



International  
Labour  
Organization

CINTERFOR



# Management Report

2024-2025

## ILO/Cinterfor Action Plan

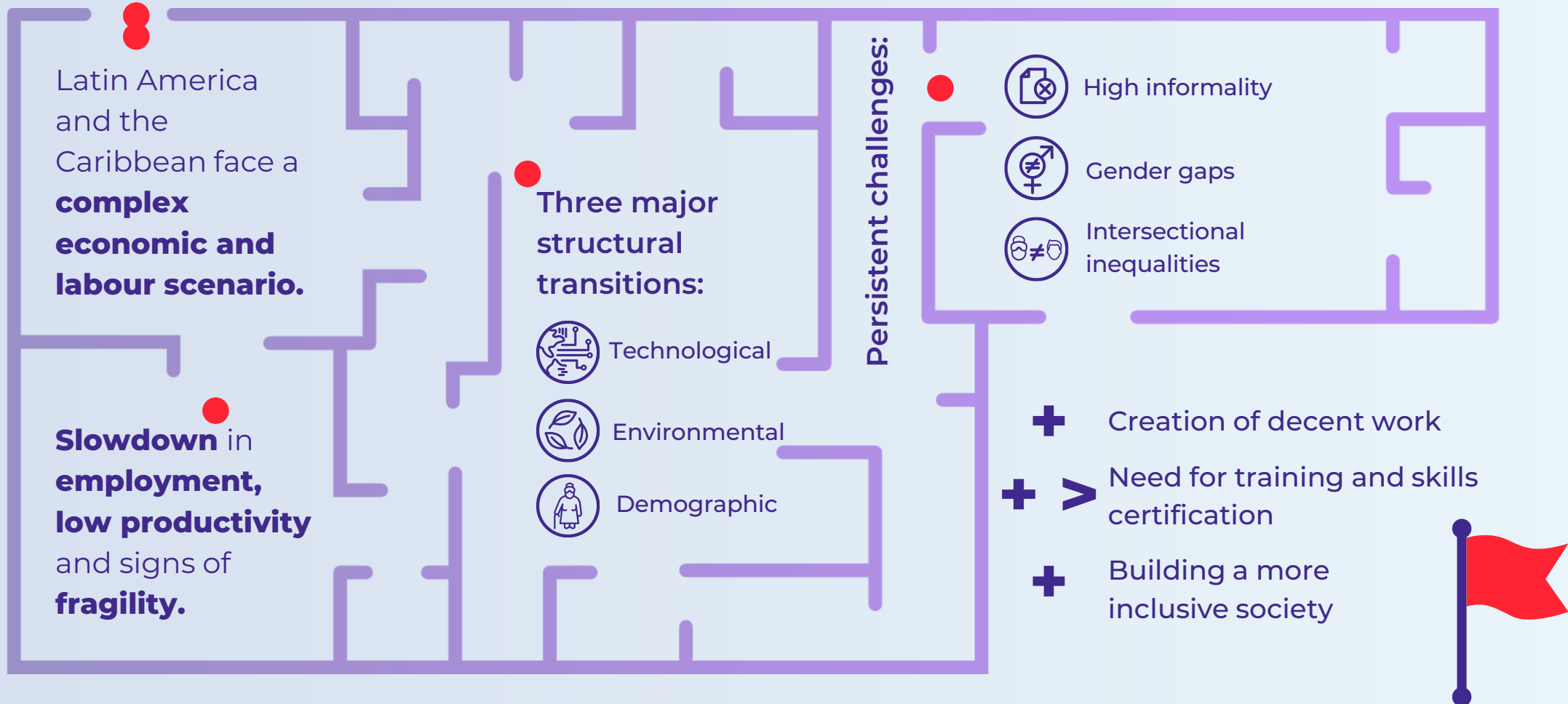
2026-2027

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# Regional context:

challenges, transitions and opportunities



**Skills development  
and certification:**  
key tools to address  
challenges.



Strategic  
**AXES**

● **47th RCT theme:**  
Training for the  
Future of Work with  
Social Dialogue.

● **Tripartite social dialogue:**  
foundation for legitimate  
and sustainable policies.

