



Governing Body

319th Session, Geneva, 16–31 October 2013

GB.319/PFA/3/2

Programme, Financial and Administrative Section
Programme, Financial and Administrative Segment

PFA

Date: 13 September 2013

Original: Spanish

THIRD ITEM ON THE AGENDA

Proposed 2014–15 budgets for extra-budgetary accounts: Inter-American Centre for Knowledge Development in Vocational Training (CINTERFOR)

Purpose of the document

This paper presents a proposal for CINTERFOR's Programme and Budget for 2014–15. Additionally, it provides information concerning the use of the 2012–13 budget and activities implemented during 2012–13 taking into account the guidance received from the Governing Body in November 2011.

The Governing Body is invited to approve the income and expenditure estimates of the CINTERFOR extra-budgetary account for 2014–15, as set out in Appendix I (see the draft decision in paragraph 16).

Relevant strategic objective: Promoting employment by creating a sustainable institutional, social and economic environment in which: women and men can develop and update the capacities and skills they need to be productively employed; sustainable enterprises can prosper and create jobs; and societies can achieve their goals of economic development and social progress.

Policy implications: None.

Legal implications: None.

Financial implications: Budget for 2014–15.

Follow-up action required: None.

Author unit: Inter-American Centre for Knowledge Development in Vocational Training (CINTERFOR).

Related documents: GB.312/PFA/4/2; GB.317/PFA/1.

ILO/CINTERFOR Programme and Budget proposals for 2014–15 and implementation strategy

Introduction

1. Latin America and the Caribbean ended 2012 with positive growth and employment outcomes; the urban unemployment rate was 6.4 per cent of the economically active population, which was the lowest rate registered since the mid-1990s. However, unemployment among women is 1.4 times higher than that among men, while youth unemployment almost triples that of adults (14.3 per cent and 5.6 per cent, respectively).¹ The region's labour market is highly segmented; micro, small and medium-sized enterprises (MSMEs) are a fundamental building block of the productive structure of the region. They account for around 99 per cent of the total number of enterprises and employ around 67 per cent of all workers.²
2. Across the world, in general, and in Latin America and the Caribbean in particular, there is a growing consensus on the importance and value of vocational training (VT), covering the employment, technology, educational and social dimensions.
3. In Latin America and the Caribbean, VT has responded to the transition from an industrial society to a knowledge-based society, as well as to the socio-economic situation in the region, which shows a high level of productive heterogeneity that varies across sectors and enterprise sizes.
4. Technological innovation has a strong influence on the skills demand of labour markets. One of the most unsettling paradoxes of today's labour market crisis is that, even at a time when the unemployment rate is very high, employers are having difficulties in finding workers with the necessary skills to fill the job vacancies. The enduring mismatch between skills supply and demand indicates that higher levels of educational achievement are only part of the solution; there is great need to bring the often non-intersecting orbits of work and education or training into closer contact and alignment.³
5. The Programme and Budget proposals for 2014–15 indicate that the implementation of the ILO Strategy on South–South and triangular cooperation (SSTC) will help expand partnerships and the sharing of knowledge, experiences, training and technology transfer between emerging and developing countries and advanced economies that wish to support this modality for cooperation. For over half a century, CINTERFOR, together with the support of the network of vocational training institutions (VTIs) it coordinates, has been a pioneer in knowledge management and SSTC for the improvement of labour skills. Since its inception, the Centre has been an instrument for the promotion of permanent and active collaboration among national agencies responsible for VT. In addition, a long-standing

¹ ILO, 2012: *Labour Overview 2012*.

² Organisation for Economic Co-operation and Development (OECD)/United Nations Economic Commission for Latin America and the Caribbean: *Latin American Economic Outlook 2013: SME policies for structural change*, 2012, p. 17.

³ ILO: *Towards the ILO centenary: Realities, renewal and tripartite commitment*, Report of the Director-General, International Labour Conference, 102nd Session, Geneva, 2013.

goal has been that, although the Centre caters specifically to countries in the Americas, all other countries should be able to derive maximum benefit from its experience.

6. CINTERFOR's programme and its estimated income and expenditure provisions for the 2014–15 biennium is set out below. Appendices I and II provide details on the budget and Appendix III includes information on activities implemented during the 2012–13 biennium.

