



International
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CINTERFOR



► **ILO/Cinterfor
2020-2021
Management Report and
2022-2023
Action Plan**

**November 2021
Madrid, Spain**



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

The Centre publications can be obtained through ILO/Cinterfor office Avda. Uruguay 1238, Montevideo, Uruguay, e-mail: oitcinterfor@ilo.org. Fax: 2902 1305, Tel.: 2902 0557.

Web site: www.oitcinterfor.org

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Prologue

The paper submitted below by the Director of ILO/Cinterfor, comprises:

- ▶ The management report for the period August 2019 – October 2021.
- ▶ A workplan proposed for the period 2022 – 2023.

It has been prepared for analysis and discussion during the 45th Meeting of the ILO/Cinterfor Technical Committee (Madrid, Spain, 16-18 November 2021).

It contains, first of all, a summary of the innovations introduced at the Centre's various levels of operation, of activities and outcomes achieved over the last two years, as well as a report on financial resources.

It also includes a workplan for the biennium 2022-2023, which will be enhanced by discussion and proposals during the preparatory meetings and activities.

It should be noted that, both in its structure and in its style, this paper differs from previous management reports. This is partly due to the fact that we are reporting on a period with absolutely exceptional characteristics as a result of the COVID-19 pandemic. The fundamental reason for this change is that it has been deemed necessary to reflect the transformation process undertaken by the Centre, with the aim of strengthening its role in promoting innovation in vocational training.

On the occasion of the 44th Meeting of the Technical Committee (Montevideo, August 2019), the workplan for the biennium that is now ending was approved. It contained both mission-related and programmatic aspects.

 **Part 1:**

Management Report

Mission-related aspects were related to the need for the Centre to continue to systematically and cumulatively improve its internal work procedures, its modes and mechanisms of action, its coordination with the technical services offered by headquarters and ILO's offices in the field, as well as to develop new strategic partnerships with national and international cooperation and development agencies. All of which, in order to contribute actively and effectively to the leadership of the ILO, in particular in terms of strengthening cooperation and partnerships for development, sharing good practices, fostering innovation, as well as promoting tripartism and social dialogue in its field of action.

Programmatic aspects, meanwhile, involved focusing ILO/Cinterfor's action in nine thematic areas. These areas concerned:

- a. achieving close alignment with production development policies and technological change;
- b. strengthening tripartism and social dialogue in training;
- c. improving regulatory frameworks and funding schemes;
- d. achieving greater synchronization with formal education;
- e. promoting quality apprenticeship through cooperation between governments, businesses and trade unions;
- f. strengthening institutional management and information systems;
- g. innovating, methodologically and technologically;
- h. promoting greater relevance and adjustments to foster social inclusion; and
- i. linking with employment services and other labour market policies.

The following two sections outline the actions and outcomes in both of these dimensions.

1. Progress in transforming the Centre and responding to the COVID-19 crisis

In accordance with the commitments undertaken at the 44th TCM and the Programme and Budget approved by the ILO Governing Body, in 2020 ILO/Cinterfor implemented a strategic planning process, with two objectives:

- ▶ reinforce its capacity to support innovation in vocational training policies, systems and institutions;
- ▶ shed light on and contribute to fulfilling the transformative potential of vocational training in areas such as equity, combating poverty, productivity growth and production transformation.

The necessary focal points for innovation identified in this exercise were:

- ▶ In its means of action, outputs and services, particularly by digitizing its technical assistance, capacity-building and information management services.
- ▶ In ways of engaging with network members and other key partners, both within and outside the region, based on collaborative strategies.
- ▶ In knowledge generation, capture, analysis and management, in support of evidence-based decision-making.

The advent of the restrictions imposed by the COVID-19 crisis did not modify these focal points; however, implementation processes were clearly accelerated and the learning and response curve of the Centre's team became steeper.

As a result, ILO/ Cinterfor's actions, rather than slowing down, increased. Although face-to-face activities could not be carried out as from March 2020, communications, exchanges and activities in support of its network institutions increased in number and frequency. This made it possible both to put in place a rapid and timely response to the demands of Vocational Training Institutions (VTIs) that emerged as a result of the COVID-19 crisis, as well as to advance in the realization of the workplan drawn up for the biennium.

In the response to COVID-19, the ILO/ Cinterfor network's VTIs had the opportunity to share their own experiences and lessons learned, and to benefit from the knowledge of other institutions and countries. Both the response to the pandemic and the path towards recovery have been built collaboratively by all the countries in the region.

With regard to the workplan, thanks to the innovations introduced in the three focal points mentioned, actions were moved forward and significant outcomes were obtained in the nine thematic areas programmed.

Before going into detail regarding actions and outcomes, we should, albeit briefly, outline the more specific aspects of the innovation process carried out.

1.1 Innovations in means of action, outputs and services

In the late 1990s, ILO/Cinterfor was already pioneering the incorporation of the new information and communication technologies. In the 20 years that followed, a digital platform for information and knowledge management has been consolidated that gradually makes available publications, knowledge and experience banks, documents, statistics and virtual areas for sharing and learning (such as the Cinterfor Virtual Space - EVC for its acronym in Spanish). However, until the last biennium, a high proportion of exchange, horizontal cooperation and technical assistance activities continued to take place on a face-to-face basis.

In the analysis and strategic planning that the Centre's team began to carry out in the final months of 2019, and which continued during the first months of 2020, two opportunities for improvement were identified.

The first was that there was an interesting scope for **engaging in more systematic actions aimed at developing the skills of VTIs and of our constituents**. This involved moving progressively from structuring responses to specific VTI demands, to longer-term and cumulative processes. Accordingly, in the months prior to the crisis caused by the pandemic, we had begun to design a new offer of courses focusing on key issues and of cross-cutting interest to our entire network.

The second related to **continuing to build up the use of new digital technologies**, as tools that make it possible to expand the scope and coverage of our services, facilitate the coordination of agendas and the participation of specialists and, in general, improve our efficiency by maximizing the use of available financial and human resources.

In the first months following the outbreak of the pandemic, when it was evident that face-to-face training activities would have to cease, the Centre reacted quickly by generating a mechanism to connect with our institutions on the basis of videoconferences. During

the critical period, these became weekly events on emerging issues related to Vocational Training. Advances in the digitization of this process have also made it possible to extend it to other specific contacts and workshops, mainly at a distance.

The lessons learned during those critical months, as well as the notion of effectively taking advantage of these areas of opportunity, and with the incentive provided by the challenges that the pandemic generated for VTIs and the consequent need for the ILO/Cinterfor to measure up to its task, resulted in our creating a new digital services area (DSA) capable of providing support in five key aspects:

- ▶ Developing a new range of distance learning courses.
- ▶ Conducting virtual events: workshops, technical meetings, conferences and virtual seminars.
- ▶ Virtual technical assistance activities in keeping with VTIs' requirements.
- ▶ Horizontal cooperation activities.
- ▶ Improving and maintaining the knowledge management platform.

Various actions converged so that the DSA could be created and it immediately began to provide support. Financial resources were channelled from regular budget lines whose levels of implementation, owing to the circumstances, were foreseen to be low (for example, missions). New work processes were identified and organized, including a redefinition of tasks and responsibilities among the Centre's staff. Two new roles were created and filled, progressively and when it became possible, one in information and communication and the other in digital technologies.

The inclusion of a **new offer of distance learning courses** on subjects of common interest has been one of the most notable developments in this biennium. One aspect is that they were part of the ILO/Cinterfor's response plan to the COVID-19 emergency, insofar as they became a fundamental tool to continue supporting VTI and constituents' capacity building. Based on the new technologies available, they enabled the training of work teams on issues that form part of the regional agenda for transformation and innovation in vocational training.

In 2020, and during the months in which face-to-face training was suspended in most countries, 145 participants, from 21 VTIs in 16 countries, had the opportunity, through the courses offered by the ILO/Cinterfor, to continue building capacity in topics such as the design and implementation of National Qualifications Frameworks; Quality

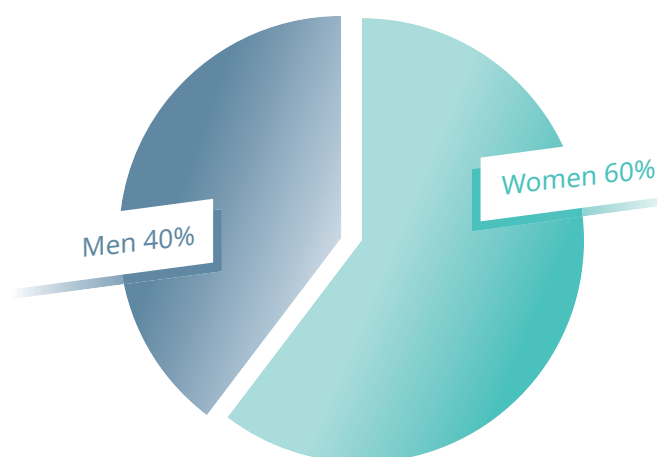
Apprenticeship policies; or the Mainstreaming of Occupational Safety and Health (OSH) in vocational training programmes.

In 2021, the course on Quality Apprenticeship in Spanish (for a new range of countries) was replicated, and work was done on preparing an unpublished edition in English for the Caribbean countries (to be delivered in 2022), as well as the course on Mainstreaming OSH in vocational training. At the same time, new courses were designed and implemented in the areas of:

- ▶ Forecasting post-COVID training demand.
- ▶ Impact assessment for vocational training.
- ▶ Gender equity strategies in STEAM skills development.
- ▶ Moving forward in developing a Regional Qualifications Framework.
- ▶ Project-Based Training.
- ▶ Learning evaluation.
- ▶ Using data analysis in decision making and Machine Learning.

All these courses, at the end of this biennium, will involve 436 participants (173 men and 263 women) from 60 institutions, ministries and agencies in 19 countries.

Number of participants by gender, 2021



Participants by country - 2021



We have organized a campaign with the purpose of discovering participants' opinions and their assessment of the methodologies proposed, content, and its applicability, which may be viewed on the [ILO/Cinterfor YouTube channel](#).

We asked our participants:

How do you assess the course and its proposal?

Virtual events were the second major development of the biennium. While virtual events, especially videoconferences, had been held sporadically in the years preceding the pandemic, in the months following the lockdown measures in the region, the number of events, the scale of participation of both attendees and countries, institutions and organizations, the breadth of experiences in both this region and others, and the variety of issues addressed, are unparalleled in the previous history of ILO/Cinterfor and its network. It should be noted that this set of events covered both issues related to the immediate response to the crisis, as well as those related to the challenges of post-COVID recovery and others that are part of the more permanent agenda involving production and social transformation, taking into account the role of vocational training in all of them.

Between March 2020 and the present, about 34 virtual, open and free sharing events have been held, reaching a total of approximately 7700 participants from the region and the world.

The following table shows to what extent these contents were viewed on both platforms during 2020 and up to the third quarter of 2021. There has been a sustained growth in views, and so far, performance for 2021 is surpassing annual performance for 2020; which allows a greater annual variation to be projected for the end of December 2021. In addition, the average duration of views grew 32 percent on YouTube, which makes it possible to reaffirm the relevance of the content addressed.

► Post-Videoconference Views			
	2020	Sept. 2021	Annual variation
Views	9 947	10 016	0.69 %
Average duration (minutes)	04:07	05:26	32 %
Viewing time (hours)	682.6	909.6	33.26 %

The total number of views during the period 2020-2021 on YouTube was 19,963 and on Facebook, 34,292, reaching a total of 54,255 for both platforms.

The ILO/Cinterfor events agenda was combined, in turn, with initiatives arising from various of our network's institutions, which resulted in a wide and diverse offer of opportunities for sharing information and knowledge. We should mention most particularly the virtual conference "Shaping the Future: Towards a Digital Era in Training" (held in March 2021), organized by FUNDAE and SEPE of Spain, with technical support from ILO/Cinterfor, not only because of the numerous and well-qualified rate of participation it achieved, but also for its innovative format in multiple dimensions (thematic, methodological and technological). Many of the lessons learned at this event, along with those emanating from previous and subsequent activities, have been especially useful in the organization of this 45th Meeting of the Technical Commission, in such unique conditions.

It was also possible to continue to provide **technical assistance** based on the specific demands of certain VTIs, again thanks to the use of the possibilities provided by digital technologies and the necessary methodological adaptations. Examples are:

- the assistance provided in Panama for the design of a National Qualifications Framework.
- skills gaps analysis for Paraguay and the Dominican Republic.
- designing strategies for the development of skills for employability in Nicaragua.

- workshops on the transfer of information systems for employment and updating sectoral occupational structures and job descriptions and appraisals within the framework of the CETFOR Phase II Project in Uruguay.

Thanks to significant efforts in innovation, using new media and formats, it has also been possible to continue **horizontal technical cooperation between institutions**, a distinctive feature of our network since its origins. The traditional study and sharing trips that used to mobilize teachers in collective travel operations to visit successful experiences, took on a virtual format, such as in the organization of virtual visits to the training centres of the National Industrial Training Service (SENAI), the National Commercial Training Service (SENAC) and the National Rural Training Service (SENAR) of Brazil, available to all of the institutions of our network. There was participation in technical consultation workshops with various institutions on topics such as qualification frameworks with the Chilean Chamber of Construction, skills certification with the Ministry of Education in Bolivia, visualization and challenge of future vocational training with the Salvadoran Institute of Vocational Training (INSAFORP) of El Salvador and SENAC of Brazil, training digitization with the National Learning Service (SENA) in Colombia, among others.

1.2 Innovations in forms of connecting with network members and other key partners

The technical support provided by the Centre's team of specialists in response to specific demands, the sharing and cooperation activities between VTIs, together with the dissemination of information and knowledge through publications or electronic media, have been our network's most widely used formats throughout its history.

With all of the assets and benefits that these practices provide, it is clearly possible to move towards other, perhaps more effective practices, to promote innovation in the field of vocational training. It is well known that innovation is not an isolated event or an individual act, but a process that is marked by various stages and that, to be successful, requires collaborative environments.

Based on this premise, ILO/Cinterfor has begun to **promote collaborative innovation processes**, which, depending on how they progress and mature, may become inter-institutional projects.

In this respect, the first step has been to identify thematic areas of common interest to two or more institutions of our network, in which VTIs are testing new approaches, tools or solutions. Highlights include: the design and implementation of National Qualifications Frameworks (and the possibility of moving towards a Regional Framework); the design and implementation, or the improvement of Quality Apprenticeship programmes and policies (including so-called “Dual Training”); innovation in pedagogical approaches (for example, through Project-Based or Challenge-Based Training) and its implications in terms of training trainers, curriculum designs, learning activities, evaluation of learning or didactic resources, among other aspects; innovation in the management of systems and institutions and their fundamental processes; the identification of skills gaps and the anticipation of training demands; or the promotion and strengthening of social dialogue in and about vocational training.

The chapter on the role of vocational training in the transition to a digital society and economy deserves a special mention. This includes, on the one hand, the digital transition of the systems and institutions themselves in terms of their management, training offer and other services and, on the other, the challenge of contributing significantly to the development of the digital skills of students, workers and employers. While this is an area that has gained special prominence during the recent period as a result of the restrictions imposed by the COVID-19 pandemic, it is clear that it includes processes of change that were ongoing and which, clearly, have been accelerated by these restrictions.

The second step in this strategy has been to systematically synchronize both the resources and means of action already described, as well as others that will be detailed in the next point. This can be illustrated through the following sequence, which has been the standard path taken in almost all of the issues mentioned.

The online learning courses that the Centre began to offer in mid-2020 have been designed to drive capacity building for institutional and/or national teams, rather than for individual participants. In all cases, they have been a way to respond to the interest of various subsets of institutions in our network by thematic areas and, as a result, in addition to the strictly training-related aspect, the idea has been to develop projects, action plans or national and/or institutional roadmaps. The latter involves a collaborative building exercise, both between the people in each team, as well as between all of the participating teams, together with the facilitation of ILO/Cinterfor specialists or other institutions. These actions have made it possible to exceed strictly formative purposes, insofar as they have become a vehicle of horizontal cooperation between institutions; that is, of collaborative building. The conclusion of a course is not the end of the road.

A network of institutional teams has also been formed in a most of the areas, which continues to operate through sharing, events and new training activities.

