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# ► Management Report 2022-2023 and ILO/Cinterfor Work Plan 2024-2025

October 2023, Punta Cana, Dominican Republic





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## ► Foreword

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The following document, presented by the Director of ILO/Cinterfor, is composed of two parts:

- The Management Report for the period November 2021 - September 2023.
- The proposed Work Plan for the period 2024-2025.

This report has been prepared for analysis and discussion during the regular session of the Programme and Budget Committee (PBC, 3 October 2023) and the 46th Session of the ILO/Cinterfor Technical Committee (4-6 October 2023) to be held in Punta Cana, Dominican Republic.

This report contains, first of all, a summary of the improvements and innovations introduced in different areas of the Centre's operations, the activities and results achieved in the last two years, as well as a report on human and financial resources. Second, this report incorporates the proposed Work Plan for the 2024-2025 biennium, which will be enriched by the debate and proposals arising from the above discussions and other preparatory and follow-up activities.

Since the 45th Meeting of the Technical Committee (RCT) held in Madrid from 16 to 18 November 2021, ILO/Cinterfor has been working on the implementation of the biennial Work Plan 2022-2023 approved at

that time, as well as on several additional activities not yet foreseen at that time.

This Work Plan 2022-2023 was prepared around five axes:

1. Mismatches between labour supply and demand and skills anticipation.
2. Skills and lifelong learning, governance, and financing systems.
3. Innovative, flexible and inclusive learning methodologies: on-the-job training and quality apprenticeships.
4. Digital transition and skills.
5. Social dialogue and capacity building of tripartite constituents.

### ► Regional context and continued implementation of the Centre's strategic vision

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The Centre's action has been guided by key features of the economic and social context of the region. This encompasses both long-term aspects and conjunctural issues.

Regarding the latter, it should be noted that the LAC region is undergoing a slow and uneven recovery from the COVID-19 pandemic, with low economic growth projected to an average of 1.2 % by 2023<sup>1</sup>.

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1 Access to: [https://www.cepal.org/sites/default/files/pr/files/tabla\\_proyecciones\\_cepal\\_abril-2023\\_es.pdf](https://www.cepal.org/sites/default/files/pr/files/tabla_proyecciones_cepal_abril-2023_es.pdf)



In addition, strong inflationary pressures have been observed in both 2022 and 2023, regionally and globally, mainly due to rising energy and food prices. These factors have led to higher interest rates and rising inequality.

At the same time, the ILO warns that the slow recovery of regional employment rates is accompanied by greater informality and an increase in the number of workers in poverty. Particularly vulnerable groups, such as young people and women, continue to have greater difficulty in finding decent work.

Training has also been strongly affected during the period of the pandemic, especially in relation to the drop in the number of hours people were able to dedicate to study, the number of hours offered by teachers and a high percentage of participants who faced difficulties in connecting remotely to online classes and experienced reduced possibilities for interaction with peers and teachers during the school cycle. While the digital transition in vocational training has accelerated and new opportunities have emerged that should be considered when designing public policies for vocational training, digital divides have also worsened, adding to structural divides in the region, such as informality, low productivity and economic and social inequalities.

Technical and vocational education and training (TVET) institutions in the region responded swiftly to the pandemic,

adopting initiatives that accelerated the use of digital media in their activities and strategies deployed to sustain their training activity. This catalysed imminent changes in pedagogical models, curriculum content and design, professional development of teachers and trainers, funding and new partnerships. In the post-pandemic period, TVET providers continue to deepen these transformations, with the aim of expanding access to high-quality and pertinent training opportunities.

Thus, TVET institutions played an active role during the pandemic as well as the implementation of new practices and learning in the return to face-to-face learning. They have responded successfully by accelerating the digitalization of their courses and activities, training of teachers and strengthening the digital skills of their participants.

However, the central role that the period of the pandemic gave to the challenges of digital transformation for vocational training institutions and systems is far from being a temporary phenomenon restricted to the imperative of digital adaptation of their training activities. In any case, the pandemic signified both the acceleration of a process already underway, and the magnification - or greater visibility - of its implications at all levels.

Indeed, the region is undergoing one of the great transitions of our time: a



rapid transformation towards digital societies and economies. This process of widespread adoption and use of digital technologies is impacting in multiple aspects of social and economic life, ranging from communication and access to information by individuals to business operations and government services.

To the extent that this is a process that causes both the obsolescence of certain knowledge, tasks, activities and occupations, as well as the generation of new employment and business opportunities, the role of vocational training policies becomes fundamental. Only through the adequate design and implementation of such policies can the inevitable economic and productive transformation also be socially just.

Over the course of this biennium, the Centre has undertaken several activities to address both instrumental and substantive challenges. The instrumental ones relate to the digital transformation of the management and training offered by vocational training institutions and systems, the need for which became evident during the pandemic, but which remains an imperative in the future. The substantive ones, on the other hand, refer to the most effective strategies and methodologies to ensure the development of new digital competences to promote employability, entrepreneurial skills and support for the productive sector to face the new environment that this transition generates.

The digital transition is not the only trend of change that is affecting societies and economies in the region and posing challenges for vocational education and training. Another trend, of growing importance, is the transition towards more sustainable and carbon-free societies and economies. This transition consists of reducing dependence on fossil fuels and high carbon emissions by replacing them with more sustainable, renewable and environmentally friendly energy sources, and by introducing modes of production and consumption that contribute to reducing wasted energy and materials and pollution.

As in the case of the digital transition, the sustainable transition also creates opportunities for economic development and employment, provided it is simultaneously fair. This implies that the process does not leave behind people and communities that depend on sectors or industries that will be affected by this transition. Again, vocational training appears as part of the repertoire of policies that can minimise negative social and economic impacts and take advantage of emerging opportunities.

The region's vocational training institutions have taken note to adapt their training delivery and respond to the growing demands of the new "green" sectors or of the traditional sectors that seek to adapt to this transition. A key aspect on this path, which the Centre has sought to support technically, is the identification and anticipation of

the demand for skills linked to these new sectors, as presented in this report. Through technical assistance for activities in this area, the Centre has conducted work on mainstreaming the environmental dimension in vocational training itself.

A third transition with strong significance for the region, but of a different nature, is the so-called demographic transition. In a general and simple way, this consists of the transition of populations from high to low birth rates and towards longer life expectancy. This transition, which is unfolding at different stages in the countries of the region, has important consequences for labour markets and poses significant challenges for public policies on employment, social protection, health, education and vocational training, among others.

In countries with a high and growing proportion of young people, there are quantitative and qualitative challenges for training policies. They must simultaneously meet a growing demand for training services, in a relevant and high-quality way, for young people to acquire the necessary competencies to confront the conditions posed by the other transitions mentioned above.

On the other hand, countries in more advanced stages of this transition face processes of increasing population ageing that pose various challenges.

The quality and relevance of training for young people is key to their access to quality job opportunities that contribute to improving productivity of the economy and enterprises. At the same time, the increase in life expectancy, together with a higher proportion of older people, generates new demands in terms of production and, fundamentally, services. The care sector in a broad sense (education, health, social services) has the potential to generate more and more jobs and consequent demand for skills. Providing opportunities for the development of such skills is key to harnessing this potential and also to promoting equal opportunities for men and women in employment and career development.

Another demographic phenomenon, influenced in part by the aforementioned transition, but also by economic, social and political factors, is that of migratory flows. It is worth noting that the region, in addition to facing the challenges of transitions, is also experiencing a major migration crisis.

As can be seen in this report, ILO/Cinterfor has carried out various activities linked to these challenges, such as training and certification for the care sector, certification for migrant populations, the development of STEAM<sup>2</sup> competencies for equal opportunities between men and women, or pedagogical innovation for the development of transversal

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2 The acronym STEAM signifies science, technology, engineering, art and mathematics.

competencies, especially for young people, among others.

The ILO/Cinterfor team has considered the urgent demands of the TVET institutions and ILO constituents in the region for the development of knowledge in vocational training. This knowledge generation serves as an instrument to promote the strengthening of skills and lifelong learning of people, in the context of the recovery from the pandemic, as well as demands for productive transformation, the promotion of entrepreneurship and the promotion of labour inclusion.

The title of this 46th Meeting of the Technical Commission **“Vocational training at the heart of economic and social development”** is an acknowledgement of the impacts and important implications of these three major transformations (digital, environmental and demographic) for vocational training.

Taking into account the transformations in the world of work, the emergence of new skill demands and impacts on vocational training, ILO/Cinterfor developed a Strategic Innovation Plan, in coordination with the ILO Regional Office in Lima, to boost and give visibility to its work on innovation in vocational training in the region. The Strategic Plan was implemented by the end of 2020, despite the outbreak of the COVID-19 pandemic, and with great dedication from the ILO/Cinterfor team. The Strategic Plan is structured in three pillars:

- a) **New digital platform:** via the new Digital Services Unit (DSU), the Centre’s communication processes, knowledge repositories and virtual learning and exchange spaces have been integrated to provide digital support to all its services and activities.
- b) **New relationship strategies:** through the new initiative of Collaborative Innovation Projects (CIPs), cooperation is promoted within the TVET network and with tripartite constituents. Participants in CIPs jointly develop innovative solutions to common challenges, collaborate to mobilize financial resources and share technical capacities and knowledge. The active pursuit of alliances with strategic partners within and outside the region, in turn, strengthens these collaborative processes.
- c) **Knowledge generation to support evidence-based activities and policies:** the introduction of improvements in the cycle of knowledge creation, sharing, structuring (mapping and storage), applying and auditing has broadened the scope and depth of issues addressed, while generating knowledge products of high applicability for decision-making.

With the implementation of the Strategic Innovation Plan, the Centre has expanded

its range of technical subjects in vocational training, including the following areas:



In response to the request of the 2021 Programme and Budget Committee (PBC), we have initiated the design and implementation of an Observatory with statistics on Vocational Education and Training for the region. The results of the TVET institutions that have responded

to the survey with their data since 2019 have been collected and published on the web. This is an example of the response to the demands and feedback from TVET members and representatives of PBC constituents.





ILO/Cinterfor is the ILO's specialised Centre for knowledge development in vocational training in the region, dedicated to permanent innovation, technical assistance and knowledge share on new trends in the field. As such, it has carried out studies and developed processes for the development of the technical capacity of TVET in areas such as the design and implementation of national qualifications frameworks, the use of *Big Data* tools for the anticipation of skills demands, skills certification and attention to migrant populations, digitization in vocational training, the development of digital skills, quality apprenticeships, social dialogue in vocational training and the development of skills for a green transition, certification of skills for care workers, among others.

Continuing an important innovation and new service offered to its members, ILO/Cinterfor has been seeking new lines of funding for the digital services unit which originally emerged as a response to the restrictions on face-to-face training during the COVID-19 pandemic. Due to the very positive reception by TVET institutions, the Centre will continue to deliver and consolidate its activities. Since its creation in the last quarter of 2020, the digital services unit has delivered more than 54 virtual activities (comprising distance learning courses, virtual workshops, webinars, and videoconferences). Through this range of events to exchange good practices and experiences, the Centre has provided its technical assistance to more than 8,500 people, from more than 30 countries. Participants from management, technical and teaching teams of TVET institutions

have reinforced their knowledge and skills on topics such as: anticipation of skills needs methodology using *Big Data*; certification of competences and recognition of prior learning, learning assessment; project-based training; skills gaps; digitalization; and inclusion of women in training for science and technology occupations (STEAM).

A positive lesson from the pandemic has been that digital technologies and distance learning are powerful instruments to bring together participants from all the TVET institutions in the ILO/Cinterfor network. Through the digital learning platform, fruitful horizontal relationships have been formed and communities of practice have been generated, thereby contributing to the evolution of the Centre's innovation processes and strengthening of the membership of the Centre's institutional community.

New activities include the launch of Collaborative Innovation Projects (CIPs) in March 2022. At present, CIPs are promoting horizontal cooperation between TVET providers on topics such as: anticipation of demand for skills in green sectors, project-based training, institutional digital maturity, regional observatory of vocational training, certification of skills in the care sector and digitalization of courses. Other topics, such as the certification of skills for migrant populations, or the development of innovation networks are the subject of activities that may lead to new CIPs.

With the return to face-to-face work, the Centre's specialist missions have



resumed, providing face-to-face technical assistance to TVET member. Participation in national and international events has been resumed, as well as face-to-face meetings on certain topics. The ILO/Cinterfor Director has resumed visits to TVET institutions and meetings with their directors, boards of directors and technical teams. The Director has also conducted missions to support modernization processes, development of a strategic vision on TVET, exchange of experiences, technical visits, as well as promoting new institutional exchanges and signing of new institutional collaboration agreements.

The ILO/Cinterfor team monitors trends in vocational training, with attention to the competencies needed to support productive restructuring in the region, training workers for key growth sectors, innovation, productivity, competitiveness, and with attention to inclusion in vocational

training. ILO/Cinterfor is working on the development of methodologies in the framework of lifelong learning and has increased the virtual delivery of services and promoting new arrangements for collaboration and innovation in vocational training.

In 2023, ILO/Cinterfor is celebrating a milestone In 2023 of 60 years of its creation by reaffirming its commitment to promoting innovation in vocational training through cooperation and solidarity among countries. For this celebration, a graphic image of this anniversary has been generated, a communication plan has been designed and implemented covering all the activities carried out during the commemorative year, and a tripartite event on this occasion is planned in the agenda of the 46th Meeting of the Technical Commission.



## ▶ PART I. Implementation of the approved Work Plan for the biennium 2022-2023

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The Work Plan approved during the 45th Session of the Technical Committee Meeting (Madrid, Spain, November 2021) was aligned with the ILO Strategic Plan 2022-2025 and the Programme and Budget Outcome 5 2022-2023: Skills and lifelong learning to facilitate labour market transitions and access to the labour market.

Accordingly, the Centre's Work Plan includes strengthening the capacity of TVET institutions and systems and tripartite constituents in five result areas:

- A. Identify current mismatches between the supply and demand of labour skills and anticipating future needs for such skills.
- B. Strengthen skills and lifelong learning policies, governance models and funding systems.
- C. Design and deliver innovative, flexible and inclusive learning options, encompassing work-based training and quality apprenticeships.
- D. Facilitate the digital transition of skills development systems and strengthen digital skills.
- E. Promote social dialogue and capacity building of tripartite constituents as a cross-cutting theme of activities.

Details of the activities carried out and the main results achieved in each of them are provided in the following sections.



## ▶ A. Identifying current skills mismatches and anticipating future skills needs

This outcome area considers the need to adapt responses of vocational training institutions and systems to rapid changes in productive sectors and occupations, as well as the demands arising from the evolution of global supply chains. To this end, ILO/Cinterfor aimed to continue to support the development of labour market information systems in order to identify needs for skilling, reskilling and upskilling, prevent mismatches between skills supply and demand, and equip skills development systems to anticipate future skills needs.

### Activities carried out

- ▶ Taking into account the need to have comparable statistical information on vocational training in the region and thus improve the visibility of the impact of the policies and activities of the TVET institutions in this field, the Regional Observatory of Vocational Training Results<sup>3</sup> was designed and implemented within the framework of the Collaborative Innovation Projects (CIP) strategy. This instrument seeks to facilitate access to information on results and disaggregated data according to participants, gender, economic sector and other indicators. This activity includes the design and implementation of an information dashboard with variables and indicators based on socio-economic and TVET institution information. In addition, analyses of findings and identified trends are provided as a basis for decision making on TVET.
- ▶ Another initiative developed concerns the dissemination and development of capacities for the application of methods and technologies for data analysis based on Big Data in order to support the analysis of skills gaps. Along these lines, the training courses “*Big Data: fundamental concepts and their uses in vocational training*” (4 October to 30 November 2021) and “*Big Data and skills gaps*” (6 April to 29 July 2022) were designed and delivered. As part of these courses, four videoconferences were held, which were offered as open events to the general public: “*Using Big Data in the analysis of supply and demand in the labour market*” (20 April 2022, with a presentation by ECLAC); “*Using Big Data to anticipate and meet the demand for skills. ILO experience*” (11 May 2022); “*Occupational intelligence: monitoring labour market data for decision-making*” (26 May 2022, with presentations by the National Industrial Apprenticeship Service (SENAI) of Brazil); and “*Applying Big Data in the analysis of skills profiles*” (6 October 2022). This activity also involved a process of technical assistance to the Ministries of Labour

<sup>3</sup> Access to the observatory: <https://www.oitcinterfor.org/statsfp/>



of Uruguay and Paraguay with training activities and workshops on the use of *Big Data* in the measurement of skills gaps.