Programme

7. According to the Director-General's Programme and Budget proposals for 2014–15, as submitted to the Governing Body,⁴ the ILO will promote SSTC in the context of VT through CINTERFOR, which will contribute to Outcome 2: *Skills development increases the employability of workers, the competitiveness of enterprises and the inclusiveness of growth*.
8. The work of CINTERFOR has been highlighted at the Governing Body several times:
 - "... knowledge management and South–South, triangular and interregional cooperation, as well as taking the fullest advantage of information and communication technologies (ICT) in various areas, will constitute the priority axes for CINTERFOR. The engagement in global activities will be encouraged, including as part of the follow-up to the implementation of the G20 training strategy ...".⁵
 - "... SSTC takes different and evolving forms, including, inter alia, the sharing of knowledge and experiences, training, and technology transfer. In this regard, the ILO's experience in promoting good practices and sharing information could be highlighted and expanded. The ILO Inter-American Centre for Knowledge Development in Vocational Training (CINTERFOR) has been practising and promoting SSTC through a regional knowledge-sharing platform and network for skills development policies, connecting public institutions, international organizations, social partner organizations, universities and civil society ...".⁶
 - "... South–South cooperation will be promoted by the Inter-American Centre for Knowledge Development in Vocational Training (CINTERFOR) ...".⁷
9. The overarching goal of the strategy of Outcome 2 of the Programme and Budget for 2014–15 "... is to help constituents develop an enabling framework of policies and institutions to build skills in response to technological and market changes and to expand access to quality training to disadvantaged groups ...".⁸
10. As a consequence, and in accordance with the Governing Body's guidance, CINTERFOR will continue to support a permanent learning and SSTC community among national

⁴ GB.317/PFA/1.

⁵ GB.312/PFA/4/2 and GB.312/PV, para. 633.

⁶ GB.313/POL/7 and GB.313/PV, para. 401.

⁷ GB.317/PFA/1.

⁸ GB.317/PFA/1, para. 63.

vocational training institutions with the purpose of sharing knowledge, experiences and good practices related to human resources training and development.

Means of action and support to constituents

- Continuous updating of the VT knowledge management platform and making the most of information and communication technologies (ICTs) in order to fulfil the Centre's mission.
- Analysis of needs in terms of skills so as to bridge the mismatch between supply and demand of vocational skills and improve workers' employability.
- Strengthening of social dialogue in order to set up sectoral training strategies.
- In order to better prepare young people for work and continuous learning, attention will be given to:
 - reinforcing public–private partnerships in order to extend quality vocational training programmes of the formal economy;
 - improving informal learning quality in poor and rural areas;
 - developing vocational guidance and job placement services; and
 - integrating key vocational skills into general training and vocational training.
- Improving the quality of on-the-job training to increase the productivity of workers and enterprises, particularly MSMEs, in the informal economy.
- Having access to quality training to promote the social inclusion of men and women in rural areas and people with disabilities.

Budget

11. Appendix I presents the proposed income and expenditure for the extra-budgetary account for the financial period from 1 January 2014 to 31 December 2015, together with comparative figures for budgeted and actual income and expenditures for 2012–13. Further information, by subprogramme, is presented in Appendix II. The total income foreseen for 2014–15 is US\$3,046,892.
12. The ILO contribution for the 2014–15 biennium will amount to \$2,286,892, including an increase of \$150,513 to adjust for cost increases and maintain the contribution at the same level as the previous biennium in real terms.
13. The contribution of the host country will be maintained at US\$50,000 per annum. The Government of Uruguay paid \$400,000 corresponding to previous years' contributions; the sum of \$100,000 for 2006 and 2013 is still pending payment.
14. Voluntary contributions by VTI members are maintained at \$500,000.

Resource mobilization

15. International and national technical cooperation resources mobilization will be continued. Additionally, extra-budgetary resources have been estimated at \$400,000, coming from technical assistance financed by the interested parties (advisory services, study visits and seminars, among others), considering that \$370,000 was obtained during the previous biennium.

Draft decision

16. *The Governing Body approves the income and expenditure estimates of the CINTERFOR extra-budgetary account for 2014–15, as set out in Appendix I.*

Appendix I

Inter-American Centre for Knowledge Development in Vocational Training (CINTERFOR)

The proposed income and expenditure for the extra-budgetary account for the financial period from 1 January 2014 to 31 December 2015 are given below, together with comparative figures for budgeted and estimated actual income and expenditure for 2012–13.

