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Programme, Financial and Administrative Section

PFA

Programme, Financial and Administrative Segment

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## Proposed programme and budget of the Inter-American Centre for Knowledge Development in Vocational Training (CINTERFOR) for 2026–27

### Purpose of the document

This document presents a proposal for CINTERFOR's Programme and Budget for 2026–27. The Governing Body is invited to approve the income and expenditure estimates of the CINTERFOR extrabudgetary account for 2026–27, as set out in Appendix I (see the draft decision in paragraph 21).

**Relevant strategic objective:** All.

**Main relevant outcome:** All.

**Policy implications:** None.

**Legal implications:** None.

**Financial implications:** Budget for 2026–27.

**Follow-up action required:** None.

**Author unit:** Inter-American Centre for Knowledge Development in Vocational Training (CINTERFOR) and Financial Management Department (FINANCE).

**Related documents:** [GB.346/INS/4](#); [GB.349/PFA/1](#).

## ► I. Introduction

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1. In the current context of profound labour market transformations, vocational training is consolidating its position as a strategic pillar for inclusive and sustainable development in Latin America and the Caribbean, where structural challenges persist that limit access to decent work and deepen social inequalities. According to the ILO, informality affects 47.6 per cent of workers, depriving almost half of the workforce of social security and decent conditions. Youth unemployment is critical: in 2024, unemployment among young people aged 15 to 24 reached 13.8 per cent, almost triple that of adults, and 60 per cent of young people in employment work in the informal sector.<sup>1</sup> Gender gaps persist: female labour participation is 52.1 per cent compared to 74.3 per cent for men, and women earn 20 per cent less, concentrating in low-paid and informal sectors.<sup>2</sup>
2. Low productivity also limits regional development: in 2023, labour productivity was only 33 per cent of the Organisation for Economic Co-operation and Development (OECD) average, down from 40 per cent in 1990.<sup>3</sup> In the face of these challenges, vocational training strengthens technical and digital skills, facilitates the transition to formal employment, expands opportunities for young people, contributes to closing gender gaps and promotes productivity and innovation.
3. Technological, environmental and demographic transitions are reshaping the labour market. Digitalization and automation are increasing the demand for digital and socio-emotional skills, but many workers lack access to adequate training. A total of 84 per cent of employers plan to improve the digital skills of their staff.<sup>4</sup> The environmental transition is creating jobs in green sectors, although many are precarious and require specific skills. Climate change could destroy 2.5 million jobs by 2030, particularly affecting informal workers.<sup>5</sup> The growth and ageing of the working population, together with migratory flows, require inclusive training policies adapted to a diverse workforce.
4. It is essential to strengthen agile, inclusive and resilient vocational training systems, promoting technical education, skills certification and policies that integrate young people and women into formal employment. CINTERFOR's work plan for the biennium 2026–27 is aligned with the ILO strategy on skills and lifelong learning 2030,<sup>6</sup> and seeks to have an impact in six key areas: (i) inclusive and sustainable societies; (ii) just transition; (iii) full employment; (iv) resilience and adaptability; (v) business productivity; and (vi) gender focus.
5. CINTERFOR is focusing its action on strengthening key processes in the public policy cycle for lifelong skills development. The biennial work plan is structured around five pillars: governance and social dialogue; identifying skills demands; qualifications frameworks and certification; innovative training provision; and monitoring and evaluation of policies. This approach draws

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<sup>1</sup> ILO, *2024 Labour Overview: Latin America and the Caribbean, Executive Summary*, 2025.

<sup>2</sup> World Economic Forum, *Global Gender Gap Report 2023*, 2022.

<sup>3</sup> OECD et al., *Latin American Economic Outlook 2024: Financing Sustainable Development*, 2024.

<sup>4</sup> World Economic Forum, *The Future of Jobs Report 2025*, 2025.

<sup>5</sup> Inter-American Development Bank, *How Much Will It Cost to Achieve the Climate Goals in Latin America and the Caribbean?*, Working Paper Series No. IDB-WP-01310, March 2022.