- ▶ Similarly, to strengthen the dissemination of these tools, the publication “Practical guidelines for the use of *Big Data* and identification of labour gaps”<sup>4</sup> was produced, which aims to be a guide to facilitate the understanding, monitoring and application of Big Data analysis techniques for informed decision-making to implement policies for analysing, measuring and closing human talent gaps. In terms of knowledge management in this area, a section has been organised on the ILO/Cinterfor website dedicated to “Big Data and skills gaps”<sup>5</sup>. It includes several relevant studies, documents and guides developed on national and international experiences.
- ▶ Other exchange activities focused on the dissemination of experiences of vocational training observatories, as in the case of the videoconference “Labour market observatories and vocational training. Experiences from Chile and Colombia” (22 August 2023) as well as on the advancement of occupational classifications as a tool for the elaboration of competence profiles which was addressed in the videoconference “Use of ESCO (European Skills, Competences, Qualifications and Occupations) in the standardization of profiles” (27 June 2023).
- ▶ During the biennium, several technical assistance activities took place linked to the identification of skills gaps and/or the anticipation of training demands. It is precisely to this line of action that work is being initiated to bring tools such as ESCO closer to the competence standardization activities of ChileValora, the National Apprenticeship Service (SENA) in Colombia, and the Technical Institute for Training and Productivity (INTECAP) in Guatemala and evaluate with their technical teams the possibilities of use and innovation that it offers.
- ▶ In Uruguay, the training course “Big Data and skills gaps: Technical assistance MTSS Uruguay” (12 September to 9 November 2022) was delivered in the framework of the agreement to implement ILO funding and technical assistance with the Ministry of Labour and Social Security to improve the availability of labour market information for public policy decision-making. Another activity carried out in Uruguay took place within the framework of the Partnership for Action on a Green Economy: PAGE Uruguay Programme. This activity consisted of preparing a report on green and blue employment indicators in Uruguay<sup>6</sup>. In addition, technical assistance was provided to

4 Access to the document: <https://www.oitcinterfor.org/en/estudiosprospectivos>

5 Access to the subsite: [https://www.oitcinterfor.org/brecha\\_BigData](https://www.oitcinterfor.org/brecha_BigData)

6 Access to the report: [www.oitcinterfor.org/sites/default/files/file\\_publicacion/Indicadores\\_empleoVerdeyAzul\\_PageUy\\_web.pdf](http://www.oitcinterfor.org/sites/default/files/file_publicacion/Indicadores_empleoVerdeyAzul_PageUy_web.pdf)

work on the detection of employment and vocational training needs based on the incorporation of an environmental perspective in certain sectors selected by the Employment Directorate of the Ministry of Labour and Social Security (Forestry - Wood, Beekeeping, Renewable Energies - Biomass).

- ▶ In Paraguay, an update of the study “Changes in labour dynamics in Paraguay 2020-2021” was carried out at the end of 2021, as well as an update of the dynamic visualizer, as part of the ILO’s technical assistance to the Ministry of Labour, Employment and Social Security and in continuity with activities initiated in 2020. In 2022, the Paraguayan labour market study was updated again, generating a report on recommendations for closing human capital gaps 2022 and another on recommendations for improving labour market databases, together with a proposal for a multidimensional employability index<sup>7</sup>.
- ▶ In Panama, technical support continued to be provided to the process of defining a roadmap for the establishment of the National Qualifications Framework (NQF), which began in 2019. Towards the end of 2021, progress was made in the sectoral analysis of the demand for training and the implementation of methodologies for its study, within the framework of a technical assistance agreement for the Ministry of Labour of Panama with financing from CAF. Also in this area, the study of the digital technologies sector in Panama was developed with a view to facilitating the population of the MNC. As part of the methodology applied, a skills gap analysis was conducted for this sector.
- ▶ These products have been linked to ILO/Cinterfor’s participation in developing Panama’s qualifications framework, as part of INADEH’s comprehensive transformation project, which is currently underway. Thus, based on the results of the sectoral study on digital technologies, five occupations were established to advance in the development of competency profiles and their corresponding curriculum design during the rest of this year. With these five new training programmes, INADEH is offering a new curriculum within its transformation process.
- ▶ During 2022 and 2023 and with ILO South-South and Triangular Cooperation funds, a CIP was designed and agreed to develop demand anticipation studies in green sectors with 3 countries in the region: Chile, Dominican Republic and Uruguay. In the case of Chile, work was carried out with the Ministry of Labour, the National Training and Employment Service (SENCE) and ChileValora. In the Dominican Republic, the project worked with the National Institute for Technical and Vocational Training (INFOTEP) and, in Uruguay, with a team comprising

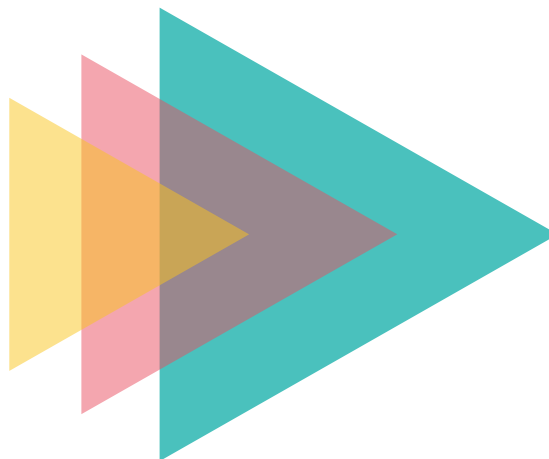
<sup>7</sup> Access to the report: [www.oitcinterfor.org/sites/default/files/file\\_publicacion/Indice\\_Empleabilidad\\_Paraguay\\_OITCinterfor.pdf](http://www.oitcinterfor.org/sites/default/files/file_publicacion/Indice_Empleabilidad_Paraguay_OITCinterfor.pdf)

the National Employment Directorate of the Ministry of Labour and Social Security (DINAE), the Technological University of Uruguay (UTEC) and the National Institute for Employment and Vocational Training (INEFOP). The project received technical assistance from Brazil's SENAI Service, transferring its model of occupational and technological prospecting, as well as supporting the national teams in the implementation of their respective studies.

- The sectoral studies carried out have been, in the case of Chile, on the production of green hydrogen, in the case of the Dominican Republic on the generation and distribution of photovoltaic energy, while that of Uruguay focused on the electric mobility sector.
- These teams, together with experts from SENAI and ILO/Cinterfor, participated in 4 training workshops as well as several meetings to share progress and obtain feedback. The activities started with a virtual meeting held on 7 November 2022, while on 23 November 2022 a

first virtual workshop was held to coordinate and start the national studies. Between 14 and 15 March 2023, with the support of UTEC Uruguay, a face-to-face workshop was held in Uruguay, with the aim of strengthening the identity and networking of the teams through face-to-face meetings in order to advance the presentation of the sectoral studies that had been in progress since last November. This event was also key to developing the technological and organizational foresight stages, as well as to establish the concepts and practical application of the questionnaires to assess occupational impacts.

- In subsequent virtual workshops, held between April and August 2023, suggestions for a better approach to the recommendations for vocational training as well as the theoretical concepts of the occupational intelligence method were also discussed. The studies have been finalised and will be presented to the country authorities and also will be added to Cinterfor's bank of prospective studies.



## ▶ B. Skills and lifelong learning policies, governance models and funding systems.

This outcome area aims to strengthen the role of vocational training in structural reforms and productivity growth strategies and its link with national development plans and sectoral, trade and employment policies, including those related to the recovery from the COVID-19 crisis. To this end, ILO/Cinterfor undertook to develop capacity building measures, provide technical assistance and promote South-South cooperation to support the development and implementation of national skills development and lifelong learning policies, and to promote the integration of these issues into national and sectoral development plans, promote the participation of constituents in training governance schemes, as well as stimulate the design and implementation of new financing mechanisms and equitable and sustainable incentive systems that favour innovative solutions for individuals and enterprises to address skills development challenges.

### Activities carried out

▶ During the biennium, the Centre continued to disseminate, exchange and build capacity in the design and implementation of Qualifications Frameworks. These instruments bring together, in a consensual way, the different levels of qualifications by associating them with different

types of knowledge, skills and job responsibilities, at sectoral, national or regional level. In line with Recommendation 195 (2004), qualifications frameworks facilitate lifelong learning by helping enterprises and employment agencies to match the demand and supply of skills, guide individuals in their training and career choices, and promote the recognition of prior learning, skills, competences and experience.

- ▶ As an example of capacity development activities, we highlight the course on “Curriculum Design in National Qualifications Frameworks” (28 September to 11 November 2022). In the framework of this course, three videoconferences were held: on 4 October on “Promoting curriculum design by qualifications” with panellists from Costa Rica, Chile and Colombia; on 19 October on “Learning outcomes and qualifications frameworks” by the *European Training Foundation* (ETF); and on 26 October on “Curriculum design based on qualifications” dedicated to European experiences, with experts also from the ETF.
- ▶ A proposal for a Regional Qualifications Framework for Latin America<sup>8</sup> developed by ILO/Cinterfor in coordination with the United

8 Access to the document: [https://www.oitcinterfor.org/en/regional\\_Qualifications\\_Framework\\_LAC\\_Proposal](https://www.oitcinterfor.org/en/regional_Qualifications_Framework_LAC_Proposal)

Nations Educational, Scientific and Cultural Organization (UNESCO) and with the support of the Organization of American States (OAS) was published at the end of 2021. In a similar vein, technical assistance was provided during 2022 and 2023 to the Pacific Alliance (PA) to develop a Regional Qualifications Framework for coverage in the Alliance, including a proposal for a self-referencing process between countries and validation of the framework matrix with its levels and descriptors, from the participating countries (Mexico, Colombia, Peru and Chile)<sup>9</sup>.

- In this same area, two national technical assistance activities were carried out during the period. In Colombia, support was provided to the Ministry of Labour in the design of mechanisms to move towards a national qualifications system. In Panama, where technical assistance was provided to the Ministry of Labour, in partnership with the CAF Development Bank, to design and populate the NQF, in which a sectoral roundtable on digital technologies was set up, a sectoral characterization study was prepared with the identification of skills gaps, and labour training routes, the referencing of training profiles and the proposal for qualifications were planned.
- In terms of knowledge management, the NQF website<sup>10</sup>, and in particular the analytical inventory of

qualifications frameworks<sup>11</sup> in Latin America has been continuously updated and constitutes the main knowledge resource available in the region on this topic.

- As usual in all biennia, the Centre supported through its services and activities the strengthening of the capacities of institutions and constituents in the governance of vocational training policies, strategic planning and decision-making in various dimensions.
- In this regard, spaces for reflection and exchange were provided based on the experience of the TVET institutions during the pandemic, such as the videoconference “New normality and vocational training. Experiences of SENAI, Brazil; SENA, Colombia; the National Learning Institute (INA), Costa Rica, and INFOTEP of the Dominican Republic” (29 March 2022). The report “New normality and vocational training. Contributions from the experience of four training institutions”, designed and executed in coordination with the CAF Development Bank, was a key input for this event.
- Cinterfor participated, invited by SENCE, in the *First International Convention “Job Training for the Future”* (6 September 2022), which brought together representatives of international and national training and employment institutions and where Cinterfor presented a paper on the

9 In work articulated by College Montmorency as part of CiCan (Colleges and Institutes Canada).

10 Access to the subsite: <https://www.oitcinterfor.org/en/products/NQF>

11 Access to the inventory: <https://bit.ly/2UYtgh0>



challenges of vocational training in the 21st century. As a result of this event, two work processes have been initiated in the field of anticipating demand for green jobs (mentioned above) and strengthening social dialogue with the Spanish State Foundation for Employment Training (FUNDAE), which will be described below.

- ▶ In September 2022, an induction videoconference on vocational training, including an overview of the region and its main developments and challenges, was offered to several new directors of the National Vocational Training Institute (INFOP) in Honduras.
- ▶ During 2022-2023, the Centre provided technical support to the Instituto Salvadoreño de Formación Profesional (INSAFORP) of El Salvador in the elaboration of its Institutional Strategic Plan 2023-2027, as well as the updating of the national vocational training policy. These two milestones of institutional transformation have been presented and discussed with the institution's Board of Directors.
- ▶ Support was also provided to REDIFP (the Network of TVET Institutions in Central America, Panama, the Dominican Republic and Haiti), in their activities in the areas of anticipating demand, teacher training and digitization of training. More recently, this support has included areas such as guidance to INA in Costa Rica in the development of a strategy for partnership and exchange with other institutions in the region. With Guatemala's INTECAP, Colombia's SENA and ChileValora, work is being promoted on the analysis and modernization of the methodology for the standardization of labour competences with the possible use of the ESCO (European Classification of Competences, Occupations and Qualifications).
- ▶ In partnership with SENAI and the National Service for Commercial Apprenticeships (SENAC) of Brazil, a proposal for an immersion event for senior management in vocational training has been designed, which will take place during the first semester of 2024 in the city of Salvador de Bahia, Brazil. This event aims to address three strategic themes or dimensions: *The challenges of digital transformation in vocational training institutions; Vocational training, sustainability and the green economy; and Competencies for professionals of the future.*
- ▶ Finally, ILO/Cinterfor together with ILO/Skills was actively involved in the follow-up activities to the Resolution on Skills and Lifelong Learning<sup>12</sup>, adopted by the 109th International Labour Conference (2021). Specifically in the design of the *ILO Strategy on Skills and Lifelong Learning 2022-2030*<sup>13</sup> which was discussed and approved by the ILO Governing Body at its 346th session in October and November 2022.

12 Access to the document: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_norm/---relconf/documents/meetingdocument/wcms\\_832095.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_832095.pdf)

13 Access to the document: [https://www.ilo.org/gb/GBSessions/GB346/ins/WCMS\\_861003/lang--en/index.htm](https://www.ilo.org/gb/GBSessions/GB346/ins/WCMS_861003/lang--en/index.htm)

## Recognition of Prior Learning (RPL) and certification of competences

RPL is increasingly becoming a tool in lifelong learning policies. Two specialised institutions in the region: the National Council for Standardization and Certification of Labour Competencies (CONOCER) of Mexico and ChileValora complement activities with many other TVET institutions working on RPL and certification. ILO/Cinterfor has accompanied the modernization of strategies for the design and implementation of assessment processes, the modernization of assessment methodologies and evidence collection, as well as the use of distance assessment strategies.

ILO/Cinterfor activities covered technical assistance such as the programme “Strengthening the institutional management of the Plurinational System of Competency Certification (PSCC)” in Bolivia (8 November to 25 November 2021), with 64 participants. With the PSCC, support continued in 2023 to facilitate an update of the system’s diagnosis, face-to-face training for technical officials and an exchange visit to Colombia’s SENA certification system.

Another activity aimed at capacity building, in this case with a regional scope, was

the course “Certification of Competences and Recognition of Prior Learning”, held between 15 May and 23 June 2023.

The subject was also addressed in various videoconferences, such as “Certification of competencies and electronic credentials” (27 October 2022) with the participation of the expert in new technologies and educational models, Gerardo Kargl; “The challenges of certification systems in Latin America and the Caribbean” (24 May 2023)<sup>14</sup>; “Certification and migrant population” (31 May 2023)<sup>15</sup>; and, finally, “The future of certification” (14 June 2023)<sup>16</sup>.

In the area of RPL, it is also important to highlight the alliance of ILO/Cinterfor with various ILO projects to support the migrant population in the region, such as the LAZOS project. This project covers the Dominican Republic, Colombia, Peru and Argentina, and has carried out a series of activities aimed at characterising and improving RPL systems for migrants, monitoring training activities, proposing improvements in care policies, as well as skills certification for this population. It is important to note that this collaboration has evolved over time and, more recently, has included support for the design of a pilot bi-national certification between Ecuador and Colombia in the framework of another migration support project.

14 Participants: Maria de los Ángeles Rodríguez Salas, INA, Costa Rica; Ricardo Mendez and Magui Valdez, INTECAP, Guatemala; Maria Ethel Hernández, INSAFORP, El Salvador; Ramona Mejía Calderón, INFOTEP, Dominican Republic and José Omar Villarreal Ochoa, CONOCER, Mexico.

15 Participants were: Maria Olave, Proyecto Lazos; Igor Dedic, ChileValora; José Estay, International Organization for Migration (IOM); Javier Rincón Triana, Sena; and Tatiana Cadena for the Colombian Ministry of Labour.