	2012–13 approved budget (US\$)	2012–13 forecast income and expenditure (US\$)	2014–15 proposed budget (US\$)
A. Funds brought forward from previous period	486 761	583 999	597 518
B. Income			
ILO contribution	2 136 379	2 136 379	2 286 892
Host country contributions	450 000	400 000	200 000
Contributions from other countries in the region	500 000	500 000	500 000
Sales of publications and printing services	60 000	50 000	50 000
Miscellaneous income ¹	10 000	10 000	10 000
<i>Total income</i>	3 156 379	3 096 379	3 046 892
C. Total funds available	3 643 140	3 680 378	3 644 410
D. Total expenditure	3 312 860	3 082 860	3 191 263
E. Funds to be carried forward to the next period	330 280	597 518	453 147

¹ Including interest, exchange/revaluation gains/losses.

Appendix II

Inter-American Centre for Knowledge Development in Vocational Training (CINTERFOR)

Summary of proposed 2014–15 expenditure by subprogramme
(extra-budgetary and ILO contribution)

Subprogramme	Work-years/months		Cost (in US\$)		
	Professional service	General service	Staff	Non-staff	Total
Programme delivery	2/00	4/00	746 647	54 000	800 647
Knowledge management		10/00	815 442	130 000	945 442
Printing services				10 000	10 000
Administration, finances and human resources		4/00	426 303	130 000	556 303
Management	2/00	4/00	792 321	86 550	878 871
2014–15 proposals	4/00	22/00	2 780 713	410 550	3 191 263

Appendix III

CINTERFOR's response to 2012–13 Governing Body guidance

Strengthening and expansion of the network

1. CINTERFOR has addressed the Governing Body's guidance relating to SSTC for VT knowledge management in different ways and has always been supported by the VTIs coordinated by the network, which is still being strengthened and expanded: there are 69 member VTIs in Latin America, the Caribbean and Spain, and the Employment and Vocational Training Institution (IEFP) of Cape Verde (Africa) joined in 2012. Furthermore, during the current biennium, the following institutions have joined: the Agency for the Promotion of Employment and Vocational Training of Córdoba Province (Argentina); the Bahamas Technical and Vocational Institute (BTVI); the Duoc Professional Institute and the Duoc Technical Training Centre of the Pontifical Catholic University of Chile (DuocUC); the Educational Corporation of the National Agricultural Society (SNA Educa) of Chile; the Miguel Escalera Training and Employment Foundation (FOREM) of the Trade Union Confederation of Workers' Committees of Spain; the Ministry of Labour and Employment Promotion of Peru; the Ministry of Labour and Social Welfare of El Salvador; the Association of Uruguayan Human Resources Management Professionals (ADPUGH); and the Human Resources Association of Argentina (ADRHA).

Global participation

2. The Centre has participated in several VT-related international events, such as: the "Knowledge from the South" Fair (Panama, May 2012);¹ the 6th Centro Paula Souza Technological Fair (Sao Paulo, Brazil, October 2012); WorldSkills Americas 2012 (Sao Paulo, Brazil, October 2012); the Global South–South Cooperation Expo (Vienna, November 2012);² the European Union-Latin America and Caribbean Forum on Social Cohesion (Rosario, Argentina, October 2012); and the sessions of the International Labour Conference, where it has exhibited its products and services for five years. At the invitation of the OECD, CINTERFOR made some contributions to the chapter on human capital and skills for small and medium-sized enterprises (SMEs) in the *Latin American Economic Outlook 2013: SME policies for structural change report*.³

South–South and triangular cooperation

3. Networking encouraged by the Centre has made SSTC among VTIs permanent, natural and spontaneous. Other actions supported by the Centre, in response to demand in this area, have included the transfer of the prospecting model of the National Service for Industrial Training (SENAI) of Brazil to several VTIs in Central America, and collective knowledge building on learning objects (LOs), as is further explained below.
4. Along the same lines, the President of the Caribbean Congress of Labour (Antigua and Barbuda), the General Secretary of the same Congress (Grenada), the General Secretary of

¹ Organized by the Government of Panama and the United Nations system.

² Promoted by the United Nations Office for South–South Cooperation.

³ See: www.eclac.org/publicaciones/xml/5/48385/LEO2013_ing.pdf.

the Workers' Union and the Headmistress of the Industrial School of Barbados have carried out several study visits, including one to the National Commercial Learning Service (SENAC) of Brazil. Furthermore, training activities have been promoted such as the one supported by the National Service of Skills Development in Industrial Labour (SENATI) of Peru at the National Institute of Learning (INA) of Costa Rica.