# 5 result areas, reflecting strategic priorities



**1.** Policies, governance and financing mechanisms



**2.** Insights into skills needs



**3.** Innovative and flexible learning programmes and pathways



**4.** Inclusive skills development programmes responding to labour market needs



**5.** Quality work-based learning and training



## Area 1



### Activity

Ibero-American Tripartite Social Dialogue Process on Vocational Training



### Main results:

Consolidation of tripartite spaces and support to national institutions.



## Area 2



### Activity

Pilot studies in green sectors (solar energy, hydrogen, electric mobility) in 4 countries.



### Main results:

Strengthened capacity for anticipation, innovative tools and shared technical basis.



## Area 3



### Activity

Pedagogical Innovation Network:  
toolbox and self-learning modules.



### Main result :

Enhanced capacity to design innovative  
programmes, consolidation of networks and  
promotion of curricular transformation.



## Area 4



### Activity

Technical secretariat of the Regional Alliance on Dual Training.



### Main results:

Greater equitable access to vocational training, strengthened regional networks and progress in cooperation for certification recognition.





## Area 5



### Activity

Strengthened collaborative networks: care, digitalisation and quality.



### Main results :

Consolidation of regional efforts in dual training, promotion of social dialogue and normative technical assistance.

# Achievements

Commitment and synergy of ILO/Cinterfor network institutions

- Strengthened collaborative networks.
- Improved information systems.
- Strengthened institutional capacities and human resources.

# Impacts

- Action is framed within a regional context requiring a comprehensive and collaborative approach.
- Vocational training and skills certification: strategic tools
- Build resilient, inclusive and future-oriented systems.



# Resources

and means of action

- **Digital** and **web platforms:** greater dissemination and cooperation.
- **Networks** and **technical services:** innovation and exchange of experiences.
- **Regular budget** + **cooperation** funds.



# Strategic framework:

## fundamental concepts

### Mision

Promoting lifelong learning in the region through networking

WE HAVE A MISSION

### Strategic axis

- **Strategic objectives and roadmap guiding how Cinterfor generates value.**
- **Ambitious, proactive planning and not inertial.**
- **Mobilization of resources and solid alliances for sustainability.**
- **Vocational training and lifelong learning as key solutions in a changing world of work.**
- **Driving force: Collaborative innovation + evidence-based management.**
- **Commitment: Every action and resource aligned to maximise impact.**

THROUGH STRATEGIC GUIDELINES



To be the regional benchmark, developing capabilities through innovation, knowledge and horizontal cooperation.

IT LEADS US TO MAKE  
THE VISION POSSIBLE

## **We are aligned with:**

The public policy cycle for  
skills development and  
lifelong learning.

The ILO Strategy (2022–  
2030) on skills and lifelong  
learning.

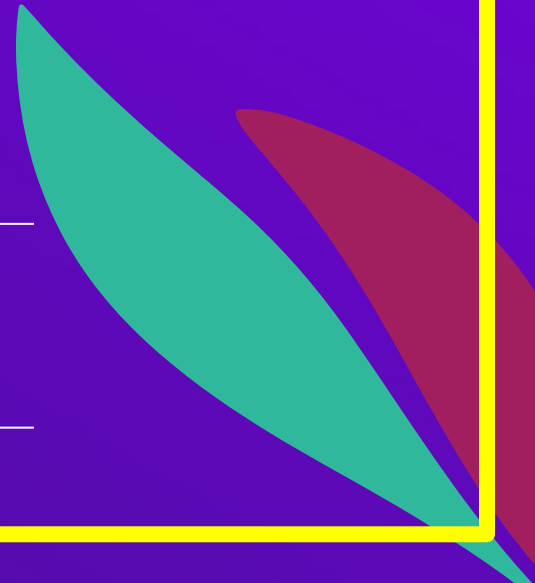


### **Strengthen TVET systems as key institutions and services for:**

Decent work and  
skills development

Inclusion

Social justice



# Work plan



## **PILLAR 1:**

Governance  
and Social  
Dialogue in  
Vocational  
Training



## **PILLAR 2:**

Identifying  
and  
Anticipating  
Competency  
Demands



## **PILLAR 3:**

Qualifications  
Frameworks  
and Skills  
Certification



## **PILLAR 4:**

Training  
Provision  
and  
Teaching-  
learning  
Methods



## **PILLAR 5:**

Monitoring,  
Evaluation  
and  
Innovation in  
TVET Policies

# Main lines of action and specific objectives

**1****Tripartite  
actors**

Strengthen  
capacities for  
qualified  
participation.