16 Participants: Anastasia Pouliou, CEDEFOP.

### ▶ C. To design and deliver innovative, flexible and inclusive learning options, encompassing work-based training and quality apprenticeships.

This result area was adopted, in order to effectively address the needs of enterprises and achieve better employment outcomes for women and men, through the development of innovative, flexible and inclusive training. Also, the imperative of promoting social dialogue to identify and expand training opportunities in the workplace, as well as the acquisition of basic skills and digital competences. Accordingly, it sought to stimulate innovation through flexible and learner-centred learning modalities as a tool for inclusion and non-discrimination, strengthening systems for the recognition of prior knowledge and competences through innovative and digitally-based mechanisms. In particular, it took into account the impact of the HIV/AIDS pandemic and the need to give priority attention to youth, women and vulnerable groups.

#### Activities carried out

- ▶ Given the variety of dimensions covered by this line of work, the activities will be described in separate sections.

#### Quality Apprenticeship

- ▶ Work-based training brings together a series of modalities that have a long history in the region's vocational training institutions and has consequently been the subject

of permanent attention in successive ILO/Cinterfor work plans. The 2022-2023 biennium has, however, implied a renewed emphasis by virtue of both the efforts being made in the various countries to update their apprenticeship regulations and policies, and the discussion within the ILO of an international standard on apprenticeships that led to the adoption of Recommendation 208 on quality apprenticeships<sup>17</sup> approved at the 111th International Labour Conference in 2023.

- ▶ Because of the latter process, the Centre engaged in close collaboration with the ILO Skills Department in Geneva. This collaboration has manifested itself in various ways, such as the support of ILO/Cinterfor in obtaining information and data on apprenticeship in countries of the region for the generation of knowledge products on this subject on a global scale; the participation of ILO/Cinterfor in the ADULT Project on apprenticeship, with funding from the Government of Flanders; the coordination for the participation of SKILLS Geneva specialists in virtual events prior and preparatory to the 111th International Labour Conference (ILC), the invitation extended by ILO/Cinterfor to SKILLS Geneva specialists in events linked to the Alliance for Dual Training in Latin America and the Caribbean in 2021;

<sup>17</sup> Access to the document: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_norm/---relconf/documents/meetingdocument/wcms\\_886377.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_886377.pdf)

and the participation of an ILO/Cinterfor technical specialist in the Technical Secretariat of both the 2022 and 2023 International Labour Conferences in the normative discussion for the adoption of the new International Labour Standard on the subject (resulting in Recommendation N° 208).

- At the same time, activities were taken to develop the capacities of institutions and constituents in this area. Such was the case of the implementation of the virtual course *“Quality Apprenticeships in the Caribbean”*, in agreement with the ILO Office for the Caribbean countries, in English and aimed at institutions, enterprises and workers of the countries of that subregion. (The course was held from 11 April to 20 May 2022 and was attended by 20 participants from 16 institutions in Barbados, Belize, Guyana, Jamaica and Trinidad and Tobago. This course completed a cycle of training activities that in 2020 and 2021 had been offered to countries in other sub-regions.
- Given that one of the objectives of the courses offered by the Centre is to promote the creation of thematic networks or Communities of Practice and collaboration, a Community of Practice has also been created in this case, bringing together participants from the various editions of the Workshop on Quality Apprenticeships (2020, 2021 and 2022). As part of this work, meetings are promoted to share progress, challenges, difficulties and good practices in the implementation and development of learning in the respective institutions and countries. Contributing to this is the fact that these were virtual courses with a strong synchronous interaction between participants, in which each national team develops a roadmap to work in the country, being accompanied by a specialised tutor in the field.
- In terms of knowledge generation, it is important to highlight that a joint study was carried out with the EuroSocial+ Programme of the European Union and the Federal Institute for Vocational Training (BIBB) of Germany on *“Good business practices in the management of quality apprenticeships in Latin America”*<sup>18</sup>. Its objective was to deepen the participation of the business sector in this training modality in five countries (Chile, Colombia, Costa Rica, Peru and Mexico), seeking to identify good practices and generate public policy recommendations for greater involvement of companies.
- With regard to the promotion of partnerships and horizontal cooperation between vocational training institutions in the countries, ILO/Cinterfor supports the Alliance for Dual Training in Latin America and the Caribbean, created in 2021 at the initiative of the National College of Technical Vocational Education (CONALEP) of Mexico and the BIBB, with the participation of 14 institutions in the region. Its objective is to stimulate and guide horizontal cooperation between national training institutions in the field of dual training/apprenticeship, sharing good practices, knowledge

18 Available at: <https://www.oitcinterfor.org/en/good-business-practices-quality-learning-management-latin-america>

and experiences in the field. ILO/Cinterfor was designated as the Technical Secretariat of the Alliance since its creation. A Memorandum of Understanding was also signed with the Organization of Ibero-American States (OEI), which has as one of its main axes the joint work at regional level in the field of apprenticeship. Progress is also being made in defining alliances and collaborations with national institutions outside the region, specifically with the United States Department of Labor (US DOL) and Colleges and Institutes Canada (CICan) of Canada.

- ▶ In 2023, ILO/Cinterfor, in collaboration with the ILO office for the Southern Cone, is providing technical assistance to the Ministry of Labour, Employment and Social Security (MTESS) of Paraguay in the revision and strengthening of the national dual training system, through recommendations and the development of a roadmap for its improvement.

### Promoting pedagogical innovation through the Project-Based Training approach

- ▶ The Centre's capacity to promote pedagogical innovations, specifically through the project-based training (PBT) approach, was strengthened during the biennium thanks to the availability of ILO South-South and Triangular Cooperation funds, which made it possible to carry out a collaborative innovation project in this field with the participation of 18

institutions. This project has made it possible to document to date five cases of integration of PBT in the institutional pedagogical model<sup>19</sup>, design and deliver the Workshop "Project Based Training" held between 13 and 15 March 2023 in Buenos Aires, Argentina<sup>20</sup>. This event, which was hosted by Fundación UOCRA, was attended by 17 institutions from the region, with the participation of the Applied Research Centre for Vocational Training, Tknika from the Basque Country, Spain, which contributed its experience with the application of its challenge-based training model "Ethazi". One of the results of this project has been the establishment of a Community of Practice which had the opportunity to work online in the course "Project-based training with a focus on the development of cross-cutting competences" (17 April to 25 June 2023), with 37 participants from 15 institutions from 10 countries. In the framework of these activities, the third version of the Project Based Training Guide was edited and the revised edition will be available later this year.

- ▶ Other activities were linked to this project, such as the study visit to the training system of the Basque Country, organised in June 2022; and the videoconference "Harvesting what has been sown: Impacts of pedagogical research in comprehensive vocational training" (15 December 2021), held together with the SENA team, showing the progress made by this institution, and which contributed significantly to the subsequent process. In

19 SENAI and SENAC in Brazil, SENA in Colombia, INTECAP in Guatemala, and INFOTEP in the Dominican Republic.

20 See more: <https://www.oitcinterfor.org/en/workshop-project-based-learning-seeks-promote-innovation-vocational-education>



In addition, another process of technical cooperation with SENAC of Sao Paulo, was created in order to carry out a study to analyse the results and lessons learned in the implementation of the model of inclusive projects whose implementation began in 2015.

### Designing and facilitating activities for comprehensive competence development

- From these training and knowledge exchange activities in PBT and in particular the focus on the development of cross-cutting elements of competencies, the need was identified for TVET trainers to have tools to design and facilitate learning activities that allow, together with the technical elements of required competencies, to work on cross-cutting skills and attitudinal elements of the competencies.
- Accordingly, in June 2023, it was agreed with the national department of SENAC, Brazil, to jointly develop a portal of facilitation dynamics to assist TVET trainers in designing activities where, on the one hand, cross-cutting skills are put into play and, on the other hand, the attitudinal elements of the competence can be made visible in order to be able to work on them intentionally.
- This portal will have its pilot version in October 2023 and its first version by the end of this year.

### Formative and learning assessment in the classroom context

- In the field of learning assessment, two editions of the course “Assessment strategies in a competency-based approach” were held, the first between 2 May and 8 July 2022, with 19 participants from 8 institutions in 7 countries, and the second between 20 March and 2 June 2023, with 30 participants from 14 institutions in 11 countries.

### Promoting inclusion through greening the world of work and vocational training

- Over the past two years, the Centre has intensified its focus on the challenges that the transition to carbon-free economies poses for vocational training. This effort aims to strengthen the capacity to respond and contribute to achieving this transition with social justice and opportunities for all involved.
- These activities have been implemented through two mutually complementary strategies. Firstly, we have been coordinating (since 2018) the activities linked to employment and training in the framework of the development of the PAGE programme<sup>21</sup> in Uruguay. Secondly, we have been taking advantage of our extensive experience with the ILO/Cinterfor TVET network in

21 *Partnership for Action on Green Economy -PAGE-* is an initiative of the United Nations System that responds to the outcome document of the United Nations Conference on Sustainable Development Rio+20: "The Future We Want". It seeks to support the national efforts of each PAGE country in the transition towards green economies. In Uruguay it is implemented through five agencies of the United Nations System: United Nations Environment Programme (UN Environment), United Nations Development Programme (UNDP), International Labour Organization (ILO), United Nations Industrial Development Organization (UNIDO) and United Nations Institute for Training and Research (UNITAR).

the application of training needs anticipation methods, with a special focus on the crucial sectors of the transition to carbon-free economies.

- ▶ Within the framework of the PAGE Programme, Cinterfor, in coordination with MTSS and DINAIE, developed in this biennium, two capacity building processes for technical teams of organizations working with people with disabilities and rural women on hydroponics-based means of production, as well as a training programme for young entrepreneurs, with subsequent mentoring and provision of seed capital to the selected enterprises.
- ▶ Face-to-face workshops were also implemented with local MTSS technicians (from the departments of Montevideo, Canelones, Paysandú, Rocha and Rivera) to strengthen capacities and knowledge on environmental issues, green jobs, green and productive enterprises, to guide and support entrepreneurs in these departments in the presentation of their proposals for sustainable enterprises. In this same framework, virtual workshops were held with entrepreneurs from these departments to raise awareness, present the issues and support the incorporation of the environmental perspective and green jobs in their business proposals.
- ▶ Another product developed with great impact was a virtual course for the

mainstreaming of the environmental perspective in vocational training, developed together with INEFOP, for the technical staff of the country's training entities and of the Institute itself. Forty-nine people in nine teams participated in the course. A "Methodological guide for the mainstreaming of the environmental perspective in training"<sup>22</sup> was also developed, which was the basis on which the course was structured. The guide is aimed at curriculum designers, heads of training institutions, coordinators, facilitators, company internship tutors, among others. It presents methodological guidelines and practical tools that the various actors and teams involved in the design and implementation of courses can apply, both to adjust and improve existing programmes and to design new training proposals.

- ▶ Also, as a result of the Programme, the 2021 Report "Green and Blue Employment Indicators in Uruguay"<sup>23</sup> was published in June 2022. This report has significant policy research implications, as it allows for an estimation of the quality and quantity of green and blue jobs in the country, and the generation of inputs for the evaluation of the impact on employment of policies, programmes and initiatives related to climate change, environmental protection and just transition.
- ▶ The second strategy that has been deployed, as mentioned in detail

22 Access to the guide: <https://www.oitcinterfor.org/en/guide-mainstreaming-environmental-perspective-training-process>

23 Access to the document: <https://www.oitcinterfor.org/indicadores-empleo-verde-azul-uruguay-informe-2021-page-uruguay>

above, is the implementation of a collaborative innovation project on anticipating training demands in green sectors. The results of these studies together with their recommendations will be presented at respective national events and will become part of the ILO/Cinterfor prospective studies database<sup>24</sup>.

- Finally, in an example of synergy between different lines of technical activity, a virtual event was held on 31 August 2023 jointly with the Alliance for Dual Training on the theme of transition to carbon-free economies.

### Gender equality and vocational training

- The Centre has continued its work on this important topic during the current biennium. To this end, it has deployed two editions of the course “Gender Equity Strategies through the Development of STEAM Competencies” in Spanish and Portuguese, the first one running from 2 May to 8 July 2022), and the second one, which is currently running from 24 August to 8 November 2023. Towards the end of November 2023, a virtual meeting is being organised between all the participants of the editions of this course, in order to consolidate a Community of Practice and learning in this field.

- Another initiative carried out in cooperation with the ILO’s area of equal opportunities and non-discrimination concerns training and certification policies for the care sector. In November 2022, a call for proposals was launched that brought together 12 vocational training institutions with the aim of strengthening their capacities for the design and implementation of policies in this field. Through collaborative work, a systematization of eight national experiences was carried out<sup>25</sup> and a “Guide for a national discussion on incorporating or improving training and certification services for care” was produced.
- Complementing this process, and with the support of ILO South-South and Triangular Cooperation (SSTC) funds, a regional technical meeting was organised between 29 and 31 August 2023 with the participation of all institutions that had been initially identified<sup>26</sup>. Given the importance of this issue, additional institutions have indicated their interest to join this process in its next phases.
- During this last workshop, it has been possible to share the results and products generated through the call launched in 2022, as well as to agree on a roadmap for South-South cooperation in the field of training and certification for the care sector.

24 Access to the database: <https://www.oitcinterfor.org/en/estudiosprospectivos>

25 The experiences analysed and systematised were those of Argentina, Bolivia, Chile, Colombia, Costa Rica, El Salvador, Mexico and Uruguay.

26 MTEySS, Argentina; INFOCAL, Bolivia; SENCE, CHILEVALORA, MTPS, Chile; INA, Costa Rica; SENA, Colombia; INSAFORP, El Salvador; CONOCER, Mexico; INADEH, Panama; INFOTEP Dominican Republic; INEFOP, MTSS, Uruguay. The Ministry of Labour of Peru is also participating in the process.

## ▶ D. Digital transition of skills development systems and strengthening digital competences

Taking into account both the opportunities and challenges - highlighted during the COVID-19 crisis - that digitization poses for skills development and lifelong learning systems, ILO/Cinterfor aimed through this outcome area to support countries in their efforts to adapt their technical-vocational education and training systems to the new digital society. To this end, it aimed to support the capacity development of institutions and systems to improve access to skills development and learning materials and resources, as well as training, assessment and certification activities, based on social dialogue.

### Activities carried out

- ▶ As in other lines of the Work Plan, collaborative innovation projects have been promoted, such as the project “Self-diagnosis tool on institutional digital maturity”. In this framework, at the beginning of 2022, an adaptation of the SELFIE digital maturity analysis tool (published in Portuguese and Spanish) was finalised together with the National Department of SENAI. The adapted tool assists training institutions and centres to assess their status in terms of digitization of key processes in the design, delivery and evaluation of training and learning in the digital age. The aim of the adapted tool is to generate a data-driven overview to define strategies for the appropriate use of digital technologies in training and learning. The process

started with the adaptation of the SELFIE tool and continued with the conference “Digital maturity in vocational training” (20 September 2022) with presentations by Hugo Nakatani from SENAI and Iñaki Tellería from Tknika from the Basque Country. Thereafter, a series of meetings were held, in which ILO/Cinterfor accompanied the focal points in their pilot applications and in the definition of new activities for the development of the project. Pilot applications of the tool were developed for a total of five institutions: SENAI, Centro Paula Souza, INTECAP, Servicio Nacional de Adiestramiento en Trabajo Industrial (SENATI) and UTEC. These developments met the objective of the institutions participating in the project to develop a complete understanding of the tool, in order to contribute to the improvement and future plans of this work. In 2023, SENAI incorporated the tool into its management framework and implemented the tool nationally. This decision also involved the creation of a digital maturity index and development of software for the application of the tool and the generation of statistics. In this context, SENAI has agreed to make the knowledge developed in relation to the creation of indicators and statistics available to all project participants, starting in August 2023. As a most recent step, SENAI and ILO/Cinterfor have agreed to cooperate in making the software developed

for the application of the tool and its data analysis available to ILO/Cinterfor members.