5. The Centre has taken the measures described below to address other lines of action suggested by the Governing Body.

Knowledge management platform

6. The Centre has taken full advantage of ICT. In November 2011, the static website was transformed into a dynamic platform (www.oitcinterfor.org) which incorporated the dissemination, interaction and collective building of knowledge with continuous innovation and sustained growth. This platform includes a library, which has more than 1,300 VT-related publications and different databases:
 - **Teaching resources bank:** it was started in 2009 with more than 6,000 teaching resources provided by SENAI (Brazil). It has continued to grow thanks to the contributions made by other member VTIs. It currently provides access to over 12,000 publications.
 - **Labour skills:** it offers more than 6,500 standards validated by the network of VTIs and other institutions, both regionally and worldwide, in various productive sectors.
 - **Experiences:** around 300 successful programmes and strategies have been systematized. These can be used as a reference for actions in other contexts and countries.
 - **Specialists:** it includes the résumés of the people involved in VT and information about their work experience, research, programmes and projects.
7. There is also a virtual space to support learning, implementation and collective knowledge-building activities (<http://evc.oitcinterfor.org/>), which has 28 virtual communities; more than 1,200 persons have made use of this space since it was set up in 2002.
8. The platform is visited from 187 countries and has become a service in the area of VT provided by the ILO's Regional Office for Latin America and the Caribbean, through CINTERFOR and the VTI network.
9. A statistical analysis tool provides information about the topics that users find most interesting, thus facilitating the update and improvement of databases and, therefore, the provision of relevant services. The most visited subject areas are: labour skills, youth employment, gender and equality, and productivity.
10. As regards accessibility, a process to comply with international standards (the Web Accessibility Initiative (WAI)) has been started in order to facilitate access to the platform for people with disabilities and people with different levels of technological skills and access conditions.

Information and communication technologies (ICTs) for vocational training in MSMEs

11. MSMEs deal with particular challenges relating to occupational skills such as the difficulty of having available time for training, the reluctance to invest in training of workers for fear of losing them once they acquire new knowledge or the lack of resources to invest in VT.
12. In 2011, one of the outcomes of the "Research and development on ICT-based training methodologies for MSMEs" project, which was financed by the International Development Research Centre (IDRC) of Canada, was a guide on ICT-based training for MSMEs, which

was prepared with the participation of several VTIs⁴ of the network and has been used in different conglomerates of hotels and furniture, garment and metalworking workshops.

13. Similarly, in the context of the Avanz@ project,⁵ also financed by the IDRC and implemented with the Omar Dengo Foundation (FOD), the Centre has identified the skills that MSME workers and entrepreneurs need to improve, in five areas: innovation, networking, lifelong learning, result-based management and social and environmental responsibility. In order to cater to those demands, self-learning modules have been designed. As of the date of this report, they are: lifelong learning, networking, innovation and results-based management.
14. Furthermore, based on the philosophy, concepts and tools of the System for Integrated Measurement and Improvement of Productivity (SIMAPRO), the Avanza System⁶ was developed so that MSMEs can incorporate the concepts of productivity measurement and improvement – related to skills development – into their management methods.

Partnerships

15. Apart from the partnerships that enable networking, CINTERFOR has set up other partnerships in different countries and regions, such as the following:
 - In Uruguay, a project to evaluate tasks and occupational certification in the building industry, which began at the end of 2012, has been implemented as a response to the request made by the Wage Council of the Building and Other Similar Industries (a tripartite group). This public–private partnership, financed by the Social Building Fund, was presented at the annual meeting of the United Nations System Private Sector Focal Points (PSFP), held in Geneva in April 2013.
 - In Central America, CINTERFOR has entered into a partnership with the Omar Dengo Foundation, a non-profit, private organization which carries out national and regional projects in the fields of human development, educational innovation and new technologies.⁷
 - CINTERFOR is working with the IDRC of Canada on projects to promote ICT and training in MSMEs.
 - CINTERFOR is working with the United Nations system in Uruguay, specifically on the VT component of a project to support the reform of institutions for persons deprived of their freedom.

