



# Costa Rica

## 43rd

Technical Committee Meeting ILO/CINTERFOR

The future of work: vocational training challenges

9 - 11 August 2017

## Final report

San Jose de Costa Rica, August 2017



International Labour Office  
**CINTERFOR**

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## A. FOREWORD

1. The ILO/Cinterfor 43rd Technical Committee Meeting took place between 9 and 11 August 2017 in San Jose, Costa Rica, at the Wyndham Herradura Hotel premises sponsored by the National Training Institute (INA). A total of 148 people participated in the meeting; 87 of them represented 44 ministries of labour, ministries of education and vocational training institutions that are members of the ILO/Cinterfor network in 24 countries of the American Region, Spain and Cape Verde. Several countries were represented by tripartite delegations. Employers' and workers' organisations were represented by seven and eight participants, respectively, appointed by the ILO Governing Body. Representatives from sixteen national and international institutions were also present as observers and/or speakers, together with ILO and ILO/Cinterfor authorities and officials.
2. During the meeting, the activities carried out during the last two years, the work plan proposal for the following biennium and administrative and financial matters were examined. Furthermore, taking advantage of the presence of vocational training leaders, topics of interest of the present and future of vocational training were analysed and discussed. This meeting was called: "The future of work: vocational training challenges".
3. This time, topics were analysed and discussed through innovative ways, compared to previous versions of these meetings. For example, three discussion panels with different formats, and eight thematic roundtables were organized. Besides, a question-making platform was made accessible to the audience from mobile devices. The combination of these three resources enabled more institutional presentations, addressing more topics and, simultaneously, promoting a higher participation and interaction among speakers and the audience.
4. The first panel was conducted by Jose Manuel Salazar-Xirinachs, ILO Regional Director for Latin America and the Caribbean, Jorge Arévalo Turrillas, Deputy Minister for Vocational Training, Basque Country, who addressed the future of vocational training and its contribution to productive development. In the second panel, Minor Rodríguez, INA (Costa Rica) Executive Director, Edgar Pimentel Yhost, Head of International Relations of INFOTEP (Dominican Republic) and Ricardo Andrés Martínez Morales, Vice-President of INSAFORP (El Salvador) focused on three experiences from the Regional Network of Technical Vocational Education and Training Institutions of Central America, Panama, Dominican Republic and Haiti, about Industry 4.0 and its impact on vocational training (Costa Rica), Skills-based training (Dominican Republic) and Vocational training and its articulation with enterprises (El Salvador), respectively. The third panel, called "The future of work and vocational training challenges" included a keynote presentation by Fernando Vargas, Senior Specialist in Vocational training of ILO/Cinterfor, followed by comments made by a tripartite panel made up of Minor Rodríguez, Executive Director of INA, Costa Rica, Fernando Yllanes of the Confederation of Industrial Chambers of United States

of Mexico (CONCAMIN) and Amanda Villatoro, Secretary of Trade Union Policy and Education of the Trade Union Confederation of the Americas, (CSA).

5. Furthermore, the discussion panels dealt with: i) Vocational training, competitiveness and industrial development policies for the 21st century. What role should vocational training play in promoting productive transformation?; ii) New skills and new jobs in the 21st century. What are the challenges faced by VT?; iii) Educational innovation as a driver for the development of the 21st century skills. What pedagogies, methods and technologies can be used to develop skills?; iv) Quality apprenticeship for a better transition from education to work. What specific contribution can quality apprenticeship provide to promote youth decent work in the region?; v) Social dialogue: a look ahead at the future of the governance of vocational training systems. What is the contribution of social dialogue to the relevance, quality, equity and sustainability of policies and the institutionality of vocational training?; vi) Vocational training for inclusive development. What is the contribution of VT to inclusive development strategies? Is VT itself being inclusive?; vii) Research and information systems for the continuous improvement of vocational training. What data and indicators are necessary to know where we are going?; and viii) Vocational training and cooperation to development. What cooperation, among who and what for is necessary for the VT of the future?
6. Besides, there was enough time to familiarise with one of the most recent developments of the host institution, INA, Costa Rica, through a tour to the new Regional Unit of Cartago, which included training centres and technological cores, Costa Rica World Skills exhibition, and some SMEs supported by INA.

## B. ACTIVITIES DURING THE 43<sup>RD</sup> TECHNICAL COMMITTEE MEETING OF ILO/CINTERFOR

7. The meeting took place between 9 and 11 August, 2017 at the Wyndham Herradura Hotel premises in the city of San Jose, and was sponsored by the National Training Institute (INA). Previously, on 8 August, the Programme and Budget Committee (CPP) meeting was held in order to analyse the Report of the ILO/Cinterfor Director and the work plan proposal for the following biennium, and prepare a report including conclusions and recommendations to be considered on 9 August by the plenary on 43rd TCM. Such report is included in this publication together with the rest of documents drafted during the meeting.

### 1. Tuesday 9 August

#### 1.1. Opening ceremony

8. The opening ceremony was held on 9 August and it featured Ana Helena Chacón Echeverría, Vicepresident of the Republic of Costa Rica, Minor Rodríguez, INA Executive President, José Manuel Salazar-Xirinachs, ILO Regional Director for Latin America and the Caribbean, Leonardo Ferreira, Deputy Director of ILO Office for Central America, Haiti, Panama and the Dominican Republic and Enrique Deibe, ILO/Cinterfor Director.
9. The Executive President of INA, Minor Rodríguez, took the floor first and apart from welcoming everybody to the 43rd TCM, pointed out the challenges faced by vocational training due to the changes in the world of labour and our societies in general. He stated that vocational training is a tool to promote equity and social justice, citizenship participation and productive development. Events such as TCMs contribute with experiences and ideas to build the vocational training of the future at the service of coming generations.
10. Subsequently, the ILO Regional Director for Latin America and the Caribbean, José Manuel Salazar-Xirinachs, highlighted the work that has been done prone to ILO/Cinterfor's relaunching and better positioning by the ILO together with many of the institutions present at this meeting since the previous TCM (Buenos Aires, 2015). He indicated that the network encouraged by the Centre and the issues addressed by it are more important than ever. Investing in human capital seems fundamental for productive and social development since it contributes to reducing skills and productivity gaps and lowering productive diversification, which are the main causes of our most important problems.
11. Ana Elena Chacón Echeverría, Vicepresident of Costa Rica, was the last speaker and highlighted the importance of the issue that gave name to the 43rd TCM for all nations and, particularly, for Costa Rica. Said country was the first to subscribe the commitments originated in the 2030 Agenda for Sustainable Development and, within this framework,

vocational training has been a key tool to advance towards the necessary changes, she stated. In particular, she pointed out its role in poverty reduction and social inclusion to the extent that vocational training itself is inclusive. Among the advances that are taking place in Costa Rica, she highlighted the development of a National Qualifications Framework which she defined as a tool to develop human talent, to cooperate among vocational training, technical education and enterprises and, also, as an ethical framework that provides the human side that every policy must have. She also mentioned the role of technology and the need to reduce the digital gap so that it is a social inclusion tool in, among other fields, the vocational training field.

## 1.2. First Panel: The future of vocational training and its contribution to productive development

12. After the opening ceremony, the panel was initiated: “The future of vocational training and its contribution to productive development”, integrated by José Manuel Salazar-Xirinachs, ILO Regional Director for Latin America and the Caribbean, and Jorge Arévalo Turrillas, Deputy Minister for Vocational Training, Basque Country. Mr. Salazar started his speech by briefly mentioning the renewed validity of productive development policies in the region. He introduced Mr. Arevalo’s vast experience on vocational training reforms in the Basque Country. After that, he showed a video about the importance of vocational training in the Basque Country. Based on the video, Mr. Arevalo addressed the issue of economic growth and its connection with human talent. He stated that economic development must not only grow but be sustainable and that considering these two aspects, it is fundamental to address human development. Sustaining a competitive productivity level is achieved by investing in people, through training and innovation; but advanced societies are only attained through people’s effort.
13. He then presented a second video that showed how F1 has evolved in the way races took place in the 50s and how they do now. The pit stop operation used to take a couple of minutes, which is an overwhelmingly long period, compared to the less than 9 seconds it may take nowadays. It is about excellence, about being very good at what we do and that enterprises are effective in their jobs through efficacy (complying with objectives), efficiency (doing it right), being fast and, finally, being accurate. These are the four elements that have been transferred to vocational training in the Basque Country.
14. The speaker described what he called a combined model of comprehensive training. He mentioned that several surveys were conducted to identify the training demands of enterprises, and that derived in profiles with a human, a scientific and a technological component. The inclusion of the 4.0 values notion (the values that humans will need to have in 10 years to be able to work with robots) derived in the high performance training notion, integrated to the educational and employment system; with compatible paths and applying dual training and specialization. Simultaneously, vocational guidance has been reinforced for the unemployed. In all cases, the response time between the detection of demands and the response is shorter than 3 months.

15. Another highlighted aspect was the role played by training centres in supporting enterprises innovation. Apart from offering training, centres are ready to support the development of new products and productive processes. Their autonomous management capacity enables them to provide immediate responses and they are developed as smart organisations which cover for prospective studies, technological surveillance, strategic innovation, change management and continuous improvement. To this purpose, centres work on three fundamental capacities: the capacity to adapt, to react and to anticipate.
16. Furthermore, training is innovated by articulating the notion of competitive intelligence and the change in learning methodologies. This means fostering challenge-based collaborative learning and active methodologies. Working in agreement with social partners and public administrations, it has been possible to adapt classrooms to promote cooperative learning, to create appropriate learning environments and to redefine the role of trainers. A third video about the daily life of a training centre showed the concepts that had been presented and how cutting-edge technologies were incorporated such as drones, augmented reality and robotic additive manufacturing, among others. One last message referred to the fact that models are not transferable. Every good aspect that could be discovered in other experiences must be adapted to the way in which each context operates.
17. Following this presentation, Mr. Salazar made some closing comments and opened a round of questions. Regarding the presentation, he highlighted the capacity to adapt and transform of systems as well as the three Viceministry support agencies which contribute to constant reinvention.
18. The speaker provided further information about funding, which is in charge of the Basque Government and several interested ministries. He described the role of unions in dual training and how they control that objectives are complied with. He informed about the alternation between the Centre and the Enterprise in dual training in terms of training hours. He also spoke about the positive role of the Law of education of the 90s, since it created competency-based training and on-the-job training practices. He also mentioned that in the Basque Country the training system is connected to more than 11,000 enterprises. He explained how they have moved from content-based to project-based learning, and then to problem-based to finally challenge-based learning where assessment does not take place, but participants' evolution is monitored.
19. Mr. Salazar made some closing remarks highlighting the challenge for training systems to adapt and change. He mentioned the chance of organising an event in the Basque Country so that these innovations could be appreciated on site. He announced the available bibliography that would soon be published about the experience in the Basque Country and thanked once again for the presentation and the message to adapt, change and reinvent conveyed during the presentation.



### 1.3. Election of authorities and adoption of agenda

20. After the planned activities, and according to the TCM regulations, Enrique Deibe, ILO/Cinterfor's Director, took the floor in order to elect the authorities of the meeting. Minor Rodríguez, INA's Executive President from Costa Rica was proposed as TCM's President while Fernando Yllanes Martínez was proposed as Vicepresident on behalf of the employers group and Rosane Bertotti as Vicepresident on behalf of workers. These names were approved by acclamation. Minor Rodríguez, in his capacity as President of the 43rd TCM, chaired the plenary and requested the present delegates to approve the agenda, which was also done by acclamation.

### 1.4. Report of ILO/Cinterfor Director

21. Mr. Minor Rodríguez then asked the Director of ILO/Cinterfor to present his report detailing the activities carried out in the previous biennium, the work plan proposal and financial matters.
22. The ILO/Cinterfor Director began the presentation of his report by remarking that this is a practice that has been carried out ever since Cinterfor was established in 1963, and that it is especially relevant because it is an accountability mechanism for the actions taken in substantive and financial terms during the previous biennium, as well as an opportunity for receiving guidelines from constituents for the Centre's action during the next biennium.

#### ***Actions developed***

23. ComeBeginning by the report of the activities conducted between the 42nd Meeting of the Technical Committee, held in Buenos Aires, in May 2015, and July of this year, the Director explained that the actions of the Centre are carried out in four core modalities: technical assistance, South-South cooperation, publications and knowledge management through our virtual platform.
24. In the biennium that is ending, and according to what was approved in the 42nd TCM, the actions were applied to eight lines of work: anticipation of skills needs; application of new methodologies and technologies to vocational training; capacity building for employers' and workers' organisations for tripartism and social dialogue in vocational training; training and decent work in the rural economy; articulation of vocational training with active employment policies, particularly considering vulnerable groups; articulation of vocational training and productive development policies to promote inclusive growth and the creation of more and better jobs; skills development; institutional strengthening of vocational training. The Director pointed out that these lines of work are not exactly the same as those that appeared in his 2015 report, because they are an outcome of the discussions which took place within the PBC and in the TCM of that year, and which led to the inclusion of the line "articulation of VT and productive development policies" (also adopted as a regional priority by the ILO), and also the inclusion of the skills development for young people as a cross-cutting issue into the remaining lines of action.

25. The Director then listed the 130 South-South cooperation and technical assistance activities carried out during the period and detailed their distribution across lines of action, noting that in some cases they were not circumscribed to only one line, but it was possible to work on several of them. By way of example, he mentioned the “International Conference on Vocational Education 2016: Knowledge as a strategy for development” (Curitiba, Brazil, 4-12 August 2016), an activity which, with conferences, panels and courses, covered a great variety of issues.
26. Other important activities mentioned, in addition to that, were: the Technical Meeting “Vocational training for decent work in the rural economy: innovations and challenges” (Bogota, October 2015); the International Seminar: “Toward a national education strategy for people in conflict with criminal law” (Montevideo, 20-21 July 2016); “Certification of competencies and alternatives for the integration of migrants in Central America and the Dominican Republic” (Guatemala, 11-13 October 2016); the Technical Meeting: “The rural economy as we face the challenges of the twenty-first century” (Santiago, October 2016); the “Workshop on Vocational Training Prospective” (Montevideo, 15-17 November 2016); the “Second Meeting of the Network for Skills Certification” and IV International Seminar “Skills certification: a key component of productivity” (Santiago, 28-29 March 2017); and the “Programme to strengthen the capacities of trade union representatives to participate in institutionalised social dialogue and collective bargaining on vocational training”.
27. Then he detailed what was done with regards to publishing, an area which ILO/Cinterfor has continued to consolidate. Publications have been grouped in four collections: “Skills Development Outlook”, which presents comparative studies on a specific area, or national or sectoral case studies, both from the region and from other regions; “Pensar la Formación” (Thinking about training) which features works from prominent authors on training with the aim of promoting reflection on policies and the training practice; “Cinterfor Notes”, brief publications that summarize an overview of the status of one issue and the debates around it; and, finally, a series of working papers prepared in support of technical assistance and South-South cooperation activities, or resulting from cooperation products.
28. The scope and coverage of the Centre’s knowledge management platform was the following topic, and he reminded the audience that it concentrates a large volume of information and resources on vocational training in the region of Latin America and, progressively, other regions of the world. In addition to information on the activities organized or supported by ILO/Cinterfor and the different member institutions, it has several information banks on areas such as anticipation of skills needs, standardization and certification of labour competencies, or social dialogue on vocational training, among other fields. All of the ILO/Cinterfor publications are available freely and free of charge, in addition to other publications from the ILO, member institutions or other national and international agencies. The Cinterfor Virtual Space (EVC, in Spanish) offers resources for the development of distance training programmes and the operation of virtual exchange and practice communities.

29. Through an analysis of the statistical data on visits to the platform, he showed that it is intensively used mostly by users from our region, since visits from South America, Central America and the Caribbean account for 91 per cent of the total. In this regard, he added that there are two challenges to be tackled in the future. First, increasing the use of the platform by users in countries of the English-speaking Caribbean. Second, improving its visibility and use at the extra-regional level. He specified that, to this end, it is necessary to increase the proportion of content in other languages, especially English, and, consequently, to have additional resources for carrying out the required translations.

### ***Centre's resources: technical capacities***

30. Next, the Director addressed the issue of the Centre's resources and started by highlighting the efforts made in the previous biennium to strengthen its technical capacities. Comparing the current staff situation with that of two years ago, he noted that while there were only two technical positions in 2015, they have been increased to five, an improvement that was achieved without raising staff costs. Additionally, a plan to build the capacities of the staff on various areas has been designed and implemented, with the aim of improving the quality of the work in general, and also for support staff to be able to provide technical support in various areas, as is already done with the staff in charge of programming and knowledge management.

### ***Centre's resources: regular budget execution***

31. Another chapter covered was the one dealing with the execution of the Centre's regular budget, also showing a comparison. The position at the end of the 2014-2015 biennium showed a slightly positive balance between income and expenditures, where the funds from voluntary contributions were 6.91 per cent over what was estimated in the budget for that period. Meanwhile, printing services sales were almost 60 per cent higher than estimated, and the host country (Uruguay) had paid, in addition to the current biennium, 50 per cent of the contributions due. He noted that in this biennium the Centre has been managing its resources in a balanced manner, as regards the relation between income and expenditure. He also considered the fact that the host country is completely up to date with its contributions as good news, and thanked the Government of Uruguay for the effort and its commitment to ILO/Cinterfor.

### ***Centre's resources: voluntary contributions status***

32. The Director asked, however, for an opportunity to discuss the status of voluntary contributions in further detail. He mentioned that the report of the past Meeting of the Technical Committee already stressed the trend towards a decrease in the relative weight of voluntary contributions in the regular budget of the Centre. While they historically accounted for 25 per cent of the total budget, in the 2014-2015 biennium, they accounted for 17.5 per cent of the budget. This downward trend in the relative weight of contributions in the regular budget continues despite the efforts deployed, for which he attempted three possible complementary explanations that had already been mentioned in the previous report: i) a loss of the real value due to the evolution of the dollar versus

the local inflation; ii) no updating mechanisms were established at the time (they are set once and they remain at the same value for ever); iii) some of the member institutions are highly and persistently late on payments.

33. Continuing with the analysis, he explained that the estimated target for collected contributions made by the Centre when submitting its budget to ILO's Governing Body always tends to be conservative. Thus, even though pledged annual contributions currently amount to USD 674,300 per biennium, the target set for this biennium is USD 550,000. However, he said, the Centre is still far below said target and, in order to reach it, it would need to raise USD 188,000 in the remainder of this year.
34. He explained that aside from this short-term concern, it is necessary to mention a longer-term one: the high levels of contributions in arrears require actions not just from the Centre itself, but from the entire community of institutions gathered in its network, for them to be significantly lowered. In view of this, he told the plenary session about some actions that are already underway, and also proposed other new ones which, due to their implications, require the support of the institutions and representatives present.
35. About the proposals he said, firstly, that it would send a powerful signal of commitment to our Centre if the representatives present made a general call to collect the debts of institutions in arrears with their contributions. Secondly, that since many delays are due to the lack of formal agreements that establish the terms of the membership, while also including the commitment to make contributions, the Centre has prepared standard membership agreements. A boost to the signing of these agreements could be, he said, a good outcome of this meeting.
36. He explained that, in addition to this, there have been separate negotiations with some of the institutions in arrears, in an attempt to find a solution for each case. One possibility would be to include, as part of an agreement to be signed, a financing formula for the debt accumulated with a reasonable time frame. However, he pointed out that in some cases the requests for getting up to date with payments, or the proposal of signing membership agreements and regularizing payments have not been answered. With regard to that he explained that the Centre submits the following proposal to the meeting: that the membership of institutions with debts older than two years, which have not settled their debts or approached ILO/Cinterfor to find an alternative solution by 15 December, 2017, be suspended until one of these options is taken.
37. In closing this chapter, he said he did not want to end on a negative note, since most of our institutions make significant efforts to keep up to date with contributions and the cases of delayed payments are within reason. But he also reasserted the need to stop dragging out the situation of non-payment in several cases, because in the end it is unfair to the institutions that regularly show their commitment to ILO/Cinterfor by, among other things, paying their contributions.

