

ANNEX

THE 2007-2009 WORK PROGRAMME

Introduction

1. In recent years ILO/Cinterfor's work programme has been geared to strengthening training as an essential component in the array of policies that ought to converge to make decent work a guiding principle in national economic, social and environmental strategies; to promote public policies that foster employability among the economically active population in general, with particular attention to improving equitable access to pertinent quality training programmes for young people, poor or vulnerable women and unemployed adults of both sexes; to develop training programmes that foster national and regional employability, competitiveness and productivity; and lastly to reinforce training's great potential as a privileged space for tripartite cooperation and social dialogue, and make governments and employers' and workers' organizations better able to play a role in formulating policies and planning and running training schemes in the Latin American and Caribbean countries.

2. ILO/Cinterfor's programme is part of a framework of priorities and strategies laid down in the ILO Decent Work Agenda. The core elements of the programme are the four strategic objectives that correspond to fundamental principles and rights at work, employment creation for women and men, enhancing the coverage of social protection and promoting tripartite systems and social dialogue. It also involves regional coordination in the form of the Agenda for the Hemisphere, which was passed by the members of the organization in 2006.

3. The work plan approved in 2005 proposed three broad areas of action and a more specific thematic menu that are listed next:

Strengthening training as a means to increase opportunities for access to employment and decent work:

- Quality management, relevance and equity.
- Financing.
- Productivity.
- Application of ICT's.
- Gender.
- Actions at the sectoral, local and subregional levels.
- Personnel development.
- Lifelong training.
- National frameworks.
- Labour competencies.
- Certification

Development of competencies among unemployed young people and adults of both sexes:

- Young people.
- Informal economy.
- Populations in rural areas.
- Poor and rural women.
- Ethnic groups and indigenous populations.
- Integration of populations with different capacities.

Strengthening social partners and the development of social dialogue in training

- Training institutions.
- Employers.
- Trade unions.
- Governments (Ministries of Labour, Education, VTI's).
- Bipartita, tripartite, local and sectoral management.

4. Written and verbal consultations with representatives from ILO/Cinterfor members show that these areas are still relevant in the operations of national institutions, so there is no drastic change of direction in the proposals for activities over the next two years. The main priorities are still as follows:

- a. *To develop the institutional dimension of education, training and work systems to respond to the needs of the productive sector, decent employment, and economic and social policy priorities.* The plan is for ILO/Cinterfor to continue to work towards strengthening the institutional dimension of the national bodies responsible for training in Latin America and the Caribbean (vocational training institutions, Ministries of Labour and employers' and workers' organizations) with the aim of fostering quality, relevance and equity in their programmes and so as to generate integrated education and work systems that are able to respond to demands and opportunities in the labour market, people's aspirations for decent employment, and long term strategies for economic development, investment and the diversification of production.
- b. *Vocational training as a tool to combat poverty by reducing unemployment and under-employment.* ILO/Cinterfor will give support for designing and launching training programmes which are coordinated with employment policies and geared to the needs populations that are more vulnerable to unemployment such as young people of both sexes, vulnerable women living in poverty, and adults whose skills are of a low level or not pertinent. This also includes programmes to develop entrepreneurship, to stimulate not only individual initiative but also other more extensive undertakings in local communities, cooperatives, youth organizations, workers' organizations, etc.
- c. *Social dialogue in the planning and management of vocational training.* ILO/Cinterfor will continue its policy to promote tripartite mechanisms to guide and manage training systems; help to strengthen unions so they can press more effectively for programmes

to improve workers' competencies and capabilities; help employers to identify which competencies and skills they need to be able to maintain and raise productivity and become more competitive; and work to improve coordination between the education system and the world of enterprises. It will also assist the public sector in the formulation of employment and training policies that foster access to and equal opportunities in training.

5. The common denominator is the Decent Work Agenda for the Hemisphere. ILO/Cinterfor will take advantage of its regional position to facilitate and promote this, and it will encourage training institutions to adopt some of the points on the Agenda such as mainstreaming gender equality, health and safety at work, youth employment, attending to the informal economy, micro and small enterprises, etc., in the framework of the priorities jointly established by the ILO and its constituents in decent work country programmes.