Impact evaluation of VT policies and programmes

16. The guide *Skills development impact evaluation: A practical guide*, which was published in September 2011, is the result of a fruitful pooling of knowledge by more than 110 professionals from VTIs of the network and members of the ILO's Governing Body. This tool has become an interactive guide, available on CINTERFOR's knowledge management platform, and is continuously being updated. In 2012, it received

⁴ The University Technological Institute (ITU) of Argentina; SENAI and the Euvaldo Lodi Institute of Brazil; the National Training Service (SENA) of Colombia; the Technical Institute of Training and Productivity (INTECAP) of Guatemala; and the National Institute for Technical Vocational Training (INFOTEP) of the Dominican Republic.

⁵ See: www.oitcinterfor.org/node/4837 (in Spanish only).

⁶ See: <http://avanza.oitcinterfor.org/auth/login>.

⁷ See: www.fod.ac.cr/ (in Spanish only).

13,247 visits and between January and May 2013, it received 8,556 visits with a monthly average of 1,711 visits.

Social dialogue and productivity

17. Changes in the workplace together with technological innovation have created a demand for more specialized qualifications and techniques. Social dialogue is the best means to anticipate and solve problems arising from changes in the organization of work, working conditions and employment models. In order to cater to the requirements of enterprises and workers, the Centre bolsters the participation of social partners in VT and promotes tripartite consultation for the drafting of policies with an integrated, sectoral and social perspective that are based on demand and social dialogue.
18. CINTERFOR continues to promote the implementation of SIMAPRO, which, based on social dialogue, caters to the needs of workers, employers and governments in order to implement decent work practices and improve labour productivity and working conditions. During the 2012–13 biennium, several measures have been taken, for instance, in sugar refineries in Honduras, El Salvador and the Dominican Republic, within the framework of the Competitiveness in the Sugar Industry project; in Jamaica, with the participation of the Human Employment and Resource Training Trust National Training Agency (HEART Trust/NTA); and in Colombia, sponsored by SENA.

Vocational training and the environment

19. VTIs of the network have incorporated skills development in environmental protection, with a strong emphasis on environmental education and management, material recycling, clean technologies, water treatment, recovery of degraded areas and environmental legislation. Several initiatives have been implemented and knowledge is shared with CINTERFOR members. The following are some of the projects:
 - SENAI: Development of cross-cutting skills in environmental education, with a view to raising awareness of the main environmental issues through analysis of current problems and perspectives.
 - SENAR, Brazil: The Agrinho programme, which is intended for students and teachers of public and private institutions and spreads concepts related to citizenship, environmental protection, health, responsible consumption and ethics; the Apoena programme, which fosters the inclusion of people with special needs and social development in rural areas; and the Terra Adorada programme, whose aim is to provide training on rural environmental responsibility.
 - The INA, the El Salvador Institute of Vocational Training (INSAFORP), the Nicaraguan National Institute of Technology (INATEC), the Guatemalan National Technological Institute for Training and Productivity (INTECAP), the Honduras National Institute of Vocational Training (INFOP), the Panama National Institute of Vocational Training for Human Development (INADEH), and the INFOTEP: Development of technical standards of skills at the regional level and curricular design for the classification of jobs in Central America.
 - Ministry of Labour, Employment and Social Security, Argentina: Development of skills in rural areas.
 - SENAC: All programmes include specific training on environmental protection.
 - SENATI Environmental Technologies Centre, which is the outcome of a trilateral project supported by cooperation organizations from Brazil (ABC/SENAI) and Germany (GIZ), assists manufacturing sectors in carrying out their activities in a sustainable and environmentally friendly way.

- Los Arrayanes Educational Centre of the Uruguay Vocational University (UTU), which offers training on preservation of natural resources, alternative energies and bioconstruction.

