

**REPORTS**  
**N° 158**



# thirty fifth meeting of the technical committee

Brasilia, August 30<sup>th</sup> to September 1<sup>st</sup>, 2001

International Labour Office



---

**Copyright © International Labour Organization (Cinterfor/ILO) 2001**

First edition: Montevideo, 2001

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to the Publications Bureau (Rights and Permissions), International Labour Office, CH-1211 Geneva 22, Switzerland. The International Labour Office welcomes such applications.

---

CINTERFOR. Reunión de la Comisión Técnica, 35,  
Brasilia, 2001  
Informe. Montevideo : 2001  
78 p. (Informes, 158)

ISBN 92-9088-128-3

/INFORME DE ACTIVIDADES/ /REUNIÓN/ /PUB CINTERFOR/

---

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers. The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publications does not constitute an endorsement by the International Labour Office of the opinions expressed in them. Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial products or process is not a sign of disapproval.

ILO publications can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH 1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by e-mail to: [pubvente@ilo.org](mailto:pubvente@ilo.org). Web site: [www.ilo.org/publns](http://www.ilo.org/publns)

The Inter-American Research and Documentation Centre on Vocational Training (Cinterfor/ILO) is an ILO technical service, set up in 1964 with the aim of encouraging and coordinating the action of the Latin American and Caribbean institutes, organisations and agencies involved in vocational training.

The Centre publications can be obtained through ILO local offices in many countries, or direct from Cinterfor/ILO, Casilla de correo 1761, e-mail: [dirmvd@cinterfor.org.uy](mailto:dirmvd@cinterfor.org.uy). Fax 902 1305, Montevideo, Uruguay

Web site: [www.cinterfor.org.uy](http://www.cinterfor.org.uy)

## INDICE

Foreword .....	7
Development of the meeting .....	9
Opening of the meeting .....	10
Panel on decent work and vocational training I .....	13
Initial proceedings .....	15
Report of the Director of Cinterfor/ILO on the activities carried out during the 1999-2000 period .....	16
Meeting of the programme, budget, and administrative committee .....	19
Meetings of the sectoral and sub-regional groups .....	20
Analysis of the activities programme for 2001-2002 biennium .....	20
Analysis of the 2001-2002 budget and other financial matters .....	20
Lecture: The experience of the National Vocational Training Plan of Brazil (PLANFOR) .....	21
Panel: Decent work and vocational training II .....	22
Panel: Decent work for youth: Building up the present, assuring the future ....	25
Panel: Health and safety at work: Challenges in vocational training .....	28
Other business .....	31
ANEXO 1	
Addresses at the opening ceremony of the 35th Meeting of the Cinterfor / ILO Technical Committee .....	33

•Address by Agustín Muñoz, Regional Director a.i. for the Americas. ....	33
•Address by Francisco Dornelles, Minister of Labour and Employment of Brazil .....	37
ANNEX 2	
Report on the Cinterfor/ILO programme, budget, and administrative committee meeting .....	39
Proposal for action programme to be carried out by cinterfor/ilo with the vocational training institutions of Latin America and the Caribbean, in the biennium 2001-2002 .....	42
International seminar on apprenticeship in vocational training institutions in Latin America and the Caribbean .....	44
Overview of discussions on vocational training and recommendations. Recommendations from Brasilia .....	44
ANNEX 3	
Reports of the meetings of the sub-regional and sectoral groups .....	47
I. Report of the Southern cone sub-regional group .....	47
II. Andean group .....	48
III. Report of the meeting of the subregional group of Central America, Cuba, Dominican Republic, Mexico and Haiti .....	51
Co-operation and exchange project for strengthening vocational training institutions in the isthmus of Central America and the Caribbean .....	52
Third meeting of the Executive Council .....	52
IV. Report of the Caribbean regional group .....	59
V. Report of the group of employers' representatives .....	60
VI. Report of the group of workers' representatives .....	61
ANNEX 4	
List of participants .....	65

## FOREWORD

The Thirty Fifth Meeting of the Cinterfor/ILO Technical Committee, convened by the Director General of the International Labour Office, was held in Brasilia from August 30th to September 1st, 2001, at the invitation of the Government of the Federative Republic of Brazil. It was cosponsored by the Ministry of Labour and Employment of Brazil through the Secretariat of Public Policies for Employment. The meeting was attended by 204 participants from 25 countries of the Americas and Spain, among them: Ministers of Labour and Education from countries within the region or their representatives; directors, officials, and members of the governing bodies of vocational training institutions, representatives of employers' and workers' organisations; officials from the ILO and from other international organisations; and national and international observers. Several national delegations were tripartite.

As usual in these meetings of the Technical Committee, where top vocational training authorities gather, issues of great importance to the participating organisations were dealt with. Besides considering matters pertaining to the activities carried out in the preceding biennium and establishing lines of action for 2001-2002 while assessing the administrative and financial aspects of the Centre, the Meeting also analysed major trends and approaches in the field of training that attract the attention of Cinterfor/ILO members. Six sub-regional and sectoral groups were formed and issued declarations that are included in this Report.

*"Decent work requires decent training"* was the theme chosen for the series of presentations made during the course of the meeting. Mr. Agustín Muñoz Vergara, Regional Director a.i. of the ILO for the Americas, gave the opening speech, followed by Mr. Francisco Dornelles, Minister of Labour and Employment of Brazil. The event comprised four panels including presentations from distinguished experts, who discussed different approaches to the aforementioned theme.





## **DEVELOPMENT OF THE MEETING**

The 35<sup>th</sup> Meeting of the Technical Committee of Cinterfor/ILO was held from August 30<sup>th</sup> to September 1<sup>st</sup>, 2001 at the invitation of the Government of the Federative Republic of Brazil in the conference room of the Hotel Nacional of the city of Brasilia. Working sessions were held throughout those three days. On Thursday, August 30<sup>th</sup>, the Meeting was officially opened by Mr. Agustín Muñoz Vergara, Director a.i. of the ILO for the Americas and by Mr. Francisco Dornelles, Minister of Labour and Employment of Brazil.

Following the inaugural address, the Panel entitled Decent Work and Vocational Training I, was comprised. Panel member were: Ms. Madhuri Supersad, from the Ministry of Labour, Human Resource Development and Industrial Relations from Trinidad & Tobago; Mr. Javier Ferrer, President of the Foundation for Lifelong Training (FORCEM) of Spain; and Mr. José Olivio Miranda Oliveira, workers' representative at the ILO Governing Body. The moderator of this panel was Mr. Agustín Muñoz, Director a.i. of the ILO for the Americas.

The afternoon period was used to establish the day's agenda, the Board and the Report Committee, which were proposed by the Programme, Budget, and Administrative Committee and approved by the plenary. The Director of Cinterfor/ILO, Mr. Pedro Daniel Weinberg, submitted his report of activities carried out in the 1999-2000 biennium. The Programme, Budget, and Administrative Committee presented their report, which was drafted the evening before and was unanimously approved by the plenary. The sub-regional and sectoral groups were then set up.

In the morning of Friday, August 31<sup>st</sup>, the groups mentioned above submitted their reports. The programme of activities and budget for 2001-2002 were examined, as well as other financial issues and the voluntary contributions made by member countries. Still in the morning, the National Vocational Training Plan (PLANFOR) of Brazil was presented, followed by a Panel on Decent Work and Vocational Training II, comprised of: Mr. Enrique Brú, Director of the ILO Area Office and Multidisciplinary Team in Costa Rica; Mr. Agustín Ibarra, Cinterfor/ILO consultant; and Mr. Oscar Ermida Uriarte, Cinterfor/ILO Vocational Training Specialist. The moderator of this session was Mr. Pekka Aro, Director of the ILO In Focus Programme on skills, knowledge and employability.

In the afternoon, the Panel on Decent Work for Youth: Building up the present, assuring the future was held. This panel was comprised of: Ms. Ruth Cardoso, President of

Comunidade Solidária, Brazil; Mr. Pekka Aro, Director of the ILO In Focus Programme on skills, knowledge and employability; and Mr. Sergio Mindlin, President from the Fundação Telefônica, Brazil. Mr. Oliver Flax, Chairman of the National Training Agency of Trinidad & Tobago, moderated the panel.

On Saturday, September 1<sup>st</sup>, the Panel on Health and Safety at Work: Vocational Training Challenges was held, with the participation of Mr. Carlos Rodríguez, Cinterfor/ILO consultant; Mr. Jaime García Dimotoli, Head of the Center for Health Services of SENA in Bogotá, Colombia; and Ms. Sonia Maria Bombardi, Special Advisor for Projects of FUNDACENTRO, Brazil.

Next, the floor was opened for the participants to discuss different issues and afterwards the Report of the Technical Committee was distributed to them.