Support  
through  
tripartite  
mechanisms.

**2****Governance  
structures****3****Knowledge**

Generate and  
disseminate for  
informed  
decision-making.

International  
normative  
frameworks  
and standards.

**4****Promotion of  
job skills and  
continuous  
learning****5****TVET**

Strategically  
position political,  
economic and  
social agendas.

# Main lines of action and specific objectives

**1****Strategic information**

Strengthen through employment and skills monitoring systems.

Building capacities.

**2****Analysis and anticipation methodologies****3****Evidence for TVET policies**

Knowledge systematization.

Developing of practical tools.

**4****Anticipation tools****5****Collective capacities**

Promotion of regional collaboration and peer-to-peer learning.



# Main lines of action and specific objectives

**1**

**Qualifications and certification frameworks**

Strengthen technically in design and application.

Develop with a sectoral and territorial approach.

**2**

**National Qualifications Frameworks**

**3**

**Technical and policy development of frameworks**

Develop of methodologies and guides.

For qualification, certification and curricular design.

**4**

**Labour competence standards**

**5**

**Analysis and diagnostics**

To guide the development and articulation of qualifications systems.

Promoting agreements for mutual recognition.

**6**

**Regional recognition and mobility**

# Main lines of action and specific objectives

**1****Quality learning  
and inclusion**

By promoting  
public-private  
programs and  
partnerships

For productive and  
technological  
transformation

**2****Pedagogical  
innovation****3****Demand-driven  
training supply**

For strategic  
sectors and  
production  
transitions

**4****Digital  
teaching  
capabilities**

For hybrid  
environments.