Labour skills, employment for youth and entrepreneurial development

20. Access to education and training is crucial in order to help disadvantaged people in society, since it helps them to find their way out of the vicious circle of poor qualifications, low productivity and low-paid jobs. Skills development is fundamental in order to facilitate young people's transition from school to work. A comprehensive approach is required to integrate young women and young men into the labour market, including the provision of relevant and high-quality training, information on the labour market and career guidance and employment services.⁸
21. CINTERFOR members have adopted a competency-based approach with a clear orientation towards improving VT relevance and quality, designing and implementing active employment policies, identifying occupational profiles, designing modular curricula, evaluating and recognizing knowledge, preparing teaching materials and developing learning environments.
22. The Centre has provided technical assistance to SENAI in the revision of its competency-based vocational training methodology, to the National Skills Certification Board (ChileValora) in the consolidation of a national labour skills certification system, and to Fundación Chile in skills evaluation and certification. In Uruguay, upon the request of Banco de la República and Banco Central, several activities on competency-based human resources management were implemented. Furthermore, support was given to the Ministry of Labour and Employment Promotion of Peru in the organization of a national labour skills standardization and certification system.
23. The Centre has also worked on the strengthening of public employment services. A competency-based training for trainers was carried out within the framework of the Training, Guidance and Employability project (FOIL) which is being implemented by the ILO's Central America office in the countries of the Central American isthmus, Panama and the Dominican Republic. In addition, the Centre provided technical assistance to the National Employment Bureau (DINAE) of the Ministry of Labour and Social Security of Uruguay.
24. CINTERFOR has continued working together with the network of VTIs in the skills development of youth and their connection with the labour market and the working environment. The Centre seeks to improve the quality of training for youth in poor and rural areas by promoting basic and specific skills mainstreaming so as to prepare them for work and lifelong learning. As in other areas, the Centre bolsters SSTC to exchange information and share significant experiences as well as to identify successful programmes and strategies which were added to the databases.
25. In the framework of the Joint United Nations Programme, and in coordination with Uruguayan governmental agencies and civil society, the Centre is implementing a training and labour integration project intended for people deprived of their liberty, particularly women and young men.

⁸ Resolution on skills for improved productivity, employment growth and development, International Labour Conference, 97th Session, Geneva, 2008.

Collective knowledge building and skills development in the network

26. Knowledge management promoted by the Centre enables progress and innovations to be shared and, at the same time, positive synergies to be created among VTIs. During the 2012–13 biennium, two key issues have been tackled collectively:

Early identification of labour skills

27. The resolution on skills for improved productivity, employment growth and development (ILC, 2008) stated that an early identification of current and future needs is fundamental and that this information must be included in national and sectoral development strategies, since a mismatch between skills demand and supply results from and contributes to structural unemployment and has high economic and social costs.
28. The outlook for jobs and technology is based on labour market observation and an analysis of social, economic and technological trends in order to determine vocational training needs and guarantee that they match employment. As a consequence, they enable:
- initial education programmes to be adjusted in line with current and future needs;
 - the skills which are in demand currently, and in the medium- to long-term, to be anticipated so as to ensure a better fit between jobs and skills;
 - pertinent and timely information to be provided to all stakeholders, in particular to displaced workers as well as those seeking better job opportunities, to enable them to shift from declining to emerging sectors;
 - young people to be supported so that they base their training choices on realistic employment prospects;
 - employers and workers to make better-informed investment decisions on training and lifelong learning; and
 - enterprises to innovate and adopt new technologies through the timely availability of appropriately skilled workers, upskilling existing workers, and helping workers to remain employable.
29. SENAI has developed a forecasting model to anticipate vocational training demands which is based on various types of analysis: technological, organizational, of emerging occupations, impact, occupational trends, compared VT, and thematic topics. In order to carry out these studies, SENAI works together with different organizations: universities, enterprises, science and technology centres and other social partners. SENAI's forecast provides a comprehensive view of the educational, technological and occupational context.
30. The accomplishment of CINTERFOR's mission to develop a community of lifelong learning and SSTC among national VTIs responsible for improving labour skills is possible thanks to the collaboration between the VTIs coordinated by CINTERFOR. Upon the request of many of these institutions, SENAI and CINTERFOR decided that it was necessary to transfer the SENAI forecast model to several institutions simultaneously, starting with the programme for INA, INSAFORP, INTECAP, INADEH and INFOTEP.
31. The transfer and adaptation process of SENAI's forecasting methodology started in May 2012. One year later, there are studies on the building sector in Costa Rica, El Salvador and the Dominican Republic, and on the tourism sector in Guatemala.⁹ Emerging technologies, occupational impacts (activities, knowledge, skills and attitudes) and vocational training recommendations were identified. Specific outcomes, per country, will

⁹ See: <http://evc.oitcinterfor.org/course/view.php?id=22&topic=10>.

be presented during the 41st Meeting of the Technical Committee of CINTERFOR (in Port of Spain, July 2013).

