain), Dulce María Cruz and Alexandra Hubert from the local government of Quebec (Canada), and Patricia Catz from the

University of the Republic in Uruguay. Emmanuelle Harris from Grenoble University (France) worked as an assistant in the area of training activities and gender integration.

## **Material resources**

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In May 2003 a new version of the FISEXT system was implemented. This is an accounting system used to calculate salaries, and to provide follow-up for the regular budget and the technical cooperation projects.

Thanks to financial support from the Regional Office in Lima, at the end of 2003, Cinterfor/ILO headquarters was refurbished and new computer equipment was purchased.

The refurbishing included the building of an intermediate floor and an extension to the second floor. This meant that the computer section could be moved to the intermediate floor and the web development section was relocated to the second floor.

The new computer equipment was purchased partly thanks to financial cooperation from the Regional Office. The list is as follows:

- A Compaq Proliant ML-30 G3 server for Novell 6.
- A Compaq Proliant ML-350G3 server needed for web development.
- A 512 mb RAM memory.
- UPS Salicru NX-5000.
- 10 back-up magnetic tapes DDS8.
- 5 memory management storage of 128 mb for a Dell GX110.
- 2 memory management storage of 512 mb for a Dell GX240.
- 1 Compaq N810 Notebook.
- 1 Switch CISCO Catalyst 2950T.
- 1 CD recorder IOMEGA CDRW.
- 3 HP Laserjet 2300 printers.



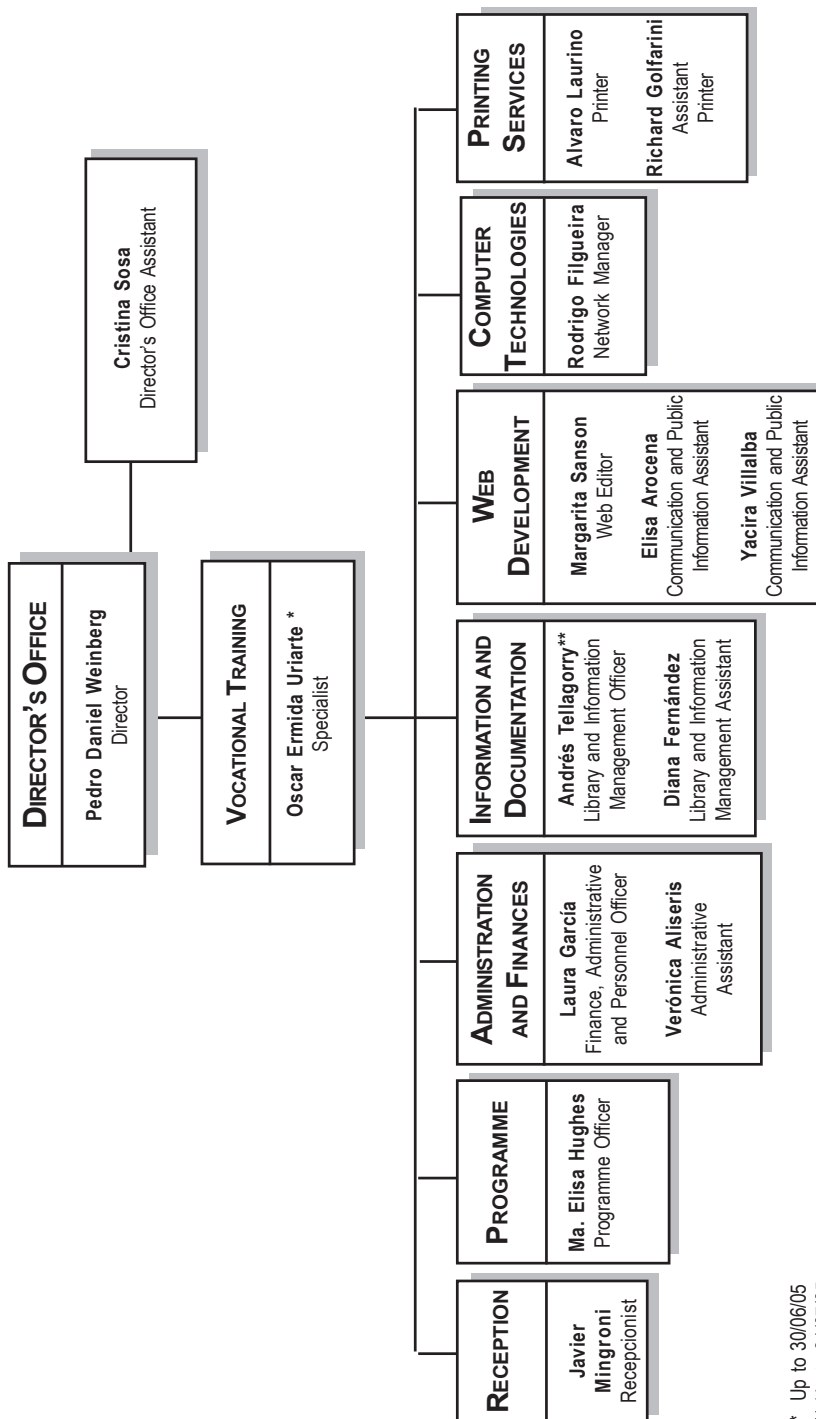
## **The REDEL Project (URU/03/01M/ITA)**

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In November 2004, the project for Recuperation of employment through support for the creation and consolidation of micro and small enterprises in the framework of economic development strategies (REDEL), of the ILO Subregional Office for the Southern Cone countries, was installed at Cinterfor/ILO's headquarters. This Project is financed by the Italian government and it has technical support from Italia Lavoro, a cooperation agency of that government. Juan José Bertero, an Argentine, was brought in as coordinator of this project and Adriana Betbeder as his assistant. Roberto Ricco joined the team as a member of the executive unit of the project, representing Italia Lavoro.

This project is executed by the ILO Subregional Office for the Southern Cone countries. Cinterfor/ILO has made its headquarters and logistical facilities available for its work in Uruguay.

# Organisational Chart Inter-American Research and Documentation Centre on Vocational Training Cinterfor/ILO



\* Up to 30/06/05  
\*\* Up to 31/07/05

## EVENTS ORGANIZED BY CINTERFOR/ILO

2003- 2004

NAME OF EVENT	OBJECTIVES	SPONSOR	PLACE AND DATE	PARTICIPANTS
36th Meeting of the Cinterfor Technical Committee "Quality management in vocational training institutions"	To examine and discuss current question in training, exchange experiences and propose new cooperative activities of interest to the regional vocational training community. Analyze work done and approve the Centre's programme of action for 2003-2004. Subjects presented and discussed: quality management, Recommendation 150 concerning human resources development and training, training and productive development, innovative experiences in vocational training; employability, gender equity and training policies.	INTECAP	Antigua, Guatemala, 28 - 30 July 2003	Argentina, Barbados, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, the Dominican Republic, Spain, Trinidad & Tobago, Uruguay. Eight representatives from employer's organizations and eight from workers organizations designated by the ILO Administrative Council.



# **NATIONAL, REGIONAL AND INTERNATIONAL MEETINGS HELD WITH CINTERFOR/ILO TECHNICAL ASSISTANCE AND/OR SUPPORT 2003-2004 \***

## **2003**

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
First Congress of University Graduates	INTECAP	Guatemala City, 6 - 7 February	The Director of the Centre participated as a speaker on the challenges facing vocational training institutions: the Cinterfor/ILO perspective.
Juan Lacaze seminar: Roots and Future of an Identity	CUOPYC	Juan Lacaze, 14 February	Cinterfor made a financial contribution to facilitate this event.
Forum on The Measurement of Labour Standards at the International Level	USA Academy of Sciences.	San José, Costa Rica, 19 - 20 February	A specialist from the Centre participated as a speaker, at the request of the ILO Regional Office for the Americas.
Round Table on Labour Relations	ILO SRO San José RELACENTRO PRODIAC	San José, Costa Rica, 21 February	A specialist from the Centre gave a presentation, at the request of the San José Sub-Regional Office.
Meeting of Multidisciplinary and Multi-Sectoral Mental Health and Work Group		Montevideo, 12 March	Cinterfor contributed logistical organization at its main office.
Seminar on Vocational Training and Gender	INCE	Caracas, 14 March	A consultant from the Centre participated with a presentation about "Vocational Training in Latin America and the Role of Women"
Regional technical seminar on the "Incorporation of the gender dimension into policies for poverty eradication and job creation in Latin America" project.	ILO Regional Office - Americas	Buenos Aires, 17 - 21 March	The regional Coordinator of the FORMUJER Programme was in charge of Module 5, about vocational education and training.
Seminar on Vocational Certification: Differential in the Labour Market	Minas Gerais Industry Federation System SENAI M.G.	Belo Horizonte, 17 - 18 March	A consultant from the Centre participated as a speaker.
Workshop on exchange and consolidation of methodologies for evaluating training programmes with the gender focus, and workshop on exchange and training about coordination strategies between training and the management of occupational projects	Formujer Programme,	Argentina Purmamarca, July, 24 - 28 March	This was part of the Cinterfor/IDB Formujer Programme. The coordinator and a consultant from the Regional Programme participated, and also the Director of Cinterfor and the National Coordinator of the PROIMUJER Programme in Uruguay.
Technical meeting on Inspection and Monitoring of Child Labour - sub-regional plan of action for the eradication of child labour in the MERCOSUR countries and Chile.	IPEC	Montevideo, 31 March - 2 April.	Cinterfor made its main office available and gave logistical support for organizing the event.
Meeting of OAS Ministry of Labour Work Groups about principles and rights in work.	RLA/02/55M/USA	Montevideo, 31 March - 4 April	Cinterfor gave logistical assistance in organizing the event.
Workshop on updating the handling of Fisext	ILO Regional Office - Americas	Lima, 31 March - 4 April	Three members of the Centre's staff participated in the event in the framework of the personnel training programme.
National seminar on the question of deficiency and the world of work	ILO BRASILIA	Brasilia, 3 April	The Centre gave financial support to contract a consultant who participated as a speaker, and made available a CD with modules.
Seminar: "Quality, Flexibility and Efficiency"	SENA, Medellín	Medellín, 9 - 11 April	A consultant from the Centre participated as a speaker.