## OPENING OF THE MEETING

1. In the morning of August 30<sup>th</sup>, 2001, the 35th Meeting of the Technical Committee of the Inter-American Research and Documentation Centre on Vocational Training (Cinterfor/ILO) was opened. For the purpose of opening the meeting, an Inaugural Committee was set up composed of the Minister of Labour and Employment of Brazil, Mr. Francisco Dornelles; the Regional Director a.i. of the ILO for the Americas, Mr. Agustín Muñoz; the Secretary of Public Policies for Employment, Brazil, Mr. Nassim Mehedff; the Director of the ILO In Focus Programme on skills, knowledge and employability, Mr. Pekka Aro; the President of the “Jorge Duprat Figueiredo” on Safety and Labour Medicine (FUNDACENTRO), Mr. Humberto Carlos Parro; the Executive Secretary of the Ministry of Labour and Employment, Mr. Paulo Jobim; the Representative of the Brazilian Cooperation Agency, Mr. Marcos César Naslauski; the Director of Cinterfor/ILO, Mr. Pedro Daniel Weinberg; and the Director of the ILO Office in Brazil, Mr. Armand Pereira.

2. In his speech, the **Regional Director a.i. of ILO for the Americas, Agustín Muñoz**, conveyed words of gratitude and recognition from the Director-General of the ILO, Juan Somavía, and from the Regional Office for the Americas to the Brazilian authorities and, very specially, to the Brazilian Minister of Labour and to the Brazilian First Lady, Mrs. Ruth Cardoso, for her keen interest and ongoing support to institutional issues, and to representatives of Cinterfor/ILO member countries from the Americas and Spain, as well as to workers’ and employers representatives and to all those participating in the Meeting.

3. He referred to the wide-reaching changes in the political, social and economic scenario which the world and the American region have undergone since Cinterfor/ILO was created. Other points that were made include the consolidation of the democratic system and the enhanced awareness of citizenship issues in the world, and the general recognition of the importance of social and labour issues in globalisation processes as crucial elements to fight inequality and poverty. Productivity and competitiveness are essential elements to

promote development, but they can only last if based on sound living and working conditions for all men and women, he said. This conviction led the region to advance gradually towards a modern concept of vocational training processes which must support the insertion of national economies in a world which is more liberalised and competitive, but also increasingly solidarity-oriented. According to the speaker, this process poses four major challenges:

- promoting the development of domestic vocational training systems that involve all social actors and are capable of meeting actual market requirements;
- addressing institutional changes experienced by vocational training organisations to ensure efficiency, strict financial control mechanisms, and progress toward decentralisation;
- the increasing involvement of civil society as a whole through bipartite or tripartite management arrangements in vocational training;
- developing steps to labour competencies and their accreditation within corporations and society at large as a means of linking individual and collective aspects while promoting a clear notion of the need to ensure permanent and continued vocational training.

4. He underscored the role played by Cinterfor/ILO in these processes and how it relied on the support provided by affiliated organisations and various ILO units. Among the most important results of these contributions, include:

- efforts creatively applied in defining a working program that incorporates and mobilises its resources in an effective, innovative, and progressive program based on sound scientific criteria;
- links and contacts with domestic and international organisations and with academic circles;
- dissemination of knowledge through different publications;
- enhanced use of the Internet as a teaching and dissemination tool.

5. The speaker highlighted the importance of the integration and complementation achieved between Cinterfor/ILO and the ILO, which allowed them to develop a single institutional position and to focus on a single objective. This co-ordination with the ILO can be felt not only in the increasing financial support currently available to Cinterfor/ILO, but also in the positive exchange of technical experiences between them and in their joint actions and events. Such co-operation is demonstrated by the fact that the Meeting was attended by Directors and specialists of the Regional Office, Area Offices, the Brasilia Office, the Turin Centre, and of IFP/Skills, among other officials.

6. Mr. Muñoz repeatedly referred to the relationship between decent work and vocational training. In a scenario where consolidating democracy requires a radical commitment to promote social justice, the value of the proposal presented by the ILO Director General for *decent work* resides both in its innovative political contents and in the fact that it sets

forth actions aimed at integration. He said that at a moment when essential rights tend to be ignored, this proposal was designed to engage political, union, corporate and academic groups and civil society at large in actions to reaffirm democratic values and equity in labor relations. The decent work proposal was designed to eliminate inequalities and enhance respect for basic rights promoted by the ILO. It also raises the challenge for increasing the amount of decent work on a global scale, so that economic growth and development be combined with the political and social objective of promoting social justice and equity. He said “vocational training has a major role to play in society because, as pointed out in the Cinterfor/ILO document, it constitutes a fundamental human right and creates favorable conditions for making decent work feasible”.

7. The presentation closed by praising the commitment assumed by all organizations attending the meeting and emphasized the efforts being made by Cinterfor/ILO. He assured all participants that the ILO would use all its might to support them in their efforts to promote social justice.

8. In his presentation, the **Minister of Labour and Employment, Mr. Francisco Dornelles**, expressed his satisfaction for taking part in the 35th Meeting of the Cinterfor/ILO Technical Committee and recognised the work being carried out by the ILO - and specifically by the Centre – in order for all workers to be able to obtain the necessary knowledge to access labour markets.

9. Furthermore, he said that vocational training is consistent with the decent work concept and that it is instrumental in pursuing its objectives. “We all know that job creation is a requirement for economic growth and stability,” he affirmed. “However, this is not enough,” he added. It is also necessary to ensure decent working conditions, which stands as an even more daunting task for Governments, workers and employers.

10. Regarding the efforts being made by Brazil in the field of vocational training, he said that within the framework of the National Vocational Training Plan (PLANFOR), which is being conducted and managed on a tripartite basis and financed by resources from the Workers’ Support Fund (FAT), over one billion dollars have been invested and more than 14 million workers have been trained in recent years. Linked to other policies of the Federal Government and established as a set of programs designed to generate jobs and income, the employment policy of the Brazilian Government is largely characterised by decentralisation and participation. In this regard, it is not the Ministry of Labour and Employment or the Secretariat of Public Policies for Employment that establish paths to be followed, but rather the tripartite Municipal and State-Level Employment Committees, which define the supply of vocational training opportunities required to meet local needs. This decentralisation can be felt not only in geographic terms, but also in the participation of union and employers’ organisations in the definition and implementation of public programmes. As a result of this strategy, opportunities can be afforded to corporations and unions on an equal basis, he said. The main target of the Government is to provide vocational training opportunities to at least 12% of the economically active popu-

lation, approximately 16 million workers, by 2002. For this purpose, the efforts being made by the Government must be complemented by actions of the “S System,” of Technical Schools, Universities, Union Organisations and other civil society organisations through effective social dialogue.

11. He closed his presentation saying that he expected to be able to discuss the experience of his country during the meeting and to learn from the experience of other countries which, much like Brazil, are devising means to promote decent work and vocational training as a right of all workers and a basis for awareness of citizenship rights and obligations.

## PANEL ON DECENT WORK AND VOCATIONAL TRAINING I

This panel was chaired by Mr. Agustín Muñoz, Director a.i. of the ILO for the Americas.

12. In her presentation, the representative of the **Ministry of Labour, Human Resources Development, and Industrial Relations of Trinidad & Tobago, Ms. Madhuri Supersad**, stressed that vocational training is a crucial mechanism to promote and consolidate the decent work concept. After clearly describing the decent work concept and its components, she addressed the role of the State within the current economic and social scenario. In this regard, she highlighted the role of the State in developing skills and competencies, in taking steps to compensate the lack of skills resulting from subcontracting, and in ensuring equal access to vocational training, among other responsibilities. Likewise, she stressed several aspects that vocational training efforts should focus on as well as the responsibility, importance, interest, and role of employers in promoting vocational training opportunities.

In closing, she explained the policies developed by Trinidad & Tobago in relation to decent work. These policies include the ratification of fundamental agreements with the ILO, institutionalisation of social dialogue on vocational training, as well as the need to take into special consideration the difficulties faced by underprivileged groups in accessing decent work.

13. **Javier Ferrer, President of the Continuous Training Foundation (FORCEM), of Spain and representative of the Spanish Federation of Business Organisations (CEOE)**, expressed his gratitude for the opportunity to express the opinions of Spanish employers on this important issue.

He said the term “Dignified work”, as it is known in Spanish, seems more appropriate than “Decent Work”. “This is the sixth definition in the Dictionary of the Royal Spanish Academy. In any case, what decent work refers to is work that is in sufficient quantity and quality, he affirmed”. Peoples’ work should not need labels or adjectives that make direct reference to human dignity. Ultimately, there is no work that is not dignified in and

of itself, since work is a human activity, an extension of human beings. What does exist are undignified working conditions, which we must undoubtedly make great efforts to overcome. Indeed, vocational training plays an essential role. In the opinion of Spanish employers, the role of vocational training with regard to decent work is unquestionably important, which is why we need to move from words to actions in the formulation vocational training policies. Furthermore, the elimination of undignified working conditions entails investments both in general basic education and in vocational training.