<sup>6</sup> GB.346/INS/4.

on ILO international policy frameworks, which highlight lifelong learning and vocational training as a right and a public good.

6. The plan responds to the ILO Centenary Declaration for the Future of Work, 2019, which calls for investment in human capacities and promotes social dialogue and tripartism as the basis for governance in vocational training. Horizontal technical cooperation and the network of regional institutions enable exchange, innovation and regional integration. This plan expresses CINTERFOR's commitment to strengthening vocational training as a tool for decent work, inclusion and social justice in the region.

## ► II. Work plan for 2026–27

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7. The indicative actions for each of the strategic pillars of the work plan for 2026–27 are detailed below.

### Pillar 1: Governance and social dialogue in vocational training

#### 1.1 Capacity building for effective tripartite participation

Objective: Enhance the qualified participation of tripartite actors in social dialogue spaces and technical and vocational education and training (TVET) governance bodies.

Indicative activities:

- Design and implementation of capacity-building programmes for Government, Employer and Worker representatives.
- Development of methodological guidelines for participation in sectoral councils and commissions.
- Regional training workshops on effective social dialogue in TVET.

#### 1.2 Support for the designing and strengthening of governance structures

Objective: Consolidate tripartite governance mechanisms in TVET at the national, sectoral, and territorial levels.

Indicative activities:

- Mapping of governance spaces and identification of opportunities to strengthen.
- Technical assistance for the creation or strengthening of national or sectoral TVET councils.
- Development of guidelines for regulatory and operational governance frameworks.
- Support for institutionalizing social dialogue in TVET.

#### 1.3 Production and dissemination of applied knowledge

Objective: Generate evidence and tools to inform decision-making on TVET governance and policies.

Indicative activities:

- Systematic updating of experiences and good practices in social dialogue at various levels.

- Mapping and analysis of tools and good practices in the use of artificial intelligence in TVET.
- Cost-benefit studies of investment in TVET.
- Design of an assessment model for the development of TVET systems as a monitoring tool.

#### 1.4 Promotion of international regulatory frameworks and standards

Objective: Disseminate and facilitate the adoption of ILO standards on skills and lifelong learning.

Indicative activities:

- Development of outreach and advocacy materials tailored to national and sectoral contexts.
- Organization of seminars on regulatory instruments and their application in TVET policies.
- Support for national processes of regulatory and public policy adaptation.

#### 1.5 Strategic positioning of TVET

Objective: Raise the profile of TVET on political, economic, and social agendas through a tripartite approach.

Indicative activities:

- Participatory formulation of a regional advocacy plan with tripartite actors.
- Implementation of a regional communication campaign, with national adaptation.
- Integration of key messages in forums, events and regional dialogue platforms.

### Pillar 2: Identifying and anticipating skills demands

#### 2.1 Institutional strengthening for strategic information

Objective: Support the design and strengthening of national and sectoral systems for monitoring employment and skills.

Indicative activities:

- Technical assistance and cooperation opportunities for creating or consolidating employment and skills observatories with a tripartite approach.
- Development of governance protocols and mechanisms for coordinating information systems with TVET institutions.
- Support for the integration of intersectional approaches (gender, youth, territory) into observatories.

#### 2.2 Capacity-building in sectoral analysis and anticipation methodologies

Objective: Improve the capacity of key actors to identify gaps and anticipate skills demands in strategic sectors.

Indicative activities:

- Design and delivery of training programmes in sectoral analysis and forward-looking methodologies.

- Training on trends analysis linked to environmental, technological and demographic transitions.
- Cross-cutting inclusion of a gender perspective in all processes for identifying and prospecting training demands.

## 2.3 Systematization and use of applied knowledge

Objective: Consolidate technical evidence to support training policies based on current and future skills demands.

Indicative activities:

- Collection, analysis and systematization of studies identifying gaps and demands by country or sector.
- Production of thematic reports on key sectors or emerging skills.
- Preparation of regional comparative reports with policy recommendations.