## **Recursos del Centro: movilización de recursos extrapresupuestarios**

38. The following topic addressed was the mobilization of extra-budgetary resources used during the biennium. He explained that the budget for the Centre's activities is reinforced every biennium with funds from the Regular Budget for Technical Cooperation (RBTC) by the ILO Regional Office. He pointed out that a downward trend can also be observed in this area. During the 2012-2013 biennium and previous bienniums, the resources received in this manner amounted to around USD 200,000 per biennium. In the last biennium, these resources decreased to USD 150,000. The funds received from the Regional Office for this biennium amounted to USD 75,000.
39. Regarding technical cooperation projects, the following projects were completed during the biennium: Task Evaluation in the Cellulose and Paper Industry project, and the project of support to the reform of the prison system, in which Cinterfor was in charge of, among others, the components relating to education, training and labour-market integration of people deprived of freedom. These projects, both carried out in Uruguay, involved the mobilization of USD 1,677,754. Furthermore, the execution of a new project Development of capacities for strengthening the institutional framework of public policies on employment, labour training and certification in the framework of a work culture (CETFOR), funded by the National Institute for Employment and Vocational Training (INEFOP) of Uruguay, for USD 1,121,926, started in 2016.
40. Finally, he pointed out that ILO/Cinterfor also receives an income for short technical assistance services specifically requested by institutions. The estimated mobilized resources by the end of this biennium amounts to USD 280,000.

## **Work Plan Proposal**

41. Beginning the final part of his presentation, the Director proceeded to describe the work plan proposal in detail. In addition to taking into account the demands from member institutions received constantly, the proposal is based on two fundamental guiding frameworks: the document entitled "Estrategia para la acción futura de OIT/Cinterfor" (Strategy for ILO/Cinterfor's future action), which was included in his report of the 42nd TCM in 2015<sup>1</sup> and considered at the time, and which provided guidelines regarding the modalities and means of action; and the document entitled "Lineamientos para la promoción de la formación para el trabajo y para la vida en América Latina y el Caribe" (Guidelines for the promotion of training for work and for life in Latin America and the Caribbean), published jointly by ILO/Cinterfor and the ILO Regional Office<sup>2</sup>.
42. Then he described in detail the nine lines of work included in the proposal. The first was the one referring to the Alignment of vocational training and productive development

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1. See: [www.oitcinterfor.org/sites/default/files/informe\\_director\\_42rct.pdf](http://www.oitcinterfor.org/sites/default/files/informe_director_42rct.pdf) (Spanish); [www.oitcinterfor.org/sites/default/files/report\\_Cinterfor\\_42tcm.pdf](http://www.oitcinterfor.org/sites/default/files/report_Cinterfor_42tcm.pdf) (English); [www.oitcinterfor.org/sites/default/files/relatoriocinterfor\\_42rct.pdf](http://www.oitcinterfor.org/sites/default/files/relatoriocinterfor_42rct.pdf) (Portuguese)

2. See: [www.oitcinterfor.org/en/publications/future\\_vt](http://www.oitcinterfor.org/en/publications/future_vt) Pages 74-80.

policies (PDP) and technological changes. Its objective is to support the incorporation of the development of skills and abilities into their productive development policies and to thus generate a consistent guiding framework for training systems and institutions. Here the Centre plans to carry out studies and publications on the comparison of experiences regarding the coordination of VT (systems and institutions) with public agencies involved in PDP, the private sector and social partners. The experiences collected and documented will also feed information banks, and the creation of virtual exchange and practice communities in the knowledge management platform will be promoted. He stated that the Centre intends to support member institutions with technical assistance and South-South cooperation actions on issues such as the development of their capacities to identify skills and competencies mismatches for programming the VT supply, the inclusion of VT in PDP and in the funding allocated to improve productivity and competitiveness, in the development of skills for the green economy, as well as the improvement of the management of VT centres in order to increase their contribution toward productive development.

43. The second area proposed is capacity building for employers' and workers' organisations for tripartism and social dialogue in vocational training. The proposal within this area is to carry out studies and publications on issues such as the surveying of national, territorial and sectoral experiences of social dialogue on vocational training, as well as the bipartite management of labour competencies at the sectoral level (the latter based on the methodological developments achieved by ILO/Cinterfor in four projects on the matter carried out in the last five years). With regard to knowledge management, he announced that a data bank of collective agreements and social pacts with VT clauses will be online soon. The Centre also intends to continue with the training programme for trade union representatives in training institutions, expanding its scope and content, while also encouraging the already existing virtual community, and also to conduct a programme similar in nature for strengthening employers' organisations, for which the guidance and cooperation of the organisations present at the 43rd TCM and the Bureau for Employers' Activities (ACTEMP) is expected.
44. The third line of action proposed refers to the development of regulatory frameworks and sustainable financing schemes for vocational training systems. This is a field in which ILO/Cinterfor regularly receives requests for information, technical assistance and cooperation. Consequently, it has announced that it will attempt to carry out studies and publications on the comparison of experiences and case studies regarding regulatory frameworks and financing schemes for vocational training. This information will be added to the virtual platform as data banks. The Centre will also continue to answer to the requests for support of countries and institutions with regards to the adjustment or reform of regulatory frameworks, sustainable financing schemes for VT and access to alternative sources through strategic partnerships and international cooperation.
45. Lifelong learning and articulation of formal education and vocational training is the fourth line of action proposed. In this regard, he reminded the meeting that the ability of countries to attain the goal of lifelong learning requires mechanisms that enable the recognition

of skills and qualifications of people regardless of the place or way in which they were acquired, and strategies for facilitating the transitions between work, vocational training and education. The efforts of the Centre will focus on studies and publications about the experiences related to the recognition and certification of competencies, the approval of educational outcomes and the development of common guiding frameworks, such as the National Qualifications Frameworks. It will also continue expanding and updating the existing Labour competencies bank, and also encouraging the virtual exchange and practice communities that are also already in operation. Technical assistance and South-South cooperation promotion actions will be geared toward supporting processes for the development of national NQFs, for the development of mechanisms of recognition of competencies and approval of educational outcomes and, particularly, for the recognition and certification of skills in migration management policies.

46. The fifth line of action alludes to the quality apprenticeship for work, which, according to him, is understood by the ILO as a unique form of vocational training which combines on-the-job-training and school-based learning, for the development of specifically-defined skills and work processes. And also as a sophisticated learning mechanism based on mutual trust and collaboration among the stakeholders: apprentices, employers, workers, government agencies and vocational training institutions. He said that during the next biennium the Centre intends to give a significant boost to the dissemination and promotion of this approach, as well as its adaptation to different national and sectoral conditions. For this purpose, it plans to take an assortment of actions: studies and publications about experiences in this field, preparing practical guides and toolboxes, creating and feeding data banks with national and sectoral experiences, generating virtual exchange communities, among others. Another effort he mentioned was to make progress in the establishment of strategic alliances with multilateral cooperation and funding agencies, and also to support countries in the processes of negotiation and design of new projects in this field.
47. Describing it as the most permanent and stable work area throughout the history of ILO/Cinterfor, he presented the sixth line of work: institutional strengthening and information management in vocational training. In this line, the Centre intends to keep supporting countries in institutional change processes through technical assistance and South-South cooperation activities among institutions, including the possibility of organizing study trips and other ways of exchanging experiences. Aside from the fact that this area can be very broad, he emphasized three especially relevant topics: support to the development of quality management systems, the development of consultation mechanisms with social partners and the development of information systems.
48. Pausing on this point he said that ILO/Cinterfor considers improving the management of information on vocational training a major challenge, especially regarding the availability of quality, comparable statistics. Studies carried out by the Centre during the biennium showed a high variety of indicators and criteria for measuring key dimensions of the labour market and vocational training. This undermines the visibility of vocational training and, therefore, the social value that should be given to it. In view of this, he proposed



developing a regional programme of technical assistance for member institutions to harmonise and improve relevant statistics for the decision-making process of institutions. As the ultimate goal, he presented the possibility of collaboratively building a regional monitor of vocational training, based on the processes of improvement of statistics of each institution, noting that ILO/Cinterfor is willing to support this process by providing technical assistance, preparing a toolbox and holding specific technical meetings about these issues.

49. The seventh line of work proposed relates to methodological and technological innovation in vocational training. The Director said that, as the title of the invitation to the meeting itself suggests, the future scenario of work requires developing the so-called 21st Century Skills, which are key for lifelong training and adapting to the accelerated change observed in the organization of work. This requires a constant commitment to methodological and technological innovation in vocational training. He also mentioned that the network of institutions gathered under ILO/Cinterfor has a wealth of experiences in this field, which provides encouragement for working systematically in surveying, documenting and disseminating them, as well as on the development of information banks and virtual learning and practice communities. Some of the issues on which the Centre will continue promoting cooperation and the exchange of knowledge are: curriculum design and development for project-based learning; integrated development of skills in the management of ICT; training of trainers in the use of technology for learning; facilitation of project-based learning; and development and assessment of the quality of distance and ubiquitous training.
50. The eighth line is vocational training for equal opportunities and social inclusion. The Director stated that, just as the first area dealt with the need of articulating vocational training with innovation and productive development policies, this should also be done with social inclusion policies. The first step for this is for vocational training itself to be inclusive. He added that training will never be entirely relevant if it is not, simultaneously equitable and of quality. The purpose of the Centre in this area is to systematize and make the multiple experiences in this field from the network of institutions available, taking into account, for example, gender mainstreaming in the supply of training, support to the training and work of young people, and the inclusion of various vulnerable groups. This merits a systematic effort to document and disseminate these experiences through publications, data banks and exchange and practice communities, as well as carrying out technical assistance activities and, particularly, fostering a strong cooperation among all institutions in the network.
51. The ninth and last line of work presented was the articulation of training and employment services, vocational guidance and active labour market policies. The Director emphasized the word “articulation”, explaining that it is absolutely crucial for vocational training to be fully articulated with the rest of the active labour market policies and, particularly, employment services. He explained that ILO/Cinterfor aims to study and disseminate comparative knowledge on service models that make up vocational training, vocational guidance and employment intermediation. This knowledge will then be used to support



several technical assistance and South-South cooperation actions aimed at reinforcing said articulation.

52. At the end of his presentation, the Chairman of the Meeting, Mr. Minor Rodríguez, invited participants to share their ideas on the content of the report. Since no comments were made, the Chairman proposed that the report be approved in its entirety. Consequently, the report was approved by acclamation.

### ***Reading of the Report of the Programme and Budget Committee***

53. The following item from the agenda was reading the Report of ILO/Cinterfor's Programme and Budget Committee, which was done by Fernando Casanova, Programme Officer of the Centre. The report was not observed in any way by the Committee so it was considered as one of the agreements reached during the meeting. The text of such report is included in Annex I.

### **1.5. Second discussion panel: Vocational Training in Central America, Panama and the Dominican Republic. Vocational Training Institute Network of Central America, Panama, the Dominican Republic and Haiti (REDIFP)**

54. This second panel was composed of Ricardo Andrés Martínez, Vice-President of INSAFORP, El Salvador; Edgar Pimentel Yhost, Head of International Relations at INFOTEP, Dominican Republic; and Minor Rodríguez, INA Executive President, Costa Rica, who simultaneously served as panel facilitator. The objective was to show, through three presentations, various examples of how some of the institutions in the subregion have responded too many of the current challenges faced by vocational training.
55. Minor Rodríguez, introduced the panel members and also gave an overview of the history and current situation of the Vocational Training Institute Network of Central America, Panama, the Dominican Republic and Haiti (REDIFP), stressing the growing dynamism of cooperation within this framework. He mentioned some of the topics that have involved the joint effort of REDIFP, such as skills certification, the Fourth Industrial Revolution, dual training, etc.
56. The first presentation was given by Edgar Pimentel and focused on REDIFP's experience in cooperation in the field of skill-based training. He noted the support received from the ILO and the Spanish cooperation in the development of technical standards, curriculum design and competency-based certification and assessment. First, a methodological tool was approved in order to improve the training standards in the subregion. In 2008, said tool was published, applied to several occupational areas, such as construction, tourism, agriculture, agribusiness, renewable energy, clean production and trainer training. In 2012, in Antigua, Guatemala, REDIFP adopted a strategy by tripartite agreement to strengthen the regional model of labour competency assessment and certification, including gender equality, occupational health and safety, and environmental sustainability.

57. More than 200 technicians from different institutions have been trained under these approaches. Today, REDIFP is facing a series of challenges. Firstly, to establish mechanisms that enable the recognition of lessons that have been learned in other counterpart institutions, based on the verification of the training received in the institution they come from and the training offered in the recipient institution. In order to make this type of approval possible, it was established that at least 80 per cent of the training contents must be the same in all the institutions. Secondly, to develop mechanisms for the certification of skills gained through work and training, as a tool to facilitate labour mobility in the subregion. This effort is in line with the Global Compact for Migration, which is expected to be adopted in 2018. Finally, there is the challenge of promoting the development of National Qualifications Frameworks, effort in which most institutions are involved, in the prospect of having, in the medium term, a regional qualifications framework that is common to all REDIFP institutions.
58. The second presentation was given by Ricardo Andrés Martínez, Vice-President of INSAFORP of El Salvador, who for this purpose showed a video presentation about “Vocational training linked to enterprises”, detailing the various programmes and strategies promoted by INSAFORP aimed at responding to the needs of Salvadoran productive sectors. It stated that the success of vocational training requires a comprehensive process whereby an effective articulation is achieved with the productive sectors. To this end, INSAFORP conducts regular studies to identify the requirements of the productive sectors, prioritizing those contained in the policies designed to encourage, diversify and change the country’s production patterns.
59. In order to identify training needs in the short and medium term, various strategies are used in accordance with the proposed scope, which range from sectoral foresight studies, research on educational mismatch, to entrepreneur consultation workshops and sector-specific enterprise scans. These strategies were illustrated by the accounts of entrepreneurs in the plastics and chemical and pharmaceutical industries. The inputs provided by the productive sectors are used by INSAFORP for the design and implementation of vocational training strategies and programmes that are validated by the productive sectors with the involvement of skilled workers and entrepreneurs.
60. For the implementation of the various vocational training programmes, INSAFORP has a network of allied strategic partners, who constitute the vocational training industry in El Salvador. This industry enables INSAFORP to respond swiftly to training needs. One of the training programmes that has achieved an effective articulation with enterprises is the Enterprise-Centre Programme, based on dual training and aimed at young people who are looking for their first job, it has provided information on the experiences of young apprentices and entrepreneurs.
61. After the implementation of the vocational training strategies and programmes, INSAFORP carries out monitoring and impact assessment, through which it is possible to measure outcomes and determine whether the pursued objectives have been achieved.

Throughout this process, a close relationship is required with entrepreneurs and workers of the various productive sectors.

62. In his comments following the video presentation, the speaker emphasized the notion that with the Enterprise-Centre Programme and other related programmes, INSAFORP can verify and demonstrate that articulation with private enterprises is the key to the development of effective vocational training programmes, measured in terms of employability.
63. The panel was closed with the remarks of Minor Rodríguez, Executive President of INA, who referred to the challenges posed for vocational training institutions by the rise of Industry 4.0, as it implies new types of job positions and a demand for new skills. The panel then answered some questions from the audience.

### ***Meetings of the Sub-regional and Sectoral Groups***

64. The next item on the agenda was the meetings of the sub-regional and sectoral groups, held between 2:00 p.m. and 4:00 p.m., in which the documents included in Annex II were approved. The groups were:
- Southern Cone
  - Andean Countries
  - Central America, Mexico, Panama, the Dominican Republic and Haiti
  - English-speaking Caribbean
  - Associate members
  - Employers
  - Workers
65. The reports of the seven groups were presented to the plenary session between 4:00 p.m. and 5:00 p.m., thereby the activities of 9 August came to a close.

## **2. Wednesday 10 August**

### **2.1. Discussion panel I: Vocational training, competitiveness and industrial development policies for the 21st century. What role should vocational training play in promoting productive transformation?**

66. This first discussion panel was composed of Frederico Lamego, Executive Manager of International Relations of SENAI, Brazil; Carlos Gómez, Executive Director of INSAFORP, El Salvador; Maura Corporán, Manager of Standards and Teaching Development of INFOTEP, Dominican Republic. The panel facilitator was Álvaro Ramírez, Expert in Enterprise Development and Vocational Training at the ILO Office for Central America, Haiti, Panama, Dominican Republic and Costa Rica.

67. The facilitator began by explaining that following the industrial development experiences promoted by ECLAC in the 1970s, some of which did not achieve the expected results, these were criticized and to some extent “demonized”. However, he claimed that at present there is a re-emergence of productive development policies, driven among other success stories by the experience of the Republic of Korea.
68. Carlos Gómez, pointed out that one of the strategic thrusts of INSAFORP is its articulation with the policies for productive transformation formulated by the government. In this regard, he stressed the technical support received from ILO/Cinterfor by his institution for the development of its strategic plan and its relation with the policies for productive development.
69. Maura Corporán stated that the industrial development policy has been included in the thirty-year strategic development plan of the Dominican Republic, in which the objectives of the different productive sectors are clearly indicated for the time horizon. In addition, the national development plan clearly spells out the contribution expected from INFOTEP. In the National Employment Plan, which is part of this same framework, employment growth targets have been set, in the order of about 400 thousand new jobs, and the responsibilities of INFOTEP are established in this regard. INFOTEP is a member of the Governing Board of Pro-Industria, an agency created by the government to promote competitiveness in the industrial sector. It is also part of the National Competitiveness Council, where industrial development policies are determined and carried out.
70. Brazil, according to Frederico Lamego, is witnessing a process of change that coincides with a crisis. SENAI has contributed to productive development since it is a private institution managed by the National Confederation of Industry (CNI). For example, six years ago, a forum was created to discuss innovation policies that, in addition to the presence of the ministries of science and technology, education and development, it includes more than 150 senior executives from Brazilian enterprises. This forum has been instrumental in the development of an innovation policy, he said.
71. Correspondingly, four years ago SENAI initiated the establishment of 25 institutes to promote innovation and applied research for the industrial sector. The mentioned process has been funded by BANDES, a state-owned bank that provides resources in order to stimulate innovation in private enterprises. Furthermore, the PRONATEC Programme, which has already disappeared, facilitated the training of 2.6 million students in 2016, whilst in 2015 that number reached 4 million. This programme introduced additional funding for this training and development agenda, nevertheless its disappearance has affected SENAI, shrinking its offer after a period of sharp growth. However, and even in the cost-cutting scenario currently taking place in Brazil, the government developed the Enhancing Productivity in Brazil Programme, through which SENAI reaches out to 30 thousand SMEs, introducing improvements in the production process by means of IT consulting to innovate the internal enterprise processes.
72. When asked by the facilitator about the role of INSAFORP once the government makes the decision to promote productive development policies, Carlos Gómez noted that out of the

16 sectors considered in the country's productive transformation policy, INSAFORP has prioritized seven (plastics, textiles, chemicals and pharmaceuticals, clothing, aeronautics, among others). Since each sector is different, a specific approach must be designed for each one of them. The actions range from specific activities to sectoral workshops. In the plastics sector, four courses have been implemented with 100 per cent labour market entry. They have also developed certification processes in the plastics and textiles sectors. He also pointed out the cooperation received from SENA of Colombia to help meet a rapidly increasing demand in the textiles sector, specifically in the area of pattern making.

73. The facilitator then asked the INFOTEP representative about the role played by the Competitiveness Management Department of that institution. Maura Corporán responded that the creation of this department was motivated by the need to develop an enterprise support service to strengthen their productivity and competitiveness. Its actions reach all economic sectors, including free zones, the agricultural sector, and tourism. The agricultural sector has applied the SCORE methodology to strengthen competitiveness, while the footwear sector has generated an offer in the free zone that has spawned great demand. Simultaneously, through this Management Department, INFOTEP deals with the work of different productive clusters, in accordance with the provisions of the national development plan.
74. The facilitator then asked the SENAI representative about the link between the government and the private sector in Brazil. In this regard, Frederico Lamego said that there is a common innovation agenda from which there is no dissent. Work is conducted with the Ministry of Science, Technology and Innovation in sectors such as metal-mechanics, ICT, pharmaceuticals, or oil and gas. The objective, he said, is to become part of large global chains in which Brazil could participate in a competitive manner. The idea is to facilitate applied innovation for the industrial sector and accept the risk of insertion in global chains. Employing a panoramic outlook, he pointed out that SENAI operates in more than 28 industrial sectors, some of which have been greatly impacted by the crisis, such as the construction sector, and also in others like the automotive sector, in which Brazil is the fifth largest manufacturer in the world. In conclusion, he said that the relationship with the government is close and added the example of the applied research agenda that is carried out together with EMBRAPI (Empresa Brasileira de Pesquisa y Inovação Industrial). This agenda has a direct impact on the competitiveness of enterprises, and he said that although the country is in crisis, they must continue to pursue a global insertion and internal productive development agenda.
75. Then the facilitator raised the question about how to achieve balance between attention to modern sectors and activities that are less sophisticated but that lead to an increased demand for employment. In this regard, Carlos Gomes explained that in the approach the INSAFORP faced challenges such as achieving close coordination with the productive sectors and public institutions. That means taking, within INSAFORP, a flexible approach and being timely in a training solution, since markets do not wait.