The possibility appears to emerge on the horizon of elevating this type of process to the format of a project, that is, to collaborative innovation projects. This implies that the accumulation of activities and initiatives merits formulation in terms of a development goal, specific objectives, outputs and the activities that lead to them, as well as an estimate of the time and resources necessary to achieve them. More resources are likely to be required at this point, and their mobilization should be subject to specific agreements, which may include both co-financing schemes between participating institutions and the identification of donors to support such projects. At ILO/Cinterfor, we consider that several of the processes currently underway are, after more than a year's build-up, close to this last possibility.

Another line of work that has begun to be explored in terms of networking strategies during this biennium has been to seek a **greater role for network member institutions in the deployment of capacity-building and technical assistance actions**. Although this is not strictly an innovation, insofar as there are numerous examples of this practice in the past, the novelty lies, on the one hand, in the scale or systematicity that is sought (more, and more frequent actions) and, on the other, in the synergistic effects that are obtained from its synchronization with the innovative tools and services that are being described.

The lasting partnership with SENAI of Brazil in building VTI capacity for the network in the field of forecasting training demands has continued during this biennium both through the design and delivery of an online course, as well as through various technical assistance actions and virtual events dedicated to the subject. Countries that, as in the case of Chile, have made faster progress in the design and implementation of National Qualifications Frameworks have provided technical support, through various channels, to those who seek to follow similar paths. The digitization of the training offer has been, especially during the last year, a fruitful area of exchange and cooperation, in which both learning and resources have been shared. Similarly, methodologies aimed at identifying skills gaps and analysing trends in skills demand have been the subject of exchanges. These are, among others, examples of a vigorous trend that foreshadows a scenario of cooperation based, fundamentally, on the strengths of the network's institutions and on the Centre's ability to identify them and generate the appropriate channels to be shared and exploited.

1.3 Innovations in knowledge generation, capture, analysis and management

Nearly 15 years ago, ILO/Cinterfor accepted that the knowledge management cycle is the main dimension of its action, which led to the decision of changing its name (from Research and Documentation Centre, to Centre for Knowledge Development in Vocational Training). This cycle consists of five phases: *a)* information identification and capture; *b)* information classification and storage; *c)* information dissemination and sharing; *d)* information use/application; *e)* development of new knowledge. The cycle is characterized by its continuity and continuous replication. Thus, for example, the phase involving use and application generates new information (adaptations, obstacles, externalities, etc.), which is captured, classified, stored and disseminated.

Innovation in knowledge management is an ongoing process, which for many years now has been heavily dependent on the use of digital technology. The novelty, again, lies in the acceleration of this innovative process during this biennium.

In fact, the Centre's aforementioned Digital Services Area was created in response to the challenge of keeping the knowledge management cycle in step with emerging demands and trends in the technological tool changes that allow each of the phases to develop more efficiently and generate incremental results regarding quality, relevance and timeliness.

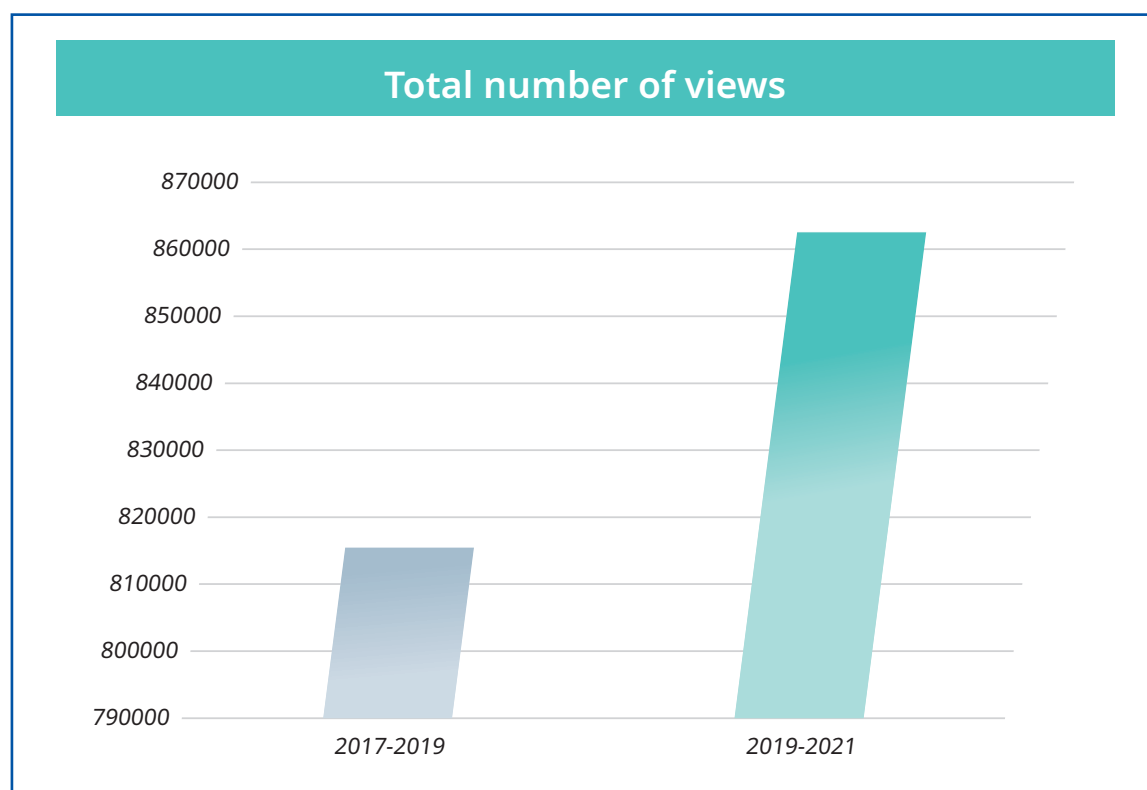
One of the most significant actions in this regard has been the redesign of the Centre's web platform and the improvement of its functionalities, in aspects such as content management and metric analysis, addressing issues involving information search, writing, illustration, publication, social network management, metric tracking analysis. These improvements have enabled the identification of content that has greater demand and, consequently, the need to focus on the redesign of content with greater impact. In addition, various *dashboards* or dynamic panels have been installed that make it possible to view the various ILO/Cinterfor channels in a simple and unified way.

These improvements have been implemented without affecting the continuity of the processes of updating and expanding existing knowledge banks, as well as the creation of new ones; one on the Skills Gap and Big Data and another on Digitization and Training. Similarly, the Centre has continued its editorial line, generating a total of 17 publications, most of them in English and Spanish, (see box at the end of this section) and disseminating publications both by the ILO and by the VTIs themselves, and other sources.

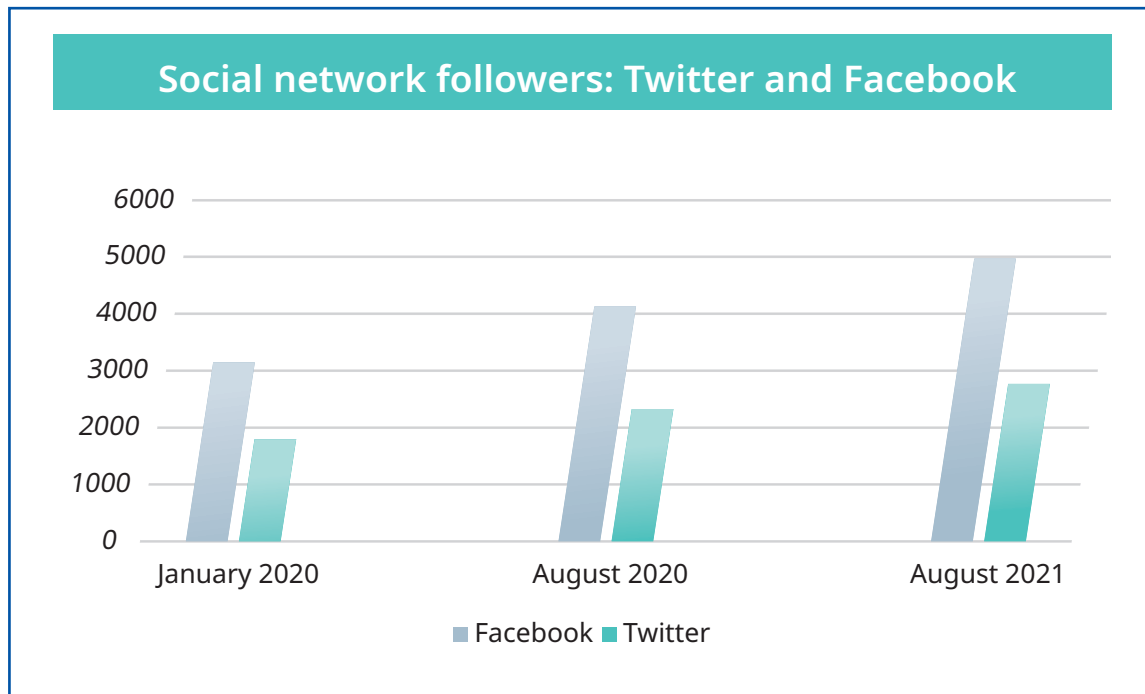
The distance learning platform developed on Moodle has also been updated and customized, with the aim of integrating innovative tools for the development of the new online learning activities promoted by the Centre as from 2020. Thanks to these improvements, the network institutions that have had the opportunity to take part in distance learning activities have been able to experience the benefits of immersion in collaborative activities, with access to teaching materials and guides, tutoring and support services, learning evaluation and horizontal exchange opportunities, including peer review of the outputs generated (work plans, projects or roadmaps).

In short, the entire platform displays, in addition to a more user-friendly and intuitive design for visitors, new resources to make information more directly accessible, either to meet the specific demands of each institution, or to feed collaborative processes in areas of common interest.

A review of some of the website's main indicators shows that for the period September 2019 - September 2021, 95 percent of the views originated in countries of the Americas, particularly, Colombia, Mexico, Peru, Argentina, Ecuador, Chile, Dominican Republic, Uruguay and Guatemala.



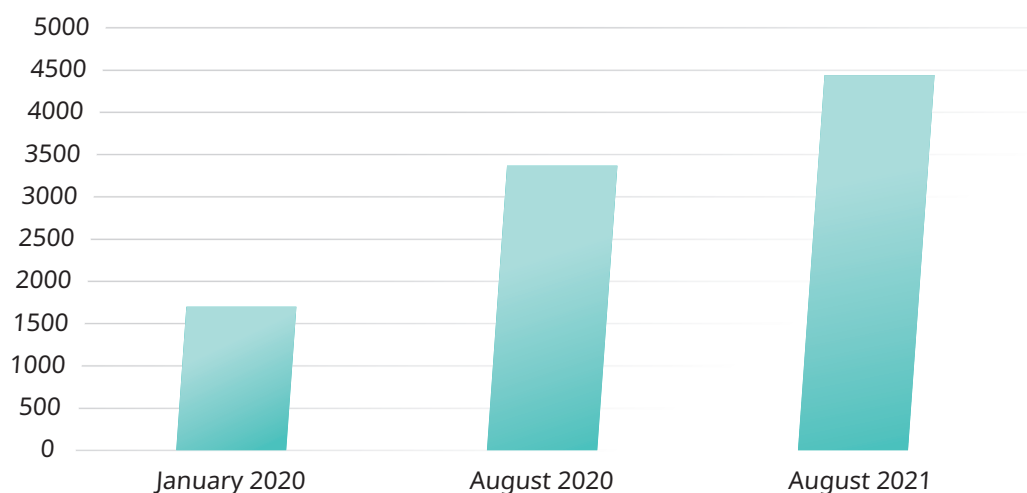
The growth in site visits has continued at a slower pace than in previous periods, which could be offset by the continued growth of the Centre's social media. In this respect, it should be noted that during the period between January 2020 and September 2021, the reach of the ILO/Cinterfor Facebook page was 151,594, a figure which represents the number of people who like the page, are followers and others who saw its publications.



Adding the followers of both social networks, there are about 8,500 people who keep up to date on the progress and activities that Cinterfor organizes and disseminates.

To be noted, also, is the continuous growth of followers on LinkedIn, the network most specifically devoted to the world of work, where we have 4,436 users online.

LinkedIn followers



ILO/Cinterfor publications during the biennium

1. Programas de preaprendizaje (PPA) en América Latina y el Caribe durante y después de la crisis de COVID-19. 2021. Michael Axmann; Katharina Jaik
2. Pre-apprenticeship programs (PaPs) for Latin America and the Caribbean during and after the COVID-19 crisis. 2021. Michael Axmann; Katharina Jaik
3. La formación profesional para la reinserción social de personas privadas de libertad y liberadas. Nota técnica. 2021. Ana Juanche
4. Formación profesional y políticas de empleo juvenil. OIT/Cinterfor Notas N° 10. – 2021. ILO/Cinterfor
5. Metodología para la identificación de ocupaciones críticas y medición de brechas de habilidades para el trabajo - Paraguay. 2020. Amanda Monges; Yésica Fernández Malo
6. Manual de orientaciones metodológicas para la realización de actividades de aprendizaje para el desarrollo de competencias de empleabilidad. 2020. Rafaela Sarroca; Fernando Vargas Zúñiga
7. Informe 2020 Cinterfor: un año de retos y aprendizajes. 2020
8. Cinterfor 2020 Report: A year of challenges and lessons learned. 2020
9. Inventario analítico de experiencias de construcción e implementación de marcos de cualificaciones en América Latina. 2020. Fernando Vargas Zúñiga; Liliana González Ávila

ILO/Cinterfor publications during the biennium

10. Analytical inventory of experiences in the development and implementation of qualifications frameworks in Latin America. 2020. Fernando Vargas Zúñiga; Liliana González Ávila
11. Formación profesional en la respuesta a la crisis y en las estrategias de recuperación y transformación productiva post COVID-19. Nota técnica regional. Panorama Laboral en tiempos de la COVID-19. 2020. Fernando Vargas Zúñiga
12. Formación profesional y desarrollo productivo: casos de innovación en América Latina. 2da parte. Panorama de la formación N° 14. 2020.
13. Productos del proceso de Marco Nacional de Cualificaciones en Perú. 2020. Fernando Vargas Zúñiga; Liliana González Ávila
14. Informe final del ciclo de videoconferencias OIT/Cinterfor: la formación profesional frente a la crisis COVID-19. 2020
15. Final report. ILO/Cinterfor Series of videoconferences: The role of vocational training in response to the Covid-19 crisis. 2020
16. Ampliando el mundo virtual en la formación profesional. Potencialidad de la tecnología “blockchain” en la certificación de competencias. OIT/Cinterfor Notas N° 9. 2020. Fernando Vargas Zúñiga
17. El rol de la formación profesional frente a los efectos de la COVID-19 en América Latina. OIT/Cinterfor Notas N°8. 2020
18. The role of vocational training in confronting the effects of COVID-19 in Latin America. ILO/Cinterfor Notes N°8. 2020
19. Actualización de cargos y desarrollo sectorial: hacia un enfoque de calidad basado en diálogo social. OIT/Cinterfor Notas, 7. 2020
20. Updating jobs and sectoral development: towards a quality approach based on social dialogue. ILO/Cinterfor Notes, 7. 2020
21. Informe de la videoconferencia: El papel de la formación profesional en respuesta a la crisis del Covid-19. Marzo 2020
22. Videoconference report: The role of vocational training in response to the Covid-19 crisis. March, 2020
23. Formación profesional y privación de libertad: apuntes para una agenda. OIT/Cinterfor Notas, 6. 2019. Ana Juanche
24. Vocational training and deprivation of liberty: notes for an emerging agenda. ILO/Cinterfor Notes, 6. 2019. Ana Juanche

2. 2020-2021 Work plan lines, actions deployed

As mentioned above, the Centre has had to redefine its strategy in order to implement its lines of action, which required strong investment in innovation, in services and means of action, relationship strategies, and the knowledge management cycle.

Below, we list the main actions carried out and the outcomes of each of the nine lines of the Work Plan for 2020-2021. At the end of the review, we provide a summary of the plan implemented by the Centre in response to the COVID-19 crisis, especially during 2020.

2.1 Aligning vocational training with production development policies and with technological changes

This line was included in the work plan for the biennium in order to incorporate all of the actions developed in order to promote the coherence and functionality of vocational training policies in relation to production development policies. This alignment is pursued, on the one hand, so that development processes should include a job offer with the necessary capacities to address the challenges of production diversification, quality, increased productivity and technological updating and, on the other, so that these advances should translate into greater opportunities for people to gain access to decent and productive work.

Capacity building for the network's institutions has covered two major and complementary areas of action. First, skills gaps identification in labour markets and the adjustment of the training offer. Second, the anticipation of training demands based on the analysis of trends in production and technological transformation.