32. In the space of 14 months, three face-to-face meetings were organized, sponsored by INSAFORP (in May 2012 and April 2013) and by INA (in November 2012). CINTERFOR's virtual space enabled the collective management of knowledge.¹⁰

Learning objects (LOs)

33. The need to provide easy access to training and employment for more people within a regional context of great social and productive diversity has led VTIs to seek innovation creative solutions and increased use of technology to cater to diverse and changing needs. Under these circumstances, CINTERFOR members have become more interested in working together to manage the challenges and collaboration opportunities posed by LOs.¹¹
34. Therefore, as is the tradition in the network, several VTIs have met face-to-face and virtually to comparatively analyse institutional experiences and contexts of LO production and to propose integral actions so that they can enhance the quality and relevance of VT. These institutions are: the Ministry of Labour, Employment and Social Security of Argentina, SENAC, SENAI, the Brazilian Support Service for Small and Micro-Enterprises (SEBRAE), DuocUC, SENA, INA and INTECAP. Face-to-face meetings were held in the context of this knowledge management process, hosted by SENAC in Rio de Janeiro (in December 2012), and by DuocUC in Santiago de Chile (in April 2013). The community also met at CINTERFOR's virtual space.¹²
35. The joint effort of the VTIs has made it possible to develop a centralized computerized LO search tool to access LOs created by peer institutions.

Vocational training and regional integration

36. Networking has promoted knowledge exchange among VTIs in several countries, which will enable the harmonization of professional profiles and facilitate worker mobility in the medium term.

Coordination with ILO regional offices, headquarters and the International Training Centre in Turin (Turin Centre)

37. The Centre is a branch of the Regional Office for Latin America and the Caribbean, under whose direction it contributes to the fulfilment of the ILO's strategic objectives. Coordination with the Regional Office and other units has been strengthened, in connection with the implementation of the DWCPs, as shown below:
- **SKILLS:** Support has been provided for the development of the knowledge-management platform which was entrusted to the ILO by the G20, and which shares CINTERFOR's content on national skills development policies and initiatives.

¹⁰ See: <http://evc.oitcinterfor.org/course/view.php?id=22>.

¹¹ Also called learning modules or capsules, educational objects or virtual learning objects, among other names.

¹² See: <http://evc.oitcinterfor.org/course/view.php?id=44>.

- **SECTOR and ENTERPRISE:** These are the headquarters' units which provide technical assistance to the building industry in Uruguay and the Avanz@ project in Central America, respectively.
- The CINTERFOR platform promotes the Turin Centre's activities.
- **Argentina:** The Ministry of Labour, Employment and Social Security and the Ministry of Industry received support to hold the Argentina 2020 Seminar on lifelong training for competitiveness and employment within the framework of strategic plans (in March 2012).
- **Chile:** Technical assistance was provided to ChileValora in order to improve identification, standardization, evaluation and certification methodologies and to strengthen the participation of social partners in the development of vocational training.
- **Colombia:** Several actions were taken to implement SIMAPRO and the Promotion of Responsible Sustainable Enterprises programme (PERS).
- **Costa Rica, El Salvador and Nicaragua:** Together with the FOD, the Centre identified the necessary skills for workers and employers in MSMEs to develop the sustainability of such enterprises.
- **El Salvador, Honduras and the Dominican Republic:** Several facilitators of the network's VTIs and sugar refineries were trained in the application of SIMAPRO.
- **Central American countries:** Technical assistance was provided to the FOIL project in order to strengthen public employment and job placement services.
- **English-speaking Caribbean:** SIMAPRO was promoted in the region, sponsored by Jamaica's HEART Trust/NTA.

41st Meeting of the ILO/CINTERFOR

Technical Committee

(Port of Spain, July 2013)

38. The Government of Trinidad and Tobago, through the Ministry of Labour and the Ministry of Tertiary Education, and the National Training Agency (NTA), which chairs the Caribbean Association of National Training Agencies (CANTA), will host the meeting in collaboration with the ILO's Office for the Caribbean. The third edition of the Knowledge Fair on SSTC in vocational training will be held within the framework of the meeting.

Implementation of the 2012–13 budget

39. The 2012–13 budget was implemented as authorized by the Governing Body. The extra-budgetary income exceeded the fixed goal of \$200,000 and reached a total of \$370,000 due to higher numbers of requests for technical assistance funded by the interested parties (study visits, advisory services and seminars, among others). Furthermore, technical cooperation resources have been mobilized:

Project	Sponsor	Resources (US\$)	Term
Development of tool to improve MSMEs' productivity and competitiveness	IRDC	126 108	November 2011 to May 2012
Tasks evaluation and skills certification in the building industry	Social Fund for the Building Industry (Uruguay)	410 462	November 2012 to February 2014