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**REPORT OF ACTIVITIES  
CINTERFOR/ILO  
2001-2002**

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## I. PREFACE

The present document embodies the Report that Cinterfor/ILO has prepared for analysis and discussion at the 36<sup>th</sup> Meeting of the Technical Committee (La Antigua, Guatemala, 28 – 31 July, 2003).

This Report is divided into three parts. A Foreword, briefly describing the main developments in the field of vocational training in the Region of Latin America and the Caribbean, as well as an overall view of the Centre's action in the last two years. This is followed by a detailed account of the activities carried out during the 2001-2002 biennium and up to June 2003. The Report ends with the proposals for policies and action programme that the Centre submits to the consideration of the Member States of the Americas gathered at this 36<sup>th</sup> Meeting of the Technical Committee.



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## II. FOREWORD

“Training and the development of workers’ skills and competencies is a crucial dimension of decent work. Economic interests, social imperatives and the right of working persons to dignity –all of them inherent in the notion of decent work– come together in it in a more evident manner than elsewhere. For that reason, vocational training has special prominence on the ILO agenda.”

Juan Somavía  
Director General - ILO

### **Vocational Training in today’s world.**

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One of the most systematic practices of vocational training institutions is to face the world in which they have to take action. The historical development of vocational training in Latin America and the Caribbean clearly demonstrate an updating culture with transforming aims. Institutional changes, methodological adjustment, technological advances and conceptual reformulations are only clearly grasped if they are considered in the understanding of a reality which has to be fully comprehended in order to admit a transforming action. Thus, it is not merely a question of adjusting. Social and economic progress is always the target of vocational training institutions. But the efficient accomplishment of such goals is done in the context of a tight relationship with reality.

The persistence and validity of American vocational training institutions can only be understood by the existence of such institutional culture. This validity is not only achieved by its formal existence but by a constant and long-lasting confirmation of their abilities as critical interpreters of their societies and the world’s social and productive reality and as motivators of their development.

Such interpretative exercise has always been a challenge but doing it properly in today’s world is even much more complex. In the past, the valid developmental strategies, commercially speaking, settled more limited boundaries than today’s strategies and therefore it was possible to carry out an analysis with fewer variables and with many more factors under control. Nowadays, the fact that we live in a globalized world has become commonplace. However, it is not usually assumed as a whole and it is even less usual to believe it is possible to act not in a reactive or defensive way but in a propositional sense.

The first and most evident trend within this globalizing logic was seen in the financial field. Favoured as they were by technological advances in terms of the flow of information and the development of communications, though never caused by them, financial capitals are moved around the world causing booms and declines in enterprises, sectors, countries and regions. A significant part of this productive, labour and political uncertainty is stemmed from this globalisation mode.

Vocational training institutions, that were so used to monitor technological changes and transforming tendencies in the ways of organizing, managing and conducting the work and its contents as a way of focusing their actions, are now suddenly overwhelmed by certain factors not particularly connected with the culture of work and production which can have far-reaching consequences in economies, labour markets and people. This would not be so dramatic but for the frequent arising demands that vocational training should provide answers and solutions to matters in which it has very little possibilities to exert an influence on.

However, the description of nowadays world is not fully achieved by considering the financial flows; neither has globalization only one direction nor is there only one ordering logic. Furthermore, the alternative solutions are not limited to putting up a house of cards in the middle of a hurricane. The same technologies and networks that facilitate financial transactions can spread technologies, experiences and build up frameworks of aid and cooperation.

Another frequently announced aspect of globalization, though less noticeable, is that which refers to an assumed tendency towards a cultural, political and economic homogeneity. Nevertheless, it is essential to take into account that the effects produced by financial globalization and commercial liberalisation in both national and local areas result in a great diversity of answers.

Some countries and regions frequently based on certain comparative advantages (such as natural resources, labour force costs and markets accessibility) choose and sometimes obtain benefits from the major mobility of production factors around the world. A considerable amount of nowadays intermediate industrial and mass production regions are concentrated on these areas.

Another visible phenomenon is that the great urban sprawls both in the developed and the developing world are concentrating many of the activities on services of highly added value. The services provided by enterprises, property developers, financial and insurance companies as well as the headquarters of important enterprises are emerging together as never before in the great urban regions. Such concentration of production factors results in sprawl economies that attract research and development activities as

well as design activities. Direct foreign investment has also trends to take place in great metropolitan areas.

Among the developing countries, some of the regions that have found their market area are those that, based on their natural attractiveness, have managed to captivate a considerable amount of tourists from all over the world or at least settle relatively prosperous tourism industries.

Such alternative ways or insertion modes are, however, the exception to the rule. Most often, the countries and regions face serious problems when trying to adapt their economies to new conditions. On the other hand, even in the most successful cases the benefits are not distributed on equal terms. World economic polarisation is reflected within each country and shows regional differences regarding their ability to adapt to the new context. Even within the same regions or localities, they suffer the emergence of dual economies where wealth and highly productive jobs coexist with an increasing informal sector with precarious and low-paid jobs, particularly in the services sector

Still, there exist other possible strategies that national, regional and local societies and economies may adopt. They are derived both from the knowledge of the evolution of entrepreneurial strategies in their most dynamic sectors and from the spread of various outstanding cases of territories which have achieved a successful insertion in the new context based on processes of endogenous development of their competitive advantages. Among the most dynamic enterprises, it has been assumed, for some time now, that the best and the most sound competitiveness strategy is that based on differentiation. But not any differentiation, though. The advantages derived from technological innovation regarding equipment, material or organization and management frameworks are in the end ephemeral. They last for exactly the same time the competition takes to implement them. The real difference lies in what cannot be copied. In this respect, the capital of knowledge available to enterprises can be either in one or in the other category. The available technical knowledge in a productive organization can be generated in another one and it can also migrate. But the way in which such knowledge is put into practice, how it is combined with other non-technical competencies and, above all, how the organization is capable of managing and generating knowledge can hardly be reproduced. It is to this competitive advantage that specialised literature refers to when it talks about organizations that learn or intelligent organizations.

In the same way, several regions around the world have succeeded in sustaining economic and productive processes by means of creating competitive advantages. Such competitive advantages are also based on a differentiation obtained from an original combination of advantages in some cases comparative and in some others –and above all- competitive. Again, in these cases, the capital of knowledge available in one territory

can be considered as something already given and more or less fixed and therefore this can be reproduced in other places of the country or the world. But the region can also generate and manage the knowledge and it may turn into a region that learns or into an intelligent region.

These strategies are quite different from the globalization concept which implies a tendency towards homogeneity. At the same time, they have the advantage of reinforcing the possibility of action of national, regional and local actors apart from their sole reaction or adaptation to this tendency. The role played by vocational training institutions in such strategies and more specifically by their centre networks is under no doubt fundamental. Apart from the qualifications level available in every country or territory which has been improved by these institutions, they are working in terms of the goals set by the communities they assist and the productive and social networks that characterise them.

An integral outlook at nowadays world from the point of view of vocational training would not be such if the place that labour has within our societies is not properly considered. Some streams of thought predicted that human labour was soon going to be restricted to a very limited sector of the population and it would have very different characteristics from the ones already known, or even it would become extinct. These beliefs were firstly based on technological advances that involved a great automatisisation in the industrial production and services sector and therefore a considerable loss of working posts. The predictions were both optimistic and pessimistic. The former supported the belief of a superior stage of civilisation by retrieving ancient utopias in which the work would be done by machines hardly supervised by individuals while most of the human beings would be involved in intellectual and cultural development. On the other hand, the pessimistic view predicted a new middle age with islands of modernity and abundance and great oceans of poverty and exclusion. Neither in one hypothesis nor in the other was there much room for vocational training as such.

But again, reality has been much more complex and diverse than any prediction. There coexists automatisisation and robotics with intensive sectors of work force. Flexible specialisation exists side by side with mass production. Many times, design and development processes as well as that of services supply which are done virtually all around the world, are not accomplished without the direct contact among people and the contributions that certain social or business environment referring to territories provide. Production processes are distributed and extended to various countries and continents and industrial clusters are also entwined. International enterprises are joining small and medium-sized enterprises in international territories as well as traditional enterprises in traditional territories.

One clear conclusion can be drawn: the typical way of organizing work in the societies of last century –particularly the Western ones– was the wage-earning employment. This

particular historic way is relatively becoming less and less important. Alternatively, there emerge new ways which we still call “non-typical” in spite of their significance, and it is not yet clear what the logical way of organizing human work would be like, in the case of one prevailing among others.

The other conclusion, even much more important, is that stated by ILO’s Director General: “deep-rooted significance of work for all people everywhere [...] (and work as a)... defining feature of human existence.”. This appears constantly in all cultures and in all levels of development. Work comprises three dimensions: it is a means for sustaining a life and fulfilling the basic needs; it is the activity by which people strengthen their own identity both to themselves and to the rest and finally it is crucial for the exercise of personal choices, family welfare and social stability.

Thus, we face a double challenge: building up development processes that promote the generation of employment both with sufficient quantity and quality. Fighting against the considerable deficiency of decent work in our societies is the essential goal pursued by ILO in order to comply with the demand of the countries. In this respect, vocational training becomes both a requirement for the achievement of decent work for everyone and an integral part of such concept.

All things considered, it is possible to observe that the field of action of vocational training has not been reduced; on the contrary it has extended and diversified. Even if it does not represent the only solution for the shortage of employment, it plays a crucial role within the employment expansion strategies as well as within the policies that attempt to keep up the quality of the diverse forms of work. Vocational training institutions and their centres cannot trigger national, regional or local developmental processes unilaterally or on their own. However, it is very difficult to imagine an integral and continuous development strategy without their influence.

The role of vocational training is not only restricted to the most dynamic and modern sectors of the economy nor is it a mere cushioning network for the marginalised social sectors. There is no such dilemma between a “social” vocational training and a “productivist” vocational training. The vocational training that takes into account the historical moment in which it has to play a role contributes jointly with other fields to accelerate the developmental processes and takes part in all the efforts being made to obtain more productivity and competitiveness as well as more equality and social integration.

Vocational training shall continue preparing people for work. This shall not change. And it shall keep on doing this in terms of “...*improve the ability of the individual to understand and, individually or collectively, to influence the working and social*

*environment [...] and enable all persons, on an equal basis and without any discrimination whatsoever, to develop and use their capabilities for work in their own best interests and in accordance with their own aspirations, account being taken of the needs of society”* as stated in the International Labour Convention 142. Nowadays, this is not only applicable to wage-earning employment but to all types of work. Exerting an influence on the working conditions and the social environment implies the possession of a number of abilities that permits not only acquiring technical knowledge and other sorts of knowledge but also being able to manage them and, above all, managing one’s own professional and labour processes. That is to say, developing the ability of management of knowledge that belongs not only to people but also to productive organisations, territories and countries.

### **Current courses of action of American vocational training**

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#### *Training and integrated productive development*

One of the first goals set by American vocational training is that of contributing with an increasing effectiveness to an integrated productive development. This is undoubtedly connected with the development of competencies for the productive work of youngsters and adults according to the changes that take place in the labour markets and in the ways of organising and managing work.. In some ways, it is also related to the technological development: which is not only understood in terms of the technological update of the centres or training services but also in terms of the relevant actors of innovation and technological development strategies of enterprises, sectors and territories.

And it refers to an *integrated* productive development since searching for more productivity or competitiveness does not represent its goals as such but its basic requirement for the generation of an integrating social process. As it was mentioned before, it is neither a productivist training nor a counteracting vocational training.

In this integral outlook, productive development has also the challenge of ensuring equal opportunities of education, vocational training and work. Far from being a burden, this is meant to strengthen and take full advantage of people’s abilities for the sake of more productivity and competitiveness as well as a major integration and social cohesion. As stated by ILO Director General in his report for 91st International Labour Convention (2003): *“Deliberate policy measures aimed at ensuring equal access to, and equal opportunities in, the acquisition and maintenance of educational and skill endowments are crucial to redress inequities in labour market outcomes across social groups. They act as a powerful device to overcome unproductive, volatile, low-paid and low-status work in which groups that are discriminated against are*

*often clustered. From a society's perspective, the benefits derived from more productive and more responsible citizens may surpass private returns."*

There exist various pieces of evidence of this mission of vocational training: a progressive integration of training with other policies; its presence and focus is clear within the new active employment policies and no matter how different they might be they always have an element in common: training. In the second place, it is possible to perceive increasing efforts to strengthen the links between vocational training and other types of education. In such sense, a mutual dependence is recognised when it is said that education allows people to train and training allows people to obtain a job. And, on the other hand, it is very unlikely that the challenge of a continuing education-training shall be undertaken without a tight relationship among policies, institutions and education and training organisms. Finally, training is considered as an operative and institutional component in the technological development policies and in the strategies concerning the increase in productivity and competitiveness implemented at different levels.

This compromise is also evidenced by a progressive enlargement of the mission of various vocational training institutions. Thus, from aiming at training people (particularly, young people) for work, they turn to be considered as entities in the service of productive development of countries, sectors or regions. Therefore, the institutions and training centres make two equally important definitions: one referring to the subjects which will be their target: individuals, enterprises, sectors, productive chains, territories as well as their communities and productive networks and the other one concerning the diversification of their services without disregarding their fundamental function: training. There are multiple examples both in Latin America and the Caribbean of centres that offer different types of training courses that instruct on technological information, provide technical assistance and advice and do applied research by themselves or together with other entities. This is not done unilaterally but as a means for giving integral answers to the necessities of enterprises, sectors or territories. Training becomes, then, more and more significant and improves its relevance and update. The training institutions and centres prove their legitimacy as well as their usefulness. Far from being external suppliers, they turn into partners of the productive development strategies.

### *The compromise with quality*

The increasing complexity of nowadays setting has motivated training institutions to make greater efforts to keep updated and provide services according to the demands.

The progressive entrance of new actors within the training supply together with the availability of a mixture of financial funds and the necessary relevance claimed on the training programmes are, among other things, factors which have influenced on the creation of modernisation and transformation processes of the institutions.

On the other hand, training users should know the best offers, those that provide them with the most guaranteed efficiency. Both entrepreneurs and workers seek for efficiency signals. The providers of financial resources are also interested in using the funds invested in training in the best possible way. Well-managed institutions are considered a social guaranty of the efficiency of public expenditure in training. The same course of reasoning can be applicable to funds coming from the private sector; they should reach organisms that could inform of relevant, efficient and effective training processes.

That results in vocational training institutions being interested in improving the efficiency and relevance of their activities which was recently reflected by the implementation of management mechanisms in order to guarantee quality. This tendency has been expressed by the undertaking of direction and participation actions in which tools are used and institutional actions are performed in order to develop a quality culture. Such actions, which are usually considered within the continuous improvement philosophy or institutional modernisation processes, involve training activities for employers, a search of critical factors, an account of the mission and aims that imply institutional qualitative improvements.

Some institutions take part in the national assessment and quality guaranteeing mechanisms for their centres and other operational unities. Furthermore, they take part in the evaluation systems that are implemented.

Others are worried about the implementation of mechanisms or the definition of indicators and the elaboration of qualification systems of results in order to protect the quality of the answers. There are also entities that are involved in national quality policies and which work in association with national standardization and accreditation bodies. These joint activities are evidenced in the accreditation of Technological Centres of institutions in order to provide metrology services or trials required in order to fulfil the quality standards of several products in national and international markets.

Simultaneously, the institutions have looked for an external quality stamp and have turned to a quality certification resource, usually audited and verified by an external organism under the operation of the ISO-9000 standards family. Though quality certification has become quite frequent in the private sector it is not such among public, para-public and private institutions of national educational effort. Vocational training institutions have therefore been extremely innovative.

### *Long-life training*

The concept of vocational training as an activity that seeks initial short-term preparation of people for their active life has been abandoned at least in its restrictive

application. Specific knowledge, particularly technical knowledge, tends to have a shorter life. On the other hand, the time in which people trained themselves while they were young, had a steady job and developed a progressive and long labour career is no longer the case. The changes within the workplace, the enterprise, and the labour relationship have become the rule. Long life work does no longer exist. Continuing vocational training is today's hope, necessity and challenge.

Continuing vocational training is a right of all citizens. Guaranteeing it is the Government's duty and making it possible is the society's duty. Offering a relevant and qualitative training for all people in the different moments of their lives and taking into account the surrounding circumstances requires the mobilisation and articulation of all the available resources and abilities. For most of the countries of the region, national vocational training institutions are still their fundamental charm, in terms of their ample geographical coverage, the managed volume of resources, and above all, the abilities and experience gathered throughout their history. But they do not only represent a significant potential by themselves; they are a crucial actor that can contribute to the mobilisation of abilities and resources of enterprises, employers' and workers' organisations, nongovernmental organisations, private institutes and others. In this sense, institutions are improving in terms of establishing complementation mechanisms such as shared management, accreditation of centres and training actions as well as technical cooperation with development programmes of enterprises personnel and productive sectors. Along the same lines, they are working hard in order to improve the articulation between training institutions and educational systems. This is indicated both with the search for a greater vertical integration with the education of basic and superior levels as well as with a horizontal integration in order to build bridges between one system and the other and the corresponding diversification of professional routes.

### *Competency-based training*

A new focus on competency-based training has been widely spread through the region during the last decade. In spite of the different methodological approaches and the debates aroused by them, there seems to be a common denominator in all experiences: the search for an updating of training –its contents, teaching aims and methodologies– which may cater for the new dynamics of production and labour processes and meet the demands of the changing labour market. Although vocational training is clearly characterised by its concern about professional performance as an instrument for assessing acquired training, labour and productive demands of today's world widen the scope of skills and goes beyond those included within the term "qualification". The focus on competencies restores individuals' integrity as it implies not only taking into account skills at a technical level –whether general or specific– but also at a social level. This enlarges possibilities of interacting with general education, which reinforces the synergy between both systems.

When training follows this trend it enables workers to apply their skills to a wider range of employment options. In this sense, training and certification of competencies support employability. Enterprises have begun to realise that their main source of distinction and competitiveness is their people. Each day more and more entrepreneurial organizations direct their competitive efforts to strengthening their human assets. The creation of an environment which stimulates innovation and continuing learning is a strategy based on clear training processes for the development of labour competencies.

Competency-based training programmes are becoming more common each day and they mainly share the following features. They focus on labour performance and not on the content of courses; they improve the relevance of what is learnt; they avoid the traditional fragmentation of academic-like programmes; they facilitate the integration of contents to be applied to work; they generate learning which can be applied to complex situations; and they transform the role of teachers towards achieving the concepts of facilitating and stimulating.

In the same way, there is another challenge our countries have taken up: the development of systems of standardisation and certification of labour competencies. This issue has become increasingly necessary despite the fact that the experiences conducted in this field are not as developed as those concerned with competency-based training. This is clear when we analyse the current dynamics of labour markets, where workers change from one enterprise, type of labour relationship or occupation to another more frequently each day. At the same time, the processes of regional and sub-regional integration and the increasing migration flows among countries and regions make it utterly necessary to have mechanisms for the acknowledgement of individuals' competencies as a means of guaranteeing their right to work.

### *The institutionalization of training*

During the '80s and '90s Latin America and the Caribbean lived a period of heated debates on the issue of what should be the best way of organizing and managing policies on vocational training. Such debates were often interrupted by a wide range of discussions about the role of the State and the functions of market, the redefinition of the importance given to "public affairs" and the role of civil society, as well as by the processes of fiscal adjustment and the consequences of commercial opening. The quasi-monopoly held by national vocational training institutions was strongly questioned and several experiences were tried. These experiences sought to substitute such institutions with mechanisms which focused more on the market and on a less omnipresent role of the State. Thus, the State's role should be oriented to regulation and stimulation of the supply and demand of training and, in many other cases, it should be compensatory.

Far from being an entirely academic discussion, these two decades have also been a period of trials and learning. Almost all proposed models have had the chance of being put into practice. The outcome has been a new time where debates have turned more strict as a result of the availability of much more empirical evidence and the existence of a regional scene with a diversity of institutional arrangements. Rather than the confidence on markets to achieve a suitable assignment of training resources in terms of demands, there appears to be evidence supporting policy mechanisms which allow the mobility of the available resources and skills throughout our societies and economies. This is particularly valid when the goal of increasing the scale of actions and their coverage is pursued and when flexible training answers are provided, adapted to fulfil the needs of people, enterprises, sectors or territories. On the other hand, and without ignoring the problems several vocational training institutions encounter in terms of centralisation or bureaucracy, the advantages of stable institutional environments are given new value, thus allowing for the accumulation of experience, the development of teaching material, the technological transference and development, among other aspects.

The political sustainability of institutional arrangements has been another great piece of learning of such period. Although many of the new policies on vocational training were ambitiously designed, caused an important circulation of resources and promoted the emergence of new experiences, they showed some difficulties in shifting from government policies to more permanent State policies. Alternatively, vocational training institutions have revealed as being more stable environments, having the ability to change and to produce more permanent effects. Such institutions are now in an outstanding position as a result of their ability to transform and achieve strategic alliances and complementation schemes which have succeeded in giving a solution to old failures.

### *Vocational training remains a privileged space for social dialogue*

Vocational training and its potential ability to contribute to a wide range of objectives have aroused the interest of different actors. Therefore, it has become both the target and the space for bargaining.

Experiences and environments where vocational training is the object of bargaining have shown a constant increase and diversification in Latin America and the Caribbean. This takes place among States within the framework of regional integration processes as well as within the limits of the State itself among those involved in the field of education and those focusing on the productive and labour reality. The issue of vocational training is the object of bargaining between governments, entrepreneurs and workers in some cases and in other cases between entrepreneurs and workers exclusively. Such bargaining takes place at a national level but also at sectoral, regional and local levels.

From the point of view of labour relations and in contexts where social dialogue and bargaining are difficult issues to implement when they deal with employment, wages, labour laws and social welfare, the field of vocational training turns into a space where agreements can be reached in a comparatively easier way, despite having different interests and perspectives as starting points.

However, social dialogue on vocational training is not purely restricted to the field of labour. Both national policies on productive and technological development and the processes of economic development at regional and local levels leave new room for participation and dialogue. A wide range of actors are involved in these experiences which enrich the role played by vocational training, which is no longer seen as specialised field monopolised by specialists. Instead it is regarded as resource that combines with social, economic and cultural assets to promote development.

Finally, social dialogue is important for solving one of the key aspects of vocational training: the need for it to be demand-oriented. It is often the case that training institutions, policies and systems are required to cater for demands in an effective way. The concept of demand is, nevertheless, more complex than it may appear to be at first glance. It clearly includes the current requirements of enterprises and productive sectors. At the same time it implies those needs which are not entirely regarded as demands and future needs which require resorting to prospective. But demand also includes subjective dimensions, namely future aspirations and expectations of individuals, groups and societies. These expectations inevitably depend on the different interests of society members. And there is no other way of incorporating and combining them than through the availability of effective mechanisms of dialogue. Thus enabling the social creation of a demand capable of orientation.

### **The action of Cinterfor/ILO**

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The organization and projection of the work carried out by Cinterfor/ILO are mainly structured upon three areas of action: technical cooperation, publishing and dissemination of knowledge. Although the own identity and fields of action of each one of these areas are clearly defined, the three of them find their essence and accomplish their set goal through a systematic articulation among themselves.

As regards the last few years, and in connection with the received demands, the centre has outlined its programme of assistance around a network of consultants on the specific subjects required by its constituents. Through these years Cinterfor/ILO has organised a few technical meetings and seminars and has geared its efforts to the activities and events organized by member institutions themselves. In this way, consultants

provide integral assistance for carrying out these events: they help define objectives and agendas and even prepare reference documents, offer the documentary repertory of their published material, identify and select experts from peer institutions who have been in charge of implementing successful experiences in areas of interest.

All in all, the Centre stimulates horizontal peer cooperation through the strengthening and projection of accumulated knowledge on vocational training. This cooperation is carried out by men and women in the Iberoamerican region and it is based on strict quality and relevance criteria. At the same time it forms the basis for geographical equilibrium, creating a great flow of north-south and south-north cooperation, avoiding all sorts of bias or prominence.

During the past few years technical cooperation services have clearly focused on strategic issues such as training and certification by competencies; quality management of institutions; promotion of social dialogue and strengthening of actors' ability of intervention (government, employers and workers); design and adoption of equality policies and social inclusion, mainstreaming the focus on gender and paying special attention to the situation of young people; stimulation of proposals aimed at improving the activities of enterprises, among other issues.

In addition, the Centre has devoted itself to the consideration of the demands coming from surrounding bodies as regards the design of technical cooperation projects, the monitoring of their progress and the assessment of their implementation.

Vocational training bodies are also concerned with the research and development of studies, the design of teaching aids and the elaboration of innovative proposals. These initiatives are also assisted by services provided by consultants or entities from the academic, entrepreneurial and labour world as well as by the agreements signed with international bodies (both multi and bilateral) and, of course, by ILO's technical services in the region, at Geneva's headquarters and at ILO's International Training Centre in Turin.

The second area of action to which the Centre pays special attention is publishing. Through different series, the Centre has promoted the written dissemination of the main experiences carried out in the region, as well as the most significant theoretical and methodological innovations within the field of training. It also gives special importance to priority issues in the agenda periodically set by the Technical Committee and the ILO. Therefore, analyses and studies on innovations are promoted together with the anticipation of problems institutions may have to deal with in the medium and long term. There is an everlasting search for equilibrium between urgent issues (those concerned with everyday's management and the demands of economies, societies, enterprises and individuals) and strategic issues (those which are bound to appear in future scenarios where bodies operate).

In a very recent past, the Centre was the first one in noticing the urgent need for modernisation in the management of institutions. It promoted the first debates on training and certification by competencies; it aroused interest in the adoption of quality management in institutions; it brought forward the urgency for rethinking the content and scope of training for male and female workers in the rural sector; it stimulated the debate on the position held by vocational training within the framework of public policies which promote social equity, reduction of poverty and the overcome of all ways of discrimination and social exclusion; it contributed to giving priority to the problem of youth training and employment; and now it has begun to analyse the role that vocational training and its institutions play in policies and programmes on social protection.

Of course this programme is not conducted by the Centre's small location in Montevideo, Uruguay. The programme is daily built upon the practices, concepts and knowledge accumulated in the institutions themselves. The Centre's function is to anticipate and follow the processes. The sources of the Centre's publishing activity are the knowledge produced by the men and women who work at vocational training bodies and by experts in the fields of education, law, labour relations, economy, social and political sciences who are showing increasing interest in the issue of training. It should also be mentioned that the Centre, within its possibilities, continues to assume its commitment to the publication of master and doctorate theses of young researchers from American universities.

The new series "On Arts and Crafts" gathers, in an organized way, the contributions of classic authors on the issue of training; those who in the last decades were the first ones to approach vocational training from an analytical perspective through different points of view. That is, those who rescued and examined training in writing, making original reflections and analyses, which resulted in a preview of a subject matter unknown to the concerns of academics. Therefore, this series offers to those interested in the subject the various pieces of work scattered in different reservoirs of knowledge.

To sum up, these published series seek to register progresses, assess impacts and promote interest in the issue of vocational training in environments which have only recently acknowledged the main role currently assigned to it and the strategic position and contributions of specialised institutions to national educational efforts within the countries of the region.

The development and strengthening of the Centre's web page is the third area of action referred to above. From its very beginning the Centre was conceived as a space for the analysis and dissemination of accumulated knowledge on vocational training. More recently, new information and communication technologies have turned into tools of great potential, enabling any interested person to immediately access the rich documentary repertory accumulated both in Iberoamerican institutions and the Centre itself.

Cinterfor/ILO's web site has become a portal on training; and it can be said again, it has become one of the most complete instruments through which the Centre fulfils its responsibilities with Member States. Nowadays, the Centre's web site has achieved an important goal: it has consolidated its pre-eminence as the most up-to-date and organized source of information on vocational training in the Iberoamerican region. In other words, it has become, by its own merits, the necessary entry doorway for anyone desiring to know what has been done on the subject in the member countries of Cinterfor/ILO. Through this web site and its links users can be in touch with the main information centres operating all over the world. It should also be highlighted the possibilities offered to users to interact among themselves. This is done through a number of discussion and exchange lists which have formed actual groups of researchers, professionals and people interested in different issues concerned with the world of training.

During the last few years, new resources have been added to the web site (hardware and software), contributing to strengthening the web site's impact. This technological capacity together with the work of a highly qualified staff has made the expansion and systematisation of database possible. By the end of this year it is expected that three more online sub-sites (training for the rural sector; social dialogue and training; and employers and training) be added to the five ones already existing in the web site (labour competency; youth; training and employment; quality management; woman, training and work; trade unions and training).

The Centre has taken advantage of its technical and human skills and has already taken the first steps towards the implementation of "e-learning" courses and it has conducted some virtual seminars. Both initiatives aroused an interest that went clearly beyond all expectations, forcing Cinterfor/ILO to consolidate and expand these activities in the next years. Likewise, a meeting of interested institutions will be promoted in the short term, with the aim of designing a regional project whose purpose will be to reinforce initiatives still incipient in these methodologies with the institutions.

The Centre has obtained extra-budgetary funding to translate the information available on the web site into English. This will enable the Centre to fulfil the demands of English-speaking Member States in the Caribbean in a better way, and, at the same time, spread the knowledge and information of the region to the whole world. This site also seeks to facilitate the access of Spanish speakers to the progress made in such Caribbean countries. This effort, as any other initiative carried out in the Centre, aims at creating both-way paths which shall extend the flow of knowledge in all directions and avoid any form of prominence.

### *Cinterfor/ILO's resources*

Financially speaking, the crisis suffered by the region was strongly felt both by member institutions and the Centre itself. However, it should be pointed out that the quality of the work done was not affected, at least in terms of the commitments taken up by the Centre at the 35<sup>th</sup> Meeting of the Technical Committee (Brasilia, 2001). This was mainly due to the effort made by the countries and the ILO to make their corresponding contributions to the funding of Cinterfor/ILO's activities.

During the 2001-2002 biennium the Centre was also concerned about making the greatest possible efforts to optimise the available financial resources, those coming from the regular ILO's budget as well as those obtained from voluntary contributions made by the above mentioned member bodies. The Centre also strove to obtain extra-budgetary resources for the funding of some of its initiatives from the Interamerican Development Bank, the Uruguayan National Employment Board, the National Institute of Youth [Instituto Nacional de la Juventud] in Spain and the Swiss Agency for Development and Cooperation. On the other hand, during these years the important financial support obtained from the ILO continued; especially that granted by the ILO through its Regional Office (Lima) and through the IFP/Skills (Geneva).

Likewise, it was just as important for the fulfilment of the Centre's work scheme the mobility of human and financial resources which enabled that multiple activities be carried out. Some are mentioned below.