With regard to **identifying skills gaps**, the Centre has deployed technical assistance actions by adapting its response to the innovative use of information and communication technologies for the following countries.

In **Paraguay**, within the framework of the project "Strengthening capacities for the Ministry of Labour, Employment and Social Security (MTESS) of Paraguay - Compliance and employment policies. PRY/19/01/pry", agreed between the national government and the ILO, an exercise was carried out in 2020 to analyse the occupations most highly in demand and identify skills and competency gaps between, on the one hand, supply and demand in the labour market and, on the other, based on the vocational training needs detected in the territories. This work was conducted by reviewing

administrative data accessed by electronic means in the public employment service and some private intermediation bases, through the application of *Web Scrapping* tools; complemented with other secondary sources, interviews with institutional reference points and specialists and focus groups with representatives of economic sectors. The work included the transfer of the methodology to a MTESS team. During 2021, some updating exercises were carried out as well as capacity transfer activities for the Labour Observatory team, actions that aim to serve as a basis for the development of a dynamic employability map model and a proposal for an “employability index”, as well as the preparation of a plan to adapt the training offer of public vocational training bodies and programmes.

Over the course of 2021, in the **Dominican Republic**, at the request of the Ministry of Labour and the National Institute of Technical and Vocational Training (INFOTEP), an analysis of job supply and demand was carried out, aimed at forecasting and detecting gaps. In this case, the analysis was complemented by a pilot study on the traceability of graduates, in which data on graduates with links to the formal labour market were compared. The results and outputs obtained constitute inputs to guide decision-making by the Ministry of Labour, the Directorate of Employment and INFOTEP on vocational training policies and actions.

In **Uruguay**, within the framework of the CETFOR – Phase II Project, support was given to a study of supply and demand gaps that served as a pilot study to assess the need for panoramic information on the labour market. Help was also provided for the creation of bases for the formation of an information platform for employment, in which workers, employers and the general public can gain access to significant information on the labour market to aid decision-making. These developments are inputs for the preparation of a new website to be launched by the National Institute of Employment and Vocational Training (INEFOP) with services related to information, guidance, training and labour intermediation. It should be noted that, based on the outputs generated within the framework of the Programme, a certification process began in 2021, for some of the roles in the sectors addressed; e.g., “sound technician” for the television sector.

ILO/Cinterfor has created a specialized area on its website on the issue of using digital technologies to anticipate demand and measure gaps (see: www.oitcinterfor.org/brecha_BigData).

We have continued to support a number of institutions and countries in guiding and promoting the modernization of training. In **Panama**, we collaborated with the Forum on “Technical and Vocational Training in Panama” (February 2020), organized by the National Institute for Vocational Training and Training for Human Development (INADEH), with a presentation on trends and innovations to ensure the relevance of the

training offer. For INSAFORP (June 2021) and SENAC (July 2021), support was provided in discussions on the future challenges of vocational training.

With regard to the **anticipation of training demand**, the Centre, as in previous bienniums, has continued to support capacity building in network institutions, both through the methodology transfer based on the SENAI Prospective Model, as well as through the dissemination of other methodological approaches and studies, including national application experiences. The teams formed during this and previous bienniums constitute a collaborative innovation process, which is already consolidated, and reinforced during 2021 with the distance course on “Anticipation of the demand for post-COVID-19 training: the SENAI Prospective Model”, with 69 participants from 19 institutions in 13 countries. This course included the collaboration of the ILO’s South-South and Triangular Cooperation (SSTC) programme in Geneva.

In the context of SSTC, SENAI’s collaborative dynamic should also be highlighted, as well as its support in conducting a foresight study of the textile sector in Brazil, with tripartite participation, as well as in the transfer of the SENAI Prospective Model to Peru through its Ministry of Labour.

As apparent from the name of the course, several actions simultaneously pointed to the line of action defined in the Work Plan, but at the same time, aiming to be part of the ILO/Cinterfor response in support of institutions and countries in the face of the COVID-19 crisis.

Thus, for example, the videoconference on “Vocational training: a response synchronizing with employment, protection and recovery policies in the face of COVID-19” (16 April 2020), focusing on reflecting on various issues that arise in the immediate scenario and that of recovery and exit from the crisis, as well as the virtual conference organized on 24 September 2020 together with the ILO Regional Office for Latin America and the Caribbean, to present the results of the Regional Technical Note entitled “Vocational training in crisis response and recovery and production transformation strategies after COVID-19” (https://www.oitcinterfor.org/publicaciones/notas/FP_Covid_19). After this cycle, in March 2021, a videoconference was held on “Production + Industry: Moving towards Industry 4.0” where SENAI presented its “Brazil+Production” programme to a group of VTIs working on support programmes for micro, small and medium enterprises.

Finally, we should point to the publication on vocational training and productivity, innovation in Latin America, 2nd part: “Formación profesional y desarrollo productivo: casos de innovación en América Latina. 2da parte”, Serie Panorama de la formación N° 14 (2020).

2.2 Strengthening the capacity of governments and employers' and workers' organizations with regard to tripartism and social dialogue on vocational training

This line of action includes activities developed with the aim of increasing the capacities of employers' and workers' organizations for the purpose of their participation in various opportunities for social dialogue in the field of training. With these activities we also seek to highlight the benefits related to training quality, relevance and equity generated by the involvement of social partners and engaging in social dialogue in the management of training systems and institutions at national, subnational and sectoral levels.

This purpose was served by two main avenues. First, through the inclusion of participants from employers' and workers' organizations in various actions linked to the thematic lines of the work plan, such as videoconferences and virtual workshops, and online learning courses. Second, through support, in coordination with the Bureau for Employers' Activities (ACT/EMP) and the Bureau for Workers' Activities (ACTRAV), for the bipartite regional process entitled "Social Dialogue and Vocational Training: Elements for Productive and Inclusive Recovery".

In the first of these avenues, we should note particularly the course on "Quality Apprenticeship: during and after COVID-19 in Latin America and the Caribbean: first regional virtual workshop for the development of roadmaps and national action plans", held in 2020, the regional virtual course-workshop for training and developing national roadmaps, "Quality Apprenticeship in Latin America and the Caribbean", held in 2021, and preparations to replicate it for English-speaking Caribbean countries in 2022. Other courses also included the participation of both sectors, as in the case of the two editions (2020 and 2021) on "Mainstreaming occupational safety and health in vocational training", "Evaluation strategies in a skills-based approach" (2021), "Impact assessment for vocational training" (2021) and "Moving towards a Regional Qualifications Framework" (2021).

In relation to regional social dialogue, we should highlight the effective participation of representatives of both sectors who, in recent months, have addressed by means of four online activities the following thematic focal points: a) Technological change and digitization; b) Exclusion and inequality in access to skills and opportunities; c) Innovation in vocational training; and; d) Climate change. These four focal points were structured to generate responses to the following areas of opportunity:

1. Innovation in technical and vocational education and training (TVET) for new challenges: increased access to skills in new technologies and inclusive digitization.
2. Greater equity: bridging the gap in VT with a special focus on the following target groups: (i) women; (ii) self-employed workers, self-employed workers with staff, micro-entrepreneurs; and (iii) young people, all of whom were hard hit by the economic and health crisis, as well as by the changes in the workplace.
3. More relevance and quality, with skills for the Fourth Industrial Revolution, the green/fair transition and new training models/approaches.
4. Increased environmental sustainability through the development of green skills.

A fifth meeting was held with the purpose of reaching a synthesis and agreeing on the contents of a paper setting out the agreements reached in terms of diagnoses and shared visions, as well as guidelines for constituents, with a view to presenting it at the 45th Meeting of the Technical Committee and with the aim of promoting, with the technical support of ILO/Cinterfor, ACT/EMP and ACTRAV, a future tripartite social dialogue phase.

Separately, but also relevant for the purposes of this line of work, we should mention that, during 2020, the implementation was completed of Phase II of the CETFOR Project “Capacity-building to strengthen the institutionality of employment, training and labour certification public policies within the framework of a culture of work” in Uruguay, implemented by the ILO, through ILO/Cinterfor, and funded by the National Institute of Employment and Vocational Training (INEFOP).

In the final months of its implementation, the pandemic posed a challenge to various “field” activities involving gathering information within the various sectors, companies and workers. The plans for the last few months were too rigorous and demanding to make it possible to meet the agreed timelines and outputs. The coordinating unit reacted quickly and, with the commitment of all of the participating stakeholders, managed to put in place various distance-based mechanisms that enabled the project to move forward according to the established lines and overcome the difficulties preventing in-person attendance. The project concluded its activities very successfully and achieved, in addition, high levels of agreement. This included the transfer of capacity developed during the first phase of the Project to the Ministry of Labour and Social Security (MTSS), INEFOP and social partners, together with the application of the sectoral tools for the assessment and evaluation of jobs designed. Resulting in:

- ▶ 361 job descriptions for four sectors.
- ▶ 4 evaluation tools.
- ▶ frameworks for skills and occupational structures, and.
- ▶ an accessible platform created for social and technical actors, which incorporates the development of the entire methodological process (from the design of a survey form to the assessment tool) and access to the final outputs for modification and/or printing.

ILO/Cinterfor Technical Note No. 7 entitled “Position updating and sectoral development: towards a quality approach based on social dialogue” provides a good approximation to this experience. The various multimedia outputs developed also offer an approach to the Project; these resources are accessible from the ILO/Cinterfor channel on YouTube and from the website.

2.3 Reform of qualification systems, regulatory frameworks and sustainable financing schemes for vocational training systems

This line was included in the 2020-2021 work plan in order to cover actions carried out with a view to improving the frameworks that regulate training systems in core aspects such as: a) the distribution of roles and jurisdictions between different public bodies of the system, b) incentive systems and their consistency with established goals, c) governance of the system and decision-making mechanisms, d) participation of social partners, e) legal and regulatory regime to which private training providers are subject, and, f) financing schemes that ensure the stable and sustainable availability of sufficient resources for vocational training policies.

By its very nature, the development of this line was one of the most seriously affected, as expected, owing to the consequences of the COVID-19 crisis. Thus, at least until late 2021, the institutions of our network mainly focused on structuring responses to the emergency first, and on adapting their institutional management and training offer to the new conditions, second.

Thus, for example, technical assistance to INSAFORP of El Salvador in the preparation of its new Strategic Institutional Plan and the new national vocational training policy has been postponed until the conditions conducive to its implementation are in place. In Panama, ILO/Cinterfor and the ILO Office in San Jose, supported the development of the academic component of the INADEH’s Strengthening Project, to be submitted to the

Development Bank (CAF) funding. This component included the quality and relevance of the training offer, the training of trainers and evaluators, the training system and performance indicators, the strengthening of social actors and social dialogue, as well as the strengthening of INADEH's leading role in the vocational training system.

Technical assistance is being initiated with the Colombian Ministry of Labour to facilitate the insertion and definition of the institutionality of the components under its responsibility in the new National Qualifications System of Colombia. In Costa Rica, the ILO and Cinterfor supported the modernization of the INA Law with comparability information and good practices. Similarly, support was provided for the diagnosis and institutional improvement of the certification process in Bolivia's Plurinational Skill Certification System, in collaboration with the Swiss Agency for Development and Cooperation (SDC). With the Ministry of Labour of Paraguay, progress is being made towards the use of mechanisms to anticipate demand and measure skills gaps.

In addition to which, practically all of the courses designed and delivered, as well as the virtual events carried out, have provided useful inputs for the purposes of this line of work.

2.4 Lifelong learning in vocational training and synchronization between formal education and vocational training

This line of action of the Centre's includes activities that have been planned to benefit the synchronization of vocational training with formal education, as well as with other forms of education and skills building (for example, on-the-job training), whether by setting up common frameworks of reference, such as National Qualifications Frameworks (NQF), mechanisms for skills recognition and certification or the accreditation of education results. During the biennium, this line has been addressed at both regional and national levels.

Among actions on a regional scale is, first of all, the planning, design and execution of a distance course on "Construction and implementation of National Qualifications Frameworks (NQF)" carried out in 2020, with 73 participants from 22 institutions in 16 countries. This course put into practice all of the experience that Cinterfor has acquired since the publication in 2010 of the "Basic tools for the design and implementation of qualification frameworks" as well as in the technical assistance offered in recent years in Colombia, Panama, Peru and the Dominican Republic, for the design and formulation of their qualification frameworks.

Also in 2020, and as part of the reference material for this course, an “Analytical inventory of experiences in the design and implementation of qualification frameworks in Latin America” was prepared and published, with the purpose of identifying and providing a panoramic view of the level of implementation of Latin American qualification frameworks, establishing useful comparisons for a regional framework scenario, and identifying challenges so that national and sectoral frameworks have scope as tools for transforming the supply of education and training towards quality, relevance and productive inclusion, as well as for the synchronization of components related to national qualification systems. The countries covered in the inventory have had experience with NQFs at different levels of implementation: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela.

As regards NQFs, we should highlight, among other actions, the support provided in Peru to the **Programme “Improving the quality and relevance of Higher University and Technological Education services at the national level” (PMESUT)**, in the proposal of a design of a contextualized NQF for Peru, developed on the basis of the “Guidelines for the design of an NQF”. This proposal was adjusted in keeping with a mapping of potential qualifications, and consultations with the different actors involved in the supply and demand of qualifications, which made it possible to determine their scope, priority objectives and structure (levels and descriptors). Technical support covered both the design aspects, implementation plan and population recommendations, as well as the realization of a methodological transfer workshop for the implementation of the NQF. The outputs achieved may be consulted at: https://www.oitcinterfor.org/marcodecualificaciones/Pmesut_Peru

The outcomes of the work described in the previous paragraphs generated several consultations from various countries that led, during 2021, to the design and implementation of the **workshop-course “Advancing towards a Regional Qualifications Framework”**. This workshop-course included the collaboration of UNESCO and the Organization of American States (OAS), organizations that also promote tools for the regional referencing of qualifications benefiting quality, mobility and standardization, and, in fact, lifelong learning. The workshop-course attracted a great deal of attention and 98 participants from 34 institutions in 15 countries attended, convening Ministries of Education, Ministries of Labour and Vocational Training Institutions.

As part of this workshop-course, a series of **five videoconferences was carried out, with the collaboration of the European Training Foundation (ETF), the United Nations Educational, Scientific and Cultural Organization (UNESCO), Colleges and Institutes Canada (CICan), Cardiff University and the Caribbean Community countries (CARICOM)**, delving into topics such as the European Qualifications

Framework, the European Classification of Skills/Competences, Qualifications and Occupations (ESCO), the recognition of knowledge in the European Area, the inventory of regional qualifications frameworks and the World Reference Levels of qualifications developed by UNESCO. Attendance was high, with a total of nearly one thousand people. All of the videos with recordings of the sessions are available on the ILO/Cinterfor YouTube channel.

Another significant activity, which was synchronized with the ILO's efforts at the regional level, aimed at fostering the socio-economic integration of the migrant population within the framework of the Quito Process, the name given to the meetings and commitments established between Latin American countries to coordinate the response to the Venezuelan migration crisis. During 2020, an **analysis was conducted how VTIs minister to the Venezuelan migrant population**, in order to detect possible improvements and propose actions to strengthen integration. To this end, a survey was applied that yielded information on the arrival of Venezuelan migrants to training institutions in Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Panama, Peru and Uruguay.

During 2021, and also within the framework of providing support to Quito Process countries, support was given to the **development of a skills certification scheme focusing on low and medium level skills, for Venezuelan refugees or migrants**. The work included reviewing and offering recommendations to simplify procedures and requirements for the recognition of prior learning (RPL), as well as their associated costs, especially in the current context of COVID-19. The procedures followed by public skills certification institutions in Argentina, Costa Rica, Chile, Colombia, Ecuador, Peru and Panama were studied, in view of their importance as recipients of migrants and refugees.

Finally, it should be noted that, with the aim of exploring new frontiers in the field of certification, and based on the collaboration of the ETF, as part of our videoconference cycle "The role of training in response to the COVID-19 crisis", we prepared and published a **technical note on "Expanding the virtual world in vocational training. The potential of 'blockchain' technology in skills certification"** (available at: www.oitcinterfor.org/publicaciones/notas/Blockchain_FP).

ILO/Cinterfor has implemented and continues to interact with the **Network of Skills Certification Bodies**, offering the possibility of synchronizing outputs and services through its web portal. This has made it possible to maintain up-to-date information on standardization and profiling tools, access to profile banks and some certification tools, as well as publications and studies on the subject, in the region and the world.