- ▶ An overview of both the tool and the pilot applications can be found in the publication “Digital Maturity: development and application of a *collaborative tool*”<sup>27</sup>.
- ▶ Another collaborative innovation project has been the “Regional Portal of Vocational Training Courses” in which at least 50 courses have been identified that could form part of the catalogue of courses openly accessible to the TVET institutions of the ILO/Cinterfor network. SENAI of Brazil has offered a *Marketplace* type platform in which to structure the availability of courses and is advancing in the development of a pilot where the graphic identity of ILO/Cinterfor and the network of participating TVET institutions is maintained. It has been agreed with SENAI that all the information generated from this portal will be accessible to all participating TVET providers, and a workshop has been developed to provide training in the use of the platform. It is important to clarify the agreement that it would be a portal where courses are chosen and then provided from the infrastructure of each institution. The ILO/Cinterfor technical team has held meetings with the National Department of SENAI and is currently analysing the possible cooperation models that could be established on the basis of this type of platform.
- ▶ Capacity building has been channelled through a wide range of virtual courses. These include courses on “Leadership for Industry 4.0” (8 August to 30 September 2022) together with SENAI; “MSEs and digitalization: context and policy design” (5 September to 7 November 2022).
- ▶ In addition, through the articulation of cooperation between SENAI and the Confederation of Private Businessmen of Bolivia (CEPB), the course “Academic planning, methods and teaching strategies for the development of technology-assisted training” was developed and delivered in 2022 (October-November) and 2023 (September-October), provided in each edition to cohorts of 40 trainers from the INFOCAL Foundation, and including in the second edition, participants from INA, INTECAP, SENATI and INFOTEP.
- ▶ The exchange of knowledge and experiences through videoconferences was another of the strategies used to complement the previously-mentioned processes. Examples of this include the following conferences:
  - “Digitalization, productivity and vocational training, a view from the region” (15 June 2022) with the participation of specialists Gabriel Burdin, Juan Bogliaccini and Merten Sievers from ILO;

27 Access to the document: <https://www.oitcinterfor.org/en/digital-maturity-development-and-application-collaborative-tool>



- “Distance learning for rural vocational training: The SENAR experience” (18 October 2022), where Maria Cristina Ferreira and Larissa Area Sousa from the National Rural Learning Service (SENAR) of Brazil presented the experience, lessons learned and challenges of the topic;
  - “Digitalization and digital maturity in vocational training” (24 November 2022) with the participation of Karine Sonigo from ILO and Marieke Vandeweyer from OECD; and,
  - “Challenges and opportunities in digital skills training for vulnerable youth in Latin America” (13 July), together with the ILO Regional Office for Latin America and the Caribbean, for the presentation of the jointly prepared report: “Vulnerable youth, digital skills and vocational training in Latin America”<sup>28</sup>.
- ▶ The generation and dissemination of knowledge also was strengthened with the publication of three studies and their respective reports:
    - “Digital skills training in Micro and Small Enterprises in Latin America and the Caribbean: state capacity, policy legacies and opportunity”<sup>29</sup>.
    - “Digitalization, productivity and employment: elements for thinking about vocational training in Latin America”<sup>30</sup>, and
    - “Youth, digital skills and vocational training in Latin America and the Caribbean”, to analyse the potential of access to digital skills for young people, particularly vulnerable youth.
  - ▶ Finally, a sub-site on “Digitalization in vocational training”<sup>31</sup> has been generated within the Centre’s knowledge management platform, which seeks to address this process of digitalization and its impact on the productive matrix and the labour force from multiple perspectives. Publications are available in Spanish and English.

28 Access to the report: <https://www.oitcinterfor.org/en/vulnerable-youth-digital-skills-and-vocational-training-latin-america>

29 ILO/ Cinterfor Notes No. 15. Digital skills training in MSEs in Latin America and the Caribbean (available in English and Spanish): <https://www.oitcinterfor.org/en/digital-skills-training-mses-latin-america-and-caribbean-ilocinterfor-notes-n%C2%BA-15>

30 ILO/Cinterfor Digitization, Productivity and Employment Briefing Note No. 14 (available in English and Spanish): <https://www.oitcinterfor.org/en/digitalization-productivity-and-employment-elements-think-about-vocational-training-latin-america>

31 Access to the sub-site: <https://www.oitcinterfor.org/digitalizaci%C3%B3n>

## ► E. Social dialogue and capacity building of tripartite constituents

Activities aimed at strengthening the capacity of constituents to participate in the governance of TVET institutions and systems, as well as in other areas of social dialogue and negotiation involving this policy field, constitute a cross-cutting dimension of ILO/Cinterfor's work. Although they are reflected in the other areas of technical work already mentioned in this report, we provide a brief recap below.

### Activities carried out

- A key objective of this area of work was to provide continuity to the excellent results of the regional bipartite social dialogue process between employers' and workers' representatives of the region developed in 2021<sup>32</sup>. Thanks to the technical and financial support of the Spanish entities FUNDAE and the Public Employment Service (SEPE), an Ibero-American tripartite social dialogue process on vocational training was launched in 2023.
  - Initially conceived for a duration of two years (2023-2024), this process comprises four virtual events (two in each year) as well as two face-to-face events (one each year). In addition, a virtual platform has been designed and implemented to support the meetings and virtual interactions,
- while also serving as a repository of relevant information and documentation. Two virtual tripartite events have been held in July and September 2023. The first meeting had a dual purpose of serving as the official launch of the process and also as a platform to address experiences of social dialogue and collective bargaining on vocational training in the countries of the region and in Spain. The second meeting focused on the new Recommendation 208 (2023) on Quality Apprenticeships and its implications in terms of policy and social dialogue. The tripartite face-to-face event will take place on 14-16 November 2023 in Lima, Peru.
- As mentioned above, this is a tripartite social dialogue process and therefore dimensions addressed include tripartite governance of vocational training, collective bargaining and training, and sectoral or territorial perspectives for social dialogue in and on vocational training. Other issues are also being considered, related to technical-vocational training and its link with today's world of work. These include aspects such as taxonomies of occupations and competences, the detection of training needs, training for managers and decision-makers in the field of training and employment

<sup>32</sup> Available at: <https://www.oitcinterfor.org/en/social-dialogue-and-vocational-training-elements-productive-and-inclusive-recovery-0>

management, the transition towards a more sustainable economy and its impact on training strategies, as well as the afore mentioned issue of quality apprenticeships, among others.

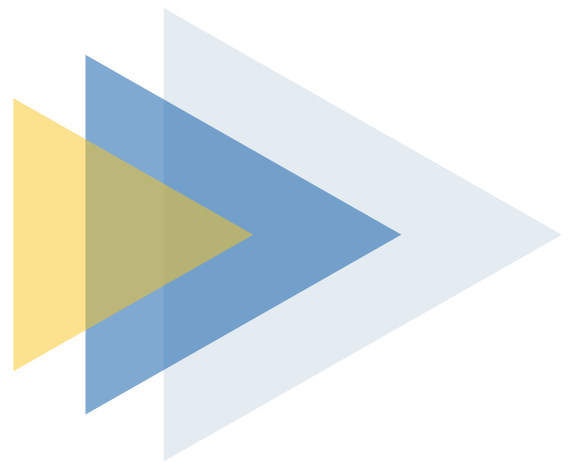
- ▶ A key aspect of the success of this initiative has been the way in which the agenda was constructed, particularly thematically, together with the participants. In a process designed for and with the tripartite constituents, it is essential that they have a voice in the design and implementation of the process, through consultations carried out by the organizing institutions. It is important to note that ILO/Cinterfor has counted on the close collaboration of the Bureau for Employers' Activities (ACT/EMP) and the Bureau for Workers' Activities (ACTRAV).
- ▶ Employers' and workers' representatives have also had the opportunity to take part in courses offered during the biennium, either from their respective organizations or from TVET institutions in which they hold managerial roles. This has included participation in "Big Data: Fundamental Concepts" (October-November 2021); "Big Data and Skills Gaps" (April-June 2022); "Quality Apprenticeship in the Caribbean" (April-May 2022); "Assessment Strategies in a Competency Approach" (May-June 2022); "Gender Equity Strategies through STEAM Skills Development" (June-August 2022 and August-November 2023); "Leadership for Industry 4.0" (August-September 2022); "MSEs

and digitalization: context and policy design" (September-November 2022). This has also been the case for the series of videoconferences organized or co-organized by the Centre during the biennium on a wide range of topics.

- ▶ Another important chapter in the technical support provided to the tripartite constituents has been ILO/CINTERFOR's close attention to the tripartite debates prior to the adoption of Recommendation 208 on Quality Apprenticeships, as well as the subsequent dissemination of this new normative instrument and the challenges involved in its effective implementation. The background to this support is not, however, recent, as the Centre has promoted in previous biennia a reflection of the tripartite constituents on the issue of quality apprenticeships in general and the normative discussion in particular. This technical support has been delivered, for example, through courses on this topic, all of which have involved tripartite participation, as well as through virtual and face-to-face events with national institutions, ministries, employers' and workers' organizations.
- ▶ Some examples of more recent activities include the tripartite virtual workshop organised together with the ILO Office in Mexico with stakeholders from Mexico and Cuba for the preparation of the ILC 2023 (May 17, 2023); the participation in the INNOVATEP space organised by INFOTEP in the Dominican Republic (15-18 March 2023); the videoconference "First reflections

on the new ILO Recommendation on apprenticeships<sup>33</sup> (14 July 2023) and an event (to be held in the last

quarter of 2023) on Recommendation 208 to be held with the CTM of Mexico.



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33 Complete information in Box 3







## ► PART II. Progress, innovation and main results in the Centre's means of providing activities and services

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The process of innovation in the Centre's means of providing activities and services has steadily advanced in three simultaneous areas: capacity building for TVET institutions and tripartite constituents, knowledge generation and management, and the promotion of collaborative innovation through South-South cooperation.

The Digital Services Unit (DSU), that was created in 2020, has played a key role in provision of these activities and services. In this current biennium 2022-2023, the Centre has continued to invest in strengthening the capacities of the DSU, upgrading its technological platform and improving the integration of both administrative and technical processes.

### ► Permanent Learning Platform

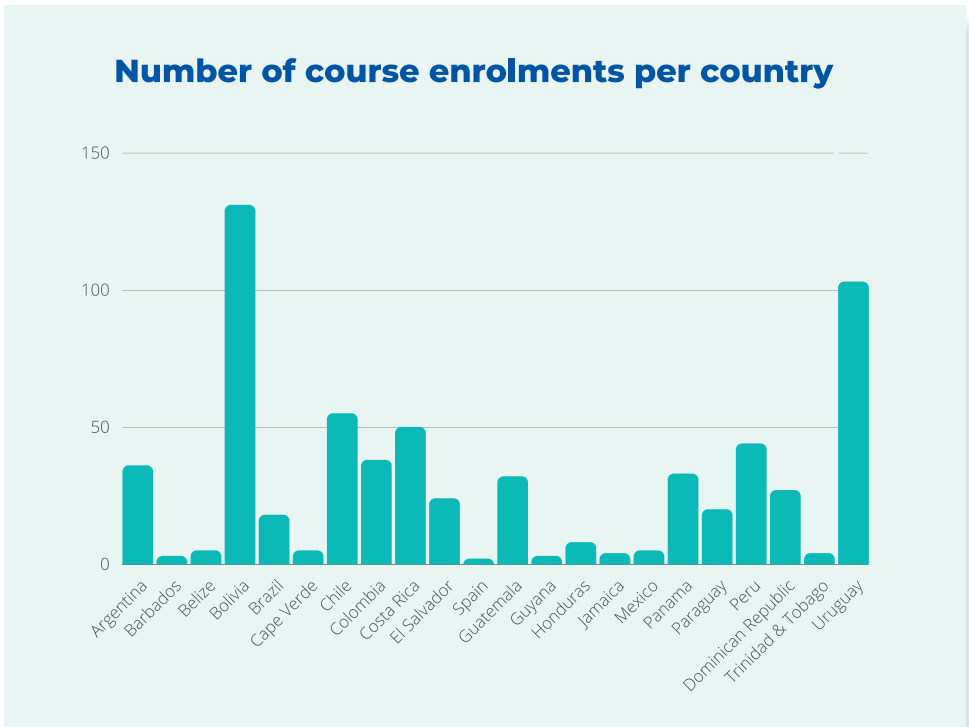
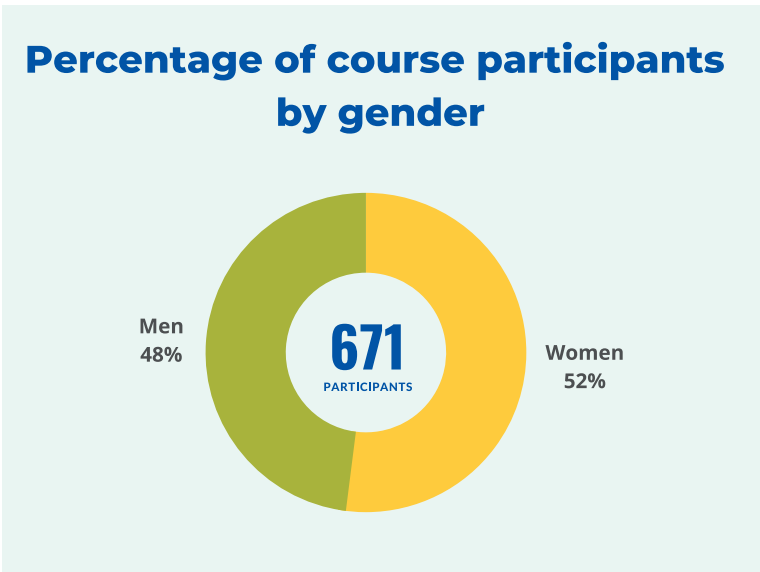
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In the area of capacity building, the delivery of virtual courses, which has continued expanding since 2020, has established itself as one of the main forms of technical assistance offered by the Centre. It is important to note that this process goes beyond the simple delivery of courses. Each activity contributes to strengthening institutional teams, which collectively develop projects, roadmaps or initiatives to be implemented in their

respective institutions. In addition, these courses establish networks and thematic Communities of Practice and interaction. The latter, in turn, lays the foundation for the definition of future capacity building and cooperation activities. The products resulting from courses (such as joint projects, roadmaps or initiatives) become valuable resources for driving transformation and innovation in the TVET institutions of the ILO/Cinterfor network.

During the reporting period 2022-2023, 18 courses have been offered to a total of **671 participants** from 58 institutions, agencies and organizations, representing 22 countries. It is noteworthy that **52%** of the participants are women, while **48%** are

men, demonstrating a gender balance in participation. Furthermore, the participant evaluations which are conducted at the end of each course have consistently revealed the high value ascribed to these ILO/Cinterfor courses.



## ► Box 1 - Courses and Communities of Practice

### 2022

- **Big Data: key concepts and their uses in vocational education and training**  
4 October to 30 November 2021  
41 persons: 18 women and 23 men  
14 institutions, 9 countries
- **Strengthening Institutional Management of the SPCC**  
8 November to 25 November 2021  
64 persons: 27 women and 37 men  
2 institutions. Bolivia
- **Big Data and skills gaps**  
6 April to 29 July  
36 persons: 17 women and 19 men  
16 institutions, 11 countries
- **Quality Apprenticeship in the Caribbean**  
11 April to 20 May  
20 persons: 13 women and 7 men  
16 institutions, 5 countries
- **Assessment strategies in a competency-based approach**  
2 May to 8 July  
19 persons: 11 women and 8 men  
8 institutions, 7 countries
- **Gender equity strategies through STEAM skills development** (in two languages: Spanish and Portuguese) 6 June to 12 August  
34 persons: 27 women and 7 men  
13 institutions, 11 countries
- **Leadership for Industry 4.0**  
8 August to 30 September  
52 persons: 21 women and 31 men  
15 institutions, 12 countries
- **MSEs and digitization: context and policy design**  
5 September to 7 November  
31 persons: 15 women and 16 men  
9 institutions, 6 countries
- **Big Data and skills gaps: Technical assistance MTSS Uruguay**  
In the framework of the agreement to implement the ILO's funding and technical assistance programme with the Ministry of Labour and Social Security of Uruguay -MTSS- with the objective of improving the availability of labour market information for public policy decision-making. 12 September to 9 November 2022  
11 persons: 6 women and 5 men

▶ **Curriculum design in Qualifications Frameworks**

28 September to 11 November  
47 persons: 21 women and 20 men  
17 institutions, 12 countries

▶ **Academic planning, methods and didactic strategies for the development of technology-assisted learning**

17 October to 9 December 2022  
40 persons: 23 women and 17 men  
INFOCAL, Bolivia

▶ **Training and Care Network Space - ILO (2022-2023)**

5 online meetings were held  
41 people from the network of institutions and the ILO participate  
Resource banks were created and the space for each meeting with its presentations, reports, recording and associated documents.