## 2.4 Development of anticipation tools

Objective: Develop and maintain practical tools for national and sectoral actors.

Indicative activities:

- Development, improvement and systematization of a toolkit on skills identification and anticipation.
- Validate tools with end users (vocational training institutions, sectoral councils, observatories).
- Digital dissemination and training in the use of these tools.

## 2.5 Promotion of regional collaboration and peer learning

Objective: Foster exchange and collaboration between countries and stakeholders to strengthen collective capacities, including South-South cooperation.

Indicative activities:

- Promotion of regional collaborative initiatives linked to productive transitions.
- Design and implementation of a community of practice on identifying and anticipating skills.
- Development and execution of a work plan for the community, including virtual meetings, thematic groups and collaborative production.

# Pillar 3: Qualifications frameworks and skills certification

## 3.1 Strengthening technical capacities in standardization, qualifications and certification

Objective: Develop the technical and institutional capacities needed to design and operate qualifications frameworks and skills certification systems.

Indicative activities:

- Training and support for technical teams in standardization and skills certification.

- Organization of regional and national workshops on good practices and international standards.
- Promotion of a lifelong learning approach to skills certification.

### 3.2 Development of national qualifications frameworks

Objective: Support the design, implementation and improvement of national qualification frameworks with a sectoral and territorial coordination approach.

Indicative activities:

- Technical support for countries designing or updating their national qualification frameworks.
- Methodological support in defining levels, descriptors and links with TVET systems.
- Promotion of integrative approaches including formal education, continuing training, recognition of prior learning and certification by experience.

### 3.3 Methodologies and guidelines for qualifications frameworks

Objective: Offer methodological tools to guide countries in the technical and political development of their frameworks.

Indicative activities:

- Updating and validation of a methodological guide for the design and implementation of national qualification frameworks.
- Creation of a regional study and discussion group for the exchange of lessons learned.
- Systematization of successful framework development processes and their practical application.

### 3.4 Development of sector-based occupational standards

Objective: Strengthen the technical basis for qualification, certification and curriculum design processes.

Indicative activities:

- Technical assistance to TVET institutions and productive sectors in the development or revision of occupational standards.
- Participatory processes to ensure the technical validity and social recognition of standards.
- Promotion of alignment between competency standards, occupational profiles and international benchmarks.

### 3.5 Analysis of frameworks, standards and certification systems

Objective: Provide up-to-date diagnoses to guide the development and coordination of qualification systems.

Indicative activities:

- Studies on availability and coverage of occupational profiles, standards and certification processes at the sectoral and national levels.

- Identification of gaps and opportunities to strengthen qualification and certification systems.
- Analysis of links between certification systems, TVET and employment systems.

### 3.6 Regional mechanisms for recognition and mobility

Objective: Advance the development of agreements to facilitating mutual recognition of skills and certifications in the region.

Indicative activities:

- Facilitation of tripartite processes to develop regional skills recognition mechanisms.
- Promotion of bilateral or multilateral agreements for skilled labour mobility.
- Identification of common criteria for the mutual recognition of skills certifications.

## Pillar 4: Training provision and teaching and learning methods

### 4.1 Strengthening quality, inclusive and relevant learning

Objective: Support the development and implementation of high-quality learning programmes that are sector-relevant and involve public-private partnerships.

Indicative activities:

- Technical assistance to TVET institutions in the design, implementation and evaluation of learning programmes.
- Support for tripartite processes to review and reform regulatory frameworks on learning, with a focus on quality and equity.
- Technical secretariat of the Alliance for Dual Training in Latin America and the Caribbean: facilitation of horizontal cooperation and regional coordination.
- Development of studies on good practices and innovative models of quality apprenticeship in the region.

### 4.2 Pedagogical and methodological innovation

Objective: Promote innovative teaching and learning approaches that respond to the challenges of productive and technological transformation.

