



International  
Labour  
Organization

CINTERFOR

# ► 2022 ILO/Cinterfor Annual Report

November 2022



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## ► Overview

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This report covers the period from November 2021 to November 2022.

Its contents refer to the following points:

- The status of implementation of the approved work programme for the biennium 2022-2023.
- The progress, innovation and main results in the Centre's means of action and services.







Estimates for U.S. agricultural exports by share of value



- Grains
- Meat, Poultry, and Fish
- Vegetables and Fruit
- Other
- Forest Products
- Mineral Products
- Other



## ► Contents

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|   |           |
|---|-----------|
| <b>Introduction</b>   | <b>7</b>  |
| <b>1. Status of implementation of the approved work programme for the biennium 2022-2023.</b>   | <b>9</b>  |
| A. To identify current mismatches between labour skills supply and demand and anticipate future needs for such skills.                  | 10        |
| B. Skills for work and lifelong learning policies, governance models and funding systems.   | 13        |
| C. Design and deliver innovative, flexible and inclusive learning options, encompassing work-based training and quality apprenticeships | 15        |
| D. Digital transition of skills development systems and strengthen digital skills   | 18        |
| E. Social dialogue and capacity building of tripartite constituents   | 20        |
| <b>2. Progress, innovations and main results in the Centre's means of action and services</b>   | <b>22</b> |
| <b>Appendix</b>   |           |
| Appendix 1: Videoconference cycle   | 27        |
| Appendix 2: Permanent Learning Platform   | 28        |







## ► Introduction

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Since the last meeting of the Programme and Budget Committee, which took place in Madrid on 15 November 2021, ILO/Cinterfor has progressed with the implementation of the first year of the biennial Work Plan approved by the 45<sup>th</sup> Technical Committee Meeting (TCM).

This plan was prepared around 4 axes: (1) labour supply-demand mismatches and anticipation; (2) labour skills and lifelong learning, governance and financing systems; (3) innovative, flexible and inclusive learning methodologies: on-the-job training and quality apprenticeships; and (4) digital transition and digital skills. It also has social dialogue, gender and inclusiveness as cross-cutting themes. At the same time, ILO/Cinterfor is carrying out additional activities that were incorporated into the plan after its approval.

The Centre's activities, whose progress is reported here, have been guided by the regional economic and social context and, in particular, the challenges faced by technical and vocational education and training (TVET) to make a significant contribution to the post-pandemic recovery.

In this regard, the LAC region is experiencing a slow and uneven recovery from the COVID-19 pandemic, with projected economic growth averaging 2.7 per cent, strong inflationary pressures, falling investment and rising inequality<sup>1</sup>. At the same time, the ILO warns that the slow recovery in regional employment rates is being accompanied by greater informality and an increase in the number of working poor<sup>2</sup>. More vulnerable groups such as youth and women continue to find it more difficult to access decent work. Learning was strongly impacted during the period of the pandemic, especially in relation to the drop in the number of hours students were able to dedicate to study, the shorter time available with their teachers, the high percentages

of students who had difficulty connecting and their reduced interaction with peers and teachers during the school cycle<sup>3</sup>.

While on the one hand, the digital transition in TVET has accelerated and new opportunities have emerged that need to be taken into account when designing public policies for vocational education and training, on the other hand, digital divides have also become more acute.

TVET institutions in the LAC region responded swiftly to the pandemic with initiatives that accelerated their use of digitalization. This catalysed emerging processes of change in pedagogical models, curriculum content, preparing and updating the skills of teachers and trainers, as well as funding and signing of new partnerships<sup>4</sup>. In the post-pandemic period, TVET institutions continue to deepen these transformations, seeking to broaden access to quality and relevant training opportunities.

Thus, TVET institutions played an important role during the pandemic and in the implementation of new practices and learning as in their returned to face-to-face learning. They have responded successfully by accelerating the digitization of their activities, training of teachers and strengthening the digital skills of learners.

In this context, the ILO/Cinterfor team has taken into account the urgent demands of TVET institutions, ministries and ILO constituents in the region for the development of knowledge in TVET, 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 the demands of the productive structure, the promotion of entrepreneurship and labour and productive inclusiveness.

In response to the request of the PBC in 2021, we have initiated the design and implementation of

1- ECLAC (2022). *Economic Survey of Latin America and the Caribbean 2022: Trends and challenges of investing for a sustainable and inclusive recovery* ECLAC, 2022.

2- ILO (2022). *Weak growth and the global crisis are holding back the recovery of the employment in Latin America and the Caribbean*. ILO, 2022.

3- IABD (2022). *¿Qué ha sucedido con la educación en América Latina durante la pandemia?* IABD, 2022

4- CAF; OIT/Cinterfor (2022). *Nueva normalidad y formación profesional: Aportes desde la experiencia de cuatro instituciones de formación*. CAF y OIT/Cinterfor, 2022.

a Vocational Training Observatory for the region. This is an important example that we are very attentive to the demands and feedback from TVET members and PBC representatives.

ILO/Cinterfor has given new impetus to the digital services unit (DSU) that originally emerged as a response to the restrictions on face-to-face delivery during the COVID-19 pandemic and, due to the very positive response from TVET institutions, will continue to deliver and consolidate its activities. Since its creation in the last quarter of 2020, the DSU has offered more than 54 virtual activities (including distance learning courses, webinars and videoconferences), providing events for the exchange of good practices and experiences, with the participation of more than 8 500 participants, in more than 30 countries. People from the management, technical and teaching teams of TVET institutions have participated in the virtual courses, thereby reinforcing their knowledge on topics such as: demand anticipation methodology using Big Data; learning assessment; project-based training; skills gaps; digitization; and inclusion of women in training for science and technology occupations (STEAM). The power of digital technologies and distance learning to bring together participants from all TVET institutions in the ILO/Cinterfor network in the same events, the creation of fruitful South-South cooperation relationships and the generation of communities of practice have been positive lessons learned from the pandemic.

Cinterfor is the ILO's specialised centre for TVET in the region and as such has developed technical capacity on issues such as national qualification frameworks, use of Big Data for skills demand anticipation, digitalization in vocational training, digital skills, apprenticeships, social dialogue in vocational training and skills for a green transition, among others.

New activities include Collaborative Innovation Programmes (CIPs) which were designed and launched in March 2022 and currently include horizontal cooperation initiatives between TVET institutions on topics such as: anticipation of demand for skills in green sectors; project-based training, institutional digital maturity; and digital course offerings. Other topics, such as the certification of skills in the care sector or for

migrant populations, are the subject of activities that may lead to new CIPs.