▶ **Green CIP - Foresight for green jobs (2022-2023)**

There is a virtual space for Community of Practice exchange and empowerment.  
Thirty-five people are participating. Four workshops were held.  
The space houses all documents, forms and support, as well as the advanced products of each team.

## 2023

▶ **Assessment strategies in a competency-based approach**

20 March to 2 June  
30 persons: 17 women and 13 men  
14 institutions, 11 countries

▶ **Project-based training with a focus on the development of transversal competences**

17 April to 25 June  
37 persons: 21 women and 16 men  
15 institutions, 10 countries

▶ **Certification of Competences and Recognition of Prior Learning**

15 May to 23 June  
61 persons: 33 women and 28 men  
18 institutions, 15 countries

▶ **Vocational training, gender and STEAM skills**

24 August to 8 November  
30 participants: 22 women and 8 men  
8 teams, 13 countries

▶ **Academic planning, didactic methods and strategies for the development of technology-assisted learning**

11 September to 6 November  
42 persons: 23 women and 19 men  
5 countries

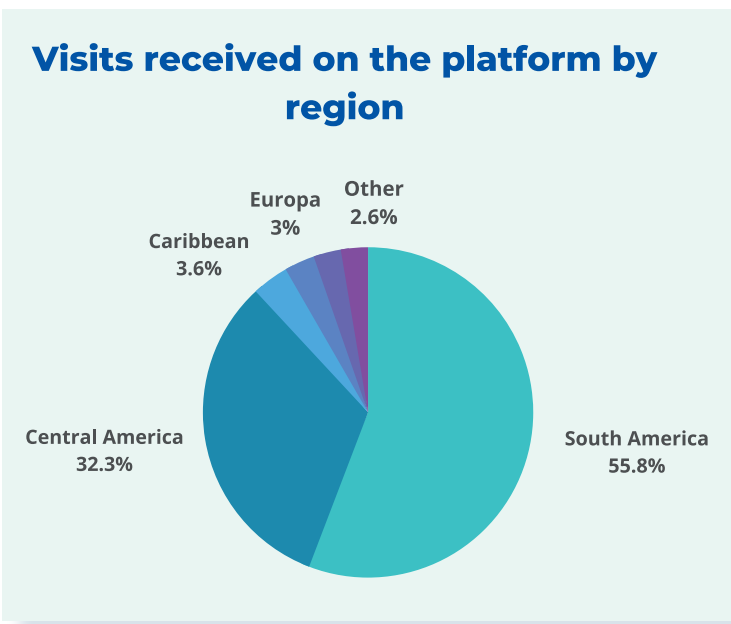
Knowledge generation and management, on the other hand, consists of a continuous cycle in which information is captured through various channels (including studies and research, identification of experiences and innovations in the framework of technical assistance missions, interactive groups such as thematic networks, face-to-face or virtual events, identification of information

and knowledge from external sources, etc.). This contributes to knowledge bases, publications and new spaces for exchange. The ILO/Cinterfor knowledge management platform systematises, organises and makes available all these various forms of knowledge, which are disseminated through multiple channels: videoconferences, newsletters, social networks, podcasts, among others.

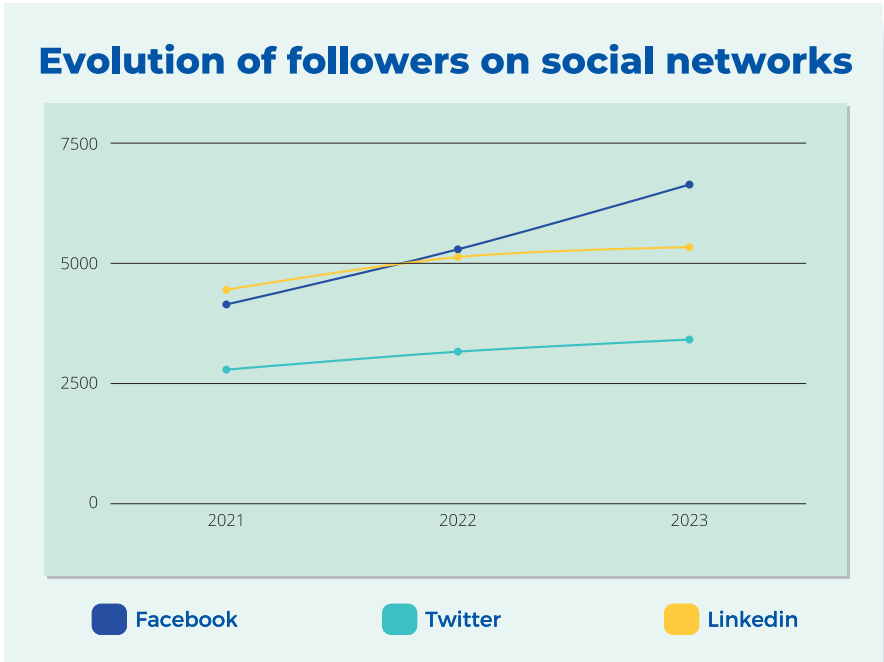
► **Web and social media platform**

During the period, 30 documents and technical notes have been produced and published, linked to studies and research conducted by specialists of the Centre, systematization of cases, collaborative innovation projects or practical tools. By the end of biennium 2022-2023, the website will have achieved an estimated increase of at least 24% of visits compared to the

2020-21 period, while the dissemination through social networks shows permanent growth: Facebook 60%; Twitter (X) 21.1%; LinkedIn 19.7% and Youtube 57.5% as well as an 11.2% increase in total viewing time in hours. The newsletter is currently sent to more than 10,000 subscribers (30% more than in the previous period).







ILO/Cinterfor has launched its Podcast series, dedicated to reflecting on the challenges of training and employment

with specialists in various subjects who will accompany the participants to address the most topical issues.

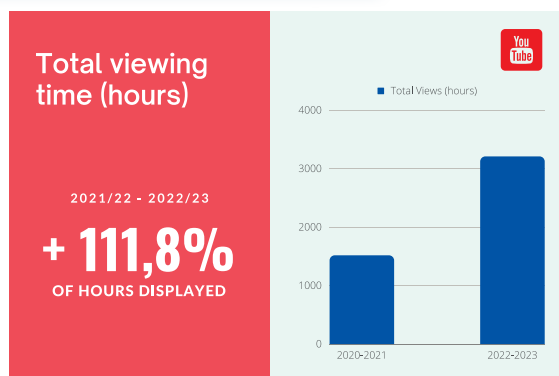
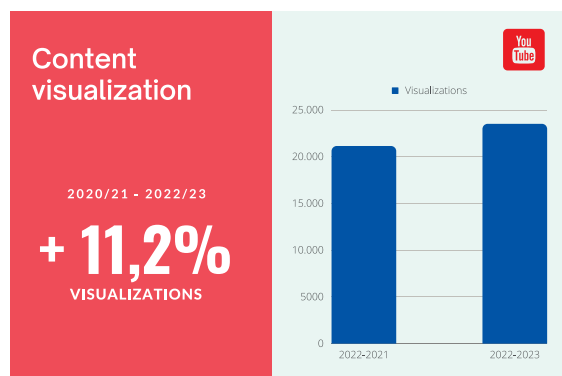
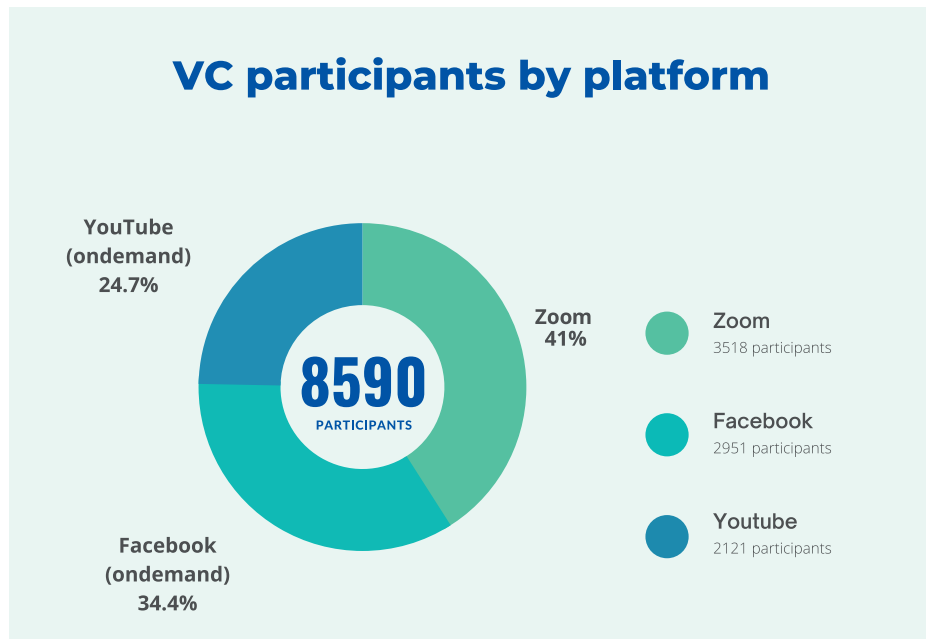
#### ▶ Box 2 - CinterforCast

- ▶ Episode 1: 80th Anniversary of Brazil’s National Industrial Apprenticeship Service
- ▶ Episode 2: Quality apprenticeships - towards an international labour standard
- ▶ Episode 3: Digitization and vocational training
- ▶ Episode 4: Vocational training in Guatemala. 50 years of INTECAP



Finally, the videoconferences held during the biennium reached more than 8,500 people from 30 countries, including direct participants and subsequent viewers of these

events, most of whom rated the content with the highest values, according to the survey carried out in each instance.



### ▶ Box 3 - Videoconferencing cycles

#### 2021

- ▶ **Reaping what has been sown: Impacts of pedagogical research on comprehensive professional training.** 15 December 2021. Presented by: Adriana Londoño Cancelado; Edgar Navas and Wolfgang Latorre.

#### 2022

- ▶ **New normality and vocational training.** 29th March. Experiences of 4 training institutions. Panel with 4 experiences. Presenters: Frederico Lamego, SENAI, Brazil; Carlos Mario Estrada, SENA, Colombia; Andrés Romero, INA, Costa Rica and Rafael Santos Badía, INFOTEP, Dominican Republic.
- ▶ **Use of Big data in the analysis of supply and demand in the labour market.** 20 April. Presented by: Sonia Gontero, ECLAC.
- ▶ **Using big data to anticipate and meet the demand for skills. ILO experience.** 11 May. Presented by: Ana Podjanin, ILO specialist.
- ▶ **Occupational intelligence: monitoring labour market data for decision making.** 26 May. Presenters: Anaely Machado, Maria Conceição Lima Afonso and Marcello Pío from SENAI Brazil.
- ▶ **Digitalization, productivity and vocational training, a view from the region.** 15 June. Participants: Gabriel Burdin and Juan Bogliaccini with comments by Merten Sievers from ILO.
- ▶ **Digital maturity in vocational training.** 20 September. Participants: Hugo Nakatani from SENAI, Brazil and Iñaki Telleria Olabarrieta from Tknika, Basque Country.
- ▶ **Applying Big Data in the analysis of skills profiles.** 6 October. Presented by Verónica Escudero of ILO.
- ▶ **Distance rural vocational training: SENAR's experience.** 18 October. Presenters: Maria Cristina Ferreira and Larissa Area Sousa from SENAR of Brazil.
- ▶ **Learning outcomes and qualifications frameworks.** 19 October. Presented by: Eduarda Castel Branco, European Training Foundation - ETF.
- ▶ **Qualifications-based curriculum design.** 26 October. Presented by: Jolien van Uden, European Training Foundation - ETF.
- ▶ **Certification of competencies and e-credentials.** 27 October. Presented by: Gerardo Karl
- ▶ **Promotion of curriculum design by qualifications. Panel of experiences.** 4 November. Participants: Laura Vargas from INA and Rocío Quirós from the Ministry of Public Education of Costa Rica; Marcela Arellano from DUOC of Chile; Andrés Jaramillo from the Ministry of National Education of Colombia.

- **Digitalization and digital maturity in vocational training.** 24 November. Participants: Karine Sonigo from ILO and Marieke Vandeweyer from OECD.

## 2023

- **The challenges of certification systems in Latin America and the Caribbean.** 24 May. Participants: Maria de los Angeles Rodríguez Salas, INA, Costa Rica; Ricardo Mendez and Magui Valdez, INTECAP, Guatemala; Maria Ethel Hernández, INSAFORP, El Salvador; Ramona Mejía Calderón, INFOTEP, Dominican Republic and José Omar Villarreal Ochoa, CONOCER, Mexico.
- **Certification and migrant population.** 31 May. Participants: Maria Olave, Proyecto Lazos; Igor Dedic, ChileValora; José Estay, International Organization for Migration (IOM); Javier Rincón Triana, SENA; and Tatiana Cadena for the Colombian Ministry of Labour.
- **The future of certification.** 14 June. Participants: Anastasia Pouliou, CEDEFOP.
- **First virtual meeting FUNDAE - ILO/Cinterfor on social dialogue on training in employment.** 11 July.
- **Challenges and opportunities in digital skills training for vulnerable youth in Latin America.** 13 July. Together with the ILO Regional Office for Latin America and the Caribbean, for the presentation of the report “Vulnerable youth, digital skills and vocational training in Latin America”.
- **First reflections on the new ILO Recommendation on apprenticeships.** 14 July. Participants: Ximena Rivillo Oróstica, Executive Secretary of ChileValora; Gustavo Gándara, Executive Director of UOCRA and Miguel Canales, Head of Training and Occupational Risk Prevention at CEPYME, Spain.
- **Labour Market and Vocational Training Observatories: Experiences from Chile and Colombia.** 22 August. Participants were Camila Barraza, coordinator of the Occupational Observatory of SENCE of Chile; and Hernán Mauricio Rodríguez, coordinator of the Occupational and Labour Observatory of Colombia managed by SENA.
- **Sustainability and green transition in dual vocational education and training.** 31 August. Organised by the Alliance for Dual Training in Latin America and the Caribbean. Participants: Hanno Kress, team leader for bilateral cooperation in GOVET (German Office for International Cooperation in VET) BIBB; Karla Astorga Castro, teacher of the Subsector Environmental Management, Materials Technology Nucleus of the INA of Costa Rica; Hugo Nicolás Pérez González, academic secretary of CONALEP of Mexico; Marcello José Pio, specialist in Industrial Development. National Observatory of Industry, SENAI, Brazil; and Fernando Vargas, Senior Specialist in Vocational Training, ILO/Cinterfor.

All these channels of dissemination and exchange allow the participating institutions to carry out peer review exercises of their progress in the fields addressed, while providing useful inputs to continue with their processes of change, adaptation and innovation. Accordingly, it is planned for the next biennium to

provide continuity and allow for the expansion of ILO/Cinterfor's orientation towards continuous improvement and innovation, with the understanding that technological advances continually open up new opportunities to provide services and cooperation with greater coverage, scope and relevance.

### ▶ Collaborative Innovation Projects (CIP)

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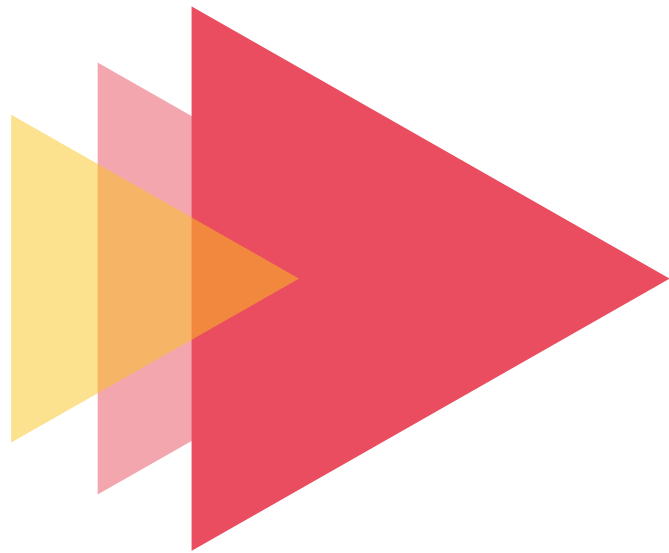
The promotion of collaborative innovation has been the most recent strategy promoted by the Centre. In 2022, six Collaborative Innovation Projects (CIPs) were launched to develop shared-use products and solutions, through cooperation agreements, in the areas of:

- a. Capacity building for vocational training management
- b. A regional technical-vocational training Observatory
- c. Adaptation and application of self-diagnostic tools for digital maturity in institutions and centres.
- d. Skills foresight studies in green sectors

- e. A regional portal for online technical-vocational training courses
- f. Pedagogical innovation through project-based learning

In addition to these initiatives, which have already been described in previous sections, two new CIPs have been recently created in the fields of training and certification for the care sector, and in the promotion of social dialogue in vocational training.