76. The need to persuade enterprises to invest in vocational training was another topic introduced by the facilitator, who asked about the level of awareness of the importance of people for competitiveness. In the case of INFOTEP, Maura Corporán mentioned as an example the relations established with the call centre cluster, a sector that has grown significantly in the Dominican Republic. One of the major difficulties they face is the availability of English-speaking workers. Therefore, the enterprises approached INFOTEP to express their demand. After the process of identifying the skills profile, the training of bilingual call centre operators commenced. A foresight study carried out on the number of personnel in five years showed a figure close to 50,000 jobs. In response, language laboratories will be set up in the north and central areas. It is key, she said, to find a timely and efficient response to the demands of the sectors. Another example provided by the INFOTEP representative was the free zones, with the textiles and medical devices sectors. Here a demand for the operation of medical devices was identified and enterprises are already providing training in this area. SMEs are also catered for; they receive training in management as well as in IT and e-commerce skills. Finally, she explained that they are working with the Ministry of Education, which will use INFOTEP facilities to complete technical senior high school courses and teach new technical skills to young people.
77. What could be done better? The facilitator asked the three representatives. Frederico Lamego noted that this was a complex question, just like Brazil. To provide training in São Paulo where there is a highly developed industrial sector is one thing, and in the North where industry has not evolved is another. However, SENAI is trying to make an effort to standardize vocational training at the national level. This effort concerns teachers and their affinity to and experience in the productive sector, acknowledging that there are differences in skill levels and in trainer salaries. Another challenge is costs, since providing quality vocational training is expensive, just as SENAI's physical facilities to service the industrial sector. Equipment and technological updating costs amount to about eight per cent of the budget every year. However, this does not happen systematically throughout the country, as it depends on regional situations and the interaction of each state agency with the industrial sector.
78. He noted that it is still early to know if the new innovation agenda that has been launched will work. Although SENAI is a key national entity, nowadays it faces threats to its resources and its model of governance, in a context where the government is making important cuts in many areas. In the innovation agenda, the 25 innovation institutes in 11 states must promote the innovation ecosystem, connect funds, develop the innovation culture of SMEs, organize and improve the level of the universities in order to attract experts and researchers. But again he said that the viability of this SENAI agenda has been questioned, since it is a costly and future-oriented agenda. To move ahead with the agenda, it is necessary to liaise with universities, and that these strengthen their cooperation with other universities at a global level. It is also necessary that entrepreneurs finance part of the resources for innovation.
79. He reiterated that the courses need to be standardized to meet current and future demands. In this regard, he stated that the role of the instructors is also key and there are

many challenges and issues that have not yet been addressed. There are already nearly 300 applied research projects in the Innovation Centres of more than 20 States and in the development of competitive products this must increase in scale and impact, for which connections should be established with the different actors to enhance competitiveness.

80. Maura Corporán agreed on the significance of the cost factor and the implications of insufficient funding. She said that INFOTEP would like to expand its coverage, but nevertheless many people are left unattended. More classrooms and greater presence are much needed throughout the country. As a complementary strategy, work is being undertaken to establish partnerships, in the logic of “if someone has it, I have it”. The agreement reached with the Ministry of Education falls within the context of this approach. To move towards the establishment of a National Qualification Framework should also encourage better use of infrastructure and the development of cross-sector partnerships. She expressed her hope that, in a few years, the country would have a single education system that would be recognized among its constituents and properly articulated. Another challenge is to serve more enterprises, to reach all of them; currently it is able to respond to the demands of between 20 and 30 per cent of enterprises. Although large enterprises are not very demanding, since they usually have their own resources, SMEs have many needs that require the attention of institutions such as INFOTEP.
81. Carlos Gómez pointed out that while El Salvador is the smallest country in Central America, there are also great challenges for INSAFORP. There are sectors that have not yet been reached. However, this could be done through those that are already connected. Another challenge is to improve coordination with other agencies within the framework of productive development policies established by the Ministry of Economy. Therefore, flexibility is vital when dealing with the project.
82. The balance between the momentum for productive transformation and the imperative of social equity was one of the questions asked by the audience. In this regard, Frederico Lamego said that it is a complex issue in the case of SENAI, since its main client is the industrial sector and it is on this basis that it seeks to identify actions to serve the enterprises. Nevertheless, in many cases it is necessary to invest additional resources to improve the basic skills of the students received by SENAI. This is a problem, since the indicator of efficiency is the employment of young people in the industry. On the other hand, it is not possible to undertake social actions if they are not directly related to the demands of the industrial sector. The underlying philosophy at SENAI is that of meeting the demand. SMEs stand at the heart of the innovation agenda. In this context, it is believed that they will see a 30 per cent increase in productivity. Once again the special factor is crucial due to the vastness of the country. They work with the Brazilian export promotion agency.
83. Maura Corporán clarified that to work in this dimension INFOTEP generally prefers co-funding agreements. In this way they work on specific programmes (for example, in the area of education) where the government provides INFOTEP with the resources to teach

illiterate persons. To accomplish these tasks they always partner with other institutions such as NGOs and various ministries.

84. Carlos Gómez pointed out that although at INSAFORP funding is obtained from employer contributions, programmes for vulnerable populations are also included. He said that the attention paid to productive development policies does not mean that social policy should not be pursued.
85. To wind up the panel discussion, the facilitator suggested, in the first place, that it is clear that all countries have or are developing a productive transformation agenda. And, within that framework, VTIs are major players. Second, that this requires changing the way we work. Institutions are no longer technician maquilas but providers of bespoke training solutions. He claimed that the innovation centres (SENAI), competitiveness management (INFOTEP) and the work carried out in the field of aviation (INSAFORP) are examples of this. Third, that the challenges include the availability of resources as well as the tensions caused by changing the way things are done. He said that resistance may be encountered and progress must be made towards consensus in tripartite scenarios for the transformation of institutions. On all these levels, he concluded that ILO/Cinterfor can and must support these institutions.

## 2.2. Discussion panel II: New skills and new jobs in the 21st century. What are the challenges faced by VT?

86. This discussion panel was facilitated by Jorge Arévalo Turillas, Deputy Minister for Vocational Training of the Basque Country. Its members included Alessandra Molz, Programme Officer of the International Training Centre of the ILO in Turin; Alfonso Luengo, Director Manager of FUNDAE, Spain; Conrado Reinke, Subsecretary of Employment and Vocational Training of MTEySS, Argentina; and Marcelo Pío, Expert on Industrial Design from the Work Prospective Unit (UNITRAB), SENAI, Brazil.
87. After a short introduction to the discussion topics, the facilitator invited the panel members to make a brief opening statement. The first speaker was Alejandra Molz, from the International Training Centre of the ILO in Turin, who provided an overview of the characteristics of the Centre and its activities. She explained that new skills and new jobs play a crucial role in the institution. To address this issue, it is necessary to consider not only the skills that people must develop, but also the skills of those who train them, as well as the institution's capabilities. The managers of the institutions have to face the challenges of the greater autonomy of institutions, of greater leadership. She claimed that vocational training institutions are destined to be the main providers of skills in the future, rather than colleges and universities.
88. The facilitator then addressed Conrado Reincke of the MTEySS, who noted that Argentina has a population with a variety of profiles that requires, even within the field of vocational training, different approaches and in Argentina this involves the concurrence of various institutional areas. Anyway, and beyond these differences, he pointed out that the



government considers that in the future work will be more concerned with soft skills because they ensure the adaptability of people. For this reason, support has been given to programmes specifically designed to develop such skills. Another area of great interest is the certification of knowledge and the development of a national qualification matrix or framework. He added that certification is a useful tool to formalize the knowledge that people possess. When we talk about soft skills we talk about people's capacity to work in teams and also be enterprising. This is because people throughout their lives will go through different work situations, sometimes as salaried employees, and sometimes as entrepreneurs. The boundaries between kinds of work and work spaces are disappearing, and to adapt to these changes, again, these soft skills are necessary. In terms of social inclusion, we must clearly focus on youth literacy in a broad sense, especially those who have left the education system. In this respect, new technologies are relevant and useful, for example, through distance training and its combination with face-to-face training. It is also essential to foster social dialogue with enterprises and trade unions, linking it with foresight to tackle challenges such as the disappearance of jobs and the emergence of new ones, due to factors such as automation.

89. Alfonso Luengo of FUNDAE, Spain, then took the floor, noting that in that country vocational training has reached a transitional point between a model of many years and another that should satisfy the current imperatives of the labour market. He stated that vocational training in Spain does not enjoy the social prestige it should according to the reality of the market and its demand in terms of skills. Therefore, the first challenge is to socially empower vocational training. In Spain, 42 per cent of the population has qualifications in higher education which is disruptive or at odds with the needs of the economy. On the contrary, there is a large deficit in terms of intermediate qualifications and a large number of unqualified people. A responsibility that lies with the government, but all cultural transformation will take time, to strengthen the belief that vocational training is an option for the future. The second challenge is to accurately anticipate skills demand. So far it has been achieved in many places and with good will, but on a rather intuitive basis. There are scientific methods that can contribute in this respect, which, in turn, must be combined with social dialogue. In Spain, the joint sectoral committees provide a platform to establish contact between entrepreneurs and trade unions, where they seek to reconcile the sectoral training needs with visioning exercises. The third challenge is to provide answers to the questions posed by the economy or industry 4.0. However, he pointed out the need to step back from the unidirectional and excessively technical visions, in order to gain a better perspective. As an example, he explained that according to research conducted by CEDEFOP the profession which is most in demand in Europe today is waitressing. Therefore, the big question would be what to do with the digital divide in order to reduce the inequalities technological development creates between workers, as well as between different enterprises.

90. When it was his turn, Marcelo Pío of SENAI, Brazil, noted that vocational training has two great challenges in that country. The first is to attract young people to the Brazilian industry, which is still very heterogeneous. The second is to reduce educational gaps so

that the workforce can help the industry improve its productivity and drive change forward. In terms of industrial and technological development, it is necessary to differentiate what we would like to occur from what really takes place and is implemented. When we carry out foresight studies we must be careful with expectations regarding the evolution of production and technologies. That is why efforts are made to identify the degrees of technological diffusion. According to these degrees, enterprises will require new skills profiles always depending on the nature of this technological pace and rate of innovation. Since 2003, SENAI has been developing a foresight model, which is a tool to identify technological and organizational changes in industry areas, as well as the most affected occupations in terms of skills, knowledge and capabilities. On that basis, SENAI seeks to align its offer to this probable evolution. But simultaneously it seeks to reduce the existing gaps in areas such as mathematics, language and other skills, through various programmes. Regarding the attractiveness of vocational training for young people, he urged that the role of technology should not be disparaged. The sectors that incorporate more technologies are, naturally, more attractive to them.

91. The facilitator, after a brief review of the main ideas that had been put forward, drew attention to findings of research conducted in the European Union, showing that by 2025 only 20 per cent of the active population will be prepared to occupy 60 per cent of the available jobs. This shall be the case if the curricula and training offered for these positions are not effectively adapted, some of which will be entirely new, while others will stem from changes made to current positions. He then asked the members of the panel to what extent in their respective experience had they been able to identify anything similar.
92. Alessandra Molz pointed out that the demands arise every day and that the ILO tries to give a response which is simultaneously systematic and systemic. The systematic component refers to trying to understand trends, and in many countries what has been observed is that the ability to analyse labour markets is very limited. The correct and systematic observation of the labour market can provide a great deal of information about the future. On the other hand, the systemic component is determined by the need to look at societies and labour markets in their different dimensions and the—functional or dysfunctional—relationships between them. This systemic view also applies when we focus our attention on smaller organizations, such as enterprises. Such observation and analysis provides considerable information about how to design and make on-the-job training more effective. If all we do is try to adapt training to large numbers and their analysis, we will always run behind. We must consider training in centres and the prospects for the labour market but, at the same time, we must put an eye on enterprises, on the areas of work, and within that context analyse workers, the work processes, the equipment being used, the skills being mobilized. Soft skills, repeatedly mentioned by other speakers, are primarily developed in the workplace. Thus, training modalities that combine school and workplace learning, such as the so-called quality apprenticeship, are of utmost importance and, therefore, one of the key strands of work of the ILO.
93. Conrado Reincke agreed on the need to shift the debate onto Industry 4.0 and, in the case of Argentina, he highlighted the initiative to establish Sectoral Councils, of which there

are currently 21, all of them of tripartite structure, and that allow to give greater depth to social dialogue with regard to the development of skills needed by the productive sectors. Another challenge stressed by Reincke was youth training, particularly those currently excluded from the education systems and labour market (currently some 900,000 in Argentina). Contrary to some myths regarding the willingness of young people to study and work, he said that the problem mostly pertains training provision and public policy, since in his experience, almost all the courses that are offered fill up quickly. Developing a single qualification matrix was another objective of the Argentine government highlighted by the participant, as a way to provide value and social recognition to vocational training, as well as to harmonize the curriculum of the various existing offers.

94. The facilitator then asked Alfonso Luengo about the progress made in Spain in terms of anticipating training demands. In this regard, the participant pointed out that, before knowing what is going to happen, it is important to know what is already happening. An initial strategy is to trust enterprises and workers, since these are the actors that best know the current training needs. The main mechanism consists in funding the training actions that the enterprises themselves claim to require. However, he acknowledged that there are training needs that are not directly expressed by enterprises. To that end, subsidized and free training is available to workers. In this regard, quality problems persist, especially concerning the skills mismatch between supply and demand. However, he expressed that it is something structural, that we may aspire to reduce (the gap), but that it will never completely disappear. He also stressed the importance of having a good base of information, especially statistics, as an input for decision making in public information policy. He said that in Spain the main source of information is social security which, when matched with information collected by the State Employment Service, makes for a scenario where it is possible to visualize information at a level of disaggregation that goes far beyond the specific sectors. He noted that very curious things are observed. For example, in the construction sector, which has gone through a major crisis and expelled a large number of workers, many of them were Latin Americans who have returned to their countries of origin, and whose skills are missed by the construction enterprises that today face difficulties in finding workers specialized in those areas. It was then observed that in a context of declining activity in the sector, there were subsectors that were rebounding in terms of hiring towards levels that reached 20 or 30 per cent per year. Who responded to this demand? The enterprises themselves were the ones who, on the one hand, provided guidance to the training system to obtain funding and map the provision of relevant education and, on the other, invested their own resources for the same purpose. Finally, he stressed that parallel to the operation of these mechanisms, strategic planning is also important in national, sectoral and local terms.
95. Marcelo Pío was then asked about whether it is possible to carry out foresight research without prior strategic programming. He said that foresight should aid strategic programming exercises. Foresight research results are inputs to it, although (and unfortunately) governments do not regularly use them. The outcome is that in the region, long-term strategic planning is not carried out. In the case of SENAI, these inputs are

used, for example, to update skills profiles and available training courses. It is not true that foresight in the field of education allows us to know the future, but it is possible to have “perceptions” regarding the future and potential scenarios which can be used to design strategies, actions and develop tools before the future is forged.

96. Are we prepared to ensure timely responses to changes at the speed at which they are expected to occur? The facilitator put this question asked by the audience to Conrado Reincke. He held that given the scope of the challenge, it is necessary to establish intermediate goals. In addition, working hard to raise the profile and social value of vocational training is one of the priorities. Another deficit that needs to be solved concerns the lack of serious foresight institutions, whose availability should lead to increased responsiveness.
97. What are the tools used to identify training needs and design responses? This was another question that was addressed to Alfonso Luengo. The first tool mentioned for the purpose of anticipation was the metrics derived from the analysis of big data. The second, social dialogue such as that which takes place in joint sectoral committees, which is fully compatible with the previously mentioned tool, since in order for it to be effective it requires appropriate information. Third, government support, both technical support and funding. These components, in the case of Spain, allow for the development of sectoral reference plans.
98. In the light of the ongoing changes, is what we had in terms of training still applicable or should we have a new model? This was the audience question addressed to Alessandra Molz. She claimed that there is no need to reinvent the wheel, but to once again employ and strengthen the modalities that have worked well, such as on-the-job training. Another aspect is the need to have occupational standards, continuously reviewed, adapted to the individual sectors and different regions. In this respect, the strengthening of training institutions and social dialogue, while building foresight capacity, would be particularly important for the strategic sectors in terms of future generation of employment.
99. We are told not to panic, but our region begins at a major disadvantage, should we be panicking? This was the last question from the audience. When offered the floor by the panel facilitator, Jorge Arévalo, said that, despite all the problems and the scale of the challenges ahead, it is never too late to start innovating and formulating better vocational training policies.

## 2.3. Discussion panel III: Educational innovation as a driver for the development of the 21st century skills. What pedagogies, methods and technologies can be used to develop skills?

100. This discussion panel was composed of Víctor Leonel Ayala, Manager of INTECAP, Guatemala, Jorge Castro León, Secretary of the National Council and National Subdirector of SENATI, Peru, and Ana Beatriz Waehneltdt, Vocational Education Director of SENAC,

Brazil. The facilitator of the panel was Rodrigo Filgueira, Officer of Technologies Applied to Vocational Training, ILO/Cinterfor.

101. The opening remarks were delivered by Ana Beatriz Waehneltdt of SENAC, who explained that this institution recently began, in 2014, the process of changing its pedagogical proposal under a skills-based approach adjusted to the real demands of the labour market and targeting the new skills of the 21st century. He explained that the premise is that SENAC students should be able to perform well in the labour market with these skills. This process necessarily involved a change in the training curriculum, where each curricular unit correlates with a skills unit, always grounded on an operational concept of skills, understood as skills that can be observed through performance, and in a scenario of continuous improvement.
102. Jorge Castro León, from SENATI, highlighted the virtues of what he called “experiential learning” as a tool for the development of methodical skills, also called cross-cutting skills. He note that the most important among them were the skill of learning how to learn and the development of creativity. He added that if we continue to use the demonstration method of teaching, which teaches “how to do things”, if the answers are given in advance, we are stifling student creativity. Conversely, experiential learning involves presenting a challenge or problem to students so that these immerse in a research process aimed at finding the best solutions.
103. Similarly, Víctor Leonel Ayala from INTECAP, stated that in this institution they have decided to end the use of repetitive teaching methods. Therefore, INTECAP’s centre for the training of trainers is in the process of changing its pedagogical approach and, thereby, changing the trainers’ way of thinking, taking into account that young people today are immersed in a world in which technology is accelerating the processes of change.
104. When Jorge Castro León was given the floor, he explained that instead of the traditional FOUR-phase approach to teaching, at SENATI they have adopted a six-phase method: finding out; identifying solutions; deciding what to do; putting it into practice; measuring and monitoring what has been done; judging and assessing what has been done. He pointed out that communication skills are developed in every phase, since the solutions that are devised and the decisions that are reached are shared and discussed with others, thus developing the ability to solve problems, to work in a team, to communicate. These are precisely the skills of the 21st century. For this model to work, he clarified that it is essential for teachers to understand well the nature of the change in the pedagogical approach, which is based on challenges, without any theoretical anticipation.
105. The sequence of this paradigm shift, in the case of SENAC, consists of addressing in the first place the change in the curriculum and then the work with trainers. In this process, the idea is to place the student at the centre of the training activity, working through learning situations, in which the student develops his skills. To this end, students have to solve a problematic situation based on their resources, to which the teacher adds a series of tools that allow students to reformulate and reflect on their first proposals. It is thus an

iterative learning process, always drawing from the students' previous experience, which should be taken into consideration.

106. The speakers agreed that this type of integrative project builds on the long tradition of project-based learning, which goes back to the works of John Dewey in the 1920s. In this approach, the role of teacher has shifted, instead of instructors, they become facilitators of the learning process.
107. They also pointed out that within this perspective lies the key to, besides ensuring meaningful and motivational learning, supporting change in the different occupational areas, whilst developing key competences.
108. The process of change in the approach used by teachers must be supported, in SENAC's view, by undertaking activities geared towards all actors and processes supporting their work. In that institution, this has led to the reinforcement of the work carried out with the Supervisors or pedagogical coordinators as well as those responsible for pedagogical management. In general, every teacher is encouraged to engage in lifelong learning, which involves the use, among other tools, of distance learning.
109. What would be the role of information and communications technology (ICT) in this pedagogical paradigm shift? This was one of the question from the audience. In the case of INTECAP, the representative explained that they have an ICT centre that seeks to mainstream the use of technologies in learning processes. However, he noted that the challenge is to be met by the institution, since students are no longer apprehensive of technology. Rather, it is the institution that has to adapt and overcome its own apprehension.
110. Jorge Castro indicated that ICT management is currently a basic skill that every professional or technician must master. Therefore, SENATI students receive basic computer training during the first semester. The highest expression of the application of these technologies is Industry 4.0. For this reason, SENATI has set up the first Industry 4.0. laboratory in South America. However, certain limits have been placed on the training possibilities offered by ICTs, given that, from a pedagogical point of view, online work is not enough to guarantee effective learning. It is particularly useful in the first phase ("finding out"). But it is essential that in the phases that follow students engage in an experiential process. The same concept has led SENATI to place little emphasis on the use of simulators, since the environment also has a bearing on skills development. And the ideal environment for the development of genuine learning experiences should be real-life working conditions.
111. In the case of SENAC, the representative explained that ICTs are used in different ways, but always within the learning process so that it is meaningful for students. That is to say, we must ensure that there is a fit between the technology and the intended learning outcomes.
112. "Are students prepared for this learning model?" was another question. Jorge Castro from SENATI believes that this type of proposal is, in addition to being necessary, more attractive

to young people than, for example, the one offered by the mainstream education system, which is limited to delivering content. In contrast, young people attending courses at the SENATI must, first of all, learn how to learn. Víctor Leonel Ayala of INTECAP claimed that it is necessary to take into account the existence of previous gaps that require institutions to establish a bridging process. However, and in the long run, the experiential learning process sows the seeds of transformation in young people.