With the return to face-to-face work, the Centre's technical specialists have been re-authorized to travel and provide face-to-face technical assistance to member TVET institutions, and participation in national and international events has been resumed.

The ILO/Cinterfor Directorate has resumed visits to TVET institutions and face-to-face meetings with their directors, boards and technical teams, as well as missions to promote new institutional exchanges and the signing of agreements for new institutional collaborations.

The ILO/Cinterfor team monitors trends in TVET, with a focus on the skills needed to support productive restructuring in the region and to train the workforce for key sectors of growth, innovation, productivity, competitiveness, and with a focus on inclusion in vocational training. ILO/Cinterfor is working on the development of methodologies in the framework of lifelong learning<sup>5</sup> and has seen an increase in virtual services and the search for new arrangements for collaboration and innovation in vocational training.

Finally, ILO/Cinterfor is formulating a new initiative to mark the 60<sup>th</sup> anniversary of its creation in 2023. This initiative will be announced at the end of December 2022.

5- ILO (2021). *Shaping skills and lifelong learning for the future of work* International Labour Conference 109th Session, 2021.



## ► Status of implementation of the approved work programme for the biennium 2022-2023

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

In line with this, the Programme of Work included strengthening the capacity of TVET institutions and systems and tripartite constituents in five result areas:

- A. To identify current mismatches between labour skills supply and demand and anticipate future needs for such skills.
- B. To strengthen skills for work and lifelong learning policies, governance models and funding systems.
- C. To design and deliver innovative, flexible and inclusive learning options, encompassing work-based training and quality apprenticeships.
- D. To facilitate the digital transition of skills development systems and strengthen digital skills.
- E. Social dialogue and capacity building of tripartite constituents.

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



Group of representatives at the 45th Meeting of the Technical Commission - Madrid, November 2021.

## ► A. To identify current mismatches between labour skills supply and demand and anticipate future needs for such skills.

This outcome area was adopted taking into account the need to adapt the response of vocational training institutions and systems to the rapid transformations of productive sectors and occupations and 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 retraining and further training, prevent mismatches between skills supply and demand,

and equip skills development systems to anticipate future skills needs.

### Activities developed

- The Regional Employment and Training Observatory was designed and launched as part of the CIPs strategy undertaken by the Centre. This instrument will provide information on results and statistics on participants, gender, economic sector, among others



This activity includes the design and implementation of a dashboard with variables and indicators for socio-economic and TVET information; and will also facilitate access to analysed information on the findings and trends as a basis for empirical-based policies and decision making.

- The first meeting of this regional team was held in May and the annual survey on TVET statistics in the region was launched. The results will soon be available on the website.
- A section on the ILO/Cinterfor website dedicated to "[Big Data and the skills gap](#)" has been set up. It includes several relevant studies, documents and guidelines developed in line with national and international experiences.
- The training course "[Big Data: fundamental concepts and their uses in vocational training](#)" was designed and delivered (4 October to 30 November 2021, 41 participants from 14 institutions from 9 countries).
- The training course "[Big Data and Skills Gaps](#)" was designed and delivered (6 April to 29 July 2022, 36 participants from 16 institutions from 11 countries).
- Four videoconferences were held: "[Using big Data in the analysis of supply and demand in the labour market](#)" (20 April 2022); "[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 SENAI Brazil); and "[Applying Big Data in the analysis of skills profiles](#)" (6 October 2022).
- A publication "Practical guidelines for the use of Big Data and identification of labour gaps" was produced, which seeks to provide practical guidelines to facilitate the understanding, monitoring and application of massive data analysis techniques for informed decision making to implement policies for the analysis, measurement and closing of human talent gaps (this study is currently in the process of being finalized).
- 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, the training course "[Big Data and Skills Gaps: Technical assistance MTSS Uruguay](#)" was developed (12 September to 9 November 2022, 11 participants).
- As part of ILO's technical assistance to the Ministry of Labour, Employment and Social Security (MTESS) of Paraguay, an initial study (2020) and a guide for the measurement of the skills gap using administrative data from labour exchanges, "[Methodology for the identification of critical occupations and measurement of skills gaps for work - Paraguay](#)", was carried out. The measurement of gaps can be consulted in the developed dashboard.
- In 2021, an update of the study "[Changes in labour dynamics in Paraguay 2020-2021](#)" was carried out together with the update of the [dashboard](#).
- In 2022, the [study of the Paraguayan labour market](#) was updated once again, and a [report was generated on the recommendations for closing the Human Capital Gaps 2022](#) and another on [recommendations for improving the labour market databases 2022](#).
- Also in Paraguay, through a technical assistance agreement with CAF (Development Bank of Latin America), it was agreed to finance several activities related to the development of tools for measuring and mitigating the skills gap and the analysis of the relevance of TVET, along with capacity building for the Ministry of Labour to incorporate them into the labour observatory.
- 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.
- In this area, a [study of the digital technologies sector](#) in Panama was carried out with a view

to facilitating the development of the NQF (National Qualifications Framework). As part of the methodology applied, a [skills gap analysis](#) was conducted for this sector.

- Within the framework of the PAGE Uruguay Programme, the [Report on green and blue employment indicators in Uruguay 2021](#) was prepared and a study was carried out in 3 sectors (forestry, electric mobility and beekeeping) to identify training needs for the green economy.
- With ILO South-South and Triangular Cooperation funds, a CIP was designed and agreed to develop studies to anticipate demand in green sectors. In alliance with SENAI (National Industrial Training Service) and its occupational and technological prospection model, work will be carried out in 3 countries (Chile, Dominican Republic and Uruguay) between November 2022 and June 2023.

### Activities planned for 2023

- The CIP Regional Employment and Training Observatory will continue its planned phases of development, consultation and validation, with the aim of presenting the results achieved during the biennium at the 46th RCT.
- The annual survey on TVET 2022 data will be launched to collect the figures for the region and continue feeding the Observatory's database.
- Technical assistance on labour market and gap identification for the MTESS in Paraguay is planned to continue, together with the ILO Office for the Southern Cone.
- It is planned to continue technical assistance to Panama, for the development of the NQF, together with CAF and the Ministry of Labour.
- In the framework of the CIP to develop demand anticipation studies in green sectors, the provision of knowledge transfer,

technical support and monitoring workshops for the country teams will continue, as well as a Technical Meeting to present the results together with SENAI in mid-2023. The possibility of holding national events to present the respective studies will also be analysed, which has already been agreed in the case of Uruguay, in conjunction with the celebration of the 60th anniversary of the creation of ILO/Cinterfor in the host country.