## ► PART III: Resources of the Centre

### 3.1 Budgetary situation at the end of the biennium 2020-2021

#### ► Budget at the end of the biennium 2020-2021 (expressed in US dollars)

	Budgeted 2020-2021	Execution 2020-2021	% Execution
Funds brought forward from the previous financial year	1 189 434	1 319 730	
ILO contribution	2 462 895	2 462 895	100.00 %
Contributions from other countries in the region	500 000	432 075	86.00 %
Host country contribution	100 000	100 000	100.00 %
Other contributions	280 000	333 427	119.00 %
Sales Publications and printing services	30 000	7 510	25.00 %
Miscellaneous income (including interest, exchange/ revaluation, gains/losses)	15 000	16 889	113.00 %
<b>Total income</b>	<b>3 387 895</b>	<b>3 352 796</b>	<b>99.00 %</b>
<b>Total funds available</b>	<b>4 577 329</b>	<b>4 672 526</b>	<b>102.00 %</b>
<b>Total expenditure</b>	<b>3 733 200</b>	<b>3 123 501</b>	<b>84.00 %</b>
Funds to be carried forward to the next financial year	844 129	1 549 025	

This table shows the actual income and expenditure situation at the close of the biennium 2020-2021.

In this period, total funds available were slightly higher than budgeted by 2 %, as can be seen in the table. It is worth mentioning again, as in previous reports, that the collection of voluntary contributions was lower than expected considering that this system does not have

adjustment mechanisms (see 3.4 Voluntary contributions).

It is also noted that sales of publications and printing were severely reduced as a result of the restrictions imposed by the pandemic and the increased use of digital documents.

The host country made the contribution for 2019 and 2020.

### 3.2 Regular budget execution 2022-2023

#### Statement of forecast status\* to December 31, 2023

▶ Regular budget 2022-2023 (expressed in US dollars)			
	Budgeted 2022-2023	Execution 2022-2023	% Execution
Funds brought forward from the previous financial year	1 581 224	1 549 026	-
ILO contribution	2 322 692	2 322 692	100.00 %
Contributions from other countries in the region	500 000	448 527	89.71 %
Host country contribution	100 000	100 000	100.00 %
Other contributions	250 000	789 808	315.92 %
Sales Publications and printing services	5 000	0	0.00 %
Miscellaneous income (including interest, exchange/ revaluation, gains/losses)	15 000	30 000	200.00 %
<b>Total income</b>	<b>3 192 692</b>	<b>3 691 027</b>	
<i>Total funds available</i>	<i>4 773 916</i>	<i>5 240 053</i>	<i>109.76 %</i>
<i>Total expenditure</i>	<i>3 567 600</i>	<i>3 987 229</i>	<i>111.76 %</i>
<i>Funds to be carried forward to the next financial year</i>	<i>1 206 316</i>	<i>1 252 824</i>	<i>-</i>

\* Forecast based on data as of August 2023

The table shows a balance of income and expenditure, with income of 109.76 % of the total funds available and total expenditure of 111.76 %.

In relation to the contributions received from countries in the region, it can be seen that as of August 2023 it reached 89.71 %. Additional contributions would be desirable to receive by the end of the biennium, in order to arrive closer to the target set for the biennium, which would in turn impact positively on the total income in the forecast table above.

As mentioned in the previous biennium, the printing press has ceased to produce income due to the shift to digital publications and the reduced use of printed materials and paper in general. This preference has also been adopted by other ILO offices in the region and the entire UN system in Uruguay. Given this trend, digital printing services will continue to be oriented only to internal demand.

### 3.3 Voluntary contributions

The voluntary contributions of the member institutions represent an important share of Cinterfor's mixed budget.

Following the resolution reached at the meeting of the Programme and Budget Committee held in Costa Rica (August 2017), the Centre continues working with member institutions to regularise the cases of arrears and, above all, to formalise membership agreements through the signing of agreements.

At the time of writing, 24 ILO/Cinterfor member institutions have signed renewed membership agreements. The management of the Centre will continue to regularize voluntary contribution commitments through membership agreements, while continuing to propose agreements to facilitate the resolution of cases of arrears.

### 3.4 Mobilization of technical cooperation and extrabudgetary resources

#### Regular Budget for Technical Cooperation (RBTC) and other ILO items.

Each biennium, the ILO Regional Office for the Americas allocates RBTC funds that reinforce the substantive lines of the budget. For this biennium, USD 100 000 was allocated, maintaining the same allocation as in the last biennium. By mid-2023, these funds were already 100% executed.

Due to the good level of implementation of the RBTC, in addition to regional initiatives and other technical requests, the Regional Office allocated additional funds to carry out activities in areas such as capacity building of TVET providers in the design of qualifications in the context of National Qualifications Frameworks, Gender and STEAM competencies, Project Based Training, Quality Apprenticeships, Certification and Recognition of Prior Learning, and Labour Market Observatory, among others. These resources, which will be fully implemented by the end of this biennium, amount to a total of USD 94 528.

Through the Department of Development Cooperation (PARDEV-ESPU), South-South and Triangular Cooperation (SSTC) resources of USD 100 000 were approved for collaborative innovation projects for the dissemination and application of new methodological approaches in vocational training and the anticipation of training needs in green sectors.

In addition, ILO/Cinterfor is supporting the implementation of two projects: 1) For the "Implementation, with high quality standards, of the Outputs of sub-components 1 and 4 and the quality assurance of the Academic Component of the "Plan for the transformation and integral improvement of INADEH" in Panama, implemented by the ILO Office for Central America, 2) South-South cooperation and knowledge exchange on training and certification in care systems in Latin America and the Caribbean, also of the Department of Development Cooperation (PARDEV-ESPU). For these projects, the Centre has received implementation funds amounting to USD 295 853.



### **Mobilization of resources through Technical Cooperation Projects (XBTC).**

Since 2018, ILO/Cinterfor has carried out activities in the host country (Uruguay), in the framework of the Project GLO/18/50/UND Partnership for Action towards a Green Economy (PAGE).

This is a global project that will be completed in Uruguay in 2023. It is managed centrally, through which USD 155 326 were allocated to the Centre at the beginning of this biennium, for the implementation of the planned results jointly with the Ministry of Labour and Social Security and the Ministry of Industry, in coordination with the UN System in Uruguay.

### **Mobilization of technical cooperation resources for other items**

The Governing Body, at its 306th Session in November 2009 (GB.306 PFA-5-2 par.13), referred to the possibility for ILO/Cinterfor to receive extra-budgetary resources for short-term, self-funded technical assistance activities.

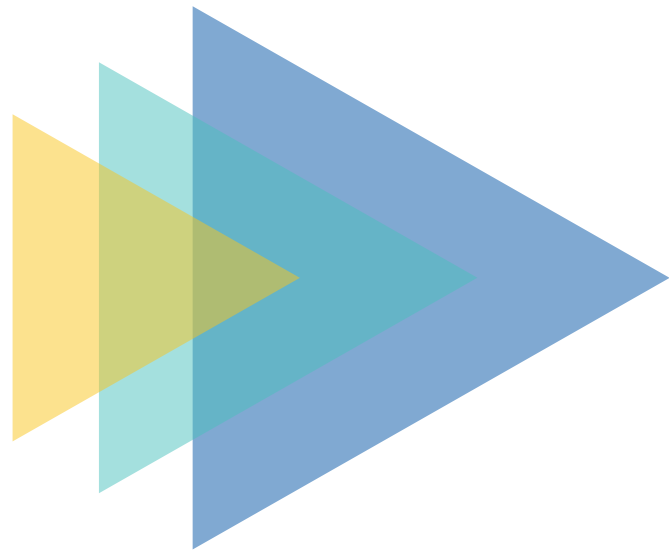
The growth of technical cooperation resources during this biennium represented the second largest sources of revenue (following the ILO contribution). This demonstrates the capacity of the ILO team to mobilize technical cooperation resources and has become an important source of financial stability for the Centre. This trend demonstrates great potential to be further strengthened and to grow in the next biennium 2024-2025. These resources make it possible to meet the growing demands for technical assistance from countries in the region, to foster South-South cooperation among the network's member institutions, and to work together with other ILO offices on coordinated activities.

Among the above-mentioned requests for assistance, ILO/Cinterfor received resources to carry out cooperation activities from the Development Bank of Latin America - CAF, to support the process of developing Panama's National Qualifications Framework in the digital technologies sector; from the Pacific Alliance Education for Employment Programme (EEP-PA), funded by the Government of Canada and constituted by Cégep Marie-Victorin and Collège Montmorency, to advance a Regional Qualifications Framework for the Pacific Alliance; and from the Swiss Cooperation in Bolivia - COSUDE, for the strengthening of the Plurinational System of Competencies.

Along the same lines, the Centre responded to requests for activities to strengthen some of the network's member institutions, and received resources from INSAFORP of El Salvador, SENA of Colombia, FUNDAE-SEPE of Spain and CEPB of Bolivia.

Income was also generated by the courses offered on the digital learning platform, both for development and participant funding.

In the approved ILO Programme and Budget for the Centre at the beginning of the 2022-2023 biennium, the income from technical cooperation was estimated at USD 250 000. By the end of the biennium, the Centre will have reached the auspicious sum of US\$ 789 808 representing a total mobilization of 315.92 % above the originally estimated mobilization of US\$ 250 000.





## ► PART IV. ILO/Cinterfor's work plan for the biennium 2024-2025

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### Introduction

1. The major global trends of technological, environmental and demographic change, together with the effects of the COVID-19 pandemic, armed conflicts and the alteration of globalization patterns and global production chains, have had a diverse impact on the societies, economies and labour markets of Latin America and the Caribbean. While these transformations can bring beneficial opportunities for workers and businesses, they also generate disruptions and present challenges in terms of employment, productivity, competitiveness, equity and socio-economic inclusion. An additional trend is the global shortage of skilled labour, which poses a constraint to the adoption of new technologies and attainment of productivity growth at the enterprise and sectoral levels. At the same time, this limits the possibility for workers to access better quality and higher paying jobs, as well as prospects for professional and personal growth. Effective and inclusive systems of skills development and lifelong learning are a central part of strategies to address these challenges as well as generate and maximize the use of emerging opportunities. In turn, these are necessary conditions on the path to human development; full, productive and freely chosen employment; and decent work for all, as expressed

in Sustainable Development Goal 8. The technical and vocational training institutions that are members of Cinterfor's network create an institutional foundation for skills development throughout the region in response to the changing world of work.

2. Cinterfor's work plan for the 2024–25 biennium is aligned with the ILO strategy on skills and lifelong learning 2030, to whose design Cinterfor actively contributed. The ILO strategy was adopted in November 2022 to give effect to the conclusions concerning the general discussion on skills and lifelong learning adopted by the 109th Session (2021) of the International Labour Conference and the plan of action for 2022–25.<sup>34</sup> Cinterfor's work plan is a regional expression of the ILO strategy and plan of action, and aims to attain greater value added for the ILO's work in this technical area, in terms of internal and external visibility, legitimacy, and the development of a framework that extends beyond the programmes and budgets of each biennium. It also adopts the theory of change that underpins the ILO strategy, insofar as the expected results and impacts will apply to the challenges that the Latin American and Caribbean region faces in the area of skills and lifelong learning.

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34 GB.346/INS/4.

3. These challenges can be grouped into six major areas of effects in which Cinterfor seeks to generate impacts:
  - ▶ developing inclusive, resilient and sustainable economies and societies with employment-generating sectors;
  - ▶ promoting a just transition to environmentally sustainable economies, facilitated by digital technologies;
  - ▶ improving access to full, productive and freely chosen employment, decent work, income and livelihoods.
  - ▶ improving resilience, employability, adaptability and career prospects for all;
  - ▶ increasing the productivity and sustainability of enterprises, including micro, small and medium-sized enterprises and to facilitate the transition of economic units from the informal to the formal economy;
  - ▶ adopting an inclusive and gender-sensitive approach to skills, lifelong learning and labour markets.
  
4. Throughout its 60 years of existence, Cinterfor has played a central role in promoting cooperation, technical assistance and knowledge management across a network comprising 66 institutions and organizations linked to vocational training in 28 countries. In this role, Cinterfor is called on to contribute actively and effectively to the leadership of the ILO, especially in terms of the strengthening of cooperation and partnerships for development, the exchange of good practices, the capacity development of vocational training institutions and constituents, the generation and dissemination of knowledge, the stimulation of innovation, and the promotion of tripartism and social dialogue in its field of action.
  
5. In line with previous biennia, Cinterfor has continued to develop a systematic, cumulative and innovation-oriented process of improving its work processes, its modalities and mechanisms of action, and its articulation with the technical services at headquarters and with ILO field offices. In addition, Cinterfor has continued to build and sustain strategic alliances with national and international cooperation and development agencies. The mobilization of external resources has continued to be a high priority, with consistently high levels of delivery, similar to past biennia. During the current 2022–23 biennium, investments have been made to give a strong impetus to the continuity and expansion of activities offered by the Centre's Digital Services Unit (DSU), which was created as an innovation during the COVID-19 health crisis. Particularly noteworthy has been the wide range of virtual courses, with synchronous sessions that have been consolidated as a new process of capacity-building for technical teams of member institutions of the Centre's network and tripartite constituents. One characteristic of these courses is that they are delivered to teams which, as part of the activities developed throughout the courses, design and produce capstone projects or institutional road maps that lead to innovations and new initiatives, thus promoting horizontal



cooperation between institutions and their technical teams in the region. These opportunities for exchange allow the participating institutions to peer review their progress in the specific fields addressed, while providing useful inputs to continue with their processes of change, adaptation and innovation.

6. The DSU has been key to strengthening the Centre's communication strategy through various communication channels and to widely circulating its message and services both to its members and to a broader and more diverse public. In this regard, by the end of the biennium there will have been an estimated increase of at least 24 per cent of visits to the website compared to the 2020-21 period, while the newsletter is currently sent to more than 9,000 subscribers (30 per cent more than in the previous period). Dissemination through social networks shows ongoing growth: Facebook 60 per cent, Twitter 21.1 per cent, LinkedIn 19.7 per cent and YouTube 57.5 per cent, as well as an 11.2 per cent increase in total viewing time in hours. Finally, the 29 videoconferences held during the biennium reached more than 7,648 people from 30 countries, including direct participants and subsequent viewing of the event, with most people giving the highest ratings to the content, according to a survey conducted after each event. It will be a high priority to maintain this focus on continuous improvement and innovation during the next biennium, given that technological advances continually open up new opportunities to provide services and cooperation with greater coverage, scope and relevance.
7. Another line of innovation initiated in 2022 in which Cinterfor has invested, and which it is strategically important to continue, consists of the promotion of collaborative innovation projects, in which individual groups of representatives of training institutions focus on a priority theme, with the common objective of accelerating innovation processes. Some of these projects have been leveraged with South-South cooperation funds provided by PARTNERSHIPS-SSTC and have the potential to mobilize new sources of financing. In the past year, collaborative innovation projects have been implemented in thematic areas such as pedagogical innovation, institutional digital maturity, anticipation of training demands in green sectors, training and certification for the care sector, shared resource portals and a regional vocational training observatory. The strategy of collaborative innovation projects will continue to be promoted in all the programmatic areas of this work plan, including in particular areas such as quality apprenticeships (in line with the Quality Apprenticeships Recommendation, 2023 (No. 208)), social dialogue, training and certification for the care sector, the use of big data for the prospection of demand for skills and measurement of skills gaps, as well as in the exploration of the potential opportunities and impacts of artificial intelligence in the world of work, emerging skills and vocational training.
8. The following details the Cinterfor programme for the 2024-25 biennium.