- All expenses deriving from accommodation, meals, administrative arrangements, etc. are paid by all institutions sponsoring any event at a national, sub-regional or regional level.
- At the same time, it has become a widely accepted practice that the institutions which send participants to events taking place abroad, will cover the expenses of air transport, travel insurance, life insurance, etc.
- The horizontal cooperation promoted through advisory services to peer institutions is generally financed by means of an innovative modality: the institution which receives such service pays for the consultant's stay; the institution which grants cooperation pays for the fees; Cinterfor pays for the air tickets.
- Many institutions have covered the expenses of air transport, accommodation and meals of consultants who remain at their disposal for technical cooperation activities, participation in events, etc.

- The publishing of various titles from the Centre's publishing reservoir was co-financed by national bodies in Uruguay (University of the Republic, the National Employment Board, the Ministry of Labour and Social Welfare); Mexico (Latin American University, Educational Research Department of the National Polytechnic Institute [Departamento de Investigaciones Educativas del Instituto Politécnico Nacional]) and international (CEPAL, PNUD, the Gesellschaft für Technische Zusammenarbeit –GTZ in Germany, the Pan American Health Organisation, Latin American Network of Education and Labour [Red Latinoamericana de Educación y Trabajo])
- Some events which took place within the region were possible due to specific agreements entered into with other international bodies. This is the case of Organisation of Iberoamerican States for Education, Science and Culture [Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (OEI)], GTZ, and ILO's International Training Centre in Turin.

### *Intervention modalities*

The Centre seeks to fulfil the tasks suggested by the Technical Commission and by ILO's worldwide and regional programmes with the assigned material, financial and human resources. It manages to achieve this through a practice and working style which has improved and consolidated throughout its forty years of existence.

The Centre's action is based on two features: horizontal cooperation and the combination of efforts with other institutional initiatives.

Since its creation, the Centre has established itself as a mechanism of horizontal cooperation among national institutions of vocational training. It has always tried to take advantage of scale economies and the conjunction of efforts in a collective way in order to solve the problems faced by specialised institutions. In this way not only is it possible to avoid duplication of efforts but also common solutions are found for similar problems.

This is why the basis of all the activities conducted by Cinterfor/ILO lies on member institutions themselves. It is through them and with them that requirements are fulfilled. If one had to summarise all the Centre's objectives into one, that would be the dissemination of the knowledge on vocational training produced by such entities. The Centre actions to achieve this have diverse modalities: research; technical assistance; personalised and virtual training of technicians, directors and social actors; technical meetings and seminars; publications and the development of a web site.

In order to meet the requirements of Member States in the area of vocational training and to work upon the own national, regional and sub-regional realities, the ILO also has

financial resources but mostly technical resources. These resources are organised in such a way that they empower the contributions from the Headquarters in Geneva, the Regional Office in Lima, the International Training Centre in Turin as well as national and sub-regional Offices which cover the whole American region, the Caribbean and Spain.

In the last few years ILO's presence has been reinforced in the field of Iberoamerican training. This has not only proved useful for the accomplishment of the Centre's specific mission but it has also enabled it to expand its thematical horizons as well as the geographical scope of its contributions.

As for the combination of efforts above mentioned, it bears relationship with the alliances build up with other diverse bodies which take action in the field of training.

First of all, the Centre maintains fluent cooperation bonds with other bodies within the United Nations system: UNESCO, ECLAC, PAHO/WHO, World Bank; with other international organisations: Inter American Development Bank, Organisation of American States, Iberoamerican Youth Organisation [Organización Iberoamericana de la Juventud, OIJ] and OEI which has been already mentioned. And at the level of bilateral cooperation: Swiss Agency for Development and Cooperation, GTZ of Germany and the Ministry of Labour and Social Affairs of Spain.

Such cooperation is achieved by the agreements made with the above mentioned international and national bodies of cooperation. In this way, the needs of such bodies are met with the purpose of improving the impact, quality and relevance of training actions.

Cinterfor/ILO sets out below a summary of tasks accomplished in the 2001/20002 biennium and its work plan for the forthcoming years. It does so in the conviction that it needs to reinforce and consolidate the environment for horizontal technical co-operation that has been materialising in the Iberian American region along nearly forty years. This assertion is based on the strategic importance that –as already underscored– vocational training has acquired in national, sub-regional and regional agendas, and the impact, scope and benefits of this institutionalised co-operation among vocational training organizations.

Pedro Daniel Weinberg  
Director

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## PART ONE

### III. ACTIVITIES CARRIED OUT AND RESULTS OBTAINED IN THE 2001-2002 PERIOD

The first part of this Report includes information on activities implemented and results obtained by the Inter-American Research and Documentation Centre on Vocational Training –Cinterfor/ILO– in the 2001-2002 biennium and up to June 2003.

It follows the Centre's lines of action for strengthening the institutionality of training; social dialogue and training; national vocational training frameworks and systems; focalised vocational training activities; activities implemented in Uruguay, host country of the Centre; the ILO and vocational training; dissemination of applied training information and knowledge, and administration and finance.

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## 1. BOLSTERING THE INSTITUTIONALITY OF TRAINING

Vocational training institutions (VTIs) have shown in recent years an increasingly developed capacity of adaptation. In the 'nineties' after a period characterised by economic transformations in most countries of the region, VTIs had to face a number of challenges and even the questioning of their possibilities of response, their flexibility and resilience.

During the last biennium there have been several successful examples of institutional adaptation and modernisation of training. Cinterfor/ILO has gone along with such initiatives for strengthening institutionality by means of support activities, consulting services and the dissemination of information in areas like management, financing, quality management and the incorporation of new information and communication technologies, among other things.

### **Management of Vocational Training Institutions**

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In the course of the 2001-2002 biennium, Cinterfor/ILO provided informative and technical support to decision makers and policy formulators of VTIs for planning, organisation, direction, implementation and control purposes. To that end, information was expanded on the Centre's web site, that has continued to offer technical documentation on aspects of improved management, such as the analysis of training and certification models, design and implementation of policies for enhancing employability and gender equity, calculation of training costs and dissemination of good training practices.

Different institutional training models were analysed in connection with a related topic, i.e. certification. The Centre published several documents about organisational and structural systems in countries of Europe, North America and the Latin American and Caribbean region. In that respect *the Cinterfor Bulletin 152* referred to the subject in articles like *Certificación y legibilidad de las competencias* (Certification and legibility of competencies). In the series *Trazos de la Formación 2002* (Training Features 2002) another article was included on *Tendencias en el reconocimiento de habilidades y la certificación. Los marcos de formación basados en competencias desde la perspectiva del Caribe inglés*. (Trends in the recognition of skills and certification. Training based on competencies in the perspective of the English-speaking Caribbean).

An exhaustive analysis of the institutional evolution of training in recent times has been prepared by the Centre and published under the title *Cambios en la organización y gestión de la formación profesional en América Latina y el Caribe* (Changes in the organisation and management of vocational training in Latin America and the

### **Publishing effort in support of Management**

One of the collections published by Cinterfor/ILO is entitled "Herramientas para la transformación" (*Tools for transformation*) and includes publications by Rolf Arnold "Formación profesional: nuevas tendencias perspectivas" (*Vocational training: new tendencies and prospects*), 2002; and the ones coordinated by Anne Caroline Posthuma "Diálogo social, formación e institucionalidad" (*Social dialogue, training and institutionalidad*), 2002; and by María de Ibarrola, "Desarrollo social y formación" (*Social development and training*), 2002.

Caribbean). This document was submitted to the Tripartite Inter-American Seminar on Training, Productivity and Decent Work held at Rio de Janeiro. In view of the interest it awakened, it has been translated into English for dissemination in the countries of the English-speaking Caribbean and other parts of the world.

At the request of various VTIs, Cinterfor/ILO has organised specific activities, like an International Training Course for Employees of the National Institute for Educational Co-operation (Spanish acronym INCE) of Venezuela (October 2002). In co-operation with the Organisation of Iberian American States for Education, Science and Culture (OEI) and the German Technical Co-operation Agency (GTZ) it organised and took part in a meeting of Latin American Training Organisations and Institutions held at Santiago, Chile (October 2002). With the ILO International Training Centre of Turin it implemented other activities on similar topics, like labour market information systems and training management. This was done through several courses on such subjects in June 2001 and April 2003.

Activities under the programmes FORMUJER and PROIMUJER were aimed at strengthening institutional capabilities to enhance the quality and relevance of the training offer and systematically incorporate a gender perspective into it, as illustrated in the section on training with a gender approach.

Special attention was paid to certain needs of VTIs, like for instance the calculation of training costs. This refers to the identification of prices for subcontracting programmes between institutions and collaborating bodies that deliver the training. For some VTIs it is also an instrument for internal analysis. Two courses on costs analysis in training were offered via the Internet; some 50 officials from over ten VTIs of the region took part. This experience has been indicative of the importance and interest in e-learning and its dissemination in the region.

## **Financing of vocational training**

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The development of vocational training in the region strongly depends on means of financing. It is quite obvious that apart from the basic approach of levies on payrolls, other financial sources have been developed for training. VTIs are constantly making efforts to add to the weight of incomes other than those of workers' and employers' contributions. In many cases they have schemes for costs' retrieval through the sale of products like technological services and specialised training services. In other cases they have fine-tuned management instruments for a more effective use of funds in operational programmes. Costs are scrutinised, administrative components are reviewed and structures reorganised to make the best possible use of revenues.

Along this line of work, the Centre studies different financing schemes, supplies information on the various existing approaches and the way in which they evolve. The most important recent landmark in the field has been the Tripartite Inter-American Seminar on Vocational Training, Productivity and Decent Work. One of the main topics discussed at this meeting, that was attended by representatives of training institutes from practically all the Latin American and Caribbean area, was an analysis of the financing methods applied in the region.

Two documents constituted the basis for this analysis. The first one was entitled *The financing of vocational training in Latin America and the Caribbean*, and the second one, prepared by the In Focus Programme on Skills, Knowledge and Employability (IFP/SKILLS) of the ILO at Geneva, *Investments in Vocational Training*. They were both submitted as working papers at the aforementioned seminar held in Rio de Janeiro.

Within the framework of ILO world wide activities through its IFP/SKILLS programme, the Centre has also embarked upon an ambitious study of the Financing of Vocational Training in the case of Latin America and the Caribbean and intends to conduct four country studies in the course of 2003.

## **Quality of Vocational Training**

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The enhancement of quality has been a constant goal in the history of VTIs. In the decade of the nineteen eighties a concept centring on internal factors was very much in vogue; curricular design procedures were reviewed, as well as those of teachers' training, the teaching-learning process and educational management. Nowadays concepts have evolved and lean rather towards current administrative concerns with management and quality.

Our globalised world of the 21<sup>st</sup> century is increasingly given to a philosophy of standards as its “common currency”. Already in the nineteen eighties trade exchanges had imposed the need for having a generally accepted reference as a pattern for transactions. Buyers first, customers later have increasingly adopted the concept of “certified quality”, and the users of training services in countries of the region have been no exception to the rule. They constantly require greater efficiency and effectiveness, so that many VTIs have made valuable progress in developing quality management and relied on the principle of “doing things correctly from the beginning”.

In the two-year period under review Cinterfor/ILO has given definite support to the efforts and achievements of various training bodies that adopted quality management practices and embarked upon the learning process involved in certification by the ISO 9000 Standard.

The Centre’s web site has a sub-site on the subject, where training institutions can find over 248 files with technical and conceptual documentation. It has recorded more than seventy thousand visits over the two-year period.

Quality management on the basis of ISO Standards was initially applied in the region by the National Training Institute (INA) of Costa Rica. That institution’s pursuit of quality led it to the award of ISO 9002 in 1998 for its service of accreditation of training programmes. The promotion of quality management was further reinforced by the National Industrial Training Service (SENAI) of Brazil, through the development of internal indicators and a national quality award. At present, some 184 SENAI centres have obtained ISO quality certificates.

Mention must be made in this connection of the help offered by pioneering VTIs to others that have just started in the process. In this way the horizontal co-operation objectives that Cinterfor/ILO has always fostered have materialised. The achievements should also be noted of institutions like the Technical Institute for Training and Productivity Institute (INTECAP) of Guatemala, that in 2002 qualified for the ISO 9001 Standard, and the National Service of Occupational Training in Industry (SENATI) of Peru, that having initially qualified for ISO 9000 Standard (1994 version), last year qualified for the ISO 9001 Standard (latest version). Furthermore, SENATI has established a landmark in its pursuit of quality by obtaining overall Quality and Environmental ISO 9001 : 2000 and ISO 14001 : 1996 Standards.

More recently, the SENA of Colombia has been awarded the ISO 9001 Standard for three training centres of its Antioquia Regional Department (National Wood Centre, National Footwear & Leather Centre and National Construction Centre). SENA intends to obtain that Standard for all its training centres before 2006.

Through their support services to enterprises, the above and other VTIs are endeavouring to promote quality management. They train selected employees who in turn start developing a quality strategy within their respective companies.

Another aspect worth noting is the co-operation SENATI and SENAI have given to other training institutes to embark upon this road of certified quality. This has shown how collaboration schemes in the community of VTIs make it possible for accumulated knowledge and experiences to circulate in the network of institutions gathered together round Cinterfor/ILO.

In view of this tendency, Cinterfor/ILO has suggested that the topic *Quality Management in Training* be analysed in depth at this present Technical Committee Meeting, and has for that purpose drafted a detailed working paper on state-of-the art in that connection, entitled *Quality management in vocational training. Use and different applications of standards*.

### **Information and communication technologies (ICTs) in vocational training**

Since the initial concept of distance training was recognised, VTIs have always been concerned with favouring access of larger numbers of participants to their courses. Barriers used to be of geographical nature but present-day labour circumstances also involve time limitations and the flexibility of contents.

Resources such as television, computerised media and the Internet are being increasingly utilised by VTIs to transmit training contents. Cinterfor/ILO has decided to go along with this component to promote dissemination.

The Centre's experience in the development, design and implementation of two virtual courses on Costs Analysis in Vocational Training has been the initial step in a task of cumulative knowledge that will be made available to member VTIs.

Cinterfor/ILO has also implemented two virtual seminars in the area of youth and vocational training. Hundreds of actors interested in the subject took part in them, from practically all countries of the region and also from Europe and the United States. The Centre also collaborated with the DELTA Programme of the ILO Turin Centre, supplying contents for its Trainers' Training Course on the Internet. Video conferencing was also used extensively during this period; Cinterfor/ILO utilised it to provide material for officials at the Turin Centre or in other countries like Peru and Brazil, for training or updating purposes.

### ICTs and training

- The INET of Argentina offers a wide variety of distance courses via the Internet with e-mail coaching and support
- In Brazil “Telecurso 2000” has the participation and support of SENAI and uses television extensively. It also offers various courses via the Internet, for example a course on Environmental Management Technologies.
- The SENAC of Brazil has recently launched its “WebQuest” site, an interactive learning tool where teachers can pose their problems and participants search for solutions.
- The Brazilian SENAR has conducted a great deal of teachers’ training in vast rural areas via the Internet.
- In Colombia, the course on “Seismic resistant construction” offered by SENA through the Internet, has attracted participants from other countries with risk of earthquakes in Central America. SENA has developed a specialised department to deliver training via the Internet.
- In Jamaica, HEART- NTA is finalising a platform to broadcast training via the Internet.
- In Peru, SENATI uses a multimedia approach to reach remote areas. It consists of modular courses with flexible timetables, supported by videotapes and specially designed teaching packages.

Many VTIs of the region are already using the Internet to deliver training contents. In other countries, the computerised services and training centres of VTIs are analysing the use of information and communication technologies for training purposes and are designing new courses. Cinterfor/ILO will continue to follow up such developments in order to promote them and disseminate knowledge about them.

In September 2003 the SENAC of the State of Pernambuco, Brazil, with the co-sponsorship of Cinterfor/ILO, will hold the First International Congress on Technology and Education, aimed at promoting participation by VTIs of Latin America in the creation of a space for discussion and co-operation and experiences in the use of information technologies for vocational training.

### **Vocational training with a gender approach**

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In the last two biennial periods, the commitment with gender equity in training and employment has not only expanded but it has become institutionalised and is pervading all areas. A decisive factor for this has been the implementation of the Regional Programme to Strengthen the Technical and Vocational Training of Low-income Women

in Latin American –FORMUJER– and of the Programme for the Promotion of Equal Opportunities for Women in Employment and Training –PROIMUJER, in Uruguay. Cinterfor/ILO is in charge of the regional coordination and technical-methodological supervision of the first one of these schemes, and the technical administrative support of the second one. FORMUJER is co-financed by the Inter-American Development Bank (IDB) and executed as a Pilot Project by the Ministry of Labour, Employment and Social Security (Argentina), the INFOCAL Foundation (Bolivia) and the INA (Costa Rica). PROMUJER is financed and implemented by the National Employment Board (JUNAE) of the Ministry of Labour and Social Security of Uruguay.

The purpose of both programmes is to promote and strengthen the capacity of institutions to enhance the quality, relevance and gender equity of the occupational training and employability of women and men, with special emphasis on the training and labour needs of low-income women. The two projects were also characterised by participative, multi-factor and inter-institutional management, promoting social dialogue on training, as well as mutual feedback and development among institutions and countries. Laying stress on such matters means working for the achievement of decent work for all women and men, enabling them to develop personally and become socially integrated.

The FORMUJER Programme finalised its implementation in Bolivia in 2002; it has reached its final phase in Costa Rica and at Cinterfor/ILO, while it will continue until May 2004 in Argentina. The process of systematisation of results it has now undertaken shows that it has attained a degree of soundness, maturity and institutionalisation enabling it to meet – in some cases with excess- all its goals. In different institutional and economic contexts, it has designed and validated an integral systemic action model, comprising a wide range of methodologies and instruments for mainstreaming the gender perspective and at the same time looking after the special needs and handicaps of poorer women by means of focalised interventions.

Among the most innovative aspects of the methodological package it has implemented are its focus on employability and its conceptual and practical consideration of the common and complementary aspects of gender and competency approaches. The crossing over of gender and training by competencies – as indicated in a publication of the same title – became a guiding beacon in FORMUJER’s activities, that based their methodologies and teaching expression on work by occupational projects, in the understanding that by supporting and strengthening each person’s capabilities for defining, developing and managing a viable employment and training project we will be enhancing the possibilities of men and women of getting, keeping, changing or generating work posts for themselves.

For its part the PROIMUJER Programme –whose Executing Unit is located at Cinterfor/ILO– is aimed at promoting active quality employment policies with social

equity by implementing training activities exclusively addressed to women. It has adopted a public-private management approach and inter-institutional strategy with the participation of Multi-disciplinary Technical Teams, Training Bodies, Municipal Governments and local actors, in which the Programme Coordinating Unit interacts with direct representatives of the employers' and workers' sectors at the JUNAE for the definition of guidelines and making of decisions.

The development of these two programmes goes to prove that the systematic incorporation of a gender perspective as a base variable upon which other dimensions of social discrimination and exclusion act, is not just a matter of social justice but an expression of methodological and organisational innovation processes, and a precondition for improving the quality and relevance of training. Consequently, the intervention model they embody can be an overall policy proposal for turning training into a tool for the pursuit of equality, and an equally useful and powerful instrument to protect other population sectors affected by vulnerability or discrimination, particularly in self-employment and micro-enterprises. In that respect they have been used as an input in national and international policies, at various forums and specially in the technical and gender departments of the IDB and the ILO. In response to such requests, the Centre has already implemented and foresees further dissemination and technical co-operation activities with SENAI, INCE, the Ministry of Education of Bolivia, the Ministry of Labour of Peru, the GTZ, COSUDE, CAPLAB of Peru, UNESCO, etc. Within the ILO, collaboration and joint work has been very fruitful with IFP/SKILLS, GENPROM, the InFocus Programme for Small and Micro-enterprises, the Turin Centre, the Regional Programme on Gender, Poverty and Employment, the Gender Consultant at the Regional Office, the Sub-regional Office at San José, Costa Rica, etc.

The Women, Training and Work site of the Cinterfor/ILO website is of particular importance for its contribution to promotion and dissemination efforts, due to the attention the Centre devotes to it. It is updated every week and currently has 23 sub-sites, 570 pages, an average of 100 visits a day and over 850 subscribers, most of them from Latin America and Spain. It includes all the products (printed, audio-visual and graphic) evolved by FORMUJER and PROIMUJER. For the benefit of a wider audience, an English version has been launched in recent months, which is gradually being enlarged.

To provide continuity to technical co-operation in the area of gender, Cinterfor/ILO will jointly promote with IFP/SKILLS a virtual seminar for its member institutions during the second half of 2003.

### **The FORMUJER Programme: dimensions and results of action model**

FORMUJER has managed to persuade its executing agencies to institutionalise the gender perspective by formally incorporating it into their policies and appropriating its main lines of activity:

- **Coordination strategies with the productive and social environment:** methodologies and strategies have been developed for joint work and market analysis for establishing training needs and updating occupational profiles. A System of Information, Guidance and Mediation on Labour Offer and Demand has been developed with a gender slant, to serve as a basis for policies. Interaction has taken place with 1800 men and women entrepreneurs and 2400 individuals. Practice trials have been conducted in enterprises and micro-enterprises.
- **Design and review of curricular developments, teaching materials and methodologies.** The project has a “database of curricular developments” including over 25 occupational profiles with a gender slant, reviewed or designed with the respective productive sectors. Methodologies and teaching materials have been developed coordinating gender training with existing practices, for training the different personnel categories of VTIs. They have been applied to more than 1000 individuals.
- **Occupational guidance and promotion of an Occupational Project.** The process of occupational information and guidance has been promoted in all institutions as a substantial component of training. An Occupational Project has been developed as a structural guideline of the teaching-learning process. Training material has been prepared and distributed among beneficiaries and technical personnel. Some additional 1000 women to those participating in the training activities, have profited by Guidance Workshops.
- **Implementation of compensation strategies.** A policy of economic, cultural and organisational support has been deployed to make up for the handicaps and obstacles suffered by women due to their gender, especially poorer women.
- **Implementation of Pilot training Projects** with the methodologies designed. Over 250 courses have been given in 33 specialisations; more than 3000 persons have been trained. There has been a constant increase of indirect beneficiaries from the Programme methodologies implemented by the VTIs.
- **Design and implementation of an Awareness, Communication and Promotion Strategy** with an internal reinforcement component to support and coordinate with the remaining lines of action, and an external component

including printed material, a multi-media campaign aimed at different users, the productive sector, women in general, VTIs, workers, etc.

- **Systematisation and dissemination of lessons learned**, for maximising efforts and resources, offering proven instruments and developing policies. This has been done through publications, transfer and technical support.

### **Training activities at sub-regional, local and sectoral level**

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The Centre has aimed at strengthening the capacity of training institutes at sub-regional, local and sectoral level. It has consequently supported training initiatives in sub-regional integration processes.

In the English-speaking Caribbean it has co-operated with the ILO Sub-regional Office and with IFP/SKILLS in promoting a new institutionality and training developments in the sub-region. It has collaborated in the holding of various analysis and discussion events, the first one on training based on competencies (*Workshop on Competence-based curricula development*, Barbados, 2001), the second one on training policies (*Workshop on Strengthening National Vocational Training Policy in the Caribbean*, Saint Lucia, 2002) and the third one on community experiences (*Workshop on Community Based Training*, Jamaica, 2003).

Several activities were carried out in Central America to provide VTIs with training in the occupational competencies model. Training activities for the benefit of managers and directors were jointly implemented with the Turin Centre, such as a *Tripartite Course on Standardisation, Training and Certification by Competencies* (INSAFORP, El Salvador, 2001), and training activities on training based on competencies (INFOP, Honduras, 2002). The Centre also attended an *International Seminar on Occupational Competence* at Panama (2001).

In the Andean Region, the Centre joined efforts with the ILO Sub-regional Office in support of initiatives by the Andean Community of Nations (CAN) in the field of training. It has been represented at meetings of Labour Vice Ministers and experts in that connection, and more recently the Director of Cinterfor took part in a Sub-regional Workshop on the Challenges of Vocational Training in the Andean Sub-region. On that occasion the Centre provided the services of a consultant to report on the experiences of the MERCOSUR in that connection (Lima, 2003).

### Support of sectoral training

- Occupational competencies project of the Paraguayan Construction Chamber (CAPACO).
- Workers' training activities in the forestry sector at the request of the Ministry of Labour and Social Security of Uruguay.
- Occupational competency projects in Argentina (Graphic arts, Pastry cooks, Mechanics, Automotive vehicles), Chile (Catering, Mining) and Brazil (Hotel trades and Health).
- Manual on concepts and applications of the occupational competency approach in the health sector.
- Iberian American Seminar on Rural Training at Foz de Iguazú in June 2003, organised by the SENAR of Brazil.

In the area of local development, Cinterfor took part in an Academic Encounter of the Education and Labour Network on Regional Development, Integration and Occupational Training for Young People organised by the Project "Occupational training of the young for the regional development of Mexico". This activity was implemented in the Iberian American University of León, Mexico, in June 2002. After the meeting the Centre published a book on Local Development and Training, An Overall View of Occupational Training for the Young, in its Series *Herramientas para la transformación* (Tools for transformation), including research contributions to that event.

Other activities by the Centre may be viewed in a sub-regional perspective, such as its participation in the seminar on *The Society of Knowledge, Vocational Training and Regional Integration* (Brazil, 2001).

Along the line of sectoral development, the Regional Seminar on Training, Productivity and Competitiveness organised at Santo Domingo in October 2002 facilitated dissemination of the view of productivity resulting from vocational training, the participation of enterprises as spaces for learning and the application of competencies.

### **Training and development of vocational training staff (Directors of Training Centres, teachers and instructors, technicians)**

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The Centre promoted horizontal co-operation and held training activities for VTI Directors and officials. Several classroom and virtual seminars were held for that purpose. Cinterfor/ILO likewise lent full support to provide internships at the request of VTIs, and

### Horizontal co-operation and institutional development

- Officials from the INTECAP (Guatemala) provided support as teachers in courses organised by SENCE (Chile) to strengthen executing agencies in the area of occupational competencies. (2002). Several officials of the INAFORP of Panama, were also trained in occupational competencies.
- Several officials of the SENA of Colombia took part as lecturers, in the International Training Course for Directors and Technicians of INCE (Venezuela). (2001-2002).
- Personnel from the VTIs sponsoring FORMUJER (Argentina) lent support to FORMUJER (Costa Rica) and PROIMUJER (Uruguay) (2001-2002), and representatives of the Programme for Strengthening Technical and Technological Training of the Ministry of Education (Bolivia) and of PROIMUJER (Uruguay) did internships at the Punha Co-operative (Argentina). (2003).
- Directors of the INA of Costa Rica carried out a contact mission to SENAI (Brazil), SENATI (Peru), CETP/UTU (Uruguay) and Cinterfor Headquarters at Montevideo.

training activities in different countries of the region. Members of the Cinterfor staff were mobilised to lend assistance in training events and/or internships.

Cinterfor/ILO offered technical assistance in activities for the development of a training model based on competencies. Seminars and courses on such diverse areas as curricular design, evaluation and certification and human resources management by competencies were given in at least 10 different countries.

The Office of the Organisation of American States (OAS) is utilising the Centre's bibliographical material in a virtual course on Training and Certification by Competencies.

Teachers' training in areas such as curricular design and the preparation of training programmes based on occupational competencies has expanded through the drafting and circulation of several technical manuals on the subject, that have been largely used by different VTIs, as have gender perspective proposals by the FORMUJER and PROIMUJER Programmes.

Several VTIs have open-ended teachers' training programmes at their training centres. Such is the case of the SENA metal mechanics centre at Barranquilla, Colombia, (that has had the support of the German GTZ), but efforts need to be stepped up in this area. Cinterfor/ILO is actively supporting and fostering programmes of exchange and internships to develop the capabilities of training Centres' Directors and Instructors.

In collaboration with the ILO Turin Centre, a Cinterfor consultant attended the Management Seminar for Vocational Training Institutions of Central America and the Dominican Republic, organised for the benefit of the Directors of such institutions. The Centre also lent support to the DELTA Programme of the Turin Centre in preparing contents for the teachers' training course offered by that Programme on the Internet.

To sum up, and as clear example of the high level of quality and relevance of the work implemented by vocational training institutions of the region, the results should be mentioned obtained by the Brazilian SENAI at the 37<sup>th</sup> International Vocational Training Contest held at Saint Gallen, Switzerland, in June 2003. On that occasion, the doyen of Latin American VTIs was awarded two gold medals and as many bronze ones, besides which seven SENAI trainees obtained excellence certificates for their performance. The importance of this Contest is underscored by the fact that it has been held every two years since 1950, under the auspices of the International Vocational Training Organisation (IVTO). 670 students from thirty nine countries all over the world took part in the latest of these competitions.

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## 2. SOCIAL DIALOGUE AND VOCATIONAL TRAINING

The Report submitted to the previous Meeting of the Technical Committee indicated that vocational training was considered “a highly favourable environment for social dialogue” for which reason, and along the lines of “the ILO objective of strengthening participation by the social actors in order to develop social dialogue”, Cinterfor/ILO had decided to “promote that guideline in everything concerning vocational training”. It also described initial activities implemented in that sense noting that “it would be a long term effort to develop the proposal and the role of training in Labour relations, Labour Law and very specially in social dialogue”.

The present Report gives an account of the continuation of that line of action, in whose implementation – as in preceding periods - the Centre had the collaboration of other ILO Departments: for example, the International Labour Standards Department, the InFocus Programme on Social Dialogue, the International Training Centre at Turin, the ILO Regional Office for Latin America and the Caribbean, the ILO Sub-regional Office for the Andean Countries (OSR-Lima), and the ILO Sub-regional Office for Central America (OSR- San José), as well as the ILO Office in Argentina. Such activities were supplemented by co-operation with various Universities and Academic Centres of several countries of the region and Europe.

Regarding publications, two new titles were added to the series *Aportes para el Diálogo Social y la Formación* (Contributions to Social Dialogue and Training); two more are in preparation and several others in the planning stage.

Titles already published are included in above box. Volumes on the status and prospects of social dialogue on training in Colombia and Peru are being prepared with the collaboration of the ILO Sub-regional Office for the Andean Countries. Similar studies are being planned for countries of the Central American Isthmus, the English-speaking Caribbean, and one European country still to be defined. A new comparative study of vocational training in collective bargaining is also in process of publication.

An item of news is that a sub-site on *Social Dialogue, Labour Relations, Labour Law and Training* will be added to the Cinterfor/ILO website in the next few weeks.