- A presentation of good practices and international advances in demand anticipation will be included during the 46th Technical Committee Meeting of ILO/Cinterfor.
- A course will be developed for implementation during 2023 on the use of Big Data in the analysis of skills dynamics in the labour market. It will take advantage of ILO experience at headquarters and some advances of institutions such as SENAI.
- In addition, good practices in the use of Big Data for labour market analysis will continue to be documented and presented in the Centre's videoconference series.



## ► B. Skills for work and lifelong learning policies, governance models and funding systems.

This outcome area seeks to strengthen the role of TVET 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 aimed to generate capacity building, technical assistance and South-South cooperation to support the development and implementation of national skills development and lifelong learning policies, 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 developed

- The course Strengthening the institutional management of the Plurinational System for Skills Certification (SPCC) of Bolivia was held (8 November to 25 November 2021, with 64 participants).
- A course on "[Curriculum Design in National Qualifications Frameworks](#)" was organised (28 September to 11 November, 47 participants, 17 institutions from 12 countries).
- In the framework of this course, three videoconferences were generated which shared the experience of the European Training Foundation (ETF) and the presentation of a panel with 3 experiences from the region:
  - a. [Learning outcomes and qualifications frameworks](#), with the participation of Eduarda Castel Branco, ETF. (19 October)
  - b. [Curriculum design based on qualifications](#), with the participation of Jolien van Uden (26 October).
  - c. [Promotion of curriculum design by qualifications](#). Panel of experiences: Chile, Costa Rica and Colombia (4 November).
- A videoconference was held on "[New normal and vocational training. Experiences from 4 TVET institutions](#)". 29 March 2022. Panelists: Frederico Lamego, SENAI, Brazil; Carlos Mario Estrada, SENA, Colombia; Andrés Romero, INA, Costa Rica and Rafael Santos Badía, INFOTEP, Dominican Republic." (29 March).
- A report "[New normal and vocational training. Contributions from the experience of four training institutions](#)" was developed with the support of the CAF Development Bank.
- Technical assistance has been offered to the Ministry of Labour of Paraguay for the improvement of its employment and training policies. A joint design of an employability index and map is being developed with the Ministry's team. By 2023, this technical assistance will include the design and implementation of a course on the application of Big Data in the analysis of supply-demand imbalances and alignment with the supply of training for work.
- As part of the support to the Colombian Ministry of Labour in the design of mechanisms to move towards a national qualifications system, we participated at the [1st International Seminar: Recognition of Prior Learning via Qualification for Social Equity](#) convened by that Ministry, for the launch and analysis of its new legislation on the National Qualifications System.
- Cinterfor also participated, invited by the National Training and Employment Service of Chile (SENCE), in the [1st International Conference "Labour Training for the Future"](#), 6 September 2022, which brought together representatives of international and national TVET institutions and where Cinterfor presented the challenges of vocational training in the 21st century.

- ▶ In September, an induction videoconference on vocational training was offered to several new National Institute of Vocational Training (INFOP) directors in Honduras.
- ▶ A technical assistance process was developed for the Ministry of Labour of Panama to develop the NQF (National Qualifications Framework). In alliance with CAF, labour training routes, the referencing of training profiles and the proposal of qualifications are being developed. All of this means a new generation of relevant and quality training to be provided.
- ▶ In the last quarter, support will be provided to the Salvadorian Vocational Training Institute (INSAFORP) in the elaboration of its institutional strategy, as well as the updating of the TVET policy.
- ▶ ILO/Cinterfor maintains contact with the Network of TVET Institutions in Central America, Panama, Dominican Republic and Haiti and supports their actions in the areas of demand anticipation, teacher training and digitization of training.
- ▶ In the field of NQFs, technical assistance is being offered to the Pacific Alliance (PA) through the "College Montmorency" affiliated to CICan (College and Institutes Canada), selected by the PA, to develop a Regional Qualifications Framework for that alliance. This year the proposal will be finalised with a process of self-referencing and validation of the matrix and its levels and descriptors from the participating countries.
- ▶ Cinterfor participates in the group of experts convened by OECD Skills for the development of the equivalent of the PISA test for vocational training, in a process that is estimated to take a total of five years.
- ▶ The [analytical inventory of NQF development in the region](#), which is highly consulted at regional and international level, is being updated.
- ▶ A CIP was designed to develop a Diploma in Vocational Training Management, which aims to strengthen the capacities of the management teams of TVET institutions

to make decisions in the processes of anticipating demand, planning, management, implementation and evaluation of vocational training activities, considering the new scenarios and challenges arising from new trends. Work is being carried out together with Technical Institute for Training and Productivity (INTECAP) in Guatemala and SENAI.

- ▶ ILO/Cinterfor together with ILO/Skills is actively involved in the follow-up activities to the Resolution on Skills and Lifelong Learning adopted by the 109th International Labour Conference (2021). Specifically in the design of the ILO Strategy on Skills and Lifelong Learning 2022-2030. This innovative and forward-looking strategy has been approved by the ILO Governing Body at its 346th Session in November 2022.

### Activities planned for 2023

- ▶ The Diploma in Vocational Training Management will be implemented in two face-to-face workshops, addressing strategic issues for the top management of TVET institutions and systems. The first will be held in Guatemala in April, with INTECAP as the host institution. The second is scheduled for August in Brazil, with SENAI as the host institution.
- ▶ Within the framework of a strategic agreement between SENAI and ILO/Cinterfor, it is planned to adapt and make available to the institutions of our network, training activities aimed at strengthening the management capacities of training centre directors, training coordinators and trainers.
- ▶ It is planned to develop a course on policies and activities on the recognition of prior knowledge and skills and their certification. Contacts have been made to do so in alliance with ChileValora.

## ► C. Design and deliver innovative, flexible and inclusive learning options, encompassing work-based training and quality apprenticeships.

This result area was adopted taking into account the necessity to effectively address the needs of enterprises and achieve better employment outcomes for women and men through the development of an innovative, flexible and inclusive training provision. Also, the imperative to promote social dialogue to expand training opportunities in the workplace, as well as the acquisition of basic skills and digital skills.

Accordingly, this result area has 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 skills through innovative and digitally-based mechanisms. In particular, it took into account the impact of the COVID-19 pandemic and the need to give priority attention to youth, women and vulnerable groups.