2.5 Boosting pre-apprenticeship, quality apprenticeship for work and other forms of on-the-job learning

This line of action was included in the work plan for the biennium with the aim of promoting, together with member countries and institutions, the development of quality apprenticeship programmes and systems which, through the combination of on-the-job training and classroom-based learning, contribute to the development of people's skills – especially young people – and to the improvement of work processes. In every case, this has involved promoting its fundamental pillars comprehensively: social dialogue, clearly defined roles and responsibilities, legal frameworks and shared funding agreements.

To this aim has also been added the need to prepare and position constituents in the countries of the region with a view to the **General Discussions at the International Labour Conferences of 2022 and 2023, and the possible adoption of a new International Standard on the subject.**

Knowledge building, capacity building in VTIs and tripartite constituents, and the development of strategic partnerships have been the three complementary avenues used by the Centre for this purpose.

In terms of knowledge building, the **regional comparative study of regulatory frameworks for apprenticeships** in six countries (El Salvador, Costa Rica, Dominican Republic, Colombia, Argentina and Brazil) together with the Global Apprenticeship Network (GAN) should be mentioned in first place. Secondly, and in partnership with BIBB, of Germany, and the EUROsociAL+ Programme, a **study was carried out on the participation of the business sector in apprenticeship** in several countries in the region (Chile, Peru, Colombia, Mexico and Costa Rica). As part of the ILO SKILLS Branch Project on Quality Apprenticeship and Lifelong Learning, funded by the Government of Flanders, a case study was conducted with a focus on the Dominican Republic.

In relation to capacity building, during 2020, a **distance learning course on “Quality Apprenticeships: during and after COVID-19 in Latin America and the Caribbean”** was designed and implemented, with 41 participants from ten institutions in six countries, mostly with tripartite teams. In 2021, the course **“Quality Apprenticeships in Latin America and the Caribbean: a regional virtual training workshop-course on producing national roadmaps”** was designed and implemented, with 30 participants from ten institutions in six countries. Finally, and by the date of this meeting, preparations for the English version of the last course have been completed, which, as mentioned, will be offered in the first half of 2022 to institutions and constituents

in the English-speaking countries of the Caribbean. In addition, several well-attended videoconferences were held on this topic, such as **“The role of quality apprenticeship/ dual training in Latin America during and after COVID-19”** (23 April 2020), **“Training in-company tutors for quality apprenticeship in times of COVID-19”** (18 June 2020), **“5th International Conference on TVET in the Caribbean 2021”** (Jamaica, May 2021), and an **“International Colloquium: Perspectives and Consolidation of Dual Training – Latin America and the Caribbean Partnership”**, together with the National College of Technical Vocational Education (CONALEP) of Mexico and BIBB of Germany (28-30 June 2021).

The Centre also participated in events organized by other institutions. Among them, the **virtual event “Shaping the Future: Labour practices for a world in transformation”** (29-30 June and 1 July 2021), where fundamental tools for the transition from education to the world of work were discussed, with representatives from the public and private sectors, international organizations, academics and young people from all over Latin America. This regional event was organized by GAN Argentina, GAN Global and Unión Industrial Argentina (UIA). Likewise, the Centre participated with a presentation on “Dual training in the current educational scenario”, at the International Congress of Technical and Technological Training (CIFTEC) in its third edition (11-13 August 2021).

Also, in terms of capacity building, a **Practical Guide on “Pre-apprenticeship programmes in Latin America and the Caribbean during and after the COVID-19 crisis”** was produced during 2020 and published in 2021 (https://www.oitcinterfor.org/en/publications/cinterfor/PaP_LAC). In addition to basic conceptual elements on pre-apprenticeship, this publication contains six extra-regional examples (the Netherlands, Bosnia and Herzegovina, Germany, Austria, United States, South Africa) and Mexico, as well as an analysis of the potential for the development of pre-apprenticeship in Brazil, Colombia, Ecuador, Panama and Paraguay.

As indicated above, the development of an active partnership policy with strategic partners has been the third avenue of action on this issue. Among these partners, the following stand out: Global Apprenticeship Network, EUROsociAL+, BIBB of Germany, DC Dual VET (dual training cooperation partnership composed of Germany, Switzerland, Austria and Liechtenstein), CICan of Canada, Community Colleges of the United States within the framework of the partnership with the Inter-American University Organization (OUI) and the EISTEC Network, RIAL/OAS. At the same time, together with CONALEP, BIBB and the ILO/Cinterfor VTI network, the Partnership for Dual Training in LAC was established, for which ILO/Cinterfor provides the technical secretariat.

2.6 Institutional strengthening and information management in vocational training

ILO/Cinterfor has continued to support member countries and institutions in their efforts to continuously improve and innovate in the areas of institutional management, knowledge management and the development of information systems, which are necessary for the design, planning, implementation and evaluation of vocational training policies and programmes. In such an exceptional period as the current biennium has been, owing to the challenges posed by the COVID-19 crisis and its impact on the management and action of vocational training institutions, a large part of what has been achieved has focused on the search for strategies and tools to address these challenges.

In this respect, and within the framework **of the 2020 videoconferencing cycle “The role of vocational training in response to the COVID-19 crisis”**, the first session held on 26 March 2020, entitled “COVID-19: the response from VTIs”, was attended by 31 representatives of 22 institutions and two ministries of labour, from 16 countries, and enabled a first discussion on the situation in the various countries and the first response actions implemented. Five main trends were thus identified:

- a) The crisis affected the in-person supply of vocational training, as was the case in general education, in compliance with national guidelines;
- b) Distance training or online training using each institution’s platforms emerged as the very first solution to keep participants in touch with their training content;
- c) Solutions began to be planned to extend the coverage of virtual training and use Learning Management Systems (LMS) extensively;
- d) In several cases, VTIs took up the private learning platforms available, such as LinkedIn, while others promoted their own LMSs, in order to ensure the supply of the online training contracted, and
- e) Skills certification posed challenges in relation to evaluation and gathering evidence of performance, and how this could be done remotely.

Although all of the videoconferences in this cycle contributed significantly to this line, the following deserve a special mention: the conference held on 4 June, entitled **“Vocational training prepares for a return to face-to-face”**, with presentations by

UNESCO, SENAI and the Industrial Social Service (SESI) of Brazil, as well as the cycle's closing videoconference, held on 25 June, focusing on achievements, lessons learned and recommendations, and which included presentations by CNI, SESI and SENAI of Brazil, INSAFORP of El Salvador, National Training and Employment Service (SENCE) of Chile, National Apprenticeship Institute (INA) of Costa Rica and SENA of Colombia.

Both through the information collected in this cycle, and through the implementation of a survey of the network's VTIs, it was possible to set up a "VTI Actions in response to COVID-19" observatory, an opportunity for discussion and for sharing resources to address the challenges posed by the crisis (https://www.oitcinterfor.org/fp_covid19).

Other actions, on the other hand, were geared to requirements of a more permanent nature, and not so much dictated by the demands emerging from the crisis. An example of this is the partnership established with the Technological University of Uruguay (UTEC), a member of our network, and with which a joint project has been promoted with the purpose of building capacity for decision-making based on data and machine learning for decision makers in the public and private spheres. This project made it possible to design a **course** on Big Data: basic concepts and their use in training, delivered in the second half of 2021.

The component on support for the improvement of information management for decision-making has been another focus in this line. Thus, the development of the **Regional Vocational Training Statistics Dashboard** (www.oitcinterfor.org/statsfp) has continued. This dashboard includes information on the outcomes and effects of training, as well as a profile of basic indicators for the economy, work and education, by country. The bases of this information had been underpinned by the outputs of the two surveys conducted on training results (2017 and 2018), which made it possible to obtain an overview of the size and capacity of VT institutions in the region. In the last two years, progress has been made in collecting information on the results of training for the purposes of analysing and identifying main trends and events. Additionally, information on socio-economic indicators was updated. The results are available on the relevant information dashboard that enables viewing main events and trends, as well as graphs and analyses of the outcome variables: participants, gender, socioeconomic level, training sector, dual learning, training centres and facilities, teachers, funding, among others.

At national level, during 2021 and within the framework of the project "Strengthening capacities MTESS Paraguay - Compliance and employment policies. PRY/19/01/pry" agreed between the national government and the ILO, the **MTESS of Paraguay** was technically supported in the development of tools for monitoring, follow-up and visualization of the National Vocational Training Strategy on a virtual platform,

whose analysis makes it possible to improve the professional and managerial skills of public officials, for a more efficient and modern management of vocational training programmes aimed at employability.

The support mentioned above in line 2.1, for INFOTEP of the Dominican Republic in the analysis of employment supply and demand, aimed at anticipating and detecting gaps, and the pilot study on the traceability of graduates, as well as the support for MTSS and INEFOP of Uruguay in the shaping and transfer of progress in the implementation of an information platform for employment, are also examples of actions promoting the improvement of information management.

2.7 Methodological and technological innovation in vocational training

In this line, ILO/Cinterfor has provided technical assistance and synchronized cooperation with the aim of permanently fostering innovation in vocational training modalities and tools. This is a field which is being increasingly challenged by changes in the organization of work, the result of, inter alia, the accelerated technological changes we are experiencing.

Actions developed include the avenues of knowledge generation, capacity building and the search for strategic partnerships.

With regard to knowledge generation, and based on a conceptual framework on the digitization of VT in the region, **a study was designed and implemented on the levels of progress and short and medium-term perspectives for the digitization of vocational training in Latin America and the Caribbean.** The resulting report contains a double analytical approach. On the one hand, it describes separately the state of play in each of the countries included in the interviews, serving as an input for the production of individual data sheets by country, which include information on previously defined digital indicators. On the other hand, a cross-sectional analysis of the information was carried out, highlighting the main emerging trends in each of the dimensions studied, as well as a profile of the cases that adjust to and do not adjust to these predominant trends. This cross-sectional analysis enables a general diagnosis of the situation for the region as a whole, the preliminary conclusions of which are submitted to this TCM.

Also, with regard to knowledge generation, **three studies on various aspects of the role and impact of digitization in vocational training** were coordinated. The first study

focused on conceptualizing the role of access to digital and other skills in successful digitization processes and what implications this has for vocational training systems in the region. The second study analysed the potential of developing digital skills for employability and improving equity in vulnerable youth groups in the region, while the third analysed the role of digital skills in the challenges and potential that digitization promises for improving the productivity of micro and small enterprises in Latin America and the Caribbean.

In addition, a section has been developed on the website with an extensive database of digital resources on the subject of digitization and its effects on vocational training.

As regards capacity building, we should highlight the design and implementation of courses on **“Strategies for innovation in evaluation with a skills-based approach”** (2020), with ten participants from three institutions in three countries, and which was replicated in 2021 with 38 participants from five countries and eight institutions; the two editions of **“Mainstreaming Occupational Safety and Health in vocational training”**, with, in 2020, 36 participants from 13 institutions from twelve countries, and in 2021, 40 participants from nine institutions from five countries; **“Project-based training to develop cross-cutting and socio-emotional skills”** delivered in Portuguese in 2021 for 38 participants from five institutions in Brazil and Cape Verde, and whose Spanish version is scheduled for 2022. This last course was structured according to the practical guide developed by ILO/Cinterfor, **“Guide for project-based training: active methodology with a focus on building cross-cutting competence and skills”**, intended for work with pedagogical coordinators, instructional designers and teachers. It also contains conceptual and operational sections aimed at decision makers. This guide is in its final updating stage and will be mapped in 2022.

In addition, and by means of an **agreement between ILO/Cinterfor and the Swiss Foundation for Technical Cooperation (SWISS CONTACT)**, a training event was held (7-11 June) for pedagogical advisers of the National Institute of Technology (INATEC) of Nicaragua, entitled **“Employability skills. Classroom methodology and use of didactic resources”**, in order to introduce and facilitate the dissemination of the soft skills approach and applications for the knowledge and practice of instructors, and in the use of didactic material designed for developing these skills.

This line was also addressed on various opportunities during the 2020 videoconferencing cycle. Among them are the conference held on 3 April, **“Instructors and teachers responding to COVID-19”**, with presentations by SENAC of Brazil, SENA of Colombia, Tknika of the Basque Country; the conference held on 7 May on **“Digitization and vocational training in times of COVID-19”**, with presentations by UTEC of Uruguay, INSAFORP of El Salvador, INADEH of Panama, SENA of Colombia and the Centre itself;

and on 28 May, the conference on **“Facing the COVID-19 scenario: is virtual training here to stay?”**, with a key presentation by FUNDAE of Spain.

On 2 November 2020, a webinar was held on: Project-based training methodology and training trainers, within the framework of the Agreement between SENA and ILO/Cinterfor, which included the participation of the experiences of SENAI and SENAC of Brazil and INFOTEP of the Dominican Republic.

As part of the same agreement with SENA, we should also mention the **webinar “Pedagogical innovation for comprehensive vocational training”**, held on 25 November 2020, with SENA, and with the participation of the INTECAP Trainers’ Training School of Guatemala and SENAC’s Apprenticeship Communities Project - Vocational Education for the Future Project. (<https://www.oitcinterfor.org/node/8019>)

During 2021, and within the framework of the annual agreement with SENA, but reaching all of the network’s institutions, the following videoconferences were held:

- ▶ Soft skills: their importance for training and employment in times of COVID-19 (30 July) with presentations by ChileValora of Chile, SENA, and the ILO/SENAC API initiative in Brazil.
- ▶ 3 experiences in skills standardization. Progress and challenges (31 August) with presentations by INA, the National Council for Labour Skills Standardization and Certification (CONOCER) and SENA.
- ▶ Curriculum and methodology innovations for training: experiences in Brazil (14 September) with presentations by SENAC and SENAI.
- ▶ Progress and experiences in skills certification (6 October) with presentations by ChileValora, CONOCER, SENA and the National Institute of Qualifications of Spain (INCUAL).
- ▶ Teacher qualification in the context of comprehensive vocational training, with a presentation by the SENA’s National School of Instructors. (28 October).
- ▶ Workshop on Active Teaching Strategies (November).
- ▶ Two workshops for teacher training centres (15 and the second in November) with the participation of SENA, the Technical Institute of Training and Productivity (INTECAP) of Guatemala, INFOTEP of the Dominican Republic and SENAC of Brazil.
- ▶ Workshop on “Training programme design in the context of qualifications (in two sessions: 13 and 19 October) with presentations by INCUAL, SENCE of Chile, INA and the Ministry of Public Education (MEP) of Costa Rica and SENA.
- ▶ Workshop on applied technical-pedagogical research (November).

Finally, and in terms of partnerships, we should mention first the continued cooperation provided on project-based training methodology by the Deputy Ministry of Vocational Training of the Department of Education of the Basque Country and its Centre for Applied Research in Vocational Training - TKNKA. As a result of systematic cooperation with the ILO's International Training Centre in Turin, the event **“Digital Inclusion Summit, Leaving no one behind”** (7-8 July 2021) was jointly organized, featuring an extensive virtual experiences fair. We should also mention the joint work conducted with SENAC of Brazil, both to develop its flexible training proposal, as well as to design the **course “Design de formação basada em projetos para o desenvolvimento de habilidades transversais e socioemocionais”**. The University of Bremen of Germany also cooperated, both in the preparation of the practical guide and in the course.

2.8 Vocational training for equal opportunities and social inclusion

Across all of its activities, but also specifically, ILO/Cinterfor has supported member countries and institutions in their efforts to make the offer of vocational training more inclusive and equitable. However, and beyond these mainstreaming efforts, it is appropriate to report on the actions that most directly relate to this objective.

With regard to knowledge generation, two new initiatives stand out.

Together with the ILO Regional Office, in 2021 the Centre began to conduct a **research project: “Youth, digital skills and vocational training in Latin America and the Caribbean”**, with the purpose of contributing to the generation of knowledge and practical inputs for VTIs in the region and Public Employment Services, regarding training policy actions and active labour market policies that enable young people (in particular those who are socio-economically vulnerable) to successfully insert themselves in the more dynamic sectors of the economy, where digital skills (mid-range and advanced) are key to employability.