Indicative activities:

- Identification, systematization and dissemination of innovative pedagogical practices in TVET, including project-based learning, simulation and active methodologies.
- Capacity building in educational innovation for managers, technicians and trainers.
- Publication of a methodological guide on project-based training.
- Development of a collaborative platform to share pedagogical resources and promote the development of transversal skills.
- Creation of learning communities among institutional teams to promote innovation in training processes.

### 4.3 Design of training programmes based on productive needs

Objective: Support the development of flexible and up-to-date training programmes linked to strategic sectors and production transitions.

Indicative activities:

- Dissemination and application of methodologies for the design of occupational profiles based on value chains and productive ecosystems.
- Technical assistance in curriculum design methodologies focused on skills and learning outcomes.
- Integration of a gender and sustainability approach in curriculum redesign.

### 4.4 Development of teaching skills for digital transformation

Objective: Strengthen teams of trainers with key digital and pedagogical skills for hybrid and digital contexts.

Indicative activities:

- Design and distribute a training package in digital skills for teaching, and training staff, adapted by level and profile.
- Implement blended learning itineraries (self-learning, tutoring and practical training).
- Monitor and evaluate the impact of training processes on improving teaching performance.

### 4.5 Professionalization and continuous training of trainers

Objective: Strengthen the pedagogical and technical skills of trainers in the TVET system.

Indicative activities:

- Mapping and systematization of structured training opportunities for trainers in initial and continuing TVET.
- Technical support to develop reference frameworks for trainer profiles, quality standards and certification.
- Promotion of the exchange of experiences and good practices between training centres and countries.

### 4.6 Recognition of prior learning

Objective: Promote mechanisms that recognize learning acquired outside the formal system, promoting inclusion and labour mobility.

Indicative activities:

- Technical assistance to countries and social actors for the design and implementation of recognition of prior learning systems.
- Systematization of recognition of prior learning experiences and models in Latin America and the Caribbean.
- Development of guidelines for their integration into vocational training and employment policies.

## **Pillar 5: Monitoring, evaluation and innovation in TVET policies**

### **5.1 Strengthening information and management systems in vocational training institutions**

Objective: Support the development of institutional capacities to manage, systematize and use strategic information on TVET.

Indicative activities:

- Technical assistance to TVET institutions in designing or strengthening management and results information systems.
- Development of guidelines and minimum standards for comprehensive TVET information systems.
- Support for the integration of dimensions such as equity, efficiency, relevance and employability into monitoring systems.

### **5.2 Promotion of a data culture and evidence-based decision-making**

Objective: Foster the systematic use of data for the planning, monitoring and continuous improvement of TVET policies and programmes.

Indicative activities:

- Awareness-raising and training campaigns on the importance of data for institutional improvement.
- Development of practical tools for reading, analysing and using data in TVET institutions.
- Design of key indicators for results-based management in vocational training.

### **5.3 Community of practice for the exchange of experiences, knowledge and tools**

Objective: Promote the exchange of experiences, knowledge and tools between those responsible for TVET and employment policies and programmes.

Indicative activities:

- Design and implementation of a collaborative work plan for the regional community of practice, including a plan for technical visits for the development of shared products and solutions.
- Organization of virtual and face-to-face meetings, and development of shared products (guides, case studies, recommendations).
- Documentation and systematization of successful monitoring and evaluation experiences.

### **5.4 Innovation in TVET system evaluation tools**

Objective: Develop instruments to assess the development and performance of TVET systems across the region and their impact on the world of work.

Indicative activities:

- Design and validation of a development assessment model for TVET systems as a tool for self-evaluation and improvement.

- Collection of comparable data on key components such as assessors, students, graduates, institutional structure, among others.
- Development of a regional database on TVET systems characteristics, linked to the regional information system.

## 5.5 Regional TVET information and monitoring system

Objective: Strengthen the regional TVET observatory in terms of data consolidation, analysis and strategic knowledge for the region.

Indicative activities:

- Conceptual and technical design of the regional information system (observatory), with tripartite participation.
- Integration of national data, studies and experiences into an interoperable regional platform.
- Generation of periodic thematic reports on trends, advances and challenges in vocational training in Latin America and the Caribbean.