### Activities developed

#### Training in the work environment

- The virtual course "[Quality Apprenticeships in the Caribbean](#)" was designed and implemented, in agreement with the ILO Office for the Caribbean countries, in English and aimed at institutions, enterprises and workers in the countries of that subregion. (11 April to 20 May 2022). The course involved 20 participants from 10 institutions from Barbados, Belize, Guyana, Jamaica and Trinidad and Tobago.
- A community of practice has been created that brings together participants from the various editions of the Quality Apprenticeships Workshop Course (in 2020 and 2021). Virtual meetings are promoted regularly to share the progress, challenges, difficulties and good practices of all in the implementation and development of apprenticeships in the respective institutions and countries.
- It should be noted that these were virtual courses with a strong synchronous interaction between participants, where each national team developed a roadmap to work in the country, accompanied by the assistance of a specialized tutor in the field.
- A joint study was carried out with the European Union's EuroSocial+ Programme and the Federal Institute for Vocational Training (BIBB) of Germany, "[Good business practices in the management of quality apprenticeships in Latin America](#)", which examines in-depth the involvement of private sector actors in apprenticeships in five countries (Chile, Colombia, Costa Rica, Peru and Mexico), seeking to identify good practices and generate public policy recommendations for greater involvement of businesses in offering apprenticeships.
- A study on the regulatory frameworks (legal and regulatory) for apprenticeships in six countries in the region (Argentina, Brazil, Colombia, Costa Rica, Dominican Republic and El Salvador) was carried out in conjunction with the Global Apprenticeship Network (GAN).
- With regard to the promotion of partnerships and horizontal cooperation between vocational training institutions in the countries, the ILO/Cinterfor's support for the Alliance for Dual Training in Latin America and the Caribbean, created in 2021 at the initiative of CONALEP in Mexico and the BIBB in Germany, stands out. Its objective is to stimulate and channel horizontal cooperation between national TVET institutions in the field of dual training/apprenticeship, share good practices, knowledge and experiences in the field. ILO/Cinterfor has fulfilled the role of the Technical Secretariat of the Alliance since its creation.
- A Memorandum of Understanding was signed with the Organisation of Ibero-American States, which has identified the field



of apprenticeships as one of the main axes of joint work at the regional level.

- Progress is being made in defining alliances and collaborations with national institutions outside the region, specifically with the US DOL in the United States and CICAN in Canada.
- Collaboration has been ongoing with the Skills Department in ILO Headquarters in Geneva. This collaboration was manifested in the support of ILO/Cinterfor in obtaining information and data on apprenticeships in countries of the region for the generation of knowledge products on the subject on a global scale; the participation of ILO/Cinterfor in the ADULT Project on apprenticeships, with funding from the Government of Flanders; the invitation of Skills Geneva staff in events linked to the Alliance for Dual Training in Latin America and the Caribbean in 2021; the participation of an ILO/Cinterfor technical specialist in the Technical Secretariat of the International Labour Conference in 2022 in the normative discussion in view of the adoption of a new Standard on apprenticeships in Latin America and the Caribbean in 2021.

### Promotion of pedagogical innovation through the Project Based Training approach

- A course on "Project-based training for the development of cross-cutting and socio-emotional skills" was held in Portuguese in 2021 for 38 participants from five institutions from Brazil and Cape Verde.
- The videoconference "Harvesting what has been sown: Impacts of pedagogical research in comprehensive vocational training" was held (15 December 2021), together with the SENA team showing the progress made by this institution.
- A technical cooperation process was initiated to National Commercial Training Service (SENAC) in Sao Paulo to carry out a study to analyse the results and lessons learned in the application of the integrated project-based training model, the implementation of which began in 2015.

- With ILO South-South and Triangular Cooperation funds, the implementation of the CIP: Project "Development and Strengthening of Project-Based Training" has begun, in which it is foreseen:

- a. the documentation of at least three models of project-based training (PBT) in the Southern Cone, Central America and Andean region;
- b. the establishment of a community of practice in this field.

- The activities already advanced in the framework of this Project include the documentation of six national experiences in the use of project-based training, and the design of a course on this topic to be implemented at the beginning of 2023.

### Skills assessment and certification

- The course "Assessment strategies in a skills-based approach" was held (2 May to 8 July 2022, 19 participants from eight institutions in seven countries).
- The videoconference "Certification of competences and e-credentials" (27 October 2022) was held with the expert in new technologies and educational models, Gerardo Kargl.

### Promoting inclusion through greening of the world of work and vocational training (in the framework of the PAGE-Uruguay Programme)

- In joint activities with the MTSS and the National Directorate of Employment (DINAE), several processes have been developed and various products have been achieved.
- Two capacity building processes for technical teams of organizations working with people with disabilities and rural women on hydroponic-based means of agricultural production, as well as generating green jobs and the promoting sustainable environmental practices.



- A process of capacity building in environmental issues and green employment for rural women over 45 years of age was generated in the country, entitled [Know, learn and build](#).
- A support programme for young entrepreneurs was developed, with subsequent mentoring and seed capital for the selected enterprises.
- [Two workshops](#) were implemented with MTSS technicians from Montevideo, Canelones, Paysandú, Rocha and Rivera provinces to strengthen capacities and knowledge on environmental issues, green jobs, green and productive initiatives.
- A training [course for facilitators for micro and small enterprises in Cleaner Production](#) was developed, in alliance with the University of Montevideo and National Institute for Employment and Vocational Training (INEFOP).
- A course for the mainstreaming of the environmental perspective in vocational training is being implemented, developed together with INEFOP, for technical staff of the country's training entities and INEFOP.
- A [methodological guide for mainstreaming](#) the environmental perspective in training was produced.
- A [video synthesis](#) of everything that has been done in the framework of the Programme was produced.

### Promotion of gender equity

- A new edition of the course [Gender equity strategies through the development of STEAM](#) skills was held in Spanish and Portuguese (2 May to 8 July 2022, with 20 participants from 16 institutions from 11 countries).
- A meeting of participants from both editions of the course is being organized for the end of November to exchange progress and perspectives on existing challenges for

promoting gender equity activities in their respective institutions.

### Activities planned for 2023

- Further regional studies are foreseen, in partnership with relevant actors in the international arena, on dual learning/training and its anchoring and development in Latin America and the Caribbean.
- In the framework of the CIP "Development and strengthening of project-based training", it is foreseen to offer the course currently under design in Spanish in April 2023, as well as to hold a technical meeting on this issue in March 2023.
- Progress will also be made in piloting PBT applications in selected institutions, including the development of guidelines and working models per institution,
- In agreement with SENAC and the Turin centre, a portal of dynamics and facilitation strategies for the development of transversal and socio-emotional skills will be created.
- In the framework of PAGE activities in Uruguay, a training workshop on green jobs and vocational training is planned for representatives of the workers' and employers' associations.
- A new edition of the courses: Gender and STEAM competences and Evaluation strategies in a competence-based approach.