## Work plan for the 2024-2025 biennium

9. The proposed work plan for the 2024–25 biennium falls within the ILO strategy on skills and lifelong learning 2030 and the plan of action included therein for 2022–25. Like these, it falls under outcome 3 of the ILO Programme and Budget for 2024–25 (Full and productive employment for just transitions), and specifically output 3.2 (Increased capacity of Member States to develop inclusive, sustainable and resilient skills and lifelong learning systems). The work plan highlights:

- ▶ the central role that the tripartite constituents have conferred on strengthening people’s capabilities in strategies to address the major transitions in the world of work, mainly the digital, environmental and demographic transitions, as well as in the achievement of the 2030 Agenda for Sustainable Development adopted by the United Nations General Assembly in 2015, in particular in relation to Goals 4, 5 and 8;
  - ▶ the emphasis on leaving no one behind, reinforced by the need to address the global recovery from the COVID-19 crisis, in particular by facilitating lifelong learning and labour market transitions, ensuring inclusive and sustainable growth that generates productive employment and decent work, and fostering an enabling environment for sustainable enterprises and entrepreneurship;
  - ▶ the need to strengthen the ILO’s capacity to provide quality services to its constituents and Member States by better understanding their needs and responding to them in a more relevant and timely manner;
  - ▶ the need to contribute to the ILO’s status as a reference organization in the field of capacity development for institutions implementing public vocational training policies, as well as for workers and enterprises;
  - ▶ the need to increase effectiveness and efficiency in the use of resources, in order to offer optimal and quality services to the Member States.
10. In accordance with the guidance of the Governing Body, Cinterfor will prioritize knowledge management, South–South and triangular cooperation, and the maximum use of information and communication technologies in all its areas of work.
11. The Centre plans to make progress in five result areas using five modalities of action.
12. The expected result areas are:
- ▶ result area 1: improved policies, governance and funding mechanisms for effective systems of skills development and lifelong learning;
  - ▶ result area 2: improved information on skills needs;
  - ▶ result area 3: innovative and flexible learning programmes and pathways;

- ▶ result area 4: inclusive skills development programmes that respond to the diverse needs of the labour market;
  - ▶ result area 5: quality apprenticeships and work-based training for employability, productivity and business sustainability.
- 13.** The Centre will develop its activities using five modalities of action, namely:
- ▶ technical advice and support, training and the promotion of collaborative innovation. This also involves the use of tools such as videoconferencing and online courses that have been generating a wide and positive response;
  - ▶ applied and practice-oriented research and knowledge management, and dissemination to promote reciprocal exchange between vocational training institutions and constituents, in particular through South–South cooperation;
  - ▶ resource mobilization for the Centre’s constituents, vocational training institutions and support functions;
  - ▶ promotion of the ratification and implementation of international labour standards on skills and lifelong learning.
  - ▶ the establishment of partnerships on skills and lifelong learning;
- 14.** The following points detail the topics covered for each result area and the actions to be carried out according to the above-mentioned modalities.

**Result Area 1: Improved policies, governance and funding mechanisms for effective systems of skills development and lifelong learning**

- 15.** This area is linked to the coherence of skills development and lifelong learning policies, strategies and systems with other public policies, comprehensive governance approaches based on social dialogue and inter-institutional relationships, the development of financing schemes that ensure their sustainability and guarantee the necessary investments, the quality assurance of policies and institutions, as well as the articulation of vocational training with strategies and mechanisms for skills assessment and certification and professional guidance.
- 16.** A list of indicative activities is provided below.
- ▶ Depending on the demands of different countries, technical support will be provided for the design or reform of policies and systems for the development of competencies, qualifications frameworks and lifelong learning. When there are overlapping demands between two or more countries or institutions, training activities will be implemented, and collaborative innovation initiatives and the transfer of activities between countries and institutions will be promoted.
  - ▶ Specific activities will be carried out to develop the capacities of tripartite institutions and constituents to support the expansion and consolidation of

social dialogue and tripartite governance spaces for policies, strategies and systems for skills development and lifelong learning.

- ▶ Studies and research will be conducted to document experiences, identify trends and draw lessons for dissemination and use as inputs for South-South exchange and cooperation actions.
- ▶ Countries will receive support in areas such as the technical and financial implications of carrying out reforms in their skills development and lifelong learning systems, and of their negotiations with national and/or multilateral organizations.
- ▶ Promotional activities, joint research and dialogues with regional banks and cooperation institutions will be carried out to mobilize extrabudgetary resources for skills development.
- ▶ Activities will be carried out to promote the ratification and implementation of international labour standards on skills and lifelong learning.
- ▶ Existing alliances with institutions and organizations in the region and in other regions will be consolidated through the organization of joint actions and/or participation in activities organized by them, as well as through the strengthening of existing cooperation agreements and the conclusion of new ones.

## Result area 2: Improved information on skills needs

17. The issues to be considered in this area refer to the identification of current and future skills demands so that training providers can effectively adjust their provision of courses and so that people are aware of the skills required in the labour market. It includes capacity development for the improvement of labour market information systems and the strengthening of social dialogue in this regard.
18. A list of indicative activities is provided below.
  - ▶ Based on country-level demand, technical support will be provided for the establishment and strengthening of skills identification and anticipation, and labour market information systems to address the challenges and opportunities associated with technological transformation, digital skills, the impacts of artificial intelligence on skills and vocational training, skills for environmental transition, and the development of strategic sectors. The tools of technical assistance, transfer and capacity development will be appropriately combined for these purposes.
  - ▶ Technical support will be provided for national and sectoral studies on the identification of current and future skills demands, as well as the incorporation of extraregional experiences in this area that involve locally adaptable innovations.
  - ▶ Studies will be carried out and published to document findings

at the national and sectoral levels, their systematization and trend analysis. The same will be done to document and disseminate different methodological approaches and the inclusion of social dialogue in this field. These will be high quality inputs for exchange, training and collaborative innovation activities through South-South and triangular cooperation.

- ▶ Research activities and dialogues on approaches, experiences and findings on the identification and forecasting of skills demands will be carried out jointly with multilateral technical and financial cooperation agencies and with a view to the mobilization of extrabudgetary resources.

### Result area 3: Innovative and flexible learning programmes and pathways

19. This area of results is aimed at ensuring that training has an impact on employment, the satisfaction of people's professional aspirations, improved productivity and the sustainability of enterprises. To this end, it is understood that training must be of good quality, relevant, flexible, inclusive and organized in flexible learning pathways.

20. list of indicative activities is provided below.

- ▶ At the request of countries, technical guidance will be provided on the training and status of teachers, trainers, training centre managers and other personnel involved in

skills development, and on the establishment of quality assurance systems.

- ▶ Technical guidance will be provided for technological innovations and digital transformation of skills development and lifelong learning systems, including online and blended learning offerings, certification mechanisms and support services.
- ▶ Technical guidance will be provided for the validation of competencies and skills, including micro-credentials and the recognition of prior knowledge.
- ▶ Technical guidance will be provided on the greening of technical and vocational education and training (TVET) and skills development, including through the strengthening of governance structures, and the development and improvement of competency standards, curricula and assessment packages.
- ▶ Studies and research will be carried out to identify and document experiences in the innovation of pedagogical approaches, structuring of training provision, curriculum design, didactic methodologies and other relevant aspects, in order to ensure the quality, relevance, flexibility and inclusiveness of training. Their findings and lessons

will be high quality inputs for exchange, transfer and capacity development activities, through both training and collaborative innovation, as well as for the mobilization of extrabudgetary resources.

#### **Result Area 4: Inclusive skills development programmes that respond to the diverse needs of the labour market**

21. This area focuses on guaranteeing inclusive access to skills development and lifelong learning, thus helping to combat gender-based occupational segregation and discriminatory practices in the labour market. It also seeks to reduce the intergenerational transmission of inequalities and to facilitate the transition of workers and enterprises to formality.
22. At the request of countries, technical guidance will be provided for the establishment of inclusive, flexible and gender-sensitive learning pathways, in particular through universal design that considers the needs of people in vulnerable situations, innovative learning options and improved curricula.
  - ▶ Studies and research will be carried out on experiences and developments in inclusive training, community-based training in rural areas and sustainable agricultural development, attention to migrants, gender equality through the development of STEAM (science, technology, engineering and mathematics) competencies, and lifelong learning strategies for workers in the informal economy.

- ▶ Advocacy activities, joint research studies, and dialogues with technical and financial cooperation institutions and agencies will be carried out to mobilize extrabudgetary resources for inclusive skills development programmes.

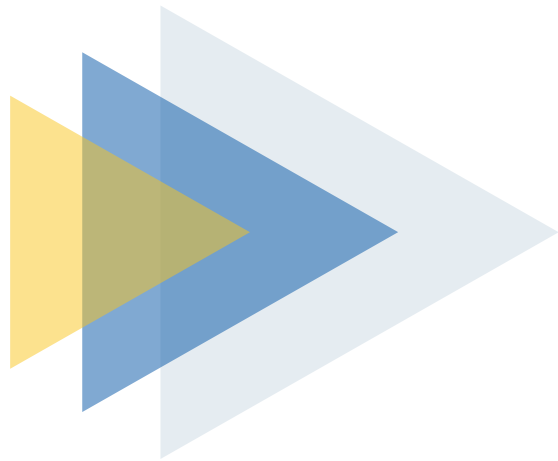
#### **Result Area 5: Quality apprenticeships and work-based training for employability, productivity and business sustainability**

23. This results area is oriented towards the promotion and development of quality apprenticeship and work-based training systems that improve the employability of apprentices, as well as the productivity and sustainability of enterprises. In this regard, it is understood that quality apprenticeships increase the market relevance of skills development programmes and foster sustainable public-private partnerships. Activities will aim to ensure their quality and increase their attractiveness to apprentices and enterprises, to the extent that they are promoted and regulated through social dialogue and shared responsibility.
24. At the request of countries, technical guidance will be provided to governments and social partners on the establishment and promotion of quality learning systems. To achieve this objective, knowledge exchange training and collaborative innovation activities will be combined in an appropriate manner.
  - ▶ Technical guidance will be provided to support businesses, particularly micro, small and medium-sized enterprises, to facilitate on-the-job training and



the development of technical and core competencies through work-based training, including quality apprenticeships.

- ▶ It will support the dissemination of the new Quality Apprenticeships Recommendation, 2023 (No. 208), and provide technical guidance for its implementation.
- ▶ Research activities and dialogues will be carried out on experiences and findings on the issue of quality apprenticeships. Their findings and lessons will be high quality inputs for exchange, transfer and capacity development activities, through both training and collaborative innovation.
- ▶ Activities will be carried out to identify, document and disseminate experiences and good practices in terms of policies and programmes to support MSMEs that include the transfer of knowledge through qualified apprentices with the appropriate training to do so, as a strategy to obtain benefits for both apprentices and enterprises.
- ▶ Promotional activities, joint research studies, and dialogues with technical and financial cooperation institutions and agencies will be carried out to mobilize extrabudgetary resources for the development of quality work-based learning and training systems.



## ► Appendix 1- Events, seminars and workshops organised and/or convened by ILO/Cinterfor

2022		
Name	Date	Observations
Meeting workshop for capacity building projects in the framework of PAGE Uruguay.	Canelones (Uruguay), 3 and 4 June	Aimed at strengthening the organisations participating in both projects; presenting their results (training, financing instruments, selected projects, vegetable gardens, etc.); generating networks and synergies, as well as disseminating the ILO and MTSS work lines.
Presentation of the report on green and blue jobs indicators in Uruguay.	Montevideo, 15 June	The report was presented by the consultant in charge of its preparation, in coordination with the MTSS statistical unit team and the MTSS/ILO coordination team for the PAGE Uruguay Programme.  The event was attended by the Ministry of Labour and Social Security, DINA E, ILO/ Cinterfor, as well as representatives of other ministries, national institutions and international organisations.
Capacity building for technical teams in the framework of the implementation of the Productive Investment Programme with an environmental perspective (PIP green modality).	Montevideo, 13 and 21 October	In the framework of the PAGE Uruguay Programme, the ILO, Cinterfor and the MTSS held two workshops for Technical Centres' Guidance Counsellors and Operators in the four selected departments of Uruguay. Both workshops were attended by operators from the departments of Canelones, Rocha, Paysandú and Rivera, as well as teams from the DINA E in Montevideo.
Online course-workshop "Greener Jobs". Mainstreaming the environmental perspective in employment through job training.	October – December	Initiative resulting from coordinated actions between INEFOP, MTSS/DINA E and ILO/ Cinterfor in the framework of the PAGE programme in Uruguay
Workshop of the sectoral roundtable of the digital technologies sector and of the governance group of the national qualifications framework.	Panama, 3-6 October	The meeting was part of the joint cooperation action between ILO/Cinterfor and CAF and the Government of Panama, through the Ministry of Labour, with the objective of supporting the governance and the process of populating the National Qualifications Framework of that country, for the digital technologies sector.
International Conference of the Alliance for Dual Training in Latin America and the Caribbean.	Michoacán (Mexico), 22-24 November	The Conference was organised by CONALEP, BIBB, ILO/Cinterfor and the Government of Michoacán and brought together representatives from 15 countries of the Dual Training Alliance, technical staff, managers and officials from the participating organisations.
Workshops for the final analysis of the catalogue of qualifications and training-labour pathways (sectoral roundtable) and closing event with the Framework Governance Group.	Panama, 30 November and 1 December	Presentation of the final results of the cooperation action between ILO/Cinterfor and CAF for the NQF of Panama.
2023		
Name	Date	Observations
International technical exchange and collaboration meeting on Foresight for employment and vocational training in green and greening sectors	Durazno Uruguay, 14-16 March	In the framework of the Collaborative Innovation Programme developed by ILO/ Cinterfor together with the National Industrial Learning Service (SENAI) of Brazil, the workshop was supported by the Technological University of Uruguay (UTEC) and the South-South Cooperation Department PARDEV of ILO. Delegations from Chile (SENCE and ChileValora), Dominican Republic (INFOTEP) and Uruguay (UTEC, INEFOP and MTSS) participated.
Workshop Project-based learning strategies in vocational training.	Buenos Aires, 13-15 March	In the framework of the FBP Collaborative Innovation Project developed by ILO/ Cinterfor, the meeting was organised by Fundación UOCRA and was also supported by the ILO's South-South Cooperation Department PARDEV.
Workshop CONACOM's strategic plan: mission, vision, values, strategic processes - key and support.	Panama, 16-18 May	In the framework of the INADEH's Integral Transformation Project (CAF-UNOPS-ILO), ILO/Cinterfor is in charge of the development of Subcomponent 1 - Quality and relevance of the educational offer.
Workshop Methodology for the elaboration of competence profiles.	Panama, 13-16 June	Aimed at teams of INADEH methodologists, for its integral transformation project.

Workshop Innovating in the elaboration of skills profiles. Application of the European tool for the classification of skills, competences, qualifications and occupations - ESCO. International taxonomies to systematise the skills analysis.	27 June	This activity is part of the EdeNE 2023/2024 project, promoted by CEOE and has been designed and developed in collaboration with ILO/Cinterfor, within the framework of the cooperation agreement with SENA in Colombia.
Virtual meeting on social dialogue in on-the-job training. First group session	11 July	In the framework of the cooperation between FUNDAE - SEPE and ILO/Cinterfor in the field of social dialogue on vocational training in Latin America.
Induction workshops for sectoral actors for the creation of Sector Skills Councils (CSC).	Panama, 18-20 July	Accompaniment of the INADEH team of methodologists for the formation of the CSCs to carry out the processes of elaboration of competence standards. INADEH's Comprehensive Transformation Project, Sub-component 1 - Quality and relevance of the educational offer.
International seminar on work and care: the role of training and certification of labour competencies in the construction of care systems.	Montevideo, 29 August	The event, organized by ILO/Cinterfor, was part of the activities framed in the roadmap towards the National Care Forum in Uruguay and was supported by the ILO Regional Office and the ILO's emerging cooperation unit PARTNERSHIP.
Technical meeting: Training and certification for care in Latin America and the Caribbean.	Montevideo, 31 and 31 August	As a follow-up to the International Seminar, and coordinated by ILO/Cinterfor, a face-to-face technical meeting was held that brought together experts from 10 countries in the region (Argentina, Bolivia, Chile, Costa Rica, Colombia, El Salvador, Mexico, Panama, Dominican Republic and Uruguay), with the aim of sharing progress and challenges and agreeing on a roadmap to continue the joint work, defining a common strategy for surveying and generating information and knowledge, exchanging good practices and sharing.
Workshop on Certification of competencies: Strengthening tools for the SPCC.	La Paz, 29-31 August	This activity was part of the cooperation agreement established between ILO/Cinterfor and COSUDE with the objective of strengthening capacities in the management and implementation of the Plurinational System for the Certification of Competencies - SPCC of the Bolivian Ministry of Education.
Regional technical meeting Vocational training for the rural sector as a pathway to development with equity.	Bogota, 6 and 7 September	Developed by ILO/Cinterfor together with the National Learning Service - SENA of Colombia, the event was attended by SENA staff from various units and regions as well as representatives of the National Rural Learning Service - SENAR - of Brazil; the National Learning Institute -INA- of Costa Rica; the Technical Vocational Training Institute -INFOTEP- of the Dominican Republic, the "Horizontes" Programme of UNESCO Peru for the education of young people in rural schools and the Rural Training Schools of SNA Educa of Chile.
Exchange visits on competence certification.	Cartagena, 11-14 September	ILO/Cinterfor organised and facilitated the visit of technicians from the Bolivian Certification System to the SENA Certification area, within the framework of collaboration agreements with COSUDE and SENA.
Workshop on qualifications-based curriculum design and Presentation of the CONACOM Strategic Plan.	Panama, 12-13 September	For the team of area coordinators and methodologists in curriculum design of INADEH, in the framework of the INADEH Integral Transformation Project, Subcomponent 1 - Quality and relevance of the educational offer.
Workshop on Integration projects and development of cross-cutting elements of competence: SENAC's experience.	20 September	In the framework of the SENA-ILO/Cinterfor Agreement, this workshop was organised where the SENAC of Brazil presented its model of the Integrating Project and the formative marks and shared examples of how these models are applied in classroom pedagogical practice.