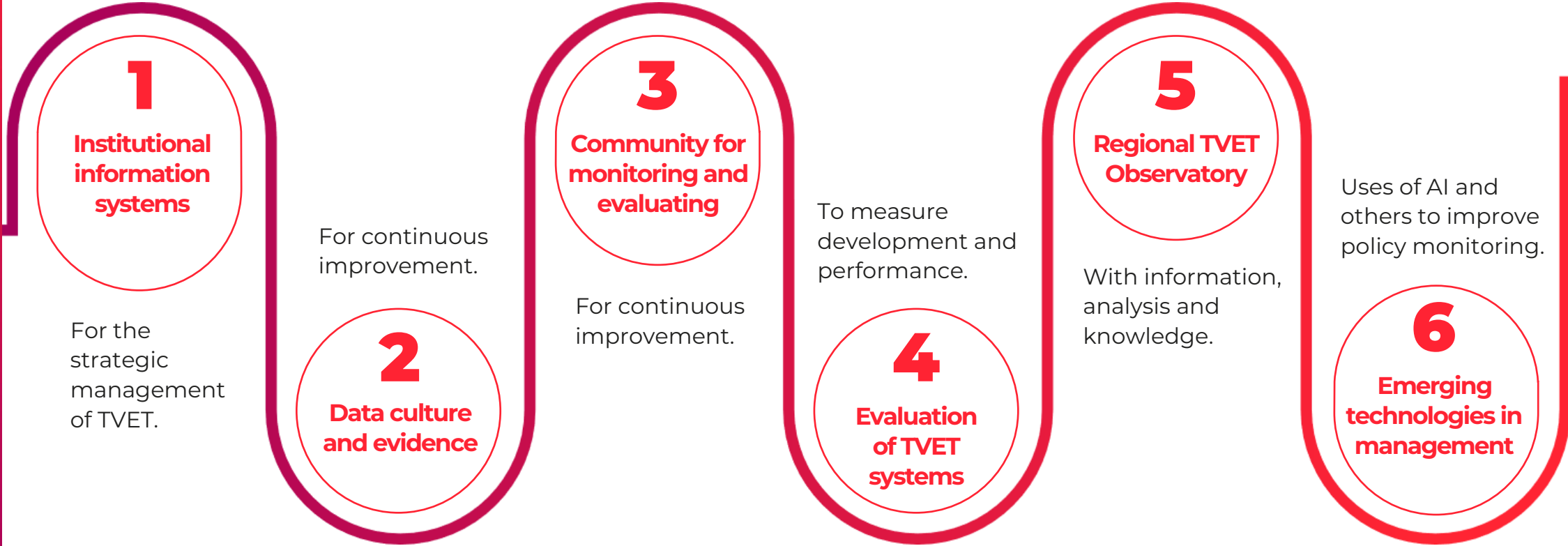
**5****Professionalization**

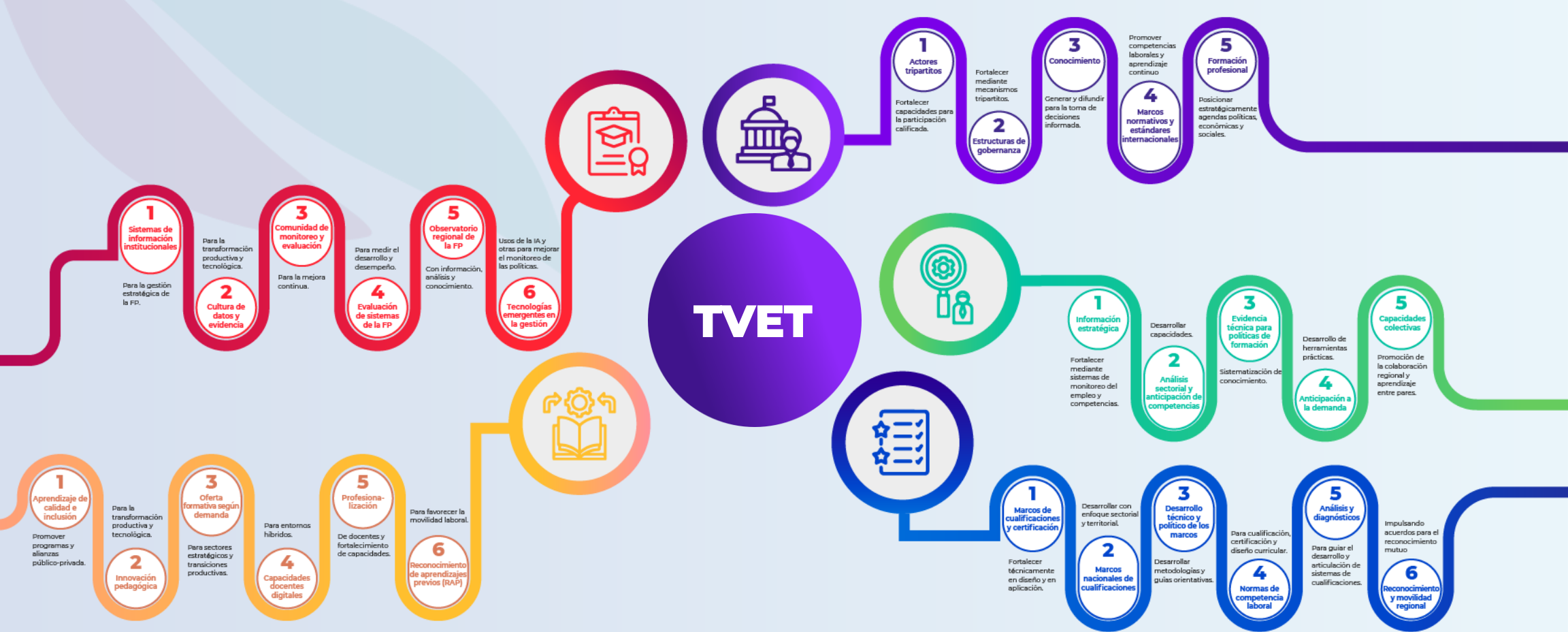
Teachers and  
capacity  
building.

**6****Recognition of  
prior learning  
(RAP)**

To promote  
labour mobility.

# Main lines of action and specific objectives





## TVET and RPL

Relevant,  
inclusive  
and resilient

With a learning  
approach lifelong  
learning person-  
centred

Tripartite and  
Social Dialogue

Aligned to ongoing  
transitions,  
fostering  
innovation

This region  
**has the privilege**  
of having a  
**well-established and  
very active network.**

Let's move forward faster!



# THANK YOU!





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