113. Jorge Castro took the floor to give an example of the achievements that can be obtained through this approach. He pointed out that the German enterprise Festo holds an annual national industrial mechanics competition, in which SENATI students compete with students from Peru's public universities. SENATI students have uninterruptedly obtained the first place in this competition during the past five years. "Why does this happen?" he asked. The answer is, according to the representative, that it is a problem-solving competition framed within the context of projects, not a rote memorization test. Reinforcing the same idea, Ana Beatriz Waehneltdt of SENAC stated that critical thinking skills potentially exist in human beings. Hence, they must be placed at the centre of the learning process and be encouraged to develop them. Seen in that light, assessment is very useful insofar as it is integrated into the training process and is not the end of the road.

## 2.4. Discussion panel IV: Quality apprenticeship for a better transition from education to work. What specific contribution can quality apprenticeship provide to promote youth decent work in the region?

114. This Discussion panel was composed of Vanessa Gibson, Representative from the enterprise sector of the Board of Directors of INA; Christene Gittens, Executive Management Specialist, HEART/TRUST from Jamaica; Michael Axmann, Senior Enterprise Specialist for Vocational Training and Productivity, ILO/Cinterfor. Hassan Ndahi, Senior Specialist, Skills and Employability from the ILO Decent Work Team and Office for the Caribbean acted as the moderator of the discussion panel.

115. Before starting, he reminded that apprenticeship is one of the oldest ways of developing knowledge and skills for work, particularly in the case of crafts, and has been present in all cultures and even at homes. This modality, which began to be formalized around the year 1300, has shown not only its durability but also its effectiveness to teach and learn, especially in the field of vocational training. Nevertheless, when implementing it, a series of questions arise regarding its regulatory frameworks, the role of social partners, how to define the sectors that need to be addressed, what the effects on youth employment and informality are, how to train trainers, or how to address the needs of enterprises.

116. Christene Gittens, of HEART/TRUST from Jamaica started explaining that an apprenticeship programme has been going on since 1955 in her country, and it has nowadays attained a better position. Since 2014, this programme has been under revision, in particular regarding its regulatory standard since there is evidence that it does not cater



for current needs. The objective of this process is to make this programme more relevant. It is financed by the government, it is managed by the HEART/NTA, (although its final form of governance is still under discussion), while the definition of priorities follows the 2030 Agenda for Development. For the time being, the conducted assessment does not show significant impact on youth employment and unemployment. This is partly why the Government is looking out for new forms of apprenticeship. An example of this is the LEGS (learn, earn, give and save) approach, which is a new apprenticeship philosophy aiming at accelerating the access of youth to employment, with a primary goal of achieving 15,000 youth, both in the private and the public sector. She also highlighted the need to engage small and medium-sized enterprises in these programmes, since they offer the higher portion of employment. Therefore, it is not only necessary to offer training but also other types of services to enterprises. This cooperation also covers other aspects such as on-the-job training of trainers. She ended up by mentioning that apprenticeship is not only a tool that helps apprentices but also fosters business formalisation.

117. Vanessa Gibson, from INA, Costa Rica, indicated that such institution fosters apprenticeship in alliance with multinational companies, and this entails many challenges; for example, achieving a complete engagement of the academy to develop cutting-edge programmes. Although some advances have been made, such as a platform where enterprises can publish their demands of apprentices, there is a need to engage trainers further in these programmes. It is a great opportunity for Costa Rica to progress in many aspects: business formalisation, reduction of knowledge gaps, local development and quality training.

118. Michael Axmann, from ILO/Cinterfor introduced himself as a firm believer in apprenticeship, since he was once an apprentice himself and he has devoted his whole life to the promotion of this modality. He particularly stressed the importance of social dialogue in it. He indicated that, at first, it is more important than laws or regulatory frameworks since if there is no political will from parties, it is not possible to start to implement an apprenticeship system. Therefore, when implementing an apprenticeship process, it is fundamental to start by social dialogue, and look for the engagement and the commitment of social partners, enterprises and unions. According to him, the second key aspect is a clear setting of the roles to be assumed by each party, because an apprenticeship system or programme has many parts and it is fundamental to organise it. In the third place, it is important to address the issue of financing so that it sustains the process. In this regard, the engagement of employers is crucial since they play a key role in co-financing. In the fourth place, and only at the end, once the previous steps have been taken, should the regulatory framework be dealt with, he stated. The laws regulating apprenticeship need to be well thought and drawn up, avoiding cutting and pasting from other legislation and ensuring that the whole process is considered and that it is correctly adapted to the reality of the country, region or sector where it is being implemented.



119. Axmann informed that ILO/Cinterfor is now developing a line of action specifically oriented to the promotion of quality apprenticeship. Several actions are being taken: a toolkit that addresses these four pillars of learning, and where social dialogue plays a key role, is being developed; technical meetings and workshops in different countries are being organised; research activities about the impact of apprenticeship on employment and productivity is being supported; and technical assistance services to any interested countries and institutions willing to develop quality apprenticeship systems and programmes are being provided.
120. Before taking questions from the audience, the moderator indicated that countries face different difficulties to develop quality apprenticeship in a formal and structured way, and this leads us to wonder, among other things, if agencies (or institutions) executing apprenticeship programmes must be dependent or independent from the agencies (or entities) regulating it. Regarding this issue, Michael Axmann indicated that apprenticeship should not be imposed by the government nor be a monopoly of it. He stated that the most suitable way is a tripartite governance scheme. Vanessa Gibson agreed with this and explained that tripartism is what transmits the necessary trust for actors to engage and commit. This is vital for different sub-processes such as accreditation (understood as certification) or the identification of priority sectors. Michael Axmann added that social dialogue is important not only at a national level but also at a sectoral level, and both levels should be complemented.
121. Another question posed by the audience requested more information about the advantages and benefits of quality apprenticeship. He indicated that this modality is ideal to learn to learn, a key skill to face fast changes. It also stands out because of the fact that one learns together with someone else, i.e., collectively. It results attractive for apprentices since it is a paid activity (which also contributes to reduce drop-out rates) and it combines training and work spaces. Such combination does not only have positive effects on apprentices but also on trainers, who must be in permanent contact with enterprises and be familiarized with what is going on in the workplace.
122. Another comment from the audience referred to the sometimes negative burden of the term “apprenticeship”. Axmann commented that although the name is not the most important aspect (it can actually be called in different ways) the key aspect is to ensure quality throughout the process.
123. Regarding the effects of apprenticeship on employment, Axmann mentioned that the debate on apprenticeship acquired greater relevance largely because the critical situation of youth employment. Thus, apprenticeship was seen as a useful tool to improve the access of the youth to decent jobs, up to the extent that those countries which have more developed apprenticeship systems simultaneously show a better outlook in terms of youth employment. This led G20 countries to request the ILO to work on this field since it benefits not only young people but also enterprises, unions and countries in general

## 2.5. Third discussion panel: The future of work and vocational training challenges

124. The structure of this panel consisted of a main presentation by Fernando Vargas, Senior Specialist in Vocational Training, ILO/Cinterfor, followed by comments by a tripartite panel composed of the government sector, represented by Minor Rodríguez, Executive Director, INA Costa Rica; the employment sector, represented by Fernando Yllanes, CONCAMIN, Mexico; and the worker sector, represented by Amanda Villatoro, Secretary of Trade Union Policy and Education, Trade Union Confederation of the Americas, CSA.
125. The presentation given by Fernando Vargas was based on the contents of the publication prepared jointly by ILO/Cinterfor and the ILO Regional Office for the Americas “The future of vocational training in Latin America and the Caribbean: overview and strengthening guidelines”<sup>3</sup>. He gave a quick overview of the different revolutions undergone by human production, until the advent of the so-called Industry 4.0. He also pointed out the existence of optimistic and pessimistic views regarding the impact of these changes in the field of employment, especially in relation to the dynamics of job creation and destruction. In this context priority should be given to the key element which is thinking about an agenda for the development of human talent, since the creation of new jobs primarily involves the creation—and demand—of new skills. What we know how to do is becoming increasingly more relevant than the positions we hold.
126. Multiple studies reveal that less qualified people are more exposed to the adverse effects of change and this increases the risk of social inequality. In the case of the Latin America and the Caribbean region, there is a demographic window of opportunity, since it is still a young continent. But this opportunity can be lost if the participation of young people in education does not see an increase, and if the quality and relevance of education, including vocational training, is not concurrently enhanced. Although he highlighted the gains of the progress made in terms of average years of schooling (from 8.2 in 1990 to 10.2 years in 2010) and nearly 100 per cent coverage for basic education, he also pointed out the problems of coverage of secondary education, in which one of every ten young people who start cannot finish. Another concern according to the speaker lies in the low levels of academic achievement, for which he referred to the results of the PISA and TERCE (UNESCO) exams.
127. Based on the above, he asserted that there are strong signs that the quality of education is not very robust, and that therefore it is necessary to develop initiatives to improve it. Focusing on the so-called skills gap, he characterized it as a mismatch between what is in demand and required to advance in terms of productivity and development, and what is available in the labour market. He said that the Inter-American Development Bank has carried out surveys among enterprises inquiring about those skills that present

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3. See full content: [www.oitcinterfor.org/en/publicaciones/futuro\\_fp](http://www.oitcinterfor.org/en/publicaciones/futuro_fp)

the greatest difficulties when hiring. Almost one in four employers mentioned that they experience difficulties in finding people with better social-emotional skills, also called soft skills. When asked what the skills would be he said that they basically refer to people's ability to interact efficiently in the labour market, to communication, problem-solving, handling substantial amounts of information and identifying trends. What these studies have shown is that there are significant wage differentials based on these socio-emotional skills. That is, having received twelve years of education is not enough, if during that time you have never worked as part of a team, solved a real-life problem. The World Bank, on the other hand, has conducted a global survey. Almost 36 per cent of the employers surveyed say that they have encountered problems when recruiting staff due to deficits in education and training. The CAF, in a document of last year, analysed the different qualification gaps and discovered that in the region these are about double the average of the OECD countries. Finally, Manpower has asked many enterprises about the difficulties they face when recruiting and found out that for the years 2013, 2014 and 2015 this gap has become wider. In short, he said, our skills gap is huge, which means we are failing to properly match our supply with demand.

128. Turning to the field of vocational training and technical education, Vargas pointed out that, in the first place, it is in a disjointed fashion that we deal with the stages of identification of training needs, organization of responses, the implementation and assessment thereof. In many cases we do not assess, thus, we do not know the impact of what we do. In some countries there are different organizations identifying demands, sometimes even in the occupations themselves. We have occupational profiles everywhere, since an "industry" has been created for the development of occupational skills profiles, based on functional maps, DACUM, AMOD, and each institution wants to have this settled, but at the State level many times we fail to have compatible education standards and rarely do we have compatible vocational training standards. With regard to training implementation, Vargas stressed the existence of public and private service provision of different quality. Disjointed stages generate costs and create a true "jungle" of qualifications. How do the people who face this situation choose what and where to study?
129. There is a clear problem of asymmetry. On the one hand, because the coverage of free education and training is not as extensive as it should be, and there are young people and workers who are paying out of their pockets to receive the best training and secure the best employment, and the information available is not clear nor complete. They cannot find information in order to choose the best possible training. It is the case that low quality service provision can attract most of the market.
130. What has been done? He asked to immediately note that there are some areas in which they are doing very well. The area of anticipation of demands is being strongly developed and it is pleasing to see that VTIs are increasingly working on this. In the past three years, OIT/Cinterfor, with the support of SENAI and the interest of many institutions (22 countries), trained 78 technicians and concluded 22 foresight studies. Several institutions are working on units for the anticipation of demand. But he said that we need to move faster. While plotting this he explained that if you take the ISCO classification,

which many institutions use as a benchmark, at the four-digit level, the level at which occupations begin to emerge, the studies performed do not even cover 10 per cent of the total. Although this cannot be achieved overnight, the growth curve of the capacity to anticipate demands should be like the growth curve of the adult population, showing a steep slope. He added that we have to respond to requirements in real time.

131. He reported that these issues will be addressed in the guides on the anticipation of skills prepared by the ILO SKILLS Department currently in the process of being published, which, thanks to the support of the ILO Office in San Jose and also resources furnished by ILO/Cinterfor, have been translated from English into Spanish providing us with the first three volumes of the aforementioned guides. Volume I deals with how to use labour market information, Volume II contains a collection of different foresight methods, while Volume III refers to sector-focused anticipation.
132. Another field in which challenges lie ahead of us, according to the speaker, pertains to how to move forward so that enterprises increasingly veer towards a learning space, a place to learn and develop skills. Already in the 1970s, in SENA there was an experience called “*empresa comercial didáctica*” (educational commercial enterprise), which consisted in an exercise where students assumed different roles and functions that were typical of an enterprise, and had to solve real-life problems. Even today in SENAC, this methodology is still used, in line with the pedagogical approaches that this institution explained in panel discussion III. Working with real-life problems is key. However, nowadays it may be necessary, in addition to using these methodologies, to further expand learning opportunities in real enterprises. He said that we must make progress in the development of quality apprenticeship. We should look less like schools where students attend so that teachers can impart knowledge, and we must turn into spaces where solutions emerge from students’ work. If a training centre does not have a connection to a real problem, outside, in the community, productive chain or cluster of reference, it will have serious problems of quality and relevance.
133. The presenter recalled that many, if not most, of our institutions include the word “learning” in their names. However, he said that when the institutions were asked how many apprentices they have, 17 of them answered and, in most cases, do not have even one apprentice for every 1000 workers. In contrast, in Germany, this indicator showed 34 apprentices per every 1,000 workers, in Switzerland and in Austria 32. This forces us to acknowledge the extent to which improvements are possible. If we wanted to have a proportion comparable to that of Germany, the region should have 14 million more apprentices. In many national legislations on apprenticeship it is said that there should be one apprentice position for every 20 workers, that is, 5 per cent. But that should be reassessed, especially to avoid situations of underpayment, under-reporting or, simply, use of cheap labour without real qualification processes.
134. Another problem that was mentioned was the lack of communication and possibilities for move between formal education and vocational training. He stated that the recognition of knowledge gained through vocational training to continue studies at tertiary level is

often difficult, if not impossible. Even though there are significant examples, they are still isolated and he reminded us that this remains the “broken bridge” in the region. This is one of the reasons why ILO/Cinterfor works on the National Qualifications Frameworks, noting that Costa Rica, the Dominican Republic, Colombia, Chile and Peru are some of the countries that are making progress in this area.

135. Regarding the recognition of prior learning, or skills certification, he acknowledged that almost all institutions in the region have been working on recognition systems. Upon asking institutions how many people they certify in relation to the total number of participants, it can be observed that the greatest progress has been made in the two countries that have institutions specializing in certification: Chile with CHILEVALORA, and Mexico with CONOCER. However, he added, this can result in difficulties to connect and complement these certifications with pre-existing courses.
136. A major advance has been made in distance training, since institutions report having 4,700,000 students studying in this modality. Nevertheless, the SENA of Colombia alone accounts for almost 3,000,000 of these students.
137. Vargas then outlined the key elements of the current vocational training institutions in the region. Based on a classification of the existing arrangements and institutions according to the nature of their management (continuous public-private) and their focus or scope (national, local and sectoral), he highlighted the great diversity of existing arrangements. Going back in time, he provided an overview of the innovations that occurred at different moments of history. In contrast to the founding paradigm of training, which was based on lessons, classrooms and workshop exercises, with educational materials that encompassed books, boards, guides, manuals, tools and customized machinery, at present the idea of developing socio-emotional skills and abilities, with learning methods based on projects, problem solving, and intensive use of the Internet, networks and learning objects has taken root.
138. Another part of the presentation referred to vocational training financing schemes. In this regard, he said that the payroll tax mechanism remains relevant to many institutions. However, new mechanisms have emerged, such as the income tax for equality that contributes towards the funding of SENA in Colombia, the case of SENAR in Brazil that is funded by a percentage of the agricultural production, or that of INADEH in Panama that it is funded by various sources and taxes. He also highlighted examples of shared funding such as Uruguay’s INEFOP with contributions from employers, workers and the government. He matched the different funding schemes to management styles. In this vein, funding exclusively based on payroll taxes (0.75 per cent, 1 per cent, 2 per cent, 2.5 per cent) to traditional management styles. However, he said it moves very quickly, while making improvements in its management, resorting to new funding alternatives, through the use of commingled funds from different sources, which constitutes in itself an aspect of capacity for innovation. Reinforcing this idea, he showed eight different forms of funding that, to varying degrees, have been explored by institutions in the region. These are: partnerships with technology providers (equipment and infrastructure), funds for the

promotion of development (multilateral banking, development cooperation), funds from the national budget (for promoting innovation), funds for targeted programmes, special funds, levying of tariffs on certain items, specific shared-cost programmes, and the new services of innovation, technology transfer and technical assistance.

139. The next item addressed by the speaker was social dialogue in and on vocational training. He claimed that this dimension should penetrate deep into institutions and policies. The social dialogue present in the governing bodies of many institutions is an asset, however it should be even more in-depth and meaningful, going beyond mere formal sectoral representation. Among examples of greater depth of social dialogue, he mentioned the Sectoral Councils established by SENA in Colombia, the Sectoral Councils for training in Argentina, the Sectoral Technical Committees of SENAI, SENAC and SENAR in Brazil. He said that in any case, it is an area in which we should focus our efforts, for which he offered the support of ILO/Cinterfor.
140. He then proposed to take a look at the vocational training figures in the region, an aspect, he said, in which it is always difficult to work, but that allows us to see what we are, what we do and how much we do. According to the reported data, there are 67 institutions in the ILO/Cinterfor network, of which 39 are public and 27 private. Among the institutions that responded to the ILO/Cinterfor survey, there are 10,925 centres and operating units, of which 39 per cent are own centres, 55 per cent are third-party centres and 6 per cent are mobile units. Together, they invest about 4,200 million US dollars annually. They have 165,000 trainers or facilitators, serve 15.4 million participants, of which 4.7 million are remote participants.
141. These figures are significant and reflect the magnitude of the available capacities and great wealth. Using the metaphor of a great ocean liner, he said that we have an enormous machine, with great thrust capacity, but that nevertheless have difficulty manoeuvring. To steer it, he said, we must be able to anticipate dangers and routes. He also mentioned that it is necessary not only to continue increasing the figures cited, but also to add others related, for example, to impact on employment, how many trainers are certified in the use of new technologies.
142. Based on those same figures, and in the absence of others, he argued that there are important strengths, but also significant challenges. This has encouraged ILO/Cinterfor to develop ten guidelines for the promotion and strengthening of training systems for work and for life in Latin America and the Caribbean in the years to come. These are: 1. Promoting the alignment of productive development policies with technological change; 2. Building upon social dialogue; 3. Ensuring a regulatory framework that covers the core aspects of an integrated vocational training system; 4. Making sure sufficient funding is provided and guaranteed by law; 5. Promoting lifelong training and coordination between formal education and vocational training; 6. Fostering quality apprenticeship; 7. Increasing the quality and relevance of training by constantly improving institutions, developing knowledge and creating relevant information; 8. Using more effective teaching methodologies and approaches, based on evidence, and constantly improving them,

considering experience and assessment; 9. Promoting equal opportunities and social inclusion; 10. Coordinating with employment and vocational guidance services and with active labour market policies.

143. He ended his presentation by saying that, in addition to the information provided, the report is composed of a series of national fact sheets or summaries that contain a description of vocational training in each country, with its advances, lags and gaps, including both quantitative and qualitative information. It is, he said, a work in progress. Both because it is necessary to extend the summaries to countries not yet assessed, and because the information presented can be perfected and expanded. For this, he called for the collaboration of all the institutions.