14. On the other hand, he insisted that vocational training is a meeting ground for workers and employers that is especially appropriate for social dialogue, as well as for the role it can play in reducing the informal economy, and in softening the pressure that migration exerts on the most developed nations.

He closed by reinforcing the need to turn discourse into concrete actions, based on the belief that the best medicine for undignified working conditions is vocational training.

**15. José Olivio Miranda Oliveira, workers' representative at the ILO Governing Body**, from Brazil, began his presentation by highlighting the quality and usefulness of the Cinterfor/ILO Reference Document on Training for Decent Work, while also underlining that, regardless of semantic discussions surrounding the expression “decent work”, the basic impetus of ensuring worker’s rights and decent working conditions must be preserved. He added that this is a driving force that beckons us to place social objectives at centre stage so as to overcome neo-liberalism, a notion he expressed by saying that we are straying from the “Washington Consensus” to a sort of “Washington Dissent”.

16. He also insisted in not being satisfied with merely devising a precise definition for decent work; rather, he believes that we must take actions aimed achieving the target of decent work in practical terms.

17. In addition we must realise that vocational training and social dialogue in Latin America unfortunately are objectives that are yet to be fulfilled, target that must still be pursued. This was in keeping with the focus of the speech delivered by the Director General of this year’s International Labour Conference, who underscored the need to increase the amount of decent work while pondering what could be done in his country.

18. Making special reference to the increase of unions’ autonomy while also enhancing the participation of social actors in vocational training, he proposed that a wide-reaching tripartite discussion be initiated immediately.

19. Following this last presentation, the chairman of the panel handed the floor over to the members of the plenary to make remarks.

20. One member underlined the need to breed competitiveness and employability through modern and efficient vocational training, pointing out that in his country, Brazil, the Con-

stitution includes a definition of decent work, which lays the groundwork for decent living. Other remarks pointed out that the relationship between vocational training and Decent Work is seen differently by workers and employers, which reinforces the need to foster social dialogue.

21. Additionally, in accordance with several ILO instruments, some members criticised at the same time notion of employability as an obligation or responsibility held by workers, while also defending a tripartite management of public funds aimed at vocational training.

22. Finally, the representatives set forth a series of imperatives surrounding the relationship between vocational training and decent work, such as: extending basic education, formulating specific policies for people with different capacities, levelling out the knowledge base of those who have lagged behind in school, while ensuring that the work centres contain training programmes, including safety and health in the work place. Additional imperatives include environmental protection in training programmes, knowledge on labour rights in such programmes, as well as the fact that vocational training is essential for employability and for good governance.

## INITIAL PROCEEDINGS

23. **Mr. Pedro Daniel Weinberg, Director of Cinterfor/ILO**, announced the presence of 25 representatives from vocational training institutions, Ministries of Labour and Education and employers' and workers' organisations appointed by the ILO Governing Body, which attested to the fact that the Meeting was highly representative and that the quorum needed had been established.

He also announced that according to the agenda agreed upon on the previous day, the Board and the Report Committee, which would be in charge of drafting the Final Report of the Meeting, could be elected. Next, he presented a proposal for designating both committees submitted by the Programme, Budget and Administration Committee, which suggested that Mr. Nassim Mehedff, Secretary of Public Policies for Employment of the Ministry of Labour and Employment of Brazil should be the Chairperson of the Meeting. The suggested vice-chairpersons were Donald Foster, Programming Director of HEART/NTA of Jamaica, and Arlette Valdez, Director-General of INFOTEP of the Dominican Republic. For the Report Committee, the names proposed were those of Clifford Marica, Minister of Labour of Suriname, Fanny Arón, President of the Technical-Vocational Education Council (CETP/UTU) of Uruguay, and Jorge Gallardo, Assistant Manager of INTECAP of Guatemala. These nominations were unanimously approved.

---

## REPORT OF THE DIRECTOR OF CINTERFOR/ILO ON THE ACTIVITIES CARRIED OUT DURING THE 1999-2000 PERIOD

24. **Mr. Nassim Mehedff** accepted the Presidency and expressed his gratitude on his own behalf and on behalf of his country for the honour of presiding over a forum with such a strong tradition of holding deeply rooted discussions on the paths of vocational training in the Americas. He reminded the participants about the responsibilities they hold in making decisions on how to reduce the social debt that their countries have with their peoples, who are always excluded from social and economic development processes.

25. After setting up the Board Committee, the Director of Cinterfor/ILO presented the Report and expressed his joy for the warm welcome extended to him, which could be seen by the large number of officials and countries represented, many of which with tripartite delegations. Also expressed special thanks to the Labour Ministry as host, for holding the event in Brasilia – a city that is a heritage to South Americans and also one of the most outstanding endeavours undertaken by a politician in the 20th Century- as well as being the cradle of institutionalised vocational training. Mr. Weinberg expressed his satisfaction at having representatives from English-speaking Caribbean Countries and Suriname as well as colleagues from the ILO, representatives from the Regional Office and Headquarters, which is run by highly qualified staff, which makes the Centre's staff easier.

26. The Director said he was proud that the Centre had managed to find a place for itself, develop an identity that fits the organisations' needs, which in and of itself justifies the existence of Cinterfor/ILO, as does the presence and commitment made by the organisations. Throughout the last few years, the Centre has been strengthened as a necessary institution in the continent, changing to the times, to new players, and to their needs, while also maintaining a firm path within its historical commitment to training assumed by the first Director and reaffirmed by those who followed him. The Director of Cinterfor/ILO paid homage to this legacy through Mr. Mauricio Carvalho and João Carlos Alexim, who were present, and who duly passed this legacy down to him. Indeed, after delineating this passed trajectory, he stated that the true power and vitality of the Centre rests in the deep commitment as well as the financial and human resources that countries provide to the Montevideo Centre, which administers this continental effort for enhancing training. In recent years, Cinterfor/ILO has tried to pinpoint and get ahead of problems, following up organisations within the ILO training and employment programme, thus joining efforts with members of the different departments and Multidisciplinary Teams. This Centre has been seen as a catalyst of the ILO efforts aimed at meeting the needs of Latin American and Caribbean countries and Spain. The Centre mobilizes international resources but above all its member organisations seek to promote co-operation and efforts that defend joint interests.

28. He then, gave a brief summary of the activities performed, which are fully contained in the Activities Report, with three main themes:



- Performance of the biennial work plan, which focused on five subject areas:

*institutional strengthening in training*, following up efforts made by institutions to develop quality control systems, while also fostering the emergence of new players as well as the development of national training structures and tools for enabling this process;

*fostering social dialogue in training*, developing important activities with workers' and employers' organisations considering that social dialogue will only prosper if there are strong and deeply committed social actors;

*youth training and employment*, continuing youth programmes identifying best practices and relevant aspects thus, it was possible to increase and systematise accumulated knowledge and make it available as widely as possible. Aid and technical co-operation for online activities were also strengthened, which is reflected in the importance and impact achieved by the web site in this field.

*supporting the design and implementation of training policies that incorporate gender issues*. This has been possible thanks to the support of the IDB, through the regional program FORMUJER that Cinterfor/ILO co-ordinates and supervises technically, and is executed by the Ministry of Labour, Employment and Human Resources Training of Argentina, Fundación INFOCAL of Bolivia and INA of Costa Rica;

*development of the labour skills approach*, which has been done through the ILO Regional Office that supported the consultancy that enabled agencies to receive technical assistance from the Centre. The report contains details on the extensive activity that was carried out.

28. Lastly, although this is not a subject area in itself, the Centre has provided important services to its host country and has been funded by the Uruguayan Government. It has been constantly present within CETP/UTU, which has enabled the publication of one of the most important teaching aids for training institutions, a Training Manual for Directors of Training Centres developed by CETP/UTU and generously disseminated throughout the region. The Centre has also worked jointly with the Ministry of Labour and Social Security and the Employment Board in three projects and is now implementing an equal opportunity programme for women.

- **The modalities developed by Cinterfor/ILO.** The Centre has undertaken the same types of activities as usual, such as events, technical meetings, seminars, regional and sub regional workshops, while also invested heavily in both printed materials and desktop publishing. As an example of published material, the Director of Cinterfor/ILO stated that a book is published every 18 to 20 days which, besides being an activity in itself, this endeavour has raised additional revenues in the order of US\$70,000 from book sales alone. This was possible due to the support of some institutions that have purchased entire collections for distribution, which stands as yet another incentive for this task. Lastly, the Centre has truly enhanced its web page, which went from 2,287 users in 1998 to over 62,000 in 2001, and from 1,981 pages in 1999 to over 9,500 currently.