The links between Vocational Training and Social Dialogue were also the object of other activities by the Centre like the holding and attendance at seminars, workshops and meetings and, as already indicated, participation in the design and management of training policies with a gender slant. Among the former, Cinterfor/ILO took part in the Tripartite Sub-regional Meeting on Social Dialogue in Central America and the Caribbean (Santo

## SOCIAL DIALOGUE AND TRAINING

### Titles published

- Gonzalo Graña. Políticas de empleo, formación y diálogo social: discusión conceptual y aproximación empírica al caso uruguayo. (*Employment policies, training and social dialogue: conceptual discussion and empirical approximation to the Uruguayan case*). 2002.
- María Cruz García Arce. Diálogo social sobre formación profesional en España (*Social dialogue on vocational training in Spain*). 2002.
- Javier Ferrer Dufol. Diálogo y concertación social sobre formación en España. (*Social dialogue and agreements on training in Spain*). 2002.
- Anne Carolina Posthuma (Coordinator) Diálogo social, formación profesional e institucionalidad (*Social dialogue, vocational training and institutionalidad*). 2002.
- Héctor-Hugo Barbagelata. Formación y legislación del trabajo, (*Training and labour legislation*). (New updated and enlarged version) (In press).
- Oscar Ermida Uriarte and Jorge Rosenbaum. Autonomía colectiva y formación profesional (*Collective autonomy and vocational training*). (In press).
- María Carmen Ferreira. El papel de la formación profesional en el MERCOSUR. (*The role of vocational training in the MERCOSUR*). (In press).
- Carlos Ojuela. Diálogo social sobre formación en Colombia. (*Social dialogue on training in Colombia*). (In press).
- Alfonso Villavicencio and Juan Cortés. Diálogo social sobre formación en Perú. (*Social dialogue on training in Peru*). (In press).
- Hugo Barreto, Mario Garmendia and Octavio Racciatti. Derecho de la formación profesional en Uruguay. (*Vocational training law in Uruguay*). (In press).
- Base de datos. Normas sobre formación profesional de países latinoamericanos y del Caribe. (*Database. Vocational training regulations in Latin American and Caribbean countries*). (Updated).

#### In preparation:

- Diálogo social sobre formación en Costa Rica. (*Social dialogue on training in Costa Rica*).
- Diálogo social sobre formación en Panamá. (*Social dialogue on training in Panama*).

Domingo, 2002), and in the II International Meeting on Labour Relations, Social Dialogue and Decent Work (Montevideo, 2002). It also joined the Academic Network for Social Dialogue, that includes Universities from Argentina, Brazil, Chile, Mexico, Peru, Uruguay and Venezuela.

The Centre also implemented activities in support of reflection on vocational training matters in ministries of labour, and employers' and workers' organisations. It further promoted the inclusion of vocational training in academic and university circles. In that connection, it assisted the University of the Republic of Uruguay to incorporate Vocational Training as a subject in its Labour Relations Career and helped in devising its programmes and bibliography. Cinterfor/ILO likewise attended the 3<sup>rd</sup> International Meeting on Labour Relations (specifically devoted to Labour Relations and Gender), in May 2003, for which it sponsored two speakers. The ILO Office in Argentina also backed the organisation of this event.

### **International labour standards and training**

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Cinterfor/ILO has continued to analyse, promote and disseminate the incorporation of vocational training into international labour regulations and the pre-eminence that training has been gaining in industrial relations and labour law. The Centre has followed up the review of ILO Recommendation 150 on Development of Human Resources and Training. In this respect, Cinterfor/ILO has joined the efforts of the InFocus Programme on Skills, Knowledge and Employability to promote discussion and reflection on the process. Jointly with IFP/SKILLS, the ILO Regional Office for Latin America and the Caribbean, and with the co-sponsorship of SENAI of Brazil, the Centre organised a Tripartite Inter-American Seminar on Vocational Training, Productivity and Decent Work, held at Rio de Janeiro in May 2002.

It likewise followed upon analysis and debate of the review of the above ILO Recommendation promoted by the Interdisciplinary Workers' Plenary (PIT-CNT) of Uruguay, at a meeting held at Cinterfor headquarters towards the end of April, 2003, that was attended by representatives of workers' federations from Argentina, Brazil, Paraguay and Uruguay. In the light of the debate on the Declaration by the 91<sup>st</sup> Meeting of the International Labour Conference (June, 2003) about a new Recommendation 150 and the adoption of a revised standard in 2004, Cinterfor will continue to take part in the review of the Recommendation and in dissemination and application of International Labour Convention 142 among the social actors of the region of the Americas.

At the same time, the Centre has co-operated with the ILO International Labour Standards Department and the Turin Centre in the delivery of several training courses

for Magistrates, Jurists and Educators at Montevideo, Santiago de Chile, Santo Domingo and Lima. It has also participated in training actions for the benefit of ministry of labour officials, and the analysis of draft bills in several countries.

In this connection, some new works are being prepared for publication, like an updated version of *Training and Labour Legislation*, by Héctor-Hugo Barbagelata, and an update and enlargement of the database on vocational training regulations in Latin American and Caribbean countries.

A volume on *The right to vocational training in Uruguay* is currently being printed. It covers the whole legal framework governing training services and the rights and obligations it entails. It is intended to serve as a basis for similar studies to be carried out about other countries in the medium term, and will culminate with a comparative survey.

The role of vocational training for attaining the goal of decent work –that has been defined as a guiding principle for ILO action in coming years, and which was the focal point of the previous meeting of the Technical Committee– continued to be on the Centre’s agenda. A book was published on *Training for Decent Work*, including the Report to 35<sup>th</sup> MTC, as well as two issues of the *Cinterfor Bulletin* N° 151 on *Decent work and vocational training*, and N° 153 on *Vocational training, productivity and decent work*. Events were also held promoting in-depth discussion of Training and Decent Work, like the Tripartite Inter-American Seminar on Vocational Training, Productivity and Decent Work, at Rio de Janeiro, and the Regional Seminar on Training, Productivity and Competitiveness, organised by INFOTEP at Santo Domingo in October 2002, where the topic “Decent work and productivity: key strategies for enhancing the quality of life” was submitted and discussed.

### **Regional integration and vocational training**

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The role of vocational training in regional integration processes continued to be an object of attention for the Centre, on the basis that all regional integration movements inevitably develop a social dimension as they grow, in which training is a strategic principle, notwithstanding the fact that it is also essential for the competitiveness of each one of the countries involved and of the region as a whole.

In the field of technical co-operation offered by Cinterfor/ILO, action in connection with the Mercosur and the Andean Community of Nations can be mentioned.

The Centre took active part in the long process of drafting a Repertory of Practical Recommendations on Vocational Training for the Mercosur, adopted by Working Sub-

group N° 10 in May 2002 and accepted in 2003 as a Recommendation by the Common Market Council, the highest executive body of the Mercosur. Considering the really outstanding place that this regional bloc has been awarding to training as a social dimension, a study is being prepared for immediate publication under the title *The role of vocational training in the Mercosur*, that attempts to report on departments and divisions dealing with labour matters, social standards adopted by the organisation and specifically those referring to vocational training. The study also evaluates proposals for the future. Cinterfor/ILO has also organised conferences and technical meetings on the Social-Labour Declaration of the Mercosur, and has attended the International Congress on Labour Law and Social Security in the Mercosur. (Asunción, Paraguay).

Various co-operation activities were undertaken with the Andean Community outlining different aspects of the role of vocational training. The Centre participated in the *4<sup>th</sup> Meeting of Labour Vice-ministers of the Andean Community of Nations* and the *Andean Sub-regional Workshop on Vocational Training Challenges in the Andean Sub-region* (both of them held in Lima), and the *Meeting of Labour Ministers of the Mercosur and the Andean Community of Nations* (Asunción).

The Centre has followed with interest the evolution and role of vocational training in other regional groupings, such as those of North America, Central America and the Caribbean, as the consolidation prospects of some of those blocks and the formulation of new free trade agreements with them, would constitute new scenarios in which manpower qualification, continuing training and the certification of competencies would renew their importance and leadership.

Within this framework, Cinterfor/ILO sponsored an international seminar on *Public labour and income policies in Latin America*, organised by the Latin American School of social Sciences (FLACSO), Brazil, and several other governmental and non-governmental organisations in that country. Experiences in the development of public labour policies were considered and analysed, and an exchange of innovative approaches and strategies was promoted contributing to the harmonisation of such policies in regional integration processes. Different integration experiences were studied, such as the European Union, the North American Free Trade Association, the Mercosur and the Andean Community of Nations, with special reference to vocational training.

### **Workers' organisations and vocational training**

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In the course of this two-year period, the Centre's activities have been basically aimed at a strategy of coordination and complementation with initiatives taken by workers' organisations in the area of vocational training, as well as by other ILO departments.

Worth noting among the former was follow-up and technical assistance to the debates of various trade union federations, either at their general congresses or at specific meetings for discussing public training policies and union training strategies. The Centre has also provided technical assistance to the debates of various regional union organisations, like the Inter-American Regional Workers' Organisation (ORIT/ICFTU) and the Latin American Workers' Confederation (CLAT). It has also supported union participation in sub-regional integration processes in different ways and all matters pertaining to vocational training.

Horizontal co-operation mechanisms in the field of training among workers' organisations, that have been the result of several years' efforts, are now beginning to bear fruit. An indication of this was the Iberian American Meeting on Trade Union Strategy in Vocational Training, held in November 2001 in Madrid and organised by the General Workers' Union (UGT) and the Union Confederation of Workers' Co-operatives (CC.OO) with the support of the Ministry of Labour and Social Affairs of Spain and technical assistance of Cinterfor/ILO.

In pursuit of the same goal, the Centre has provided regular assistance to union delegations to Working Sub-group 10 of the Mercosur, in matters related to training. The delegates themselves expressed their wish to take more active part in the debates about a new Recommendation on human resources' development (replacing Recommendation 150 of 1975). Cinterfor/ILO supported a seminar organised by the PIT/CNT of Uruguay for that specific purpose, with the participation of workers' federations from Argentina, Brazil, Paraguay and Uruguay. It has also taken part in regional events on vocational training sponsored by ORIT and coordinated activities on youth employment with the ORIT Youth Secretariat. It has lent similar assistance to INCASUR for the development of trade union information and communication networks in the Southern Cone, and has sent speakers to a sub-regional event (Southern Cone) on youth unemployment and employment policies.

The above activities are complemented and supported by constant coordination and joint efforts by the Centre and other ILO departments and offices: ACTRAV, at Headquarters and in the region; the InFocus Programme on Skills, Knowledge and Employability (IFP/SKILLS), technical co-operation projects in the trade-union area: *Strengthening Workers' Organisations in Latin America and their participation in Tripartite Social Dialogue and in the social and economic development of the region (RLA/95/M08/SPA)* and *Trade Unions and Decent Work in the Era of Globalisation in Latin America (RLA/01/M10/SPA)*; the International Training Centre at Turin, the Regional Office for Latin America and the Caribbean, Sub-regional Offices and other ILO National Offices.

## Workers and training Titles published

- **Trade unions and training**
  - Alvaro Orsatti. Cambios en la organización del trabajo y las negociaciones sociolaborales en América Latina y su impacto sobre las estructuras y orientaciones sindicales. (*Changes in the organisation of work and in social and labour negotiations in Latin America and their impact on trade union structures and orientations*). 2001.
  - Julio Godio. Organización del trabajo y negociación colectiva. (*Organisation of work and collective bargaining*). 2002.
- **Teaching aids**
  - CINTERFOR/ILO, ILO/ACTRAV, ILO/IFP/SKILLS. Juventud y Empleo. Guía Sindical. (*Youth and Employment. Trade Union Guide*). 2001.
  - Laura Montanaro. (Coordinator). Manual sobre derechos laborales de los trabajadores y trabajadoras rurales. (*Manual of labour rights of rural men and women workers*). 2001.
  - Gonzalo Graña. (Coordinator). Manual de formación sindical para delegados de base de la industria de la construcción. (*Manual for shop stewards in the construction industry*). 2002.
  - Eduardo Ezcurra, Hebert Cosme, Sergio Espíndola, Omar Espiga, María Narducci. Guía para la realización de trabajos forestales: prevención de riesgos y accidentes de trabajo. (*Guide for forestry workers. Prevention of occupational hazards and accidents*). 2003.
- **Other titles**
  - Enrique Pieck. (Coordinator). Los jóvenes y el trabajo: la educación frente a la exclusión social. (*Young people and work. Education to face social exclusion*). 2001.

Of special importance has been in this connection continued coordination and technical assistance given to activities implemented by the ILO. Within the framework of Project RLA/95/M08/SPA the Centre supported the *Regional Seminar on Social Dialogue, Decent Work and Labour Costs* and other activities by means of publications. Regarding Project RLA/01/M10/SPA, Cinterfor/ILO has been providing technical assistance in the organisation of five national seminars on the subject of Youth and Employment in countries of the Southern Cone, for the benefit of young trade unionists. The one for Uruguay was held in November 2002, and the four remaining ones have reached implementation stage (Argentina, Brazil, Chile and Paraguay).

This technical assistance is based on a previous joint effort by ACTRAV, IFP/SKILLS and Cinterfor/ILO itself, that has consisted of the preparation of a *Trade Union Guide on Youth and Employment* by the Centre, which is being used as a tool in the above country seminars which, in turn, serve for dissemination of the Guide. On the other hand, preparation of the Guide has implied a process of consultation and exchange with workers' organisations and other ILO departments. Specifically, in March 2001 a Sub-regional Seminar was held at Montevideo on the Role of Trade Unions in the promotion of Youth Employment in the Mercosur, with participation by young unionists from the sub-region and specialists from IFP/SKILLS and the ILO Sub-regional Office in Chile, in order to discuss a preliminary version of the Guide. The Guide has been recently translated into English and is currently being adapted for publication and use in other regions.

The Centre has also continued to support in different ways the activities of the Turin Centre with workers' organisations, either logistically or through technical assistance (publications or speakers at events). It has co-operated in activities such as the Seminar to evaluate and follow up the virtual Course-Workshop on *The work cycle and health*, the Seminar to evaluate the impact of activities jointly conducted by ACTRAV/Turin with the PIT/CNT, the closing Seminar of the Project Southern Cone – Trade Union freedom in the Port sector, and the Seminar on International Labour Standards in union freedom and collective bargaining and ILO control procedures for air transport workers in the Southern Cone.

Although progress in the development of services via the Internet is described in greater detail in another section of this Report, we may here note that information exchanges and consultations have expanded considerably in the sub-site *Trade Unions and Training* (<http://www.cinterfor.org.uy/uy/public/spanish/region/ampro/cinterfor/temas/worker/index/htm>)

This sub-site, that has an average of ten thousand visitors a month, offers a repertory of trade-union experiences in the field of training, examples of incorporation of training into collective bargaining, a special page on young people and unions, trade-union publications and documents. It also provides services of discussion lists and news circulated by electronic mail.

### **Employers' organisations and vocational training**

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During the period under review, the Centre has implemented various activities with employers' organisations that are quite in keeping with the high degree of participation by employers in vocational training.

Activities for the biennium started precisely with the holding of the *Technical Meeting “Employers and Vocational training in Latin America and the Caribbean”* at Santa Cruz, Bolivia, in April 2001. This event was co-sponsored by the INFOCAL Foundation and the Confederation of Private Employers of Bolivia. It was attended by representatives of entrepreneurial organisations from Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Spain, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela. As a result of the co-operation opportunity offered by the meeting the exchange of experiences is being negotiated among countries of the Americas and Spain in the area of corporate development, productive structures and vocational training. For that purpose the possibility of a meeting in Spain is being considered to promote direct knowledge by Latin American vocational training institutes of Spanish experiences in corporate development, productive restructuring, reclaiming and development of industrial areas and productive structures, promotion of a culture of undertaking and local economic management, with the potential coordination that training may offer in such processes.

Either as co-sponsor, promoter or technical assistance provider, the Centre took part in a variety of national events involving the employers’ organisations of the different countries. For example, a Cinterfor consultant prepared and delivered a *Course on occupational competency: From Conceptualisation to Certification*, offered in Brasilia in July-August 2001. It was attended by twenty-five representatives of public and private institutions, among them the PROFAB Programme of the Ministry of Health, INMETRO (Institute responsible for Standardisation and Quality Certification), Hospitality Institute (in charge of the project for the Standardisation and Certification of Competencies of the Ministry of Tourism), the Brazilian Maintenance Association (ABRAMAN), and the Bank of Brazil. The Centre also provided technical assistance and participated in the Programme for Efficiency and Competitiveness in the Construction Industry organised by the Construction Chamber of Paraguay (CAPACO) at Asunción in September 2001. In October 2001 Cinterfor/ILO arranged for an expert to make two presentations on Quality Management in vocational training institutions during a “Quality Week” organised by the National Society of Industries of Peru and SENATI in Lima.

Various activities organised by vocational training institutions on aspects of interest to employers’ associations had technical assistance by Cinterfor/ILO. Such were the conferences on corporate productivity organised by INFOTEP of the Dominican Republic in 2001 and 2002. In the first one of them the Director of the Centre gave a talk on Productivity and Occupational Competency. A *Regional Seminar on Training, Productivity and Competitiveness* was held in connection with the second one, in October 2002. The Centre also took part in the *Seminar on industrial occupations: their past, present and future*, organised the SENAI at Belo Horizonte, Brazil in June 2002.

### Competitiveness, productivity and training

- 12<sup>th</sup> Iberian American Congress of Women Entrepreneurs, Montevideo, 2001.
- Programme for Efficiency and Competitiveness in Construction. Paraguayan Construction Chamber, Asunción, 2001.
- Quality Week, Peru, 2001.
- 6<sup>th</sup> National Conference on Improvement of Corporate Productivity, Santo Domingo, 2001.
- 7<sup>th</sup> Conference on Improvement of Corporate Productivity and Competitiveness and Regional Seminar on Training, Productivity and Competitiveness, Santo Domingo, 2002.
- Seminar on Industrial Occupations: their past, present and future. Belo Horizonte, 2002.

Different tripartite events have also been held, like the *Tripartite Course on Standardisation, Training and Certification by Competencies* organised at El Salvador in May 2001 with the sponsorship of the ILO International Training Centre, Turin, the Sub-regional Office for Central America at San José, the Ministry of Labour and INSAFORP, with the participation of representatives of Central American countries, to which Cinterfor/ILO lent technical assistance, and the *Tripartite Inter-American Seminar on Vocational Training, Productivity and Decent Work*, jointly organised by the Centre, the SENAI, IFP/SKILLS, and the ILO Office in Brazil at Rio de Janeiro in May 2002.

A number of activities were carried out through co-operation schemes with other international organisations. For instance, the Centre took part in the planning and implementation of the *Meeting on Development of Human Resources on the basis of Competencies*, jointly organised with the United Nations Industrial Development Organisation (UNIDO) and the Turin Centre at Torreón, Mexico, in July 2002. It likewise participated in the *International Seminar on Training and Development* organised by the UN Economic Commission for Latin America and the Caribbean (ECLAC) at Santiago, Chile, in June 2002. Finally, Cinterfor/ILO participated in the *12<sup>th</sup> Congress of Iberian American Women Entrepreneurs*, held at Montevideo in March, 2001.

Regarding publications, the Centre has issued a number of titles emphasising critical aspects for employers' organisations. See examples in box.

### Employers and Training Titles published

- Bulletin 153 (2002), on vocational training, productivity and decent work.
- Bulletin 154 (2003), on training in enterprises.
- Anne Carolina Posthuma (Coordinator). Diálogo social, formación profesional e institucionalidad. (*Social dialogue, vocational training and institutionalidad*). 2002.
- Karla Regnier, Luis Antonio Cruz Caruso, Paulo Bastos Tigre. Pesquisas e desenvolvimento no SENAI.: Impactos na indústria e na educação profissional. (*Research and Development in SENAI: Impact on industry and vocational education*). 2001.
- Leonard Mertens. Productividad en las organizaciones. (*Productivity in organisations*). 2002.
- Javier Ferrer Dufol. Diálogo y concertación social sobre formación en España. (*Social dialogue and agreements in Spain*). 2002.
- Serie Aportes para el diálogo social y la formación. (*Series : Contributions to social dialogue and training*) (*nine volumes*).

Among the expanding services offered by the Centre via the Internet, a sub-site is being developed specifically devoted to the participation of employers' organisations in vocational training in areas that they consider of interest to them. Although the task involves the addition of new contents, it consists mainly of rearranging topics already available in the many sub-sections of the website. Access to information is expected to be facilitated by regrouping them in a specific sub-site, giving greater visibility to the initiatives of employers' organisations and the corporate world in general in the field of training.

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### **3. DEVELOPMENT OF NATIONAL VT SYSTEMS AND FRAMEWORKS**

The importance of vocational training in the economic and social life of countries is made evident by its extraordinary capacity for development and renewal. The Report for the previous two-year period already bore witness to how most countries of the region had shown a keen interest in exploring and incorporating new models to make training more relevant.

Cinterfor/ILO has continued its task of storing and disseminating information that may facilitate the institutional development of training. New demands by workers and enterprises have resulted in a tendency towards the modernisation of systems for identifying training needs, designing training programmes and implementing training activities. New teaching approaches take into account the competencies required for a successful occupational life, and efforts are being made in practically all the region to adapt programmes to such realities.

#### **Vocational training and the process of lifelong learning**

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One of the most interesting current tendencies in the field of training is offering training options within a philosophy of lifelong education. During the present biennium Cinterfor/ILO has been keeping track of efforts in this direction made by different countries in areas such as basic occupational competencies, levelling studies, the recognition of skills acquired at work, the coordination of education with labour, etc. i.e. all aspects contributing to an occupational career in the life of persons.

The VTIs of some countries have instruments facilitating such purposes, although many of them might be better channelled towards a goal of lifelong education. In some cases the existing training legislation grants training graduates a similar level to that of secondary school leavers of formal education. In other countries efforts are being made to give consistent recognition to competencies acquired at work.

Experiences like that of the programme “Chile califica” ([www.chilecalifica.cl](http://www.chilecalifica.cl)) (see box) are becoming widespread. This scheme is being developed since 2002 with participation by the Ministry of Labour, SENCE, the Ministry of Economy and the Ministry of Education. It includes several components in a search for coordination between the realm of education and that of labour, favouring the standardisation of knowledge in adult workers, the recognition of skills acquired at work and the implementation of technical

### The “Chile califica” (Chile qualifies) programme A system of lifelong education

This programme is a joint initiative by the Chilean Ministries of Education, Economy and Labour, co-financed by the Government of Chile and the World Bank, to implement a system of ongoing education and training in the country.

Its components are as follows and illustrate the systemic nature of its design:

**Levelling studies:** opportunities for standardising the basic and intermediate educational level of adults.

**Occupational training:** improving workers' possibilities of access to a job by means of modern instruments like tax exemptions and e-learning.

**Upgrading technical training:** coordinating technical training with the demands of the productive sector through networks linking the world of training with that of production in specific territorial and subject areas. Establishing technical itineraries marking a progressive route among different training levels. Providing further training and updating for technical instructors.

**Certifying occupational competencies:** developing the competencies required for accessing jobs and making occupational progress in them.

In summary, coordinating legal frameworks, work itself and other components to achieve results that would be inaccessible for isolated individuals.

education and training by competencies. On the invitation of the World Bank, a Cinterfor/ILO consultant joined the follow-up and evaluation team of this programme in April 2003.

In Mexico, a National Council of Education for Life and Work has been created (Spanish acronym, CONEVYT), ([www.conevyt.org.mx](http://www.conevyt.org.mx)), aimed at coordinating the efforts of different institutions to bring about an environment conducive to lifelong training.

Cinterfor/ILO has been storing and circulating information on such efforts and other complementary activities like the production of distance training programmes by means of the new information technologies, or the recognition and certification of competencies, all of them in connection with ongoing training options.

### **CONEVyT and ongoing training in Mexico**

- CONEVYT submits study plans and programmes for continuing education for life and work to the Public Education Secretariat.
- It coordinates and harmonises the policies and mechanisms of the different public institutions dispensing non-school education and occupational training to young people and adults in the country.
- It brings together, promotes and fosters additional sources of financing with public, social and private sectors, as well as with international education organisations.
- It evaluates the quality, efficiency and impact of educational programmes and models, on the basis of information and indicators provided by qualified third parties.
- It encourages research on the improvement of educational processes.
- It promotes dissemination and expansion of a culture of open-ended, flexible and distance educational systems.
- It favours the establishment and implementation of flexible structures for accreditation, certification, equivalence and revaluing of studies and occupational competencies.

### **Strengthening of training based on competencies**

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The Centre offers VTIs of the region a broad base for information and consultation on the organisation of training and new methodological prospects for the design of programmes, as well as promotion and support in schemes in which it is participating directly, like FORMUJER and PROMUJER.

The pages of the Cinterfor/ILO website devoted to training by occupational competencies include 1159 files and recorded over one hundred and fifty thousand visits during the two-year period.

Support activities through training action included a wide range of activities, comprising more than twenty seminars and workshops on occupational competencies. In some of them the Centre acted in coordination with the ILO International Training Centre at Turin.

The use of information technologies is also noteworthy among Cinterfor activities in this area. For example, the subject of competencies was widely discussed in the two

### Training by competencies Teaching material

- El enfoque de competencia laboral (*The occupational training approach*). Training manual. 2001.
- Competencia laboral: Manual de conceptos, métodos y aplicaciones en el sector salud. (*Occupational competency. Manual of concepts, methods and applications in the Health Sector*). 2002.
- Género y formación por competencias: aportes conceptuales, herramientas y aplicaciones. (*Gender and training by competencies. Conceptual contributions, tools and applications*) Formujer Programme, 2003.

virtual forums on Youth, Vocational Training and Employment held at the Cinterfor/ILO website in 2002. Videoconferencing on occupational competencies was established on various occasions from Cinterfor Headquarters to cities like Turin, Lima and Brasilia.

The Centre's publications have lent support to the subject in two main ways: through research and analysis articles, and through several manuals on the competency approach and its applications.

#### **Development of national VT frameworks**

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This area has shown greater vitality insofar as reforms have become consolidated strengthening competencies-based training, the recognition of skills and competencies and the rapprochement of education and training systems. The countries that have started defining national VT frameworks have undertaken an arduous task, systematically adding further components to the discussion of the scope of training by competencies.

Subjects like analysis of the National Classification of Occupations and its role as reference for competencies in countries, or the equivalences between academic careers and certificates in a consistent frame of reference, are currently being discussed. For instance, the INFOCAL Foundation of Bolivia has adopted a classifier based on competency levels and areas of performance incorporating a gender perspective; the SENAI of Brazil is working on a project for updating the Brazilian Classification of Occupations with the Ministry of Labour; the SENA of Colombia has adopted a National classification and is endeavouring to extend it to statistical areas and especially as a reference for its training offer; in Chile, in the framework of the "Chile califica" programme,

### Seminars and training in occupational competencies

- International seminar: Occupational Competency, Training and Employment. Ministry of Labour. Panama, June 2001.
- Workshop: Definition of training and certification methodologies by competencies. SENAI. Rio de Janeiro, December 2001.
- Workshop: Training based on competencies and quality in training. Asociación de Entidades de Capacitación. (*Association of Training Bodies*). Montevideo, December 2001.
- Competencies management in the context of health reform. Santiago, Chile, October 2002.
- International seminar: Training and Certification based on Occupational Competencies. SENA. Medellín, October 2002.
- Vocational Certification. A differential factor on the labour market. SENAI. Belo Horizonte, March 2003.
- SENA Seminar on Quality, Flexibility and Efficiency. Medellín. April, 2003.
- International Seminar: Librarians and their occupational competencies. ILO Buenos Aires Office. April, 2003.

*With the International Training Centre, Turin.*

- Standardisation, Training and Certification by occupational competencies. INSAFORP. El Salvador. May, 2001.
- Labour market information and management of training systems. Turin. June, 2001.
- Standardisation and certification of competencies. SENAI. Belo Horizonte, October, 2001.
- Training Course on Competence based curriculum development. Barbados, November 2001. In co-operation with IFP/SKILLS and ILO sub-regional Office for the Caribbean.
- Standardisation, Training and Certification of Occupational Competencies. Tegucigalpa and Mexico City. April, 2002.
- Human resources' management by competencies. Torreón. July, 2002.
- Management of training and certification systems by competencies. Turin. September, 2002.
- Competencies in the public sector. Mexico City. April 2002.
- Management of human resources by competencies. Saltillo, Mexico. May 2003.

and together with the Ministry of Labour and the Project Executing Unit, SENCE is studying different possibilities for updating the National Classification of Occupations and associating it with the national system of competencies. In the English-speaking Caribbean, the HEART/NTA of Jamaica has a national framework with five levels of qualification that is widely accepted and utilised by the CARICOM<sup>1</sup> to promote manpower mobility and recognition of competencies.

Cinterfor has been documenting these experiences and making them available to VTIs, that are increasingly interested in availing themselves of this instrument for modernising labour markets.

### **Certification systems**

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The recognition of qualifications acquired at work has become a challenge for VTIs. As early as the nineteen seventies, several training bodies developed mechanisms for validating skills learned through experience. The need to recognise such competences is nowadays connected with various aspects of public employment and training policies, such as the transparency of degrees, equity and access to educational programmes, as well as acknowledgement of the know-how derived from work.

The emergence in various countries of environments for ongoing learning is pressuring towards the establishment of systems for certifying competencies. It is also necessary to improve mechanisms for ensuring quality and obtaining reliable certifications, valued by workers and employers alike.

In the last couple of years, action for defining and/or improving competence-based training and certification systems has taken place in a significant number of countries, led by national VTIs. Without making a comprehensive enumeration, we may mention in Central America activities by the INFOP of Honduras, INSAFORP of El Salvador, INA of Costa Rica, INAFORP in Panama. In South America, SENAC and SENAI in Brazil, SENA in Colombia, INCE in Venezuela. In other cases, the leadership of the State has occurred through Ministries of Labour and Education, as with the SENCE of Chile through a project in which the private sector is also taking part (Chile califica); or in Argentina, where the Ministry of Labour is supporting a project that involves four sectors of the economy (food industry, automotive industry, metal mechanics and graphic arts).

There have also been instances in which the private sector has promoted the establishment of certification systems, like the Paraguayan Construction Chamber (CAPACO),

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<sup>1</sup> English acronym of the Caribbean Common Market.

### Competencies certification Titles published

- Bulletin Cinterfor N° 149. Occupational competencies in vocational training. 2001.
- Observatory of experiences in training and certification by competencies. ([www.cinterfor.org.uy/competencias/observatorio](http://www.cinterfor.org.uy/competencias/observatorio))
- Bulletin Cinterfor N° 152. 2002. "*Occupational competence and valuing of learning*" Includes articles on the subject; covering the region, the United States and Europe.
- Four assertions on certification, all of them false. In: Training, Productivity and Decent Work, Cinterfor N° 153 Bulletin, 2002.
- Tendencies in the recognition of skills and certification. Competence based training frameworks in the perspective of the English-speaking Caribbean. In : Training, Productivity and Decent Work, Cinterfor N° 153 Bulletin, 2002.
- Some comments on proposals for the creation of national vocational training systems. May 2003. (Electronic version in website)

the Technological Development Centre of the Paper Industry (CENPAPEL) of Colombia, or the Hospitality Institute of the hotels and tourism sector of Brazil. The trade-union sector of Brazil, through CUT and Força Sindical, is also constantly analysing conceptual progress in this area and offers a favourable environment for social dialogue on training and the valuing of learning.