### ***Comments on Fernando Vargas' presentation, Panel III***

144. The first comments were made by Minor Rodríguez, INA Executive President, who began by pointing out the exhaustive nature of the presentation. He also noted that, within the challenges for vocational training, and in line with the ideas set forth in the presentation, there is an urgent need to reflect, as a region, on what will be the cornerstone of the development of our societies. In this sense, he stated that our development should be increasingly based on knowledge.

145. It is also a challenge, he said, to pursue continuous or lifelong learning, leaving behind the schematic models based on a fixed curriculum, which does not allow for the sufficient incorporation and development of innovation, especially as regards cross-cutting skills. This implies increasing the focus on collaborative work, expedient decision making, data analysis, problem solving, space management, interaction with cyber-physical spaces and other cross-cutting skills among new generations.

146. Another challenge consists in the development of National Qualifications Frameworks, facilitating the transition between the various systems, the recognition and the accreditation of skills at the regional or, at least, sub-regional level.

147. He said that we are not taking full advantage of the demographic bonus opportunity. He explained that in our countries there is a large proportion of young people who, if we do not make efforts to develop their skills, we will be playing a part in wasting their potential and this we will regret. It is also necessary to make greater progress in what he called training aimed at innovation, creativity and the generation of new knowledge. Innovation, he said, must stop being a strange word.

148. Then the representative of the employment sector, Fernando Yllanes, from Mexico, took the floor, recognizing that the mentioned document is a basic input for dealing with the challenges imposed by the new realities of the world of work. Its content is very ample. The information is presented in an orderly and clear manner, which makes it easier to read and understand. He congratulated the speaker, since it is a document that should be used as template for other ILO documents that, on occasions, the overload of information does not facilitate their analysis.



149. He explained that the study begins with the analysis of the first models chosen by the institutions from the perspective of training for work and its transition to vocational training models geared towards developing labour abilities and skilled workers, in accordance with the requirements of the market in the mid-twentieth century. In the study, under the premises that surely inspired the authors of these different educational models focussing on vocational training for work, an analysis of the information has been carried out, with hard data, pointing out advances, lags and gaps in skills and in the methodology adopted hitherto.
150. He noted that this represents a wake-up call for the institutions and for ILO/Cinterfor. But he hoped that this wake-up call, above all, represents an opportunity for change. Besides, he emphasized that the time for change is now or never, it cannot be held back any longer.
151. He highlighted that the study also provides an excellent summary of the national scenarios of the 19 countries. This revealing analysis places us in front of the mirror at the present time and then takes us by the hand and shows us the challenges ahead, with a vast amount of information on what we identify as the future of work.
152. Although the study establishes ten guidelines for our region, geared towards the promotion and strengthening of training systems for work and for life, the reader will draw his own conclusions, imagining how this may be achieved and what each of those steps involve. It really is a far-sighted document, he said.
153. Speaking of the opportunities, he recalled the existence of a study conducted by McKenzie in 2011 that found that in France the Internet had destroyed 500,000 jobs. But it also revealed that in the last 15 years, 1.2 million new jobs have also been created. New technologies are a reality and we should make the most out of them, hence developing relevant skills and abilities is vital. There is demand and there is a skills shortage.
154. He alerted us to the need to remain attentive to what the new generations think and expect. And to those that follow, such as Generation Z. They want and have the right to receive training to freely engage in the activities they wish to pursue. These new generations are not thinking of a lifelong subordinate position. And this must be taken into account by the training centres, and by ILO/Cinterfor. Training must also focus on entrepreneurship. A person who today may be an employer, tomorrow may be an employee, and vice versa, he explained. And if they happen to only work as an employee, with this approach they will better understand their employer and have a greater capacity to innovate. If they only work as an employer, they must be armed with information to take responsibility for their health, their safety and their future pension. Social welfare agencies will not be able to continue as they have done until now and this should be addressed by vocational training programmes in all its dimensions.
155. Youth unemployment cannot continue rising, he continued, immediate action has to be taken. With a new approach, new technologies are not reconcilable with the old ways of working, which we conceive and see differently. And in this he included governments,



employers' organizations and workers. He said that we have to acknowledge that for a long time we have sat together, on the same side, facing a common challenge, which is the present and the future of work. It is not true that employers want to keep workers asleep, we need them. They rely on them and their organizations to combine efforts and all pull together.

156. He ended his remarks with a question that was raised in the study. If you were to create a training institution today, how would you do it? To which he added another: if you were to create an organization like ILO/Cinterfor today, how would you do it? Present here today there is a great deal of talent to address these challenges, he said.

157. The panel session ended with the workers' representative, Amanda Villatoro, of the CSA. She recognized first and foremost the efforts made by the ILO Regional Office and ILO/Cinterfor to produce and present an analytical and descriptive document of such quality and depth that it provides many elements for reflection hereafter.

158. She also noted the ten guidelines put forward, but pointed out the need to consider the overall context of training and of the proposed changes. In this regard, she expressed the trade union movement's concern about the often negative effects of the processes of technological transformation and production relations, such as the emergence of uberization and the rise of the collaborative economy, which leads in some cases to new forms of precarious jobs and exploitation. The presenter also referred to increasing unemployment, high youth turnover in employment, and growing informality. She expressed her disagreement with using the "youth neither in employment nor in education or training" category. The union movement prefers, she said, to call them youth without education and employment opportunities, since it better reflects the situation in the region.

159. She went on to say that these negative phenomena, together with labour deregulation initiatives in countries like Brazil, constitute a severe curtailment of labour rights that is of concern to the trade union movement and calls attention to the need for deeper social dialogue. She also recalled that Latin America and the Caribbean remains a region of significant disparities, where many basic rights are not yet assured, such as the universalization of basic education.

160. "What is the future of vocational training in this context?" she asked. Recalling the tripartite conclusions of the 2008 International Labour Conference, she pointed out that an economy based on low qualifications, low productivity and low wages is unsustainable in the long term, and incompatible with poverty reduction. That horizon, she said, should not be overlooked when it comes to reflecting on the future of vocational training.

161. Another challenge emphasised by the speaker was the need to urgently address tools to ensure the preservation of fundamental labour rights, in contexts where the geographical mobility is expected to increase. Among them, she highlighted the policies for the accreditation of skills profiles to facilitate entry into the labour markets at the places of destination.

162. It is also key, she said, that trade unions within the framework of social dialogue monitor the processes of technological transformation and labour organization, in order to find ways to solve employment problems. This will require strategic planning in education and, in particular, vocational training. Machines, capital and geography are no longer competitive advantages, but rather the people who put in their effort and intelligence, she added.
163. Future training should not be an activity aimed at standardizing the adaptation of workers to a precarious labour market entry, she emphasized. Trade union organizations, she said, take into account vocational training as part of the strategy for organizing workers in these times of fragmented work processes and of return to the neoliberal conservative agenda.
164. Another point highlighted by the panellist was the need to establish strategies to involve youth in vocational training, promoting their inclusion in the world of work. This, she explained, should be done paying particular attention to the most vulnerable populations, historically excluded from education and vocational training, such as women, people of African descent, young people from rural areas, or the LGBT community.
165. The trade union movement, said the speaker, intends to fight for spaces to exercise social control over public policies on work and education, including vocational training. One of the underlying motivations, she claimed, is that those processes are developed with an emancipatory perspective, and not exclusively based on the demands of the labour market. Furthermore, she called for greater participation of workers' representatives in instances such as the Technical Committee Meeting, since the experience gained by their organizations allows them to contribute to the different issues under discussion.
166. Her final thoughts were on the value and importance of social dialogue. She stated that, despite the concern caused by technological changes, in production and in the organization and international division of labour, as alleged by the ILO's Director-General, "the future is not decided for us." The factor that shapes the future of our societies, is the governance of change, she said. Therefore, she stressed that the discussion on the models of development is essentially political in nature, as is the objective of placing people at the centre so that they have a decent life and decent work.

### ***Visit to the INA Regional Unit of Cartago***

167. In the afternoon, from 2:00 pm onwards, the delegations visited the new headquarters of the INA Regional Unit of Cartago. During this visit, they toured the training centres and technological cores that operate therein, and they had the chance to see the World Skills Exhibition of Costa Rica and the exhibition of SMEs supported by INA.

### 3. Thursday 11 August

#### 3.1. Discussion panel V: Social Dialogue: a look ahead at the future of the governance of vocational training systems. What is the contribution of social dialogue to the relevance, quality, equity and sustainability of policies and the institutionality of vocational training?

168. This discussion panel was composed of Guido Ricci, Director of the Labour Unit of the Comité Coordinador de Asociaciones Agrícolas, Comerciales, Industriales y Financieras (CACIF) of Guatemala, María Angélica Ibáñez, of the Central Unitaria de Trabajadores (CUT) of Chile, and Eduardo Pereyra, National Director of Employment and President of the Board of Directors of the National Employment and Vocational Training Institute (INEFOP) of Uruguay. The facilitator of the panel was Gonzalo Graña, Officer of Social Dialogue and Vocational Training, ILO/Cinterfor.
169. The facilitator began by providing a brief overview of social dialogue in vocational training in the region, characterizing the different channels and levels of participation for actors in the world of work, which make up a very rich and heterogeneous scenario. He then gave the floor to the panel members.
170. The representative of CACIF, Guido Ricci, was the first to speak, referring to his own country's experience, Guatemala. There, and specifically in the case of INTECAP, he stated that there is a forum where a tripartite board of directors makes decisions that are then implemented by management. Generally speaking, he stated that social dialogue in Guatemala has managed to provide very positive experiences both in the field of vocational training and social security, from which he drew a first conclusion: where there has been social dialogue, the most successful experiences have been observed. Another example cited by the participant was the work in the Tripartite Committee on International Affairs, in line with International Labour Convention No. 144, on tripartite consultation (international labour standards), where other equally important aspects have been addressed.
171. María Angélica Ibáñez, of CUT, Chile, explained that since the 1990s in this country there have been different milestones and attempts, which have had dissimilar outcomes, regarding institutionalized social dialogue. The economic agenda, wages or occupational health have been some of the issues addressed through different routes and with differing outcomes. However, she pointed out that at present they do not have a tripartite national council for development to enable the analysis and resolution of the major issues concerned in this field. In general, the social dialogue that has developed is characterized by being at high level and among political leaders: Confederación de la Producción y del Comercio (CPC), Central Unitaria de Trabajadores (CUT), and the Government. Therefore, there is a gap between this level and the level of collective bargaining in enterprises, while

there is also a lack of greater social dialogue at the sectoral level, she said. This situation affects the continuity and implementation of the agreements reached at the upper level.

172. She then pointed out that social dialogue is a political issue, since it is not a question of good or bad intentions, but about working on the basis of interests. In this logic, vocational training is a field that involves a greater convergence of interests between the employer, worker and government sectors. An example of this is the experience of the Commission of the National System for the Certification of Vocational Skills, ChileValora, what she described as a young agency, with the particularity of being a tripartite and policy-making body, which is a significant step forward. Another gain, in this case, is that the core operations takes place at the level of the productive sectors and sub-sectors, where labour competency standards are established.
173. Eduardo Pereyra, of INEFOP, Uruguay, pointed out when it was his turn that this country has a long tradition of social dialogue, which dates back to 1943 when wage councils were created, the main modality of collective bargaining to date, only interrupted by dictatorship and at a later time by some governments. In 1992, the Labour Retraining Fund was created together with it a tripartite body, the National Employment Board (JUNAE), in charge of its management. In 2008, JUNAE was replaced by INEFOP, functioning at a higher hierarchical level, with decision-making authority, greater autonomy in implementation, and of tripartite structure.
174. Currently, he continued, social dialogue pervades the most diverse areas of public policy. Its main contribution is the formulation of more robust policies, which cease to be government policies to be state policies, with greater social legitimacy. One of the main factors that explain the validity, scope and depth of social dialogue in Uruguay is, according to the speaker, the legitimacy and representativeness of the actors, who provide soundness to the different experiences. He agreed with the representative of CUT from Chile that it is not about viewing social dialogue in idyllic terms, but rather as a dialogue that brings together different interests. Thus, the negotiation moves forward going beyond the most intractable conflicts, to look at more strategic interests: competitiveness, productivity.
175. Taking the floor, Guido Ricci expressed total agreement with what Eduardo Pereyra stated. This approach should guide institutions and their tripartite governance. He pointed out that, if anything, each country should decide upon the appropriate space to be given to social dialogue on vocational training. Based on this definition (the appropriate space), it is possible to define an agenda and work on it. He mentioned the challenges of the 21st century as an example of one of the issues with which social dialogue should help. We must not forget, he recalled, those who have been forced out of their jobs due to new technologies, and take into account that not all will be displaced at the same time. It is a question, he said, of modernizing structures to allow for these new ways of working. And social dialogue should enable us to open ourselves to these changes and, at the same time, manage them.

176. María Angélica Ibáñez noted that the trade union is not against technological advancement, but against the precarization and deregulation of employment. The genuine form of social dialogue needs labour representatives that have been empowered and are on an equal footing, she said, adding that this is precisely what international labour standards and labour legislation protect. In short, she said, we are not against change, provided it is participating on equal terms. In this regard, she added that the handling of information is key, and that in fact many times we come to the negotiating table with deficits in information or knowledge asymmetry. In order to try to address this situation Ibáñez said that Chile is beginning to train trade union officials in the areas of assessment and vocational certification.
177. Eduardo Pereyra then pointed out that growth is the result of many policies at different levels. This implies that national institutions are often overstretched not only by national demands but also by local ones. The local level is also a relevant space to promote social dialogue. He then gave an example from his country to illustrate ways to address these strains and formulate an agenda at the national level, but one that simultaneously considers the sectoral and local specificities: National Dialogue on Employment, held during 2011 at the initiative of the Ministry of Labour and Social Security, with the support of the ILO. This process, which took place over a period of five months, saw the participation of various actors, among which employers' and workers' organizations stand out, but in its development it involved about 200 institutions, agencies and organizations. It enabled agreements to be reached around five main thrusts: youth employment and training, policies to address labour shortage, skill mismatches between supply and demand, employment policies for the different stages of the economic cycle, and employment policies at the micro- and meso-economic levels. Said agreements, as updated and developed, continue to guide the main points of action of the employment and training policy.
178. The concluding thoughts of the panel discussion referred to the role of social dialogue in moderating the adverse effects that technological change can have on employment. The three participants warned about the problems of unemployment and informality. These phenomena consist of, on the one hand, a demand for social services on the states but also, and simultaneously, a decrease in the resources that the states themselves have to finance such policies. The problem of informality was especially emphasized by Ricci, who pointed out that in the case of Guatemala it reaches about 70 per cent of the population. Given this level of seriousness, he said that it is necessary to set objectives and an action plan through social dialogue, drawing together the different political devices. Moreover, Ibáñez and Pereyra recalled that social dialogue should not only be limited to how to achieve higher levels of productivity and competitiveness, but should also encompass how to address the social consequences of productive transformation, since unemployment and informality not only affect those directly involved, but society at large.

## 3.2. Discussion panel VI: Vocational training for inclusive development. What is the contribution of VT to inclusive development strategies? Is VT itself being inclusive?

179. This discussion panel was composed of Rodrigo Vázquez Toro, Chief of the Training Department of SENCE, Chile, Deimiluce Lopes Fontes Coaracy of the Technical Department of Vocational Training and Social Promotion of SENAR, Brazil, Juan Torrez Muriel, President of the Board of INFOCAL La Paz, Bolivia, and William Savary, Adviser of INFP, Haiti. The facilitator was Philippe Vanhuynegem, Director of the ILO Office for Andean Countries.
180. Some central questions used to steer the debate were: to what extent do the actions of vocational training institutes serve to reduce the barriers that exist in the world of work and training? What are these barriers? What is the approach that should be used: universal or targeted? What are the effects of vocational training to mitigate exclusion?
181. The facilitator mentioned the debates about universal approaches and targeted approaches in the field of public policies to promote social inclusion. Although he put forward his views concerning the nature not necessarily adversarial, but complementary of both perspectives, he asked the participants which of these approaches they believed was most suitable.
182. Juan Torrez Muriel indicated that, to give a bit of context, in Bolivia social exclusion and marginality rates continue to be a problem. Although poverty indicators have shown progress in recent years, this has not necessarily led to improvements in the field of education, which entails implications for future access to decent employment opportunities. Various educational entities, including INFOCAL, are making efforts to increase their levels of coverage, taking into account factors such as gender and disability. However, he noted the backwardness of the dual learning system, partly due to the lack of understanding of the educational authorities regarding the educational value of the hours of practical on-the-job training. Another area in which INFOCAL has not been able to make progress due to the regulatory framework that governs it, is that of being able to offer training on weekends, which would be an opportunity for people who work during business days. Drawing on cooperation of institutions such as SENATI from Peru, they have tried to carry out advocacy activities to promote dual learning systems. However, these activities have not received the expected support from the educational authorities. He did consider that progress has been made in terms of job stability of INFOCAL graduates, largely due to the commitment of the employers' sector. He concluded by expressing his desire to see ILO/Cinterfor collaborate in bringing INFOCAL closer to the government authorities of his country.
183. Rodrigo Vázquez Toro of SENCE, Chile, said that the debate in our countries regarding the universal and targeted approaches tends to occur at the macro levels, basically when discussing how certain public resources are to be allocated. Targeting is carried out, for example, in response to the emergence of certain situations or when identifying gaps,

which require targeted actions. In Chile's experience, he said that there is a need to move ahead in the definition of targeting beyond the establishment of entry criteria for the various programmes. Emphasis is placed on targeting methods, realistic designs and the improvement of mechanisms of access to a universal policy. Furthermore, he noted that both the institutions that are responsible for the control of public policies, as well as international organizations, tend to put more emphasis on the quantitative aspects of public policy, such as levels of coverage, budgetary execution, being able to report to what extent they are helping to bridge the employability gap, etc., without going any further, focusing on issues such as how to ensure, within macro strategies, more relevant interventions. In general terms, countries have chosen to take action targeting certain groups that gain relevance within the government's agenda, based on the analysis of indicators such as employment/unemployment, income gaps, etc. However, focusing resources does not guarantee significant results, due, in part, to methodology-related problems. To this end, SENCE has set out to reinforce its universal methodology, ensuring that the different programmes have the necessary devices to achieve relevance and effectively reduce access gaps that prevent greater involvement of certain priority groups. Among those groups he mentioned people deprived of freedom, migrants, and people with disabilities. In all three target groups, efforts have been made not to generate a restricted offer based on coverage criteria, but emphasizing the development of specialized designs. Besides offering, when appropriate, exclusive training courses to people in these groups, it is also able to offer inclusive courses of a universal nature.

184. William Savary of INFP, Haiti, provided an outline of some figures and indicators noting the scale of the challenges in education and training, as well as the difficulties of his institution to tackle them with only 21 training centres. In terms of inclusion strategies, given the difficulties in the labour market, INFP is focusing less on inclusion through employment and more on inclusion through the promotion of enterprises. The idea is that, insofar as it is possible to develop people's entrepreneurial skills, those same skills will be useful in any work they do, either as entrepreneurs or as employees.

185. Deimiluce Lopes Fontes Coaracy of SENAR, Brazil, added that universality requires particularity. He explained that Brazil, as a country of continental dimensions, contains a great geographical, social and economic diversity, and that these particularities must be taken into account by vocational training. It is not worth trying to provide opportunities in relation to universal rights, if the mechanisms for access to these opportunities do not cater for the particularities of the regions and people.

186. The facilitator immediately mentioned the different barriers preventing access of various groups to vocational training and asked the participants what kind of concrete measures have been taken in their respective institutions to overcome them.

187. In this regard, Deimiluce Lopes Fontes Coaracy of SENAR, Brazil, mentioned the persistence of gender barriers evidenced by the participation gap between men and women in the different career options. One of the examples was the operation of agricultural machinery, which continues to be a predominantly male occupation. However,

she noted that it has increasingly been shown that this is based on cultural preconceptions and that, in practice, women demonstrate equal or greater competency to perform the tasks involved. This has allowed, along with other actions, to promote significant developments, to such an extent that women account for 40 per cent of the participants in the agricultural mechanization courses imparted by SENAR. To achieve this, and make further progress, she pointed out that it is important to change the way trainers think. Otherwise, they will continue to reproduce inequities based on their preconceptions. She mentioned as a concrete example the SENAR programme called “Women in the field”, specifically targeting women and delivering training courses on a farm, and that provides training for the management of rural establishments. Regarding accessibility for persons with disabilities, she said that it is a particularly challenging field when it comes to providing training in rural areas, an environment in which it is not always possible to have architectural arrangements that are in line with the needs of the participants. However, she stressed that Brazil has adopted progressive legislation to ensure the inclusion of persons with disabilities in any level and type of training. Once again, she said, it involves working with the training community in the design of inclusive strategies. This includes aspects that are often neglected, for example, the use of language, and how we refer to these participants. An example of these strategies is the SENAR programme called “Apoena” (in Tupi-Guarani language “he who goes a long way”), which is based on the principle of inclusion of persons with disabilities in its training and social advancement actions. This program seeks to ensure that the learning environments are not only less restrictive for these participants, but fully accepted by the group.