## 5.6 Application of emerging technologies to improve vocational training policies

Objective: To promote the strategic use of technologies, especially artificial intelligence, in TVET monitoring and management systems.

Indicative activities:

- Mapping and analysis of tools and good practices in the use of IA applied to TVET.
- Dissemination of use cases and guidelines for the ethical, transparent and effective adoption of artificial intelligence in TVET institutions.
- Development of technical products that integrate artificial intelligence for predictive analysis or improved monitoring.

## 5.7 Promotion of collaborative innovation in networks

Objective: Deepen horizontal technical cooperation through collaborative innovation schemes, co-financing and resource mobilization.

Indicative activities:

- Undertake a consultative and participatory process with CINTERFOR network members and tripartite constituents in Latin America and the Caribbean, to co-design the Innovation Forum, defining its mission, objectives, membership criteria, governance framework and operating principles.
- Design the Forum's financial mechanism, including voluntary contributions from member institutions and mobilization of external resources (international cooperation, private sector, and so on). This includes establishing eligibility criteria and fund allocation criteria for collaborative initiatives.
- Organize the Forum's launch event, including the call for a first pilot initiative on collaborative innovation.

### ► III. Budget

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8. Appendix I presents the proposed income and expenditure for the extrabudgetary account during the financial period 1 January 2026 to 31 December 2027, together with comparative figures for projected and actual expenditure and income in 2024–25. Appendix II provides further information by subprogramme. The total income foreseen for 2026–27 is US\$4,262,917.

#### ILO contribution

9. The ILO contribution for the 2026–27 biennium will amount to US\$2,847,917.

#### Other contributions

10. The “other contributions” budget line corresponds to short-term technical assistance activities, financed by the interested parties.
11. The design and implementation of a renewed resource mobilization strategy by CINTERFOR, with assistance from the Regional Office, yielded an increase of 92.3 per cent above the value that had originally been planned (planned amount US\$750,000, actual amount US\$1,442,388 in extrabudgetary resources mobilized during the 2024–25 biennium). The main impact of this successful mobilization of resources is focused on strategic actions, compliance and product delivery to stakeholders, and it does not represent a net gain for the Centre.
12. Based on this experience, CINTERFOR:
  - will maintain its policy of actively mobilizing resources in response to requests for technical assistance from countries in the region;
  - will promote South–South cooperation among member institutions and will work together with other ILO offices and with the International Training Centre of the ILO (Turin Centre).
13. These services will be provided through a combination of measures:
  - provision of technical assistance by the CINTERFOR team of specialists:
    - remotely, through national and regional processes;
    - through the delivery of virtual courses and events;
    - in person by conducting missions;
  - the generation of specialized knowledge;
  - holding technical meetings and events, the Centre’s technical cooperation activities;
  - adding staff to the technical team via short-term contracts;
  - contracting consultancy services.

#### Contribution of the host country

14. The contribution of the host country will be maintained at US\$50,000 per annum. The Government of Uruguay paid its 2024 contribution and is expected to pay its contribution for 2025 in the coming months. Projected income for the 2026–27 biennium is US\$100,000.

## Voluntary contributions from member institutions of the vocational training network

15. Projected voluntary contributions from member vocational training institutions for the 2026–27 biennium are estimated at US\$400,000. During the 2024–25 biennium, revenue from this source has slowed in response to changes in the governance of member institutions and their restrictions on this type of expenditure. This system will be reviewed in consultation with the institutions, as will CINTERFOR's collection management in the short term. It is also planned to move towards the formalization of these contributions by entering into cooperation agreements with each institution, so that the voluntary contribution commitment is formalized and institutionally supported.

## Wage costs

16. CINTERFOR has a vacant local national officer position that remains unassigned for the time being. While CINTERFOR is in solidarity with the Organization in the situation it is currently facing due to the restrictions imposed by some partners, it trusts that the position will be filled at the earliest opportunity.