In the course of the two-year period under review, Cinterfor/ILO has supported efforts for the design and improvement of certification systems in practically all countries of the region that have embarked upon such undertakings.

In the last five years and within the framework of a Programme for the Modernisation of Technical Education and Training (Spanish acronym: PMETyC), the CONOCER programme was established in Mexico ([www.conocer.org.mx](http://www.conocer.org.mx)). The programme has considerably promoted the recognition of competencies and certification systems by means of verification and quality assurance. Processes of standardisation and certification of competencies, as well as the creation of a variety of certifying and evaluating centres bear witness to the scope of the effort made in this direction. CONOCER has leaned toward the management of human resources on the basis of competencies; for example it has instituted a diploma for the public sector facilitating adoption of this approach in occupational careers.

As indicated earlier, in the English-speaking Caribbean the Certification System developed by the HEART/NTA of Jamaica on the basis of competencies has been conceptually and operationally adopted as a reference by countries that are beginning with similar schemes, like Barbados, St. Lucia or Trinidad & Tobago. This sub-region has a clear idea of the importance of labour mobility for the trade integration process promoted by the CARICOM and in the perspective of ALCA.

The participation of Cinterfor/ILO in different seminars and its undeniable involvement of this subject with those of competency-based training and national training frameworks, have boosted the Centre's work regarding labour competencies. Nowadays, its observatory of training experiences and training chart enable users to get information on the structure and activities of Training Institutions and Systems in the region and in several European countries.

Qualitative and quantitative progress in national discussions on certification systems has considerably enlarged the critical mass of accumulated knowledge and has clearly shown the value of institutional arrangements -eg. Training Institutions- for generating and storing knowledge.

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#### **4. FOCALISED VT ACTIVITIES**

The implementation of activities addressed to population groups in disadvantageous situations, offering them an opportunity to improve their productivity and employability, is a natural priority for the Centre. In that respect, it has continued to develop programmes in response to current challenges of competitiveness and employability promotion for young people, low-income women, persons with different abilities, etc. fostering growth with social equity, so that men and women may have better possibilities of avoiding poverty through decent work.

##### **Women and poverty**

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The growth of the non-structured economy as an almost exclusive source of employment for an increasing majority of the Latin American population – in which women are over-represented -, and the interdependence of the precariousness, lack of protection and low income levels of informal labour, as well as the inequity and social and economic vulnerability that continue to be characteristic of the female population, establish a definite link between women and poverty. For that reason, providing training institutions with an action model, methodologies and strategies validated for dealing with such realities is a sustainable and positive way of contributing to the reduction of poverty and specifically to the fight for attaining a more integrating and efficient model regarding decent work. Two projects have broached this task: the Regional Programme to Strengthen the Technical and Vocational Training of Low-income Women in Latin America –FORMUJER– and the Programme for the Promotion Equal Opportunities in Employment and Training –PROIMUJER. They have both taken as a guideline for action an improvement of the capacity to formulate personal projects, specifically the capabilities of poor women in this direction. To that end they have developed a package of methodologies and strategies that include training in gender, employability and citizenship integrated to the specific training for previously defined profiles according to the potential of target populations, work by occupational projects personalising the learning process, promoting the development of competencies and an ability to “learn to undertake” with the support of NGOs or gender specialists, and coordination with local and community development bodies and complementary strategies. Such strategies imply economic, cultural and organisational measures making up for the current and historic handicaps endured by women. This kind of intervention aims at going beyond mere assistance policies by subsidies, and turning the process of identifying needs and solving them collectively and institutionally into a didactic mechanism to strengthen the self-management and entrepreneurial abilities of women and to diversify their occupational options. It already

has a wide repertory of strategies, that have also enriched institutions through coordination and complementation with other bodies.

Through application of these methodologies in training activities, 2500 women affected by poverty and social vulnerability have been trained under the FORMUJER programme, and another 560 in the PROIMUJER scheme, in more than 50 traditional and innovative job profiles. The number of beneficiaries is constantly increasing. Evaluations have shown an increment in the participants' employability and their having developed occupational projects that enabled them to undertake individual or group productive initiatives, through a diversity of links with municipal and community organisations, other IDB programmes, etc. These strategies are currently being systematised and material is being developed to offer training in specific micro-enterprise management skills, in the framework of occupational projects.

### **Young people, training and employment**

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The Centre's work has been preferentially channelled towards training institutes, ministries and agencies directly involved in the design, planning, implementation and/or evaluation of policies, programmes or projects for the young. It has endeavoured to improve the flow of information generated by Youth Training and Employment Programmes in Latin America by providing a space for communication, exchange and learning and by enhancing the quality, relevance and equity of such programmes from lessons learned in activities implemented in the region. It has promoted exchanges and discussions on the topic of young people, training and employment among the different actors concerned with a view to offering underprivileged young people equal opportunities for access to work. It has contributed to the store of knowledge on the subject through a website for interaction and the exchange of opinions.

In a context characterised by the constant expansion of new technologies into all areas of our societies, Cinterfor/ILO deemed it essential to take full advantage of the enormous potential of those instruments for holding seminars on the topic of Youth and Training. Along the co-operation lines established with the INJUVE (Youth Institute) of the Ministry of Labour and Social Affairs of Spain, through its programme Youth and Training in Iberian America (RLA/02/M02/SPA), the Centre organised two virtual seminars: *Youth and training for employability: Development of Key Competencies* and *Evaluation of the Impact of Occupational Training Experiences for Young People*, that made it possible to exchange information and common concerns among the various countries, and disseminate experiences on training of the young, debating such critical aspects as institutional models, their management and development of evaluation research. These were the first experiences of the Centre in virtual seminars. Over 550

### Youth Training and Employment Titles published

- Cinterfor Bulletin 150. Capacitación Laboral de Jóvenes. (*Occupational Training of Young People*).
- Experiencias de Capacitación Laboral de Jóvenes en América Latina (*Experiences in Occupational Training of Young People in Latin America*) Document drafted for the International Seminar analysing the results of the Programme of Occupational Training for Young People and Workers at Enterprises (PROCAL). La Paz. Bolivia.
- Manual de evaluación de impacto en programas de formación para jóvenes. (*Manual of impact evaluation in youth training programmes*) CINTERFOR/ILO – INJUVE. Montevideo, 2001.
- Evaluación de impacto: un reto ineludible para los programas de capacitación juvenil. (*Impact evaluation: an unavoidable challenge for youth training programmes*). Montevideo, 2001.
- Boletín temático Nº 1. “La Juventud en América Latina y el Caribe según Panorama Laboral 2001-2002” (*Young People in Latin America and the Caribbean according to Labour Review 2001-2002*). Montevideo, 2002.
- Boletín temático Nº 2. “Trabajo decente y formación para jóvenes” (*Decent work and training for young people*). Montevideo, 2002.
- Alicia Naranjo Silva, Capacitación y formación profesional para jóvenes en Uruguay. (*Training and vocational education for young people in Uruguay*) Joint publication with the UNDP, 2002.

### Youth and Training Electronic publications

- CD ROM “Virtual seminars: I. Juventud y formación para la empleabilidad. Desarrollo de Competencias Laborales Claves (*I. Youth and training for employability. Development of Key Occupational Competencies*) II Evaluación de impacto en las Experiencias de Capacitación Laboral para jóvenes (*II. Impact evaluation in Experiences of Occupational Training for Young People*).
- Re-issue of CD ROM: “Juventud en el umbral del Siglo XXI” (*Young People on the threshold of the 21st Century*) in collaboration with the INFOJUVE-UNESCO youth information network.
- Re-issue of CD ROM Jóvenes formación y empleo (*Young people, training and employment*).

persons from 27 countries took part in them. Out of the 347 that had registered for the first seminar, 153 were active participants (about 45%) which shows the dynamic nature of the event. 245 people registered for the second one, and 115 of them participated actively (47%).

Noteworthy among publications on the subject is the book “Youth and Employment in the Nineties” published in the series Tools for Transformation and the Manual for Impact Evaluation in Youth Training Programmes, prepared with the financial support of INJUVE and currently being printed. This has been the document in greatest demand at the Cinterfor website. The Trade Union Guide on Youth and Employment issued by the Centre is also being widely utilised as teaching aid in national seminars and workshops.

The sub-site on Young People, Training and Employment has 4,750 pages and an average of 8,900 daily visits. It includes a specific section on youth and gender with documents, experiences etc. Drawing attention to gender inequities may help in redressing the imbalance of opportunities and needs between young men and women.

A Cinterfor/ILO Youth Network operates in the Centre’s website whose News Bulletin has 9000 male and female subscribers. The site Interest List is a space for exchange and debate for users who wish to go deeper into subjects and can access specialised documents there. Through it, the Centre establishes close collaboration with similar mechanisms of other Iberian American organisations.

All the activities and results of Cinterfor/ILO in the youth area are a contribution to the ILO objectives in this field, particularly those of the high-level network established by the UN Secretary-General, the World Bank and the International Labour Office (ILO). The Centre also makes contributions to IFP/SKILLS in this area. In particular, it has provided it with information on impacts and results on the beneficiaries of ten successful experiences in youth training and employment in countries of the region, that were included in the database prepared by IFP/SKILLS as support material for the debates on new Recommendation 150, analysed by the 91<sup>st</sup> International Labour Conference in June 2003.

Cinterfor is currently making arrangements for the operation of an observatory of occupational training experiences for young people, for consultation via the Internet. This initiative has been taken in response to the need for a database of “best practices” implemented by vocational training institutions, ministries of labour and other official or civil society bodies in Iberian American countries for the training and employment of the young. It will include concrete cases utilising novel methodologies and showing positive results in the employment of young persons after training courses. The observatory will

### Youth Training and Employment Participation in events

- International Seminar: "A proposal for the evaluation of youth training programmes". Medellín, July 2001.
- 2<sup>nd</sup> International Youth Festival. Panama, July 2001.
- Working Group: Employment opportunities and challenges for youth training in the information and communication technology sector. Brasilia, August 2001.
- International Encounter: "Youth Employment: Innovations versus Challenges". La Antigua, September, 2001.
- International Youth Encounter CABUEÑES 2001. Gijón, Spain, September 2001.
- International Seminar: "Young people, unemployment and local development. Models and ideas for training and employment". Montevideo, October 2001.
- Workshop on evaluation methodologies of results and impacts of VT. Montevideo, November 2001.
- Workshop on youth policies in Uruguay. Montevideo, December 2001.
- 1<sup>st</sup> Europe - Latin America Forum on Youth Studies. Barcelona, Spain, May 2002.
- Academic Meeting in the framework of project "Occupational training of non-university young people for Mexican regional development". León, México, June 2002.
- International Seminar: "Training and employment of young people. Strengthening offer – Public policies – Institutional development". Bogotá, July 2002.
- 1<sup>st</sup> Rural youth seminar in Latin America and the Caribbean and 2<sup>nd</sup> Latin American Youth Dialogue, Iretema, Paraná, Brazil, July 2002.
- Seminar–workshop on formulation of cooperation projects for strengthening employability competencies in young people. La Antigua. November 2002.
- National Seminar: "Trade-union strategies for the young". Montevideo, November 2002.
- Seminar-workshop on Youth unemployment and employment policies. Montevideo, December 2002.

mainly provide feedback for experiences to enrich and adjust future programmes, improve the flow of institutional information and systematise lessons learned from Youth Training and Employment Projects in Latin America.

Finally, Cinterfor/ILO will publish a document on the role of training in local economic development processes, with special emphasis on the generation of opportunities for qualification and decent work for young people. On the one hand, this study deals with the conceptual and theoretical aspects of local economic development strategies, their characteristics and components, the role played by training in such strategies and the prospects and alternatives they offer the young regarding quality training and decent work. On the other hand, the document includes the preliminary results of case studies in local economic development in Latin America and Spain, focusing empirically on the following aspects: examples of good practices in the management of such processes; new institutional arrangements for training; methodological alternatives for training in general, and youth training in particular. The cases studied are: Agency for Technical and Vocational Education Development in the State of Paraná (PARANATEC), Brazil; Don Bosco Industrial Area, San Salvador, El Salvador; development of Community Tourism in Costa Rica; agribusiness and technological industries run by young people in Colombia; and Technological City of the Nalón Valley (VALNALON), Asturias, Spain.

In the 2001-2002 period the Centre took part in a number of youth events organised by different agencies, programmes and projects. All member institutions of Cinterfor/ILO collaborated in this connection.

During the period under review, three interns – two of them through a co-operation agreement with the Foreign Affairs Ministry of Québec and the third one from the ORT University of Uruguay – carried out studies at the Centre's headquarters in the framework of Cinterfor/ILO youth activities. Periods of internship were six months each.

### **Population sectors with disabilities**

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The attention of population groups with disabilities is one of the Centre's permanent concerns. In spite of not having specific funds for activities promoting the training and integration of those persons into labour markets, Cinterfor/ILO has made efforts and allocated resources for such purposes.

In that connection, it has supported events in Brazil and Uruguay about the integration of handicapped persons. Cinterfor has offered its logistic support and ensured the presence of foreign speakers on various aspects of training and disability. It has also prepared a CD including the thirteen modules of the series Standardised Integration into Occupational Training, a Process of Social Inclusion, published in the framework of Project RLA/94/M05/SPA (Standardised Integration of Persons with Disabilities into Latin American Vocational Training Institutions), with Cinterfor implementation.

**Integration of persons with special needs**  
**Events supported by the Centre**

- Round Table on Integral rehabilitation of persons with disabilities, organised by the Inter-social Committee on Disability, Employment and Social Security (OMINT) and the National Honorary Committee for the Support of the Handicapped, (CNHD). Montevideo, 2002.
- Plenadi 2002 Regional Meeting. "Believing that you can make it possible, the impossible can be achieved". Organised by the National Plenary of Associations of Disabled Persons (PLENADI). Rivera. Uruguay, 2002.
- 15<sup>th</sup> Meeting of Handicapped Persons and 8<sup>th</sup> Meeting of Handicapped Young Persons, Montevideo, 2002.
- Meeting of the Multidisciplinary Multisectoral Group on Mental Health and Work. Montevideo, March 2002.
- National seminar on The subject of disability and the world of labour. Brasilia, April 2003.

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## 5. ACTIVITIES IN URUGUAY, HOST COUNTRY OF CINTERFOR/ILO

Activities carried out by Cinterfor/ILO in Uruguay have responded to the needs and requests of organisations and authorities in charge of public policies for the training and development of human resources, either through the Ministry of Labour and Social Security and its National Board of Employment (Spanish acronym JUNAE), or technical/vocational education organisations, and workers' and employers' organisations that offer training of human resources as an instrument for access to employment, the improvement of workers, better productivity and decent work.

Co-operation with the Ministry of Labour and Social Security was channelled through its National Employment Bureau (DINAE) and National Board of Employment (JUNAE), of the Labour Control Division. The main areas in which technical assistance was provided were competence-based training, gender, young people, construction, rural area, forestry and the integration of persons with disabilities.

For the promotion of gender equity, in June 2001 the Centre started the implementation of the *Programme for the promotion of equal opportunities for women in employment and vocational training* (URU/01M/URU) –PROIMUJER– financed by the Uruguayan Fund for Occupational Retraining, managed by the JUNAE. This programme is aimed at enhancing the employability and access to labour of some 560 women in four geographical departments in the country, namely Cerro Largo, Maldonado, Montevideo and Río Negro. Information on this project may be found in Point 1 of this Report under the heading *Vocational Training with a Gender Approach* and in Point 4 under *Women and Poverty*.

In the sectoral area –more precisely in the construction sector– support was given to the Bipartite Committee for the Construction Sector in connection with tasks' evaluation. Technical assistance is being negotiated for transferring the concepts and applications of the occupational competency approach to the Training Foundation of the Construction Industry (FUNCAP), especially regarding identification and recognition of the skills and knowledge of workers in that industry that might lead to the management and development of human resources by competencies.

In response to a request for training by the General Control Office of the Ministry of Labour and Social Security, the Centre started to offer training courses in the Forestry sector with the financial support of the ILO SECTOR Department. Initially, four courses were offered on Operation and Maintenance of Power Saws with a specific safety and health module. These courses are expected to continue in the second half of 2003, gathering together representatives of workers and employers and Ministry of Labour

and Social Security delegates, to lay down the foundation for a Forestry Training Council for social dialogue on the training of forestry operatives, particularly in the area of safety and health at work.

The DINAE received constant support from the Centre and the ILO Office in Buenos Aires in several activities, among them a Study for the Definition of DINAE Job Profiles; an Impact Study of training provided through the National Retraining Fund; a Study of the JUNAE experience as significant example of a new institutional arrangement incorporating social dialogue as an instrument for vocational training and equity activities. DINAE was likewise backed in a Project for the Formulation of National Training Policies for Employment, both in the coordination of active and passive employment policies and the implementation of active ones. This Project was jointly carried out with the ILO Sub-regional Office in Chile and the Buenos Aires Office. Also with DINAE, the University of the Republic, the ILO STANDARDS Department and the Buenos Aires Office, Cinterfor organised a workshop on *Vocational Training in International Labour Standards* to promote the convention on human resources' development.

Representatives of the Uruguayan Chambers of Industries and Commerce attended the *Technical Meeting "Employers and Vocational Training in Latin America and the Caribbean"*, held in April 2002 at Santa Cruz de la Sierra, Bolivia, joining the group of employers' delegates that ascribe basic importance to training for employment and productivity.

Cinterfor/ILO also lent support to various initiatives and events connected with training implemented by the Ministry of Labour and Social Security, Ministry of Education, the Technical/Vocational Council of the Labour University of Uruguay (CETP/UTU), by the social actors (JUNAE, Cuesta Duarte Institute of PIT-CNT). On the other hand, Cinterfor specialists and consultants took part as speakers or panellists in different discussion meetings organised by public and private institutions. Among them were events sponsored by the National Youth Institute (INJU), PROJOVEN, the Tripartite Committee for Equal Opportunities of the Ministry of Labour, the Gender Committee of the PIT-CNT, the Bank Workers' Association (AEBU), the Honorary Committee for the Support of Persons with Disabilities (CNHD), the National Plenary of Organisations of Persons with Disabilities (PLENADI), the Inter-sectoral Committee on Disability, Employment and Social Security (OMINT), etc. Details of these activities can be found in the Annex to this Report.

Technical assistance was offered to various workers' organisations in the Host Country. In that connection, the Centre collaborates regularly with different divisions of the PIT-CNT, like its Employment Committee, Industries Committee, Workers' Delegation to the JUNAE, Youth Committee, Women's Committee, Cuesta Duarte Institute, and

others. Activities promoted by the PIT-CNT, like the Meeting on the Importance of Labour, had speakers sponsored by the Centre. With the Union of Paper and Pulp Workers (CUOPYC) of Juan Lacaze, Cinterfor organised several trade-union training seminars, in the framework of the cycle of talks started in the preceding period on Health and Safety at Work; Tools of Bipartite Management, Changes in the organisation of work and consequences for collective bargaining; the importance of labour in building a community identity. These seminars were attended by workers from the paper industry and other sectors as well. Cinterfor lent support to a union training workshop on VT of the metal workers' Union (UNMTRA) and participated in a Seminar on "Equal Opportunities for Men and Women in Uruguay" held in Colonia in May 2003 and organised by the PIT-CNT and ILO/ACTRAV.

### CINTERFOR/ILO IN URUGUAY Titles published

- Manual de formación sindical para delegados de base de la industria de la construcción. (*Manual of union training for shop stewards in the construction industry*). Prepared by Cinterfor with the support of the ILO Office in Buenos Aires and ILO/ACTRAV.
- Manual de Capacitación de Derechos de los Trabajadores y Trabajadoras Rurales (*Manual of union training in the Rights of Men and Women Rural Workers*). Drafted by Cinterfor with the support of the ILO Office in Buenos Aires.
- Capacitación y formación profesional para jóvenes en Uruguay. Los programas Opción Joven y Projoven a través de sus experiencias de evaluación. (*Training and Vocational Training for Young People in Uruguay. Evaluation of the Opción Joven and Projoven programmes*). Alicia Naranjo Silva. Published with the support of the UNDP Office in Uruguay.
- Diálogo social sobre formación en Uruguay. (*Social dialogue on training in Uruguay*). Jorge Rosenbaum Rímolo, Published in the Series "Contributions to Social Dialogue and Training".
- Políticas de empleo, formación y diálogo social. Discusión conceptual y aproximación empírica al caso uruguayo. (*Employment policies, training and social dialogue. Conceptual debates and empirical approach to the uruguayan case*). Gonzalo Graña.
- Guía para la realización de trabajos forestales. Prevención de riesgos y accidentes de trabajo. (*Guide for Forestry Work. Prevention of Occupational Hazards and Accidents*). Drafted by the Ministry of Labour and Social Security.

Efforts were continued in the establishment of links with universities to promote and encourage an interest in vocational training among research and higher education circles. Worthy of note is inclusion of the subject Vocational Training in the Labour Relations Career of the School of Law, for which Cinterfor prepared the teaching programme. The Centre has likewise supported and coordinated courses like the *Post graduate course: "Diploma in the Design and Management of Occupational Training Courses"* of the School of Social and Communication Sciences of the D.A. Larrañaga Catholic University (UCUDAL); the *Regional Training Seminar on International Labour Standards*, for Magistrates, Jurists and Law Professors of the University of the Republic, the *International Seminar: "Young people, unemployment and local development. Models and ideas for training and employment"* and other courses, with the University of the Republic, the Catholic University and the ORT College. It took part in the *2<sup>nd</sup> International Meeting on labour relations on the theme "Decent work and Social dialogue"* organised by the School of Law of the University of the Republic; in the *Regional seminar-workshop on Secondary Education and Equity in Latin America. Strategies for improving the opportunities of the young*, organised by IPE/UCUDAL; the *International Seminar: Gender and Citizenship in the Southern Cone Countries* organised by the School of Social Sciences of the University of the Republic; and the *3<sup>rd</sup> National Meeting on Labour Relations and Gender*, University of the Republic, among others.

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## 6. THE ILO AND VOCATIONAL TRAINING

An auspicious fact in recent times has been the greater involvement of the ILO in the field of vocational training in the region. Both the ILO services at Geneva Headquarters and in the region itself through the Regional Office for Latin America and the Caribbean, are increasingly relying on the Centre as supplier of specialised technical co-operation. In consequence, Cinterfor/ILO has been contributing to the work of the ILO in the region and in the world at large; whenever vocational training issues need to be dealt with in official documents of different kinds, the Organisation's technical services request the Centre's collaboration. Cinterfor/ILO has been providing substantial inputs to the InFocus Programme on Skills, Knowledge and Employability (IFP/SKILLS) since its inception, through studies, analyses, meetings, support to tasks in connection with Recommendation 150 and the development of training as an instrument to promote employment, improve productivity, decent work and equity. Decisive importance have also had the Centre's two-way arrangements with various offices in the region and Spain whereby, on the one hand it supplies services whenever they require them, and inversely it can perform its tasks with technical and financial resources provided by those offices, especially at country or sub-regional level.

Interaction and coordination of Cinterfor/ILO with Headquarters has been critical for the Centre's work: it has helped it in accomplishing its specific mission and has enabled it to broaden its theme and geographical scope, paying better attention to its member organisations and obtaining more effective and lasting results.

The support of the ILO Regional Office for Latin America and the Caribbean and IFP/SKILLS has enabled the Centre to contemplate a more ambitious and geographically more extended action programme in the period under review. Their main joint activities were implemented in areas such as Training based on competencies, Quality of training, Productivity, Decent work, Young people, Gender, new information technologies, E-learning, and others. In the framework of this co-operation, the Centre was called upon to provide technical assistance in the planning, and basic and logistic organisation of events, as well as to coordinate their implementation and follow-up. It has also been required to carry out research and studies and prepare technical documents that in most cases were used for analysis and reflection at those events.

One of the main activities implemented in the framework of this co-operation was the *Inter-American Tripartite Seminar on Vocational Training, Productivity and Decent Work*. That event generated updated documentation on the state of the art in those subject areas, that was made available to governments, employers and workers on

### Qualitative impact on the achievement of ILO strategic objectives

1. Widespread dissemination to all training actors of the ILO strategic objective of making up for the shortfall of decent work and providing equal access to it for men and women. Through the co-financing of regional activities and the support of the Regional Office for Latin America and the Caribbean and IFP/SKILLS the Centre has contributed to disseminate the concept of decent work and, more than that, it has forged a link between Vocational Training and Decent Work. The training institutions of several countries have started to propagate the notion internally through their training programmes. Such has been the case of participation in the training of VTI officials in Venezuela (INCE), Colombia (SENA), Honduras (INFOP), etc.
2. Adoption of measures to promote a gender perspective in aspects such as greater and more favourable access of women to employment and training opportunities, and attending to the specific needs of women affected by poverty. Many institutions have received information on policy formulation in this respect.
3. The development and strengthening of Cinterfor's website has allowed a greater number of users and institutions to access the publications and training materials on vocational training of the Centre, satisfying the growing importance granted to improved access to training, witnessed by the number of training bodies concerned with the recognition of competencies, improvement of certification procedures, incorporation of social dialogue, etc.
4. Permanently increasing interest in the application of information and telecommunication technologies to training, that is reflected in new training offers via the Internet and a growing demand for information and technical co-operation in the subject.

the Cinterfor/ILO website. The outputs of this tripartite event were recorded in several publications, among them the *Cinterfor Bulletin 153 on Vocational Training, Productivity and Decent Work*; a book in English on *Training, Productivity and Decent Work*, co-published with IFP/SKILLS in the Cinterfor/ILO Series *Trazos de la Formación* (Training Features). This book includes articles and papers on training, decent work and other related topics.

The Centre was also able to meet the requirements of vocational training institutions in connection with occupational competencies in various countries of the region, with the added advantage of pioneering in the incorporation of a gender slant to them. Such contributions were made along the lines of some of the strategic objectives of IFP/

### **Main regional and sub-regional events held in co-operation with the ILO**

- Technical Meeting: Employers and Vocational Training in Latin America and the Caribbean, Santa Cruz, Bolivia, April 2001. With the support of the ILO Regional Office for Latin America and the Caribbean. Cinterfor convened employers' organisations to record and analyse their experiences in training management and administration.
- Sub-regional Seminar on the role of Trade Unions in the Promotion of Youth Employment in the MERCOSUR, Montevideo, March 2001. Cinterfor prepared a Guide-Manual to be analysed during the event.
- Training Seminar on International Labour Standards, for Magistrates, Jurists and Law Professors, Montevideo, May 2001. The Centre was in charge of material and logistic organisation of the event, and supervised its development.
- Sub-regional Tripartite Meeting on Employment, Training and Occupational Competencies, Cancún, October 2001. Cinterfor provided technical and financial assistance.
- Workshop on Competence-based Curricula Development, Barbados, November 2001. A Cinterfor consultant addressed two subjects: 1. Experiences in training and certification by occupational competencies in Latin America, and 2. Basic concepts of evaluation based on competencies. Cinterfor provided financial support.
- Course on International Labour Standards, for Magistrates, Jurists and Law Professors, Santiago, Chile, April 2002. A Cinterfor specialist participated as speaker.
- Inter-American Tripartite Seminar on Vocational Training, Productivity and Decent Work, Rio de Janeiro, May 2002. Cinterfor provided support in the planning, organisation and coordination of the event. It prepared three documents for analysis and discussion.
- Course on International Labour Standards, for Magistrates, Jurists and Law Professors, Santo Domingo, July 2002. A Cinterfor specialist took part as speaker.
- Strengthening National Vocational Training Policy in the Caribbean. St. Lucia, September 2002. Cinterfor/ILO submitted selected documents in English on Training, Productivity and Decent Work and a Cinterfor consultant gave a presentation on national qualification frameworks and institutional training models in Latin America (Policy frameworks. The Latin American Experience).

- Regional technical seminar of the Project “Incorporating a Gender Dimension into Policies for the Eradication of Poverty and Employment Generation in Latin America”. March 2003. Cinterfor prepared and delivered a module on vocational training.
- Workshop on Community Based Training. Kingston, May 2003. Cinterfor offered financial support and a speaker for the session: Selected Latin American Success Stories in CBT: Lessons learned.

SKILLS to broaden access opportunities to training, give greater effectiveness to training investments and modernise education and human development systems in the region. By way of example, we can mention technical assistance offered to Argentina, Brazil, Colombia, Chile, Honduras, Paraguay and Venezuela and participation by the Centre (through presentations or educators) in a diversity of activities organised by national institutes and the Turin Centre, and conceptual and implementation contributions to an occupational project for the improvement of competencies for employability within the FORMUJER Programme.

With the support of IFP/SKILLS, Cinterfor/ILO began research on the application of *information and communication technologies* to the learning process, and implemented its initial experiences of training via the Internet. In 2002, it held four virtual events on its website on vocational training costs, youth, training and employability. It has devised a project document aimed at equipping the Centre with capabilities to generate and disseminate e-learning programmes among actors interested in the subject, and to improve the access of young and adult men and women workers in situations of economic and social vulnerability to skills development programmes.

The ILO Regional Office for Latin America and the Caribbean has also backed the Centre by financing activities in the area of Quality of Training: Strengthening the Training of Workers and Employers, and in the promotion of Social Dialogue. It has likewise used Cinterfor/ILO as a reference regarding Youth matters. Co-operation with the Offices in Buenos Aires and Santiago has considerably facilitated the implementation of ILO activities connected with training in Uruguay and other MERCOSUR countries. Collaboration with the ILO Sub-regional Office for the Andean Countries has materialised through the technical support of Centre experts in matters of social dialogue, collective bargaining, training based on occupational competencies, gender and training in general in those countries. Early in July 2003, another joint effort with the Sub-regional Office for the Andean countries took place in Ecuador, in the area of training policies and the new institutionality of training. A wide variety of joint activities were carried out with the Sub-

### **Main events held in co-operation with the Turin Centre**

- Evaluation and follow-up seminar of Virtual Course-Workshop: The Cycle of Work and Health. Montevideo, May 2001.
- Tripartite Course on Standardisation, Training and Certification by Competencies. San Salvador, May 2001.
- Training Seminar on Training in International Labour Standards, for Magistrates, Jurists and Law Professors, Montevideo, May 2001.
- Evaluation seminar of the impact of activities carried out by ILO ACTRAV with the PIT-CNT of Uruguay. Montevideo, May 2001.
- Course on Labour Market Information and Management of Education and Vocational Training Systems, June 2001.
- Course on Standardisation and Certification of Competencies, Belo Horizonte, October 2001.
- Workshop on Competence-based curricula development, Barbados, November 2001.
- Course on International Labour Standards, for Magistrates, Jurists and Law Professors, Santiago, Chile. April 2002.
- Sub-regional Course on Standardisation, Training and Certification by Occupational Competencies, Tegucigalpa and Mexico. April 2002.
- Trade-union training in Information Technologies. Turin, April-May 2002.
- Encounter on Competency-based Development of Human Resources. Torreón, Mexico, July 2002.
- Strengthening National Vocational Training Policy in the Caribbean. St. Lucia. September 2002.
- Course on Management of Training and Certification Systems based on Occupational Competencies. Turin, September 2002.
- Course on Management of Vocational Training Systems. Teleconference on occupational competencies. November 2002.
- Course on management of Central American Vocational Training Institutions. Teleconference on labour market information and VT planning. November 2002.
- Closing Seminar of Southern Cone Project : Trade-union freedom in the Ports Sector. Montevideo, December 2002.
- Trainers' Training Course offered by the DELTA Programme via the Internet.
- Seminar on International Labour Standards in trade-union freedom and collective bargaining and ILO control procedures for air transport sector workers in Southern Cone countries. Montevideo, December 2002.