• **The consented and joint way in which the Centre's activities were performed together with member institutions and the ILO.** The latter has put all its structure to support training and labour activities. Cinterfor/ILO supports the ILO In Focus Programme on skills, knowledge and employability, as well as the Regional Office, the Area Offices and Multidisciplinary Teams and the International Training Centre in Turin in all activities for which it is called. It has built partnerships with universities and academic circles in the region to bring research and higher education studies closer to the consolidation and modernisation of vocational training processes. It has also been careful not to duplicate efforts with the IDB, UNDP, ECLAC, and other bilateral agencies such as GTZ, the Organisation of Ibero-American States, the World Youth Organisation in order to accomplish the tasks established at the 34<sup>th</sup> Meeting held in Montevideo, two years ago.

29. Next, the Director of Cinterfor/ILO rendered account on the Centre's financial and administrative situation, highlighting that the financial situation is good and that there are no major risks or concerns with regards to the accomplishment of the work plan. The funding has come from the ILO biennial budget, the Uruguayan annual contribution and the voluntary contributions of the countries of the region, as well as other forms of funding: the ILO Headquarters contributed over US\$250,000 aimed at technical co-operation and practical activities, and the Regional Office contributed over US\$ 300,000, which were allocated to accomplishing the work plan and updating the Centre's equipment. Mr. Weinberg also mentioned that the enormous effort made by the member organisations enabled the Centre to receive most of the late fees and very few countries are still outstanding, therefore he has committed to doing everything in his power to recover the fees that are still outstanding.

30. Finally, the speaker expressed that the programme may be executed and that institutional requests may be met if essential factors are present: the ILO contributions; when housing, logistics and transport costs are covered by the host institution; attempts at fundraising within national and international organisations and above all, a commitment with vocational training institutions, Ministries of Labour and Education, employers' and workers' organisations in the region, without whom this work could not be performed, not even if the funds were available.

31. Then, the Chairman of the Meeting submitted the Director's Report for analysis and discussion by the plenary.

32. A representative from works union of Brazil not only acknowledged the major efforts made by the Centre in training union leaders, but also the exchange of experiences - specially with countries outside of Mercosur- and the increase of technical training.

33. A representative from Colombia set forth the major actions to be undertaken and strengthened by Cinterfor/ILO: supporting the modernisation of training institutions; extending the analysis of impacts made by information technology on employment and training; establishing links with the business sector so that programmes are designed jointly by

workers and business people; support to teacher's training and competence-based training. He also requested support for imparting entrepreneurial attitudes upon participants in the training process.

34. Another workers unions representative from Brazil, stated the difficulties that trade unionists face in having to use the Spanish language and also asked for easier access to Cinterfor/ILO published materials in Brazil.

35. A representative from Spain, suggested as one line of work, setting up structure of online activities so as to take a qualitative leap by using the website to catalyse exchanges and analyses of common fields of interest.

36. Lastly, an observer asked about the possibility of extending Cinterfor/ILO services to NGOs, and the representative from CGT of Brazil requested that the promotion of sound use of energy, water and limited natural resources be included into Cinterfor/ILO fields of interest.

37. The Director answered the suggestions, promising to include, in the work agenda, the development of online activities, which had already been mentioned in the draft version, as well as the issue of sound natural resource use and the intensification of the lines of work pointed out by the representative from SENA and the incorporation of the impact of new technologies. With regard to the technical training requested for social actors, he guaranteed that these efforts will be follow through although he also mentioned the lack of human resources. He also announced the inclusion of a line of work, with the support of the Regional Office, aimed at systematising and disseminating the entrepreneurial training actions, an issue, which is still pending in the Centre's work agenda to this day. With regard to the language problem, he acknowledged that this is one of the Centre's major concerns because it is not only a matter of publishing books, but also ensuring that they make it into the hands of their users. It is actually more expensive to translate and distribute – given the high transport costs – then it is to publish and pay authors' fees. In any case, he promised to make great attempts at extending publishing in English so as to meet the needs of countries in the Caribbean and improve shipping capabilities, especially through the web page. Finally, with regard to paying greater attention to NGO, he said that these requests must be made through member institutions or trade unions or commercial associations, because this is how the Centre generally functions.

## **MEETING OF THE PROGRAMME, BUDGET, AND ADMINISTRATIVE COMMITTEE**

38. The Vice-President of the Meeting, Ms. Arlette Valdez, from the Dominican Republic, read the report from the Meeting of the Programme, Budget, and Administrative Committee drafted the evening before, and which, following consideration by the plenary, was unanimously approved. (The complete document of this report is in Annex I).

## MEETINGS OF THE SECTORAL AND SUB-REGIONAL GROUPS

39. The last part of the session held on Thursday, the 30<sup>th</sup>, dealt with the sub-regional and sectoral group meetings. The following groups were set up:

- Southern Cone: Argentina, Brazil, Chile, Paraguay and Uruguay.
- Andean Countries: Bolivia, Colombia, Peru, and Venezuela
- Mexico, Central America, Panama and the Caribbean: Costa Rica, Cuba, El Salvador, Guatemala, Haiti, Honduras, Mexico, Panama and the Dominican Republic.
- English-speaking Caribbean and Suriname: Trinidad & Tobago, Jamaica, Barbados, Dominica, St. Lucia, Suriname, and Belize.
- Representation from workers' groups.
- Representation from employers' groups.

On the morning of Friday, the 31<sup>st</sup>, the group reports were submitted.

## ANALYSIS OF THE ACTIVITIES PROGRAMME FOR 2001-2002 PERIOD

40. Mr. Fernando Vargas, Cinterfor/ILO consultant, submitted the Work Plan for the next two-year period, which is included in the Report presented to the meeting, and then submitted to the plenary. Thus, the Fourth Item of the Agenda was introduced.

41. One representative from the Central America Isthmus Group and the Caribbean expressed that the plan was in accordance with his opinions and expectations and requested that Cinterfor/ILO continue to make available to member organisations the greatest amount of information and materials possible through the Internet. Thus, he wishes that the support promised during the 34<sup>th</sup> Meeting of the Technical Committee for the dissemination and exchange of experiences between countries in the sub-region be continued. A representative from Mexico proposed that in order to increase the dissemination of published material, agreements would have to be made with employers and workers' organisations so that they can serve as sale venues in the countries or sub-regions. The workers' group also expressed its satisfaction and agreement with the Work Plan since it meets most of its needs.

42. Following these remarks, the Plan was fully approved, with the recommendation of incorporating the suggestions made to the greatest possible extent.

## ANALYSIS OF THE 2001-2002 BUDGET AND OTHER FINANCIAL MATTERS

43. The sixth point on the agenda, the issue of the voluntary contributions made by member countries, was raised by the Director of Cinterfor/ILO. He outlined the most common resources of funding and the supplementary funds stemming from the ILO, from

the In Focus Programme on skills, knowledge and employability. He underscored the need to intensify punctual payment of voluntary contributions by member countries so as to enable the fulfilment of the ambitious and demanding Work Plan that was approved. Then plenary thus approved the Budget for 2001-2002 included in the Report; then consideration of fifth item of the Agenda was finished.

### LECTURE

#### **“THE EXPERIENCE OF THE NATIONAL VOCATIONAL TRAINING PLAN OF BRAZIL (PLANFOR)”**

44. **Mr. Nassim Mehedff, Secretary of Public Policies for Employment, from the Ministry of Labour and Employment of Brazil** stated that PLANFOR was conceived as a way of putting into practice all of these ideas and notions surrounding the decent work agenda within the ILO. So in response to a need of the Brazilian society to rely on specific programmes that foster the integration of workers, as part and parcel of employment and wage policies of the country.

45. This cannot be done for isolation from other actors and initiatives that play a role in the Brazilian reality, but rather it must be carried forth as a means of integrating the capacities and resources available in society. This goal is met through a tripartite and equally divided management of the Worker’s Support Fund (FAT), funded by PLANFOR, and founded in 1990 as a fund for gathering contributions from public and private companies, from workers and from the Federal Government to fund employment and wage policies. For instance, he mentioned that vocational training stands as an essential element for improving skills within workers’ populations.

46. He also underscored that those who decide on training actions are national, state, and municipal tripartite councils. Governments do not make decisions alone; rather, public policies are discussed and managed with the participation of the civil society, employers and workers, so governments do not directly execute training.

47. The Plan is mainly geared towards the most needy populations, which are hard pressed to obtain qualification, and do not have access to traditional forms of vocational training, as well as to workers in the informal sector. In this regard, it is not a matter of doing away with the informal sector, but rather of eliminating precarious and undignified working conditions, be they formal or informal. Free-lance work through cooperatives, associations, or other organizations should be as dignified as formal and traditional jobs.

48. He stated those employers’ participation safeguards traditional vocational training initiatives such as SENAI, SENAC, SENAR, and SENAT. At the same time, however, the new system also encompasses union organisations, which so far have not had the opportunity to participate. With regard to one of the lines of action presented by Cinterfor/ILO in its Activities Report that aims to support processes of modernisation of vocational

training institutions, he stated that they should mainly be strengthened as conscious and effective executors of public policies, without however losing their private nature. Thus, he indicated that PLANFOR had long term vision for vocational training from both economic and social standpoints, which reinforces even further the need to adopt tripartite management as an essential tool.