\* to July 2005

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
Sub-regional workshop about challenges for vocational training in the Andean sub-region	Ministry of Labour, Advisory Council of the Ministry of Labour - Andean Community ILO Regional Office - Americas OEI.	Lima, 10 and 11 April	The Centre gave organizational support and made a financial contribution so as to contract two consultants as speakers. The Director of Cinterfor participated with a presentation about training, collective bargaining and sub-regional integration, and the consultants spoke about the systemic focus in VT and the standardization and certification processes: progress and prospects; and about VT in sub-regional integration, the Mercosur experience.
37th National Librarians Meeting - librarians and their professional competencies	Buenos Aires Chamber of Books	Buenos Aires, 14 April	A consultant participated with a presentation on labour competencies: keys for professional development for librarians.
Official Ceremony to award the ISO 14000 to the SENATI in Peru	SENATI	Lima, 23 April	The Director of the Centre participated.
First training course on the operation and maintenance of chainsaws	Ministry of Labour and Social Security SECTOR UTU	Paysandú, 23 - 26 April	A course was given for thirteen workers from the forestry industry. This was in the framework of training in health and safety at work, in cooperation with the General Inspector of Work of the Ministry of Labour and Social Security.
Workshop on the training and development of human resources -Review of Recommendation 150	PIT/CNT JUNAE	Montevideo, 29 - 30 April	The Centre made its headquarters available and provided organizational and logistical support. The Centre made a financial contribution and enabled two professionals to participate.
Seminar: international labour norms for magistrates, jurists and law teachers	Turin Centre	Lima, 3 - 7 May	A specialist took part, as a speaker.
Workshop on Community Based Training	SRO/ILO Caribbean HEART/NTA VTI/SKILLS	Kingston, 5 - 9 May	A consultant participated as a speaker in Technical Session 4 - Selected Latin America success stories on CBT: Lessons learned. A second consultant who was responsible for re-structuring the English version of Cinterfor's web site participated.
Regional Workshop "The adoption and execution of affirmative action policies for the descendants of Africans in Latin America and the Caribbean"	bean" United Nations High Commissioner for Human Rights	Montevideo, 7 - 9 May	Cinterfor attended, representing the Regional ILO Office for the Americas.
National seminar: equality of opportunities for women workers in Uruguay	RLA/01/M10/SPA PIT/CINT	Colonia, 9 - 11 May	The Coordinator of the Proimujer Programme participated as a speaker.
Second training course on the operation and maintenance of chainsaws.	Ministry of Labour and Social Security SECTOR UCUDAL	Rivera, 9 - 12 May	A course was given for thirteen workers from the forestry industry. This was in the framework of training in health and safety at work in cooperation with the General Inspector of Work of the Ministry of Labour and Social Security.
Third national seminar about labour relations and gender	University of the Republic, Uruguay ILO Buenos Aires	Montevideo, 10 May	A specialist from the Centre took part in the inaugural session, and a consultant made a presentation about gender and training.
Regional ULAT-MUN Meeting - Local development and social economy policies. Educational focuses for the participation of municipal workers.	COEMA ULAT-MUN	Mar del Plata, 12 - 13 May	A consultant from the Centre participated as a speaker, at the request of the ILO Buenos Aires Office.
XXI National Congress on Labour and Social Security Law	College of Labour Lawyers	Santa Martha, Colombia, 12 - 16 May	A specialist from the Centre was invited to take part as a lecturer.
Seminar: technical vocational training and its role in productivity and social dialogue	Ministry of Education	La Paz, Bolivia, 19 May	The Director of Cinterfor and a consultant from the Centre participated as speakers.

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
Human Resources Management by Competencies. Methods and techniques. Exclusively for people in the management of Secretariat of Public Education training institutions	Secretary of Public Education Turin Centre	Mexico, 19 - 23 May	A Cinterfor consultant was in charge of a module about training based on competencies.
International technical meeting about labour justice and the MERCOSUR Socio-Labour Declaration	ILO Buenos Aires AADTSS	Buenos Aires, 21-22 May	A specialist from the Centre participated as a speaker.
Seminar about NITs about union freedom and the ILO control system	Turin Centre	Montevideo, 23 May	The Centre helped with logistical organization.
Human resources management by competencies. Methods and techniques for VTIs, enterprises	Turin Centre	Saltillo, Mexico, 26 - 30 May	A consultant from Cinterfor was in charge of a module about training based on competencies.
Third training course about chainsaws	Ministry of Labour and Social Security SECTOR	Fray Bentos, 6 - 9 June	A course was given for workers from the forestry industry at Euforest S.A. This was in the framework of training in safety and health at work in cooperation with the General Inspector of Work of the Ministry of labour and Social Security.
91st International Labour Conference	ILO	Geneva, 8-19 June	The Director of Cinterfor participated in discussions of the new Recommendation 150 about Human Resources Development.
Latin American seminar about vocational training in the rural sector	SENAR	Foz de Iguazú, 25 - 28 June	Cinterfor gave technical support, helped with invitations for the member institutions, and cooperated in the organization and coordination. The Director of the Centre took part.
National seminar: youth employment and organization: union strategies	RLA/01/M01/SPA	Sao Paulo, 25 - 27 June	A consultant from the Centre participated as a speaker. Work meeting of universities affiliated to the Academic
Network for Social Dialogue, and international seminar about globalization and the world of work: effects on social dialogue	Academic Network for Social Dialogue	Santiago, 21 - 22 July	A specialist from the Centre took part, and this is a focal point for Uruguay.
Latin American Youth Summit	Summit Organizing Committee	Mexico, 4 August	A consultant from the Centre was on the panel that dealt with the question of the labour insertion of young people in the region: challenges and opportunities of this demographic sector.
Union focus in vocational training	ORIT	San José, 4 - 8 August	Two consultants participated as speakers in the module about the current vocational training panorama in the region and union participation, and the module about gender and vocational training.
Seminar: basic rights and international labour norms, MERCOSUR Socio-Labour Declaration	Cuesta Duarte Institute, PIT-CNT ACTRAV project	Montevideo, 15 - 16 August	The Director and a consultant from the Centre took part.
Conference on labour and education at the world, continental and regional levels	CALEN	Montevideo, 20 August	A consultant spoke on the subject.
International technical meeting about labour justice and the MERCOSUR Socio-Labour Declaration	ILO Buenos Aires AADTSS	Buenos Aires, 20-22 August	A specialist from the Centre participated as a speaker.
Second meeting of Santa Fe cities about labour training	CCFP Rosario	Rosario, 23 August	The Director of the Centre attended as a speaker.
Tripartite workshop on decent work and development policies	ILO Regional Office - Americas	Lima, 25 to 29 August	A specialist spoke on the subject of decent work and vocational training.
Meeting about the certification of competencies	ILO Brasilia	Brasilia, 26 August	The Director of the centre attended.

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
XIV Latin American seminar on safety and hygiene - seminar on competencies management in the labour ambit	Colombian Safety Council	Bogotá, 26 August	A consultant from the Centre took part as a speaker. IV Sociology of regional teachers' centres meeting (CeRPs).
Seminar: re-thinking work in Uruguay in the 21st century	CeRPs, IMF and CLAEH	Florida, 26 - 28 August	A consultant from Cinterfor/ILO made a presentation about "Experiences of local employment policies".
Seminar: the participation of workers in continuous improvement processes	CUOPYC	Juan Lacaze, 29 August	A consultant from Cinterfor/ILO participated as a speaker.
First Uruguayan librarianship and information congress: competencies that make the difference	ABU	Montevideo, 1 - 5 September	A member of the Centre's staff took part as main lecturer and spoke about "Cinterfor/ILO's Library Portal."
XVII World Congress on Labour and Social Security Law	SIDTSS AUDTSS	Montevideo, 2 to 5 September	A specialist from the Centre participated, and three papers on the subject were presented.
Seminar: Employment Policies and Macroeconomic Analysis	ACTRAV Project	Paysandú, 4 to 6 September	The Director of the Centre was invited to attend on the inaugural day.
Mission to organize and develop the first course for teachers from the Centre for Research and Improvement in Technical Education (CIPET) and INA, called: "The gender focus and employability as core elements that can be mainstreamed in curricular design"	FORMUJER	INA San José, 4 - 13 September	An event in the framework agreement between the INA and the CIPET, the University Work Programme and FORMUJER. Two consultants from Formujer Argentina were sponsored.
Workshop on training and certification by competencies	SENAC CINTERFOR	Rio de Janeiro, 8 September	The Director of the Centre and a consultant participated as speakers.
Seminar on vocational certification	SEMTEC	Brasília, 9 and 10 September	The Director of the Centre and a consultant participated as speakers.
Technical counselling workshop for centre design and vocational training	National University of Lanús	Buenos Aires, 9-12 September	A Cinterfor expert attended on request.
XIII World AIRT Congress	AIRT	Berlin, 8 to 12 September	The regional Office for the Americas sponsored a Uruguayan labour specialist.
Meeting on Internationalization Vector Framework	SENA	Bogotá, 15 and 16 September	The Director of the Centre participated.
Quality Week 2003	SENATI	Lima, 29 and 30 September	Cinterfor financed one speaker's participation.
Meeting on public youth policies	Capacitación Solidaria	Sao Paulo, 29 and 30 September	A consultant from the Centre was on the panel on "The work space."
First International Technology and Education Congress - social inclusion: the challenge of making knowledge democratic. Workshop "The application of information and communication technologies in VT"	SENAC/SESC State of Pernambuco Trade Federation	Recife, 30 September - 3 October	The Centre gave help in the organization. The Director of the Centre and a number of consultants participated as speakers on: 1. The learning process: the construction and evaluation of competencies; 2. Gender, Citizenship and Employability, and 3. Inclusive society: thoughts on the insertion of disabled people in school and in life.
Seminars about employment. Situation of the labour market. Unemployment. Employment policies. Minimum pay. Gender and employment	University of the Republic ILO SRO Santiago	Montevideo, 2, 8, 15, 22 and 29 October	The Centre gave organizational support. The Director of the Centre and a number of professionals participated as speakers.
IV National SIMAPRO Meeting: training and management of social security in work: experiences with sugar plantations.	ILO Mexico	Mexico, 2 and 3 October	Cinterfor cooperated financially for the INTECAP representative from Guatemala's stay.
Seminar Workshop: The certification of labour competencies	General Culture and Education Board, Province of Buenos Aires	La Plata, 10 October	The Director and a consultant from the Centre participated as speakers.



NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
Seminar: Trends in human capital management in the framework of the "Chile Capacita Workshop 2003, Developing Human Capital"	Chile Capacita - SENCE Foundation Pais Digital	Santiago de Chile, 14 October	One consultant from the Centre participated as a speaker.
Union Training Fair - discussion group about government policy experiences of union training in the region	CONAMPROS	Mexico, 15 - 17 October	One consultant gave a presentation about Vocational and Union Training.
VIII National Conference on raising productivity	INFOTEP	Santo Domingo, 22 - 24 October	Support for the event was provided. The Centre sponsored foreign speakers on "The role of VTIs in the development of national competitive strategies" and "The role of enterprises in developing national competitive strategies". The Director of the Centre was on the panel of moderators.
Seminar on training and the informal sector	Kolping Foundation	Montevideo, 23 - 25 October	A Cinterfor consultant participated as a speaker.
National Seminar: youth employment and organization: union strategies	RLA/01/M10/SPA CUT Chile	Santiago de Chile, 27 - 27 October	A consultant from the Centre participated as a speaker.
Course on the management of labour competency training and certification systems	Turin Centre	Turin, 25 - 29 October	A Cinterfor expert participated at the invitation of the Turin Centre.
National Seminar: youth employment and organization: union strategies	RLA/01/M10/SPA CUT Chile	Asunción, 30 October and 1 November	A consultant from the Centre participated.
Course on specialization in local development with the gender perspective	Turin Centre	October 2003 October 2004	Virtual Conferencing. The National Coordinator of the Proimujer Programme took part.
Exercise in joint planning between the host office and Latin America.	ILO	Geneva, 3 - 5 and Turin, 6 - 7 November	The Director of the Centre participated.
4th Meeting of the Technical Vocational Training Institutions Network	GTZ OEI INSAFORP	San Salvador, 3 - 6 November	Two consultants from the Centre participated as speakers on Productive Fabric and Local Development, and panel moderators.
Discussion group on gender equality and women's autonomy: goals and challenges	UNDP	Montevideo, 6 November	A Cinterfor gender specialist participated.
Workshop: Technical cooperation among VTIs in Central America, Cuba, Mexico, Panama and the Dominican Republic	INFOP	San Pedro Sula, 7 and 8 November	A consultant participated. Cinterfor prepared a matrix on institutions and on potential cooperation.
Second International Congress on Labour Law	University of Sao Paulo ILO Brasilia	Sao Paulo, 10 - 12 November	A specialist from the Centre participated as a speaker.
Seminar on labour law, 60th Anniversary of the CLT	Federal University of Rio de Janeiro	Rio de Janeiro, 13-14 November	A specialist from the Centre participated.
Tripartite Distance training Project. - attendance seminar of start of distance training course on social security, for tripartite representatives from Argentina, Brazil, Chile, Paraguay and Uruguay	Turin Centre	Montevideo, 11-14 November	The Director participated in the opening ceremony. Logistical support for organizing the event.
Regional Seminar: Integration, MERCOSUR and Employment Policies	Ministry of Labour and Social Security ILO Buenos Aires	Montevideo, 17 November	The Buenos Aires Office requested administrative and logistical support.
One-day seminars on technical exchange about strengthening quality of institutions	Ministry of Labour	Buenos Aires, 17 and 18 November	A consultant from the Centre participated as a speaker.
2nd National Meeting of regional directors	SENAC	Campos de Jordao, SP, 20-22 November	The Director of the Centre participated as a speaker on the Vocational Education Panorama.