For its part, the research project “Micro and small enterprises, digitization and vocational training in Latin America and the Caribbean” currently under way, seeks to boost knowledge about workers' groups that face barriers in accessing opportunities to develop their skills, especially digital skills, such as those for micro and small businesses. This project is systematizing and classifying existing programmes for digital skills training for workers in micro and small enterprises in Brazil, Chile, Colombia, and Uruguay. This includes the institutional mapping of the roles that the different

Ministries of Education and Labour and the specialized institutes that answer to them play in structuring this offer; the collection of secondary information on access to and completion of programmes and digital skills training courses, as well as an analysis of the political economy involved in structuring the supply and demand of these courses, identifying the key policy nodes to intervene in order to facilitate such structuring. In this way, it is expected to contribute to the visibility and adequate weighting of the effects of the growing digital divide (in skills, but also in infrastructure and material access to digital technology) within and between countries, as an element that exacerbates the difficulties of MSEs in improving their productivity and moving into more dynamic economic sectors.

On the other hand, and based on the work and knowledge accumulated in previous bienniums, the Centre sought to give continuity to the generation of knowledge on vocational training policies and programmes in contexts involving deprivation of liberty and/or prison system leavers in the countries of the region and to horizontal cooperation in this matter between Cinterfor member institutions. To this end, an exploratory study was carried out on vocational training policies and programmes in Latin America and the Caribbean, and its results are available in the Technical Note: *La formación profesional para la reinserción social de personas privadas de libertad y liberadas* (Vocational training for the social reinsertion of incarcerated persons and prison leavers) (<https://www.oitcinterfor.org/node/8216>). A videoconference and the preparation of a new thematic section on the website have also been planned.

Including migrant workers was another of the Centre's focuses in this line of work, basically through the activities already set out in line of work 2.4: **the analysis of how vocational training institutions serve the Venezuelan migrant population**, in order to detect possible improvements and propose actions for increased integration, and the **development of a skills certification scheme, focusing on low and medium range skills, for Venezuelan refugees or migrants**.

In terms of capacity building, during 2021, ILO/Cinterfor collaborated in the translation, revision and adaptation to Latin America of the paper "Guide on making TVET and skills development inclusive for all", originally prepared in English by the ILO's SKILLS Branch.

Also in 2021, with the technical and financial support of the ILO's South-South and Triangular Cooperation Programme (SSTC), the Centre designed and delivered a course on "Gender Equity Strategies through the Development of STEAM Skills", aimed at the capacity building of institutional teams and representatives of employers' and workers' organizations for the design of strategies to promote gender equity through STEAM Skills Development in vocational training. The participating teams addressed the concepts and tools of each module simultaneously with the development of actions/

interventions, projects or roadmaps in their respective countries in order to incorporate the content addressed during the course. The training process relied heavily on the exchange of experiences and knowledge and laid the foundations for the creation of a network of South-South cooperation on this issue. The course was attended by 41 participants from 13 institutions in 9 countries.

The following videoconferences also contributed to capacity building: “Vocational training: a response synchronizing with employment, protection and recovery policies to face COVID-19”, held on 16 April 2020; “The role of vocational training in youth employment policies in Latin America in the current context”, held on 6 May 2021; “Soft skills: their importance for training and employment in times of COVID-19”, carried out on 30 July 2021, within the framework of the agreement with SENA of Colombia.

2.9 Synchronizing vocational training with employment services, vocational guidance and active labour market policies

During the biennium which is now ending, ILO/Cinterfor has carried out actions in support of member countries and institutions aimed at greater synchronization of vocational training with other active employment and labour market policies, especially taking into account the crisis context and the prospects for post-COVID-19 recovery.

This work has strong links with the processes already mentioned for line 2.6 on improving information systems on vocational training and employment. The availability of reliable and comparable sources and indicators for the most significant variables in the management of active labour market policies, including training, is a key foundation for advancing the synchronization of training with employment services, vocational guidance and, in general, all labour market policy devices, whether the latter are active or “passive”, such as unemployment insurance.

In addition, the overall aim of the research project mentioned under the previous heading, on “Youth, digital skills and vocational training in Latin America and the Caribbean”, is to contribute to the generation of knowledge and practical inputs for vocational training institutions in the region and Public Employment Services, regarding training policy actions and active labour market policies that allow young people (in particular those who are socio-economically vulnerable) to successfully enter the more dynamic sectors of the economy, where digital skills (mid-range and advanced) are key to employability.

While most of the videoconferences held during the biennium provided inputs for reflection and action on labour market and employment policies, two are particularly noteworthy.

First, the conference mentioned above, held on 16 April 2020, which focused on reflecting on various issues that arise regarding the immediate context and that of recovery and exit from the crisis. On that occasion, ILO/Cinterfor presented “Enhancing actions with employment, protection and economic recovery policies”, which linked vocational training with the four pillars of the ILO response to the COVID-19 crisis: stimulating the economy and employment; supporting enterprises, employment and income; protecting workers in the workplace; and seeking solutions through social dialogue.

Second, the videoconference of 6 May 2021, also mentioned above, attended by the Regional Director of the ILO and the Minister of Labour and Social Security of Costa Rica. An overview of youth unemployment was presented by an ILO Specialist, as were the perspectives of SENA, SENCE, INEFOP, as well as of youth representatives of worker, employer and youth organizations. The outcomes of this activity were reflected in an ILO/Cinterfor note entitled “Vocational training and youth employment policies” (<https://www.oitcinterfor.org/node/8153>).

La respuesta de OIT/Cinterfor a la crisis de COVID-19

The health measures available in most countries in the region to control the spread of new coronavirus infections affected the most diverse areas of economic and social activity. The field of vocational training was no exception. Little was known at that time regarding the severity that the crisis would attain, and for how long the normal offer of training services would be affected. This resulted in a highly uncertain decision-making scenario.

Training institutions fell into line with social distancing health measures, prioritizing the safety and health of both students and their staff. However, deciding to suspend face-to-face classes was only the first step, and this was followed by major dilemmas: How long should this measure be maintained? What measures and actions should be anticipated to prepare for the return to classes, when this occurs? And, above all, what should be done in the meantime? Was it possible to reduce, at least in part, the damage caused by the closure of the centres? Through what strategies and means?

Just as countries had the opportunity to learn from each other’s successes and failures in relation to health policies to control the pandemic, training institutions also needed to obtain access to peer experience and share their knowledge. This need was swiftly identified by ILO/Cinterfor, which led to the deployment of an initial response, which then led to developing a comprehensive support plan for its member institutions network.

We should mention that the Centre was also affected by the new measures. This meant that, as of 13 March, all of its staff began to work remotely, initiating an accelerated learning and innovation process, based on the core idea that when cooperation is needed more than ever, interrupting it is not an option.

With the Centre's team working intensively and in coordination from home, thanks to the communication technologies available, two initial and simultaneous actions were outlined and were already being implemented within two weeks:

1. Invitation to a regional virtual meeting, with the purpose of holding preliminary discussions on the state of play in each country and institution, and on the first measures to be implemented.

The first online regional meeting was followed by a cycle of twelve videoconferences that made it possible not only to shed light on the evolution of events and actions, but also to delve more deeply into more specific dimensions, such as: how to scale up the supply of distance learning; how to bridge gaps in access to digital communication and training services; how to prepare teachers to fulfil their role in new environments; is it possible to assess and certify skills at a distance, and with what tools and approaches; what can vocational training institutions do to support the overall health challenges in their countries, and how can they contribute to employment and economic recovery measures.

2. Launching a survey targeting all of the network institutions, in order to begin systematically documenting and sharing information on both the situation and the measures taken in each case.

The survey provided the basis for the creation of a Regional Observatory "COVID-19: the response of VT institutions" (<https://www.oitcinterfor.org/en/node/7757>).

This observatory became a continuously updated tool for the strategies and actions of the VTIs, as well as enabling the fully open sharing of all types of resources developed by each VTI in the network.

The inputs collected through virtual meetings, videoconferences and the survey further laid the groundwork for producing a number of reference and guidance documents, published electronically by both ILO/Cinterfor and the ILO Regional Office for Latin America and the Caribbean, and other ILO field offices:

- ▶ Formación profesional en la respuesta a la crisis y en las estrategias de recuperación y transformación productiva post COVID-19. Panorama Laboral en tiempos de la COVID-19 – 2020 (*Vocational training in response to the crisis and post-COVID-19 recovery and production transformation strategies*). Regional Technical Note. (A Workplace Overview in times of COVID-19) (https://www.oitcinterfor.org/publicaciones/notas/FP_Covid_19).
- ▶ La formación profesional en la respuesta a la crisis provocada por la COVID-19 (*Vocational training in the response to the COVID-19 crisis*). #NoContagiamosAlEmpleo Blog. (https://www.ilo.org/santiago/publicaciones/reflexiones-trabajo/WCMS_747037/lang-es/index.htm).

- ▶ Panorama Laboral en tiempos de la COVID-19: Impactos en el mercado de trabajo y los ingresos en América Latina y el Caribe (A Workplace Overview in times of COVID-19: Impact on the labour market and income in Latin America and the Caribbean) [Second edition] – 2020. ILO. Regional Office for Latin America and the Caribbean (https://www.oitcinterfor.org/publicaciones/NotaPlaboral_Covid19).
- ▶ The role of vocational training in confronting the effects of COVID-19 in Latin America. ILO/Cinterfor Notes N° 8 – 2020 (https://www.oitcinterfor.org/en/publications/ilocinterfornotes/vt_covid).
- ▶ Final report on the ILO/Cinterfor videoconference cycle: vocational training in the face of the COVID-19 crisis – 2020. (<https://www.oitcinterfor.org/en/node/8056>).
- ▶ Broadening the virtual world in vocational training. The potential of blockchain technology in skills certification. ILO/Cinterfor Notes N° 9 – 2020 (https://www.oitcinterfor.org/en/publication/notes/Blockchain_VT).

The next component in the ILO/Cinterfor response plan entailed restructuring its technical assistance services, as well as its transfer and capacity-building actions. Thus, responses to several requests for technical cooperation were organized in digital format. Despite the issues that a lack of face-to-face contact can entail, this format also provides great opportunities to coordinate agendas and in the availability of the experts required.

The challenges arising over the course of these months, however, called for more far-reaching and comprehensive actions, while reinforcing the cooperation needed between countries and institutions. In this respect, ILO/Cinterfor aimed to design and make available to institutions a completely new offer, with innovative features and format: distance courses, with the support of tutorials in some cases, and self-administered in others.

These are new services, since ILO/Cinterfor had not previously systematically deployed a training offer with these features. Moving forward on this new line of services was a decision taken at the end of 2019, although planning had actually begun for a face-to-face format. The new circumstances did not prevent these plans from being implemented, but they did make it necessary to change the format and make the courses remote and digital.

In the same vein, efforts have been made to resume the sharing activities that usually took place in person, such as study trips. In this first phase, it was proposed that three Network institutions (the National Industrial Training Service, SENAI, the National Commercial Training Service, SENAC, and the National Rural Training Service, SENAR, – all in Brazil) should provide “virtual study visits to the centres” to enable learners to get to know the facilities, as well as to learn about their innovations and developments.

3. The Centre's Resources

3.1 Budgetary situation at the end of the biennium 2018-2019

► Budgetary situation at the end of the biennium 2018-2019 (in US dollars)			
	Budgeted 2018-2019	Execution 2018-2019	% Execution
Funds carried over from preceding financial year	817,837.00	1,191,251.00	146.19 %
ILO's Contribution	2,437,303.00	2,437,303.00	100.00 %
Country Contributions	500,000.00	423,104.20	80.02 %
Uruguay's Contribution	100,000.00	50,000.00	50.00 %
Publishing and Printing	20,000.00	42,731.20	213.66 %
Interest, exchange differences	10,000.00	6848.29	68.48 %
Rounding Up			
Subtotal income	3,067,303.00	2,959,986.69	96.50 %
Total Revenue	3,885,140.00	4,151,237.69	106.84 %
Expenditure	3,569,120.00	3,725,517.18	
Printing Expenses		44,957.21	
Bank Charges		6,423.85	
Rounding Up			
Total Expenses	3,569,120.00	3,776,898.24	105.82 %
Balance in favour of execution 2018-2019	316,020.00	374,339.45	

This report shows the actual income and expenditure at the end of the biennium 2018-2019 as compared to the budget for the same period.

In this period, revenues were slightly lower than the budgeted figure by 3.5 percent. As the table shows, although there was a decrease in the collection of voluntary contributions, there was also an increase in the sale of publications and printing for this biennium.

3.2 Execution of the regular budget – 2020

► Regular budget – 2020 (in US dollars)			
	Budgeted 2020-2021	Execution 2020	% Execution
Fondos transferidos ejercicio anterior	1,189,434.00	1,189,434.00	
ILO's Contribution	2,462,895.00	1,231,447.00	49.99 %
Country Contributions	500,000.00	155,558.84	31.11 %
Uruguay's Contribution	100,000.00	50,000.00	50.00 %
Other Contributions	280,000.00	107,367.58	38.34 %
Publishing and Printing	30,000.00	7,510.05	25.03 %
Other (interest, exchange differences)	10,000.00	17,741.90	177.40 %
TOTAL	3,387,895.00	1,569,625.37	46.33 %
Total Revenue	4,577,329.00	2,759,059.37	60.27 %
Expenditure	3,733,200.00	1,464,219.15	39.22 %
Printing Expenses		6,132.43	
Bank Charges		1,923.14	
Total Expenses	3,733,200.00	1,472,274.72	39.43 %
Balance in favour of execution 2020	844,129.00	1,286,784.65	

The table above shows the execution of the budget to the end of 2020. A balance of income and expenses is observed, with income at 46.33 percent of the total and expenditure execution at 39.43 percent.

Regarding contributions received, by December 2020, 34.25 percent had been reached, however, at the time of writing, the collection of contributions amounts to 73.32 percent, so it is expected that in the final quarter of the 2020-2021 biennium, our expectations of contribution fulfilment will be realized.

It should also note that the host country paid its 2020 contribution, with the current year's contribution still outstanding.

In sum, as the table shows, budget execution is proceeding at a very good pace, which makes it possible to conclude that, by the end of the biennium, ILO/Cinterfor will achieve an execution of 100 per cent of its budget. It should be noted that the ILO Governing Body has already approved the 2022-2023 budget.

It should be noted that, despite the fact that 2020 was affected by the crisis, both constituent and associated institutions are making a significant effort to maintain their financial support for ILO/Cinterfor, which is one of the clearest signs of the relevance and significance of its work in favour of vocational training systems.

3.3 Mobilization of Technical Cooperation and Extra-Budgetary Resources

Regular Budget for Technical Cooperation (RBTC) and other items

Substantive budget lines are reinforced each biennium with RBTC funds allocated by the Regional Office for the Americas. For the biennium 2020-2021, the amount of USD 100 000 was initially allocated, maintaining the amount allocated in the previous biennium.

However, in view of the positive execution of these resources, in addition to new regional initiatives and demands, the Regional Office allocated additional amounts to us, doubling these resources and reaching the sum of USD 233 500. These funds were fully executed.

Similarly, resources were mobilized through the Department of Partnerships and Field Support (PARDEV) to the amount of USD 80 000, for cooperation actions and other research projects.

Mobilization of Resources by mean of Technical Cooperation Projects (XBTC)

During this period, Project URY/18/01/URY CETFOR Phase II was completed: *Building capacity for the strengthening of the institutional framework for employment, labour training and certification public policies in the context of a working culture*, as detailed below:

► Mobilization of Resources by mean of Technical Cooperation Projects			
Project	Donor	Resources executed USD	Duration
URY/18/01/URY CETFOR Phase II.	National Employment and Vocational Training Institute	941 977.38	27 ½ months From 1 August 2018 to 15 November 2020

Additionally, ILO/Cinterfor carries out actions in the host country (Uruguay), within the framework of Project GLO/18/50/UND Partnership for Action on Green Economy (PAGE).

This is a global project, centrally managed, through which USD 316 138 was allocated to the Centre, for the execution of the outcomes planned jointly with the Ministry of Labour and Social Security, the Ministry of Industry, and synchronized with the UN System in Uruguay.

Mobilization of Resources for Other Items

In its 306th session of November 2009 (GB.306 PFA-5-2 par.13), the Governing Body referred to the possibility that ILO/Cinterfor should receive extra-budgetary resources for short-term technical assistance activities, funded by the interested parties themselves.

These resources allow the Centre to cater to the increasing demands for assistance from the countries in the region, foster South-South cooperation among the Network's member institutions, and work in conjunction with other ILO offices, including joint activities with the International Training Centre in Turin.

In the ILO Programme and Budget approved for the Centre at the beginning of the biennium, it was estimated that income for this item would amount to USD 250 000.