The core components of the programme

6. It also emerged from the consultations that the Centre's work plan has to have some more visible core components in its activities and in the definition of results obtained so that its members and constituents would have a basis for evaluating the pertinence and effectiveness of ILO/Cinterfor's performance. Based on an analysis and ranking of priorities as regards the demand for information and support, and on proposals for cooperation the Centre has received, ten operational areas have been tentatively defined. The plan is that in the next two years ILO/Cinterfor will concentrate its efforts and available resources in these areas, in addition to a menu of basic services.

7. As regards basic knowledge management services in the vocational training area, the Centre will progressively build towards structuring its offer of knowledge in the form of a database that generates added value by analyzing, comparing and supplying information about models, systems,

and vocational training institutions and policies. This means developing analytic information that can be accessed instantly so that associate institutions will be able to have added value information about trends, progress, good practices and results in training in the region.

8. ILO/Cinterfor's operational areas will be as follows:

- a. ***Youth employment and the transition from school to work.*** The core element of action here has to do with integrating the basic education system, technical education, certified vocational training, dual training, apprenticeship in enterprises and labour insertion for young people. Emphasis will be placed on the articulation of vocational training with basic education and labour policies.
- b. ***Lifelong learning for employability and citizenship.*** This will involve in plant training, including small enterprises as well as cooperative enterprises, national qualifications frameworks and training and certification in labour competencies as part of ongoing training for employed and unemployed workers, to respond to demands and opportunities in the labour market.
- c. ***Financing and investment in vocational training.*** The Centre will identify and apply research methodology on sources of funding as well as comparative analysis of the impact of different financing mechanisms, such as taxes, payroll-based contributions, charging enterprises or users in accordance with the laws and practices in each country. The outcome of such experiences will be analyzed with a view to influencing the design of public policies, encouraging the investment of both public and private resources in training and employability and measuring its real impact.
- d. ***Quality management, relevance and equity in training.*** The Centre will work on mechanisms to ensure quality, and measures of relevance and equity, as interdependent dimensions of the work of vocational training institutions, with a view to optimizing the use of public and private funds allocated to human resources development.

- e. The use of new information and communication technologies in vocational training.* The Centre will intensify information sharing about innovative experiences in the use of ICTs –such as institutions’ web sites, virtual classrooms, training by Internet or by mobile phone– to reach a wider target group of workers, to make the training offer more flexible in function of the conditions and characteristics of the labour supply, to improve the quality and effectiveness of curricular design, to evaluate the relevance of current models of e-learning, mobile training and decentralized training to develop trainers’ and workers’ competencies.
- f. Curricular development and thematic and pedagogic innovations.* Updated information will be provided on innovative experiences regarding the introduction of new key aspects in curricular programmes, such as new didactic strategies that promote knowledge management at innovative training environments, entrepreneurship development, productivity and training in health and safety at work, labour rights, and pedagogic aspects of curricular design and teacher training.
- g. Training for the employability of vulnerable groups in the informal, domestic and rural economy.* The Centre will examine the needs and possibilities to modify educational and training systems to facilitate access to decent jobs in the formal economy –including enterprise development– for social groups with low levels of education and scant opportunities to access formal vocational training programmes for gender, ethnic, language, geographical, cultural, social, special needs and other reasons.
- h. Social dialogue in vocational training.* The Centre will continue and intensify its comparative analyses of the diverse mechanisms and experiences whereby the tripartite constituents of the ILO participate in the planning, management and execution of vocational training programmes. This also applies to efforts to make employers’ and workers’ organizations better able to participate in defining policies and running vocational training, and to developing collective bar-

gaining in this sector, with special emphasis on negotiating training in the workplace.