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
IV Seminar on special education in MERCOSUR	APAE	Porto Alegre, 20-22 November	Cinterfor gave financial support so a specialist in the subject could participate.
National seminar: basic rights and international labour norms. The rights of young workers. Economic and sociological analysis	Cuesta Duarte Institute, PIT/CNT RLA/01/M10/SPA	Montevideo, 21 November	A consultant from the Centre participated as a speaker.
Interactive induction seminar on training policies for improving employability and gender equity	FORMUJER	At distance, 22 November 17 December	It was organized by the FORMUJER Programme
Sub-regional seminar on indicators for management, impact, employability, pertinence and follow-up of graduates.	INAFORP, OSR San José	Panama, 24-25 November	The Centre gave support to the organization. A SENAI official represented Cinterfor at the event.
Seminar "Constitutional Rights in the Ambit of Social Law"	General Council of Judicial Power Continuous Training Service	Madrid, 24-27 November	A specialist from the Centre participated as a speaker on "Basic labour rights in comparative law"
National Decent Work Workshop	ILO Buenos Aires	Buenos Aires, 25-26 November	The Director of Cinterfor participated.
Annual national meeting of CECATI directors	DGCFP Secretariat of Public Education	Mexico, 24-28 November	Cinterfor financed a specialist speaker.
Union seminar on the CIT 87	ILO/ACTRAV	Sao Paulo, 30 November - 3 December	A specialist from Cinterfor participated as a speaker.
Workshop seminar: VT with the gender focus in local development strategies	PROIMUJER UNDP	Paso Severino, Florida, 1 - 3 December	Activity organized by PROIMUJER. Consultants from the Centre and the National Coordinator of the Proimujer Programme participated.
Forum: review of international experiences in human resources training and management with the competencies focus	Secretary of Public Education - PMETyC Puebla, Mexico,	4 - 5 December	A consultant from the Centre participated as speaker.
Seminar "Young workers' strategies to cope with unemployment in Argentina"	RLA/01/M10/SPA	Córdoba, 4 and 5 December	A Cinterfor consultant participated as a speaker.
Technical meeting to discuss the Brazilian proposal in Report IV (1) The Development of Human Resources and Training, in preparation for the 92 <sup>nd</sup> ILC	Ministry of Labour ILO Brasilia	Brasilia, 8 - 9 December	Two Cinterfor specialists participated, contributing technical support for the event.
ILO Regional Tripartite Meeting on Lifelong Learning in Asia and the Pacific - WG on International Cooperation in Skills Development	IUED VTI/SKILLS	Bangkok, 8 - 12 December	The Director of the Centre was in the ILO delegation at Geneva.
First Regional Forum on competitiveness and productivity. The Bogotá-Cundinamarca competitiveness strategy and other international experiences	Bogotá Chamber of Commerce	Bogotá, 9 and 10 December	A consultant from the Centre spoke on "Labour competencies as a key factor in productivity: international experiences from the point of view of ILO/Cinterfor".
Seminar on financing vocational training in Santa Fe Province	CCFP	Rosario, 11-13 December	Cinterfor gave technical support to the event and made it possible for two speakers to attend.
Meeting of directors and workshop seminar on leadership and management for managers	ILO Regional Office - Americas	Lima, 15-17 December	The Director and a specialist in vocational training participated.
International Meeting: the ethical agenda still pending in Latin America	IDB	Montevideo, 17-18 December	A consultant from the Centre participated.
Meeting on university, production and employment	UNQ FUNDEMOS	Buenos Aires, 16-17 December	The Regional Coordinator of the FORMUJER Programme participated.
6th Meeting for vocational training	Union Forum UNSAM	Buenos Aires, 18 December	A consultant from the Centre participated as speaker.

## 2004

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
Updating seminar on normative policies and labour legislation with special emphasis on Latin America and the Caribbean	ILO SRO Santiago	Santiago, 15 - 16 January	A Cinterfor specialist participated as a speaker. First national technology fair of the national system of
techno-vocational training	INFOTEP	Santo Domingo, 29 January 1 February	Cinterfor supported INFOTEP's invitation to Latin American vocational training institutions.
International Vocational Training Conference	JICA SNPP	Asunción, 10 February	A Centre consultant participated as a speaker on labour training competencies.
Sub-regional meeting of the directors of training institutions in Central America, Mexico and the Dominican Republic, and sub-regional workshop on the planning and assessment of the impact of VT (follow-up November meeting in San Pedro Sula)	INSAFORP ILO SRO Central America	San Salvador, 25 - 26 March	A consultant from the Centre participated as a speaker.
Competencies-based training course	SESC	Rio de Janeiro, 28 March - 2 April	A consultant from the Centre prepared, coordinated and delivered the course.
International forum on human and social rights. Focused on basic ILO principles. Organization and aims meeting	Higher Labour Tribunal / National Academy of Labour Rights ILO Brasilia	Brasilia, 28 - 31 March	Participation of a specialist in Vocational Training, as a lecturer.
Fifth meeting of SIMAPRO and decent work in the sugar industry.	SIMAPRO ILO Mexico	Mexico, 31 March and 1 April	Cinterfor gave financial support so that a representative from INTERCAP Guatemala could participate.
Meeting of the Regional Labour Tribunal	Higher Labour Tribunal / National Academy of Labour Rights ILO Brasilia	Sao Paulo, 31 March 3 April	Participation of a specialist in Vocational Training, as a panel member.
International conference on education and performance: contemporary challenges for social inclusion.	International Relations Council Secretariat - PMSP, ABONG, CUT, Ministry of Education, ILO, UNDP, UNESCO, SME/ PMSP and SDTS/ PMSP	Sao Paulo, 1 April	A consultant from the Centre participated as a speaker on the employment, education and development panel.
Course on labour competencies and their main applications	Ministry of Labour and Social Security. ILO Mexico	Havana, 12 - 14 April A course was	given to officials from different Ministries in the country by a consultant from the Centre.
Technical meeting on vocational training in graphic arts in Latin America and the Caribbean	SENAI CONLATINGRAF	Sao Paulo, 14 - 16 April	Cinterfor gave technical support for the organization of the event and invited its member institutions. The Director and a member of staff from the graphics area of the Centre took part in technical coordination.
Regional employment conference - MERCOSUR	ILO Regional Office Americas	Buenos Aires, 15 - 16 April	The Director of the Centre participated.
Round table on the introduction of the book "Labour Universities in Argentina and Brazil" written by Marcela Pronko.	University of Luján. (Doctorate in Policies and Education Management)	Buenos Aires, 16 April	The Director of the Centre participated.

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
Fifth CREA seminar: Collective negotiation in the show business industry in Latin America.	University of the Republic, Uruguay	Montevideo, 23-24 April	A consultant from Cinterfor represented the ILO and Cinterfor, and was on the panel as a speaker on "Modes of collective negotiation of independent workers".
Meeting on employment and social protection.	ILO SRO Santiago : University of the Republic, Uruguay Ministry of Labour and Social Security.	Montevideo, 12 May	Cinterfor supported the technical organization of this event. The Director of the Centre, a specialist in vocational training and a consultant participated.
Caribbean and Central American meeting of vocational training institutions. Visit to different training centres.	SENA	Medellin, 17 -18 May	The Director of the Centre took part.
Regional Strategic Planning Meeting.	IPEC	San José, 19 May	A consultant of the Centre took part in the training session.
International meeting on labour relations. Social dialogue: perspectives in Uruguay and the region. It was held in the framework of the Academic Network for Social Dialogue in the MERCOSUR.	University of the Republic Law Faculty, Social Sciences Faculty, in the framework of the Academic Network for Social Dialogue.	Montevideo, 22 May	Cinterfor gave organizational support. A specialist in vocational training and two specialists from the Centre participated. The Argentine Minister of Labour took part.
Meeting and workshop on the analysis and outline of proposals of the MERCOSUR unions for the 92nd International Labour Conference (especially about the plan to revise Recommendation 150)	PIT/CNT	Montevideo, 24 May	The workshop was held at the Centre's main office with representatives from Argentine, Brazil and Uruguay. Cinterfor supported the technical coordination of the event.
ILO directors meeting -American Region-opening ceremony of the new ILO building in Lima. Presentation of the committee report on the social dimension of globalization.	ILO Regional office Americas	Lima, 24 - 27 May	The Director of the Centre participated.
Workshop on land tenure	ILO Regional office Americas	Lima, 25 - 27 May	The administration, personnel and finance manager participated as the focal point of Cinterfor's presentation of subjects related to security.
Course on human resources management by competencies	Turin Centre University of Nuevo León	Monterrey, Mexico 24 to 28 May	A Cinterfor consultant was in charge of the presentation of one module of the course.
Evaluation meeting of the regional programme for the strengthening of the vocational and technical training of women on low incomes - FORMUJER	IDB	Montevideo, 1 - 3 June	The meeting took place at Cinterfor headquarters. An evaluation team, representatives from the IDB in Washington and the IDB in Uruguay took part, and also the coordinators of national projects in Argentine, Bolivia, Costa Rica and PROIMUJER of Uruguay, together with all Cinterfor's technical staff.
Workshop seminar: entrepreneurship and university - training of young entrepreneurs at university to strengthen links with the technological and productive sector.	Kolping Foundation.	Montevideo, 1 June	A Cinterfor/ILO youth consultant participated.
Montevideo Education Forum (in preparation for the World Education Forum in Porto Alegre)	World Education Forum	1 and 2 June	The Director of the Centre participated with a lecture on "Education and the Labour World."
Bipartite management: experiences and national perspectives.	CUOPYC	Juan Lacaze, 4 June	The event had technical and financial support from Cinterfor. A consultant from the Centre participated.
92nd meeting of the International Labour Conference.	ILO	Geneva, 1 to 17 June	The Director of the Centre participated in the committee debate about Recommendation 195 concerning human resources development, and analysis and discussion during the plenary session.

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
Course on SIMAPRO methodology at the Santa Ana sugar plantation	INTECAP	Guatemala, 16 and 17 June	Cinterfor gave financial support to contract a specialist consultant to deliver this course.
Presentation of the book "Organizational Learning for Risk Management" by Francisco Pucci, published by Cinterfor.	Medical Sciences Faculty, National University of Rosario	Rosario, 24 June	Cinterfor supported this event. The author of the book participated.
Regional seminar: Education in the light of the job market and the social insertion crisis in Latin America.	RedEtis (Education Labour and Social insertion) IYPE of UNESCO	Buenos Aires, 23 to 25 June	A consultant from the Centre participated in panel II "Local and regional development, heterogeneity of work markets and local education and training networks."
International seminar on vocational education by competencies - an advantage for whom?	SENAC DR, Minas Gerais	Belo Horizonte, 24, 25 June	A consultant from the Centre, a specialist on this topic, spoke about vocational certification.
Friulano Regional Enterprise Convention in Latin America.	Friuli nel Mondo.	Montevideo, 25 - 27 June	A consultant from the Centre participated.
Sub-regional seminar: the informal economy, unionism and decent work.	RLA/01/M10/SPA	Montevideo 29 June - 1 July	Cinterfor gave technical assistance. A consultant from the Centre participated.
Meeting about the role of universities: national and local vocational training policies. University of Lanús,	ILO Buenos Aires Lanús, Province of Buenos Aires,	1 - 2 July Cinterfor gave technical	assistance and organizational support, monitoring and documenting the event. The Director and a consultant from the Centre participated, and four consultants were specially contracted as lecturers.
INETWORK/SENAI meeting for the leather, footwear, wood and textile areas.	INETWORK OEI	Buenos Aires, 1 - 2 July	The centre coordinated the meeting. The Director of the Centre participated.
Workshop: The role of training in the labour market as a part of the educational system: focus on the vocational aspect.	World Association of Public Services of Employment. (AMSPE).	Bogotá, 28 - 30 July	A consultant from the Centre gave a global presentation of the economic, labour and VT situation in Latin America focused on specific conditions and current trends in the region.
Third World Education Forum	Third edition of the World Education Forum	Porto Alegre, 29 July	The Director of the Centre participated as lecturer on VT and the utopia of employability".
Course on information and communication technologies in training.	Turin Centre	Turin, 4 August	Video conference on the practical and conceptual progress in distance education. the experience in Latin American countries.
Knowledge Olympiad and International Seminar on Education and Technology. Brazil: becoming professional for industrial competitiveness.	SENAI	Belo Horizonte, Brazil, 5 - 10 August	The Director and a consultant from the Centre participated in the Olympiad. The Director participated as moderator in the seminar.
Meeting of directors of ILO offices in the Americas.	ILO Regional Office Americas	Mexico, 9 - 11 August	The Director of the Centre participated.
Regional Consultative Workshop on Education about challenges and proposals in union training.	CIOSL/ORIT	Sao Paulo, Brazil, 9 - 11 August	A consultant from the Centre participated as a speaker on vocational training policies.
Workshop on social dialogue in Latin America and the Caribbean: analysis, perspectives and better practices.	International Federation of Construction and Wood Workers	Montevideo, 10 - 12 August	A specialist in VT participated as a speaker on international concepts and experiences of collective bargaining.
Meeting: education and work.	Committees of Work and Education of the House of Senators the Prov. of Buenos Aires	La Plata, Argentina, 12 August	A consultant from the Centre took part.
Workshop for the Caribbean education sector: "Development, certification and basic and labour competencies."	OAS Ministry of Education, Trinidad & Tobago	Port of Spain, Trinidad & Tobago, 17 to 20 August	A consultant of the Centre took part as a speaker.