188. Rodrigo Vázquez Toro of SENCE, Chile, drew attention to the double barriers posed by the existence, firstly, of different access conditions according to the socio-economic origin of the participants and, secondly—and reinforcing the exclusion factors—other conditions in terms of gender, age, disabilities, persons deprived of freedom, elderly persons. One of the most difficult barriers to overcome is the people who have already declared themselves inactive, where there is no will to look for work, and who therefore oppose to any intervention. This is especially serious in those countries where the care systems for the assistance and support of children, persons with disabilities and the elderly are not sufficiently developed. These tasks end up falling, due to the absence of such policies, mainly on women, who as a result are excluded from the labour market, education and vocational training. Other groups especially vulnerable to exclusion are migrants, often due to language barriers, as well as young people from certain territories, based on geographical segregation problems. SENCE has addressed these barriers through the adoption of a set of guidelines, such as the incorporation of the concept of inclusion in all interventions, the adjustment of its methodological approach, including career guidance tools before, during and after training, the development of cross-cutting skills. All these elements are key when working with people who do not have previous work experience. SENCE has made significant efforts to increase its coverage, increasing from 90 communes to 340. Another initiative has been the development, for certain populations, of specialized training providers. The development of training providers implies much more, he said, than the training of trainers. In the case of migrants, skills



assessment and certification tools have been largely incorporated, prior to carrying out training actions. This is key not only to detect competent people in certain areas, but also as an assessment modality, which allows for subsequent interventions with greater relevance, as well as reduction of the time it takes to adjust to the new country and enter the workforce. Further work should be undertaken through international cooperation in the latter field.

189. Juan Torrez Muriel pointed out that INFOCAL systematically conducts activities to disseminate and raise awareness, in order to provide information on the vocational options available through the institution. At the same time, partnerships have been established with cooperation agencies, with whom several projects seeking to focus on certain groups affected by access barriers such as gender or disability have been promoted. This has allowed a progressive inclusion of women into traditionally male-dominated occupations, such as the construction industry, industrial mechanics and electronics. The participant then gave the floor to INFOCAL's General Manager, Daly Salvatierra Morales, who added that this institution runs a Programme funded by IDB-MIF that has allowed them to work on intercultural issues, helping entrepreneurs understand and respect the culture of their workers and vice versa. The same programme focuses on gender and other components that can be coordinated with government programmes that facilitate entry of youth into the labour market and the monitoring of their paths.

190. At the end of the exchange, the facilitator summarized the main conclusions, taking into account the diversity of the realities discussed. First, education and vocational training are universal rights, but the demand adaptability on the part of the institutions so as to be able to cater for some groups of the population that require special measures or programmes. Second, vocational training cannot solve everything on its own, since it operates within a framework or institutional system and in a specific labour and economic context. Hence, the legal framework is vital; either because it establishes the obligation to address the needs of certain population groups or to define the possible scope or impact of VT. Third, the adaptability and flexibility of vocational training systems is essential to meet the needs of specific populations. Training methodologies must be reviewed and appealing. In addition to providing unique courses that meet the needs of various groups, a different training methodology should be employed to promote the inclusion and engagement of new segments of the population.

### 3.3. Discussion panel VII: Research and information systems for the continuous improvement of vocational training. What data and indicators are necessary to know where we are going?

191. This panel discussion was composed of Sonia Gontero, Economic Affairs Officer of the Economic Development Division of ECLAC, Alberto Almaguer, Director of CONOCER, Mexico, and Ximena Concha, Executive Secretary of CHILEVALORA, Chile. Facilitation was provided by Paul Comyn, Senior Skills and Employability Specialist, SKILLS Branch/ ILO.

192. In his introduction, the panel discussion facilitator reviewed the complexities involved in the development of information systems as a basis for decision-making regarding policies and management of vocational training institutions, noting that there is a gap between the ways in which information is collected and how this information is used.
193. Alberto Almaguer from CONOCER, Mexico, pointed out that the analysis of how information is collected has opened a window into the heterogeneity of the region. In the case of Mexico, areas in which efforts are being made for the availability of systematized information include the various education and training modalities, the funding of training, as well as other efforts aimed at the development of human capital, such as innovation, science and technology policies. Specifically in the area of training for work he noted that information was highly dispersed. He explained that, although CONOCER collaborates with the training institutes, it is not one of them. It makes its particular contribution to the development of human capital, but the effort to build a good information system requires the participation of all stakeholders.
194. Sonia Gontero from ECLAC, explained that the Area of Economic Development of this organization carries out important work in the field of labour market research. As regards technical and vocational training, ECLAC has embarked on a large-scale project. During its implementation some elements have arisen such as the question of what is meant by technical-vocational training in the region. In addition to considering cultural and gender aspects, this question conditions the identification of current and future training needs. As a diagnosis, she pointed out that currently many initiatives are being undertaken to collect and analyse information, but they take place in isolation. To gather information for the entire region is a big challenge, she said. Returning to the first point, she stressed the need to first agree on the terminology that will be used. The English term “skills” does not have a direct translation into Spanish and Portuguese, in a reality where many terms and concepts are dealt with, reflecting different traditions, approaches and practices. Another challenge is to foster dialogue between the education system and the productive sector, for which it is necessary to associate skills with occupations. The National Qualifications Frameworks are key in this regard, she claimed.
195. The participant considered that the final objective of all these efforts is to measure the skill gap between supply and demand. On the supply side, there is great need for data, both accumulated and disaggregated. When collecting information, it is often found that there is information available such as the number of students enrolled by course or graduates by course, but these data are not always coded using the same criteria. On the demand side, it is imperative to identify what the needs of enterprises are, including the states, which are important employers in the region. Part of the work lies in encouraging greater dialogue and cooperation between education and training institutions, statistics institutes, work and education portfolios. They all take part in the building of solid and stable information systems, she said. Finally, she added that there is a deficit with regards to the flow of information to all users, individuals, enterprises and governments.

196. Ximena Concha from CHILEVALORA took the floor and said that this institution has had to formulate a public policy for labour skills certification for Chile. Among other challenges, this involves establishing how to measure and, therefore, demonstrating that the new agency is capable of meeting its objectives. In the broader perspective, the challenge is how to come to articulation arrangements with other pre-existing institutions such as those in education and SENCE, amongst other matters, in the production and management of information. With reference to CHILEVALORA, she reiterated that when faced with the question of what to measure and how to measure it, priority is given to the institutional mission. Measuring the institutional results according to the number of certificates would have been a very restricted view, since CHILEVALORA cannot be conceived as a “certificate factory”. It was approached from another perspective, aimed at making a contribution to the development of the new skills of workers and to close the skills gap in Chile. This means that, in addition to certifying, institutional action should have positive consequences in the life of workers and, at the same time, have social legitimacy so that in turn it has effects on enterprises. Furthermore, certification must be related to the development needs of the country, especially where there are gaps in human capital.
197. Alberto Almaguer pointed out that in many cases there is an overdiagnosis, but that more dialogue between actors and institutions is required, since there are concurrent purposes that justify developing joint actions. Building on CONOCER’s field of activity, he stated that competency standards establish certain rules for the collection of information that enables the provision of useful and relevant training.
198. Also highlighting the benefits of standardization and certification systems, Ximena Concha emphasized that mechanisms for recognition facilitate the building of bridges in education and training systems, making them more flexible. The state, she said, has the duty of setting quality standards in order to contribute to the social value of learning. Additionally, an integrated information system allows people to make good decisions in their working life and professional career.
199. Sonia Gontero of ECLAC insisted that she is still in the stage of defining what she wants to measure, in order to be able to ask enterprises. It should not be forgotten that all information management must be aimed at providing policy inputs to reduce inequality. Stressing the need for different efforts to be coordinated to generate quality information, she said that among other things at present it is not possible to obtain reliable information about things as basic as wages or trade union rates. In short, we need to know the effect that our institutions and policies have on inequality.
200. Ximena Concha observed in this regard that, if in doubt, having too much information is always better than too little. With the information currently available, many decisions can still be made, if we invest in leadership and inter-agency coordination. As an example, she mentioned the initiatives for the development of National Qualifications Frameworks, noting that CHILEVALORA used round-table discussions where talks were held and

agreements were reached not only on certification, but on the identification of demands and validation of skills profiles and training programmes.

### 3.4. Vocational training and cooperation to development. What cooperation, among who and what for is necessary for the VT of the future?

201. This discussion panel was composed of Evelyn Cermeño, Director of the Organization of Ibero-American States (OEI) Office in Costa Rica, Jürgen Popp, Country Director of the German Technical Cooperation Agency (GIZ) in Costa Rica, Amparo Ergueta, National Programmer Officer of the Swiss Agency for Development and Cooperation (COSUDE) in Bolivia, Misook Lee, Deputy Director of Global HRD Cooperation Team of the Human Resources Development Service (HRD Korea), and Bibiam Díaz, Specialist in Education for the Northern Region of the Development Bank of Latin America (CAF). The facilitator of the panel discussion was Fernando Vargas, Senior Specialist in Vocational Training, ILO/Cinterfor.
202. HRD Korea's representative, Misook Lee, presented HRD Korea's work objectives and stressed the 34 years of experience of this entity. Among the areas of work promoted, she mentioned the support provided to students in World Skills and the training of trainers. She indicated that they have funds to finance small and medium-sized enterprises, as well as programmes to develop skills and stimulate learning in the workplace. Regarding tripartite cooperation and in view of the limited resources, she drew attention to actions with Germany and the possibility of training teachers in the facilities of the Global Institute for Transferring Skills (GIFTS) in Seoul. She mentioned the recent memorandum of understanding signed with ILO/Cinterfor and the workshop to be held in Seoul during the month of September 2017 on dual learning, as an opportunity to learn from shared experiences.
203. COSUDE's representative, Amparo Elgueta, referred to the new strategy they have implemented to integrate basic education and secondary, technical and vocational education. Swiss cooperation seeks to support social inclusion and understand systems and their governance in different countries. In some cases, they provide funding for the promotion of small and medium-sized enterprises. She announced that a joint committee has been set up with Austria, Germany, Switzerland and Liechtenstein to work on the promotion of dual learning. She indicated the importance of South-South and tripartite cooperation in the SDC agenda. The agency has established partnerships with IDB and CAF for tripartite cooperation that have proved very useful.
204. CAF's representative, Bibiam Díaz, noted that this development bank operates in 17 countries in Latin America and the Caribbean, with the participation of Spain and Portugal. Recently, CAF has focused on the education sector to promote access, relevance and professional development for teachers. They focus on closing the skills gap through the reinforcement of public policies and the development of a knowledge agenda to

share lessons learned. In this vein, they also attach importance to skills anticipation and vocational education and training articulation, raising awareness on these issues in the public policy agenda.

205. OEI's representative, Evelyn Cermeño, pointed out the crucial role of technical education and vocational training so that the capacities of the States connect with endogenous growth and the promotion of new sectors in economic diversification. Along the same lines, OEI also promotes entrepreneurship. OEI's support is not aimed at the development of educational infrastructure but at the development of the curriculum. For example, in Costa Rica, Honduras and the Dominican Republic, they are supporting the development of Qualifications Frameworks. They have made progress in making appraisals of the situation of education and training in the countries in the region in order to provide better support. Educational innovation and the development of sustainable projects remain a core interest of this organization.

206. GIZ's representative, Jürgen Popp, recalled that this agency operates in 130 countries and described it as a private company in the hands of the German government. GIZ works actively in the promotion of the dual training system and focuses on collaboration with the private sector and the dialogue between supply and demand. There are no funds available for LAC in this field, but knowledge transfer activities are supported. He insisted on the importance of the participation of social actors in the design of dual learning and on the fact that it must be country-specific. Among GIZ's work themes are the development of teachers' competencies and the training of trainers. Training is a cross-cutting theme of cooperation for areas such as climate change and renewable energies.

### 3.5. Closing ceremony

207. The closing ceremony of the Meeting was conducted by a panel composed of Enrique Deibe, ILO/Cinterfor Director, José Manuel Salazar-Xirinachs, ILO Regional Director for Latin America and the Caribbean, Carmen Moreno, Director of the ILO Office for Central America, Haiti, Panama and the Dominican Republic, and Minor Rodríguez, INA Executive President, Costa Rica.

208. The first member to speak was Minor Rodríguez, INA Executive President from Costa Rica, who called for the continuity of the spirit of cooperation and sharing that has always inspired the work within the network run by ILO/Cinterfor and that prevailed throughout the meeting. He noted that this meeting was made possible thanks to the efforts of the Government of Costa Rica, the INA, ILO/Cinterfor and all the participating institutions, resulting in the lessons learned from the exchange between delegations and a work agenda for the future. On behalf of the Board of Directors of his institution, he expressed thanks for having been entrusted with the responsibility of organizing the 43rd Technical Committee Meeting of ILO/Cinterfor.

209. A video made by ILO/Cinterfor about the future of training was then projected.

210. The Director of ILO/Cinterfor, Enrique Deibe, then spoke to those present. He highlighted the opportunity provided by the Meeting to discuss and exchange information on various key issues for the future of work and training. He thanked all the countries, institutions and delegations for their attendance. He highlighted the innovative aspects of the organization that, together with the representativeness and quality of the delegations, were central to the success of the meeting. He especially thanked the INA as host, mentioning its Executive President, its Board of Directors and all the institutional team in charge of the organization. He stressed the important and qualified participation of the delegations of employers and workers, and their great commitment to all instances. He stated that the excellent outcomes of the meeting are a spur to the continuous improvement of ILO/Cinterfor, a path it shall continue to follow, with the support of its entire network, of the ILO Regional Office, as well as the offices of the ILO present through their directors and specialists, and local departments. He also expressed his gratitude and pride for the ILO/Cinterfor team, both those present at the meeting and those who supported it from the headquarters in Montevideo.

211. Finally, he said that in two more years, in 2019, and coinciding with the 100th anniversary of the ILO, the 44th Technical Committee Meeting should be held. Based on this, he submitted for it to be considered by the plenary the proposal put forward by the MTSS and the INEFOP of Uruguay to host this meeting in that country. Then he gave the floor to the National Director of Employment and Director of INEFOP, Eduardo Pereyra. He expressed appreciation for the opportunity and the support provided, spoke of his commitment to holding a major meeting, noting that for this purpose, this proposal involves the entire Uruguayan government.

212. The proposal was adopted by acclamation and, after this; the sessions of the 43rd Technical Committee Meeting of ILO/Cinterfor were brought to an end.

## ANNEX

### ANNEX I: CONCLUSIONS OF THE PROGRAMME AND BUDGET COMMITTEE. SAN JOSE, COSTA RICA, 8 AUGUST 2017

The Programme and Budget Committee is a body whose main objective is to guide and help implementing the ILO/Cinterfor Work Plan. The Committee met on 8 August, 2017 during the 43<sup>rd</sup> Technical Committee Meeting in order to analyse and discuss the following topics submitted by the ILO/Cinterfor's Director by means of his Report:

- Report on technical assistance and South-South cooperation activities, publications and knowledge management during the May, 2015 - July, 2017 period
- Report on the Centre's human and financial resources position
- Proposal of plan of activities for the 2017-2019 biennium

The representatives from ILO/Cinterfor member institutions and from employers' and workers' organisations:

1. Recommended the plenary of the 43<sup>rd</sup> TCM the approval of the above-mentioned document including the three areas comprised by it.
2. Nevertheless, they deemed necessary to make the following considerations and recommendations.

#### ***Considerations relating to the Report on activities***

- All participants of the meeting of the Committee agreed on the quality of the submitted report and mentioned that it showed the qualitative and quantitative growth that the actions of the Centre have had during the last period.
- Furthermore, the efforts undertaken to increase the technical capacities of the Centre through the staff restructuring were emphasized.
- The Committee observed that these changes were performed without increasing staff costs and reducing the financial resources available for technical cooperation activities.
- They also expressed their concern about the situation mentioned by the Director regarding the voluntary contributions of member institutions and countries and the impact these may have on the operation and capacity for action of the Centre. Therefore, it supports the proposals submitted to improve the current levels of debt.
- The Committee emphasized Cinterfor's strong commitment to social dialogue through all the actions that have been carried out and expresses its commitment to have an active and proactive participation in the actions and decisions of this tool.

## **Recommendations**

- The importance given by the ILO in terms of programmes to Cinterfor should be reflected by a higher allocation of resources, in particular those derived from the Regular Budget for Technical Cooperation, in order to reverse the downward trend shown during the last two biennia. This should be reinforced within the ILO itself to make sure this happen.
- Apart from reinforcing the funding of the Centre, Cinterfor should have a management system that may show how resources are allocated to the different lines of work and identify how much is devoted to strengthening member institutions, employers' and workers' organisations.
- In future reports, apart from including the actions that were implemented, it would be interesting to know the impact of these actions on VT institutions, systems and policies, as well as on the capacities of employers' and workers' organizations for their participation in social dialogue on training.
- Although Cinterfor's efforts to address the demands and to support the capacity building of employers' and workers' organizations are well appreciated, representatives from both groups agree that they would like to have a higher participation in the activities. In terms of research and studies, they would like to have more opportunities to make recommendations on areas of interest and to discuss results. As regards resources, they would like to suggest new criteria to be applied.
- ILO/Cinterfor's main asset is its accumulated and systematized knowledge on applied experiences and their results in different countries and institutions of the network. This knowledge needs to be broadened constantly in areas such as: identifying skills gaps, articulating training and certification of migration management policies, the role of training in developing care systems of joint responsibility, and training policies that cater for different working styles. This should be transformed into input for the significant and ongoing debates on the future of work that are taking place in the region and the world.
- The members of the Committee emphasize the need to improve the transition of young people from education to work, through setting up and strengthening quality apprenticeship programmes.
- Although in our region vocational training has evolved separately from traditional educational systems, it is still considered part of all citizens' right to quality education. It can largely contribute to the reform of educational systems in aspects such as: training of trainers, organization and equipment of centres or developing connections with the different stakeholders of the world of work. That is why the line of work related to lifelong training and the articulation between formal education and vocational training are strongly emphasized.
- The Centre's funding should continue being done through the contribution scheme of member countries and institutions. The actions to be adopted and suggested in the



Director's report to improve the scheme are supported, in particular those related to the formalisation of memberships and contributions by means of agreements.

- Additional mechanisms should be explored, mainly through project-based solutions that may enable to mobilize resources, broaden the Centre's capacity for action and to cooperate among countries while at the same time performing an effective and carefully planned management of those resources. The Committee considers that it would be wise to create ad hoc tripartite working groups for the identification, design, follow-up and assessment of them.

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SAN JOSE, 8 AUGUST 2017

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## ANNEX II: REPORTS FROM SUBREGIONAL, ASSOCIATE AND SECTORAL GROUPS

### REPORT OF THE GROUP OF CONSTITUENT INSTITUTIONS OF THE COUNTRIES OF THE SOUTHERN CONE

It has become necessary to establish a new way to work, as a practical and flexible community that allows for a more frequent contact, in the face of the challenges of training the human capital required by the Fourth Industrial Revolution: an ILO/Cinterfor 4.0.

The current funding model limits the possibilities of facing this challenge. We suggest revising the membership system in order to incorporate other partners who may be able to make significant contributions to the enhancement of the VT ecosystem.

We propose a matrix organizational structure that includes the nine items of the Work plan and which can also be organized by projects led by some of the institutions that are part of it. The intention is to put together nine learning communities formed by the members interested in each of the topics, which will work with virtual resources and meet at least three times a year. Each learning community will be led by one member. These learning communities will be proactive in developing their action plans, with longer-term perspectives, and will make autonomous efforts to attract resources.

The role of ILO/Cinterfor shall be to acknowledge, encourage, coordinate and promote the operation of these learning communities.

An ad hoc group responsible for financing issues shall be formed to develop strategies for members to fulfil the payment of their contributions, establish criteria for membership, manage the largest contributions of the ILO, aside from additional resources, and monitor the use and allocation of resources.

The proposal also includes the creation of a monitoring system with indicators that will enable reading and evaluating the degree to which activities are completed, and their impact.

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*Vanina Molinari, Ministry of Labour, Employment and Social Security, Argentina*

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*Paula Parrella, ILO/Cinterfor (support)*

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## REPORT OF THE GROUP OF CONSTITUENT INSTITUTIONS OF THE ANDEAN COUNTRIES

### Desarrollo de la reunión:

First, the working group resolved to review the conclusions of the last meeting of the group of Andean countries held at the 42<sup>nd</sup> TCM, Buenos Aires 2015.