49. PLANFOR is an absolutely decentralised mechanism, he stated. The Labour Secretariat from each State will sign agreements and hire the executing bodies, based on the recommendations of the CODEFAT (Steering Committee of the Workers' Support Fund). Thus, vocational training can be rendered more democratic so that it is not merely at the service of the most privileged sectors of society. In the past, vocational training in Brazil was totally forgotten by the underprivileged, by rural populations.

50. In order to illustrate the features and achievements of PLANFOR, a video was shown on this issue. Then, he made his final remarks by adding that vocational training constitutes only one of the lines of action within PLANFOR, which is co-ordinated with other agencies, such as job placement and credit access programmes.

## **PANEL: DECENT WORK AND VOCATIONAL TRAINING II**

51. The panel was chaired by Mr. Pekka Aro, Director of the ILO In Focus Programme on skills, knowledge and employability. Before giving the floor to the panelists, the moderator made some comments on the progress of deliberations up to the current moment and spoke about the In Focus programme he chairs.

52. He proceeded to describe the goals of the ILO's In Focus programmes and gave special attention to the conclusions of the 2000 ILO International Labour Conference. One of these conclusions includes the petition for ILO to create a database on current investments in vocational training and to suggest a number of references on the investments in that field, classified wherever possible by region, size of business and sector.

53. As to the In Focus programme he directs, he emphasized the close relationship he has with Cinterfor/ILO. The approach used by ILO is to maintain the action of the organisation as a whole while incorporating the efforts of the different workshops and services. He stated that this will generate more benefits for the countries in the region.

Following those comments, the chairman introduced each of the panelists.

54. **Mr. Oscar Ermida Uriarte, Cinterfor/ILO Expert** began with his paper based on the Reference Document N° 1 that Cinterfor/ILO prepared for the meeting, titled "Vocational Training for Decent Work".

55. In the introduction, he included a thought or two on the concept of decent work and on the potential for training in this sense. He stressed particularly the idea of dualism to be found in vocational training; on one hand this is a basic human right of workers and on the other, it is an economic instrument of employability, productivity and competitiveness.

56. This rare quality displayed by vocational training, where we have a confluence of otherwise conflicting interests, makes it an ideal environment for dialogue and an excellent launch pad for decent work.

57. Indeed, decent work could not exist without vocational training. This is a basic requirement for access to work with dignity, it is one of the conditions that decent work must satisfy. Finally, decent work is also a good environment for training, since nowadays it is no longer conceivable for a job not to include an appropriate environment and stimuli for continuous training, competence updating and vocational re-qualification.

58. After that he went over the contributions that vocational training makes to the strategic goals of the ILO, components of the greater central goal of diminishing the deficit of decent work: the fostering of respect for labour rights, the generation of quality jobs, the development of social protection and strengthening of the social actors. At this point the speaker underlined some initiatives that the different organisations qualified to offer vocational training have been working on. This train of thought led him to the conclusion that the region's vocational training social actors have already been carrying out some actions that guide their training towards the reduction of the deficit of decent work and to highlight the fact that training is a point of convergence of the commonly conflicting interests of employers, workers and governments and of the activities and policies of the different vocational training organisations. The exploitation of this relative advantage will be crucial to the pursuit of decent work through vocational training.

59. **Mr. Agustín Ibarra Almada, Consultant for Cinterfor/ILO**, began his presentation by mentioning the existence of past experience on the goals of vocational training, and said that the association of vocational training with the concept of decent work is evident. He then illustrated this statement using the example of the goal that seeks vocational training that will enable workers to obtain a productive, remunerative and humanly satisfactory job, established in a Cinterfor/ILO document several years ago.

60. He highlighted the dialectic relationship between vocational training and decent work, which overlap in such concepts as job incentives, social protection and social dialogue. Training provides a meeting point and an opportunity for dialogue between the social actors.

61. Organisations today depend more on the ability to generate and gather knowledge, both in terms of learning and of abstract ideas, than on material resources, size or raw materials. In the knowledge society the trainee is not just the individual, but rather the

whole organisation. This link between the individual and the organisation helps to create equality, individual development, productivity and well-being. With these concepts we may observe a widening of the horizon of training, which tends towards wide-reaching lifelong training with an emphasis on learning to learn.

62. He then went on to discuss the traditional conceptual dichotomy between training for work and training at work, general education and technological education, traditional education and permanent education, academic accreditation and competence certification, formal education and non-formal education. This drift towards polarisation is now being overcome; the idea now is to foster integration and to join the efforts of different actors in order to create a common environment.

63. We now have a new profile of a productive employer and the paradigm of vocational training is oriented towards demand, diversification, decentralisation, flexibility and so forth.

64. He finished by pointing out that the transformation of training may generate an “educational capital” that will help develop individuals’ competence and the creation of what he termed an “educational spiral” that would unite labour experience, the acknowledgement of learning and the development of competence.

65. **Mr. Enrique Brú, Director of the San José Area Office and Multidisciplinary Team**, stated that the goal of his participation would be to analyse the relationship between decent work and vocational training and the indicators which may be found to measure the concept of decent work.

66. He went on to point out the fact that the positive effects of globalisation are distributed unequally, both among nations and within nations. Mechanisms to diminish such differences are necessary. Globalisation brings with it both a rise in job outsourcing and an increase in informal jobs - both of which lead to an even greater insecurity than that which we have experienced in former time periods. This forces them to deal with the problem of quality and quantity of labour positions.

67. A definition may thus be established of decent work as any productive occupation that is remunerated fairly, and that is exercised under the conditions of freedom, equity and security. The latter subject bears relation to health and hygiene at work but also involves an economic aspect having to do with the assurance of security in different jobs coupled to the concept of productivity.

68. In order to associate decent work with vocational training it will be necessary to integrate training into the group of other forms and levels of education, including primary and adult education. At any rate, the different issues surrounding decent work point to the need for increasing productivity and competitiveness. Unfortunately, productivity has oftentimes been sought by reducing labour costs, so this concept must be reassessed.



69. In summary, he added, more and better training is required, and it must be carried out in an integrated manner, with a long-term view on the part of the employers regarding investment in training.

70. This speaker also discussed the operationalisation of the concept of decent work, which entails designing indicators with which to measure the levels of decent work in order to reduce its deficit. This measurement must be performed in each country so as to create a quantitative basis for each nation to evaluate structural progress made in the sphere of decent work.

71. He then presented some of the indicators, which are still experimental, that can be utilised to measure decent work. Indicators mentioned include such issues as levels of full-time employment, the volume of the informal sector, levels of remuneration, respect for labour rights, the incidence of workplace accidents on lost work hours, social protection coverage, director positions held by women and so forth. Other indicators, used to correlate decent work with vocational training, have been tested for labour insertion for those who have participated in the program. Usually such indicators for these parameters reflect employability, and the effective response to demand and equity.

## **PANEL: DECENT WORK FOR YOUTH: BUILDING UP THE PRESENT, ASSURING THE FUTURE**

72. This panel was chaired by Mr. Oliver Flax, Chairman of the Trinidad & Tobago National Training Agency. He prefaced the session by placing technical training in its historical context in Trinidad & Tobago, making special reference to the role played by the oil and energy industries in providing technical training for that industry. The current role and achievements of the NTA were mentioned in the context of current challenges in the Caribbean, not so much for decent work - thanks to the effectiveness of the region's Trade Union movement- but to the need for support for the region's Government in their drive for more work, especially for young people.

73. **Mr. Pekka Aro, Director of the ILO In Focus Programme on skills, knowledge and employability**, first of all showed his concern over the unemployment situation currently affecting youth. ILO data show that there are an estimated sixty-six million unemployed youth in the world, representing 41% of all unemployed people. Under these conditions, he stated, education and vocational training are necessary, not only as a way of reducing unemployment, but also as a tool for social and economic development. Specifically regarding the access by youth to job markets, and how appropriate vocational training may contribute to their adaptation to the rapid changes taking place in the world of work, as well as the reduction of gender discrimination and to the reduction or eradication of the so-called "digital gap".

74. This speaker finished his presentation with an allusion to the Youth Employment Network, established by the UN Secretary-General, in a joint effort with the World Bank and ILO. Among the recommendations that these organisations have made to the Network, some stand out, such as the one on employability, which proposes that countries should revise their educational systems and vocational training, as well as their labour policies, in a manner that will make it easier for youth to find a place in the work markets, particularly those who are more vulnerable to unemployment for reasons of race, religion, disability or gender. More precisely, those recommendations are aimed at acknowledging the central role played by educational goals, at making primary education available to everyone, at guaranteeing universal access to vocational training as a basic right and at supporting decent work, among others.