## ► D. Digital transition of skills development systems and strengthen digital skills.

Taking into account both the opportunities and challenges - exposed during the COVID-19 crisis - that digitalization poses for skills development systems and lifelong learning, ILO/Cinterfor aimed through this outcome area to support countries in their efforts to adapt their TVET systems to the new digital society. In this regard, it aimed to support the development of the capacities of institutions and systems to improve social dialogue, access to skills and training materials and resources improvement, as well as training, assessment and certification activities.

### Activities developed

- A course on "[Leadership for Industry 4.0](#)" was developed together with SENAI, where 52 participants from 15 institutions from 12 countries participated.
- The course "[MSEs and digitalization: context and policy design](#)" (5 September to 7 November 2022, involving 31 participants from 9 institutions from 6 countries).
- A cooperation between SENAI and the Confederation of Private Entrepreneurs of Bolivia (CEPB) was articulated for the development and delivery of the course "[Academic planning, methods and teaching strategies for the development of technology-assisted training](#)", aimed at INFOCAL trainers. The course will run from October to December 2022 and has 40 participants.
- Development of a virtual conference on "[Digitalization, productivity and vocational training, a view from the region](#)" with the participation of specialists Gabriel Burdin, Juan Bogliaccini and Merten Sievers from ILO.
- A conference on "[Digital maturity in vocational training](#)" was held on 20 September, with presentations by Hugo Nakatani from SENAI and Iñaki Tellería from TKNKA of the Basque Country.
- A videoconference was held on [Distance rural vocational training: SENAR's experience](#) (18 October 2022) where Maria Cristina Ferreira and Larissa Area Sousa from SENAR of Brazil presented the experience, lessons learned and challenges of the subject.
- About the progress of digitalization and the contribution of training to the transition processes towards a digital economy, three studies were carried out with their respective reports:
  - a. "Digital skills training in Micro and Small Enterprises in Latin America and the Caribbean: state capacity, policy legacies and opportunity". Bogliaccini, J.; Alvarez, E. ILO/Cinterfor Notes No. 15. [Digital skills training in MSEs in Latin America and the Caribbean](#) (available in Spanish).
  - b. "Digitalization, productivity and employment: Elements for thinking about vocational training in Latin America". Burdin, G. ILO/Cinterfor Notes No. 14 [Digitalization, productivity and employment](#) (available in English and Spanish).
  - c. "Youth, digital skills and vocational training in Latin America and the Caribbean", developed by CIESU to analyse the potential access of young people, particularly vulnerable youth, to digital skills (the text is currently under revision).
- For the CIP "Regional Portal of Vocational Training Courses" at least 50 courses have been identified that could form part of the course catalogue. SENAI has offered a platform and progress is being made in this activity. It has been agreed with SENAI that all information generated from this portal will be accessible by all participating TVET providers. A workshop has been developed to train partners in the use of the platform.
- The implementation of the CIP "Self-diagnosis tool on institutional digital maturity" was launched. Within this framework, an



adaptation of the SELFIE analysis framework published in Portuguese and Spanish was developed together with SENAI. In addition, the process of conducting pilot applications of the tool was initiated for a total of five institutions: SENAI, Centro Paula Souza, INTECAP, National Service of Skills Development in Industrial Labour (SENATI) and Technological University of Uruguay (UTEC).

- A sub-site on "[Digitalization in vocational training](#)" has been created, which seeks to address this phenomenon and its impact on the productive matrix and the workforce from a multi-focused perspective. Available in Spanish and English.

### Activities planned for 2023

- To continue with the collaborative Innovation Project "Self-diagnostic tool on institutional digital maturity" with the following activities and expected outputs:
  - a. To create a digital maturity index,
  - b. To develop a software for the application of the tool and generation of statistics.
  - c. To adjust the tool to a signature logic.
- To continue with the Collaborative Innovation Project "Regional portal of vocational training courses". It is planned:
  - a. To incorporate more institutions
  - b. To develop academic activities around the provision of courses,
  - c. To develop a business model to dynamise the portal.
- To develop a post-graduation (lato sensu) in digital skills for trainers with the support of SENAI and the Skills Department of the ILO in Geneva.
- To develop a regional competition in the development of educational technologies, possibly with support from SENAI and other regional partners.
- The leadership course in the context of Industry 4.0 will be offered again.
- Two editions of the course on digital skills designed for INFOCAL will be held.



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

Social dialogue and capacity building of tripartite constituents is a cross-cutting dimension of ILO/Cinterfor's work, in which permeates the other areas of work informed in this report.

However, for the purposes of visualisation and assessment, we present here a section on what has been accomplished in this area in the last year and what is planned for the rest of this biennium.

### Activities developed

- A regional bipartite social dialogue process was carried out in 2021 between employers' and workers' representatives in the region. This was a pioneering initiative convened by ILO/Cinterfor, with the support of ACT/EMP and ACTRAV, with the aim of creating a space for dialogue and building an environment of trust that would facilitate agreements between workers' and employers' organizations in the region on TVET, with the goal of forging a shared vision on various aspects of vocational training throughout the process.
- There were four thematic meetings devoted to topics previously agreed with the social partners, namely: i) vocational training and its link with technological innovation and digitalization; ii) vocational training with a youth and gender perspective; iii) innovation in vocational training, and; iv) vocational training and sustainability. The process culminated in a meeting to discuss and agree on the final document of the process.
- The outcome of this process was presented at the ILO/Cinterfor Technical Committee Meeting in Madrid in 2021.
- Consensus emerged among the participants in this process that the document of agreement was a point from which it is necessary to deepen bipartite or tripartite social dialogue on TVET training in the region. ILO/Cinterfor remains available to offer technical assistance in order to continue the momentum achieved in 2021. In this regard, it looks forward to receiving the guidance and demands of the constituents, with the collaboration of ACT/EMP and ACTRAV.
- Activities have continued to be developed for the capacity building of representatives of tripartite constituents (especially workers and employers) and their qualified participation in institutionalised social dialogue on training, in particular in the national TVET institutions that are members of the ILO/Cinterfor network.
- Activities have been organised at regional level in the form of webinars, workshops and discussions on a wide range of topics, often at the request of the above-mentioned organisations, sometimes proposed by ILO/Cinterfor.
- The social partners have been invited to nominate representatives to participate in many of the ILO/Cinterfor virtual courses.
- The courses where they have participated include: Quality Apprenticeships in Latin America and the Caribbean 2021 and 2022; Big Data: Fundamental Concepts; Big Data and Skills Gaps; Assessment Strategies in a Competency-Based Approach; Gender Equity Strategies through the Development of STEAM Competencies; Leadership for Industry 4.0; MSEs and Digitalization: Context and Policy Design.
- A virtual activity on Digitalization and SMEs was organised for employers on 19 October, with the participation of 60 representatives.