- Course on Employment and Competencies' Development. Teleconference on Coordination of labour markets, vocational training and employment services. April 2003.
- Seminar on International Labour Standards, for Magistrates, Jurists and Law Professors. Lima, May 2003.
- Human resources' management by competencies. Methods and techniques. For managers of SEP institutions. Mexico, May 2003.
- Human resources' management by competencies. Methods and techniques. For VTI managers, enterprises. May 2003.

regional Office for Central America, in coordination with the Vocational Training Expert, and mainly in the areas of training based on occupational competencies, institutional transformation and gender. Joint activities in the same field were implemented with the Mexico Office in countries of its jurisdiction. For example, joint support was offered to courses on standardisation, training and certification of occupational skills with the Turin Centre in Mexico City, Torreón and Saltillo, and others. The Mexico Office is the one with the largest sale of Cinterfor/ILO publications in the region. The Brasilia Office has had Cinterfor/ILO collaboration in the areas of training based on occupational competencies, young people, integration of persons with disabilities, etc. Co-operation with the ILO Sub-regional Office for the Caribbean, at Port-of-Spain, has been particularly fruitful, especially with its HRD and Vocational Training expert. No less than three sub-regional seminars were held jointly with IFP/SKILLS and/or the ILO Sub-regional Office for the Caribbean at Barbados, St. Lucia and Jamaica. The invaluable co-operation of the Madrid Office has channelled co-operation received from Spain through its Ministry of Labour and Social Affairs, its National Youth Institute and organisations like FORCEM and Spanish workers' and employers' unions. The main activities implemented in this collaboration took place in the areas of young people and social dialogue, workers and employers.

The closer ties of Cinterfor/ILO with the International training Centre at Turin are reflected in their increased co-operation, larger number of joint events they have held, courses and workshops at national, sub-regional and regional level, participation of Cinterfor/ILO with instructors in courses offered by the Turin Centre, preparation of materials for a course via the Internet, etc.

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## 7. 35th MEETING OF THE TECHNICAL COMMITTEE

The Thirty Fifth Meeting of the Cinterfor/ILO Technical Committee was convened by the Director General of the International Labour Office and held at the city of Brasilia from 30<sup>th</sup> August through 1<sup>st</sup> September 2001, on the invitation of the Government of the Federal Republic of Brazil. It was co-sponsored by the Brazilian Ministry of Labour and Employment through its Public Employment Policies Secretariat. It was attended by 204 participants from 25 countries of the region of the Americas and Spain, among them Labour and Education Ministries or their representatives, directors, high officials and members of vocational training institutions, employers' and workers' organizations, officials belonging to the ILO and other international organisations, national and international observers. Several of the national delegations were tripartite.

As usually happens in these Meetings of the Technical Committee, that bring together the highest vocational training authorities, subjects of fundamental importance for the activity of training institutes were approached. Besides analysing the activities implemented in the preceding two-year period, agreeing on lines of action for the 2001-2002 biennium and reviewing administrative and financial aspects of the Centre participants also considered the most important approaches and tendencies in the field of training that member institutions are interested in. Six sub-regional and sectoral groups were set up which issued statements that were included in the Report of the Meeting.

*Decent work calls for decent training* was the theme chosen for the cycle of presentations given at the Meeting. Opening addresses were made by Agustín Muñoz Vergara, at the time *ad interim* ILO Director for Latin America and the Caribbean, and Francisco Dornelles, Minister of Labour and Employment of Brazil during that period. Four panels were held in the course of the event, with presentations by distinguished specialists who referred to the subject chosen.

The presence of national authorities and technicians from participating countries, representatives of governments, employers and workers, national and international observers has awakened general interest in the deliberations and presentations of Cinterfor/ILO Technical Committee Meetings, beyond persons directly involved in the development of human resources and spreading to all levels of public opinion in the countries where they take place. This turns such events into creative and fraternal encounters of the peoples of the region on the themes of decent work and training for work and employment.

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## 8. DISSEMINATION OF APPLIED TRAINING

### 8.1 The [www.cinterfor.org.uy](http://www.cinterfor.org.uy) website

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Cinterfor/ILO, as centre of research, dissemination and exchange of experiences in the field of vocational training, continues through its website with the task of disseminating and democratising information, experiences, innovations and technologies in the region.

In fact the Centre has been acquiring the profile as a storehouse for knowledge in the region and member countries. It already has a considerable amount of accumulated knowledge and information on crucial debates on issues such as participation of the social actors in training, coordination of public and private agents for structuring information services, training financing, the training of directors of training centers, impact evaluation methodologies for some programmes (young people, small and medium enterprises). This knowledge is available on the Centre's website and has been of assistance to large numbers of users.

During this two-year period, and following recommendations made by the Cinterfor member countries at the 35<sup>th</sup> Meeting of the Technical Committee, Cinterfor/ILO continued to consolidate its website as a comprehensive source of vocational training information for the Americas, the Caribbean and Spain.

It has also paid special attention to updating the Vocational Training Map available on the web, to strengthen and consolidate exchanges among Latin American and Caribbean nations, providing guidance on successful VT experiences, disseminating information, experiences and methodologies, teaching materials and media, in particular technologies for mobile and distance instruction.

It has likewise continued to expand the Cinterfor/ILO virtual library by adding its latest publications (the website includes the full text of more than one hundred works that can be downloaded by users).

Efforts have proceeded for utilising the website as a tool to show the possibilities of the new information and communication technologies in VT, upgrading member institutions and offering practical cases for demonstration and applicability. Two distance courses and two virtual seminars were held in that connection.

E-learning courses were offered on *Costs Analysis in VT Management*, for personnel in the areas of planning, direction, budgeting and control of several VTIs of the region. The first course was given for participants from the Moron Bishopric of Argen-

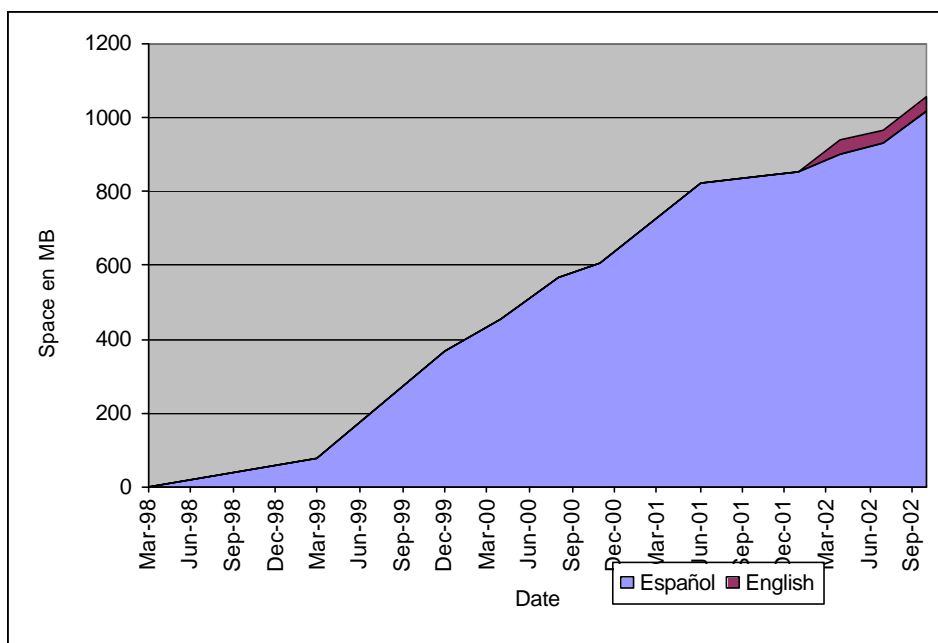
tina; SENAC, SENAI and SEST/SENAT of Brazil; SENCE of Chile; INA of Costa Rica; INSAFORP of El Salvador; FORCEM of Spain; INTECAP of Guatemala; INATEC of Nicaragua; SNPP of Paraguay; SENATI of Peru; INFOTEP of the Dominican Republic. The second course was delivered for employees of the SENCE of Chile, at the request of that institution.

The two virtual seminars organised in 2002 were as follows: I) *Youth and training for employability: Development of key occupational competencies*, and II) *Impact Evaluation of Experiences in Occupational Training for Young People*. The scope and results of these experiences can be found in Point 4 of this Report, Focalised VT Activities.

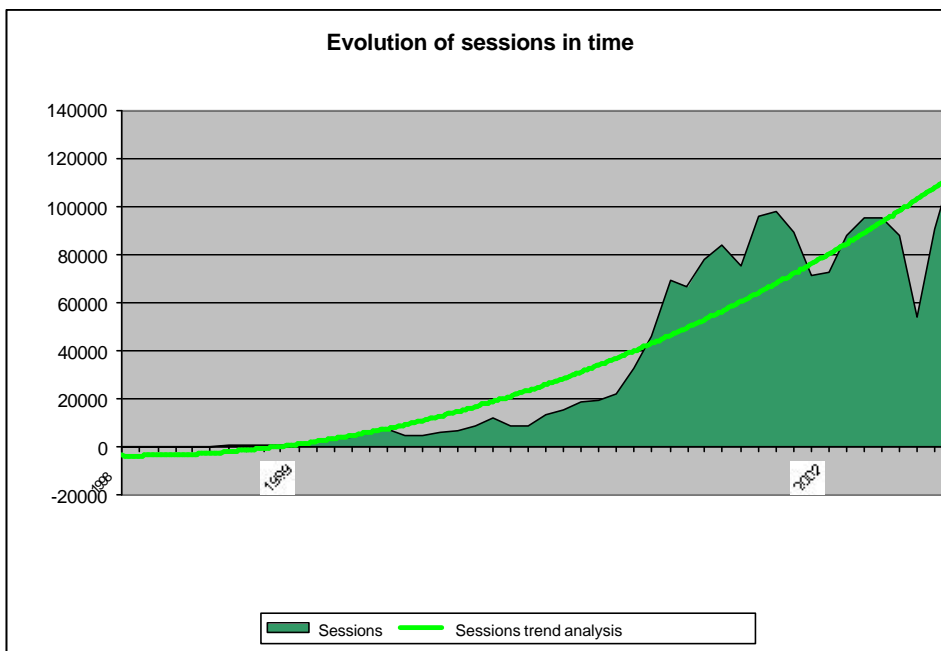
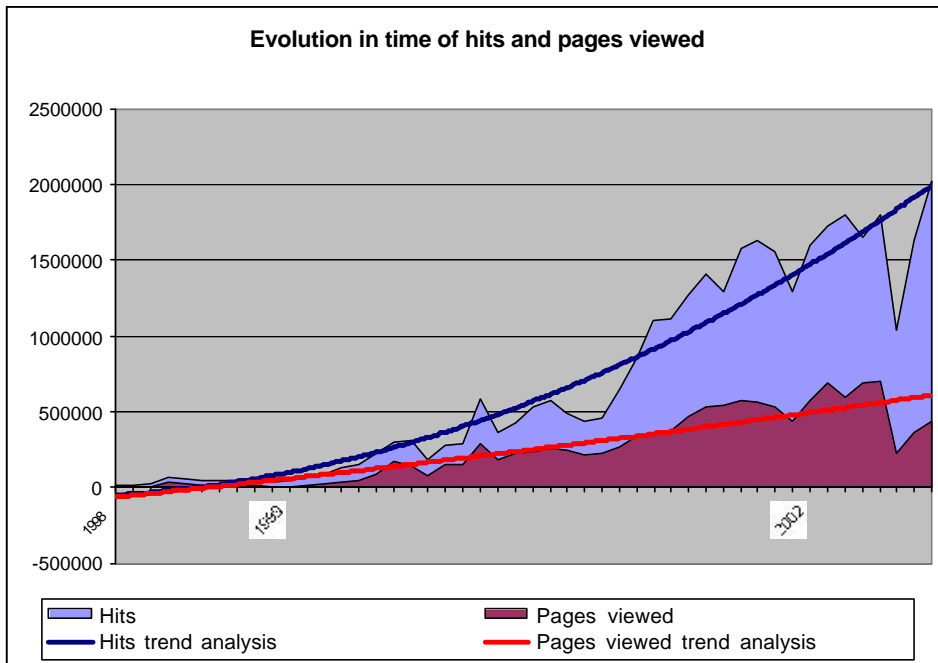
Several distance training activities via the web have been foreseen for the next biennium, as well as virtual seminar. They will be carried out in the new E-learning section of the website.

The amount of information available on the website had nearly a tenfold increase in the years 2001 and 2002, and the number of requests for information tripled, as did the number of users. According to the statistics of the Centre Server the number of visits in 2001 was 15,039,582. In 2002 it grew by 49% and reached 22,362,519. An average of 61,267 visits is recorded every day.

The following graph shows how the website has been offering users more information every day.



The next two diagrams show how the number of hits and pages viewed have been growing.



**Project for reinforcing the Cinterfor/ILO website  
in the English language and technical co-operation  
with VT institutions in the English-speaking Caribbean**

In January 2003 Cinterfor/ILO started implementing a project for reinforcing its website in the English language and technical co-operation with vocational training institutions in the English-speaking Caribbean in the area of information and communication technologies (ICTs).

This project, financed by the Swiss Co-operation for Development (COSUDE) is an offshoot of the constant efforts made by the Centre in the creation, analysis and dissemination of information and knowledge on vocational training, that have led it to devote considerable resources to its publishing activities, and in recent years to developing its website.

The Cinterfor/ILO website ([www.cinterfor.org.uy](http://www.cinterfor.org.uy)) is one of the most effective instruments the Centre has to reach its objectives. It includes the latest information on state of the art of VT in the region of Latin America, the Caribbean and Spain, and is an essential gateway for those wishing to keep up with events in the area. It would be no exaggeration to say that the site is the fullest interactive compilation of data and knowledge on VT in the Spanish-speaking world, with special emphasis on subjects such as occupational competencies, quality of training, training with a gender perspective, youth, training and employment, social dialogue on training, etc.

With this project, and by means of ongoing translation endeavours, the Centre is trying to make this large repository of information and knowledge available to the English-speaking public world wide, especially in Caribbean countries and their respective TVET bodies. The growing needs and demands of Cinterfor/ILO member states in the English-speaking Caribbean, as well as its numerous contacts in the U.S., Canada, the European Union and other regions of the world call for considerable expansion of the Centre's website in English, one of the main objectives of the project.

A second important objective is the strengthening of Cinterfor/ILO technical co-operation with vocational training institutes of the English-speaking Caribbean in the use of ICTs.

This scheme is one more step along the road of constant efforts by Cinterfor/ILO to look after the needs of its constituents, in this particular case, member states of the English-speaking Caribbean. But it also affords the Centre the possibility of divulging in all the many regions of the world where English is spoken, the fertile VT experiences of the Latin American and Caribbean region, in that way enhancing the performance of the world training community through the exchange of information and knowledge.

The address of the Cinterfor/ILO website in English is: [www.cinterfor.org.uy/english](http://www.cinterfor.org.uy/english)

In 2002, website visitors came from 126 countries. From January to April 2003 they were already from 146 countries. During the same period the hits recorded by the Server were over 6 million. If the number of visitors does not grow, towards the end of 2003 total hits will exceed the 2002 figure by 2 million. But there is an upward trend, so that another year of greater numbers of visitors and hits is to be expected.

It is generally considered that if a website is revisited more than once by 10% of its users, it has succeeded in capturing a relatively faithful audience. In the case of Cinterfor/ILO, 22.5% of its visitors have returned at least once. It has been estimated that from January to April 2003 over 220 thousand different visitors looked up the Centre's website.

On the other hand, to adapt the site to the preferences and needs of users, a database system is being designed linking the different types of contents, subject areas and users' preferences. This will enable the site to recognise visiting users and offer them an access page according to their requirements.

This constant increase in the number of hits, as well as that of subscribers to the various interests' lists, endorses the Centre's decision to be present on the Internet and allocate the resources necessary to keep the site updated with reliable information.

For that purpose, in 2001 the hardware and software were upgraded to ensure accessibility. A more powerful web server was incorporated doubling the bandwidth utilised and the environment migrated to macromedia tools (Flash, DreamWeaver, etc.). Scanners and optical text readers were added and all work stations were equipped with the latest generation of Windows 2000.

Likewise - as recommended in the last Technical Committee Meeting – in view of the need to make updated information on VT developments in the region available to English-speaking countries of the Americas and Europe, the Centre started to redesign its website and translate material already offered in Spanish, into English.

## **8.2 Information and Documentation Service (IDS)**

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During this biennium the Information and Documentation Service (IDS) has implemented an active dissemination policy for the benefit of Cinterfor/ILO constituents and users in different parts of the world. The constant exchange of information with ILO national and sub-regional offices, the Regional Office for Latin America and the Caribbean, the Central Library (CLD) in Geneva and other specialised departments at ILO Headquarters has been of critical importance in this respect, as well as exchanges with the ILO Bibamer Group.

The bibliographic record of ILO publications registered with the National Library of Uruguay has also been kept up to date.

### *Information dissemination*

Dynamic relations of the IDS with users in different countries have been stepping up every year. The queries and consultations through various channels are an indication of this, as well the more than eleven thousand requests received personally, by phone, mail and e-mail, which proves that the Service is looking after a growing clientele.

Obviously, the permanent incorporation by the IDS of new mechanisms for spreading information has considerably increased feedback from users. The interest list of the IDS Bulletin has 305 subscribers, only three of whom have requested to be struck out in the period under review. The list circulates every two weeks the latest documents entered in the INFOR database, selected by subject matter, date, outstanding studies and research, innovative experiences etc. Many queries and exchanges originate from this listing.

The IDS also provides a “live support service”. It answers most questions received directly and only refers users to Cinterfor experts or competent institutions when so required. The IDS covers an average of 250 enquiries a month.

It has received requests from Universities, Trade Unions and Ministries for authorisation to reproduce documents published by Cinterfor/ILO for use in their respective training activities.

It maintains permanent exchange and co-operation links with various ILO Libraries in the region and with the CLD at Geneva. Along these lines it has regularly supplied statistical data to the ILO Panama Office, Uruguayans migration statistics to the ILO Migrations Department in Geneva, it has collaborated in the red card campaign child labour in Uruguay, etc.

### *Bibliographic research*

Various requests were answered for bibliographic research in areas like training, conventions and recommendations, social and labour legislation of various countries, the environment, and others, on the basis of the following databases: INFOR – Bibliography (teaching material, books, journal articles); ILOLEX – ILO Conventions (full text); NATLEX – National social and labour legislations; LABORDOC – Bibliography of the Geneva CLD; IPEC – CDs and other products of the International Programme for the Eradication of Child Labour.

### *Channelling to other information sources*

Agreements were expanded with other specialised Information Services on training, and with the Uruguayan National Statistics Institute (INE) in order to meet users' needs for information. Links are constantly reinforced with the Libraries and Information Services of Vocational Training Institutions of the Cinterfor/ILO network.

### *Updating of bibliographic fund*

Contacts were made with different institutions, enterprises, unions and government departments for the obtainment of information, which resulted in additions to the documentary fund. A large number of titles of teaching material in various formats and presentations were added to the Centre's documental fund.

### *Review of collections*

During the period under review, the ISD reviewed its collections through co-operation activities with the Information Services of Member Institutions that requested donations.

### *Periods of practice, visits, internships, talks*

As the ISD specialises in practical work, it hosted a number of interns from the University of the Republic of Uruguay, the ORT University, the Dámaso Antonio Larrañaga Catholic University (UCUDAL), European Universities (Spain, Germany). Visiting students were guided in the use of information sources for their research projects and compulsory Academic Theses for their graduation.

Talks were offered at the Service and elsewhere on subjects of interest for Cinterfor/ILO, especially on "Eradication of Child Labour", IPEC Programme, "Safety and Hygiene at Work", etc.

IDS users continued to be coached in the use of the Cinterfor website and other usual sources of information.

### *Cinterfor/ILO publications*

The IDS has done the bibliographic standardisation of all bibliographies included in publications issued by the Centre in the 2001/2002 biennium and has catalogued the sources of each one of them.

### *Co-operation with the Cinterfor/ILO website*

The ISD sub-site is updated regularly. The INFOR database is updated every day. Bibliographical news by subject and the basic library are updated every two months.

The Service provides further co-operation to the website through constant standardisation of the various sub-sites and contributions in the form of abstracts and quotations from publications. It selects and processes a book of the month abstract, and keeps the Catalogue of Cinterfor publications permanently updated.

### *Links with other Information Networks*

The Service has kept close links with different information networks like CEDEFOP, Telework Centre of the University of Buenos Aires, GLARP, CENEP/RELET, providing them with information and abstracts of Cinterfor/ILO publications for inclusion in their respective websites.

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## 9. PUBLICATIONS

Publishing and disseminating material on training matters has always been one of the Centre's main tasks, enabling it to fulfil its role of promoting the development of vocational training in the region of the Americas and the Caribbean. In the period under review, publishing has extended the Centre's geographical coverage reaching a significant number of training and research institutions and has disseminated the Centre's publications among scholars and academicians dealing with these subjects.

Output in terms of number of titles published continues to be high: more than three titles are circulated every two months, including books, teaching aids (mainly manuals) and Cinterfor/ILO's *Technical Bulletin* (that appears every four months).

In the last two years two new Series started publication: *Sobre Artes y Oficios* (On Arts and Crafts) (2002) and *Sindicatos y formación* (Trade Unions and Training) (2001).

The series On Arts and Crafts is intended to make known -in an orderly and systematic fashion- the most significant analytical studies on vocational training that researchers in the region have produced in the last few decades. The Centre's objective is to offer actors involved in training (governments, workers, employers, researchers) a variety of valuable contributions (often scattered in different articles and reports) thus helping to consolidate the task that training institutes carry out in the Iberian American region.

For its part, the series on Trade Unions and Training has been envisaged to include contributions, experiences and thoughts on vocational training that may be references or inputs for organised union action in that field. In the present-day context in which training plays an essential role in the world of labour and where its links with aspects like employment, wages, safety and health at work, occupational mobility and others are increasingly evident, trade unions have assumed the concern of ensuring equal access opportunities to training. Through this series, the Centre intends to offer support and reference material for union action in the field of training, and a medium for disseminating union views on vocational training issues.

More than forty titles were circulated in the 2001/2003 period. Some other titles that were out of print were reissued. On the other hand, the sale of publications in the 2000/2001 biennium exceeded US\$ 60,000, as compared to US\$ 27,525 in the preceding period (1998/1999). In the current biennium sales have so far exceeded US\$ 22,000 (from January 2002 to June 2003).

### Series and titles published

- **Sobre Artes y Oficios (On Arts and Crafts)**
  1. Claudio de Moura Castro; Klaus Schaack; Rudolph Tippett (Editors). Formación profesional en el cambio de siglo. (*Vocational training at the turn of the century*) 2002.
  2. María Antonia Gallart. Veinte años de educación y trabajo. (*Twenty years of education and work*). 2002.
  3. Santiago Agudelo Mejía. Alianzas entre formación y competencia: reminiscencias de una vida profesional. (*Alliances between training and competence: reminiscences of a professional life*). 2002.
  4. Elenice Monteiro Leite. Trabajo, calificación y formación. (*Work, qualification and training*). 2003.
  
- **Herramientas para la transformación (Tools for transformation)**
  14. Rafael Díaz de Medina. Jóvenes y empleo en los noventa. (*Young people and employment in the 'nineties*), 2001.
  15. Rosario Aguirre, Karina Batthyány (Coordinators). Trabajo, género y ciudadanía en los países del Cono Sur. (*Work, gender and citizenship in the Southern Cone countries*). 2001.\*
  16. Rolf Arnold. Formación profesional, nuevas tendencias y perspectivas (*Vocational training, new trends and prospects*). 2002.
  17. Anne Carolina Póstuma (Coordinator). Diálogo social, formación profesional e institucionalidad. (*Social dialogue, vocational training and institutionalidad*). 2002.\*
  18. María de Ibarrola (Coordinator). Desarrollo local y formación: hacia una mirada integral de la formación de los jóvenes para el trabajo. (*Local development and training. An integral view of occupational training for young people*). 2002.\*
  
- **Trazos de la formación (Training Features)**
  12. Cinterfor/OIT: Formación para el trabajo decente (*Training for decent work*) (Spanish and English). 2001.\*
  13. Javier Ferrer Dufol. Diálogo y concertación social sobre formación en España. (*Social dialogue and agreement on training in Spain*). 2002.
  14. Alicia Naranjo Silva. Capacitación y formación profesional para jóvenes en Uruguay. (*Training and vocational training for young people in Uruguay*). 2002.\*
  15. Leonard Mertens. Productividad en las organizaciones. (*Productivity in organisations*). 2002.

16. Fernando Casanova, Regina Galhardi, George Gamerdinger, Jaime Ramírez Guerrero, Jerry Rodgers, Fernando Vargas. Training, productivity and decent work. 2002.
- **Papeles de la oficina técnica (Technical office papers)**
    - 10. David L. Wiñar. Políticas públicas de formación profesional: el caso del sector educación de la ciudad de Buenos Aires. (*Public VT policies. The case of the education sector of the City of Buenos Aires*). 2001.\*
    - 11. Karla Regnier, Luis Antonio Cruz Caruso, Paulo Bastos Tigre. Pesquisa e desenvolvimento no SENAI: impactos na indústria e na educação profissional. (*Research and development in SENAI. Impact on industry and vocational education*). 2001.\*
  - **Formujer. Formación y oportunidades (Training and opportunities)**
    - Incorporación de la perspectiva de género a la formación profesional. Materiales didácticos. (*Incorporating the gender perspective into vocational training. Teaching materials*). 2001.\*
    - Género y formación por competencias: aportes conceptuales, herramientas y aplicaciones. (*Gender and training by competencies. Conceptual contributions, tools and applications*). 2003.\*
    - Estrategia de comunicación. Una herramienta para la gestión de políticas de formación y equidad. (*Communication strategy. A tool for the management of training and equity policies*).
  - **Aportes para el diálogo social y la formación (Contributions to social dialogue and training)**
    - 5. Roberto L. Céspedes R. Diálogo social sobre formación en Paraguay. (*Social dialogue on training in Paraguay*). 2001.
    - 6. Jorge Rosenbaum Rímolo. Diálogo social sobre formación en Uruguay. (*Social dialogue on training in Uruguay*). 2001.
    - 7. Hugo Barreto Ghione. Dialogo social y formación: una perspectiva desde los países del Mercosur y México. (*Social dialogue and training: a view from the Mercosur countries and México*). 2001.
    - 8. Gonzalo Graña. Políticas de empleo, formación y diálogo social; discusión conceptual y aproximación empírica al caso uruguayo. (*Employment policies, training and social dialogue: conceptual discussion and empirical approximation to the case of Uruguay*). 2002.
    - 9. María Cruz García Arce. Diálogo social sobre formación profesional en España. (*Social dialogue on vocational training in Spain*). 2002.

- **Cinterfor/ILO's Technical Bulletin**
  - 149. Competencias laborales en la formación profesional. (*Occupational competencies in vocational training*). 2001.
  - 150. Capacitación laboral de jóvenes. (*Occupational training of young people*). 2001.
  - 151. Trabajo decente y formación profesional. (*Decent work and vocational training*). 2002.
  - 152. Competencia laboral y valoración de aprendizaje. (*Occupational competence and learning assessment*). 2002.
  - 153. Formación profesional, productividad y trabajo decente. (*Vocational training, productivity and decent work*). 2002.
  - 154. Formación en la empresa. (*Training in enterprises*). 2003.
- **Sindicatos y formación. (Trade unions and training)**
  - 1. Alvaro Orsatti. Cambios en la organización del trabajo y las negociaciones sociolaborales en América Latina: su impacto sobre las estructuras y las orientaciones sindicales. (*Changes in the organization of work and social and labour negotiations in Latin America: their impact on union structures and orientations*). 2001.
  - 2. Julio Godio. Organización del trabajo y negociación colectiva. (*Organisation of work and collective bargaining*). 2002.
  - 3. Fernando Casanova (Coordinator). Formación desde los sindicatos: experiencias innovadoras. (*Training by trade unions: innovative experiences*). 2003.
- **Teaching aids**
  - CINTERFOR/ILO, ILO/ACTRAV, ILO/IFP/SKILLS. Juventud y empleo: guía sindical. (*Youth and employment: trade union guide*). 2001.\*
  - Laura Montanaro (Coordinator). Manual sobre derechos laborales de los trabajadores y trabajadoras rurales. (*Manual of labour rights of men and women rural workers*). 2001.\*
  - Fernando Vargas, Fernando Casanova, Laura Montanaro. El enfoque de competencia laboral: manual de formación. (*The occupational competency approach: a training manual*). 2001.\*
  - Gonzalo Graña (Coordinator). Manual de formación sindical para delegados de base de la industria de la construcción. (*Trade union training manual for shop stewards in the construction industry*). 2002.\*
  - Fernando Vargas, María Irigoien. Competencia laboral: manual de conceptos, métodos y aplicaciones en el sector salud. (*Occupational competency. Manual of concepts, methods and applications in the health sector*). 2002.\*

- Eduardo Ezcurra, Hebert Cosme, Hebert Sergio Espíndola, Omar Espiga, María Narducci. Guía para la realización de trabajos forestales: prevención de riesgos y accidentes de trabajo. (*Forestry work guide. Prevention of occupational hazards and accidents*). 2003.
- **Other titles**
  - Enrique Pieck (Coordinator). Los jóvenes y el trabajo: la educación frente a la exclusión social. (*Young people and labour: education to face social exclusion*). 2001.\*

\* Joint publication with other organizations.