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
EDUTIC Congress - Virtual education in the knowledge society.	Association of Distance Training Educational Bodies and Educational Technologies of the Argentine Republic	Buenos Aires, 18 - 20 August	A member of the Centre's staff participated.
International INETWORK/SENA meeting for the leather, footwear, wood and textile areas.	INETWORK OEI	Buenos Aires, 19 - 20 August	The Centre supported the coordination and financed the participation of three SENA representatives. The Director of the Centre participated.
Evaluation and follow-up seminar on social security.	ACTRAV/ Turin and the FES and BPS	Montevideo, 21 - 23 August	The Director and a consultant from the Centre participated.
World Congress on Libraries and Information 70th General IFLA Conference.	IFLA	Buenos Aires, 22 - 27 August	Two instructors from the Centre took part.
ILO-UBA course on international labour norms for law teachers and jurists.	University of Buenos Aires NORMS ILO Buenos Aires	Buenos Aires, 30 August	A specialist in vocational training from the Centre participated.
ILO librarians meeting.	ILO	Santiago, Chile, 30 August 1 September	Two instructors from the Centre participated.
Experts meeting of UNEVOC centres, on regional cooperation in technical and vocational education and training (TVET) in Latin America	UNESCO/UNEVOC	Brasilia, Brazil, 30 August 1 September	The Director of the Cinterfor/ILO spoke about Recommendation 195 and the role of Cinterfor as a tool for technical cooperation.
Workshop on good practices in relation to decent work and the informal economy.	Turin Centre	Turin, 30 - 31 August	A specialist in gender participated.
Workshop on the model for change in the informal economy.	VTI/Skills	Turin, 1 - 3 September	A specialist in gender participated.
First Latin American meeting on youth labour inclusion.	Etis Network and SES Foundation	Buenos Aires, 2 - 3 September	A consultant of the Centre participated as a speaker about the design of new training programmes for young people.
Seminar: International Trade and Regional Integration: the impact on the world of work.	CCSCS CUT	Santiago, Chile, 3 September	The Centre's vocational training specialist took part.
International seminar on employability and youth undertakings in the Southern Cone. Youth social capital, the contribution to reducing poverty. Youth Employment Network Summit of Paraguay	UNDP	Asunción, 4 - 6 September	A consultant participated as a speaker on how to evaluate and measure the impact of youth employment policies.
Technical workshop for TVET practitioners - applying information and communication technology.	Heart Trust/NTA, SDC CANTA ILO SRO Caribbean	Kingston, Jamaica, 6 - 10 September	The Centre gave support for the organization and monitoring of the event. The Director, a consultant and a member of staff from the Centre participated.
International Meeting of the Vocational Certification System.	Technological Education Secretariat.	Brasilia, 8 - 9 September	A consultant from the Centre participated. Second International Congress on Technology in
Education: today's youth for tomorrow's society: the power of education and the strength of technology.	FECOMERCIO SENAC, SESC	Pernambuco, Brazil, 14-17 September	Two consultants from the Cinterfor/ILO Centre took part, and three consultants were contracted as speakers on the Colombian and Salvadorian experiences. Also there were presentations on key experiences of youth training in Latin America, and on the planning and management of vocational education.
Workshop on awareness and exchange: Child labour in our region: Building alternatives from local networks.	El Abrojo	Montevideo, 23 September	A member of the Centre's staff participated.

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
Presentation: The national decent work programme in Argentina.	ILO Buenos Aires	Buenos Aires, 27-29 September	The Director of the Centre participated as a lecturer on the integration of labour and education policies, and vocational training aspects of employment policies.
Quality in Education Week 2004.	SENATI	Lima, 28-29 September	Cinterfor contracted a consultant to give a talk on "the integral training of people for the competitiveness of countries".
Seminar on employment and growth strategy. University of the Republic, Uruguay	Ministry of Labour and Social Security. ILO Buenos Aires	Montevideo, 28 September	Distribution of the document on generating decent work in MERCOSUR. Employment and growth strategy: the ILO focus. A consultant from the Centre moderated a discussion panel with employment policy actors and also took part in the discussions.
Round table: curricular design by competencies.	Elbio Fernández Primary and Secondary School	Montevideo, 29 September	A consultant from the Centre participated.
Fourth national meeting of the SIMAPRO and decent work in the sugar Industry. SIMAPRO as a promoter of team work and lifelong learning.	SIMAPRO ILO Mexico	Mexico, 30 September 1 October	The Centre gave financial support for a representative of INTECAP Guatemala to participate.
Second Latin American seminar on vocational training in rural areas.	SENA	Armenia, 6 - 8 October	Cinterfor assisted in the organization and coordination of the event. The Centre promoted the presentation of experiences by the University of Buenos Aires and the SENAC of Brazil. The Director of the Centre and a consultant took part.
Third Continental Conference on Union Education CIOSL/ORIT: Continuous education for men and women throughout their lives.	CIOSL/ORIT	Mexico, 6 - 8 October	A consultant from the Centre took part.
Tripartite meeting on youth employment: The way forward.	ILO	Geneva, 13 - 15 October	A consultant from the Centre took part as an observer.
VIII National conference on raising entrepreneurial productivity.	INFOTEP	Santo Domingo, 14 October	Cinterfor supported the organization and coordination of the event. The Director of the Centre took part and a consultant was specially contracted to lecture on productivity: a strategic factor in the projection of economies.
First National Congress on dual training and in alternance.	CECATI	Culiacán, 21 - 22 October	Cinterfor was responsible for the presence of a speaker on dual training in Peru.
XXII Annual Symposium of the Graphics Communication Industry.	ANDIGRAF	Bogotá-Medellín, 20 - 22 October	A consultant from the Centre participated as a speaker. Learning for work, citizenship and sustainability.
International UNESCO experts meeting on technical and vocational education and training. (Seoul +5)	UNESCO	Bonn, 25 - 28 October	The Centre gave financial support for a representative of the regional vocational training community in the English-speaking Caribbean to take part.
Second meeting of the national committees for the eradication of child labour in the Mercosur countries and Chile.	IPEC	Buenos Aires, 27 - 29 October	An instructor from the Centre participated.
XIV Latin American Conference on Education - education financing.	OEI Ministry of Public Education	San José, 28 - 29 October	The President of INA of Costa Rica represented Cinterfor on this occasion.
Working group on ILO's work on training and employability.	VTI/Skills	Geneva, 3 - 5 November	The Director of the Centre participated.
Seminar: The unions and vocational training in Colombia.	RLA/01/M10/SPA	Bogotá, Colombia, 3 - 5 November	The Centre provided technical assistance in the organization and management of the event. A consultant from the Centre and two specially contracted specialists took part.

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
National meeting of sub-directors on coordination and connection, assistants and centre directors of training for industrial work DGCFT 2004. Strategies and expectations.	General Board of Directors of Technical Training Centres Public Education Secretariat	Nuevo León, Mexico, 9 - 13 November	A consultant from the Centre gave a master lecture on the quality of vocational training institutions in Latin America.
Argentine Congress: "Education, Technology and Work".	ITU Ministry of Labour. INETWORK	Mendoza, 15-17 November	The Centre provided technical assistance in the organization and management of the event. The Director of the Centre spoke on criteria and experiences in the construction of cooperation networks able to establish development strategies. Besides that, a specially contracted specialist made a presentation on the creation of entrepreneurs and enterprise incubation.
Meeting on the reaffirmation of the validity of technical education in the Argentine education space - Technical Education Day.	Youth Christian Association /YMCA	Buenos Aires, 19 November	The Director of the Centre participated.
Seminar - Formujer Programme: <i>An integrated perspective on equity and quality in the training of women on low incomes.</i>	IDB	Washington, 19 November	A Cinterfor gender specialist made a presentation of the programme.
Course for administrators of training centres in vocational training institutions.	INTECAP	Guatemala City, 22-26 November	Cinterfor contracted a consultant to deliver the course.
Seminar on unions and vocational training in Peru.	RLA/01/M10/SPA	Lima, Peru, 29 November 3 December	The Centre gave technical support for the organization and monitoring of the event. The Director and a consultant from the Centre participated.
Technical work meeting of the regional tourism project.	INSAFORP	San Salvador, El Salvador, 6 - 8 December	We were represented by a specialist in vocational training from the Costa Rica sub-regional office.
VI Pedagogic Congress - The national system of training for employment in Latin America.	Pedagogical Studies Centre and VT Centre of SENA Valle del Cauca Regional Office	Cali, Colombia, 9 - 10 December	A consultant from the Centre lectured on collective bargaining, vocational training and the world of work.
Regional meeting: "Know About Business" (KAB).	ILO	Lima, Peru, 10-11 December	A consultant from the Centre took part.
Seminar for the socialization of knowledge (cooperative-community-learning)	ILO	Lima, Peru, 13-15 December	A consultant from the Centre participated.
Workshop on international technical cooperation and management in vocational training in the framework of the National Labour Competencies Olympiad, to celebrate the 43 <sup>rd</sup> anniversary of SENATI.	SENATI	Lima, Peru, 14-17 December	The Centre gave technical support for the organization and monitoring of the event. The Director and a consultant from the Centre participated.
Book presentation - "Curricular design based on Labour Competency Norms. Methodological Concepts and Orientation.	Ministry of Labour, Employment, and Social Security.	Buenos Aires, 16 December	A consultant from the Centre participated.
Seminar: The contribution of the tripartite system to employment.	Workers' representatives in JUNAE	Montevideo, 16 December	Two specialists from the Centre took part.
Technical Meeting: Latin American Year of the Disabled.	Ministry of Labour, and Social Security PLENADI BPS	Montevideo, 21 December	The Centre gave financial support for the printing of documents, the programme and certificates.