### **Actions planned for 2023**

- Preparatory activities for the 111th session of the International Labour Conference, which is expected to adopt a new International Labour Recommendation on Apprenticeships, and for which preparatory events and processes will be carried out to prepare the respective positions, with technical input from ILO/Cinterfor.
  - Dissemination, discussion and capacity building activities on digital skills and the digital transformation of the productive structure (in particular among SMEs) and TVET institutions.
  - Coordination with representative workers' and employers' organizations and with ACTRAV and ACT/EMP colleagues to meet the demands arising from constituents in terms of strengthening their role in national TVET systems and in spaces for institutionalized social dialogue on training.
- Provide technical assistance and coordination in efforts to deepen bipartite or tripartite social dialogue at the regional level on TVET, thereby on the process developed in this field in 2021.





## ► Progress, innovations and main results in the Centre's means of action and services

The process of innovation in the Centre's means of action and services has continued to develop on three fronts simultaneously: capacity building actions for TVET institutions and tripartite constituents; knowledge generation and management; and collaborative innovation.

In terms of capacity building, the provision of virtual courses, which was taken up in 2020, has been consolidated as one of its main service areas for the provision of technical assistance. This process, however, does not end with the implementation of these courses. Each of them involves the strengthening of institutional teams, which develop projects, roadmaps or initiatives to be implemented in their respective institutions, while at the same time establishing networks and thematic communities of practice and exchange. The latter, in turn, is the basis for subsequent capacity building and cooperation activities. These products (projects, roadmaps or initiatives) of the courses are the raw material for driving transformations and innovations in the TVET institutions of the ILO/Cinterfor network.



### Plataforma de aprendizaje permanente de OIT/Cinterfor

Cursos disponibles



**Red de Conocimiento sobre FBP**  
Este es un espacio originalmente creado para la interacción entre los puntos focales de las IFP par...



**El diseño curricular en los Marcos de Cualificaciones**  
El diseño curricular en los marcos de cualificaciones 28 de septiembre al 11 de noviembre de 2022...



**Planificación académica, métodos y estrategias didácticas para el...**  
Curso especializado en planificación académica, métodos y estrategias didácticas para el desarro...



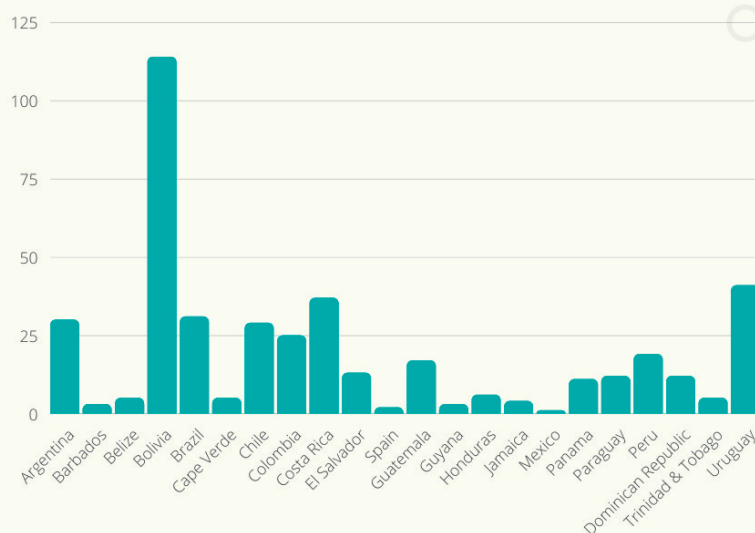
**MYPE y Digitalización**  
MYPE y Digitalización: contexto y diseño de políticas. 5 de Setiembre al 7 de noviembre de 2022...

In the reporting period, 12 distance learning proposals were developed and delivered, enabling capacity building for **395** participants from **63** institutions in **22** countries in the region, who were able to produce more than **100** projects and roadmaps for action.

Videoconferencing and other virtual exchange activities are a modality that expanded during the pandemic, and have remained a permanent feature of the Centre's work. In this regard, a total of **12** videoconferences have been held during the reporting period, involving the participation of more than **5 500** participants, both during the event as well as accessing the content generated afterwards online.

The Centre's strategy of making all material, including session recordings and shared presentations, available immediately after the event has been a key element in this impact.

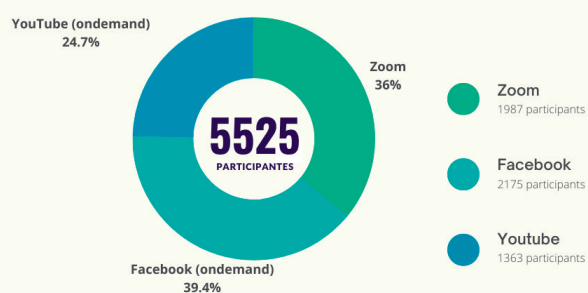
### Number of course enrolments per country



### Percentage of course participants by gender



### VC participants by platform



**111 synchronous meetings**

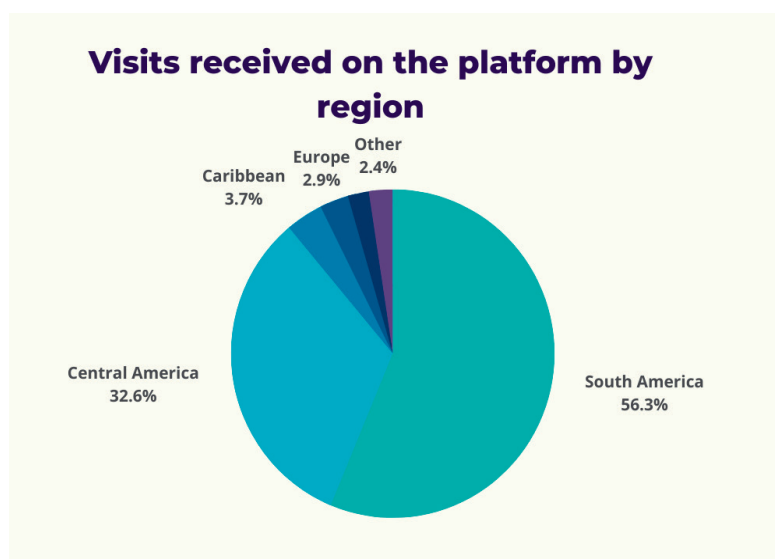
**+ 180 hours online**



Knowledge generation and management, on the other hand, involves more than conducting studies and research and their subsequent dissemination. Strictly speaking, it is a continuous cycle in which information is captured through various channels (studies and research, identification of experiences and innovations in the framework of technical assistance missions, exchange spaces such as thematic networks, face-to-face or virtual events, identification of information and knowledge from external sources, etc.). This feeds knowledge bases, publications and new spaces for exchange. ILO/Cinterfor's knowledge management platform systematizes, organizes and makes all the information available.