## ► Appendix 2 - Events, seminars and workshops, organised by other entities, with ILO/Cinterfor face-to-face or virtual participation

2022		
Name	Date	Observations
Webinar Dual Dominican model for higher technical education: challenges, lessons and opportunities for the training of young people and adults.	7 April	Coordinated by the Ministry of Higher Education, Science and Technology and the Entrepreneurship Initiative for Technical Education - IEET.
Seminar Employment, economic recovery and transformations in the world of work. Euro-Latin American Dialogue on the challenges of innovation in active employment policies.	San José (CR), 26 April	Business Initiative for Technical Education - IEET, with the support of the Economic Commission for Latin America and the Caribbean - ECLAC and the cooperation of the Norwegian government. We participated as moderators.
Forum on Youth Employment and Entrepreneurship in Latin America and the Caribbean.	3rd May	In the context of the initiative Social Plaza of Innovation and Social Cohesion. Social policies in the face of global transitions, by Eurosocial+.
First Congress on Challenges in Human Talent Management and the strategic importance of Labour Certification.	6-10 June	We participated in the moderation of the round table Strengthening the link between employment policies and the productive world.
Fourth Ministerial Summit on Productivity - Towards productive, humane and sustainable integration in the global economy - OECD.	Brasilia, 23- 24 June	In the framework of the Meeting of the Ibero-American Institute for Education and Productivity, organised by OEI, we participated as moderators of the Forum.
Brazilian National Industry Meeting - ENAI 2022.	30 June	Organised by INTECAP of Guatemala, we participated in this virtual event, presenting on the theme Digital Transformation in Vocational Training.
World Federation of Colleges and Polytechnics (WFCP) International Congress.	San Sebastian, 15-17 June	The Director of ILO/Cinterfor participated, on behalf of the ILO Regional Directorate, in the round table The human side of productivity: the contribution of labour, management and organization of the enterprise.
First International Seminar on Recognition of Prior Learning RAP. Qualification Pathway for Social Equity.	Bogota, 26-28 July	Organised by the Ministry of Labour of Colombia, the specialist participated presenting the panorama of the certification of competences in the region and the challenges of the certification of migrants.
I International Convention: Job Training for the Future.	Valparaíso, 6-7 set	The event organised by the National Training and Employment Service - SENCE, with the support of the Ministry of Labour and Social Security of Chile, counted with the participation of the director and the main specialist of Cinterfor in the panel "Challenges of training for the employment of the 21st century" and in the closing table of the event. Also present were representatives of the Ministry of Labour, Employment and Social Security of Argentina, FUNDAE of Spain, SECAP of Ecuador and SENA of Colombia.
International Meeting on Education and Lifelong Learning Policy in Vocational and Technological Education.	Brasilia, 14-16 September	The Ministry of Education of Brazil, through SETEC, invited ILO/Cinterfor to share the perspective from the world of work and vocational training, especially accreditation, certification and requalification.
EUROSociAL+ Final Meeting and EU-LAC Bi-regional High Level Dialogue on New Social Contracts and Partnerships for More Resilient and Inclusive Societies.	Brussels, 29-30 June	ILO/Cinterfor participated in the Round Table: The EUROSociAL+ experience, results, innovations, and challenges for the future, where the results of the programme, future challenges, and recommendations for a possible next phase were reflected upon.
Shaping the future of construction.	11 August	Organised by the Argentine Chamber of Construction - CAMARCO, to establish an environment for reflection and dialogue on the educational practices that the industry requires in the present and in the future, in order to respond to the needs of both workers and professionals. Cinterfor presented the panorama in the region.
Online forum Prospects of Industry 4.0 in technical training.	11 August	Organised by INTECAP, with the participation of the Centre's digitalisation specialist.
5th National Meeting of Cooperatives Uruguay.	Montevideo, 18-20 August	Organized by the Confederación Uruguaya de Entidades Cooperativas - CUDECOOP, ILO/Cinterfor was present at the opening of the event.
Great PAGE Event: Green Economy in Uruguay. 5 years of the Programme; lessons learned and future perspectives.	18-19 October	Meeting organised by the Partnership for a Green Economy (PAGE), the Director of the Centre participated in the closing panel, together with the focal point of the Government of Uruguay and the agencies of the United Nations System in Uruguay (UN, UNIDO, UNEP, ILO, UNDP, UNITAR).

XVI National and International Congress Training for work, a change towards inclusion and diversity.	26 October	Organised by ASENOF, a specialist from the centre participated in a virtual conference on the study of human talent gaps with a territorial approach.
Meeting of directors and heads of cooperation of the network of vocational training institutions in Central America, Panama and the Dominican Republic - REDIFP.	Guatemala, 9-11 November	ILO/Cinterfor provided technical support to the process of defining the REDIFP's work plan, in addition to presenting the challenges facing vocational training in the context of the digital, green and demographic transitions.
Meeting of the Association of Labour Relations Specialists made up of former trainees from the universities of Bologna, Castilla-La Mancha and the International Training Centre of the ILO.	Buenos Aires, 17-18 November	The ILO/Cinterfor was present at the opening ceremony of the meeting and accompanied it during the working days.
VIII Ministerial Conference on the Information Society in Latin America and the Caribbean.	Montevideo, 17 November	Organised by ECLAC and AGESIC, a specialist spoke on the panel on Labour market and employment: competencies and skills for societies in transformation.
Workshop to present a proposal for an employability index and map for the Ministry of Labour of Paraguay.	Asunción, 28 November	In the framework of the ILO Assistance to the Ministry of Labour of Paraguay, as part of a trust-fund project of the Santiago Office, ILO/Cinterfor provided technical support for the elaboration of some products of this project.
Seminar on Social Dialogue for Chile: The ChileValora case.	Santiago de Chile, 2 December	A Cinterfor specialist gave a talk on social dialogue and tripartism: the future of work and its challenges from the perspective of social dialogue.
VIII National Meeting of Academies. The Academy and linkages as a strategy for the future of training for work.	Mexico, 13-14 December	Event organised by the DGCFT of the Ministry of Public Education. Specialist gave a virtual conference on curriculum redesign for teacher retraining towards the skills of the future.
<b>2023</b>		
<b>Name</b>	<b>Date</b>	<b>Observations</b>
Forum for the Consolidation of the technical assistance of the Education for Employment Programme of the Pacific Alliance (EPE-AP).	Mexico, 24-26 January	Organised by Colleges and Institutes Canada - CICAN, the presence of ILO/Cinterfor was requested in the panel corresponding to Assistance A.07.2. with a presentation on the process followed and the achievements reached for the design and concerted construction of a Regional Qualifications Framework for the countries of the Pacific Alliance (MRC-AP).
Ibero-American Symposium Investing in care to make domestic work decent work.	Cartagena de Indias, Colombia 28 February to 2 March 2023	Event organised by the Spanish Cooperation - AECID, the Director participated in the round table: Professionalisation of domestic and care work, with a presentation on Vocational training and accreditation of competencies.
First INNOVATEP Technical Vocational Training Innovation Fair.	Santo Domingo, 15-18 March	Organised by INFOTEP, Cinterfor participated in a discussion on the new policies adopted by the ILO on the apprenticeship or dual training programme.
Presentation and validation of the Update of the National Vocational Training Policy and the Development of the INSAFORP Institutional Strategic Plan.	San Salvador, 21-22 March	Institutional project with ILO/Cinterfor support. The development of these instruments was carried out with the technical support of the Centre's main specialist.
National Meeting of Directors of Vocational Education of SENAC.	21-23 March	Especialista expuso sobre Propósitos y misiones de las instituciones de educación profesional tecnológica en el escenario mundial.
Intersectoral Workshop: Towards greater articulation between education and work in the Americas.	Buenos Aires, 3-5 May	Organized jointly by the OAS, the Ministry of Labour, Employment and Social Security and the Ministry of Education of Argentina, the workshop brought together representatives of Ministries of Labour and Education of the Americas, representatives of workers and employers, and international organizations to exchange and analyze strategies to achieve a better articulation between the world of education and the world of work.
Dual training network in Uruguay: from experiences towards a systemic alliance.	Montevideo, 24 May	ILO/Cinterfor, through its main specialist, presented the theme of National Qualifications Frameworks as concrete tools for education-labour articulation.
12th Meeting of Caribbean Ministers of Labour. Social Justice, the basis for a Sustainable Transformation.	24 May	Organized by OEI in Uruguay, the Civil Association ANIMA and INEFOP, it was supported by ILO/Cinterfor.
Shared Dialogues Meeting: A digital transformation based on rights.	Santa Cruz de la Sierra, 19-20 June	Organised by the Spanish Agency for International Development Cooperation (AECID) - INTERCONECTA Plan, we participated in roundtables.
Third Regional Seminar on Social Development: Promoting labour inclusion as a way to overcome inequalities and informality in Latin America and the Caribbean.	27-29 June	Organised by ECLAC. The director of Cinterfor participated virtually in the Panel on Skills Development for Labour Inclusion.
3rd Thematic Meeting on Technology Clusters.	Tandil (Argentina), 5- 6 July	From the University Programme of Professional Education Schools of the Secretariat of University Policies, Ministry of Education of the Nation. Cinterfor participated as a speaker with the topic Vocational Training and Productive Fabrics.
Regional Symposium for Latin America and the Caribbean: Workers' education and capacity building for trade union revitalisation.	31 August	Organized by ILO, ACTRAV and CIF, the specialist gave a presentation on Digital inclusion and access of workers to online education.
Meeting of Working Groups of the Inter-American Conference of Ministers of Labour - CIMT of the OAS. IACML of the OAS.	21-22 September	Specialist made a presentation on Coordination between education and work, drawing on the experience of the Regional Qualifications Frameworks.



## ► LIST OF ABBREVIATIONS AND ACRONYMS

<b>ACTEMP</b>	Bureau for Employers' Activities, ILO
<b>ACTRAV</b>	Bureau for Workers' Activities, ILO
<b>ASENOF</b>	National Association of Education-for-work and human development institutions, Colombia.
<b>BTVI</b>	Bahamas Technical and Vocational Institute, Bahamas
<b>BVTB</b>	Barbados Vocational Training Board
<b>CADERH</b>	Advisory Centre for Human Resources Development, Honduras
<b>CAF</b>	Development Bank for Latin America and the Caribbean
<b>CANTA</b>	Caribbean Association of National Training Agencies
<b>CEDEFOP</b>	European Centre for the Development of Vocational Training
<b>CETP/UTU</b>	Vocational Technical Education Board – Uruguay's Polytechnic Schools
<b>CFP 401</b>	Project: Vocational Training Centre No. 401, Moron, Argentina
<b>ChileValora</b>	Commission of the National Skills Certification System, Chile
<b>CINTERFOR</b>	Inter-American Centre for Knowledge Development in Vocational Training, ILO
<b>CONALEP</b>	National Technical Vocational Education School, Mexico
<b>CONOCER</b>	National Council for the Standardization and Certification of Labour Competencies, Mexico
<b>CPS</b>	Centro Paula Souza, Brazil
<b>DGCFT</b>	General Office of Training for Work Centres, Mexico
<b>DINAE</b>	National Employment Bureau of the Ministry of Labour and Social Security, Uruguay
<b>ETF</b>	European Training Foundation
<b>EU</b>	European Union
<b>FATERYH</b>	Argentine Federation of Rental Tenancy Building and Property Workers
<b>FAUTAPO</b>	Fautapo Foundation – Education for Development
<b>FUNDAE</b>	Tripartite Foundation for on-the-job Training, Spain.
<b>HEART Trust/NTA</b>	Heart Trust/National Training Agency, Jamaica
<b>IEFP</b>	Instituto do Emprego e Formação Profissional, Cabo Verde
<b>IEFP</b>	Instituto do Emprego e Formação Profissional, Portugal
<b>ILC</b>	International Labour Conference
<b>ILO</b>	International Labour Office
<b>INA</b>	National Training Institute, Costa Rica
<b>INADEH</b>	National Vocational Training Institute for Human Development, Panama
<b>INATEC</b>	National Technological Institute, Nicaragua

INEFOP	National Institute for Employment and Vocational Training, Uruguay
INET	National Institute for Technological Education, Argentina
INFOCAL	INFOCAL Foundation, Bolivia
INFOP	National Institute of Vocational Training, Honduras
INFOTEP	National Institute of Technical Vocational Training, Dominican Republic
INFP	Institut National de Formation Professionnelle, Haiti
INSAFORP	Salvadorian Vocational Training Institute, El Salvador
INTECAP	Technical Institute for Training and Productivity, Guatemala
ITC	International Training Centre of the ILO, Turin
ITU	University Technological Institute, Argentina
MTEySS	Ministry of Labour, Employment and Social Security, Argentina
MTPE	Ministry of Labour and Employment Promotion, Peru
MTPS	Ministry of Labour and Social Prevision, Chile
MTSS	Ministry of Labour and Social Security, Cuba
MTSS	Ministry of Labour and Social Security, Uruguay
NQF	National Qualifications Framework
NTA	National Training Agency, Trinidad and Tobago
PARTNERSHIPS-SSTC	Partnerships and Field Support Department
REDIFP	Network of Vocational Training Institutes in Central America, Panama and the Dominican Republic
SEBRAE	Serviço Brasileiro de Apoio às Micro e Pequenas Empresas, Brazil
SECAP	Ecuadorian Occupational Training Service, Ecuador
SENA	National Learning Service, Colombia
SENAC	National Commercial Learning Service, Brazil
SENAI	National Industrial Learning Service, Brazil
SENAR	Serviço Nacional de Aprendizagem Rural, Brazil
SENATI	National Service of Skills Development in Industrial Labour, Peru
SENCE	National Training and Employment Service, Chile
SENCICO	National Standardization, Training and Research Service for the Construction Sector, Peru
SEST/SENAT	Social Transportation Service/National Transportation Training Service, Brazil
SETEC	Vocational and Technological Education Secretariat, Ecuador
SKILLS	Skills and Employability Branch Service, ILO
SNA EDUCA	Educational Corporation of the National Society of Agriculture
SNPP	National Service of Vocational Promotion, Paraguay
SPE	Public Employment Services

<b>SPPE</b>	Public Policies of Employment Secretariat Ministry of Labour, Brazil
<b>SPTS</b>	Secretariat of Labor and Social Welfare, Mexico
<b>TCM</b>	Technical Committee Meeting
<b>TVET Council</b>	Technical and Vocational Education and Training Council, Barbados
<b>TVET Guyana</b>	Council for Technical and Vocational Education and Training, Guyana
<b>UN</b>	United Nations
<b>UOCRA</b>	Argentinean Building Workers Union
<b>UOCRA Foundation</b>	Foundation for the Education of Construction Workers, Argentina
<b>UPACP</b>	National Union of Domestic Employees, Argentina
<b>UTHGRA</b>	Workers' Union of the Tourism, Hotel and Gastronomy Sector of the Republic Argentina
<b>VT</b>	Vocational training
<b>VTI</b>	Vocational Training Institution



International  
Labour  
Organization