## ► Resource mobilization

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17. In the 2026–27 biennium, CINTERFOR will extend its resource mobilization strategy. The strategy will actively guide the strengthening of partnerships for international and national development cooperation through cooperation projects and the mobilization of extrabudgetary resources, both in the host country and at the regional level.
18. In previous biennia, CINTEFOR has had projects financed by the Government of Uruguay and the United Nations system, among others. In the future, it will diversify its sources of funding to include domestic trust funds and South–South and triangular cooperation funds (with internal ILO funds and external funds).
19. Conservative estimates of income from these various sources, as well as funding for technical assistance activities financed by the stakeholders themselves (technical advice, study visits and seminars, among others) and income from the provision of virtual courses for the 2026–27 biennium, amount to US\$900,000.
20. It is envisaged that for this coming biennium, CINTERFOR will continue to have the position of Specialist in Digitalization and Vocational Training (P4), currently funded by the ILO Office for the Southern Cone of Latin America.

## ► Draft decision

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21. **The Governing Body approved the income and expenditure estimates of the Inter-American Centre for Knowledge Development in Vocational Training (CINTERFOR) extrabudgetary account for 2026–27, as set out in Appendix I of document GB.355/PFA/1.**

## ► Appendix I

### Proposed income and expenditure

The following table shows the proposed income and expenditure for the extrabudgetary account for the period from 1 January 2026 to 31 December 2027, together with comparative figures for budgeted and actual income and expenditure in 2024–25.

|                                                           | 2024–25<br>Approved<br>budget<br>(US\$) | 2024–25<br>Anticipated income<br>and expenditure<br>(US\$) | 2026–27<br>budget<br>(US\$) |
|-----------------------------------------------------------|-----------------------------------------|------------------------------------------------------------|-----------------------------|
| A. Funds brought forward from the previous financial year | 1 252 824                               | 1 293 715                                                  | 1 422 572                   |
| B. Income                                                 |                                         |                                                            |                             |
| ILO contribution                                          | 2 697 917                               | 2 721 797                                                  | 2 847 917                   |
| Host country contribution                                 | 100 000                                 | 100 000                                                    | 100 000                     |
| Contributions from other countries in the region          | 500 000                                 | 379 988                                                    | 400 000                     |
| Other contributions                                       | 750 000                                 | 1 442 388                                                  | 900 000                     |
| Miscellaneous income <sup>1</sup>                         | 15 000                                  | 86 862                                                     | 15 000                      |
| <b>Total income</b>                                       | <b>4 062 917</b>                        | <b>4 731 035</b>                                           | <b>4 262 917</b>            |
| C. Total funds available                                  | 5 315 741                               | 6 024 750                                                  | 5 685 489                   |
| D. Total expenditure                                      | 4 057 200                               | 4 602 178                                                  | 4 234 800                   |
| E. Funds to be carried forward to the next financial year | 1 258 541                               | 1 422 572                                                  | 1 450 689                   |

<sup>1</sup> Including interest, exchange/revaluation gains/losses.

► **Appendix II****Summary of proposed expenditure for 2026–27 by subprogramme**  
(extrabudgetary account and ILO contribution)

| Subprogramme                                | Work years/months    |                 | Cost in US\$     |                |                  |
|---------------------------------------------|----------------------|-----------------|------------------|----------------|------------------|
|                                             | Professional service | General service | Staff            | Non-staff      | Total            |
| Programme implementation                    | 2/00                 | 4/00            | 967 200          | 110 000        | 1 077 200        |
| Knowledge management                        | 2/00                 | 8/00            | 1 279 200        | 100 000        | 1 379 200        |
| Other contributions                         | 0                    | 0               | 0                | 210 000        | 210 000          |
| Administration, finance and human resources | 0                    | 6/00            | 595 200          | 110 000        | 705 200          |
| Management                                  | 2/00                 | 2/00            | 763 200          | 100 000        | 863 200          |
| <b>2026–27 proposals</b>                    | <b>6/00</b>          | <b>20/00</b>    | <b>3 604 800</b> | <b>630 000</b> | <b>4 234 800</b> |