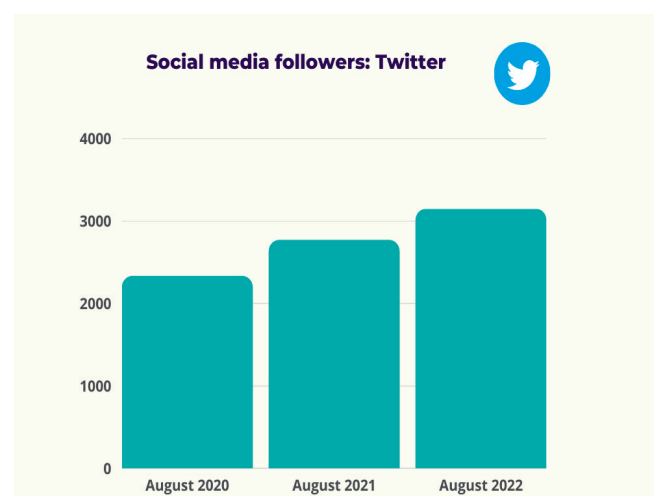
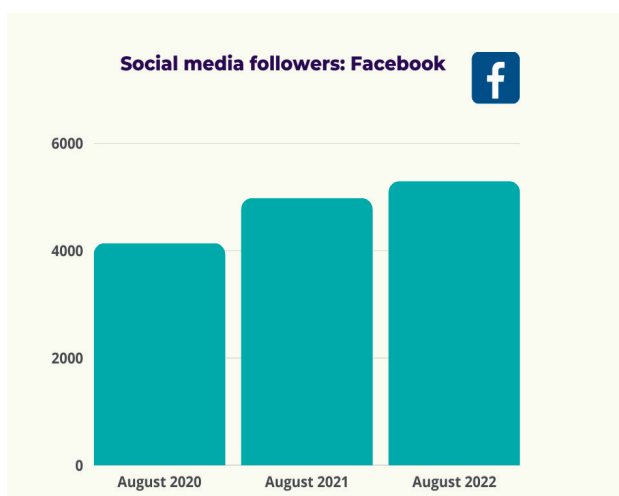
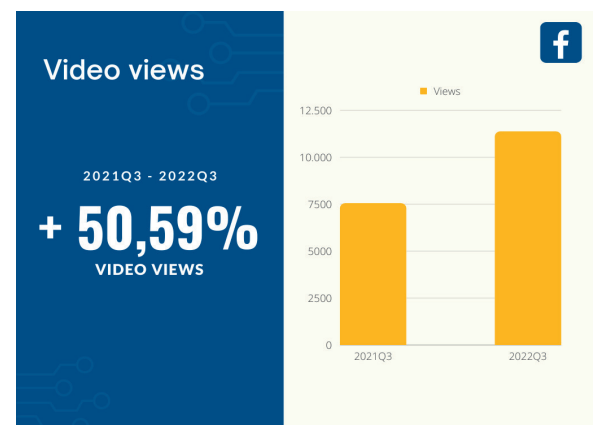
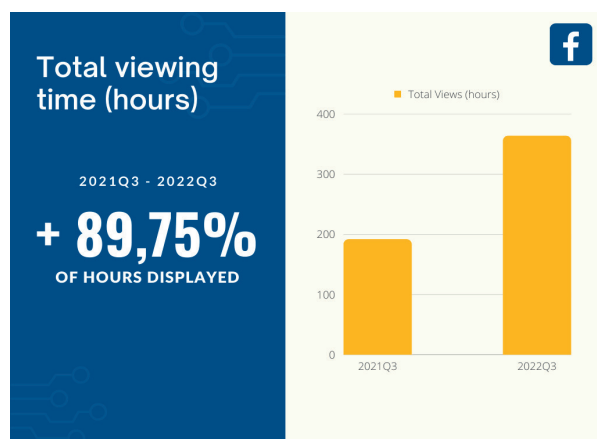
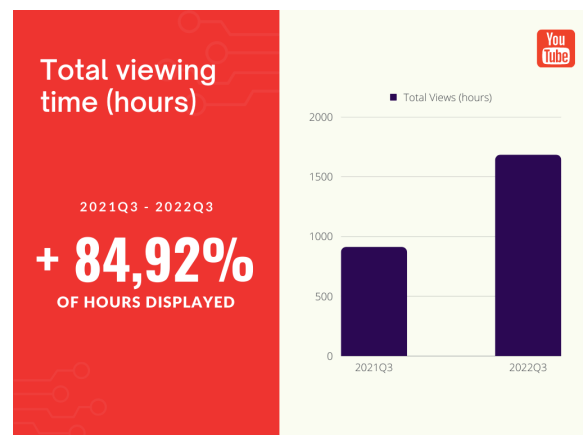
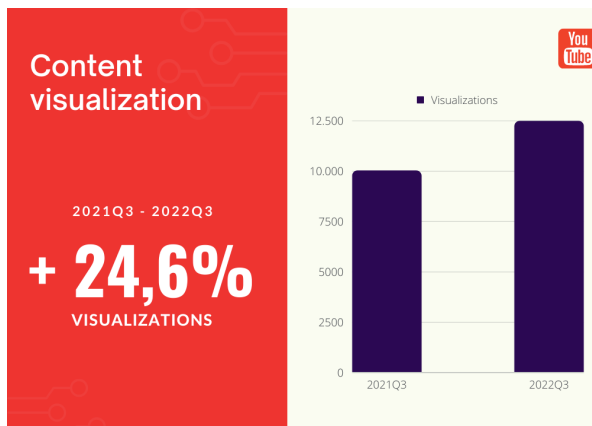
Reviewing some of the main indicators of the Centre's platform, it can be seen that for the period of time analyzed, **88.91 %** of the visits were from countries in the Americas, with Mexico, Colombia, Peru, Argentina, Ecuador, Dominican Republic, Guatemala, Chile, Bolivia and Uruguay as the countries from which most visits are received.