## 2005

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
Workshop: Experiences in social emergency programmes.	UNDP	Montevideo, 31 January 1 February	Two consultants of the Centre took part.
ILO/APSDEP/Japanese experts meeting on skills development for economic empowerment and poverty alleviation, using the community based training methodology	APSDEP	Chiba, Japan, 22 - 24 February	Cinterfor/ILO and the Latin American community training institutions were represented by the specialist in vocational training from the Caribbean Sub-regional Office.
Collective negotiation meeting in Uruguay	Ministry of Labour and Social Security	Montevideo, 31 January	A Cinterfor vocational training specialist participated.
Seminar about youth and decent work.	ORIT	Caracas, 1 - 4 February	A Cinterfor consultant took part.
V Meeting of the VTI network - the Central American Isthmus, Dominican Republic and Haiti.	INTECAP	Guatemala, 9 - 11 March	A Centre consultant gave a talk.
Central American seminar workshop on awareness in key labour competencies. Presentation of the key labour competencies concept, and its application in the technical education of the region.	Ministry of Public Education	San José, 13 - 14 March	A consultant from the Centre participated as a speaker.
Seminar: Gender institutionalism in Uruguay	World Bank UNDP UNVTA UNICEF UNVTEM	Montevideo, 15 March	The specialist in vocational training and a consultant from the Centre took part.
Workshop: Developing a technical and vocational education and training (TVET) operating model for CARICOM	ILO SRO Caribbean	Port of Spain, 7 - 8 April	Cinterfor supported the event. The Director of the Centre and a consultant participated.
Workshop: Workers and vocational training.	INFOTEP ILO SRO Central America	Santo Domingo, 7 - 9 April	Technical assistance for the organization and coordination of the event was provided by the Centre. At the same time it supported the invitation and participation of many training institutions. The Director and a Centre specialist took part as speakers. The Centre financed two international consultants to participate as lecturers.
Course: "Youth, Labour and Trade Unions" (It consists of three attendance workshops)	RLA/01/M10/SPA	Montevideo, 9 - 10 April 23 - 24 April 7 - 8 May	Cinterfor was responsible for the organization and coordination of this event.
Seminar: "Gender institutionalism in Uruguay"	UNDP - UNVT UNICEF UNVTEM	Montevideo, 15 March	A vocational training specialist and a consultant from the Centre took part.
Seminar: "The VTI's answers to their market's challenges"	INFOCAL	Santa Cruz de la Sierra, 16 and 17 March	Cinterfor supported the invitation and provided technical organization. The Director of the Centre participated as a speaker, and four specialists were sponsored financially.
National technical superintendent's meeting. SENAR	Belo Horizonte,	17 - 18 March	A Centre consultant participated as a speaker, and another consultant was engaged to give a lecture on rural tourism.
International course on quality management in vocational training.	General Board of Employment Training Centres/ Public Education Secretariat	Pachuca, Mexico, 11 - 15 April	The Centre provided technical assistance for the preparation, organization, coordination and delivery of the course. A consultant was contracted to teach the course.

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
United Nations Agencies' representatives and directors meeting in order to analyze the country's progress towards the Millennium Development Goals.	UNDP	Montevideo, 13 April	Meeting held at Cinterfor/ILO main office.
National workshop: Roles and contributions of the Universities' Rectors' Council and their CFTC to higher level technical training development in Chile.	Higher level technical training centres of the Universities Rectors' Council Network ILO SRO Santiago	Santiago de Chile, 14 - 15 April	Cinterfor/ILO gave technical assistance to organize and coordinate the event, and provided financial support jointly with the Sub-regional Santiago Office. Two Argentine experiences (ITU and University of Wool) were presented in the workshop.
Seminar: "Youth in the Work Society in the framework of the XVI Ordinary Continental Congress"	CIOSL/ORIT	Brasilia, 18 - 19 April	Technical assistance for the organization and financial support.
Training workshop of ILO programming, managing and personnel officers in the American region.	Regional Office ILO - Americas	Lima, 18 - 22 April	The programme and management officials as well as the management assistant attended this workshop.
31st International Book Fair of Buenos Aires - 4th Education and guidance for health, employment and solidarity meeting.	Book Foundation of Buenos Aires	Buenos Aires, 23 April	The Director of the Centre spoke on the new educational goals and guidance for work. IV Inter-Ministerial Committee Meeting - national
vocational certification system.	Ministry of Labour and Employment	Brasilia, 25 - 26 April	A Cinterfor/ILO consultant participated as a lecturer.
American ILO Office Directors meeting.	Regional Office ILO - Americas	Santiago, 25 - 26 April	The Director of the Centre took part.
Workshop: "Innovative experiences of participative management of technical and technological education."	Technical and technological training strengthening programme, Ministry of Education	La Paz, 25 - 29 April	A consultant from the Centre participated as a speaker
Tripartite talks to promote the Tripartite Principles Declaration of multinational enterprises, and the social policies in the MERCOSUR countries.	International ILO Training Centre of Turin	Montevideo, 25 - 26 April	Cinterfor provided logistical support for the organization and coordination of the event.
8th International Congress of Marzano Foundation	Marzano Foundation	Posadas, Argentina, 2 May	The Director of the Centre took part in the round table on "Local development tools from VT". First international conference on vocational training
"A shared approach to sustainable investment in development."	Ministry of Labour Ministry of Education CAPLAB, COSUDE, ILO Andean SRO	Lima, 5 - 6 May	The Cinterfor/ILO Director gave a master lecture on: "The VT panorama in the region and its importance in sustainable development investment. Challenges and prospects." A Centre consultant also attended.
Training centres strategic management course for Buenos Aires Province vocational training centre directors.	General Board of Education and Culture - Buenos Aires Province	La Plata, 9 - 13 May	Cinterfor/ILO monitored and taught the course, and financed an international consultant.
Workshop on "The hemispherical agenda for decent work": Promoting economic growth with quality employment to combat poverty and strengthen democracy."	Regional Office ILO - Americas	Lima, 16 - 17 May	A Cinterfor/ILO consultant participated.
Regional Seminar: "Trade unions for employment and youth participation."	RLA/01/M10/SPA.	Montevideo, 17 - 19 May	Cinterfor supported the general coordination and organization of the event. A consultant took part and the Director opened the event.
Seminar on the provision of employment services in emerging economies: Prospects and challenges from the starting point of the Chile and Argentine cases.	SENCE	Santiago, 17 - 19 May	A consultant from the Centre participated as a speaker

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
International Cooperative Technical Meeting of VT institutions, in Commemoration of the 40th anniversary of INA.	INA	San José, 18 - 20 May	The Director of Cinterfor/ILO attended.
XXI Meeting of the Mercosur SGT 10 - Labour relations, employment and social security.	Mercosur	Asunción, 19 - 20 May	A consultant from the Centre participated as a speaker on topics related to certification and labour competencies.
Course on collective negotiation techniques for the tripartite committees for equal opportunities in the Southern Cone.	SDO Santiago Turin Centre Ministry of Labour and Social Security	Montevideo, 23 - 27 May	The Centre provided technical and logistic organizational support for the event. A Cinterfor/ILO gender specialist participated as a speaker.
Seminar: Employers and vocational training.	INATEC SDO for Central America	Managua, 25 - 27 May	The centre provided technical assistance for the organization, preparation and coordination of the event. At the same time it supported the invitation and participation of the training institutions of the region. The Director and a Centre consultant took part.
Forum on innovation and education for a productive Uruguay.	CETP/UTU	Montevideo, 30 - 31 May	A Cinterfor/ILO consultant participated as a commentator.
Seminar: Human management by labour competencies.	SENA	Bogotá, 31 May	A Centre consultant took part as a speaker on human management by labour competencies and international experiences of qualification or titles in national frameworks.
First International workshop seminar on vocational training. Presentation on panorama of certification by competencies in Latin America.	Ministry of Labour and Social Promotion.	Lima, 5 - 6 June	A Centre consultant participated.
Workshop: Vocational training in the paper and cellulose industry.	CUOPYC	Juan Lacaze, 9 June	A consultant from the Centre participated as a speaker.
First Provincial Congress: Challenges and prospects in technical education.	Ministry of Education, Science and Technology, INET National Technological University	Salta, Argentina Republic, 15 - 16 June	The Director of the Centre took part as a speaker on new trends in education for work in the American region. Fifth Latin American and Caribbean vocational
technical training organizations and institutions meeting. Training for vulnerable groups.	Ministry of Labour and Employment. SWISSCONTACT GTZ - OEI - ILO CEFORCOM Latin American Vocational Technical Education Institutions Network	Quito, 15-18 June	A consultant from the Centre participated as a speaker on "Innovative mechanisms for financing training for vulnerable groups."
II Latin American VT week - technical meeting.	CVTAG ANDIGRAF SENA	Bogotá, 20 - 22 June	The Centre cooperated in the coordination and invitation of the member institutions. Three training institutions took part as well as a Centre consultant as a lecturer.
Commemoration of 48th anniversary of the SENA	SENA	Bogotá, 25 June	A consultant from the Centre participated as a speaker.
Technical meeting for discussion of the single matrix of follow-up indicators on the MERCOSUR Presidents Declaration on TI.	IPEC	Montevideo, 30 June - 1 July	Cinterfor provided logistical assistance for the event.
Tripartite Seminar - Qualification in Brazil and Mercosur: progress and prospects.	Technical cooperative project MTE ILO Brasília	Brasília 4 and 5 July	A consultant from the Centre participated as a speaker.

NAME OF EVENT	ORGANIZERS	PLACE and DATE	TYPE OF PARTICIPATION / REMARKS
Workshop: Sustainability of employability and competitiveness considering structural changes in the economy and work conditions.	CEPAL SENAT ILO Brasilia	Brasilia 5 - 6 July	Cinterfor supported the organization of the event. A consultant from the Centre participated, as did SENATI and SENA representatives.
Hemisphere workshop on decent work and fair globalization. Fourth session of the workshop on vocational training and tripartite cooperation.	ILO Regional Office - Americas OEA	Mexico, 11 - 12 July	The Director of Cinterfor/ILO took part.
Workshop on labour competency training development in the INA. Technical assistance in relation to the development of the labour competencies based training focus.	INA	San José, 11 - 12 July	Cinterfor gave technical support. A consultant from the Centre participated as a speaker
HIV-SIDA training meeting.	PIT/CNT	Salto, Uruguay, 14 -15 July	A member of the Centre's staff took part.
Workshop on institutional diagnoses and the INAFORP improvement plan.	INAFORP	Panama, 19 - 22 July	A consultant from the Centre participated as a speaker.
Seminar on training for work and the current changes in the economy and society.	CEPAL GTZ	Santiago de Chile, 28 - 29 July	The Director and a consultant of the Centre took part.