By the end of this 2020-2021 period, this goal will have been exceeded and we will have increased our resource mobilization by 60 percent, reaching the sum of USD 400 000.

3.4 Contributions from member countries

Contributions from member institutions represent a significant contribution to Cinterfor's budget, equivalent to nearly 30 percent of its regular budget.

Since the resolution reached at the meeting of the Programme and Budget Committee in Costa Rica (August 2017), work has been carried out with the institutions to regularize cases involving arrears, but above all to make membership agreements official through the signing of such agreements.

At the time of writing, 24 ILO/Cinterfor member institutions have entered into valid membership agreements. The management of the Centre will continue its efforts to regularize voluntary contribution commitments through the signing of agreements, while continuing to propose agreements that will facilitate the resolution of arrears pending in the case of some of the institutions.

 **Part 2:**

**Work Plan
Proposal for
2022-2023**

Introduction

1. As part of ILO's call for a recovery from the COVID-19 pandemic that is human-centred and the persistence of the challenges posed by inclusive and sustainable production transformation, ILO/Cinterfor submits this draft Programme and Budget for the biennium 2022-2023, in line with the ILO's strategy for the development of skills for employment for the same period.
2. In response to the Centenary Declaration for the Future of Work (108th Session ILC, 2019), and the Global call to action for a human-centred recovery from the COVID-19 crisis that is inclusive, sustainable and resilient (109th Session ILC, 2021), this proposal aims to effectively support countries and constituents in their efforts to implement effective lifelong learning systems and quality education and vocational training for all, consistent with the framework established by the Human Resources Development Recommendation, 2004 (No. 195) and the Human Resources Development Convention, 1975 (No. 142), and in line with SDG 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and SDG 8 (sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all).
3. We have specifically taken into account the strong impact that the COVID-19 crisis has had in the region, which, added to the pre-existing deficiencies as regards decent work and inequality, has accelerated changes in different areas of the labour market and underscored the importance of offering opportunities for the development of the capabilities of all. Accordingly, particular attention has been paid to providing support for the updating and digitizing of vocational training systems, to anticipating demand for new skills and competences, to ensuring equal access to opportunities for the development of occupational skills and to strengthening social dialogue in and about vocational training.
4. ILO/Cinterfor, as a technical service and the facilitating core of a network for cooperation, technical assistance and knowledge management among 67 institutions and bodies linked to vocational training in 27 countries, is called upon to contribute actively and effectively to the leadership of the ILO, in particular in terms

of strengthening cooperation and partnerships for development, sharing good practices, fostering innovation, as well as promoting tripartism and social dialogue in its field of action.

5. ILO/Cinterfor, as a hub for innovation in the field of vocational training, has continued to systematically and cumulatively improve its work processes, its modalities and mechanisms of action, its coordination with the technical services offered by headquarters and ILO's offices in the field, as well as develop new strategic partnerships with national and international cooperation and development agencies. The highlight of the current biennium has been the acceleration of the digitization of the world of work and, in particular, of vocational training. This means that ILO/Cinterfor has also embarked upon its own digital transformation, which has made it possible not only to maintain, but also to increase sharing, technical assistance and cooperation activities, at a time when countries are demanding not only quality support, but also that it should be swift and relevant. For the biennium 2022-2023, ILO/Cinterfor intends to expand this innovative and transformative strategy in order to increase its range of technical assistance services and their quality, placing the development of skills at the heart of a more inclusive, productive and sustainable recovery.
6. The following is a description of ILO/Cinterfor's Programme for the biennium 2022-2023.

Programme

The proposed programme of work for the biennium is part of the ILO's Strategic Plan for 2022-2025 and is aligned with Outcome 5 of the ILO Programme and Budget 2022-2023. It includes, in particular:

- The key role that tripartite constituents conferred, in the Centenary Declaration for the Future of Work (108th ILC, 2021), and the Global call to action for a human-centred recovery from the COVID-19 crisis that is inclusive, sustainable and resilient (109th Session ILC, 2021), to strengthening people's capabilities in strategies to face the major shifts in the world of work, mainly digital, environmental and demographic, as well as to achieving the 2030 Agenda adopted by the United Nations General Assembly (2015), in particular in relation to SDGs 4 and 8.
- The emphasis that the ILO's Strategic Plan for 2022-2025 places on leaving no one behind, reinforced by the need to address 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 businesses and entrepreneurship.

- ▶ Strengthening the capacity of the ILO to provide quality services to its constituents and member States, better understanding their needs and responding to them in a more relevant and timely manner.
- ▶ Contributing to the status of the ILO as a benchmark in the field of capacity building for institutions implementing public vocational training policy, as well for workers and enterprises.
- ▶ Increasing effectiveness and efficiency in the use of resources, in order to provide optimal and quality services to member States.

Pursuant to the guidelines of the Governing Body, ILO/Cinterfor's main focal points will include knowledge management, South-South and triangular cooperation, and making the fullest possible use of information and communication technologies in all of its working areas.

The Centre plans to make progress in the following four result areas.

A. **Strengthening the capacity of vocational training institutes and systems, as well as of tripartite constituents, to identify current mismatches between labour skills supply and demand and to anticipate future labour skills needs**

Bearing in mind the need to adapt the response of vocational training institutes and systems to the rapid changes in production sectors and occupations and the evolution of global supply chains, **ILO/Cinterfor will continue to support the improvement of labour market information systems.** This, with the purpose of identifying retraining and further training needs, to prevent skills supply and demand mismatches and to equip skills development systems with the means to anticipate future skills needs.

The effects that the Centre intends to generate through technical assistance and South-South and triangular cooperation actions include:

- ▶ Continuing to generate and bolster the capabilities of constituents and training institutes to determine and anticipate skills needs, taking into account the shifts occurring in the world of work and the impact of the COVID-19 pandemic.

- ▶ Designing and implementing, through social dialogue, sector-wide strategies that are forward-looking, inclusive and evidence-based in order to identify and meet skills needs.
- ▶ Experimenting with innovative methods for measuring existing or potential skills mismatches, such as rapid skills needs assessments, the use of big data tools and the measurement of skills mismatches.
- ▶ Devising and implementing interventions to identify skills needs and to promote skills acquisition, vocational retraining and upgrading of the skills needed for an equitable transition to environmental sustainability and other capabilities necessary for productive employment, decent work, the resilience of enterprises and workers, and personal development.

Actions to be carried out or promoted in this regard are:

- ▶ Developing knowledge dissemination products – with a perspective of gender equality and non-discrimination – on forecasting skills needs and identifying labour market imbalances, based on labour market information, including real-time data and big data.
- ▶ Identifying and disseminating good practices arising from successful interventions in forecasting skills needs.
- ▶ Developing and implementing, on an experimental basis, guidelines on the identification and anticipation of the skills needed to facilitate an equitable transition to a better future of work in the recovery phase that will follow the COVID-19 crisis.
- ▶ Developing the capabilities of technical and teaching staff through actions such as the design and delivery of face-to-face and online courses and the organization of technical workshops. In addition, circulation will be stepped up of handbooks and guides for ILO/CINTERFOR's network of institutes and constituents, on new approaches and methods used to anticipate skills needs and match skills supply and demand.
- ▶ Technical support and facilitation of South-South cooperation activities and the collaborative development of solutions for the improvement of information systems and the identification and forecasting of skills.

B. Developing the capacity of vocational training institutes and systems and of tripartite constituents to strengthen work skills and lifelong learning policies, governance models and funding systems.

The Centre will continue to support countries in their efforts to develop policies and strategies in these areas. Thus, the Centre will seek to strengthen the role of vocational training in structural reforms and productivity growth strategies and its links with national development plans and sectoral, trade and employment policies, including those related to the recovery from the COVID-19 crisis.

Some of the effects that the Centre intends to generate through technical assistance and South-South and triangular cooperation actions include:

- ▶ Developing and implementing national skills development and lifelong learning policies and strategies, through social dialogue and collective bargaining, to address skills acquisition needs after initial vocational training, with particular emphasis on gender equality, inclusion and diversity.
- ▶ Integrating skills development and lifelong learning into national development plans, sectoral policies and structural reform strategies at national and regional levels.
- ▶ Promoting the participation of constituents in the governance of skills acquisition and lifelong learning systems, including by establishing or reforming tripartite skills governance mechanisms.
- ▶ Designing and implementing new financing mechanisms and equitable and sustainable incentive systems that facilitate lifelong learning and offer innovative solutions that enable individuals and businesses to meet skills-related challenges.

Actions to be carried out or promoted in this regard are:

- ▶ Developing knowledge dissemination outputs on innovations regarding regulatory frameworks for institutional aspects, participation and social dialogue, and the different training modalities.
- ▶ Knowledge-sharing, South-South and triangular cooperation and the collaborative design of solutions involving gender equity inclusion and promotion in skills development and lifelong learning systems and policies.

- ▶ Documentation, dissemination and sharing knowledge on skills development financing policies and strategies, and in particular, on different models, mechanisms, incentives and awareness-raising measures.
- ▶ Designing and implementing courses for ILO/CINTERFOR institutes network and tripartite constituents in order to develop their capabilities to participate in social dialogue opportunities in and about vocational training.
- ▶ Technical support and facilitation of South-South and triangular cooperation, at the request of countries, for processes for the improvement or reform of regulatory frameworks, governance and financing schemes for skills development and lifelong learning systems.

C. Strengthening the capacity of vocational training institutes and systems to design and deliver innovative, flexible and inclusive learning options, including workplace training and quality apprenticeships.

Taking into account that it is necessary to effectively address the needs of enterprises and achieve better employment outcomes for women and men, support will be provided to countries in their efforts to develop an innovative, flexible and inclusive training offer. Social dialogue will be promoted in order to broaden the possibilities of training in the workplace environment, as well as the acquisition of basic and digital skills. Innovation will be fostered through flexible, learner-centred learning modalities as a tool in the service of inclusion and non-discrimination. We shall seek to strengthen systems for the recognition of prior knowledge and skills through innovative and digitally-based mechanisms. In view of the impact of the COVID-19 pandemic, priority attention should be given to youth, women, and vulnerable groups.

Some of the effects that the Centre intends to generate through technical assistance and South-South and triangular cooperation actions include:

- ▶ Updating apprenticeship through the reform of its regulatory frameworks and existing systems, and developing models adapted to countries.
- ▶ Diversifying learning options and means, with particular emphasis on the training and retraining of teachers and training instructors, motivating women to move towards intensive occupations in science, technology, engineering and mathematics and limiting gender segregation in training.
- ▶ Developing and implementing inclusive policies and programmes on the recognition of prior skills and knowledge, which promote mobility through the

adoption of qualifications frameworks and bilateral and multilateral agreements, and which devise programmes to strengthen the acquisition of basic skills.

- ▶ Promoting methodological and technological innovation in the design and development of vocational training with a focus on the role of teachers, new learning environments and the development of skills for the future of work.
- ▶ Designing and implementing specific initiatives, such as career guidance guidelines and complementary training support measures, to improve access to and permanence in learning, especially for young people, women, older workers, workers in the informal economy, people with disabilities and people in vulnerable situations.

Actions to be carried out or promoted in this regard are:

- ▶ The Centre will provide technical support and facilitate South-South and triangular cooperation in adaptation and reform for vocational learning policies and programmes and regulatory frameworks.
- ▶ Analytical reports on vocational learning programmes will be prepared for policy discussion to take place at the International Labour Conference in 2022 and 2023.
- ▶ Design and implementation of courses for ILO/CINTERFOR network institutions and constituents in areas such as vocational learning, flexible training modalities such as part-time or full-time studies, e-learning, strategic human resource development in micro, small and medium enterprises, recognition of prior skills and knowledge, and social inclusion and gender equality.
- ▶ Knowledge sharing and collaborative solution building for inclusive skills training and the promotion of gender equality through work skills acquisition and lifelong learning.

D. Strengthening the capacity of vocational training institutions and systems to facilitate the digital transition of skills development systems and strengthening digital skills

Taking into account both the opportunities and the challenges – underscored during the COVID-19 crisis – that digitization poses for systems for the development of work skills and lifelong learning, ILO/Cinterfor will support countries in their efforts to adapt their vocational training systems to the new digital society. To this end, support will be given to the development of the capabilities of institutions and systems to improve, on the basis of social dialogue, access to skills upgrading and the improvement of teaching materials and resources, as well as to training, evaluation and certification activities.

Some of the effects that the Centre intends to generate through technical assistance and South-South and triangular cooperation actions include:

- ▶ Assessing the basic digital infrastructure and capabilities needed to enable skills development systems, enterprises, teachers and training providers to offer blended and online learning programmes in order to develop digital skills.
- ▶ Promoting equitable access to digital learning through the offer of technical support, partnerships and innovative low-cost solutions applied on a pilot basis.
- ▶ Developing digital tools and materials that can be used in blended, online and distance learning to improve training offer, assessment, and certification.
- ▶ Designing inclusive training programmes in digital skills and their corresponding certifications.

Actions to be carried out or promoted in this regard are:

- ▶ Outputs will be developed for knowledge dissemination, as well as technical guidelines on the identification, development, evaluation and certification of digital skills.
- ▶ Courses will be designed and delivered, targeting ILO/Cinterfor network institutes and constituents, on digitization and key processes for institutional management and the design and delivery of training.
- ▶ Technical assistance actions to respond to the demands of our members, using information and communication technologies in a combination of face-to-face and remote media.
- ▶ Knowledge-sharing and building solutions collaboratively to bolster the capacity of teachers and technicians, government institutions, training providers, and employers' and workers' organizations will be promoted in order to design and implement online programmes and assessment and to use the new digital technologies and tools.



Appendix

Appendix 1. Events, seminars and workshops convened and organized by ILO/Cinterfor

► Events, seminars and workshops convened and organized by ILO/Cinterfor - 2021

Name	Date	Comments
Industry + production: Moving towards Industry 4.0	18 March	Targeting VTIs involved in assistance programmes for micro, small and medium enterprises. SENAI presented its Brazil+Production programme
Shaping the Future. Towards a digital era for training. Lessons learned, challenges and opportunities for vocational training in the digital age.	23 to 25 March	Organized by FUNDAE, in preparation for the TCM. Cinterfor put out a call to the VTI Network.
Virtual Skills Fair	21 and 22 April	A discussion on SSTC experiences in Latin America and the Caribbean was held, attended by SENAI Brazil, INSAFORP El Salvador, INA Costa Rica, UOCRA Argentina and ILO/Cinterfor
The role of vocational training in youth employment policies in Latin America in the current context.	6 May	The event was attended by ILO officials and specialists, and the Minister of Labour and Social Security of Costa Rica. A dialogue was held with the presence of SENA Colombia, SENCE Chile and INEFOP Uruguay, as well as discussions with youth representatives from worker and employer sectors and youth organizations.
A workshop course on knowledge transfer and capacity building for employability skills	7 to 11 June	This training activity was carried out within the framework of an agreement with Swisscontac Nicaragua, for a group of pedagogical advisors of INATEC National Technological.
Training course for facilitators for micro and small businesses in Cleaner Production. PAGE - Uruguay	21 June to 8 September	In the context of the PAGE Uruguay programme, with the support of the Ministry of Industry, Energy and Mining (MIEM), the Ministry of Labour and Social Security (MTSS), the National Institute of Employment and Vocational Training (INEFOP) and the ILO
An international colloquium: Dual Training perspectives and consolidation. Latin America and the Caribbean Partnership.	28 to 30 June	Organized by CONALEP of Mexico together with the Federal Institute for Vocational Training, BIBB of Germany and ILO/Cinterfor. Members of the VTI Network were present sharing their progress, difficulties and achievements. INSAFORP, El Salvador; SENAI, Brazil; SENA, Colombia; INA, Costa Rica; INTECAP; Guatemala; INATEC, Nicaragua; INADEH, Panama; SINAFOCAL, Paraguay; INFOTEP, Dominican Republic and INEFOP, Uruguay

► Events, seminars and workshops convened and organized by ILO/Cinterfor - 2021

Name	Date	Comments
Employment observatories and data management tools.	6 July	Experiences were presented of SEPE Spain Occupations Observatory and the Industry Observatory, promoted by the Federation of Industries of the State of Paraná and SENAI Paraná.
Virtual Launch of the Social Dialogue and Tripartism Programme The significance of Sectoral Bodies	8 July	Organized by ChileValora, ILO Southern Cone and ILO/Cinterfor.
Towards a Regional Qualifications Framework in Latin America and the Caribbean. Structure and comparability tools	22 July	Organized jointly with OAS and UNESCO. OREALC-UNESCO Santiago and the European Employment Services Network presented their experiences.
Towards a RQF in Latin America and the Caribbean. Purpose, objectives and evolution of the frameworks.	29 July	At the second meeting of this VC cycle, there was a presentation by the European Training Foundation (ETF).
Soft skills: their importance for training and employment in times of COVID-19	30 July	ChileValora, SENA Colombia and the ILO-SENAC API inclusive vocational learning initiative of Brazil presented their respective work experiences with these skills.
Towards a RQF in Latin America and the Caribbean. The validation of apprenticeship in the European area and its relationship with the European Qualifications Framework.	5 August	Cycle of VCs framed within the course on RQFs, and organized in collaboration with the OAS and UNESCO. An expert researcher and professor of Education Policy; Deputy Director of the "Digital Futures of Work" Project of Cardiff University took part as presenter.
Towards a RQF in Latin America and the Caribbean. EQF creation, quality and governance. RQF in lifelong learning and quality in TVET systems	12 August	In collaboration with OAS and UNESCO. The European experience and vocational training systems were discussed, with the participation of a specialist representing the European Training Foundation (ETF) and a UNESCO Specialist (Paris).
Towards a RQF in Latin America and the Caribbean. Developments in relation to a RQF for the Pacific Alliance. The CVQ and its incorporation into the Qualifications Framework	19 August	An event organized in collaboration with OAS and UNESCO. 4 international specialists shared their insight into the common challenges in Latin America and the experience of the Pacific Alliance: Employment education programme in the Pacific Alliance, Cégep Marie-Victorin, Collège Montmorency, and NTA T&T.
3 experiences in skills standardization. Developments and Challenges	31 August	Within the framework of the SENA 2021 Agreement, the experiences of INA Costa Rica, SENA and CONOCER Mexico were presented.
First workshops to agree a country approach in the consultancy on green and blue job indicators.	8 and 9 September	Within one of the objectives of PAGE Uruguay, convened by the Ministry of Labour and ILO.