### Conclusions

During the 42<sup>nd</sup> TCM the main axes of the 2015-2016 action plan were discussed and the topics or areas in which support is required were completed.

Topics or areas where support is required:

- Anticipation of training needs: Importance and necessity of strengthening the instruments used for anticipating the training needs that make it possible to ensure the relevance of processes as well as the impact on employment. (Creation of the Regional Labour Market Observatory).
- Application of new methodologies and technologies to vocational training.
- Practices and mechanisms for an effective coordination between employment, education, training and productive development policies.
- Employment and occupational skills development for young people. Design and implementation of a quality assurance scheme for the training processes that include components such as: training of trainers, training modalities; use and improvement of innovative methodologies characterized for each population segment.
- Strengthening skills of employers' and workers' organizations for tripartism and social dialogue on vocational training. Design of a regional accreditation system for recognizing vocational qualifications which includes valuing work experience and a skills accreditation scheme.

Others:

- Revitalizing / promoting training in care.
- Incorporation of ICTs and innovation factors into teaching-learning methods.

The group proposes to start discussing the work plan and issues of financing and contributions.

SENATI believes that the agreement proposed would be helpful to move forward. The discussion began with the financial issue. Not removing VTIs which don't pay their contributions but perhaps entering into an agreement to give them the opportunity to catch up.

In Bolivia, contributions from INFOCAL are voluntary and, in the past few years, they have been getting lower. Those that continue attending the meetings are regional INFOCALs.

R. Sosa from INCES (Venezuela) says that one of the purposes of his trip was to move forward with a payment agreement for its contributions to Cinterfor. INCES caught up in 2008 but has not made a payment since. The lack of an agreement was also noticed. They agree with negotiating a way to catch up with payments. He would like to know whether the affiliation to Cinterfor is a membership or a payment for services. But there is willingness to negotiate payment of the overdue contributions.

J. Barroso from Servicio Público de Empleo Estatal, Spain, is in favour of having membership agreements that are more in line with the legal provisions of each country. It is good to consider the specific situation of each member with regard to their payment situation.

A. Ergueta, representative of the Swiss Cooperation in Bolivia, suggests that the specific situation of each country be negotiated directly between the institution and Cinterfor.

J. Castro from SENATI (Peru) proposes that communication channels between associates and Cinterfor be expanded so that the information reaches more people. Technical managers should be included. This would better emphasize the advantages of belonging to Cinterfor. He adds that in Peru there is a request to transfer the SENATI model to technical education. A law passed last year incorporates several features of the SENATI model into technical education. The Ministry of Education might soon be asked to request this collaboration from Cinterfor. Progress is being made in the definition of NQFs in several countries, one of which is Peru. Again, Cinterfor has the necessary experience to support this initiative.

The collaborative actions that have taken place between institutions should be better known. For example, SENATI trains INFOCAL and FAUTAPO trainers in several areas that are not made visible.

J. Barroso suggests taking advantage of good practices' seminars. These could be very useful for the region. Cinterfor should clarify certain concepts such as dual training. It should be differentiated from alternance training. The issue of acknowledging qualifications is quite complex. Mechanisms such as Europass could be analysed. It is like a document that explains the skills of the holder of the degree or certificate. This provides much clearer information to employers.

Amparo Ergueta proposes using strategies such as seminars as meeting points. In this regard, the possibility of having Cinterfor visit the relevant Ministries (education, labour) to motivate and engage them in the plan's agenda should be considered. International technical cooperation could provide financial support for their involvement.

P. Vanhyunegem, Director of the ILO Office for Andean Countries, sees Cinterfor more as a facilitator to disseminate the knowledge that already exists and is available. It facilitates the transfer of knowledge. For example, there are topics such as skills certification where ILO/Cinterfor could be requested to generate projects with specific results. Aside from areas such as certification, this could be extended to issues such as the labour market demand.



Thus, Cinterfor would be a facilitator for the exchange and implementation of specific projects aimed at solving the problems of VTIs. ILO/ Cinterfor could support the dialogue with national ministerial authorities around certain topics.

For P. Vanhyunegem, an international agency has the role of valuing its members. For example, the Ministry of Education of Bolivia could be invited to discuss with or get to know another Ministry, thus supporting better awareness.

### **Conclusions:**

The idea of negotiating membership agreements was welcomed, and it could help to formalise payment of contributions.

Articulation with the formal educational system should be included and facilitated, since in countries such as Peru it has been incorporating practices that were, until recently, typical of VT.

It would be convenient to initiate activities in the area of certification recognition and accreditation to address migratory flows. See, in this regard, experiences such as Europass.

The record of the international cooperation actions carried out directly between different institutions should be made visible. Cinterfor could monitor those actions.

Use the Seminars on Good Practices tool. This would improve the knowledge of the institutions in the region.

ILO/Cinterfor should clarify certain concepts such as dual training. It should be differentiated from alternance training. ILO/Cinterfor could promote its work agenda among ministerial authorities for them to better understand the importance of learning about other models and commit to participate. Cinterfor could work on specific projects, at the request of institutions, and also be a facilitator for the exchange and implementation of specific projects aimed at solving the problems of VTIs. Aside from facilitating the dialogue between actors and the comparison of experiences.

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*Alejandro Fernández Vargas, INFOCAL Cochabamba, Bolivia*

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## **REPORT OF THE GROUP OF CONSTITUENT INSTITUTIONS OF CENTRAL AMERICA, PANAMA, MEXICO, THE DOMINICAN REPUBLIC, CUBA AND HAITI**

### **ILO/Cinterfor finances and general proposal for a commitment to settle debts**

- Review of the fees (to be maintained or increased, to the best of their ability) no later than December, 2017.
- General call to get caught up with Cinterfor.
- Given that many of the participating institutions have already prepared their 2018 budgets, anticipate the incorporation of Cinterfor fees into 2019 budgets.
- Invite other institutions involved in training for employment to become part of the Cinterfor network (for example, in the case of Mexico).

### **Guideline 3: Development of regulatory frameworks and sustainable financing schemes for vocational training systems**

- This is a top priority issue. Creative solutions, such as cost-recovery fees for students, need to be found.
- Leverage good practices both from within and outside the region.

### **Guideline 4. Lifelong learning and articulation of formal education and vocational training**

High priority of national and regional National Qualifications Frameworks.

### **Guideline 5. Quality apprenticeship for work**

We support and adhere to a significant and sustained action to be carried out by Cinterfor to promote a quality apprenticeship approach, through research and the dissemination of comparative knowledge, technical assistance and horizontal cooperation.

### **Guideline 6. Institutional strengthening and information management in vocational training**

Agreed.

### **Guideline 7. Methodological and technological innovation in vocational training**

Agreed.

### **Guideline 8. Vocational training for equal opportunities and social inclusion**

Cinterfor must find a wording that expresses the fact that VT must look for strategies to achieve gender equity and equality, as well as the coordination and strengthening of social inclusion strategies and policies that target:

- Young people.
- Migrants and returnees
- indigenous peoples.

- Rural population.
- LGBT population.

As well as getting other institutions connected to vulnerable populations involved.

### **Guideline 9. Articulation of vocational training and employment services, vocational guidance and active labour market policies**

Agreed.

#### **Others**

- Building of the following capacities for government institutions connected to VT:
  - Budget
  - Public policy
- Strengthening the interinstitutional links of the institutions connected to vocational training.
- Expand on the key area of action No. 2.
- Strengthening of the vocational training public policy.

Members:

*William Savary, INFP, Haiti*

*Xochitl Díaz Rosas, DGCFT, Mexico*

*Alberto Malaguer, CONOCER, Mexico*

*Edgar Pimentel, INFOTEP, Dominican Republic*

*Maura Corporán, INFOTEP, Dominican Republic*

*Noémie Feix, ILO Office for Mexico and Cuba*

*Enrique Deibe, ILO/Cinterfor (support)*

## REPORT OF THE GROUP OF CONSTITUENT INSTITUTIONS OF THE ENGLISH-SPEAKING CARIBBEAN COUNTRIES

On future request for technical assistance from ILO/Cinterfor, Officials from the training agencies in the Caribbean: Mr Henderson Eastmond, CEO, TVET Council, and Mr Thompson Henderson, Director Board of Industrial Training, both from Barbados; Ms Christine Gittens, Executive Management Specialist, HEART Trust NTA, Jamaica; Mr Steve Arman, NTA Trinidad and Tobago; including two ILO Specialists, Mr Michael Axmann and Mr Hassan Ndahi met in a session and discussed very precise areas of technical assistance from ILO/Cinterfor.

The participants agreed on the following:

- Apprenticeship – The need to review apprenticeship training in Barbados, and Trinidad and Tobago in the Agri-business, Maritime, Tourism and Aviation.
- Social dialogue in vocational training in the Caribbean – Strengthening the skills of employers' and workers' organization to be effective in participating in policy discussion on vocational training - autonomy of training institutions.
- Use of ICT in teaching, and the use of distance learning for teacher professional development.
- Employer and vocational institutions private partnership.

Members:

*Henderson Eastmond, TVET Council, Barbados*

*Henderson Thompson, BVTB, Barbados*

*Christine Gittens, HEART, Jamaica*

*Steve Arman, NTA, Trinidad & Tobago*

*Hassan Ndahi, ILO Office for the Caribbean*

*Michael Axmann, ILO/Cinterfor (support)*

## REPORT OF THE GROUP OF ASSOCIATED INSTITUTIONS

ASENOF, Colombia expected that ILO/Cinterfor as a international and recognized organization can be the interlocutor, guide and mediator of the objectives of the associate members before the governing and regulatory bodies such as Governments and Ministries.

In the specific case of Colombia there is a great challenge to build a vocational training system, which does not currently exist, with appropriate legal support and which regards vocational training as it is understood internationally, with the appropriate denomination, as a backbone of higher education based on progressive qualification levels, with quality systems and which follows a qualifications framework. There could be a recommendation from ILO/Cinterfor to guide this collective construction in Colombia.

The representative of CADERH of Honduras suggests to ILO/Cinterfor to take into account that there are other private entities that carry out vocational training in the countries and that we can work together on tasks such as qualifications frameworks and systems. That the Center can change the mentality and focus on the support and strengthening of the entire vocational training system.

From CIDEC, Spain, mention that it has been very pleasing to find out that the 2017-2019 work plan of ILO/Cinterfor states that non-regulatory institutions have a place in the network and that projects and initiatives can be carried out with them. Also, that they are “valid partners”, for example, to obtain international funding or for vocational training centres to be able to act as innovation and development entities for SMEs, to be a magnifier for bringing more autonomy to training centres so that they can build networks and take more prominent roles.

It should not only stick to the construction of policies, lobby or guidance, but also to take action and develop projects and initiatives resulting from collaboration and that, due to its impact and potential, can obtain multilateral funding.

The representatives of UPACP of Argentina mentioned that the Legislation N° 26844 of 2013 managed to improve the conception and conditions of domestic service. UPACP has achieved greater gender equality and opportunities for migrants, which has enabled it to grow vastly in Argentina and intends to expand internationally. They would like ILO/Cinterfor to join the strengthening process for this effort in Argentina and other countries.

From the Paula Souza Center in Brazil, they proposed that ILO/Cinterfor could help vocational training in São Paulo to incorporate the different associated institutions into a permanent and ongoing follow-up through projects that can be carried out jointly, and publications and theoretical considerations about education and employment. Sharing information and results generated by associated organizations as well as the events conducted by each institution.

Interfases from Chile, mentioned that ILO/Cinterfor must be the one to make us step out of our comfort zone and lead us to be self-reflective and self-critical of our processes, strategies and outcomes. It should not let us fall asleep and then by the time we realize it is happening, it is too late, by creating the spaces and times that will streamline these processes for us.

ILO/Cinterfor could be the main character leading the way in the construction of a South American Regional Qualifications Framework. It would in this way boost the importance of vocational training certificates in the mobility of human talent.

How can we generate high technology in vocational training? What can be done so that vocational training is not a previous or a preparatory step for university?

From Bolivia, Fautapo asks Cinterfor to strengthen and help in the entrepreneurship process in countries, from informal micro-businesses to more formal businesses.

The group proposes thinking about the form of social interaction and thinking in terms of social innovation, in order to continue offering learning spaces, which allow us to be closer to what we want and we know about vocational training.

ILO/Cinterfor should lead the development of a regional quality assurance system at the service of a qualifications framework, thus boosting the mobility of graduates and their impact on the economy of our region.

Members:

*Lucía Levis, FATERYH, Argentina*  
*Pedro Zamorano, FATERYH, Argentina*  
*Mariana Castiglia, ITU, Argentina*  
*Adriana Guberniewicz, UPACP, Argentina*  
*Mariana Daniela Gilberto, UPACP, Argentina*  
*Juan Odriozola, Universidad de Morón, Argentina*  
*Jimena Rojas, FAUTAPO, Bolivia*  
*Marta Iglesias, Centro Paula Souza, Brazil*  
*Bertha Rojas, Interfases, Chile*  
*Andres Angulo, ASENOF, Colombia*  
*Fernando Corredor, ASENOF, Colombia*  
*Jairo Lesmes, ASENOF, Colombia*  
*Miguel Angel Sandoval, ASENOF, Colombia*  
*Ober Castañeda, ASENOF, Colombia*  
*Iñigo Arteche, CIDECE, Spain*  
*Martha Ivonne Romero, CADERH, Honduras*  
*Rodrigo Filgueira, ILO/Cinterfor (support)*

## REPORT OF THE GROUP OF EMPLOYERS' REPRESENTATIVES

Employers wish to stress, in our conclusions, the importance for Cinterfor to:

- Identify new, current and emerging skills and competencies gaps, both soft and technical, by assessing existing needs in each country and create, in cooperation with social partners vocational training programmes to train workers in the skills and competencies that will enable them to be competitive in the new economy.
- Be receptive to the needs and requirements of the employer sector, boosting their participation in the actions of the Centre.
- Analyse the different forms of work in all its dimensions, reporting on the development of the skills and competences they will require.
- Strengthen employers' and workers' organizations in the development of the social dialogue necessary for facing the challenges that the Fourth Industrial Revolution will bring.
- Work with the GAN, reinforcing the significance of designing education and training policies in collaboration with the private sector.
- Follow and report on the conclusions and requirements made during the meetings.
- Work on the adaptation and response of training institutions to the new demands of the labour market, both in training modalities and in the relevance of its contents.
- Assess the impact of the activities and research carried out. Participation of social partners in their design and decision-making process.
- Use technological resources to maximize access and the dissemination of education based on the quality of skills and competencies, including formal, institutional and lifelong education.
- Considering that productive development policies, as well as the challenges posed by the future of work are a priority for the ILO, funding from the Organization to Cinterfor should be increased, since this is the tripartite body in charge of meeting the demands for education and training of the regional labour market.

To this effect, the employers ask for the following specific activities::

- National and regional certification and accreditation of skills.
- Preparation of a regional mapping of dual education systems, promoting them and the relevance of their curricula with regard to the needs of the labour market.
- A study on the impact of the Fourth Industrial Revolution in LAC examining the situation of each country in depth and analysing the skills required to follow technological changes and their impact on employment and vocational training.

- Research of new training and guidance models that take into account business models, labour relations, demographic movements and globalization.
- Information system development programmes in order to unify criteria in the system which will be useful to improve them.

Members:

*Raúl Massarini, ADRHA, Argentina*

*Victoria Giulietti, Unión Industrial Argentina, Argentina*

*Catalina Peraffán, ANDI, Colombia*

*Jorge Araya, UCCAEP, Costa Rica*

*Valentina Obando, UCCAEP, Costa Rica*

*Sonia Cecilia Jule de Rivera, Representante sector empleador INSAFORP, El Salvador*

*Juan Carlos Tejeda Hisado, FUNDAE, Spain. CEOE representant*

*Edgar Rafael Vélez Cobar, INTECAP, Guatemala*

*José Bernardo Pineda, INTECAP, Guatemala*

*Guido Ricci, CACIF, Guatemala*

*Armando Urtecho, COHEP, Honduras*

*Fernando Yllanes Martínez, CONCAMIN, Mexico*

*Gerardo Garbarino, INEFOP, Cámara de Industrias del Uruguay*

*Randall Arias, ACT/EMP (support)*

*Fernando Casanova, ILO/Cinterfor (support)*



## REPORT OF THE GROUP OF WORKERS' REPRESENTATIVES

### TRADE UNION STATEMENT ON VOCATIONAL TRAINING

*43rd Technical Committee Meeting - Cinterfor  
San Jose, Costa Rica  
8 - 11 August 2017*

#### Introduction

In the framework of the 43rd Technical Committee Meeting of ILO/Cinterfor, trade union delegates, together with the Trade Union Confederation of the Americas (CSA), the presence of ACTRAV - ILO/Cinterfor and logistical support of the National Apprenticeship Institute (INA) of Costa Rica, gathered on August 8, before the Technical Committee Meeting for which we have assembled, we make a STATEMENT on the following issues:

1. Vocational training and sustainable development
2. Social dialogue, tripartism and union participation
3. Vocational training, international labour standards and national legislations
4. Public policies on employment and vocational training
5. Articulation between vocational training and formal education, and trade union training
6. The coverage of vocational training
7. Vocational training financing and resource management
8. Recognition of the work of Cinterfor
9. Vocational training, trade union action and collective bargaining
10. Accreditation of knowledge and learning for employment and lifelong learning

#### Regional context

The global crisis results in political crises which undermine national democratic institutions, and result in a higher interference of corporations and other transnational powers on the lives of the peoples.

The countries that were able to resist the problems of the financial system adopted preventive measures regarding public investment, employment, the levels of salaries and pensions, consumption and production, and also designed new measures to prevent extreme poverty. On the other hand, recession was deep in those countries that adopted conservative measures such as cost-cuttings and salary and job reductions.

A neoconservative regression is underway in the Americas, being most evident in the United States and Brazil, in the former with heightened war threats, and in the latter with a regressive labour reform that gets rid of labour rights, and restricts and eliminates the activities of trade unions.

## **General framework of the statement:**

### **1. Vocational training and sustainable development**

The union representatives present in this 43rd Technical Committee Meeting agree with the proposals included in the Work Plan for the 2017-2019 biennium of the Report of Cinterfor Director, because they are framed under the concept of decent work, the fundamental principles and rights at work, the promotion of equality, gender mainstreaming, the promotion of speech, participation and social dialogue.

Nevertheless, we firmly state that vocational training must be in line with the social and professional development (without leaving the productive development and technological changes aside) of workers, their families and peoples. The union movement of the Americas, grouped in the CSA, claims vocational training must respond to the comprehensive development strategies of our societies; therefore, it is key to promote a quality union participation that is prepared to build the capacity to propose and have an impact, bearing in mind that our biggest challenge is building platforms and looking for strategies that will enable us to have a larger influence and reach universal coverage; it also rejects any commercial or instrumental approach to vocational training; defined as one of the biggest challenges of vocational training ensuring a quality training with values, in which the subject that learns, acquires skills and is empowered to carry out decent work. In line with the Development Platform for the Americas (PLADA), we state that the ultimate goal of any proposal for economic growth must be the improvement of working and living conditions of workers and the people.

### **2. Social dialogue, tripartism and union participation**

TAs stated in Guideline 2 of the base document of the 43rd Technical Committee Meeting of Cinterfor, it emphasizes the importance on building based on social dialogue and, in relation to vocational training, its role in ensuring the training offered is relevant with regard to the needs of the productive fabric. Union delegates believe social dialogue is the main mechanism for implementing productive work with occupational health and safety, social security, respect and validity of international labour standards, all of which are conditions that must be met for decent work.

Thus, we defend the tripartite character of the ILO and all of its bodies, and in this case in particular of ILO/Cinterfor as a specialist on vocational training, ensuring that in all events organized by ILO/Cinterfor all countries' representations are tripartite and gender equality is guaranteed as a condition to make the social dialogue move forward in this strategic field.

Despite the above criteria, we see a weakening of social dialogue as an effective mechanism that has results, due to the attacks taking place in many of our countries from conservative political sectors and those allied with large corporations, against fundamental labour rights and other achievements that resulted from processes of struggle and sustained social dialogue.

### **3. Vocational training, international labour standards and national legislations**

We believe the standards and recommendations included in Conventions 100, 122, 140 and 142, and Recommendations 146 and 195 must be at the base of the review and adaptation

of national standards and public policies on vocational training, and are a parameter that can be used to measure progress or stagnation, and determine the needs for updating regulatory frameworks and public policies in the countries that refer to decent work under a framework of sustainable development.