## SUPPORT AND PARTICIPATION IN ILO EVENTS AND WITH ILO UNITS 2003-2004 \*

MODALITY OF PARTICIPATION	NAME OF EVENT - PLACE AND DATE	ILO UNIT INVOLVED
Speakers	Forum on the measurement of labour standards at the international level (San José, February 2003)	Regional Office Central American SRO
Speakers	Round Table on Labour Relations (San José, February 2003)	SRO Central America
Module Development on Education and Vocational Training	Regional Technical Seminar on the "Incorporation of the gender perspective into poverty eradication and job creation policies in Latin America" Project (Buenos Aires, March 2003)	Regional Office
Headquarters made available, and logistical and organizational support	Technical Meeting about the inspection and monitoring of child labour - Sub-regional plan of action for eradicating child labour in the Mercosur countries and Chile (Montevideo, March 2003)	IPEC
Logistical and organizational support	Meeting of OAS Ministries of Labour Work Group on Principles and Rights in Work (Montevideo, April 2003)	RLA/02/M55/USA Regional Office
Financial support to contract a speaker. A CD with modules was made available.	National seminar on the question of deficiency and the world of work (Brasilia, April 2003)	ILO Brasilia
Speakers about "Training, Social Dialogue and Sub-regional Integration", the systemic focus of VT and the standardization and certification processes: progress and prospects. Also about VT in the sub-regional integration process, the MERCOSUR experience.	Sub-regional workshop about Challenges for Vocational Training in the Andean Sub-region (Lima, April 2003)	Andean SRO
Speakers	Seminar "International labour norms for magistrates, jurists and law teachers" (Lima, May 2003)	Turin Centre
Speakers: Selected Latin America success stories in CBT: lessons learned	Workshop on Community Based Training (Kingston, May 2003)	SRO Caribbean
Speakers about the Proimujer Programme	National seminar on "Equal opportunities for women workers in Uruguay" (Colombia, Uruguay, May 2003)	RLA/01/M10/SPA
Speakers on gender and training. Third national meeting about	Labour Relations and Gender	ILO Buenos Aires
Teaching module on training based on competencies	Human resources management by competencies. Methods and techniques. Geared exclusively to management personnel in SEP training institutions (Mexico, May 2003)	Turin Centre
Speakers	International Technical Meeting about Justice in Work and the MERCOSUR Socio-Labour Declaration (Buenos Aires, May 2003)	ILO Buenos Aires
Logistical support for organization	Seminar on NIT in relation to union freedom and the ILO control system (Montevideo, May 2003)	Turin Centre
Speakers - module about training based on competencies	Human resources management by competencies. Methods and techniques for VTIs and enterprises (Montevideo, May 2003)	Turin Centre
Organization, coordination and teaching courses	Health and Safety Training Programme in the forestry sector in Uruguay (2003)	SECTOR

\* to July 2005

MODALITY OF PARTICIPATION	NAME OF EVENT - PLACE AND DATE	ILO UNIT INVOLVED
Participation in discussion of Recommendation 195	91st International Labour Conference (June 2003)	VTI/SKILLS
Speakers	National seminar on "Youth employment and organization: union strategies" (Sao Paulo, June 2003)	RLA/01/10M/SPA
Focal Point for Uruguay.	Work meeting of the universities affiliated to the Academic Network for Social Dialogue. International seminar on globalization and the world of work: effects on social dialogue(Santiago July 2003)	Regional Office - Academic Network for Social Dialogue
Speakers	Seminar "Fundamental rights and NITs. MERCOSUR Socio-labour Declaration" (Montevideo, August 2003)	ACTRAV/Turin Centre
Speakers	International technical meeting about labour justice and the MERCOSUR Socio-labour Declaration (Buenos Aires, August 2003)	ILO Buenos Aires
Speakers on Decent Work and Training	Tripartite workshop: Decent work and development policies (Lima, August 2003)	Regional Office
Speakers	Seminar on competency certification (Brasilia, August 2003)	ILO Brasilia
Participation	Seminar on "Employment policies and macroeconomic analysis" (Paysandú, September 2003).	ACTRAV
Support for organization and logistics	One-day seminars on employment - the labour market situation - unemployment - employment policies - minimum salary - gender and employment (Montevideo, October 2003)	SRO Southern Cone Countries
Financial support	4th National SIMAPRO Meeting "Training and management of health and safety at work: experiences on sugar plantations" (Mexico, October 2003)	ILO Mexico
Speakers	National seminar "Youth employment and organization: union strategies" (Santiago, October 2003)	RLA/01/10M/SPA
Speakers	Course on the management of training and labour competency certification systems (Turin, October 2003)	Turin Centre
Speakers	National seminar on ""Youth employment and organization: union strategies" (Asunción, October 2003)	RLA/01/M10/SPA
Participation	Joint host country-Latin America Programme (Geneva, November 2003)	Regional Office - VTI/SKILLS
Speakers	2nd International Labour Law Congress (Sao Paulo, November 2003)	ILO Brasilia
Logistical support	Tripartite Distance Training Project. Attendance seminar for initiation on the distance training course on social security, for tripartite representatives from Argentina, Brazil, Chile, Paraguay and Uruguay (Montevideo, November 2003)	Turin Centre
Logistical support	Regional seminar on "Integration, MERCOSUR and employment policy" (Montevideo, November 2003)	ILO Buenos Aires
Speakers	National seminar "Basic international labour rights and norms. Young workers' rights. Economic and sociological analysis" (Montevideo, November 2003)	RLA/01/10M/SPA
Support for technical organization. Speakers	Sub-regional seminar about indicators of management, impact, employability, pertinence and follow-up on graduating trainees" (Panama, November 2003)	SRO Central America
Speakers	National workshop on decent work (Buenos Aires, November 2003)	ILO Buenos Aires
Speakers	Union seminar on the CIT 87 (Sao Paulo, November 2003)	ACTRAV
Speakers	Seminar on "Young workers strategies to handle the employment problem in Argentina" (Córdoba, December 2003)	RLA/01/10M/SPA
Technical support and coordination. Speakers	Technical meeting to discuss the Brazilian proposal for Report IV (1) Human resources training and development, in preparation for the 92nd ILC (Brasilia, December 2003)	ILO Brasilia

MODALITY OF PARTICIPATION	NAME OF EVENT - PLACE AND DATE	ILO UNIT INVOLVED
Joint delegation with ILO	ILO Regional Tripartite Meeting on Lifelong Learning in Asia and the Pacific - WG on International Cooperation in Skills Development (Bangkok, December 2003)	VTI/SKILLS
Participation	Directors meeting and workshop seminar on leadership and management for managers, (Lima, December 2003)	Regional Office
Speakers	Seminar on updating of normative policies and work legislation with special emphasis on Latin America and the Caribbean, (Santiago, January 2004)	Regional Office
Speakers	International forum about human and social rights. Main subject: Basic ILO principles. Organization and implementation (Brasilia, March 2004)	ILO Brasilia
Joint support and speakers	Sub-regional meeting for VTI directors from Central America, Mexico and the Dominican Republic, and sub-regional workshop on planning the evaluation of impact of VT (San Salvador, March 2004)	SRO Central America
Financial support	Fifth SIMPARO meeting and decent work in the sugar industry (Mexico, April 2004)	ILO Mexico
Speakers	Meeting of the Regional Labour Tribunal (Sao Paulo, March 2004)	ILO Brasilia
Speakers on Work, Education and Development	International Education and Development Conference: Contemporary challenges for social inclusion (Sao Paulo, April 2004)	ILO Brasilia
Teaching the course	Course on labour competencies and their main applications (Havana, April 2004)	ILO Mexico
Preparation in document on Training Policies for Productive Development in Mercosur	Regional Employment Conference - MERCOSUR (Buenos Aires, April 2004)	Regional Office
ILO Representation	Fifth CREA Seminar "Collective negotiation in the show business industry in Latin America (Montevideo, April 2004)	Regional Office
Technical organization and speakers	One-day seminar on employment and social protection (Montevideo, May 2004)	SRO Santiago
Speakers	Regional Strategic Planning Meeting (San José, May 2004)	IPEC
Organization and speakers	One-day International Labour Relations Seminar. Collective bargaining: prospects in Uruguay and the region. This was held in the framework of the Academic Network for Social dialogue in the MERCOSUR (Montevideo, May 2004)	Regional Office
Participation	ILO Directors Meeting - American Region - Inauguration of the new ILO building in Lima. Presentation of the Committee on the Social Dimension of Globalization (Lima, May 2004)	Regional Office
Teaching the module on training based on labour competencies	Course on human resources management by competencies (Monterrey, May 2004)	Turin Centre
Participation in discussions for passing Recommendation 195	92nd meeting of the International Labour Conference (Geneva, June 2004)	VTI/SKILLS
Technical support and speakers	Sub-regional Seminar on "The informal economy, unionism and decent work" (Montevideo, June 2004)	RLA/01/10M/SPA
Technical support and speakers	One-day seminars on the role of universities in national and provincial VT policies (Lanas, Julio 2004)	ILO Buenos Aires
Video conference	Course on Information and Communication Technologies in training (August, 2004)	Turin Centre
Participation	Meeting of directors from ILO offices in the Americas (Mexico, August 2004)	Regional Office
Logistical support and participation	Evaluation and follow-up seminar about social security (Montevideo, August 2004)	Turin Centre

MODALITY OF PARTICIPATION	NAME OF EVENT - PLACE AND DATE	ILO UNIT INVOLVED
Speakers	ILO-UBA course on international labour norms for teachers and jurists (Buenos Aires, August, 2004)	NORMAS ILO Buenos Aires
Participation	ILO librarians meeting (Santiago, August 2004)	Regional Office
Speakers	Workshop on good practices in relation to decent work and the informal economy (Turin, August 2004)	Turin Centre
Speakers	Workshop on a model for change on the informal economy (Turin, September 2004)	VTI/SKILLS
Briefing about Cinterfor	Briefing for the APSDEP programming official (Montevideo, August 2004)	APSDEP
Technical support and speakers	Technical workshop for TVET practitioners - applying information and communication technology (Kingston, September 2004)	SRO Caribbean
Speakers: integration of labour and education policies and aspects of VT in employment policy	Presentation of the National Programme for Decent Work in Argentina (Buenos Aires, September 2004)	ILO Buenos Aires
Speakers	Seminar on employment and growth strategy (Montevideo, September 2004)	ILO Buenos Aires
Financial support	6th national meeting of the National System for Measurement and Progress in Productivity - SIMAPRO, and decent work in the sugar industry. The SIMAPRO as a key to team work and lifelong learning (Mexico, September 2004)	ILO Mexico
Observers	Tripartite Meeting on Youth Employment: the way forward (Geneva, October 2004)	VTI/SKILLS
Participation	2nd Meeting of national committees for the eradication of child labour in the MERCOSUR countries and Chile (Buenos Aires, October 2004)	IPEC
Speakers	Working group on ILO's work on training and employability (Geneva, November 2004)	VTI/SKILLS
Technical support for organization	Seminar on unions and vocational training in Colombia (Bogotá, November 2004)	RLA/01/10M/SPA
Speakers	Seminar on unions and vocational training in Peru (Lima, November 2004)	RLA/01/10M/SPA
Participation	Regional meeting on "Know About Business2 (KAB) (Lima, December 2004)	Regional Office
Participation	Seminar about the socialization of knowledge (Lima, December 2004)	Regional Office
The specialist from the SRO in Port of Spain represented Cinterfor	ILO/APSDEP/Japan - Experts Meeting on Skills Development for Economic Empowerment and Poverty Alleviation, using community-based training methodology (Chiba, Japan, February 2005)	APSDEP SRO Caribbean
Technical support and speakers	Workshop "Developing a technical and vocational education and training (TVET) operating model for CARICOM" (Port of Spain, April 2005)	SRO Caribbean
Organization and speakers	Workshop on workers and vocational training (Santo Domingo, April 2005)	SRO Central America Regional Office
Organization	Training programme "Youth, work and unions" (Montevideo, April-May 2005)	RLA/01/10M/SPA
Technical and financial support	National workshop on the role and contribution of the Universities Council of Rectors and their CFTC to the development of high level vocational training in Chile (Santiago, April 2005)	SRO Southern Cone Countries
Participation	Training workshop for programming, administrative and personnel staff from ILO offices in the Americas (Lima, April 2005)	Regional Office
Participation	Meeting of directors of ILO offices in the Americas (Santiago, April 2005)	Regional Office
Logistical support for the organization	Tripartite meeting to promote the tripartite declaration of principles on multinational enterprises and social policy in the MERCOSUR countries (Montevideo, April 2005)	Turin Centre



MODALITY OF PARTICIPATION	NAME OF EVENT - PLACE AND DATE	ILO UNIT INVOLVED
Speakers on the VT panorama in the region and its importance in investment in sustainable development	First International Vocational Training Conference": A shared vision for investment in sustainable development" (Lima May 2005)	Andean SRO
Participation	Workshop: "The hemisphere agenda for decent work: promoting economic growth with quality employment to combat poverty and strengthen democracy" (Lima, May 2005)	Regional Office
Support for organization, and speakers	Regional seminar "Unions for employment and the participation of young people" (Montevideo, May 2005)	RLA/01/10M/SPA
Support for technical organization. Presentation and logistical support	Course about collective negotiation techniques for tripartite committees for equal opportunities in the Southern Cone (Montevideo, May 2005)	SRO Southern Cone Countries Turin Centre
Joint support for the organization and speakers	Seminar: "Employers and vocational training" (Managua, May 2005)	SRO Central America Regional Office
Presentation of two experiences: the methodology of the Occupational Project developed by FORMUJER and PROIMUJER, and the systemization of youth experiences in Latin America	Knowledge Fair on decent work and the informal economy (Geneva, June 05)	INTEGRACION
Speakers	Fifth meeting of technical vocational training organizations and institutions in Latin America and the Caribbean - vocational training for vulnerable groups (Quito, June 2005)	Andean SRO
Logistical support	Technical meeting to discuss the single matrix of indicators for follow-up on the declaration by the MERCOSUR presidents about TI. (Montevideo, June 2005)	IPEC
Technical support and speakers	Tripartite seminar about qualifications in Brazil and the Mercosur: progress and prospects (Brasilia, July 2005)	ILO Brasilia
Technical support and speakers	Joint SENAI, CEPAL and ILO workshop on "The sustainability of employability and competitiveness considering structural changes in the economy and work conditions" (Brasilia, July 2005)	ILO Brasilia
Participation	Hemisphere workshop on decent work and fair globalization. Fourth session of the "Vocational training and tripartite cooperation" workshop (Mexico, July 2005)	Regional Office



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## **PART TWO**

### **PROPOSED PLAN OF ACTION FOR 2006-2007**

The transformation taking place in the world of work is confronting governments and also employers' and workers' organizations with the need to continue adapting their organizational schemes and their policies, including those that have to do with vocational training, so as to contribute to reducing the decent work deficit, combating poverty and attaining globalization with social justice.