- i. Vocational training and gender equality.* The Centre will analyze and promote experiences as to mainstreaming the gender perspective in vocational training, to ensure that it is relevant to the individuals and their social and economic environment. The aim will be to reduce gender barriers in access to training, permanent updating and employment, and to combat the segregation of job profiles.
- j. Integration processes, homologation of job profiles and regional qualifications frameworks.* In relation to the different regional integration processes and migration agreements, the Centre will tackle the need to achieve progressively greater coordination among national training and human resources development systems and to develop competency certification programmes and mechanisms that have regional or sub-regional validity. Particular attention will be paid to the qualifications framework experiences in current regional processes like the Southern Common Market (MERCOSUR), the Caribbean Common Market (CARICOM), the Andean Community of Nations (CAN), and the Central American Integration System (SICA).

9. Across this working agenda, the Centre will foster the development of specialized sectoral networks and cooperation mechanisms in areas that the member institutions themselves identify as having priority, such as the rural sector, the tourism sector, the textile sector, the printing industry, the construction sector, and other areas the institutions wish to promote.

10. ILO/Cinterfor is responsible for ensuring through a stronger knowledge management focus that its work in the defined core elements shall not be detrimental to a systemic and holistic vision of training processes.

11. For each core element in the programme the Centre will proceed in the following way:

- i. To identify one or several institutions to share leadership and thematic or sectoral coordination with ILO/Cinterfor. If more than one institution is interested in assuming some kind of thematic leadership, the main core elements of the work programme could be organized into more specific sub-areas (particularly in sectoral vocational training) or coordinated sub-groups could be set up.
- ii. To jointly formulate multi-annual operational projects, based on co-financing from the leader institutions, ILO/Cinterfor, the ILO, other participating institutions that take part and external donors.
- iii. To prioritize and schedule activities in relation to the volume of resources mobilized and the institutions' direct participation.
- iv. To foster joint management of activities. This could include regional technical meetings for the launch, monitoring and evaluation of the projects, work in virtual networks, the production of publications, and bilateral and multilateral exchanges, training and technical assistance.
- v. ILO/Cinterfor will systematize the results of each project so as to maintain and demonstrate the coherence of the different components with a holistic and systemic vision of vocational training.

12. The projects will all begin in the two year period following the 38th meeting of the Technical Committee, but the starting date, duration, scope and intensity of each individual project will depend on the capability of ILO/Cinterfor and the institutions in the network to mobilize resources and combine their efforts to achieve the objectives in question. Most of the projects will probably last longer than two years. The Technical Committee will be kept informed of progress in each thematic core component; this information will be included in the Centre's activity report.

13. The design and implementation of each project will be coordinated with the Skills and Employability Department (SKILLS) and the ILO Regional Office, so as to make sure the project's quality and relevance conforms to ILO policies and priorities, and a combined effort will be made so as to optimize the use of the technical and financial resources available.

14. In addition to launching the thematic core activities outlined above, the following events will be programmed in the 2007-2009 period:

- i. A regional meeting on comparative analysis of the national vocational training and work education systems in Latin America and the Caribbean, to prepare the subject for discussion at the International Labour Conference of June 2008.
- ii. A programming meeting of international cooperation officers in the member institutions.
- iii. A technical workshop to analyze the feasibility and focus of a new edition of the regional vocational training Olympics, in response to requests from several national institutions.

15. The support that ILO/Cinterfor usually provides for technical meetings programmed by the institutions and consultancy services or technical assistance in specific cases on request by institutions will be dealt with in the same way as always, through direct contact and depending on the human and financial resources available.

Work instruments

16. To put the programme of action into operation, the Centre will make use of a group of tools that are coordinated to optimize the way the resources available are used.