#### **4. Public policies on employment and vocational training**

Every State must guarantee access to public, secular, free and quality education, as well as the defence of the fundamental rights of workers. As a representative of the general interest of society, it must be a relevant actor in vocational training and in the promotion of tripartism as a form of social dialogue.

#### **5. Articulation between vocational training and formal education, and trade union training**

The education and training of workers is an essential component of the development of the humans and a human right of all, therefore, it is necessary to strengthen the democratization process of the access to education and vocational training.

Trade union representatives and the CSA reaffirm the holistic approach to education, combining trade union education, vocational training and formal education. This perspective involves the expression of an approach that must be constant and reaffirmed within a systemic vision of lifelong training.

This means that, aside from training for employment –to the extent it is a fundamental access path to employment, a wage, etc.– it must also be training for the political and social integration of workers, and a path for training for citizenship.

#### **6. The coverage of vocational training**

Vocational training and the education of workers and people are human rights and, as such, are integral, indivisible and universal, therefore, vocational training is, and must be, universal and reach every worker throughout their life.

In this regard, we believe public vocational training policies must contribute to strengthening the labour-market integration and qualification of all sectors, indigenous peoples, afro-descendants, farmworkers, migrants, young people, women and the elderly. It is also important to specifically take into account women, in keeping with equity and equality policies.

Public policies relating to vocational training and the promotion of decent employment must also integrate proposals and visions aimed at improving the job skills of people in the rural sectors, farmworkers, agroindustrial workers, indigenous peoples and their chaining to the labour markets of their own regions and countries.

#### **7. Vocational training financing and resource management**

We understand the spirit of Guideline 4 of the Document of the 43rd Meeting of the Committee where it asserts the need for sufficient, sustained and guaranteed-by-law funding for vocational training. In this regard we acknowledge that in some countries, vocational training is directly funded by the State through the national budget. In most countries, a significant part

of training is funded by contributions from workers and employers (often joint contributions). In other countries it is funded with public funds specifically created for such purpose. We are concerned with a growing trend of funding public systems and vocational training through further borrowing from international financial institutions, which can cause a risk that the guidelines and criteria are more geared toward the corporations which are usually behind them.

We demand the public role and responsibility of all sectors to create their own training-education system from their own resources.

## **8. Recognition of the work of cinterfor**

We recognize the high-profile role of ILO/Cinterfor as an instrument at the service of the cooperation and exchange among trade union organizations of Latin America and the Caribbean.

However, the intensification of the current model has impacted and weakened the allocation of resources for the management of some institutions, as is the case of Cinterfor. Trade union representatives consider that an honest tripartite debate is relevant in order to strengthen the Centre through higher contributions to its programmes.

## **9. Vocational training, collective bargaining and trade union action**

Collective bargaining is one of the forms of bi- or tripartite social dialogue which is one of the fundamental demands of the trade union movement in the region. The first demand regarding productive relations is to ensure its full force in all areas, enterprises and to give more relevance to collective bargaining by branch. The existence of a legal framework geared towards promoting collective bargaining at the sectoral level, whether by branch or industry, through rules of constitutional and legal rank, would favour the inclusion of provisions related to vocational training.

The trade union movement regards vocational training as part of the strategy of action and demands, and social change, and we accept that the action of trade unions in the area of vocational training is, simultaneously, a union-related and political action.

## **10. Accreditation of knowledge and learning for employment and lifelong learning**

Trade union representatives are interested in the criteria established in Guidelines 6 and 7 of the main document of the 43rd Technical Committee Meeting with regard to the promotion of quality apprenticeships. On this issue, we believe it is a priority to take into account the contributions that have been made in some countries with systems that accredit the knowledge gained through work experiences and in life, ensuring no workers are left out of them; to guarantee the transfer of technology to workers as a condition for their empowerment and integral development; to promote systems to assess the quality of training in order to implement improvement processes within a framework of social dialogue.

## **Proposals for action**

Based on the criteria above, the trade union representatives of the Americas present in the 43rd Technical Committee Meeting, together with the Trade Union Confederation of the Americas

(CSA), believe that vocational training policies and programmes of ILO/Cinterfor and vocational training institutions should be geared toward the following actions:

- a. Rejecting the commercial or instrumental approach to vocational training.
- b. Acknowledging and positioning education, in all its manifestations, as a fundamental human right.
- c. Promoting access to technical-vocational training, with emphasis on those who are excluded from formal education.
- d. Reaffirming that vocational training must respond to the integral and sustainable development strategies of our societies in order to have better employment opportunities and achieve an integral human development.
- e. We insist that all actors of the social dialogue must recognize the comprehensive approach to education and move forward in the universalization of education in all manifestations.
- f. All parties must contribute to strengthening the capacity, and favour the participation and bargaining of unions, so that they can take part in the preparation and management of employment and vocational training policies.
- g. Promoting the recognition of a higher number of the courses conducted in vocational training institutes in the formal education system so that those who wish to further their higher education studies are able to do so.
- h. Promoting an inclusive approach to access and coverage by supporting public policies that contribute to reducing inequality in the regions and generating a new paradigm of sustainable development that is more inclusive and human, with an inclusive approach, a gender perspective and the inclusion of labour rights.
- i. Establishing and strengthening programmes to broaden the inclusion of people (the disabled, youth, women, the informal sector, the elderly, migrants and historically excluded sectors) into vocational training.
- j. Promoting the development of virtual training platforms (ICTs) and the implementation of modalities such as mobile workshops to facilitate access and coverage, and flexible hours.
- k. Directing vocational training programmes to improving the working conditions and quality of employability in SMEs or groupings of workers under informal or precarious circumstances, or without employment contract.
- l. Improving trade union participation in the vocational training system and institutions with the inclusion of women.
- m. Promoting the participation of sectoral social partners in the formulation, management and development of vocational training programmes and plans, guaranteeing a quality, inclusive, public and free training.

- n. Promoting joint actions of the trade union organizations of the Americas in defence of the social control of the public resources allocated to vocational training.
- o. As part of the spirit of social dialogue in the broadest sense, the 2018-2019 ILO/Cinterfor Work plan should be prepared in a concerted way and include the involvement of workers in its execution.
- p. Promoting actions aimed at achieving the ratification and implementation of the Conventions and fulfilment of the Recommendations on vocational training.

Members:

Daniel Bellicoso, FAECYS, Argentina  
Daniel López, SMATA, Argentina  
Emiliano Gallo, UOMRA, Argentina  
Francisco Cudos, UOMRA, Argentina  
Gustavo Gándara, Representante de Trabajadores, Argentina  
Rosane Bertotti, CUT, Brazil  
Fabio Arias, CUT, Chile  
María Angélica Ibáñez, CUT, Chile  
Amanda Villatoro, CSA  
Antonio Montero, CSA  
Tyrone Esna Montero, CTRN, Costa Rica  
José Santos García Cordon, CSTS, El Salvador  
Juan Antonio Hernández, INSAFORP, El Salvador  
Sarahi Molina De Huevo, INSAFORP, El Salvador  
Sebastián Pacheco Cortés, FUNDAE, Spain  
Ramiro Eduardo Herrera Cifuentes, INTECAP, Guatemala  
Victor Manuel Alvarez Galvez, INTECAP, Guatemala  
Rafael Chavarria, INADEH, Panama  
Julio Perdigón, INEFOP, Uruguay

# AGENDA

9 August 2017

07:15 a 08:15	Participants registration
08:15 a 08:30	Video and presentation: Programa Bandera Azul Ecológica (BAE) ( Salón Las Orquídeas)
08:30 a 09:30  Salón Las Orquídeas	<b>Opening ceremony</b> <ul style="list-style-type: none"> <li>- INA Executive President, Minor Rodríguez, Costa Rica</li> <li>- ILO Regional Director for Latin America and the Caribbean, José Manuel Salazar-Xirinachs</li> <li>- Vicepresident of the Republic of Costa Rica, Ana Helena Chacón Echeverría</li> <li>- Deputy Director of ILO Office for Central America, Haiti, Panama and the Dominican Republic , Leonardo Ferreira</li> <li>- ILO/Cinterfor Director, Enrique Deibe</li> </ul>
09:30 a 10:30 Salón Las Orquídeas	<b>Discussion panel: The future of vocational training and its contribution to productive development</b> <ul style="list-style-type: none"> <li>- José Manuel Salazar-Xirinachs. ILO Regional Director for Latin America and the Caribbean</li> <li>- Jorge Arévalo Turrillas. Deputy Minister for Vocational Training. Basque Country.</li> </ul>
10:30 a 11:00	Coffee break (Salón Bromelias)
11:00 a 12:30  Salón Las Orquídeas	<b>Election of authorities and Adoption of the agenda</b>  <b>Director's Report</b> <ul style="list-style-type: none"> <li>- Memory of activities</li> <li>- Work plan</li> <li>- Financial issues</li> </ul> <b>Report of the Programme and Budget Committee</b>  Questions and remarks
12:30 a 13:00  Salón Las Orquídeas	<b>Discussion panel: Vocational training in Central America, Panama and the Dominican Republic. Network of Vocational Training Institute Network of Central America, Panama, Dominican Republic and Haiti (REDIFP)</b> <ul style="list-style-type: none"> <li>- Industry 4.0 and its impact on vocational training. Minor Rodríguez, INA Executive President, Costa Rica</li> <li>- Skills-based training. Edgar Pimentel Yhost, Head of International Relations. INFOTEP, Dominican Republic</li> <li>- Vocational training and its articulation with enterprises. Ricardo Andrés Martínez, Vice-president . INSAFORP, El Salvador</li> </ul>
13:00 a 14:00	Lunch break (Salón Bromelias)
14:00 a 16:00	<b>Meetings of groups</b> <ul style="list-style-type: none"> <li>- Southern Cone (Salón Gardenias)</li> <li>- Andean Countries (Salón Jazmín)</li> <li>- Central America, Mexico, Panama, Dominican Republic, Cuba and Haiti (Salón Girasol)</li> <li>- English-speaking Caribbean (Salón Hibiscus)</li> <li>- Associate members (Salón Heliconias)</li> <li>- Employers (Salón Anturios)</li> <li>- Workers (Salón Azalea)</li> </ul>
16:00 a 17:00	Reports from groups (Salón Las Orquídeas)
20:00	Welcome dinner (Salón Las Orquídeas)



08:30 a 10:00	<p><b>Discussion panel I</b> (Salón Las Orquídeas): <i>Vocational training, competitiveness and industrial development policies for the 21st century. What role should vocational training play in promoting productive transformation?</i></p> <ul style="list-style-type: none"> <li>- Frederico Lamego, Executive Manager of International Relations. SENAI, Brazil</li> <li>- Carlos Gómez, Executive Director. INSAFORP, El Salvador</li> <li>- Albert Ferney Giraldo, Director of Promotions and Corporate Relations. SENA, Colombia</li> <li>- Maura Corporán, Manager of Standards and Teaching Development. INFOTEP, República Dominicana</li> </ul> <p>Facilitated by: Alvaro Ramírez, Specialist, Enterprise Development and Vocational Training. ILO Office for Central America, Haiti, Panamá and Dominican Republic, Costa Rica</p>	<p><b>Discussion panel II</b> (Salón Girasol): <i>New skills and new jobs in the 21st century. What are the challenges faced by VT?</i></p> <ul style="list-style-type: none"> <li>- Alessandra Molz, Programme Officer ILO/ International Training Centre, Turín</li> <li>- Alfonso Luengo, Director Manager. FUNDAE, Spain.</li> <li>- Conrado Reinke, Subsecretary of Employment and Vocational Training. MTEySS, Argentina</li> <li>- Marcelo Pio, Expert on Industrial Design from the Work Prospective Unit (UNITRAB). SENAI, Brazil</li> </ul> <p>Facilitated by: Jorge Arévalo Turrillas. Deputy Minister for Vocational Training. Basque Country</p>
10:00 a 10:30	Coffee break (Salón Bromelias)	
10:30 a 12:00	<p><b>Discussion panel III</b> (Salón Las Orquídeas): <i>Educational innovation as a driver for the development of the 21st century skills. What pedagogies, methods and technologies can be used to develop skills?</i></p> <ul style="list-style-type: none"> <li>- Víctor Leonel Ayala, Manager. INTECAP, Guatemala</li> <li>- Jorge Castro León, Secretary of National Council and National Subdirector. SENATI, Peru</li> <li>- Ana Beatriz Waehneltdt, Vocational Education Director. SENAC, Brazil</li> </ul> <p>Facilitated by: Rodrigo Filgueira, Officer, Technologies applied to Vocational Training. ILO/Cinterfor</p>	<p><b>Discussion panel IV</b> (Salón Girasol): <i>Quality apprenticeship for a better transition from education to work. What specific contribution can quality apprenticeship provide to promote youth decent work in the region?</i></p> <ul style="list-style-type: none"> <li>- Vanessa Gibson, Representative from the enterprise sector of the Board of Directors. INA, Costa Rica</li> <li>- Christene Gittens, Executive Management Specialist. HEART/TRUST, Jamaica</li> <li>- Michael Axmann, Senior Enterprise Specialist for Vocational Training and Productivity. ILO/Cinterfor</li> </ul> <p>Facilitated by: Hassan Ndahi, Senior Specialist, Skills and Employability. ILO Decent Work Team and Office for the Caribbean</p>
12:00 a 13:00	<p><b>Discussion panel: The future of work and vocational training challenges</b></p> <p>Presentation by Fernando Vargas, Senior Specialist, Vocational Training. ILO/Cinterfor</p> <p>Comments by tripartite panel:</p> <ul style="list-style-type: none"> <li>- Government Sector, Minor Rodríguez, Executive Director, INA Costa Rica</li> <li>- Employment Sector, Fernando Yllanes, Confederation of Industrial Chambers of United States of Mexico (CONCAMIN).</li> <li>- Worker Sector, Amanda Villatoro, Secretary of Trade Union Policy and Education. Trade Union Confederation of the Americas, CSA.</li> </ul>	
13:00 a 14:00	Lunch break (Salón Bromelias)	
14:00 a 17:00	<p>Visit to the Regional Unit of Cartago:</p> <ul style="list-style-type: none"> <li>- Tour to Training centres and Technological cores</li> <li>- World Skills Exhibition, Costa Rica</li> <li>- Exhibition of SMEs supported by INA</li> </ul>	





11 August 2017

08:30 a 10:00	<p><b>Discussion panel V</b> (Salón Las Orquídeas): <i>Social dialogue: a look ahead at the future of the governance of vocational training systems. What is the contribution of social dialogue to the relevance, quality, equity and sustainability of policies and the institutionality of vocational training?</i></p> <ul style="list-style-type: none"> <li>- Guido Ricci, Director of the Labour Unit. Comité Coordinador de Asociaciones Agrícolas, Comerciales, Industriales y Financieras. CACIF, Guatemala</li> <li>- Angélica Ibáñez, Central Unitaria de Trabajadores. CUT, Chile</li> <li>- Eduardo Pereyra, National Director of Employment and President of the Board of Directors of INEFOP. Uruguay</li> </ul> <p>Facilitated by: Gonzalo Graña, Officer, Social Dialogue and Vocational Training. ILO/Cinterfor</p>	<p><b>Discussion panel VI</b> (Salón Girasol): <i>Vocational training for inclusive development. What is the contribution of VT to inclusive development strategies? Is VT itself being inclusive?</i></p> <ul style="list-style-type: none"> <li>- Rodrigo Vázquez Toro, Chief of the Training Department. SENCE, Chile</li> <li>- Deimiluce Lopes Fontes Coaracy, Technical Department of Vocational Training and Social Promotion. SENAR, Brazil</li> <li>- Juan Torrez Muriel, President of Board INFOCAL La Paz. Bolivia</li> <li>- William Savary, Adviser. INFP, Haiti</li> </ul> <p>Facilitated by: Philippe Vanhuynegem, Director of the ILO Office for Andean Countries</p>
10:00 a 10:30	Receso – café (Salón Bromelias)	
10:30 a 12:00	<p><b>Discussion panel VII</b> (Salón Las Orquídeas): <i>Research and information systems for the continuous improvement of vocational training. What data and indicators are necessary to know where we are going?</i></p> <ul style="list-style-type: none"> <li>- Sonia Gontero, Economic Affairs Officer of the Economic Development Division. ECLAC</li> <li>- Alberto Almaguer, Director. CONOCER, México</li> <li>- Ximena Concha, Executive Secretary. CHILEVALORA, Chile.</li> </ul> <p>Facilitated by: Paul Comyn, Specialist, Skills and Employability. SKILLS Branch Geneva. ILO</p>	<p><b>Discussion panel VIII</b> (Salón Girasol): <i>Vocational training and cooperation to development. What cooperation, among who and what for is necessary for the VT of the future?</i></p> <ul style="list-style-type: none"> <li>- Evelyn Cermeño, Director of OEI in Costa Rica</li> <li>- Jürgen Popp, Country Director. GIZ</li> <li>- Amparo Elgueta, National Programmer Officer. SDC-Bolivia</li> <li>- Misook Lee, Deputy Director of Global HRD Cooperation Team. HRD Korea</li> <li>- Bibiam Díaz, Specialist in Education for the Northern Region. CAF</li> </ul> <p>Facilitated by: Fernando Vargas, Senior Specialist, Vocational Training. ILO/Cinterfor</p>
12:00 a 13:00	<p><b>Closing ceremony</b> Enrique Deibe, ILO/Cinterfor Director Minor Rodríguez, INA Executive President</p>	



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## D. LIST OF ABBREVIATIONS AND ACRONYMS

ACTEMP	Bureau for Employers' Activities, ILO
ACTRAV	Bureau for Workers' Activities, ILO
ADPUGH	Association of Uruguayan professionals in human resources management, Uruguay
ADRHA	Human Resources Association of Argentina
AECID	Spanish Agency for International Development Cooperation
ANDI	National Business Association of Colombia
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	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
COHEP	Honduran Advice of the Private company
CONALEP	National Technical Vocational Education School, Mexico
CONOCER	National Council for the Standardization and Certification of Labour Competencies, Mexico
CPS	Centro Paula Souza, Brazil
CSA	Trade Union Confederation of the Americas
DGCFT	General Office of Training for Work Centres, Mexico
DGDR	Directorate-General for Agriculture and Rural Development
DINAE	National Employment Bureau of the Ministry of Labour and Social Security, Uruguay
DuocUC	Vocational Institute Technical Training Centre of the University, Chile
DWCP	Decent Work Country Programme
ECLAC	Economic Commission for Latin America and the Caribbean
ESCAP	Economic and Social Commission for Asia and the Pacific
ETF	European Training Foundation
EU	European Union

EVC	Virtual space of Cinterfor
FATERYH	Argentine Federation of Rental Tenancy Building and Property Workers
FAUTAPO	Fautapo Foundation – Education for Development
FOREM	Miguel Escalera Training and Employment Foundation, Spain
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
ICT	Information and Communication Technologies
IDB	Inter-American Development Bank
IEFP	Instituto do Emprego e Formação Profissional, Cabo Verde
ILC	International Labour Conference
ILO	International Labour Office
INA	National Training Institute, Costa Rica
INACAL	National Quality Institute, Uruguay
INACAP	Integrated System of Higher Education, Chile
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
INSAFORP	Salvadorian Vocational Training Institute, El Salvador
INTECAP	Technical Institute for Training and Productivity, Guatemala
ITC	International Training Centre of the ILO, Turin
ITSC	Superior Technical Community Institute, Dominican Republic
ITU	University Technological Institute, Argentina
KOREATECH	Korea University of Technology and Education
KRIVET	Korea Research Institute for Vocational Education & Training
MOEL	Ministry of Labour and Employment, Korea
MSME	Micro, small and medium 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
OAS	Organization of American States
OECD	Organisation for Economic Co-operation and Development
OEI	Organization of Ibero-American States
OPP	Planning and Budget Office, Uruguay
PARDEV	Partnerships and Field Support Department
PIT/CNT	Inter-union Plenary of Workers - National Convention of Workers
REDIFP	Network of Vocational Training Institutes in Central America, Panama and the Dominican Republic
SEBRAE	Serviço Brasileiro de Apoio às Micro e Pequenas Empresas, Brazil
SECAP	Ecuadorian Occupational Training Service, Ecuador
SENA	National Learning Service, Colombia
SENAC	National Commercial Learning Service, Brazil
SENAI	National Industrial Learning Service, Brazil
SENAR	Serviço Nacional de Aprendizagem Rural, Brazil
SENATI	National Service of Skills Development in Industrial Labour, Peru
SENCE	National Training and Employment Service, Chile
SENCICO	National Standardization, Training and Research Service for the Construction Sector, Peru
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
SME	Small and medium-sized enterprise
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
UNDP	United Nations Development Programme
UNOSSC	United Nations Office for South-South cooperation

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
WTO	World Tourism Organization