In this situation, vocational training and other kinds of education play a crucial role: they constitute an indispensable tool to respond to the challenges of competitiveness, the effective promotion of employability and social integration, and thus make a contribution to creating decent jobs in the lives of people, families, enterprises and communities.

It is being recognized more and more in national development policies that human talent is an indispensable factor in the production function. This is acknowledged in Recommendation 195, which was recently promulgated by the ILO. It is not possible to have highly effective competitive strategies without clear policies and programmes for developing workers' capacities and knowledge, and also their effective integration into entrepreneurial and social ambits. In short, to increase employment and economic activity in the region it is essential to have a clear framework of training policies.

In Latin America and the Caribbean, young people move into the world of work at an early age, but not enough jobs are being created so they tend to be concentrated in precarious employment with low productivity in the informal economy. This makes it even more necessary to have clear and robust public policies for the labour market, policies in which vocational training plays a vital strategic role because it can become a pro-active tool to coordinate actors and resources to foster sustainable and equitable economic and social development.

It is clear from the numerous national experiences that are under way that this role means vocational training has become a privileged ambit for social dialogue in its many forms (bipartite, tripartite, sectoral, local, and so on), and also for developing the abilities of unions, employer's organizations, ministries of labour and vocational training institutions to take effective action.

In recent years, vocational training institutions in the region have shown themselves able to maintain and improve their service to workers of both sexes. Their programmes have the dual objectives of promoting production through sectoral and local strategies and of working in the social ambit by catering to population groups that are afflicted with unemployment and a lack of labour qualifications. In order to gear the training offer to sectors using the latest technology, training centres and schools have undertaken a complete overhaul, re-working their programmes, acquiring new didactic equipment and constantly keeping their teachers up to date on the latest developments in their fields.

However, in order to respond to the accelerated rhythm of change and to the new challenges that have appeared because of economic integration, insertion in the world economy, the need for decent jobs, endogenous development and so on, training needs institutions that are agile and programmes that are geared to quality, relevance and equity.

Cinterfor/ILO's work programme is geared to strengthening training as an essential component in a range of policies that must converge in order for decent work to become a guiding principle in national economic, social and environmental strategies. This means formulating solid public training policies to promote better and more equitable access for young people, women who are vulnerable or living in poverty, and unemployed adults of both sexes to quality training programmes that are relevant. It also means developing training programmes that foster national and regional competitiveness and productivity, and it means strengthening the great potential of training as a privileged ambit for tripartite systems, social dialogue, and to reinforce the capacity of governments and employers' and workers' organizations in their participation in the formulation of training policies and in the planning and management of training in the countries in the Americas.

Cinterfor/ILO will continue to help strengthen the institutional structures of national vocational training bodies, ministries of labour, and employers' and workers' organizations in Latin America, the Caribbean and Spain with the aim of enhancing their competencies for the design, planning and operation of training, and thus im-

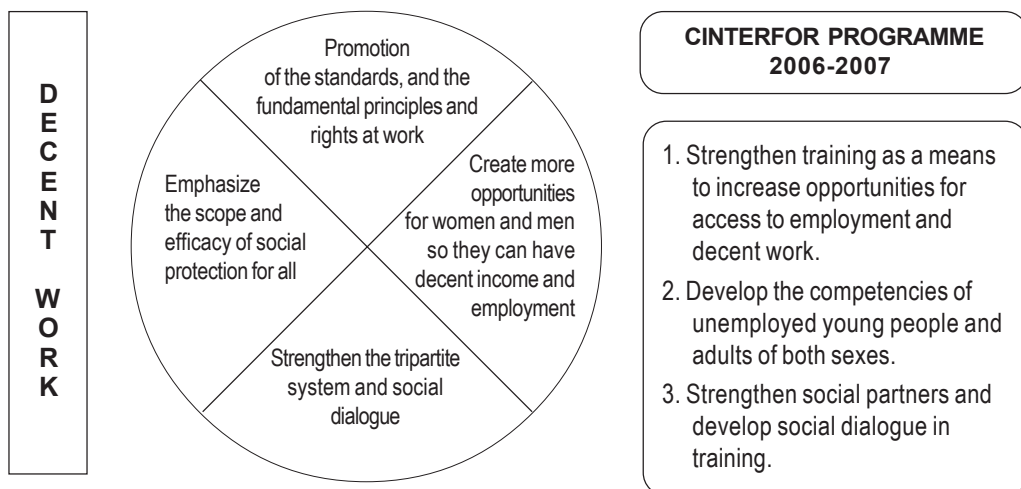
prove the quality, relevance and equity of their training activities in the face of the current challenges in terms of the productivity and competitiveness of people, enterprises, communities and countries. Likewise it will continue to maintain a special emphasis from the perspective of the institutional organization of training on the need to give specific attention to vast underprivileged social sectors to improve their employability.

The main objective of the programme for 2006 and 2007 is to stimulate the design and management of training policies whose central core is quality, relevance and equity, and to consolidate training systems, raise investment in training, and foster the planning and execution of programmes that will be able to suitably respond to the current challenges as regards competitiveness, productivity and employability. These policies and programmes will have to be designed and implemented in a context defined by international development objectives so as to try to make globalization an integrating and equitable phenomenon in line with the goals and postulates of the Millennium Declaration and in particular with what is laid down in ILO Recommendation 195 concerning human resources development: education, training and lifelong learning.

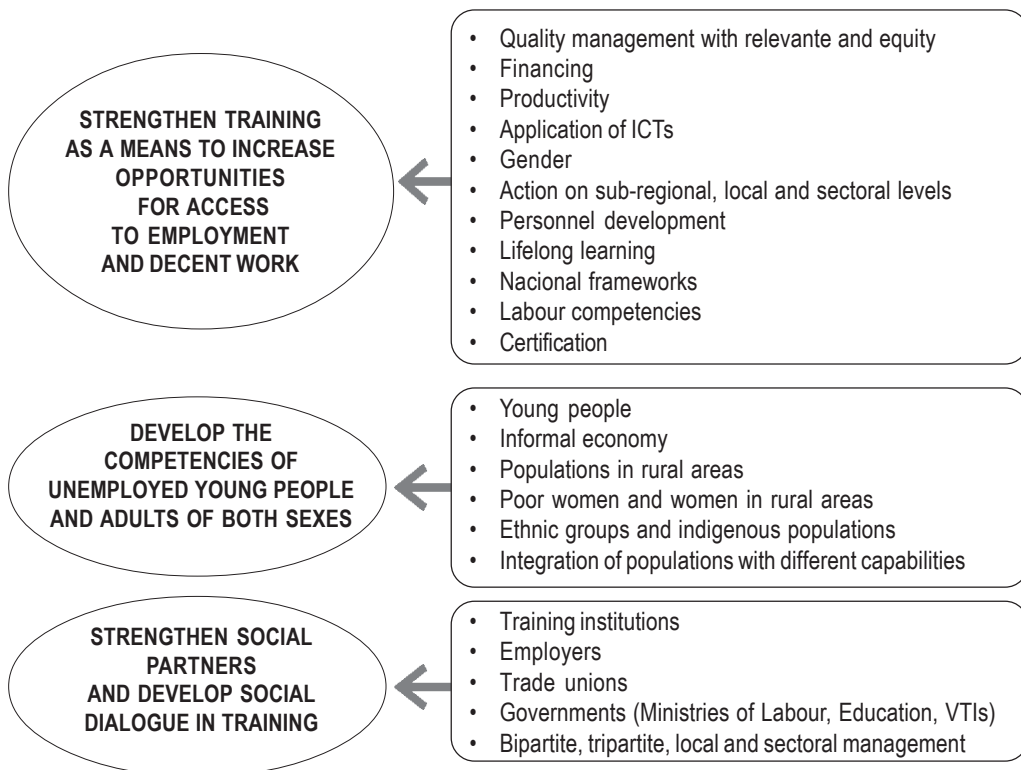
Cinterfor's work to foster the development of training is a solid and direct contribution to one of the four pillars that are the foundation of the ILO's objective of attaining decent work, that is to say of creating better opportunities for men and for women to have equal access to decent jobs and decent income, and this falls within the guidelines of Recommendation 195 about human resources development: education, training and lifelong learning. The Centre's work programme follows the regional strategy established by the regional office for Latin America and the Caribbean, and especially the priorities of the Training and Employability Department (SKILLS) in an ILO policy of integration, and the priority demands formulated by the Member States.

In Cinterfor's work programme for 2006 and 2007 three main priorities have been defined, and these are shown in the diagram below.

## CINTERFOR'S PROGRAMME COORDINATED WITH THE BASIC PILLARS OF THE ILO



### WORK PROGRAMME 2006 - 2007



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## DESCRIPTION OF CINTERFOR/ILO WORK PROGRAMMES 2006-2007

In this section there is a description of the contents of the work programme. The three basic pillars of the Centre's operations in each of its areas of work are the production of knowledge and dissemination of information, technical support, and the promotion of horizontal cooperation.

### **1. Strengthening labour training as a means to increasing opportunities for access to employment and decent work.**

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Cinterfor/ILO proposes to continue working to strengthen the institutional structure of the national bodies responsible for training in the countries in the Americas (vocational training institutions and agencies, ministries of labour, and employers' and workers' organizations in Latin America and the Caribbean) with the aim of fostering quality, relevance and equity in their programmes and activities in such a way that men and women can improve their employability, and so open up greater opportunities for vocational development and improve the quality of personal and family life.

To do this, the Centre will continue to give technical support and disseminate knowledge and information that promote reform, re-structuring and modernization in institutions; the development of competency-based training and certification programmes; the adoption of the gender approach in training; the dissemination of instruments for quality management and equity; the promotion of training as an instrument to raise productivity and improve competitiveness; the analysis and dissemination of good practices; support for national qualifications frameworks and systems that will allow knowledge to be recognized; the design and management of lifelong learning policies; the financing of training; stimulating the use of ICTs and distance learning programmes; the training and updating of teaching and technical personnel in training; and promoting local, community and sectoral initiatives that coordinate training, employment and development in an integrated way.

Work will continue on promoting diffusion, debate, reflection, and the adoption of Recommendation 195 concerning human resources development: education, training and lifelong learning, which was passed at the ninety-second meeting of the International Labour Conference (June 2004).

Technical support will be provided in the framework of the progress of the different trade integration processes in the region and the challenges that these pose for vocational training and the development of programmes or mechanisms for certifying competencies that will be valid throughout the sub-region. Training activities are particularly important in their relation to social dialogue and progress in establishing qualifications frameworks that are recognized at the regional level, such as those in integration processes like Working Sub-Group 10 in the Southern Common Market (MERCOSUR), the Caribbean Common Market (CARICOM) through the Caribbean Association of National Training Agencies (CANTA), the Community of Andean Nations (CAN), the Central American Integration System (SICA), and the North American Free Trade Association (NAFTA), etc.