The increase in sales is due to two complementary facts: on the one the quality of presentation of the volumes, the continuity of the series and their conceptual and methodological rigour attract growing numbers of readers. On the other hand, an active sales policy promotes distribution through several channels: at offices for the sale of ILO publications (in Geneva Headquarters and throughout the region of the Americas); in specialised bookshops, universities and research centres, as well as direct purchases by training institutes at the Centre itself.

Furthermore, Cinterfor/ILO has proceeded with its strategy of joint editions, that reinforces the legitimacy of its tasks, shares costs with other organisations and broadens the impact of publications. Among co-editions in the present biennium were those made with the Ministry of Labour and Luján National University, Argentina; the INFOCAL Foundation, Bolivia; the National Industrial Training Service (SENAI), Brazil; the National Training Institute (INA), Costa Rica; The Iberian American University of León, the Centre for Research and Higher Studies of the National Polytechnic Institute (CINVESTAV), the Mexican Youth Institute and the Technical/Vocational Education College (CONALEP), Mexico; the University of the Republic, Uruguay; the Montevideo Group Universities' Association, the United Nations Development Programme (UNDP), Uruguay; and international organisations such as the Spanish International Cooperation Agency (AECI), the Inter-American Development Bank (IDB), the Pan-American Health Organisation/World Health Organisation, the Latin American Education and Labour Network (RET), UNICEF and various ILO services.

Finally, the Centre has persevered in its efforts to translate several titles into English, which has been possible through the support of IFP/SKILLS and ACTRAV (Geneva Headquarters). It expects to expand and reinforce these activities in coming years. A significant landmark is that the manual *Youth and Employment: a Trade Union Guide* has already been translated into English and will be issued by the ILO in Geneva; it will also be adapted and translated for use by workers' unions in Indonesia.

### **Titles being printed**

- **Sobre Artes y Oficios (Arts and Crafts)**
  - Jaime Ramírez. Entre la teoría y la práctica de la formación profesional. (*From theory to practice in vocational training*)
  
- **Herramientas para la transformación (Tools for transformation)**
  - Marcela Pronko. Entre el mito y el olvido: una historia de las propuestas de creación de las Universidades del Trabajo en Argentina y Brasil. (*Between Myth and Oblivion: A story of proposals for the creation of Labour Universities in Argentina and Brazil*).
  - Mario Garmendia Arigón. Formación y derecho del trabajo. (*Training and Labour Law*).
  - Guillermo Labarca. Reformas económicas y formación. (*Economic reforms and training*).
  
- **Trazos de la formación (Training features)**
  - María Carmen Ferreira. Formación profesional en el MERCOSUR. (*Vocational Training in the MERCOSUR*).
  - Hugo Barreto Ghione, Octavio Carlos Raciatti, Mario Garmendia Arigón. Derechos de la formación profesional en Uruguay. (*Vocational training rights in Uruguay*).
  - Leonard Mertens. Productivity in Organisations.



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## IV. ADMINISTRATION AND FINANCE

### **Financial resources**

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Cinterfor/ILO continued to enjoy a balanced financial situation in the period 2001/2002 despite the acute economic and financial crisis that affected the region.

Two favourable facts have to be emphasised this biennium, that have encouraged the Centre and supported it in its tasks. In the first place, the revenue from contributions by member countries has remained high notwithstanding the sustained financial crisis that is afflicting the whole area, and secondly, the ILO has become increasingly involved in vocational training, consequently providing strong backing to the work of the Centre.

On the one hand, the promptness and regularity shown by member institutions in honouring their financial pledges as well as their having maintained the same level of contributions in spite of the critical situation of the region has meant for Cinterfor/ILO a clear sign of support by member countries of the Centre's budget and management. Without that sustained backing the Centre could hardly have fulfilled the plan of action adopted by the Meeting of the Technical Committee. The Centre received approximately US\$ 450,000 in the 2000-2001 period for contributions by member institutions, and more than US\$ 310,000 from January 2002 to June 2003.

On the other hand, the greater involvement of the ILO in vocational training as an instrument for promoting employment, enhancing productivity, decent work and gender equity is leading it to rely increasingly on Cinterfor/ILO as supplier of technical co-operation and provider of substantive contributions to the work of the International Labour Office in the region and the world in general. In this sense, the ILO has allocated considerable additional resources, either through its services at Geneva Headquarters, its Regional Office for the Latin America and the Caribbean, and other ILO units in the region or Turin, for the financing of practical activities in the field of training.

The ILO regular contribution to the Centre's budget amounted to approximately US\$ 1,700,000 and covered the basic operational costs of the Cinterfor/ILO Office. At the same time extraordinary resources from Headquarters, mainly through the Infocus Programme on Skills, Knowledge and Employability (IFP/SKILLS) exceeded US\$ 240,000 that went to the implementation of activities, research, seminars, publications, etc. and technical co-operation activities in countries of the region.

For its part, as in previous years the ILO Regional Office granted special allocations that this biennium amounted to more than US\$ 360,000. This contribution enabled the Centre to carry out technical co-operation activities (seminars, research, publications etc.) as well as the training and updating of several of its officers, the renewal of its computerised equipment and maintenance of Cinterfor/ILO facilities.

Contributions by ILO Offices in countries of the region, by the International Training Centre at Turin for the implementation of practical activities in the countries and sub-regions amounted to approximately US\$ 25,000 during this period. This figure also includes the co-operation offered by Cinterfor/ILO to other ILO Offices in the region in technical co-operation in VT.

In the 2001-2002 biennium the Centre received international technical co-operation funds to the amount of over US\$ 330,000. Three technical co-operation sources made it possible to carry out activities in the areas of Gender and Youth:

- A contribution by the Inter-American Development Bank (IDB/FOMIN) financed operation of the Regional Coordinating Unit of the Regional Programme to Strengthen the Technical and Vocational Training of Low-income Women in Latin America (FORMUJER) providing the sum of more than US\$ 200,000 for its activities.
- The PROIMUJER Project, financed by the National Employment Board (JUNAE) of Uruguay, provided over US\$ 115,000 in the present period.
- The contribution of the National Youth Institute (INJUVE) of Spain enabled the Centre to implement projects RLA/00/04M/SPA in 2001 and RLA/02/M02/SPA in 2002 in the area of youth training and employment at regional level. This contribution amounted approximately to US\$ 20,000.

In January 2003 resources were received from the Swiss Development Co-operation (SDC) for the updating of the Cinterfor/ILO website in English.

Income through the sale of publications grew considerably as compared to the preceding two-year period. In the 1998-99 period it was US\$ 27, 525 whereas in 2000-01 it exceeded US\$ 60,000. This was due, among other things, to the diversification of distribution channels (ILO units, book stores, member institutions, etc.) and to joint publishing undertakings with other organisations, mainly United Nations Agencies (UNDP, WHO, ECLAC).

The combination of all these factors made implementation of the Cinterfor/ILO action programme for the biennium possible. Likewise, the contributions in services offered by the national and international organisations that co-sponsored seminars, technical

### Technical co-operation projects under way

- **Regional Programme to Strengthen the Technical and Vocational Training of Low-income Women in Latin America – FORMUJER (RLA/96/M01/IDB).** Financed by the Inter American Development Bank (FOMIN), activities started in June 1998 and have been extended to mid-2003.
- **Project in support of the Programme for the Promotion of Equal Opportunities for Women in Employment and Vocational Training – PROIMUJER (URU/01M/URU).** Financed by the National Employment Board (JUNAE) of Uruguay. Implementation started in June 2001 and is scheduled to finalise by mid-2003. A second phase has been scheduled.
- **Policies and Programmes for the Employment of Young People in Latin America –(RLA/00/04M/SPA).** Financed by the National Youth Institute (INJUVE), of the Ministry of Labour and Social Affairs, Spain, in 2001.
- **Youth and Training in Iberian America – (RLA/02/02M/SPA).** Financed by the INJUVE of Spain in 2002.
- **Strengthening of the Cinterfor/ILO website –(RLA/02/M02/SDC).** Financed by the Swiss Development Co-operation (SDC). Activities started in January 2003 and will initially be of twelve months' duration.

Full details of these projects can be found in the respective areas of this Report.

meetings, internships, etc. (board and lodging expenses, logistic support, travelling, etc.), costs defrayed by participating institutions (passages, pocket money and insurance for their representatives) as well as specific funds contributed by national and international organisations, were decisive in facilitating implementation of activities planned for the period under review.

At the beginning of 2003 Cinterfor/ILO underwent an external audit (mainly in its financial area), carried out by the United Kingdom Auditors Office, as prescribed by ILO Geneva. The results were positive and underlined the transparency of the Centre's financial handling confirming that Cinterfor/ILO fully complies with the standards and procedures applied by the International Labour Office.

The Uruguayan authorities are making all possible efforts, despite the crisis affecting the country and the region, to pay up the yearly contribution by Uruguay, host country to the Centre, in the next few months.

<b>Statement of Actual Income and Outlays 2000-2001 (In US\$)</b>	
<b>INCOME</b>	<b>3,641,620</b>
Balance from 1999	245,805
ILO Contribution 2000/2001	1,740,000
Contribution ILO Headquarters for activities	167,731
Contribution ILO Regional Office Lima (*)	321,069
Contribución other ILO offices	28,515
Contribution member countries	463,690
Contribution host country 1998-1999	100,000
Contribution activities	71,301
Project RLA/96/M01/IDB	311,836
Project URU/98/M01/URU	31,401
Project RLA/00/04M/SPA	11,220
Sale of publications	63,403
Bank interest, exchange diff etc.	85,650
<b>OUTLAYS</b>	<b>3,641,620</b>
Professional Staff	606,878
Local Staff	1,166,158
Activities ILO Headquarters	167,731
Activities ILO Regional Office Lima	321,069
Activities other ILO offices	28,515
Project RLA/96/M01/IDB	311,836
Project URU/98/M01/URU	31,401
Project RLA/00/04M/SPA	11,220
Technical Activities	77,005
Consultants and Training	197,756
Operational expenditures	453,937
Balance at 2002	268,115

(\*) Contribution for activities, remodeling offices and purchasing equipment.

**Statement of Actual Income and Outlays in 2002  
(In US\$)**

<b>INCOME</b>	<b>1,740,587</b>
Balance from 2001	268,115
ILO Contribution 2002	848,100
Contribution ILO Headquarters for activities	174,736
Contribution for activities ILO Lima	82,202
Contribution for activities other ILO offices	8,520
Contributions member countries	187,736
Contribution activities	10,266
Project URU/98/MOI/URU	83,399
Project RLA/02/02M/SPA	8,475
Project RLA/96/M01/IDB	55,598
Sale of publications	17,322
Bank interest, exchange diff etc.	-3,882
<b>OUTLAYS</b>	<b>1,740,587</b>
Professional Staff	267,816
Local Staff	401,958
Project URU/98/MOI/URU	83,399
Project RLA/02/02M/SPA	8,475
Project RLA/96/M01/IDB	55,598
Activities ILO, Headquarters	174,736
Activities ILO, Lima	82,202
Activities other ILO offices	8,520
Technical Activities	4,157
Consultants and Training	103,650
Operational expenditures	206,572
Balance at 2003	343,504

**Statement of Budgeted Income and Outlays 2002-2003  
(In US\$)**

<b>INCOME</b>	<b>3,111,931</b>
Balance from 2001	268,115
ILO Contribution 2002-2003	1,696,200
Contribution host country 2000-2001	100,000
Contribution host country 2002-2003	100,000
Contributions member countries	450,000
Project RLA/96/M01/IDB	139,812
Project URU/98/MO1/URU	149,371
Project RLA/02/07M/SDC	134,228
Project RLA/02/M02/SPA	4,205
Sale of publications	30,000
Bank interest, exchange diff etc.	40,000
<b>OUTLAYS</b>	<b>3,111,931</b>
Professional Staff	666,584
Local Staff	1,031,816
Project RLA/96/M01/IDB	139,812
Project URU/98/MO1/URU	149,371
Project RLA/02/07M/SDC	134,228
Project RLA/02/M02/SPA	4,205
Technical Activities	50,000
Consultants and Training	252,800
Operational expenditures	315,000
Balance at 2003	368,115

**VOLUNTARY CONTRIBUTIONS 2002-2003 to 15/07/03**

CONTRIBUTIONS FROM:	PENDING BALANCE	CONTRIBUTIONS	TOTAL	DATE RECEPCION	RECEIVED CONTRIBUTIONS	AMOUNT	PENDING BALANCE
COUNTRY	INSTITUTION	AL-31/12/2001	2002	2003			
ARGENTINA	MINTRAB	0	10000	10000			20000
	INET/MINED	0	14000	14000	09/02	Año 2002	7900
	OBISPADO MORON	0	420	348	19/03/02	Año 2002	420
					17/06/03	Año 2003	348
	I.JAURETICHE	18000	3000	3000			24000
	Fund. EDUC	4000	2000	2000			8000
	ITU	0	2000	2000			4000
BARBADOS	MINLAB	3000	3000	3000	02/02	Año 2001	3000
					06/03	Año 2002	3000
						Año 2003	3000
BOLIVIA	INFOCAL	7500	1500	1500	03/02	Año 97,98 y US\$500 a.cta 1999	3500
BRASIL	SENAI	0	21000	21000	06/02	Año 2002	21000
					05/03	Año 2003	21000
	SENAI	8000	3000	3000	08/02	Año 2002	3132
	SENAI	8000	8000	8000	08/02	Año 2001-2002	16000
					05/03	Año 2003	8000
	FORCA	10000	2000	2000			14000
	SEMTEC	0	10000	10000			20000
	MINTRAB	2779	21000	21000	01/02	Saldo Año 2001	2779
					05/02	Año 2002	21000
					06/03	Año 2003	21000
COLOMBIA	SENA	0	21000	21000	07/02	Año 2002	20500
COSTA RICA	INA	0	7000	7000	07/02	Año 2002	7000
					06/03	Año 2003	7000
CUBA	MINTRAB	0	2000	2000	04/02	Año 2002	2000
						Año 2003	2000
CHILE	SENCE	0	5000	5000	07/02	Año 2002	5000
ECUADOR	SECAP	25000	5000	5000			35000

CONTRIBUTIONS FROM:		PENDING BALANCE	CONTRIBUTIONS		TOTAL	DATE RECEPCIÓN	RECEIVED CONTRIBUTIONS	AMOUNT	PENDING BALANCE
COUNTRY	INSTITUTION	AL 31/12/2001	2002	2003					
EL SALVADOR	INSAFORP	0	5000	5000	10000	04/02 05/03	Año 2002 Año 2003	5000 5000	0
ESPAÑA	CIDEC	0	2000	2000	4000	04/02 07/03	Año 2002 Año 2003	2000 2000	
	FORCEM	0	15000	15000	30000	02/03	Año 2002	15000	15000
	INEM	0	14000	14000	28000	03/02 02/03	Año 2002 Año 2003	14000 14000	0
GUYANA	MINED	1000	1000	1000	3000				3000
GUATEMALA	INTECAP	0	5000	5000	10000	05/02 06/03	Año 2002 Año 2003	5000 5000	0
HONDURAS	INFOP	0	4500	4500	9000	06/02 06/03	Año 2002 Año 2003	4500 4500	0
JAMAICA	HEART/INTA	0	6000	6000	12000				12000
MEXICO	DGCF/SECEDU	0	5000	5000	10000	06/02 05/03	Año 2002 Año 2003	5000 5000	0
	DGCP/SECTRAB	0	5000	5000	10000	04/02 03/03	Año 2002 Año 2003	5000 5000	0
PANAMA	INAFORP	0	3000	3000	6000	07/02 06/03	Año 2002 Año 2003	3000 3000	
PARAGUAY	SNPP	30000	6000	6000	42000				42000
PERU	SENATI	0	5000	5000	10000	04/02 05/03	Año 2002 Año 2003	5000 5000	0
REP. DOMINICANA	INFOTEP	0	7000	7000	14000	04/02	Año 2002	7000	7000
SAINT LUCIA	MINISTRY	0	2000	2000	8000	11/02	Año 2002	2000	6000
SURINAME	MINLAB	0	2000	2000	4000	04/02	Año 2002	2000	2000
T&T	MINISTRY	0	6000	6000	12000	12/00			
VENEZUELA	INCE	0	15000	15000	30000	05/02	Año 2002	15000	15000
<b>TOTALES</b>		109279	249420	249348	608047			316579	291468

<b>SUMMARY STATEMENT</b>	
<b>Pending contributions up to 31/12/01</b>	113279
<b>Contributions 2002</b>	249420
<b>Contributions 2003</b>	249348
	<b>612047</b>
<b>Total received up to 07/07/03</b>	309579
<b>Pending balance</b>	302468

### **Centre personnel**

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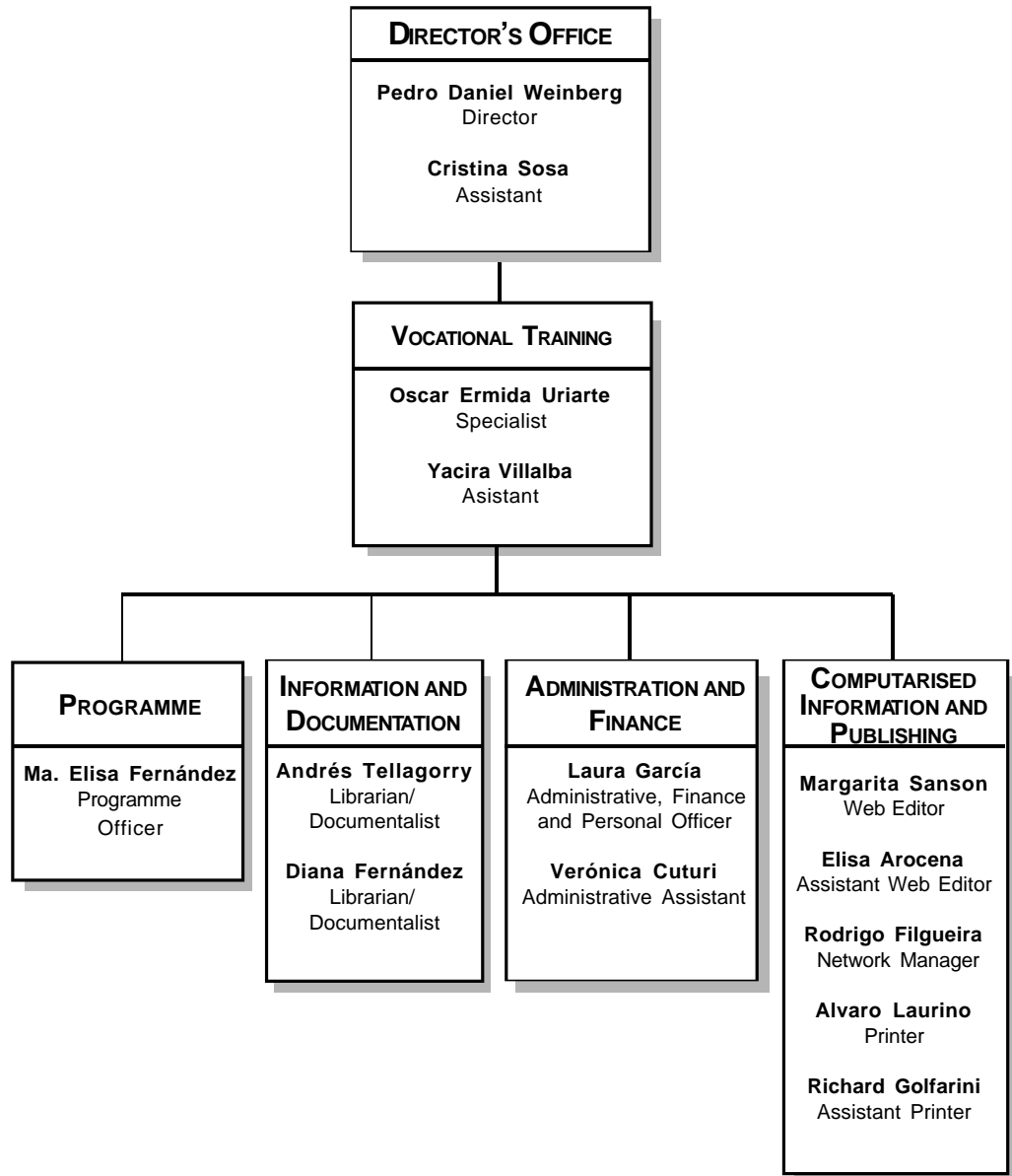
A few changes have occurred in the local team of Cinterfor/ILO. Laura García, a new Administrative, Financial and Personnel Officer has been incorporated. Rodrigo Filgueira who was in charge of the computerised area has changed over to full time work; and Richard Golfarini has been engaged as printing shop assistant in view of the high level of production of the publishing department.

Through the financial contributions of the Lima Regional Office, ACTRAV and IFP/SKILLS in Geneva and the Centre's own resources, the services of external consultants have been funded for implementing technical assistance activities to countries in the whole region and in the areas of Trade Unions and Training, Training by Occupational Competencies, Training Quality, E-learning, etc.

Implementation of Projects RLA/00/04M/SPA and RLA/02/M02/SPA, financed by the INJUVE of Spain, was coordinated by a consultant who looked after the development and follow-up of activities in the area of Young People and Vocational Training and the update of the Youth, Training and Employment.

The Centre has continued to rely on the professional services of the regional coordinator of the FORMUJER Programme, financed by the IDB. She provided technical support to the PROIMUJER Programme and carried out a number of cooperation activities in the area of training and gender policies for the Centre. From May 2002 onwards, her presence at Cinterfor/ILO was ensured by the FORMUJER Programme

**Organisational Chart**  
**Interamerican Research and Documentation Centre**  
**on Vocational Training (Cinterfor / ILO)**



(INA/IDB agreement). This project has also been in charge of development and maintenance of the Gender pages on the website.

In May 2002, the Coordinator of the Executing Vocational Unit of the Programme for the Promotion of Equal Opportunities for Women in Employment and Training –PROIMUJER– financed by the National Employment Board (JUNAE) of Uruguay came to the end of her contract. The new Coordinator took office on 15 September 2002. The basic project team continues to be made up by three persons; two field workers have been incorporated and two sectoral delegates, that work outside the Centre.

Finally, with the launching of the Project for Strengthening the Cinterfor website in English (Project RLA/02/M02/SDC) a Project Coordinator and Assistant have been engaged for one year as from January 2003.

In the framework of its support policy to young professionals interested in carrying out activities connected with vocational training, the Centre hosted two Canadian interns financed by the Government of Quebec, for a period of six months each. A student of the ORT University of Uruguay also did an internship at Cinterfor/ILO.

## **Material resources**

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Since the early eighties, the Government of the Republic of Uruguay has been providing the premises for the Cinterfor/ILO Headquarters in Montevideo. Negotiations are currently under way for renewing this agreement.

Towards the end of 2001, the Regional Office supplied additional funds for the repair and maintenance of the Cinterfor facilities, the acquisition of furniture and office equipment and the renewal of the computerised equipment.

Regarding the computerised equipment, purchases have been as follows:

- 23 DELL Pentium 4 Work Stations (256MB memory 50GB disc)
- Web Server Compaq ML330 G2, Pentium 3, 513MB memory 36GB disc.
- Two Cisco Catalyst Switches of 12 and 14 outlets each.
- Three Web Cams.
- One 56 kbps external modem.
- Disc Upgrade (18 GB SCSI) and Memory Upgrade (256 MB) for web development server.
- HP 7450 Scanner.

- Three CD Recorders.
- One DLT Tape Backup Unit (40/80 GB).
- 20 DLT Tapes for at least two months' backup.
- Upgraded Internet connections (from 128 Kbps to 256 Kbps).
- HP Laserjet 1200 and 2100 Printers.

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## ANNEXES



## MEETINGS ORGANIZED BY CINTERFOR/ILO

2001- 2002

EVENT	OBJECTIVES	SPONSORS	PLACE AND DATE	PARTICIPANT COUNTRIES
Technical Meeting "Employers and Vocational Training in Latin America and the Caribbean"	To analyse significant vocational training experiences managed by employers' organizations in the American region.	INFOCAL Foundation Private Entrepreneurs Confederation of Bolivia-CEPP Regional Office	Santa Cruz, 24 - 26 April 2001	Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Spain, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela.
XXXV Meeting of the Technical Committee	To analyse and discuss current issues related to training. To exchange experiences and propose new cooperation activities of interest to the regional community of vocational training. To approve the action programme of the Centre for the biannual period 2002-2003.	Ministry of Labour and Employment Regional Office IFP/SKILLS	Brasilia, 30 August - 1 September 2001	Argentina, Barbados, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Domini- ca, Ecuador, El Salvador, Spain, Guatemala, Haiti, Honduras, Jamaica, Mexico, Panama, Paraguay, Peru, Dominican Republic, Suriname, Trinidad - Tobago, Uruguay, Venezuela.

APPENDIX 2

NATIONAL, REGIONAL AND INTERNATIONAL EVENTS  
WHERE CINTERFOR/ILO PARTICIPATED OR PROVIDED TECHNICAL ASSISTANCE 2001 – 2002 (\*)

2001

EVENT	ORGANIZING INSTITUTION	PLACE AND DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
Working Group of the employment sector	IFP/SKILLS	Geneva, 8 – 12 January	The Centre participated as a consultant centre.
Graduate Course on Labour Law	Universidad de Castilla La Mancha	Toledo, Spain, 19 January	Participation. Paper: "Labour flexibility. Theoretical alternatives and legislation options". They financed tickets and per diem.
Ibero-American Forum on Education and Work. Subject: Training of Competent Technician and Professional Workers: A desirable future	OEI	La Havana, 5 – 8 February	Participation. Presentations on the topic: Competence-based training. OEI financed tickets and per diem.
Prospective Seminar "The DINAIE and Employment Policies"	Ministry of Labour/DINAIE	Montevideo, 8 – 9 March	Participation. A consultant of the centre contributed substantively to the discussion.
Seminar "Women at Work: A Challenge to Development"	IDB ECLAC	Chilean government Santiago, 17 – 20 March	Participation. A consultant of the Centre gave a presentation.
XII Conference of Entrepreneur Women	Ibero-American Federation of Entrepreneur Women	Montevideo, 25 – 29 March	Participation of one member of the Centre.
Regional Seminar on the role of trade unions on the promotion of youth employment in the MERCOSUR	IFP/SKILLS ACTRAV ILO/SANTIAGO	Montevideo, 29 – 30 March	IFP/SKILLS and ACTRAV financed the event. CINTERFOR provided technical assistance for the organization of the event and coordinated it. A consultant of the Centre elaborated the Guide, which was discussed in the seminar.
Regional Seminar on occupational health and safety for MERCOSUR and Chile	FITCM	Buenos Aires, 3 April	Participation. A consultant of the Centre gave a presentation.
International Seminar on New Actions to face the XXI Century challenges on vocational and technical training	INA CIPET Bois de Boulogne College. St. Jerome, St. Lawrent, Quebec.	San Jose, 5 – 6 April	Cinterfor provided technical assistance for the organization and convocation of the seminar. The Director presented a paper on "Inter institutional relations: An opportunity to face globalization"

(\*) Until July 2003

EVENT	ORGANIZING INSTITUTION	PLACE AND DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
Workshop for the elaboration of the Country Common Assessment- CCA	UNDP	Montevideo, 17 – 18 April	The technical personnel of the Centre participated in the event.
VI Meeting of Vice-Ministries and Labour Experts of the Andean Community	Andean Community	Lima, 23 – 24 April	Participation of one member of the Centre.
IV National Conference on Labour Conditions in the Construction Sector and II Seminar on labour conditions in the construction sectors in the MERCOSUR	Ministry of Labour	Goiania, 24 – 27 April	Cinterfor provided two guides as support material of the event.
Seminar for the evaluation and follow-up of the virtual course and workshop: Work cycle and health (04.09.00 – 08.04.01)	ILO Turin Centre ACTRAV ILO Santiago	Montevideo, 7 –9 May	The Turin Centre and ACTRAV financed the event. Cinterfor provided technical assistance, participated in the organization of the event and coordinated it.
Tripartite Course on Standardisation, Training and Competence Certification	ILO Turin Centre ILO/ San Jose Labour Ministry INSAFORP	San Salvador, 7 – 11 May	The Turin Centre financed the event. INSAFORP provided the local organization. One expert of Cinterfor gave the course.
Training Seminar on International Labour Standards for Magistrates, Jurists and Law Professors	Facultad de Derecho (Law School- Universidad de la Republica) ILO Turin Centre NORMES	Montevideo, 7 – 12 May	The Turin Centre and NORMES financed the seminar. The Centre participated in the organization and coordination of the event.
Evaluation Seminar on the impact of the activities developed by ACTRAV and PIT/ CNT	ILO Turin Centre PIT/CNT	Montevideo, 10 – 12 May	Two experts contributed to the organization and coordination of the event.
Meeting of Ministries of Labour of the MERCOSUR and Andean countries	Ministry of Labour	Asuncion, 21-22 May	One expert of the Centre participated in the meeting. The Centre contributed with documentation on the topic.
Round Table Meeting on Skills Development for more decent work in the informal sector	EMPLOYMENT/ILO	Geneva, 22 May	The Director and the coordinator of the FORMUJER Programme participated in the meeting.
Discussion session on "Child Labour: Conceptualisation"	National Committee for the eradication of child Labour	Montevideo, 24 May	A consultant of the Centre participated in the seminar.
Meeting of Directors of Area Offices, Multidisciplinary Teams and Cinterfor	ILO Regional Office - Americas	Lima, 28 – 30 May	The Director participated in the event.
Preliminary Seminar to the participation of Uruguay in the Special UN session on Childhood	UNICEF	Montevideo, 30 May	A consultant of the Centre participated in the seminar

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Panel on "Implications of Science, Innovation and Technology on the world of work in Argentina. Current Situation and Challenges"	Secretary of Technology, Science and Productive Innovation CONICET/CEIL	Buenos Aires, 31 May	Participation. A consultant of the centre gave a presentation.
Seminar on "Expectations of young people and their families regarding education"	MESYFOD/UTU-IDB	Montevideo, 31 May	Participation. A consultant of the centre gave a presentation.
Seminar on Vocational Training. Debates, studies and proposals in the framework of the graduate course on Education and Work	Universidad Nacional de la Patagonia Austral (UNPA)	Caleta Oliva, Sta. Cruz, Argentina, 31 May - 2 June	Participation. A consultant of the centre gave a presentation. The Centre elaborated a document on vocational training in Latin America. Current issues and perspectives.
International Seminar on Collective Bargaining	ILO Regional Work Delegation	Sao Luiz de Maranhao, 1 June	Lecture on collective bargaining in the Mercosur countries and Chile
Seminar - Workshop on Alternatives and Challenges on Education for Work	OEI/MEC	Montevideo, 4 June	Participation. A consultant of the Centre gave a presentation.
Seminar on Trade Union strategies and Vocational Training	ILO Santiago PIT/CNT	Montevideo, 7 - 8 June	The Director and a consultant of the Centre who gave a presentation participated in the meeting.
Regional Seminar "Towards the institutionalisation of a gender perspective in the economic -labour policies in Latin America"	ECLAC	Santiago, 12 -13 June	Participation of one member of the Centre.
Workshop on trade union participation in vocational training in Latin America and the Caribbean	UNTMRA	Montevideo, 14 June	Two consultants of the Centre coordinated the workshop and gave a presentation on the subject.
First Regional Conference on Educational Management	Universidad Nacional del Centro de la	Prov. de Bs. As. Tandil, 15 -16 June	Participation of one expert of the Centre.
International Working Group on Learning in the vocational training institutions in Latin America and the Caribbean	SENAI	Brasilia, 18 - 19 June	The National Department of SENAI financed the event. Cinterfor supported the convocation at the regional level and participated through the presence of the Director and one consultant.
Seminar "Information Society, Vocational Training and Regional Integration"	FLATEC UMPL	Porto Alegre, 20 - 22 June	Participation. A consultant of the centre gave a presentation

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Conference on "The Socio-Labour Declaration of the MERCOSUR and its judicial application"	Asociación de Magistrados y Funcionarios de la Justicia Nacional de Buenos Aires (Association of Magistrates and Personnel of the National Justice System of Buenos Aires)	Buenos Aires, 18 June	An expert of the Centre gave a lecture.
International Seminar on Labour Competence, Training and Employment"	Ministry of Labour and Labour Development IDB	Panama City, 27 – 29 June	Participation. An expert of the Centre gave a presentation.
Forum on Education for Migration	OEI IOM	Montevideo, 28 June	A consultant of the Centre participated in the event.
Seminar on Occupational Health and Safety. Tools for bipartite management.	CUOPYC	Juan Lacaze, 29 June	Two experts from Cinterfor participated in the event. The Centre made possible the participation of an expert in the subject.
First Meeting on Youth and Employment	PIT/CNT ILO	Montevideo, 29 – 30 June	A trade union guide on youth and employment was presented.
Working Group on Distance Study	Delegación de Trabajadores (Workers Delegation) JUNAE	Montevideo, 10 July	Two consultants from the Centre participated in the event.
International Seminar on Labour Observatories	SECTRAB Estado RGS	Porto Alegre, 11 July	A consultant of the Centre participated in the event.
Regional Seminar "Social Dialogue, Decent Work and Labour Cost"	RLA/95/M08/SPA	Lima, 16-18 July	An expert participated in the technical coordination of the event and gave a presentation on employability, employment quality and vocational training.
International Seminar: A proposal for the evaluation of training programmes for young people"	INJUVE PAISAJOVEN	Medellin, 17 – 19 July	Paisajoven organized the event. Cinterfor, through funds from INJUVE -Spain, participated with the presence of a consultant who presented the preliminary version of the Programme Evaluation Guide.
Forum "Opening the dialogue. The incorporation of a gender perspective on trade union strategies"	PIT/CNT Cuesta Duarte Institute Women Commission	Montevideo, 18 July	An expert of the Centre participated in the event.
II International Youth Festival	Ministry of Youth, Women, Childhood and Family of Panama	Panama, 21 - 28 July	Participation. A consultant of the Centre gave a presentation.