► Events, seminars and workshops convened and organized by ILO/Cinterfor - 2021

Name	Date	Comments
2nd Meeting of the Advisory Council, Dual Training Partnership for Latin America and the Caribbean	9 September	Event chaired by CONALEP Mexico, with support from BIBB and ILO/Cinterfor. Leader representatives from Dual Training Institutions from Brazil, Chile, Colombia, Cuba, Dominican Republic, Ecuador, El Salvador, Nicaragua, Panama, Paraguay, Uruguay and Mexico participated.
Curricular and methodological innovations for training: experiences from Brazil	14 September	As part of the agreement with SENA (Colombia), SENAC and SENAI presented innovations in vocational training to address the advance of digitization in the economy.
New developments and experiences in skills certification.	6 October	Videoconference held in collaboration with SENA, with the experiences of ChileValora, SENA, INCUAL (Spain) and CONOCER (Mexico).
Part One - Designing training programmes in the context of qualifications. The experiences of Spain and Costa Rica	13 October	Videoconference in agreement with SENA (Colombia), with the presence of INCUAL (Spain), INA and the Ministry of Education of Costa Rica.
Training vocational training teachers and instructors. Experiences from Brazil, Guatemala and the Dominican Republic.	15 October	Videoconference as part of the SENA agreement. Experiences in training trainers were shared by INTECAP (Guatemala), INFOTEP (Dominican Republic) and SENAC Brazil.
Part Two - Designing training programmes in the context of qualifications. The experiences of Colombia and Chile	19 October	Videoconference in agreement with SENA, with the presence of SENCE (Chile).
Pre-apprenticeship programmes (PaPs): An innovative approach for existing challenges?	20 October	Videoconference on pre-apprenticeship programmes, their importance in facing current challenges in the region
Teaching qualifications in the context of comprehensive vocational training	28 October	As part of the agreement with SENA, the National School of Instructors – ENI presented its pedagogical route experience.

► Training programmes developed by ILO/Cinterfor - 2021

Name of course	Date	Comments
Evaluation Strategies in a skills-based approach.	19 April to 25 June	Building people's capacity to face and resolve situations and problems relevant to professional performance by applying specific skills to the area where they are being trained and cross-cutting skills for team work, communicating and proposing solutions.
Mainstreaming occupational health and safety in vocational training	26 April to 2 July	Training course for institutional interdisciplinary teams willing to combine knowledge and efforts to design and propose the mainstreaming of OSH in training in their institutions.
Forecasting post-COVID-19 training demand The SENAI Prospective Model.	26 April to 23 July	The course offered a contextualization of drivers for change in the labour market that lead to the need to anticipate training demands. Means and tools to identify an application sector, develop technology foresight in contact with key informants from the public and private world of production, elicit trends and formulate recommendations to generate or modify training programmes.
Quality Apprenticeship in Latin America and the Caribbean.	24 May to 9 July	Regional virtual training workshop course and development of national roadmaps
Evaluation of the impact of vocational training	26 June to 20 August	This course was designed to improve levels of knowledge and skills that make it possible to incorporate impact assessment in the daily work of institutions that carry out training for jobs.
Moving towards a Regional Qualifications Framework.	12 July to 23 August	An opportunity for capacity building on the concept and feasibility of an RQF; in addition to generating efforts for the formulation of new public employment and training policies.
Gender equity strategies through STEAM skills development	29 July to 30 September	A course with a gender-based perspective, which seeks to make contributions for the elimination of stereotypes associated with certain areas of vocational development and improve women's access to disciplines such as science, technology, engineering, and others
Project-based training design for cross-cutting development and socio-emotional skills	16 August to 29 October	An applied and contextualized learning experience based on the curriculum proposals and projects that participants themselves contribute.
Big Data: basic concepts and uses in vocational training	4 October to 30 November	The uses of Big Data are increasingly varied and well-known, occupying pride of place in various sectors of our societies. In this regard, this course addresses the main conceptual aspects of data science and Big Data, digitization, automation and data transformation, as well as their potential and possible applications in vocational training.

► Events, seminars and workshops convened and organized by ILO/Cinterfor - 2020

Name	Date	Comments
Design and delivery of a course on Vocational Training Centre Management for Heads of INFOCAL System Centres	Santa Cruz, Bolivia, 27 to 31 January	This training had the support of ILO/Cinterfor and the ILO Office for the Andean Countries, to provide knowledge, practical tools and personal and professional attitudes for the continuous improvement of technical-pedagogical and administrative-financial processes.
Methodological transfer workshop for the implementation of a National Qualifications Framework	Lima, Peru, 4 and 5 February	Work was carried out as part of an agreement between PMESUT and ILO/Cinterfor, on a design for a National Qualifications Framework, an NQF contextualized to Peru, developed on the basis of the "Guidelines for the design of an NQF", adjusted according to a mapping of potential qualifications.
Workshop on the validation of the outputs relating to a populating methodology and roadmap for the implementation of the NQF in Peru.	Lima, Peru, 27 February	After the PMESUT - ILO/Cinterfor process, technical cooperation outputs were delivered during a workshop with the stakeholders involved.
COVID -19: the response of VTIs	26 March	Organized with the aim of discussing and sharing strategies, actions and tools in the face of the global health crisis; the activity was well attended by VTI managers and labour ministries, from 15 countries in Latin America.
Instructors and teachers confronting COVID-19	3 April	Experiences from SENAC Brazil, SENA Colombia and TKNKA of the Basque Country were shared, with comments from INTECAP of Guatemala. The aim was to learn how VTIs gave online continuity to attendance and what tools made it possible to improve participation in distance learning.
Vocational training: a coordinated response to COVID-19 through employment, protection and recovery policies	16 April	The videoconference focused on reflecting on the immediate situation and that of recovery and exit from the crisis. Presentations were delivered by representatives of FUNDAE Spain, the Public Employment Agency of SENA Colombia, and SENCE Chile.
The role of quality apprenticeship / dual training in Latin America during and after COVID-19	23 April	The cases of Brazil (SENAI), Costa Rica (INA) and Paraguay (MTESS) were analysed, as well as their dual learning/ training programmes.
Online meeting of Heads of the Network of Vocational Training Institutes in Central America, Panama, the Dominican Republic and Haiti: Vocational Training Institutes response to the COVID-19 pandemic crisis	29 April	This meeting was attended and supported by ILO/ SJO and ILO/Cinterfor, which also collaborated in making the virtual platform available.

► Events, seminars and workshops convened and organized by ILO/Cinterfor - 2020

Name	Date	Comments
The ILO in Latin America and the Caribbean responding to skills development challenges during the COVID-19 pandemic.	30 April	Challenges and progress in ILO's work in the region to address the pandemic, and the role of VTIs of the ILO/Cinterfor network in generating responses for training and skills development for employment.
Digitization and vocational training in times of COVID-19	7 May	Through a number of presentations (UTEC Uruguay, INSAFORP El Salvador, INADEH Panama, SENA Colombia), the growing provision of venues for remote learning and new learning platforms was analysed, both for the updating and preparation of teachers and to offer new digital-based content.
Certification of work skills in times of COVID-19. Challenges and progress.	14 May	With presentations on the experiences of CONOCER Mexico, INFOTEP Dominican Republic, SENA Colombia, and comments from SECAP Ecuador, ideas and experiences were analysed and shared on the impact of COVID-19 on processes involving skills recognition, evaluation and certification, and their implications at present and in the future.
Overview, impact and response to COVID-19 in the vision of the ETF in Europe.	21 May	The presentation covered an analysis of ETF during the pandemic, the evolution of countries' responses and actions from the beginning of the outbreak.
In the face of the COVID-19 scenario: is online training here to stay?	28 May	FUNDAE Spain, SENCE Chile and SENATI Peru exchanged views and discussed whether distance learning, along with flexible models where face-to-face and remote learning are integrated are here to stay.
Vocational training prepares for a return to face-face classes.	4 June	Knowledge and experience were shared on progress and key considerations to be taken into account in planning the safe return to face-to-face activities for everyone. SENAI Brazil presented an investigation carried out on several global practices for the return to classrooms and OREALC/UNESCO shared a paper: The education sector's response to COVID-19: Preparing for the reopening of schools.
Training in-company tutors for quality apprenticeships in times of COVID-19	18 June	The Colombian-German Chamber in Bogotá and COPARMEX Mexico presented their good practices for training in-company trainers in quality apprenticeship settings, with a focus on the period during and after COVID-19. INEFOP Uruguay offered a presentation in the context of the Uruguayan approach: Linking Education and Work (AEyT).

► Events, seminars and workshops convened and organized by ILO/Cinterfor - 2020

Name	Date	Comments
Closing the videoconference cycle: achievements, lessons learned and recommendations	25 June	An assessment of the cycle was carried out, evaluating its development, lessons learned, outputs generated and recommendations that emerged. Conducted by a panel composed of the ILO Regional Director for Latin America and the Caribbean and representatives of INSAFORP El Salvador, SENAI Brazil, SENCE Chile, INA Costa Rica and SENA COLOMBIA
Workshops to transfer methodology for the description and valuation of positions in the television and industrial fishing sectors. CETFOR Uruguay Project – Phase II.	28 August	These workshops were the culmination of two years of bipartite work coordinated by the CETFOR Project, with ILO/Cinterfor, together with INEFOP, with the support of the MTSS.
Vocational training in response to the crisis and post-COVID-19 recovery and productive transformation strategies	24 September	Together with the ILO Regional Office; the purpose of the virtual conference was the presentation of the Technical Note <i>“Vocational Training in Crisis Response and Post-COVID-19 Recovery and Production Transformation Strategies”</i> , from the Notes Series on the Labour Outlook in times of COVID-19. The presentation was also supported by a VTI Network Expert Panel: SENAC Brazil, INSAFORP El Salvador and UOCRA Argentina.
SENA 2020 Virtual JobExpo - Opportunity, Connection and Transformation.	29 and 30 September	In addition to providing support for the activity and contacts with panellists, ILO/Cinterfor gave a presentation on the challenges of VT in the face of COVID-19 and skill gaps, during a discussion on “Labour Transformation, a Challenge for Intermediation” How do we connect the talent of Colombians in this new reality? On 29 September.
Presentation of the initiative “I CAN” Uruguayan Platform for Employment and Guidance Data. CETFOR Uruguay Project – Phase II.	5 October	This tool was presented as part of the CETFOR Project (INEFOP, MTSS Uruguay and ILO/Cinterfor). It was designed to facilitate access to information on the world of work and training, among individuals and businesses.
Certification experiences for digital technologies in INTECAP and progress in the SENA certification process.	14 October	The webinar was convened by ILO/Cinterfor and featured INTECAP Guatemala and SENA Colombia presentations, with the facilitation of Cinterfor, and with the aim of learning about and sharing knowledge on good practices in digital technology skills certification. Representatives of INFOTEP Dominican Republic, ChileValora, INADEH Panama, INATEC Nicaragua and INA Costa Rica also participated as observers.
Presentation of sectoral tools developed as part of the CETFOR Phase II Project.	29 October	Together with INEFOP and the Ministry of Labour, Employment and Social Security of Uruguay (MTSS), the materials developed as part of the culmination of two years’ work were presented at the event.

► Events, seminars and workshops convened and organized by ILO/Cinterfor - 2020

Name	Date	Comments
Strategies for innovation in skills-based evaluation	3 to 17 November	In agreement with SENA Colombia, a virtual workshop was conducted on innovation in evaluation for comprehensive vocational training, aiming to explore with participants new concepts and teaching tools in the field of evaluation, within the framework of a pedagogy of vocational training targeting the development of skills.
Webinar on SENA's SOFIA Academic Management Information System.	11 November	Online discussion held with SENCE Chile and SENA Colombia.
The recognition of prior learning and the certification of skills, and their synchronization with the National Qualifications System. The experience of Colombia.	12 November	An event within the framework of the agreement with SENA, it featured the presentation of the Qualifications System of the Colombian Ministry of Labour.
International forum Challenges facing vocational training in Paraguay for the reactivation of employment during and after COVID-19.	13 November	Jointly organized by the Ministry of Labour, Employment and Social Security – MTESS of Paraguay, ILO/Cinterfor and ILO Southern Cone
International virtual conference: Defining profiles and using them in skills certification. The experience of ChileValora.	17 November	Aimed at technicians of SENA Colombia's certification service; technical observers from 6 Latin American countries also participated.
Webinar on Anticipating the demand for training in times of COVID-19: The SENAI Prospective Model. Progress and new developments.	23 November	ILO/Cinterfor, together with SENAI, offered participants an updated view of this methodology, sharing the challenges and changes that vocational training must address, and a discussion on the SENAI prospective model and its relevance in the current context.
Pedagogical innovation in comprehensive vocational training.	25 November	The webinar featured presentations by SENAI and SENAC Brazil and INTECAP of Guatemala, taking place within the framework of the SENA – ILO/ Cinterfor 2020 agreement.
Webinar: Digitization of TVET: reflections and experiences from Latin America.	27 November	Organized jointly with HEART/NSTA Trust Jamaica, with experiences from INET Argentina, SENAI Brazil and UTEC Uruguay
Project-based training methodology and training for trainers.	2 December	Held within the framework of the ILO/Cinterfor and SENA agreement, the webinar included the experiences of SENAI and SENAC of Brazil and INFOTEP of the Dominican Republic.

► Events, seminars and workshops convened and/or organized by ILO/Cinterfor - 2019

Name	Date	Comments
Developments in in-company lifelong training in Spain and Peru.	3 December	Webinar conducted as part of the SENA – ILO/Cinterfor 2020 agreement, where the SENA continuous training team shared experiences with FUNDAE Spain and SENATI Peru.
Virtual workshop to validate the restructured model for the production of digital educational resources.	3 to 10 December	Aimed at SENA Colombia technicians, the activity was carried out in three sessions jointly designed by Cinterfor and SENA.
Pre-apprenticeship programmes during and after COVID-19	9 December	Webinar to present the publication on “Designing pre-apprenticeship programmes in Latin America during and after COVID-19: the Cinterfor perspective”. Presentation by countries participating in the study.