## **2. The development of competencies among unemployed young people and adults of both sexes**

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Training is faced with a double challenge when it comes to young people and their high rates of unemployment, women who are seeking equal opportunities for insertion into employment or training, and adults who do not have a sufficiently high educational level to retain employment at a time of rapid change, and who are trying to find their way back into the world of work. On the one hand, the economic dynamic and the new configuration of productive activities that favours specialization in enterprises, the decentralization of many spheres of work, and technical change, mean that there are new demands for competencies and that many competencies are rapidly becoming obsolete. Besides that, one of the effects of globalization is that opportunities to obtain decent work are unequally distributed, and this has a strong negative impact in terms of poverty and exclusion. In order for these population groups to accede to and remain in formal employment, or to manage their own employment individually or collectively, they will need to develop suitable competencies. This is the only way that progress can be made towards a kind of globalization that is fair and inclusive.



In the face of these challenges, Cinterfor/ILO will support efforts to design and put into practice training programmes that are coordinated with employment policies geared to the needs of population sectors that are most vulnerable to unemployment like young people of both sexes, women living in poverty, and adults with poor qualifications or none at all. These efforts include programmes to foster an entrepreneurial spirit to stimulate not only individual initiative but also bigger projects that are undertaken in local communities, cooperatives, young people's organizations, workers' organizations, and so on.

### **3. Strengthening social partners and the development of social dialogue in training**

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Training has become a very fruitful ambit for developing new formulas for social dialogue among workers, employers and governments. It is an area where the concerns and interests of ministries of labour and education, unions and employers all come together. Every year numerous agreements are made thanks to dialogue involving representatives from these groups. They may be bipartite or tripartite (national training institutions, ministries of labour and/or education), they may be sectoral (in construction, in the metallurgical area, in the graphic arts, etc.), or they may be local (the management of training centres, local employment committees, etc.).

Cinterfor/ILO will continue in its policy to support and strengthen trade unions so they will be better able to push for the development of programmes that enhance workers' competencies and capacities. It will also offer to help employers identify their needs for competencies and qualifications to maintain and improve the productivity and competitiveness of enterprises. Likewise it will support organizations in the public sector to formulate employment and training policies that foster access and equal opportunities in training.

There are more and more innovations in the ways that bipartite, tripartite, sectoral and local management is organized. Cinterfor/ILO aims to foster the development of these initiatives by offering technical cooperation and by disseminating knowledge and information that will make the social actors better able to participate in formulating, applying and evaluating public policies and programmes in the training field, and it will help in bipartite and tripartite social dialogue on all the levels of training systems and institutions not only in regional or local ambits but also in sectors.

## **Work strategies**

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The ways that institutional resources are used and combined to attain the objectives laid down in this plan of action will reaffirm the strategies that are currently in use and also allow some changes of emphasis and intensity to cater to the demands of training institutions.

### **1. Research and the diffusion of publications with knowledge and experiences**

The various collections that the Centre has been publishing (Arts and trades, Tools for transformation, Training features, Technical Office papers, Contributions to social dialogue, Trade unions and training, Training and gender, and Training resources) will cover subjects that are on the proposed agenda. Similarly, Cinterfor has also maintained its commitment to add masters' and doctors' theses by researchers and young scholars to the Centre's wealth of published material, and these contribute innovative analysis, and proposals for programmes, and for the design of policies and strategies in this field.

### **2. The electronic diffusion of knowledge and tools applicable to training**

The Centre's web portal ([www.cinterfor.org.uy](http://www.cinterfor.org.uy)) will continue to be consolidated and strengthened. This is one of the most valuable instruments that Cinterfor/ILO has to discharge its responsibilities to the Member States. The didactic organization of the portal will continue to be improved, the information in the various sub-sites will be kept up to date, and a new sub-site dealing with new information and communication technologies (NICTs) and distance learning is being set up. Work will continue on increasing the number of books published in English.

### **3. Using computers to interact with users**

The trend to use this modality of communication is still growing. Various different sections in the Centre have a help line for users. There is an ongoing effort to strengthen institutions by using distance systems and to run video-conferences on different subjects including policy design and management, gender equity in training and employment, competency-based training, social dialogue, trade unions, information and communications technologies, and so on.

#### **4. Support for the exchange of personnel between institutions**

The strategy of personnel exchange between institutions has yielded good results in the last two years so this augurs well for its continuing in the next two years. At the request of institutions the necessary contacts are made to set up an exchange or to send technical missions or specialists with knowledge about experiences and training. This exchange system will be promoted because there is a lot of experience and knowledge in the region about good practices in fields such as quality management, raising productivity, competency-based training, training and the development of information and communication technologies, to mention just a few.

#### **5. Consultancy, information and technical support services**

These services are based on the network of consultants that the Centre makes available to institutions, and on its experts in different fields. An outstanding feature of this strategy is that the institutions themselves cooperate by making their own staff and technicians available to help in areas like the development of competency-based training, quality management, the use of information technologies in training, the design of lifelong learning systems, etc.

#### **6. The promotion of activities with national institutions**

This consists in the support that the Centre has always lent to initiatives from national institutions that organize seminars, training events, discussion workshops, and so on. These are very useful for initiating projects, evaluating progress or discussing innovations in training.

#### **7. Interaction and coordination with ILO offices and technical services**

This strategy has yielded good results over the past two years and no doubt it will be equally important in the next two-year period. Coordination is excellent, it works through the various units at ILO headquarters and in the region, and it has meant that activities can be designed and implemented in a coordinated way, which means that the concept of a single ILO has become a reality.

## **8. Joint work with other international agencies**

The Centre will continue to foster cooperation with other agencies like the multi-lateral banks, international bodies, national cooperation agencies and the United Nations in fields that are priorities for development based on human resources training.

## **9. Personnel development and the optimization of resources to better meet the set objectives**

One of the basic strategies in the Centre and in the ILO is to train and develop their own staff, and institutional programmes and strategies are used to do this. Meeting the need for the intensive use of information and communication technologies is still a priority. If the Centre is to do its job properly and spread information it is vitally important that the physical infrastructure available and facilities like publication capabilities and the web portal should be used to their full potential.

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## ACRONYMS

ABONG	Associação Brasileira de Organizações Não Governamentais
ACTRAV	Department of Activities with Workers, ILO
AECI	Spanish International Cooperation Agency
AIRT/IIRA	International Industrial Relations Association (IIRA)
APAE	Associação de Pais e Amigos dos Excepcionais, Brasil
APPCU	Association of Private Promoters of the Building Industry, Uruguay
BID	Inter-American Development Bank (IDB)
BMZ	Ministry of Economic Cooperation and Development, Germany
CARICOM	Caribbean Community
CCOO	Worker Commissions, Spain
CEPAL	Economic Commission for Latin America and the Caribbean (ECLAC)
CETP/UTU	Technical-Professional Education Council Labour University, Uruguay
CINTERFOR	Inter-American Centre for Research and Documentation on Vocational Training
CIOSL/ORIT	International Confederation of Free Trade Unions/ Inter-American Workers' Organization
CIT	Committee for a Workers' International (CWI)
COCAP	Vocational Training Council, Uruguay
CONALEP	National College of Technical-Professional Education, Mexico
CUOPYC	Paper and Cellulose Workers Centre, Uruguay
CUT	Central Unica de Trabalhadores, Brasil
DINAE	National Employment Bureau, Uruguay
ETMILO	Multidisciplinary Technical Teams
FANAPEL	National Paper Factory, Uruguay
FAT	Workers' Protection Fund, Brazil
FLACSO	Latin-American School of Social Sciences
FORCEM	Foundation for Continual Training, Spain
FORMUJER	Regional Programme for Strengthening Technical and Vocational Training of Low Income Women
FP	Vocational training (VT)
GENPROM	Gender Promotion Programme, ILO
GTZ	Gesellschaft für Technische Zusammenarbeit
HEART/NTA	Human Employment and Resources Training Trust/ National Training Agency, Jamaica
IFP	Vocational training institutions (VTI)
IIPE/UNESCO	International Institute for Education Planning
IMM	Office of the Mayor of Montevideo, Uruguay
INA	National Institute of Learning, Costa Rica
INAFORP	National Institute of Vocational Training, Panama

INATEC	National Technological Institute, Nicaragua
INCASUR	International Institute of Studies and Social Training of the South
INCE	National Institute of Educational Cooperation, Venezuela
INEM	National Employment Institute, Spain
INET	National Institute of Technological Education, Argentina
INFOCAL	National Institute of Training and Skills Development, Bolivia
INFOP	National Institute of Vocational Training, Honduras
INFOTEP	National Institute of Technical-Vocational Training, Dominican Republic
INJU	National Youth Institute, Uruguay
INJUVE	Youth Institute, Spain
INSAFORP	El Salvador Institute of Vocational Training, El Salvador
INTECAP	Technical Institute of Training and Productivity, Guatemala
IPEC	International Programme on the Elimination of Child Labour
ISO	International Organization for Standardization
ITU	University Technological Institute, Cuyo University, Argentina
IVETA	International Vocational Education and Training Association
JICA	Japan International Cooperation Agency
JUNAE	National Employment Board, Uruguay
MERCOSUR	Common Market of the South
MINED	Ministry of Education
MINLAB	Ministry of Labour
MINTRAB	Ministry of Labour
NTA	National Training Agencies
NTB	National Training Board, Trinidad and Tobago
OEA	Organization of American States
OEI	Organization of Ibero-American States for Education, Science and Culture
OIT	OIJ Ibero-American Youth Organization
ONG	International Labour Organisation (ILO)
OPS	Non-governmental organisation
OSR	Pan-American Health Organization (PAHO)
PAISAJOVEN	Subregional Office for Central America: ILO-San José
PECC	Programme of Institutional Support to Youth in Medellin
	Programme of Efficiency and Competitiveness for the Building Industry, Uruguay
PIT-CNT	Inter-Union Workers' Plenary National Workers' Convention, Uruguay
PLUNA	First Uruguayan Aerial Navigation Lines
PNUD	United Nations Development Programme (UNDP)
POLDEV	Development Policies Department (ILO)
PRADJAL	Regional Programme of Actions for Youth Development in Latin America
PROCAL	Skills Development Programme for Youth and Workers in Enterprises, Bolivia
PROIMUJER	Programme for the promotion of equal opportunities for women on employment and vocational training.
ProMES	Productivity Measurement and Enhancement System (Spanish acronym SIMAPRO)
PROMICRO	Micro-Enterprise Information System in Central America
RDSI	Integrated Services Digital Network

SECAP	Ecuadorian Vocational Training Service
SECTOR	Sectoral Activities Department ILO
SECTRAB	Labour Secretariat
SEMTEC	Secretariat of Middle and Technological Education, Brazil
SENA	National Learning Service, Colombia
SENAC	National Commercial Learning Service, Brazil
SENAI	National Industrial Learning Service, Brazil
SENAR	National Rural Learning Service
SENAT	National Transportation Learning Service, Brazil
SENATI	National Service of Skills Development in Industrial Labour, Peru
SENCE	National Training and Employment Service, Chile
SENCICO	National Training Service for the Building Industry, Peru
SEP	Secretariat of Public Education, Mexico
SID	Cinterfor Information and Documentation Service
SIDTSS	International Society for Labour Law and Social Security
SME/PMSP	Secretaria Municipal da Educação/Prefeitura do Município de Sao Paulo
SNPP	National Professional Promotion Service, Paraguay
STP/PMSP	Secretaria do Desenvolvimento, Tbalho e Solidaridade/Prefeitura do Município de São Paulo
UCUDAL	Dámaso A. Larrañaga Catholic University, Uruguay
UGT	General Workers' Union, Spain
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund