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VII Congress of the PIT/CNT	PIT/CNT	Montevideo, 27-29 July	The Director represented ACTRAV.
Course "Labour Competence. From Conceptualisation to Certification"	ILO Brasilia INMETRO	Brasilia, 30 July - 3 de August	A consultant of the Centre prepared and gave the course.
Improving Education and Training Systems - IVETA Annual Conference	IVETA HEART/NTA GTZ MINED	Montego Bay, 31 July - 2 August	Cinterfor supported the technical organization of the event. The Director gave a presentation.
IV Seminar on Informatic Networks and Workers Strategies.	INCASUR	Buenos Aires, 8 - 10 August	Cinterfor provided technical assistance. Two consultants present papers.
International Working Group on "The Socio-Labour Declaration of the Mercosur: Judicial Applicability and Effectiveness"	ILO Brasilia	San Pablo, 17 August	Participation. An expert of the Centre gave a presentation.
Seminar on "The right to life, development and future in the Southern Cone"	CLAT	Montevideo, 22 - 23 August	An expert participated and represented the ILO Regional Office - Americas.
Workshop on Education and Work. Balance and Prospects in a complex context.	Escuela de Humanidades Universidad Nac. Gral. San Martin (School of Humanities - G.San Martin University)	San Martin, Buenos Aires, 24 August	Participation. An expert of the Centre gave a presentation.
Seminar on Trade Unions and Vocational Education	CUT	San Pablo, 27 - 29 August	Participation. An expert of the Centre gave a presentation.
Working Group on employment opportunities and challenges regarding training of young people on the information and communication technologies	ILO Brasilia	Brasilia, 31 August	The Director of the Centre participated in the event.
Seminar "Education and Work"	Programa de Capacitación de Dirigentes Políticos en Educación (Training Programme for Political Leaders)	Buenos Aires, 6 - 7 September	The Director of the Centre gives a lecture on education and work, main current trends.
Conference on Linking Work, Skills and Knowledge	Swiss Agency for Development and Cooperation IFF/SKILLS	Interlaken, 10 - 12 September	Participation. An expert of the Centre gave a presentation
International Meeting "Youth Employment, innovations versus challenges"	OIJ INJUVE AECI	Antigua, Guatemala, 17-21 September	The Director of the Centre participated and gave a presentation on vocational training for employment.

EVENT	ORGANIZING INSTITUTION	PLACE AND DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
XXXIX Meeting of the Regional Coordinator	Committee of the educational sector of the Mercosur	Montevideo, 21 September	Participation of one member of the Centre.
Workshop "The role of public employment services in the management of programmes of training and employment promotion"	Ministry of Labour	Buenos Aires, 20 – 22 September	Participation. An expert of the Centre gave a presentation
Programme of Efficiency and Competitiveness in the Construction Industry	CAPACO	Asuncion 23 – 24 September	Participation. An expert of the Centre gave a presentation
International Youth Meeting CABUEÑES 2001	INJUVE Principado de Asturias Ayunt. De Gijón	Gijón, Spain, 24 – 28 September	Participation. A consultant of the Centre gave a presentation.
Seminar on Decent Work	ILO Turin Centre	Turin, 30 September - 02 October	A consultant of the Centre participated in the event.
Week of Quality	National Society of Industries SENATI	Lima, 1 – 2 October	Cinterfor made possible the presence of a consultant who gave two conferences on quality management of institutions of vocational training to instructors and educators.
Regional Tripartite Meeting on Employment, Training and Labour Competences	ILO San Jose	Cancun, 01-03 October	Cinterfor provided technical and financial assistance to organize the event. The Director of the Centre participated in the meeting.
Course on Labour Standard for inspectors of general working conditions	ILO	Montevideo, 5 – 19 October	An expert of the Centre presented on "Concepts, origins and principles of labour law" and on "Trade union rights and collective bargaining".
Course on Standardisation and Certification of Competences	SENAI ILO Turin Centre	Belo Horizonte, Brazil, 08 - 09 October	Cinterfor provided technical assistance to organize and coordinate the event. One expert of the Centre gave a presentation.
International Seminar "Young people, unemployment and local development. Models and ideas for training and employment."	IMM Ministry of Labour INJU PIT/CNT Univ. de la República Universidad Católica Universidad ORT	Montevideo, 8-10 October	Participation. An expert of the Centre gave a presentation. Cinterfor convokes one expert of UNESCO to present a paper.
Regional Training Workshop on Programming, Administration and Finances	ILO	Lima, 8 – 12 October	Three members of the staff participated in the workshop.

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VI National Conference on improvement of enterprise productivity. Subject: Productivity and Labour Competence	INFOTEP	Santo Domingo, 11 October	The Director of the Centre participated in the event.
ILO/Regions Workshop on joint planning	ILO	Geneva, 22 – 26 October	The Director of the Centre participated in the event.
Workshops on the central role of work	ILO UNDP PIT/CNT IMM	Montevideo, 23 – 26 October	Two experts of the Centre participated in the event.
International Seminar on Labour Competence-based Training and Certification	SENA	Medellín, 24 – 26 October	Cinterfor provided technical assistance to organize the event. A consultant of Cinterfor presented on "Models of labour competence certification in Latin America and the Caribbean" and "Models of certification in some countries of the European Union".
Course on collective bargaining in the public sector	ILO	Ezeiza, Buenos Aires Prov., 24 – 26 October	An expert presented on "System of Labour Relations in Argentina" and "Labour Flexibility"
Workshops on Training-Work: axis of continuous education	Universidad del Salvador	Buenos Aires, 26 October	Participation. An expert of the Centre gave a presentation
III National Workshop of evaluation and planning of sustainability of the	FORMUJER Programme/Bolivia INFOCAL FORMUJER	Tarija, 24 – 26 October	The regional coordinator of FORMUJER and an international expert participated in the event.
Workshop on methodologies of vocational training result and impact evaluation	PROJOVEN JUNAE DINAE	Montevideo, 7 November	An expert of the Centre participated in the event.
Meeting of the Socio-labour commission of the Mercosur – Meeting of the SGT 10	Mercosur	Montevideo 12 – 16 November	Participation as observers.
International Seminar on new practices of workers vocational education/training	Fac. de Educación Universidad de San Pablo (School of Education – University of San Pablo)	San Pablo, 12 – 14 November	Participation. A consultant of the Centre gave a presentation
Seminar on Vocational Training	Universidad Nacional San Martín	Buenos Aires, 16 – 17 November	Participation. A consultant of the Centre gave a presentation

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Workshop on Competence-based curricula development	ILO/CAMAT TURIN C. IFP/SKILLS NTA Barbados	Barbados, 19 – 23 November	Cinterfor provided technical and financial assistance to the organization of the event. A consultant presented on "State of development of experiences of training and labour competence certification in Latin America" and "Basic Concepts of competence-based evaluation".
Seminar on Education for the Knowledge Society	IDRC-UPAZ UNDP Centro de Estudios Estratégicos	Montevideo, 20 November	The Director of the Centre participated in the event.
III Seminar-workshop on monitoring and evaluation of the MUJER Programme and National Workshop of Formujer in Argentina on training policies towards employability with gender equity	Ministry of Labour FORMUJER	Buenos Aires, 26 – 30 November	The CINTERFOR/BID (FORMUJER) Programme organized and financed the event.
Ibero-American Workshops on trade union policy in the field of vocational training	UGT CCOO Regional Office	Madrid, 26 – 30 November	The Centre gave support to the technical organization of the event. Two consultants participated in the coordination of the workshops.
Seminar on active employment policies	DINAE/MINTRAB ILO Santiago ILO Buenos Aires	Montevideo, 26 – 28 November	Assistance in the organization of the event.
Regional Andean Course on training for technical institutions directors and representatives of the Ministries of Education	OEI	Cartagena, 29 November	Participation. A consultant of the Centre gave a presentation
Workshop on methodologies of profile definition, curricula design and evaluation and certification of labour competences - Meeting of the Technical Group of the National Project Competences - Training and Vocational Certification	SENAI	Rio de Janeiro, 3 – 7 December	Participation. A consultant of the Centre gave a presentation
Course on documentation, information and WebPages	ILO	Lima, 5 – 7 December	Four members of the staff participated in the course.
Meeting of the ILO Office Directors of the Americas	ILO	Lima, 7 – 12 December	The director of the Centre participated in the event.

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Technical Meeting on the judicial applicability of the Socio-Labour Declaration of the MERCOSUR	ILO	Buenos Aires, 10 – 11 December	An expert of the Centre participated in the meeting.
National Seminar for the exchange of experiences-FORMUJER/INA-IDB	INA FORMUJER	San Jose, 10-14 December	The regional coordinator of FORMUJER participated in the event.
Workshop on competence based training and quality in training	ADECA	Montevideo, 11 – 12 December	Cinterfor gave technical assistance to organize the event. A consultant gave a presentation.
National Olympics on labour competence- 40th Anniversary of SENATI	SENATI	Lima, 14 – 19 December	Cinterfor gave financial assistance to the participation of one consultant.
Workshop on youth policies in Uruguay	INJU UNDP	Montevideo, 20 December	A consultant of the Centre participated in the workshop.

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EVENT	ORGANIZING INSTITUTION	PLACE AND DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
Regional Central American Seminar on costs of vocational training	INSAFORP	El Salvador, 15 – 16 January	Participation. A consultant of the Centre gave a presentation
Meeting of the Regional Committee of the UNI-COMMERCE sector	ILO Buenos Aires	Buenos Aires, 11 – 12 March	Participation. An expert of the Centre gave a presentation
Seminar "The new view of the SNPP"	SNPP	Asuncion, 21 – 22 March	Participation. A consultant of the Centre presented a paper on "Planning and management in training and labour training".
Course on international labour standards for magistrates, jurists and law professors	ILO Turin Centre NORMES	Santiago, 8 – 12 April	Participation. An expert of the Centre gave a presentation.
Tripartite Seminar on certification and diversity	ILO Ministry of Labour	Brasilia, 10 – 11 April	The Director of the Centre and a consultant participated in the event.
Seminar on strategic planning and budgeting	ILO Regional Office	Lima, 16-19 April	In the framework of the training activities of the personnel, one member of the staff participated in the seminar.
Round Table on integral rehabilitation of persons with disabilities	Intersocial Commission on disability, employment and SS (OMINT) and CNHD	Montevideo, 19 de April	Cinterfor supported the participation of a consultant of Brazil who presented on the experiences of her country.

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Regional Course on standardisation, training and labour competence certification	INFOP ILO Turin Centre ILO San Jose	Tegucigalpa, Honduras and Mexico City, 22 – 30 April	Cinterfor participated on planning and execution of the course. A consultant of that Centre gave a presentation.
Round Table on knowledge and training for production and decent work	ILO	Montreal, 23 – 24 April	A consultant of the Centre participated in the event.
Trade union training on informational technologies – Course A2-2745	ACTRAV Programme Turin Centre	Turin, 22 April – 8 May	A consultant of the Centre participated as assistant in the event.
Exhibition "De Trabajo y Trabajadores, Alternativas para una esperanza." ("From Work and Workers. Alternatives for hope") Round Table: Vocational Training, Employment and Social Dialogue	PIT/CNT JUNAE	Montevideo, 25 April	The Director and a Consultant of the Centre participated in the event.
Continental Seminar – Workshop "CIOSL/ ORIT Trade union proposal regarding vocational training"	ORIT/CIOSL	La Catalina, Heredia, 6 – 8 May	A consultant of Cinterfor presented on the current panorama of vocational training in the region from the standing point of the institutional arrangements; and; on the levels and features of the trade union participation in vocational training.
Meeting on the Socio-Labour Declaration of the Mercosur and the SGT 10 "Labour Relations, Employment and Social Security"	Mercosur	Buenos Aires, 7 – 10 May	An expert of Cinterfor participated in the event.
International Forum on New Technologies of Education	ANTEL	Montevideo, 8 – 9 May	Three members of the staff participated in the event.
Inter American Tripartite Seminar on vocational training, productivity and decent work	SENAI IFP/SKILLS ILO BRASILIA	Rio de Janeiro, 15 – 17 May	Cinterfor provided assistance to plan, organize and coordinate the event. The Director and two consultants of the Centre participated in the event. Three reference documents were prepared.
Meeting of the Working Group on Youth and I Forum Europe- Latin America on studies on youth	CLACSO	Lleida, Barcelona, Spain, 20 - 25 May	Participation. An expert of the Centre gave a presentation.
Round Table " Aspects of the restructuring of the Uruguayan financial system"	Lower House of Congress AEBU	Montevideo, 21 - 22 May	Participation. An expert of the Centre gave a presentation
Regional Tripartite Meeting on labour relations in Central America	RELACENTRO	Santo Domingo, 22-24 May	Participation. An expert of the Centre gave a presentation

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II International Workshops of labour relations – Subject: Decent Work and Social Dialogue	Facultad de Derecho/Universidad de la República	Montevideo, 8 June	An expert of Cinterfor participated in the event. The Centre made possible the participation of a Brazilian trade union member.
National Meeting of social innovative experiences	World Bank ATVA	Brasilia, 10 – 13 June	A consultant of Cinterfor participated in the event.
IV Conference of the Pedagogical Study Circle and the Vocational Training of SENA –Educational and Vocational Training Impact on society	SENA Trade Union	Cali, 12-14 June	A consultant of the Centre presented on the current transformational processes of the policies and institutions of vocational training in Latin America and the Caribbean.
International Seminar on training and economic development	ECLAC	Santiago, 17-19 June	A consultant of Cinterfor presented on the role of social dialogue in the construction of public policies of vocational training with a focus on the social construction of the vocational training demand.
Seminar on Industry Occupations: Past, Present and Future	SENAI	Belo Horizonte, 19-20 June	The Director and a consultant of the Centre participated in the event. The Director participated in the panel: "Reflection on Vocational Education" and the Consultant presented on the classification of occupations, competences and training: parallelism or convergence.
Workshop on "Meeting, Education and Society"	ANEP/CODICEN	Montevideo, 26 June	Participation. An expert of the Centre gave a presentation.
Academic Meeting in the framework of the project "Non-College Young People Training for Work in the Regional Mexican Development."	Latin American Network on Education and Work	Leon, Guanajuato, Mexico, 26 – 28 June	The Director of the Centre gave a presentation.
II Regional Meeting of Plenadi 2002 – "Believing it is possible" "Making it possible" " The impossible can be achieved"	PLENADI	Riviera, 29 June	Cinterfor ensured the presence of a foreign consultant, expert in the subject, who gave a presentation.
XII Ibero American Conference on Education	OEI	Santo Domingo, 1 – 2 July	A directive of INFOTEP represented Cinterfor.
Meeting on Labour Competence-based Management of Human Resources	ILO Turin Centre ONUDI	Torreon, Mexico, 8 – 12 July	Cinterfor participated in the planning and execution of the course. A consultant of Cinterfor presented on the module Competence-based Management and the Latin American experiences.

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International Seminar: Training and Entry into Working life of Young People – Strengthening the Supply, Public Policies – Institutional Development	Fondo de Inversión para la Paz (Investment Fund for Peace) – Red de Apoyo Social (Social Support Network) – Programa Jóvenes en Acción (Youth in Action Programme)	Santa Fe de Bogota, 10 – 12 July	The Director of Cinterfor gave a presentation.
Course on NITS for Magistrates, Jurists and Law professors	NORMES ILO Turin Centre	Santo Domingo, 15 – 19 July	An expert gave a course.
Seminar on Work and Citizenship: changing faces of social integration and exclusion in four metropolitan areas of Latin America	IPES/Universidad Católica	Montevideo, 29 July	The Director of the Centre participated in the event.
I Seminar on Rural Youth of Latin America and the Caribbean and II Latin American Dialogue on Youth	WAY/ IIDAC/ AMP/	Iretama, Parana, 29 July al 1° August	A consultant of the Centre presented on Rural Youth – Training and Employment.
II CUT Conference on national policy on training – Trade Unionism and Integral Education: perspectives on experiences in construction in society.	CUT	Belo Horizonte, 6-10 August	Two consultants of the Centre presented papers: "Current Principles and Dimensions of Trade Union Education and their Relations with Vocational Training" and "Public Employment System, Workers Education and Development".
Diploma Course on Education and Work	San Martin University	Buenos Aires, 9 de August and 23 August	Two consultants presented on the topics of competence-based training and gender.
Commemorative Acts of the 60th Anniversary of the creation of SENAI	SENAI	Brasilia, 14 – 16 August	The Director of the Centre participated in the event.
II Conference on Labour Law and Social Security on "Mercosur and Labour Law"	Latin American Association of Labour Lawyers	Asuncion, 14 – 16 August	Participation. An expert of the Centre gave a presentation.
Seminar on Education and Work	San Martin University	Buenos Aires, 24 August	Participation. An expert of the Centre gave a presentation
I International Seminar on social policies evaluation	LUMEN	Belo Horizonte, 26 – 28 August	Participation. A consultant of the Centre gave a presentation
V Seminar- Workshop on informatic networks and workers strategies. Tutor training.	INCASUR	Buenos Aires, 28 – 29 August	Two consultants of the Centre gave presentations and coordinated workshops.

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Seminar on Fundamental rights at work	CTA F. Ebert Foundation ILO Buenos Aires	Buenos Aires, 30 August	An expert presented on "The ILO and the fundamental principles and rights at work, General lines about Conventions on trade union rights and freedom, collective bargaining, forced work, child labour and discrimination in employment and work. The ILO Declaration on Principles and Rights at work and its follow-up".
Strengthening National Vocational Training Policy in the Caribbean	ILO/CAMAT ILO Turin Centre IFP/Skills OECS	St. Lucia, 10 – 13 September	Cinterfor participated in the organization of the event. The Centre provided financial assistance and presented documents on "Training, Productivity and Decent Work". A consultant presented on "Policy frameworks: The Latin American experience."
Peer Review of the Programme on labour training – CAPLAB	COSUDE	Lima 10 - 15 September	The Director and a consultant of the Centre participated in the event.
Management of training systems and certification of labour competences	ILO Turin Centre	Turin, 10 – 27 September	An expert presented in the module Competence-based Management and the Latin American experiences.
Regional Seminar on concepts and instruments to articulate the world of work with training programmes for poor segments of the population	COSUDE	Lima, 16 - 17 September	An expert of the Centre presented on "Strengthening of Employability and Increase of Gender Equity: Challenges of a vocational training policy for Latin America. The experience of the FORMUJER Programme."
XIX Andean Workshops on Learning and IV Conference of the Southern Cone and the European Union – Topic: Education and Work in crisis situations. Alternative proposals for vulnerable groups	Suzuki Foundation	San Miguel, Buenos Aires Prov., 20 – 22 September	A consultant presented on the inaugural conference on the current panorama of technical education and vocational training in Latin America and the Caribbean.
I Latin American Meeting "Education and Future"	Rayuela Foundation	Mendoza, Rep. Argentina, 20 – 22 September	The Director of Cinterfor gave a presentation.
International Seminar on Public Policies on Work and Income Generation in Latin America and the Caribbean	FLACSO Ministry of Labour and Employment Ministry of Foreign Relations	Brasilia, 23-25 September	Cinterfor gave support to the organization of the event and convoked the training institutions. The Director participated as a panellist and a consultant of the Centre also participated in the event.
Workshop on costs in training institutions	Cinterfor	Montevideo, 26 – 27 September	The Centre convoked some experts on the subject to discuss the topic.

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Seminar on training for work and citizenship	SENAI PE Prefecture of Recife	Recife, 27 September	The Director of Cinterfor presented on the panorama of vocational training of Latin America.
Week of Quality – Week of Education	SENATI	Lima, 1 – 2 October	A consultant of the Centre gave a presentation.
Workshops on vocational training from a prospective view	Moron Bishopric	Buenos Aires, 2 – 3 October	A consultant of the Centre presented on the current panorama in terms of institutionality of vocational training in Latin America. A second presentation was given on the topic of trends in the transformation of the pedagogical approaches in vocational training and technical education.
V Latin American Conference of Human Resources Development	Banking Association of Guatemala	Guatemala City, 4 October	A consultant of the Centre presented on the models of competence-based management of human resources.
Regional Seminar on Training, Productivity and Competitiveness and VII conference on improvement of productivity and entrepreneurial competitiveness	INFOTEP ILO SAN JOSE	Santo Domingo, 7 – 9 October	Cinterfor contributes to the organization of the event and supports the convocation among its member institutions. The Director and a consultant of Cinterfor participated and contributed in the coordination of the event.
Topic workshops for the exchange and systematisation of results and learned lessons in the execution of the intervention of the programme Formujer	Formujer Programme INA	San Jose, 7 – 12 October	The CINTERFOR/IDB Programme organized and financed the event. Two experts of Cinterfor participated in it.
International Seminar on the contribution of the competence approach in the management of human resources and vocational training in the context of the health reform	Ministry of Health	Santiago, 14-15 October	A consultant of Cinterfor presented on Competence-based Development of Human Resources.
International Course on vocational training for the board of directors of the INCE	INCE	Caracas, 14 October – 22 November	The Director and two consultants of the Centre gave modules on Competence-based Training and Legislation and Training.
III Meeting of agencies and institutions of vocational training of Latin America – Management of technical and vocational training	Ministry of Education OEI GTZ	Santiago de Chile, 21 – 23 October	Cinterfor convoked its member institutions and supported the preparation of the event. A consultant of the Centre co-ordinated the group discussions and panels and the systematisation of results.

EVENT	ORGANIZING INSTITUTION	PLACE AND DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
Regional Meeting of ILO directors. Coordination Workshop of the region and the social security sector and Meeting of the extended group of decent work	Regional Office	Lima, 21 – 25 October	The Director of the Centre participated in the event.
Provincial Meeting "Adult Education and vocational training. A strategy of social construction in uncertainty scenarios"	Dirección General de Cultura y Educación (General Direction of Culture and Education) – Buenos Aires	Prov. Buenos Aires, 22 October	A consultant of the Centre gave a presentation.
Regional Seminar – Workshop on Secondary Education and equity in Latin America. Strategies for the improvement of young people opportunities	IIPE Universidad Católica del Uruguay	Montevideo, 4 y 5 November	The Director gave a presentation.
Conferences on vocational training – The central role of enterprise and current perspectives of trade unionism	CUOPYC	Juan Lacaze, 8 November	CINTERFOR gave technical assistance to the event. The Director and two consultants of the Centre participated in it. The Centre financed the presence of a consultant who presented on "Changes on the work organization and the socio-labour bargaining in Latin America: Impact on trade union structure and strategy."
Seminar – Workshop of exchange and integration between executive institutions of FORMUJER	FORMUJER Argentina	Buenos Aires, 14 – 15 November	The coordinator of PROMUJER participated in the event.
Seminar – Workshop on formulation of cooperation projects targeted at the strengthening of young people employability	OEI	La Antigua, 18 – 22 November	A consultant of Cinterfor gave a presentation.
National Seminar "Trade Union strategies for the young"	ILO – RLA/01/M01/SPA PIT/CNT	Montevideo, 21 – 23 November	The Centre contributed to the organization and coordination of the event. Two consultants of the Centre participated in it.
XV Meeting of persons with disabilities and VIII Meeting of young people with disabilities	PLENADI	Montevideo, 29 November – 1° December	The Centre financed the participation of a foreign expert on the subject.
Forum sul lavoro e l'imprenditoria del Friuli-Benezia Giulia in América Latina	Friuli del Mondo	Buenos Aires, 29 November – 1 December	The Director of the Centre presented on Small and Medium Enterprise: development strategy in the American continent.
Argentinean-Uruguayan dialogue on the social impact of globalization	ILO Regional Office - Americas	Montevideo, 2 December	The Director of the Centre participated in the event.

EVENT	ORGANIZING INSTITUTION	PLACE AND DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
National Seminar "Occupational Qualification as a Public Policy "	IIEP	San Pablo, 5 – 6 December	A consultant of the Centre participated in the discussions of the seminar.
Regional Dialogue of the World Commission on the Socio-Labour Dimension of Globalization	ILO Regional Office - Americas	Lima, 7 December	The Director of the Centre participated in the event.
International Seminar on crises and globalization: possible answers	ILO Regional Office - Americas	Lima, 10 December	The Director of the Centre participated in the event.
XV Regional American Conference	ILO Regional Office - Americas	Lima, 10 – 13 December	The Director of the Centre participated in the event.
Closure Seminar of the project Southern Cone – Trade Union Rights and Freedom in the Port Sector ILO/LIBSYND	ILO Turin Centre	Montevideo, 16 December	Cinterfor provided the logistic organization of the event.
Seminar on International Labour Standards regarding trade union rights and collective bargaining and the ILO control procedures for workers of the air transport sector in the Southern Cone countries	ACTRAV/C. - Turin ITF Americas	Montevideo, 16 – 18 December	Cinterfor provided the logistic organization of the event.
Seminar – Workshop on vocational training and innovation in crises contexts	INET OEI	Buenos Aires, 17 December	Two consultants presented on the situation of vocational training in Latin America and on the experience of PARANA TEC and the role of training in the incubator of enterprises.
Seminar – Workshop on youth unemployment and employment policies	INCASUR	Montevideo, 17 - 18 December	Four consultants of Cinterfor gave presentations in the event. The Centre contributed to the organization and coordination of the event.

2003

EVENT	ORGANIZING INSTITUTION	PLACE AND DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
I Conference of University Graduates	INTECAP	Guatemala City, 6 – 7 February	The Director of the Centre gave a presentation on the challenges of vocational training institutions: the view of Cinterfor/ILO
Workshop "Juan Lacaze: Roots and Future of an Identity"	CUOPYC	Juan Lacaze, 14 February	Cinterfor gave financial assistance to the event.
Forum of measurement of labour standards at international level	USA Science Academy	San Jose, Costa Rica, 19 - 20 February	An expert of the Centre gave a presentation (The ILO Regional Office for the Americas requested the participation).
Round Table on labour relations	ILO San Jose RELACENTRO PRODIAC	San Jose, Costa Rica, 21 February	An expert of the Centre participated in the event (The Regional Office of San Jose requested the participation)
Meeting of the multidisciplinary and multi-sectoral group on mental health and work		Montevideo, 12 March	Cinterfor provided logistic support and its facilities for the organization of the event.
Seminar on vocational training and gender	INCE	Caracas, 14 March	A consultant of the Centre presented on "Vocational Training in Latin America and the Role of Women".
Technical Regional Seminar of the project "Incorporation of the Gender Perspective on the Policies of Poverty Eradication and Employment Creation in Latin America "	ILO Regional Office - Americas	Buenos Aires, 17 a 21 March	The regional Coordinator of the FORMUJER Programme participated in the event and was responsible of the Module 5 on education and vocational training.
Seminar "Vocational Certification: Making a Difference in the labour Market"	System of Industries Federation of M. Gerais State SENAI M/G.	Belo Horizonte, 17 y 18 March	A consultant of the Centre gave a presentation.
Workshop on exchange and evaluation of training programmes with a gender approach and Workshop of interchange and training on articulation of strategies between training and occupational projects management.	Formujer Programme, Argentina	Purmanarca, Jujuy, 24 -28 March	It was an activity of the Cinterfor/IDB Programme Formujer. The Coordinator and a consultant of the regional programme participated. The Director and the national coordinator of the Programme PROIMUJER/Uruguay also participated in the event.
Technical Meeting on inspection and Monitoring of Child Labour – Regional Action Plan for the eradication of child labour in the MERCOSUR countries and Chile	IPEC	Montevideo, 31 March - 2 April.	It was conducted in the Cinterfor facilities. The Centre provided logistic support for the organization of the event.