75. **Mr. Sergio Mindlin, President of the Brazilian Fundación Telefónica**, began by informing that both the Group and the Foundation are currently seeking solutions for the problems faced by youth, to the point that they are participating in the High-Level Network constituted by the United Nations, the World Bank and the ILO. He explained that the Telephone Foundation operates in the same countries that the company does. It is actually a number of national foundations that work together with the companies that belong to the Group. The Foundation's main mission is doublefold: first, with the community, it improves the quality of life of the underprivileged; second, with the businesses, it seeks to help them fulfill their social responsibilities. The basic strategy consists of trying to bring together business skills and social projects, supporting the projects' management in order to increase their efficiency. He added that the most of the foundation's actions are aimed at children and youth.

76. Referring specifically to Brazil, he pointed out that the Foundation has decided to work with the mediation of the Children's Rights Councils, which were created in 1990 and comprised of representatives of public power, business and civil society organisations. These councils are responsible for formulating the policies for assistance to children in the states. The Telephone Foundation has been working along three lines of work: financing initiatives for the good use of and incorporation of information and communications technology into social projects; supporting projects that deal with the problem of juvenile delinquents, with aims at helping them to gain access to the work market; and training the members of the Children's Rights Councils.

77. With regard to youth and decent work, he stated that decent work for youths respects the condition of their being young, such as the condition of being in the process of growing up, with all the potential that this implies and also with all the limitations; second, decent work for youths means that it respects legal principles such as those established in the Children's and Adolescents' Statute, and in international covenants. He ended his speech with information on the educational and labour situation of Brazilian youth, highlighting the need for inclusion policies in a context of shared responsibility between the public powers, businesses and society.

78. **Ms. Ruth Cardoso, President of the *Comunidade Solidária do Brasil* (Brazilian Solidarity Community)**, expressed her satisfaction at being able to share experiences and knowledge in this forum on a subject that is so significant for all of the region's countries, the labour situation of the youth. The problem of employment is very important, not only because overall unemployment levels rise, but also because this leads to a string deterrent to their social integration. She added that aggregated statistics reveal very diverse situations between countries and between regions of one country, and this is especially significant and determining in a country the size of Brazil, with such diversity as Brazil displays. Therefore, she considers it is extremely important to view this issue through a prism of disaggregated, in-depth analyses that will make it possible to know and unveil these situations in order to be able to face them with specific measures and methodologies that are appropriate under the current conditions. Mrs. Cardoso's thesis is that in general a more disaggregated point of view is needed and that one of the greatest challenges is to take advantage of the experience and contributions of international organisations, such as ILO, to guide local and regional adaptations and improvements.

79. The first consideration has to do with the necessary link between juvenile unemployment and the crisis of the production system. Juvenile unemployment is a function of overall unemployment but possesses its own dimensions. To acknowledge this does not mean that it must be accepted as an irreversible phenomenon nor that specific policies and interventions are not necessary, but it does require a realistic stance and the identification of effective opportunities for the access of youths to the markets.

80. A second analysis attracts our attention to the demographic fluxes that strongly influence the labour market. Brazil, for instance, is now at the end of a period that was called "*onda jovem*" (young way of being), which means that the young component of the population is decreasing on the whole, but this is not uniform nor does it apply to all regions. On the contrary; there are periods in which the proportions between age groups change in a way that makes lots of jobs available to this group.

81. In this context, the most complex and important issues are those of training adequateness, conception and contents of vocational training. This is a problem that deserves our attention and that requires our ability to innovate – we must understand what employability means today. Citizens must be capable of analysing things today, and must know the value of the choices available, in order to be able to choose responsibly. They must be able to face new types of problems with a clear vision of how to blend in with their environment and be active. Social policies must be aimed at eliminating exclusion and creating conditions for individuals to become active participants. This will not eliminate poverty, but it will be the first step in combating exclusion. It will require changing our ideas about what training means. Our current model comes from the process of industrialization, and thus professional improvement was conceived as a form of specialisation. Now, however, what is required is to train people so that they will have skills and abilities that will not limit their creativity – people who are flexible and motivated, and this is basic if we want to offer employability.

82. According to this speaker, such an effort cannot be restricted to the responsibility of public policy-makers but must also include the civil society organisations. Thus, the innovative model of alliances between the state and society is the most effective form of intervention currently available to us. Such an association is effective because it brings into play the experience and knowledge of the business sector and makes possible a cost-benefit analysis, so that quality is maintained in a cost-efficient manner.

83. Mrs. Cardoso shared her experiences about the *Comunidad Solidária*, which she considers to be a positive example for the model under discussion. Considering the issue of youth employment as an urgent problem that requires different types of solutions that must not demand long periods of time spent on training, the idea was to focus on each group individually and to seek the participation and collaboration of civil society. The program was launched in 1996 and has since undergone a never-ending growth process. All sectors of civil society participate and projects are chosen by means of a system of public tender which defines in a very transparent manner the rules and criteria for budget distribution. This gives the NGOs autonomy and the possibility to present creative innovations and to come up with new employment ideas, according to the requirements of each area and population. Mrs. Cardoso gave a few examples of successful results arrived at by NGOs, which prove – she said – that this type of alliance is not only possible, but also very good for progress in this new idea of training. This new idea, she says, strays from the centuries-old educational structure of long periods of classroom studies, and instead co-ordinates quick training with effectiveness in terms of access to the labour market, the final goal being to offer youth the possibility of becoming participating and creative citizens. This is the basic goal and it is this that effectively changes the lives of youth. The speaker underscored as the most important indicator of the success of this type of program the fact that 50% of the youth that participated in the program went back to school.

84. Mrs. Cardoso ended by inviting the audience to renew their view on the meaning of qualification and employability today, and to take into account that these require good sociability, flexibility in order to face new situations and develop personal creativity. The ultimate goal of such programs, she said, must be to integrate youth into society, which would not be possible without obtaining self-confidence and a hopeful outlook on their future.

## **PANEL: HEALTH AND SAFETY AT WORK: CHALLENGES IN VOCATIONAL TRAINING**

85. **Mr. Carlos A. Rodríguez, consultant for Cinterfor/ILO**, began by pointing out that current workplace characteristics make it difficult to incorporate knowledge on health and safety at work into vocational training, though there are ways of doing this. Based on annual statistics on occupational accidents and diseases, he stated that there could be no

decent work as long as unethical situations were not combated. He complemented this by saying that this type of situation also brings about important economic losses.

86. With a focus on the content that will need to be incorporated into vocational training, he highlighted in first place the need to teach preventive measures and rules at each stage of the work process. This need becomes even more evident when one analyses the transformations that have been taking place in the organisation of work and the new demands that this places on workers. As to the means to achieve this, he emphasised the need to adopt certain basic principles that have to do, among other things, with the defense of workers' compensation. To this end, such principles should be incorporated as transverse contents in the teaching of different subjects, and to this regard he underscored the fact that most schools ignore this aspect.

87. Thus it becomes evident that vocational training must necessarily fill these gaps. Workers, however, frequently find themselves in situations where the risks of work force them to act in order to contribute towards transforming the reality of labour into an environment that fosters health and safety. For this reason, training must include the goal that work should serve the purposes of health, since this is the only reserve that workers have.

88. He then highlighted the idea that "in order to transform something we must be familiar with it" but, nonetheless, it is not enough to be familiar with it, workers must also have an active role in identifying risks and finding ways of neutralizing them. To this regard he stated that it is not enough for vocational training to include contents about safety and health; it must also integrate these with the practice of work. In order to achieve this, actions must be carried out to train teachers who will show them the need to include the workers' point of view.

89. He finished off by pointing out how important it is that schools respect and obey work health and safety rules.

90. **Mr. Jaime García Dimotoli, Chief of the SENA Health Services Centre, Bogotá Regional**, began his speech by mentioning the occupational health activities that have been carried at his institution. He reminded us that the *SENA Manual de Seguridad e Higiene Ocupacional* (Occupational Health and Safety Manual) was published in 1984, and established that the subject is a mandatory one for all vocational training specialties. Specialties related to the field of health were regulated by the *Bloque Básico de Salud Ocupacional* (Occupational Health Basic Block) starting 1997. In 1998, the SENA Steering Committee approved the training programs for Occupational Health Professional Technician, Occupational Health Technologist and Occupational Health Professional Technician specialised in Mining. During the year 2000, under the orientation of the sectoral committees, the transversal competence unit in occupational health was elaborated – today, it is being unified as a standard for all workers. This is a basic module for occupational health and is designed to serve as a vehicle to disseminate the basic knowledge

involved to the different health aides. This serves two purposes: as a student worker, to identify risk factors, and as a health agent, to foster healthy work habits at work.

91. He then commented on what he called a strategic alliance to compose, within SENA, a manager of occupational risks and a training centre. The purpose of this alliance is to train leaders in occupational health projects with a focus on active teaching, implementing new change-generating factors within their companies, under the methodological strategy of de-schooling. Finally, he went into detail to describe the specific goals, teaching materials, and the phases and contents of the program.

92. **Ms. Sonia María José Bombardi, Special Assesor for Projects for FUNDACENTRO**, Brazil, explained the relationship between the Brazilian Programme for Quality and Productivity –PBCP- and health and safety at work. She said the goal is to reduce work accidents by 40% over the next five years. PBCP has been working closely along the lines of the sectoral goals of the Ministry of Labour and Employment from 2000 to 2003, especially where they establishing the “amplifying of actions to regulate, investigate, train and disseminate technical support information in the fields of safety and health in order to improve the conditions of the work environments, with an emphasis on avoiding accidents”. One of such programmes of the Ministry of Labour and Employment is designed to obtain a safe and healthy workplace. Adopting the expression “Work is Life” PBCP englobes more than eleven different work fronts, one of which is the “Programme for Education on Workers’ Health and Safety”.

93. He then described the specific goals of the programme, which are to make knowledge and experience on occupational safety and health at work available to the workers; to contribute towards the development of competence in prevention and to foster the dissemination of experiences obtained from research, studio and educational activities. The programme is designed to meet the needs of the workers by providing education oriented towards solving social and environmental problems so that collective work and democratic participation become possible. He put across the point that the programme acts in various manners, among which he mentioned studies and research, specialisation courses, publications, the creation of CDs and video films, as well as the production of events and the dissemination of information. Finally, he described the results obtained in the field of education – such as 51 publications, 18 videos, 7 multimedia disks, and two collections of slides.

94. In closing, he listed some of the upcoming challenges for the programme members, such as including the subjects safety and health in the curricula of technical education, covering distant regions, and to include subjects such as citizens and human rights.

## OTHER BUSINESS

95. The Chairman of the Meeting declared the floor open under the Item Other Business.

96. The representative of the Ministry of Labour and Social Security of Uruguay started by congratulating Cinterfor/ILO for bringing to the fore the subject of decent work and vocational training. He specifically remarked on the interest of the approach whereby vocational training is considered to be an essential component of decent work, but also a dynamic element promoting the strategic objectives pursued to make up for the current shortage of decent work. He said it was possible to go further in that conceptualisation of vocational training, which he deemed essential not only for the attainment of strategic objectives like wider social protection, equality of opportunities, promoting employment and social dialogue, but also for the promotion of the fundamental human rights. He added that decent training for decent work was then a great challenge. He finally concluded that that challenge consisted of a concept to put our ideas in order and at the same time set objectives and priorities.

97. A representative of the workers' organisations of Dominica congratulated Cinterfor/ILO for its efforts to promote a form of vocational training aiming at decent work. He pointed out that among current challenges to vocational training was dealing with the rapid technological changes that were affecting work and production. Trade unions in Dominica had been concerned with strengthening the type of training for workers (union members in particular) taking into account such challenges. He urged Cinterfor/ILO to provide continued support to vocational training institutions, Ministries of Labour and Education, employers' and workers' organisations to disseminate the notion of decent work. He then went on to explain what "decent work" meant to him. "Decent" meant that the worker felt at ease and secure in his job, not stressed out, and capable of helping in the search for solutions to improve the productivity of nations. That also implied referring to the trade among nations and the way in which that commercial exchange took place. He said that the WTO talked about "free trade", but he wanted trade to be fair as well as free. When trade was not fair the conditions leading to decent work were impaired; unemployment, and social and political instability then grew, specially in developing countries.

98. A workers' representative from Guatemala asked for the floor to state that the new requirements of having qualified manpower had brought consequences and problems not only for workers but also for many firms and enterprises that had not adequately trained their personnel. He pointed to the need of supporting Convention 144 among other fundamental principles, and called on the ILO to provide more attention for workers in the informal sector.

99. The representative of the Secretariat of Public Education of Mexico congratulated the ILO for bringing together governments, employers and workers at a forum like the Technical Committee Meeting. He likewise thanked the government of Brazil for its welcome to all participants. He went on to call attention to the phenomenon of the 'maquila'

industry (in bond manufacturing) in which there were not only 'migrant capitals' but also 'migrant jobs'. In the Mexican state of Jalisco a number of those industries had generated a large number of jobs that were now being lost, as the companies were moving to Asian countries. He specifically asked Cinterfor/ILO to lead a debate and exchange of information in the area of training and certification on the basis of competencies.

100. The representative of the SENA of Colombia sounded a warning about the dangers that threatened vocational training. He referred specifically to poverty, unemployment and the social disintegration that undermined peace. The framework of vocational training made it capable to a large extent of promoting decent work.

101. The Director of Cinterfor/ILO stated that he wished to inform the plenary about the kind offer of the INTECAP of Guatemala to host the next Meeting of the Technical Committee. He added that the operational details would be considered in due course. In view of the support expressed to the proposal, the INTECAP offer was adopted by acclamation.

102. The representative of the HEART Trust /NTA of Jamaica indicated that on behalf of his institution, the Government of Jamaica and all training agencies of the English-speaking Caribbean he wished to convey sincere thanks to Cinterfor / ILO for the opportunity to take part in the event. He underlined the importance of building up national leaderships in the area of vocational training, which should go hand in hand with the strengthening of regional leadership. Regarding the Plan of Activities of Cinterfor / ILO for the 2001-2002 biennium he emphasised the high degree of coincidence between its objectives and lines of action with those of the training agencies of the English-speaking Caribbean. Notwithstanding the importance of the decent work objective, he underscored that the problem also was to secure more investment and generate employment. In another part of his intervention, the delegate thanked the Brazilian SENAI, an institution with which Jamaica has had co-operation links for some years. In connection with the request made by the representative of Mexico for closer co-operation in relation with training and certification on the basis of occupational competencies, he pointed out the willingness of Caribbean national training agencies to participate and contribute. He added that working together and as a team it would be much easier to find a timely solution to the problems faced by each country. It would be up to Cinterfor / ILO to facilitate the exchange of information, and to identify and disseminate best practices in all aspects of vocational training.





**ANNEX 1****ADDRESSES AT THE OPENING CEREMONY OF THE 35<sup>th</sup> MEETING  
OF THE CINTERFOR / ILO TECHNICAL COMMITTEE**

**Address by Agustín Muñoz**  
**Regional Director a.i. of the ILO for the Americas**

Ladies and gentlemen,

First of all I should like to convey the warm greetings and recognition of the ILO Director General, Ambassador Juan Somavía, and of the ILO Regional Office to all participants at this 35<sup>th</sup> Meeting of Cinterfor/ILO, and in particular to the authorities of the Government of Brazil, represented on this occasion by H.E. the Minister of Labour and Employment, Mr. Francisco Neves Dornelles.

A very special message of consideration and gratitude to the first Lady of the Nation, Mrs. Ruth Cardoso, for her interest in our concerns and activities and the significant support she has lent to the development of this meeting.

We likewise make this recognition extensive to the representatives of member countries from the Americas and Spain, to employers' and workers' organisations and to the members of the ILO Governing Body that honour us with their presence and their contribution to this gathering.

Since the creation of Cinterfor/ILO in 1963 fundamental political, economic and social transformations have taken place in the world and in our Region of the Americas.

One of these significant changes was the reassertion of the democratic system, the development of an increasing civic awareness about the importance of the social and labour dimension of globalising processes, and rapid dissemination of the idea of promoting equity and fighting poverty. Reflection has also deepened about the fact that competitiveness and productivity are essential for development, but they are both more lasting when based on productive and technological investment, on the training of human resources and fair conditions of wages and employment, rather than on a comparative advantage based on exploitation.

The example of today's highly industrialised countries that have mastered technological knowledge shows that, besides capital and technical investment and the establishment of democratic, participative schemes of labour relations, one of the most decisive factors for industrial development has been the investment in human resources through education, training and a process of ongoing learning by wage earners.

We may currently verify on our continent that, in a gradual manner, progress is being made towards a more modern notion of what training processes ought to be in order to promote access of our economies into a more open, demanding and competitive world, but also a world of greater solidarity. Four basic developments allow us to be optimistic regarding this move towards modernity, as indicated in the Cinterfor/ILO Report:

**The first one** is closely connected with the policies currently aimed at setting up national vocational training systems, linked with employment strategies and with the participation of the social actors, in an effort to regulate the training offer by adapting it to the needs of employers and to market demands.

**The second development** has to do with the institutional transformations of vocational training bodies that, after having contributed to the revaluing of vocational training, have readapted their structures and programmes according to guidelines of efficiency, financial precision and criteria best suited to the requirements of individuals and enterprises, with an emphasis on small and medium-sized firms and positive efforts at decentralisation.

**The third one** has been a closer link of vocational training institutes with society, bringing in the viewpoints of trade unions and employers, and establishing the necessary management spaces for their institutional participation through tripartite and bipartite arrangements.