► Events, seminars and workshops convened and/or organized by ILO/Cinterfor - 2019

Name	Date	Comments
Workshop on identification and standardization of skills, evaluation and certification.	Bogotá, 20 to 22 August	Targeting the team of the Directorate of Mobility and Training for Work – DMFT, as part of the agreement between ILO/Cinterfor and the Ministry of Labour of Colombia.
First National Congress of Vocational Training Instructors	Guatemala, 20 to 22 August	Organized by INTECAP; a presentation was delivered on project-based training methodology in relation to developing soft skills, and meetings were held with the team in charge of the FBP.
Workshop on Recruiting for the Implementation of the National Qualifications System – Phase II	Bogotá, 24 to 26 September	Three topics were addressed: standardization; evaluation, certification and quality; and the NQF. ILO/Cinterfor offered its technical support to SENA Colombia, to generate an initial workshop methodology and then a follow-up workshop in which progress was made in the different areas, in reflecting on challenges and actions to be undertaken
Workshop with the multisectoral working group of the Peruvian qualifications framework and signature of the ILO/Cinterfor cooperation agreement with PMESUT, for the design of the national qualifications framework and a roadmap for its implementation.	Lima, 2 October	Convened by the Programme for the Modernization of Technical Education and Vocational Training of the Ministry of Education of Peru. Progress is being made with the implementation of the actions framed in the agreement.

► Events, seminars and workshops convened and/or organized by ILO/Cinterfor - 2019

Name	Date	Comments
Technical visit to TKNIKA	San Sebastian, 13 to 19 October	The participation of SENA officials was facilitated in order to learn about the business-related situation of the Basque Country and its links with Vocational Training
Training workshop on the design and application of project-based training methodology	Buenos Aires, 15 to 18 October	At the request of the UOCRA Foundation, a training activity was carried out for a group of instructors, pedagogical designers and centre directors of the UOCRA Foundation, SMATA and UOM.
Workshop on the subsystem for the quality assurance of training for work. Workshop on the National Qualifications Framework Subsystem. Workshop on the skills standardization, assessment and certification subsystem.	Bogotá, 16 to 18 October	In implementation of the agreement between ILO/Cinterfor and the Ministry of Labour/DMFT, three workshops were scheduled to move forward in the socialization and validation of the proposals made by the Management team, on the components of the National Qualifications System.
Advanced Management Programme for Vocational Training Institutions in Latin America and the Caribbean	San José, Costa Rica, 29 October to 1 November	ILO/Cinterfor together with the ILO Office in San José and INCAE have been supporting this programme, attended by INFOTEP, INSAFORP and INADEH Directors or Managers, and deputy Directors of SENA and INA.
Workshop with multisectoral working group to propose the foundations for the National Qualifications Framework.	Lima, 5 November and 6 November	Within the framework of their agreement, PMESUT and ILO/Cinterfor conducted a series of workshops, with the participation of representatives of different actors involved in the supply and demand of qualifications. The whole process also had the technical support of ChileValora.
Subregional seminar: On the 100th anniversary of the ILO, vocational training today in the English Caribbean, gaps and challenges.	Kingston, 5 to 8 November	Organized by HEART Trust/NTA Jamaica with technical support from ILO/Cinterfor and the ILO Office of Port of Spain
Technical assistance for the consolidation of dual training in Colombia – international perspective, current situation and challenges.	Bogotá, 12 to 14 November	At the request of the DMFT, this assistance was provided for a team of officials from the Ministry of Labour, Ministry of Education and SENA Colombia.
Technical visit to the National Rural Training Service - SENAR	Juazeiro, 19 to 22 November	SENA officials visited in order to learn about the Centre of Excellence in Fruit Growing, located in Juazeiro (Bahia).
Workshop on Project-based training methodology for SENA's trainers' training school.	Bogotá, 20 and 21 November	The workshop was conducted by an ILO/Cinterfor specialist and targeted SENA officials with experience in the methodology.

► Events, seminars and workshops convened and/or organized by ILO/Cinterfor - 2019

Name	Date	Comments
Technical visit to the National Industrial Training Service - SENAI	Brasilia, 19 November São Paulo, 20 and 21 November	SENA officials travelled to learn about the operation of CNI/SENAI and the Innovation Institute in São Paulo.
Workshop with the Intersectoral Commission for Human Resources Management, to move forward in the socialization and validation of proposals on the standardization subsystem and the evaluation and certification subsystem.	Bogotá, 25 and 26 November	As part of the agreement between ILO/Cinterfor and the Ministry of Labour/DMFT, the international vision of the outlook and context relating to vocational training was submitted to CIGERH, as well as the standardization of skills-based profiles, and skills assessment and certification.
Technical visit to the National Training for Industrial Work Service - SENATI	Lima, 25 to 29 November	SENA officials made this technical visit with the purpose of learning about strategies for partnering with the private sector in developing programmes, as well as the handling of apprenticeship programmes.
SENA Colombia officials made a technical visit to the National Commercial Training Service - SENAC	São Paulo, 2 to 6 December	The aim was to learn about the “Future Education” project, framed within innovation in vocational training and its components, including curriculum flexibility, life project guidance, teacher training and enhancement, use of educational opportunities and digital culture.
Technical visit to the Technical Institute for Training and Productivity - INTECAP	Guatemala, 2 to 6 December	SENA officials visited the institution with the aim of learning about the Trainers’ Training School and its operation
Workshop on Exploration of governance scenarios and roadmap for Peru’s National Qualifications Framework.	Lima, 2 and 4 December	Within the framework of the ILO/Cinterfor and PMESUT agreement.
Management of Vocational Training Centres (VTC)	Asunción, 9 to 13 December	The MTESS, through SNPP Paraguay, together with ILO/Cinterfor and the ITC-ILO Turin, developed this course aimed at 30 Directors of SNPP Operational Units throughout the country.

Appendix 2. Events, seminars and workshops with the participation of ILO/Cinterfor

► Events, seminars and workshops with the participation of ILO/Cinterfor - 2021

Name	Date	Comments
International Dual Training Colloquium. Discussion Panel on Dual Training and the new normal.	22 March	Organized by CONALEP, with a presentation by ILO/Cinterfor with some key reflections on the role of the public sector in promoting quality apprenticeship.
The Quito Process. VII Regional Meeting Lima Chapter. Workshop on socio-economic integration	5 April	As part of the activities supported by ILO/Cinterfor within the Quito Process, a presentation was offered on Vocational Training Institutions catering to the Venezuelan population and progress towards a Regional Qualifications Framework
Symposium on Innovation and Artificial Intelligence CONALEP 2021	28 April	Cinterfor took part in the panel on building partnerships for the development of artificial intelligence in Latin America.
Meeting of Directors of REDIFP	5 May	Presentation of the Network's work plan and ILO and ILO/Cinterfor's technical cooperation actions
Fifth International Conference TVET: Creating Opportunities in a Global Pandemic	12 to 14 May	Organized by HEART/INSTA Trust and the University of the West Indies. ILO/Cinterfor participated in the round table on social dialogue
#Let's talk about vocational training and the challenges arising from the COVID-19 pandemic	25 May	Series of talks organized by SENCE Chile with the participation of Cinterfor
Virtual Colloquium: Shaping a better El Salvador	15 June	Organized by INSAFORP. Cinterfor took part with a presentation on vocational training in the face of the challenges posed by production reconfiguration and digitization.
Shaping the future. Work practices for a changing world. GAN Argentina.	29 June to 1 July	Presentation of the progress of the GAN Global - ILO Cinterfor project: an international comparative study on the legal frameworks for "quality apprenticeship" in Argentina, Brazil, Colombia, Costa Rica, Dominican Republic and El Salvador.
International Congress on Technical and Technological Training - CIFTEC 2021	11 to 13 August	A conference was held on Dual Training in the international education setting.
Technical and Vocational Qualification Framework: Towards profile harmonization in the Region	1 September	An opportunity for conversations between Latin American experts, organized by the CChC Training Corporation and ChileValora.
Forum on Training for work and youth employability	22 September	Organized by the Ministry of Labour of Ecuador; ILO/Cinterfor presented a paper on the situation of work and non-formal education in Ecuador and the region.

► Events, seminars and workshops with the participation of ILO/Cinterfor - 2021

International Seminar on Youth, Education and Work	6 October	With SENAI and SESI, ILO/Cinterfor took part with a presentation on quality apprenticeship in vocational training
Education and the future of work for young people. A perspective from public policy.	12 October	A virtual event, organized by the GAN Network and ANDI Colombia, to address the different aspects of youth employability in Colombia today. ILO/Cinterfor participated by providing the ILO's vision for the future of Education.
CAEI Chile-2021. 7th edition of the Congress of the Americas on International Education (CAEI). Plotting the Future: Strengthening the Global Knowledge Community	19 to 22 October	ILO/Cinterfor took part in a plenary panel on Plotting the Future of Higher Education: International and Multilateral Organization Perspectives.

► Events, seminars and workshops with the participation of ILO/Cinterfor - 2020

Name	Date	Comments
Pacific Alliance Network of Experts on the certification of occupational skills.	Mexico City, 21 to 23 January	Organized by the Ministry of Labour and Social Security (STPS) and the National Council for Standardization and Certification of Labour Skills (CONOCER) of Mexico, in collaboration with ChileValora, and the support of EUROsociAL. The objective of the meeting was to form a technical work group to move towards an agreed catalogue of labour skills certification in the member countries of the Pacific Alliance. ILO/Cinterfor participated as an observer.
Forum: Technical and vocational training in Panama. Presentation on Trends and Innovations to ensure the relevance of the training provision.	Panama, 11 to 13 February	Organized by INADEH as part of its anniversary commemorations, the event was attended by ILO/Cinterfor, with a presentation that addressed the issue of trends and innovations to ensure the relevance of the training provision.
Workshop on Building inclusive pathways through education and employment: challenges and opportunities for young people in Latin America and the Caribbean	Santiago, Chile, 12 and 13 March	Organized by ECLAC and UNICEF; ILO/Cinterfor delivered a presentation on Technical vocational training and education, at the round table on Educational alternatives to forge inclusive paths for youth.
Launch of the platform CONALEP Life and Career Project.	2 July	Cinterfor attended the launch event, with comments on the project.
Second Cycle of Trade Union Seminars. Crisis and Work: employment and employability challenges in digital platforms.	7 July	Organized by the <i>Instituto de Estudios Laborales</i> Foundation - FIEL Chile, it featured an address by ILO/Cinterfor.

► Events, seminars and workshops with the participation of ILO/Cinterfor - 2020

Name	Date	Comments
Diploma on TVET Indicator System.	13 to 24 July	Organized by FLACSO El Salvador for FOMILENIO II; ILO/Cinterfor providing support with a presentation on The skills gap and the future of work in LAC. The role of technical education and vocational training.
Virtual Conversation: The challenges of vocational training in the context of the health crisis and the future of work.	16 July	The event was organized by the UOCRA Foundation (Argentina) and the Organization of Ibero-American States (OEI), with the participation of Cinterfor on the speakers' panel.
What challenges will young people face in the post-pandemic labour market?	18 August	Organized by the National Association of Development-Oriented Non-Governmental Organizations - Anong Uruguay; Cinterfor participated in the discussion on the situation of youth, access to the labour market and training at the current juncture.
First Vocational Training, Work and Production Sessions: Towards a virtuous circle of growth and social inclusion.	27 and 28 August	Organized jointly by the Organization of Ibero-American States - OEI, the General Confederation of Labour - CGT Argentina, and the National University of Salta, ILO/Cinterfor delivered a presentation on the panel on Education and the world of work.
Employability and Educational Linkage Programme - EVE.	25 September	ILO/Cinterfor took part in a discussion on Challenges and opportunities for the youth workforce in new times.
19th International Transport Congress 2020. Safe transport for uncertain times	1 October	Organized by SENA Colombia, we offered a conference on Qualifications and Occupations in Transport after the C-19 pandemic
Intersectoral Forum on Technical and Vocational Education and Training: Good Practices and Policies in the Pacific Alliance and Canada.	15 October and 5 November	Colleges and Institutes Canada (CICan) and Pacific Alliance Employment Education Programme: Sustainable Development and Skills for Employment in the Extractive Sector of Chile, Colombia, Mexico and Peru (EPE-AP). ILO/Cinterfor participated in two panels.
Conference cycle, Ministry of Education of Bogotá.	11 November	Event organized by the Secretariat of Education of Bogotá, UNESCO and UNDP Colombia, in which we participated as panellists on the round table on Skills Certification /Micro certification.
Seventh Ministerial Conference on the Information Society in Latin America and the Caribbean. Virtual meeting.	23 to 26 November	ILO/Cinterfor participated on behalf of the Regional Office.
International Virtual Seminar on Vocational Training 4.0: Vocational Training Looking to the Future	10 and 11 December	Organized by INADEH Panama, with the support of ILO Panama and Cinterfor, participating as moderators in two talks.

► Events, seminars and workshops with the participation of ILO/Cinterfor - 2019

Name	Date	Comments
Meeting of the SINDESENA Regional Steering Boards	Bogotá, 1 October	The SENA Public Employees Union, SINDESENA, invited ILO/Cinterfor to give a presentation on the future of training and the implications of national qualifications systems, followed by discussions with trade union leaders.
VI International Congress on Technical, Technological and Engineering Education.	Bogotá, 17 October	Organized by the <i>Instituto Técnico Central</i> technology school, National University of Colombia, a presentation was delivered on the challenges of vocational training.



► Acronyms and abbreviations

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ACTEMP	Bureau for Employers' Activities, ILO
ACTRAV	Bureau for Workers' Activities, ILO
ADRHA	Human Resources Association of Argentina
ASENOF	National Association of Education-for-work and human development institutions, Colombia.
BTVI	Bahamas Technical and Vocational Institute, Bahamas
BVTB	Barbados Vocational Training Board
CADERH	Advisory Centre for Human Resources Development, Honduras
CANTA	Caribbean Association of National Training Agencies
CEDEFOP	European Centre for the Development of Vocational Training
CEE	Episcopal Education Committee, Bolivia
CETFOR Project	"Development of capacities for the strengthening of the institutional framework of the public policies on employment, labour training and certification in the framework of a work culture"
CETP/UTU	Vocational Technical Education Board – Uruguay's Polytechnic Schools
CFP 401	Project: Vocational Training Centre No. 401, Moron, Argentina
ChileValora	Commission of the National Skills Certification System, Chile
CINTERFOR	Inter-American Centre for Knowledge Development in Vocational Training, ILO
CONALEP	National Technical Vocational Education School, Mexico
CONOCER	National Council for the Standardization and Certification of Labour Competencies, Mexico
CPS	Centro Paula Souza, Brazil
DGCFT	General Office of Training for Work Centres, Mexico
DINAE	National Employment Bureau of the Ministry of Labour and Social Security, Uruguay
Duoc UC	Vocational Technical Training Centre of the Catholic University of Chile
ETF	European Training Foundation
EU	European Union
FATERYH	Argentine Federation of Rental Tenancy Building and Property Workers
FAUTAPO	Fautapo Foundation – Education for Development
FUNDAE	Tripartite Foundation for on-the-job Training, Spain.
GAN	Global Apprenticeship Network
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit, Germany
HEART Trust/NTA	Heart Trust/National Training Agency, Jamaica

► Acronyms and abbreviations

IDB	Inter-American Development Bank
IEFP	Instituto do Emprego e Formação Profissional, Cabo Verde
IEFP	Instituto do Emprego e Formação Profissional, Portugal
ILC	International Labour Conference
ILO	International Labour Office
INA	National Training Institute, Costa Rica
INADEH	National Vocational Training Institute for Human Development, Panama
INATEC	National Technological Institute, Nicaragua
INCES	National Socialist Training and Education Institute, Venezuela
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
MSME	Micro, small and medium-sized enterprise
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
OECD	Organisation for Economic Co-operation and Development
PARDEV	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

► Acronyms and abbreviations

SECAP	Ecuadorean Occupational Training Service, Ecuador
SEGIB	Ibero-American General Secretariat
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
SEP	Public Education Secretariat, México
SESI	Serviço Social da Indústria, Brazil
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
SPPE	Public Policies of Employment Secretariat Ministry of Labour, Brazil
SPTS	Secretariat of Labor and Social Welfare, Mexico
SWISSCONTACT	Business-oriented independent Foundation for international development cooperation
TCM	Technical Committee Meeting
TVET Council	Technical and Vocational Education and Training Council, Barbados
TVET Guyana	Council for Technical and Vocational Education and Training, Guyana
UN	United Nations
UOCRA	Argentinean Building Workers Union
UOCRA Foundation	Foundation for the Education of Construction Workers, Argentina
UPACP	National Union of Domestic Employees, Argentina
UTHGRA	Workers' Union of the Tourism, Hotel and Gastronomy Sector of the Republic Argentina
VT	Vocational training
VTI	Vocational Training Institution



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