EVENT	ORGANIZING INSTITUTION	PLACE AND DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
Meeting of the working groups the Ministries of Labour of the OAS on principles and rights at work	RLA/02/55M/USA	Montevideo, 31 March - 4 April	Cinterfor provided support to the logistic organization of the event.
Actualisation Workshop on the work of Fisext software	ILO Regional Office - Americas	Lima, 31 March - 4 April	In the framework of the training of the personnel, three members of the staff participated in the event.
National Seminar on question of deficiency and the world of work	ILO BRASILIA	Brasilia, 3 April	The Centre gave financial assistance to the participation of a consultant who presented a CD with modules.
Seminar "Quality, Flexibility and Efficiency"	SENA, Medellin	Medellin, 9 - 11 April	A consultant of the Centre gave a presentation.
Regional Seminar on Vocational Training Challenges in the Andean region	Ministry of Labour, Consultant Council of the Ministry of Labour Andean Community, ILO Regional Office and OEI.	Lima, 10 - 11 April	The Director of Cinterfor gave a presentation in the event. The Centre contributed financially to enable the participatin of two consultants. The Director presented on training, social dialogue and regional integration and the consultants on the systemic approach to vocational training and the processes of standardisation and certification: advance and perspectives on vocational training in the processes of regional integration, the Mercosur experience.
37 National Meeting of Librarians – Librarian and their occupational competences	Book Chamber of Buenos Aires	Buenos Aires, 14 April	A consultant presented on labour competences. Key of the vocational development of librarians
Official Ceremony of the ISO 14000 to SENATI of Peru	SENATI	Lima, 23 April	The Director of the Centre participated in the event.
I Training Course on use and maintenance of motor saws	Ministry of Labour SECTOR UTU	Paysandú, 23 – 26 April	Thirteen workers of forest enterprises took the course. The activity was organized in the framework of the training actions in the area of health and safety at work.
Workshop on training and development of human resources- revision of recommendation 150	PIT/CNT JUNAE	Montevideo, 29 - 30 April	The Centre provided two consultants to contribute to the organization and also provided its facilities and financial support.
Seminar "International Labour standards for Magistrates, Jurists and law Professors"	ILO Turin Centre	Lima, 3 – 7 May	An expert gave a presentation.

EVENT	ORGANIZING INSTITUTION	PLACE AND DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
Workshop on Community Based Training	SRO/ILO Caribbean HEART/NTA IFP/SKILLS	Kingston, 5 – 9 May	A consultant of the Centre participated in the Technical Session 4 "Selected Latin America successful histories on CBE: Lessons learned." Another consultant who is responsible of the restructuring of the English version of the website of Cinterfor participated in the event. .
Regional Workshop "Adoption and Execution of Affirmative Action Policies for Afro Descendants in Latin American and the Caribbean"	United Nations High Commissioner for Human Rights	Montevideo, 7 – 9 May	Cinterfor represented the ILO Regional Office.
National Seminar "Equal Opportunities for Working Women in Uruguay"	RLA/01/M10/SPA PIT/CNT	Colonia, 9 – 11 May	The coordinator of the Proimujer Programme gave a presentation.
II Training Course on use and maintenance of motor saws	Ministry of Labour SECTOR Universidad Católica UCUDAL	Rivera, 9 – 12 May	Thirteen workers of forest enterprises took the course. The activity was organized in the framework of the training actions in the area of health and safety at work.
III National Workshops on labour relations and gender	Universidad de la Republica ILO Buenos Aires	Montevideo, 10 May	The Carrera de Relaciones Laborales (Programme of Labour Relations) of the Facultad de Derecho (Law School) organized the event. An expert of the Centre presented on gender and training in the inaugural session.
Regional Meeting ULAT-MUN – Local Development policies and social economy. Educational Approaches for the participation of city hall workers.	COEMA ULAT-MUN	Mar del Plata, 12 – 13 May	A consultant of the Centre gave a presentation (request of the ILO Office Argentina)
XXI National Conference on labour law and social security	Colegio de Abogados del Trabajo (Labour Lawyers Association)	Santa Martha, Colombia, 12 – 16 May	An expert of the Centre was invited to give a presentation.
Seminar "Vocational training and its role in productivity and social dialogue"	Ministry of Education, Bolivia	La Paz, Bolivia, 19 de May	The Director and a consultant of Cinterfor gave a presentation.
Competence-based management of human resources. Methods and techniques targeted at people involved in the management of training institutions of the SEP	Public Education Secretary ILO Turin Centre	Mexico, 19 – 23 May	A consultant of Cinterfor lectured in the module on competence-based training.
Technical International Meeting on the Justice of Work and the socio-labour declaration of the MERCOSUR	ILO Buenos Aires AADTSS	Buenos Aires, 21-22 May	An expert of the Centre gave a presentation.

EVENT	ORGANIZING INSTITUTION	PLACE AND DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
Seminar on NIT regarding trade union freedom and the ILO control system	ILO Turin Centre	Montevideo, 23 May	Support in the organization.
Competence-based management of human resources. Methods and techniques.	ILO Turin Centre	Saitillo, Mexico, 26 – 30 May	A consultant of Cinterfor lectured in the module on competence-based training.
III Training Course on use and maintenance of motor saws	Sector	Fray Bentos, 6-9 June	Thirteen workers of forest enterprises took the course in the facilities of Euforest S.A. The activity was organized in the framework of the training actions in the area of health and safety at work.
91 <sup>st</sup> International Labour Conference	ILO	Genera, 8-19 June	The Director of Cinterfor participated in the discussion of the new ILO Recommendation 150 on Development of Human Resources.
Ibero American Seminar on vocational training in the rural sector	SENAR	Foz de Iguazú, 25 – 28 June	Cinterfor provided technical assistance, supported the convocation among its member institutions and contributed to the organization and coordination. The Director of the Centre participated in the event.
National Seminar "Employment and Youth Organization: Trade Union Strategies"	RLA01/M01/SPA	San Pablo, 25-27 June	A Consultant of the Centre gave a presentation.
Working Meeting of the universities affiliated to the academic network on social dialogue and International Seminar on globalization and the world of work: effects on social dialogue	Academic Network for Social Dialogue	Santiago, 21 – 22 July	An expert from the Centre participated in the event.

### VIRTUAL EVENTS 2001-2002

EVENT	ORGANIZING INSTITUTION	DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
Teleconference on vocational training and social dialogue	Ministry of Labour, Peru	28 February 2001	By request of the Sectoral Table of training institutions and entities related to the development of human resources /Ministry of Labour.
Tele conference on informational systems for employment and planning of vocational training	ILO Turin Centre	8 June 2001	Conducted in the framework of the course on information on labour market and management of educational and vocational training systems.
Course on cost analysis for vocational training management	Cinterfor	12 August – 20 December 2001	Virtual course.
Teleconference on labour competence-based training	Regional Office - Lima INICTEL-LIMA	9 May 2002	After the teleconference, there was a round of questions.
Workshop on labour competences. Follow-up of SIMAPRO	ILO Mexico ILO Turin Centre	12 de June 2002	Representatives of sugar industries and the Secretary of Labour and Social Security, Conocer and Inca Rural
Course ILO/PUCP on graduate studies on labourrelation	Regional Office Pontificia Universidad Católica de Peru	23 October 2002	An expert of the Centre gave a presentation.
II Course on cost analysis for vocational training management	Cinterfor	28 October 2002 – April 2003	Virtual course.
Virtual seminar on youth and training for employability: development of key labour competences	Cinterfor INJUVE	28 October – 8 November 2002	Virtualseminar.
Teleconference on labour competences	ILO Turin Centre	26 November 2002	In the framework of the course on management of vocational training systems.
Teleconference on training and labour Conference	Universidad Tecnológica Nacional de Buenos Aires	27 November 2002	A consultant of the Centre gave a presentation on the topic. It was transmitted in Rosario, Santa Fe and Cordoba, Argentina.
Teleconference on labour market information and planning of vocational training in the framework of the course on management of Central American training institutions	ILO Turin Centre	28 November 2002	In the framework of the course on management of the training institutions of Central America.

EVENT	ORGANIZING INSTITUTION	DATE	TYPE OF PARTICIPATION/SPECIFICATIONS
Virtual Seminar on Youth and Training: Impact Evaluation	Cinterfor INJUVE	03 - 20 December 2002	Virtual Seminar.
Teleconference on competences, training and occupational certification	SENAI	6 February 2003	As a beginning of the expansion of the methodology of competences of the SENAI system.
Teleconference on integration, globalization and free trade	ILO Lima	3 April 2003	Exchange to prepare discussion on the subject with the experts on the Regional Office for the Americas.
Teleconference on articulation between labour market, vocational training and employment services	ILO Turin Centre	29 April 2003	It was developed in the framework of the course on Labour Market Information and Vocational Training Institutions Management.



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## PART TWO

### PROPOSAL OF WORK PLAN AND PROGRAMMES FOR THE 2003-2004 BIENNIUM

The Centre's programme is broadly aimed at laying down the institutional foundations of vocational training, supporting national efforts for the consolidation, enhancement and modernisation of the organisational structure of national vocational training institutions. At the same time, it also lends assistance to the endeavours of Ministries of Labour and Education in the formulation and adoption of national training policies.

Activities channelled to the modernisation of training conceptions have a basic ingredient, i.e. a trend to orient training programmes with a view to accessing labour markets rather than coaching individuals for specific work posts. Furthermore, in the society of knowledge and information there is increasing emphasis on the need to promote reforms coordinating the notion of a lifelong education with national training offers. Adoption of this approach entails postulating the need to facilitate permanent access to training opportunities, rather than the traditional attitude of a training based on specific job profiles.

The possibilities of training openings along life are specially important for less privileged population groups, with fewer opportunities, like young men and women and adults lacking the education and qualification levels required for employment. Access to relevant, good-quality training is essential for these persons to get a decent job.

On the other hand, it is undeniable that there is growing consensus about the link between vocational training and productivity. Training and personnel development actions enable enterprises and productive chains to attain better levels in their resources/outcomes ratios. This equation is essential for regional and world productivity, as it is for attracting investments capable of generating decent work.

This programme has been preceded by a renewed tempo in efforts towards sub-regional and regional integration. From North America, Central America, through the

### The ILO strategic objectives

- Promotion of standards and fundamental principles and rights at work.
- Creating greater opportunities for women and men to secure decent employments and incomes.
- Enhancing the coverage and effectiveness of social protection for all.
- Strengthening tripartism and social dialogue.

Andean Nations, the Caribbean down to the Southern Cone new movements are afoot to revive and consolidate sub-regional and regional integration initiatives. This has raised training to unprecedented heights in supranational interests, based on aspects such as the mobility of workers and recognition of their occupational skills in key sectors like hotels and tourism, transportation, manufacturing industries and many others.

The Cinterfor/ILO programme favours action for the institutional development of training, and helps in redefining policies, programmes and projects for restructuring qualification offers that are sound, stable and supportive of the concept of lifelong, good-quality training.

For all these reasons, the Centre will continue to pay great attention to its co-operation and dissemination activities in areas like:

- Development and strengthening of training institutions.
- Design and development of national training frameworks and systems for the certification of competencies (in a regional integration perspective).
- Quality management in training.
- Development of new ICT-intensive training approaches (Utilising information and communications technologies).
- Links between training and productivity in enterprises, productive chains, branches of economic activity and national economies.
- Training in crucial areas like the environment and renewable energy sources.
- Development of training approaches favouring the integration of disadvantaged populations.
- Social dialogue and its decisive role in training development.
- Sub-regional and regional integration and their effects on the training and mobility of workers.

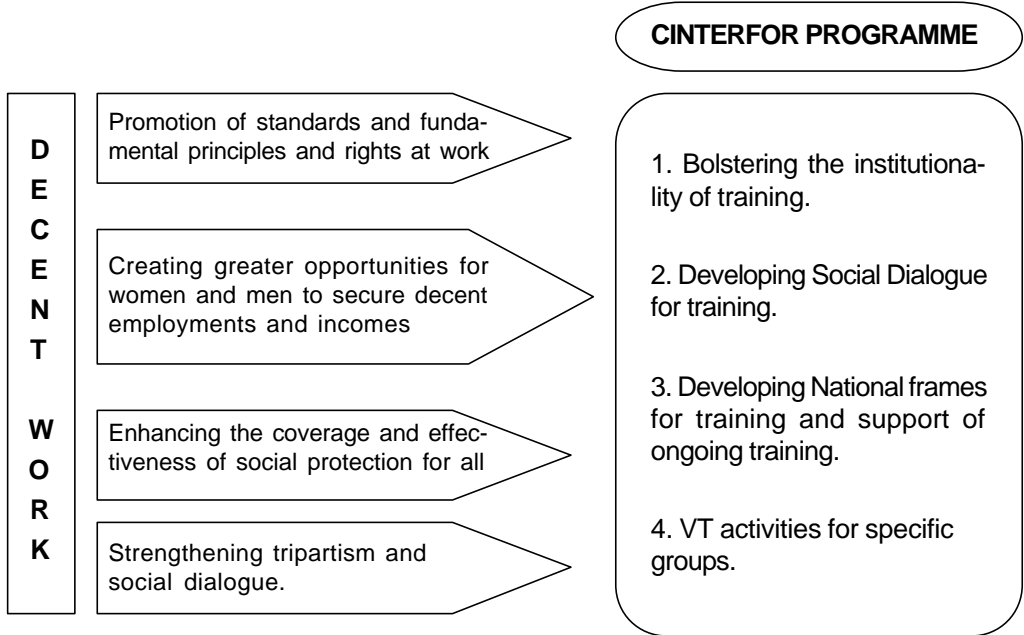
The Centre’s action embodies the four fundamental strategic objectives of the ILO and will sponsor the cause of the right to training as an ally in the pursuit of the objective of decent work.

Within this range of strategic objectives, the one regarding improved opportunities for women and men to get a decent employment and income is particularly important for the Centre, insofar as relevant and good-quality vocational training is a means for enhancing such opportunities. At all events the Centre’s activities and the very nature of vocational training contribute to the implementation of activities in the frame of the other three strategic objectives.

The proposed programme is based on and guided by the following elements:

- The requests made by Member States and adopted at the 36<sup>th</sup> Meeting of the Technical Committee (Antigua, 2003).
- The ILO strategic objective that women and men should have a decent income and job.
- The guidelines of the new ILO Recommendation on the development of human resources, and
- The regional strategy laid down in the work plan of the ILO Regional Office for Latin America and the Caribbean.

The following diagram outlines of the Cinterfor programme and its links with the four ILO strategies:



## WORK PROGRAMMES FOR THE 2003-2004 PERIOD

The Centre proposes giving continuity to the general structure of its work programme. Quite naturally, special emphasis will be laid on activities that may so require according to the requests of Institutions. Programme contents are as follows:

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|--|--|
| <b>BOLSTERING THE INSTITUTIONALITY OF TRAINING</b> | <ul style="list-style-type: none"><li>- Management of Vocational Training Institutions.</li><li>- Financing of Vocational Training.</li><li>- Quality management in VT.</li><li>- Information and communications technologies in VT.</li><li>- Vocational Training and Gender.</li><li>- Sub-regional, local and sectoral training activities.</li><li>- Training and development of personnel for VT.</li></ul> |
| <b>SOCIAL DIALOGUE FOR TRAINING</b>                | <ul style="list-style-type: none"><li>- Vocational Training Institutions.</li><li>- Employers and vocational training.</li><li>- Trade unions and vocational training.</li><li>- Governments (Ministries of Labour, Education, National Training Institutions).</li><li>- Other forms of local, bipartite, sectoral management.</li></ul>  |
| <b>NATIONAL TRAINING FRAMEWORKS</b>                | <ul style="list-style-type: none"><li>- Promotion of lifelong education.</li><li>- Training and productivity.</li><li>- Training based on competencies.</li><li>- Development of national training frameworks.</li><li>- Certification of occupational competencies.</li></ul>   |
| <b>VT ACTIVITIES FOR SPECIFIC GROUPS</b>           | <ul style="list-style-type: none"><li>- Young people.</li><li>- Population groups with special needs.</li><li>- Populations in rural areas.</li><li>- Informal sector.</li><li>- Ethnic groups and indigenous peoples.</li></ul>   |

The Cinterfor work plan for this biennium is supplemented by the following activities outlined in the current discussions of a new proposal for the development of human resources:

- Promoting ongoing education, improving the employability of men and women workers, promoting the concept of decent work;
- Getting training to contribute in raising the productivity of enterprises, economic sectors and, in sum, of the countries themselves;
- Improving access and equal opportunities for all persons in the spheres of education and training;
- Promoting national, regional and international qualifications frameworks favouring the recognition of training and previous experience;
- Reinforcing the capacity of social actors to work together in the field of training and education.

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## **DESCRIPTION OF CINTERFOR/ILO WORK PROGRAMMES FOR 2003-2004**

We describe below the contents of the Centre's work plan. Implementation of activities with Centre personnel, information and documentation available on the Cinterfor/ILO website, co-operation projects and counselling are the basic forms of operation.

### **1. Bolstering the institutionality of training**

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Training and human resources' development activities need sound institutions to favour the relevance and efficiency of programmes and to generate and disseminate applied training knowledge. A crucial role of institutions is to promote a culture in which all parties concerned – governments, social actors, enterprises, individuals and civil society – ascribe due value to training.

The Centre will continue to support the strengthening and development of efficient institutional schemes. To that end, the following lines will be implemented:

1.1 Vocational Training Management. In support of planning, direction, implementation and evaluation through different information and technical assistance options to those in charge of formulating policies and administering training activities at institutions. Backing will continue to be provided for training and updating events in areas requested by VTIs.

1.2 Financing of Vocational Training. Different financial sources, modes and applications will be analysed and circulated. The Centre is about to embark upon a study in four countries of the region, in collaboration with the Infocus Programme on Skill Knowledge and Employability (IFP/SKILLS) (Geneva).

1.3 Quality in vocational training. The aim of this programme is gathering information and knowledge on experiences in institutional policies of quality management in VTIs, and encouragement of them. The route map for this undertaking will consist of supporting new experiments and facilitating functional co-operation among institutions.

1.4 Use of information and communications technologies in training. Collecting and disseminating experiences in the use of the new ITCs for the design and delivery of training programmes. The whole spectrum will be covered, from utilisation of the Internet to the latest trends in distance training.

1.5 Vocational training and gender. The success of the FORMUJER Programme in Argentina, Costa Rica and Bolivia, –that among other things has accumulated a store of

teaching material– will facilitate promoting training policies and strategies endeavouring to plan and implement activities with a gender slant, to improve the access of women to training and employment.

1.6 Implementation of training activities at sub-regional, local and sectoral level. An illustrative experience in this respect has been the recently held Training Seminar for the Rural Sector (Foz de Iguazú, Brazil, June 2003) that led to actions like providing specialised information on the website and identification of development trends in areas like food safety and tourist services. Institutions of the sector have considered it convenient to reconvene next year. Cinterfor/ILO will likewise support the dissemination of experiences in local and regional development.

1.7 Training and development of vocational training personnel. The Centre will promote the exchange of staff members among different VTIs and knowledge of new experiences. Support to training bodies is essential in areas like internships and field visits. Training activities will include:

- 1.7.1 Directors, members of Management Boards.
- 1.7.2 Directors of training centres and units.
- 1.7.3 Teachers and instructors.
- 1.7.4 Technicians.

## **2. Social dialogue for training**

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Training is a specially propitious subject for social dialogue. Consequently, Cinterfor/ILO will continue to promote participation by the social actors in the design, implementation and evaluation of vocational training actions. The topic of collective bargaining and vocational training will receive special attention in the Centre's programme.

2.1 Employers and vocational training. The Centre will shortly include a new page on its website specialising in subjects connected with the role of employers in training. The page will offer information on training experiences, models for managing training in enterprises, employers' negotiations and participation in the administration and delivery of training.

2.2 Trade unions and vocational training. In this area, efforts will continue for disseminating information on experiences in workers' participation in training, as well as on the importance of training in labour relations. Emphasis will be laid on activities to strengthen the capabilities of workers for taking part in the definition and negotiation of training policies and strategies at various levels.

2.3 Governments (Training Institutions, Ministries of Labour, Ministries of Education) and training policies. Information will be provided on subjects pertaining to the role of the public sector and the social evaluation of training impacts. The Centre will act as support and reference, a place where the public sector may find knowledge and information on the definition and design of training strategies.

2.4 New forms of training management (local, bipartite, sectoral). This includes a diversity of recent experiences that the Centre will continue to disseminate. It will also try to systematise what has been learned from such experiences, and their undeniable contributions to productivity, employment generation and better working conditions.

### **3. Development of national training systems and frameworks**

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Various experiences have taken place in the creation of national reference frameworks for the progression of training (and education). Cinterfor/ILO is envisaging a state-of-the-art study of this tendency in the region, as well as the way in which it interacts with the definition of training programmes by competencies. With the support of the Infocus Programme on Skills Knowledge and Employability, it will also study the development of the key competencies (generic competencies) approach.

3.1 Promotion of lifelong training. This will be done through the dissemination of experiences in developing the concept and implementing it by concrete measures in the design of training and education.

3.2 Training and productivity. Analysis and dissemination of experiences (at the level of enterprises, sectors and countries) establishing links between training, evaluation and certification actions and human resources' policies that increase productivity. This programme will include research and analysis of experiences in that direction.

3.3 Training based on competencies. The Centre will continue to promote dissemination of information and materials on the competency-based approach in training. A study will be carried out of application of the key competencies (generic competencies) approach in the region.

3.4 Development of national training frameworks. The need to establish a reference frame to guide national efforts in training and education is increasingly recognised as part of policies favouring a lifelong education and stimulating the growth of productivity. In this connection, a study will be carried out in the region describing the current overall situation.

3.5 Certification of skills and competencies. This subject, as indicated earlier, is nowadays being considered in connection with aspects like regional integration and manpower mobility. In view of the proliferation of such experiences in the region, the Centre will continue to gather updated information and disseminate institutional arrangements and innovations on the matter. It is also contemplating technical and training support.

#### **4. Vocational training activities for specific groups**

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This programme is aimed at increasing the training supply for young workers, long-standing unemployed male and female workers, unskilled adult workers and workers with disabilities. It will lay stress on inclusion and equity.

4.1 Vocational training for young people. The Centre will devote a forthcoming number of its *Boletín Interamericano de Formación Profesional* (Inter-American VT Bulletin) to experiences in the evaluation and follow-up of graduates from youth training programmes. In this way it expects to continue expanding information and encouraging new experiences. The website will also continue to be an important vehicle for divulging information on this programme.

4.2 Population groups with special needs. Special attention will continue to be paid to the needs of VTIs in this respect. Good practices and successful programmes will be disseminated.

4.3 Rural populations. This area will also cover training for the rural sector and new trends such as special attention of productive units, the diversification of subjects (i.e. food safety), agricultural and livestock production-processing chains, and agricultural activities as a tourist attraction. The Centre will collect and circulate specialised information on the subject. A web page has been envisaged in the website.

4.4 Informal sector. It is a well known fact that, in a broad sense, informality cuts across the whole economy. Consequently, it is also covered by actions in other sectors like, for instance, the ones envisaged for the rural sector. Cinterfor will facilitate co-operation activities to provide training for the informal sector, aiming at raising its productivity and reaching the decent work objective.

4.5 Ethnic groups and indigenous populations. Experiences in fulfilling the needs of such groups regarding access to employment and training will be disseminated.

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## **CINTERFOR/ILO WORK STRATEGIES**

The use of institutional resources and the combination thereof to attain the goals outlined in this general plan will reinforce the strategies utilised in the current biennium, with a few changes of emphasis according to the demands of VTIs.

### **1. Research and publication of knowledge and experiences.**

The different collections usually published by the Centre will include aspects such as the links of training with the rural sector, local development, renewable energy sources, impact evaluation, entrepreneurial training experiences, curricular design, quality management, and others.

### **2. Electronic dissemination and training tools.**

Apart from constant expansion of its website, the Centre will increase the volume of information published in English. A joint project has been undertaken to that end with the Swiss Development Co-operation for the translation of technical documents and other material for the benefit of countries in the English-speaking Caribbean. Other site contents on topics like occupational competencies, young people and training, gender, unions, employers and others will continue to be kept up to date.

### **3. Computerised interaction with users.**

This approach is a growing tendency. Several areas in the Centre already offer on-line assistance to users. Teleconferencing has also been envisaged on different subjects ranging from gender and training to training based on competencies, social dialogue, trade unions and training and many others.

### **4. Support of personnel exchanges among training institutes.**

The good results yielded by this strategy in the current period augur well for its prolongation in the future. On the request of VTIs, the necessary contacts will be made to facilitate exchanges of personnel, or technical missions and visits to get acquainted with new training experiences or know-how. The practice will be promoted among training bodies in view of the large number of positive experiences in the region in aspects like quality management, training by competencies, technological training and development, to mention but a few.

## **5. Provision of Counselling, Information and Technical Assistance services**

Based on the network of consultants and experts in different areas that the Centre makes available to VTIs. Increasing use is being made of the co-operation that the institutions themselves offer through their own officers and technicians in areas like training by competencies, quality management, the design of lifelong education schemes, etc.

## **6. Promotion of joint activities with national institutions.**

Consists of the support the Centre has always given to the initiatives of national VT institutions that organise seminars, training events, discussion workshops, etc. that are very useful to launch projects, evaluate progress or discuss innovations.

## **7. Exchange and coordination with ILO offices and technical services.**

This strategy proved to be very fruitful during the preceding period and will no doubt be useful for this one. The excellent coordination that has been achieved with the various ILO Offices and services has enabled the Centre to design and implement concerted activities and make a reality of the concept of “a comprehensive Labour Organisation”.

## **8. Joint work with other international agencies.**

Cinterfor/ILO will maintain coordination with other agencies like Multilateral Banks and international organizations within and without the United Nations System on aspects connected with development priorities based on the training of human resources.

## **9. Personnel development and optimisation of resources to enhance attainment of objectives.**

Staff training and development is a fundamental strategy of the Centre and the ILO. Institutional programmes and strategies will be applied in this connection. Other priorities are meeting existing demands and intensive use of information and communication technologies. Full utilisation of the Centre’s physical infrastructure and facilities, like the publishing area and design and development of its website are of crucial importance for the accomplishment of dissemination and information activities.



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## ACRONYMS

ACTRAV	Department of Activities with Workers, ILO
AECI	Spanish International Cooperation Agency
APPCU	Association of Private Promoters of the Building Industry, Uruguay
BID	Inter-American Development Bank (IDB)
BMZ	Ministry of Economic Cooperation and Development, Germany
CARICOM	Caribbean Community
CCOO	Worker Commissions, Spain
CEPAL	Economic Commission for Latin America and the Caribbean (ECLAC)
CETP/UTU	Technical-Professional Education Council – Labour University, Uruguay
CINTERFOR	Inter-American Centre for Research and Documentation on Vocational Training
CIOSL/ORIT	International Confederation of Free Trade Unions/ Inter-American Workers' Organization
COCAP	Vocational Training Council, Uruguay
CONALEP	National College of Technical-Professional Education, Mexico
CUOPYC	Paper and Cellulose Workers Centre, Uruguay
DINAE	National Employment Bureau, Uruguay
ETM	ILO Multidisciplinary Technical Teams (MTT)
FANAPEL	National Paper Factory, Uruguay
FAT	Workers' Protection Fund, Brazil
FLACSO	Latin-American School of Social Sciences
FORCEM	Foundation for Continual Training, Spain
FORMUJER	Regional Programme for Strengthening Technical and Vocational Training of Low Income Women
FP	Vocational training (VT)
GENPROM	Gender Promotion Programme, ILO
GTZ	Gesellschaft für Technische Zusammenarbeit
HEART/NTA	Human Employment and Resources Training Trust/ National Training Agency, Jamaica
IFP	Vocational training institutions (VTI)
IMM	Office of the Mayor of Montevideo, Uruguay
INA	National Institute of Learning, Costa Rica

INAFORP	National Institute of Vocational Training, Panama
INATEC	National Technological Institute, Nicaragua
INCASUR	International Institute of Studies and Social Training of the South
INCE	National Institute of Educational Cooperation, Venezuela
INEM	National Employment Institute, Spain
INET	National Institute of Technological Education, Argentina
INFOCAL	National Institute of Training and Skills Development, Bolivia
INFOP	National Institute of Vocational Training, Honduras
INFOTEP	National Institute of Technical-Vocational Training, Dominican Republic
INJU	National Youth Institute, Uruguay
INJUVE	Youth Institute, Spain
INSAFORP	El Salvador Institute of Vocational Training, El Salvador
INTECAP	Technical Institute of Training and Productivity, Guatemala
ISO	International Organization for Standardization
ITU	University Technological Institute, Cuyo University, Argentina
IVETA	International Vocational Education and Training Association
JUNAE	National Employment Board, Uruguay
MERCOSUR	Common Market of the South
MINED	Ministry of Education
MINLAB	Ministry of Labour
MINTRAB	Ministry of Labour
NTA	National Training Agencies
NTB	National Training Board, Trinidad and Tobago
OEA	Organization of American States
OEI	Organization of Ibero-American States for Education, Science and Culture
OIJ	Ibero-American Youth Organization
OIT	International Labour Organisation (ILO)
ONG	Non-governmental organisation
OPS	Pan-American Health Organization (PAHO)
PAISAJOVEN	Programme of Institutional Support to Youth in Medellin
PECC	Programme of Efficiency and Competitiveness for the Building Industry, Uruguay
PIT-CNT	Inter-Union Workers' Plenary – National Workers' Convention, Uruguay
PLUNA	First Uruguayan Aerial Navigation Lines
PNUD	United Nations Development Programme (UNDP)
POLDEV	Development Policies Department (ILO)
PRADJAL	Regional Programme of Actions for Youth Development in Latin America
PROCAL	Skills Development Programme for Youth and Workers in Enterprises, Bolivia
PROMICRO	Micro-Enterprise Information System in Central America
RDSI	Integrated Services Digital Network

SECAP	Ecuadorian Vocational Training Service
SECTRAB	Labour Secretariat
SEMTEC	Secretariat of Middle and Technological Education, Brazil
SENA	National Learning Service, Colombia
SENAC	National Commercial Learning Service, Brazil
SENAI	National Industrial Learning Service, Brazil
SENAR	National Rural Learning Service
SENAT	National Transportation Learning Service, Brazil
SENATI	National Service of Skills Development in Industrial Labour, Peru
SENCE	National Training and Employment Service, Chile
SENCICO	National Training Service for the Building Industry, Peru
SEP	Secretariat of Public Education, Mexico
SID	Cinterfor Information and Documentation Service
SIRFO	Regional Information System on Vocational Training, Cinterfor
SNPP	National Professional Promotion Service, Paraguay
UCUDAL	Dámaso A. Larrañaga Catholic University, Uruguay
UGT	General Workers' Union, Spain
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund



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