- a. *Research and dissemination of publications about knowledge and experiences.* The material ILO/Cinterfor publishes will be concentrated around the ten core elements of the programme mentioned above, and the different collections that the Centre normally publishes will be updated where necessary. The Centre will follow a two tier policy. First, it will make a pro-active effort to programme and finance a limited number of publications and studies on priority subjects on the work agenda, in close cooperation with the ILO and the leading national institutions in the different areas. Second,

it will continue adding publications proposed by other institutions and individuals to its catalogue of publications. These will deal with subjects pertinent to ILO/Cinterfor's area of work, and will include master and doctorate theses by researchers and young academics so as to bring innovative analyses and proposals into the implementation of programmes and the design of policies and strategies in a given field. So as to ensure that ILO/Cinterfor publications are relevant, coherent and of good quality, a Publications Committee under the head of the new Knowledge Management Unit will be set up. The composition of this committee will vary depending on the type and subject area of different publications, and it will include experts from ILO/Cinterfor, from the member institutions, from the ILO, from other academic institutions and from international cooperation agencies. Furthermore, the possibility of disseminating more ILO/Cinterfor publications through co-publishing agreements with national institutions will be explored. The Centre will continue to increase the number of publications in English, not just by translating and adapting material from other languages but also by fostering original writing that deals with subject areas and experiences that are more relevant to the institutions in the English-speaking Caribbean. To this end, partnerships will be sought with Caribbean academic institutions. Cooperation agreements with Brazilian institutions will be sought so as to boost the production and dissemination of information in Portuguese. The Centre will also seek resources to begin publishing a limited number of items in French and Dutch, so as to make it easier for institutions in Haiti and Suriname to participate.

- b. The electronic diffusion of knowledge and tools applicable to training.* The Centre will continue to consolidate its web portal (www.cinterfor.org.uy). This is one of ILO/Cinterfor's most valuable instruments for discharging its responsibilities to the member States. It will continue to improve the didactic organization of the portal by updating the information in the various sub-sites and re-organizing these where necessary. A virtual bank of learning re-

sources from the institutions will be set up. As part of ILO/Cinterfor's activity in the new area of knowledge management, its web site management will be completely integrated with its documentation centre in order to strengthen and take advantage of the virtual library.

- c. Interaction with users through information technology.* This is a growing trend. The Centre has various help lines available for users. Another consultation and communications system that is coming more and more into use is the teleconference, and this should be encouraged. The Centre will continue to work to strengthen institutions through distance modalities, including holding teleconferences on different priority subjects in the work plan. To help in this, ILO/Cinterfor's web site should progressively develop interactive modes by hosting discussion fora, running distance training programmes and providing on-line technical assistance.
- d. Consultation, information and technical assistance.* These functions are based on the network of collaborators the Centre has made available to the institutions, and also on its own experts in different areas. An outstanding element here is that the institutions themselves cooperate by making their staff and technicians available to support other institutions in the network, and ILO/Cinterfor provides the link through which this technical support is channelled. To do this more effectively, the Centre will set up a roster of specialists from different countries that can be periodically seconded from their institutions to undertake technical advisory missions to other institutions in the network, with ILO/Cinterfor providing technical and financial support. Closer linkages will be forged with the available pool of technical expertise through a network of sub-regional specialists and the ILO Skills and Employability Department (SKILLS).
- e. Regional technical meetings.* ILO/Cinterfor will try to hold at least one regional meeting for each of its priority areas, so as to share and make comparative analyses of experiences and good practices from different countries. These meetings will also be a suitable forum to

mould and validate the Centre's work strategies with respect to the priority core elements in the action plan.

- f. Promotion of activities with national institutions.* Besides the activities that ILO/Cinterfor itself and the leader institutions in each thematic area promote, the Centre will continue to support initiatives from national institutions that organize seminars, training events, discussion workshops, etc. These are very useful for initiating projects, evaluating progress and discussing innovations in training.
- g. Personnel development and training.* ILO/Cinterfor and the ILO have a basic strategy of training and developing personnel from national institutions. To do this a two-pronged strategy will be adopted: to promote a limited number of regional training programmes, and to respond to requests from individual institutions. To optimize the use of the resources available and ensure that ILO activity is coherent, a two year programme of activities will be set jointly with the ILO International Training Centre in Turin to work on all areas of common interest, with a particular focus on face-to-face and distance training. In response to requests from the institutions, the necessary contacts will be set up to facilitate personnel exchanges so both parties can learn from each other's experiences and training. This will be promoted among institutions since there is a wealth of experience and good practices in the region in priority areas of the plan of action agreed between the Centre and the institutions in the network.

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