The growth of visits to the site has remained constant, as has the number of followers on social networks. In the 12 month reference period (from the 3er quarter of 2021 to the 3er quarter of 2022), the website received a total of **1 145 768** visits, which represents an increase of more than **50 %** compared to the previous period. There is also a steady growth of followers on Twitter, Facebook, LinkedIn and Youtube.





In terms of the use of the resources published on YouTube and Facebook, there has been a significant increase in the number of hours during which Cinterfor's content has been viewed.



### Collaborative Innovation Projects (CIPs)

The promotion of collaborative innovation projects (CIPs) has been one of the most recent innovations launched by ILO/Cinterfor. Announced in the TCM 2021, six CIPs have been launched this year, aimed at developing shared-use products and solutions through cooperative arrangements.

Thus far, these projects cover the following areas:

- a. Capacity building for vocational training management. This CIP is initially oriented to the top management of institutions through immersion events on key topics of vocational training. Complementary initiatives are being programmed to make training available to school managers, key process coordinators and trainers.
- b. The Regional Observatory of Vocational Training.
- c. The adaptation and application of self-diagnosis tools for digital maturity in TVET institutions and centres.
- d. The development of prospective studies in green sectors.
- e. Creation of the virtual regional portal of vocational training courses; e) pedagogical innovation through project-based training.



### CinterforCast - Cinterfor's podcast

ILO/Cinterfor generated its own Podcast series, dedicated to reflecting on the challenges in the field of training and employment together with specialists in various current topics.



CinterforCast - Episode 1: 80th Anniversary of the National Industrial Training Service of Brazil. Anne Caroline Posthuma, Director of ILO/Cinterfor interviews Rafael Lucchesi, Director General of SENAI.



CinterforCast - Episode 2: Quality apprenticeships - towards an international labour standard, with Gonzalo Graña



CinterforCast - Episode 3: Digitalization and vocational training, with Rodrigo Filgueira



CinterforCast - Episode 4: Vocational training in Guatemala. 50 years of INTECAP, with Dennis Rodas, the Director General of INTECAP, Guatemala.

## ► Appendix 1

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### Videoconference cycle

- **Harvesting what has been sown: Impacts of pedagogical research in comprehensive vocational training.** 15 December. Panelists: Adriana Londoño Cancelado; Edgar Navas y Wolfgang Latorre. SENA, Colombia
- **New normality and vocational training. Experiences from 4 TVET institutions.** 29 March 2022. Panelists: Frederico Lamego, SENAI, Brazil; Carlos Mario Estrada, SENA, Colombia; Andrés Romero, INA, Costa Rica and Rafael Santos Badía, INFOTEP, Dominican Republic.
- **Using Big data in the analysis of supply and demand in the labour market.** 20 April 2022. Panelist: Sonia Gontero, ECLAC.
- **Using Big Data to anticipate and meet the demand for skills. ILO experience.** 11 May 2022. Panelist: Ana Podjanin, ILO.
- **Occupational intelligence: monitoring labour market data for decision-making.** 26 May 2022. Panelists: Anaely Machado, Maria Conceição Lima Afonso and Marcello Pío, SENAI Brazil.
- **Digitalization, productivity and vocational training, a view from the region.** 15 June 2022. Panelist: Gabriel Burdin, Juan Bogliaccini and Merten Sievers, ILO.
- **Digital maturity in vocational training.** 20 September 2022. Panelists: Hugo Nakatani, SENAI, Brazil and Iñaki Tellería, TKNKA, Basque Country.
- **Applying Big Data in the analysis of skills profiles.** 6 October 2022. Panelist: Verónica Escudero, ILO.
- **Distance rural vocational training: SENAR's experience.** 18 October 2022. Panelist: Maria Cristina Ferreira and Larissa Area Sousa from SENAR of Brazil.
- **Learning outcomes and qualifications frameworks.** 19 October. Panelist: Eduarda Castel Branco, ETF.
- **Curriculum design based on qualifications.** 6 October 2022. Panelist: Jolien van Uden, ETF.
- **Certification of competences and e-credentials.** 27 October. Panelist: Gerardo Karl
- **Promotion of curriculum design by qualifications.** 4 November. Panelists: Laura Vargas, INA, Costa Rica; Marcela Arellano, DUOC, Chile and Andrés Jaramillo, Ministry of Education, Colombia.



## ► Appendix 2

### Permanent Learning Platform

- **Big Data: fundamental concepts and their uses in vocational training**  
4 October to 30 November 2021  
41 participants: 18 women and 23 men  
14 institutions  
9 countries
- **Strengthening the institutional management of the Plurinational System for Skills Certification (SPCC)**  
8-25 November 2021  
64 participants: 24 women and 37 men  
2 TVET  
Bolivia
- **Big Data and skills gap**  
6 April to 29 July  
36 participants: 17 women and 19 men  
16 institutions  
11 countries
- **Quality Apprenticeship in the Caribbean**  
11 April to 20 May  
20 participants: 13 women and 7 men  
16 institutions  
5 countries
- **Assessment strategies in a skills-based approach**  
2 Mayo to 8 July  
19 participants: 11 women and 8 men  
8 institutions  
7 countries
- **Gender equity strategies through the development of STEAM skills (Spanish and Portuguese)**  
6 June to 12 August  
34 participants: 27 women and 7 men  
13 institutions  
11 countries
- **Leadership for Industry 4.0**  
8 August to 30 September  
52 participants: 21 women and 31 men  
15 institutions  
12 countries
- **MSEs and digitalization: context and policy design**  
5 September to 7 November  
31 participants: 15 women and 16 men  
9 institutions  
6 countries
- **Big Data and Skills Gaps: Technical assistance MTSS Uruguay**  
12 September to 9 November  
11 participants: 6 women and 5 men  
Uruguay
- **Curriculum Design in National Qualifications Frameworks**  
28 September to 11 November  
47 participants: 21 women and 20 men  
17 institutions  
12 countries
- **Academic planning, methods and teaching strategies for the development of technology-assisted training**  
17 October to 9 December  
40 participants: 23 women and 17 men  
INFOCAL, Bolivia



International  
Labour  
Organization

CINTERFOR