**The fourth development** is closely connected with two important aspects:

- A shift of training towards the development of occupational competencies and the certification thereof within enterprises and society, where individual and collective interests meet;
- Emphasis on the idea of ongoing and continuous training for individuals to attain knowledge as persons and as production factors.

In this process, that I have summarised as much as possible in this address, a very important role has been played by our Inter-American Centre on Vocational Training – Cinterfor/ILO – with the support of the institutions affiliated to it and the collaboration of several units of our International Labour Office. I should also like to underscore four results that, to my mind, are highly significant:

**In the first place**, the effort at synthesis embodied in the proposals of vocational training institutions, that have been creatively channelled into a work programme that mobilises resources for effective co-operation in line with the changes that our society is undergoing, with an innovative, progressive and highly scientific message.

**In the second place**, it is very important to underline the contacts and links that have been established with a number of national and international organisations and bodies in

the field of vocational training like, for example the GTZ of Germany, the Inter-American Development Bank, the Organisation of Iberian American States for Education, Science and Culture, the Iberian American Youth Organisation, the Youth Institute of Spain and many others.

This effort at rapprochement and co-operation has also extended to the academic and university world, relying on its knowledge and experience in many joint activities.

**Thirdly**, the success of Cinterfor/ILO has been evident in the dissemination of knowledge through the numerous and valuable publications it has been issuing under the form of books, working documents, teaching modules, etc. and its use of the Internet for didactic and information purposes.

And **fourthly**, I should like to highlight Cinterfor/ILO's constructive task in line with the ILO directive that all its services and units should act as a consistent whole, with a single institutional voice and aiming at the same objective.

In that respect, there has been a positive institutional contribution from and towards Cinterfor/ILO, made evident not only in the financial support received by the Centre but mainly in the profitable exchange of technical experience, in joint activities, studies, publications and important events. For instance, the presence at this Meeting of the Regional Office, directors of Area Offices and MDT's, specialists and a representative of the Employment Sector of our Headquarters at Geneva, Mr. Pekka Aro from the ILO International Training Centre at Turin and the valuable contribution of our colleagues of the ILO Brasilia Office headed by Director Armand Pereira are proof of it.

Ladies and gentlemen, on the occasion of this 35<sup>th</sup> Meeting of the Cinterfor/ILO Technical Committee I have been trying to underline how the training effort is evolving in the Region, adapting to the economic and social imperatives of the present day world and the changes on our continent. I have also pointed out that, over and above the civic consensus of reaffirming democracy and the need to insert our economies into an open and competitive environment, there is also a strong consensus about the need for the fruits of development to benefit the majority sectors of the population, that nowadays do not partake of those advantages and are deprived of minimal margins of protection.

The assertion of democracy in our Region and in the world at large demands a fundamental commitment to social justice, so that men and women may entertain justified hopes that progress will in the future be accessible to all.

For that reason our Director General, Mr. Juan Somavía, made his proposal on *decent work* at the 87<sup>th</sup> International Labour Conference in 1999. This proposal emphasises the need that, at a time of great changes, the objective of the ILO should be to ensure for every woman and man access to productive and Decent Work in conditions of freedom, equity, safety and dignity.

Beyond some semantic discussions that the term –now almost universally accepted– aroused at first, its value lies in the profound innovative political meaning it implies. Indeed, apart from reflecting the historic ILO objective of social justice, the renewed humanitarian concepts of the 1944 Philadelphia Declaration, the stress on placing man at the centre of development, as expressed by the Copenhagen Social Summit in March 1995, and the values embodied in the ILO Declaration on the Fundamental Principles and Rights of Labour and its Follow-Up in 1998, the concept also involves an ethical proposal for society at large and for the world of labour in particular, with an integrating perspective at a moment in history when, in the midst of stiff competition and economic crisis, essential rights tend to be overlooked.

This integrating movement encompasses the world of politics as well as that of enterprises and trade unions, the academic and university world, and civil society as a whole.

This ethical proposal of *decent work* favours the reaffirmation of democratic values as a political system and a form of civic participation. It underscores the notion of equity and freedom in society and in labour relations, it promotes equality among men and women, enhances the individual as a person and points to the kinds of security society should offer, like security in a good quality job, safety regarding social protection, security in the education and vocational training of the family group, safety in remuneration and working conditions and security to prevent children from working.

Consequently, this concept of *decent work* precludes inequality and promotes compliance with the fundamental rights enshrined in the ILO Constitution, the International Agreements and the Declaration of Principles adopted by the 1998 International Labour Conference.

It likewise endeavours to co-ordinate efforts to reduce the decent work deficit, as indicated by the ILO Director General in his Report to the recent International Labour Conference held in June this year. That Report poses reducing the deficit of decent work as a global challenge that calls for a solution to the difficult equation of reconciling at all levels the objectives of growth and economic development with the political and social objectives embodied in the idea of decent work, in order to attain concrete results in the everyday life of men and women.

In this institutional objective of decent work for all, vocational training no doubt plays a leading role, as indicated in the important study made by Cinterfor/ILO: “*Training for decent work*”, vocational training is a fundamental human right that is part and parcel of the concept of decent work and, in turn, helps to create an environment that makes it possible.

Our task from now on will be to establish strategies on the basis of the policy orientations deriving from the concept, to implement initiatives and gradually involve society as a whole in the development of such values.

Ladies and gentlemen participants, I should finally like to thank you for your support, welcome your commitment to our institution, acknowledge the effort made by the staff of Cinterfor/ILO and its Director, our colleague Pedro Daniel Weinberg and convey to the vocational training institutions of the Americas and Spain, to workers' and employers' organisations, that they may rest assured that the ILO, with its full potential and drive, will go along with them in their strivings for democracy and social justice.

Thank you very much.

**Address by Francisco Dornelles  
Minister of Labour and Employment of Brazil**

My best wishes to the elected Board Committee. I should also like to convey the greetings of the Brazilian Government to Ambassador Somavía, through his representative here, Agustín Muñoz, Deputy Director of the ILO Regional Office for the Americas, and underline the important work carried out by the ILO in the Region. We have been in permanent and close contact with the Director General, and our respect and admiration for his personality grow day by day. In the two years that Ambassador Somavía has been at the head of the ILO, Brazil has ratified Conventions 138 and 182, on minimum working age and the worst forms of child labour, respectively, as witness of the importance for us of his presence in the Organisation. I should like to express my great satisfaction for being here at the 35<sup>th</sup> Meeting of the Cinterfor/ILO Technical Committee and also to congratulate the Deputy Director, Agustín Muñoz, for the brilliant presentation he has just made. Vocational training is nowadays an integral part of decent work, and when we say decent work we always have to think of programmes in which workers can manage to improve their condition and acquire the knowledge necessary to enhance their value in the labour market.

Brazil is paying special attention to all its training programmes. From 1996 to 2000 it has invested more than one thousand million dollars in that area, having provided training for approximately 14 million workers. The Brazilian vocational training scheme has the very special characteristic of the decentralisation with which it was designed and implemented. We dispense training throughout the national territory, in all 27 states and 5000 municipalities that make it up. It is not at Brasilia, it is not at the Secretariat of the Ministry of Labour and Employment that decisions are made. It is not Professor Nassim Mehedff who determines what vocational training courses are to be imparted in the Brazilian municipalities. In each one of them there are Municipal Labour Committees where workers get together with the local community and say what training courses they would like to have. In this manner, regional differences are respected in Brazil; in the northern states there is one kind of demand, in the southern states a different one, and in the south west yet another, so that the whole scheme grows from the bottom up. The Employment Committees in each Municipality request from their State counterparts the type of training the workers living in that district would like to get; the State Employment Committees then consolidate the various requests and submit them to the Labour Secretariats of

the respective States which manage the programmes at municipal and local level with the resources they receive from the Federal Government. Vocational training is also delivered through workers' and employers' organisations, where there also exists a high degree of decentralisation. Each trade union belonging to a central or federation communicates to it the kind of training course its members would like to have to improve or maintain their jobs in the labour market. The 4 trade union federations in turn submit a plan to the Federal Government that supplies them with the resources enabling them to respond to such demands. Employers' associations also have their training branch and run very good technical schools; such is the case of SENAC in the business area, SENAI in industry, SENAT in transportation and SENAR in agriculture. With resources from the Federal government, these schools design and deliver vocational training programmes. Consequently it is not Brasilia or the Ministry of Labour that determine what training courses are to be dispensed in the different regions of the country.

Very strict control is exerted over this general scheme, at present through the internet, from here in Brasilia or anywhere else in the country, we can check out what courses are being implemented, their cost, the number of persons attending them and their respective names. Operational supervision is at the same time effected by an independent public body, that verifies in each state that courses are being delivered according to the specifications of the Public Administration. We also have an agreement with IPEA, an institute that validates the contents of the courses and evaluates that they are in keeping with Brazilian realities. The Ministry also has the possibility of receiving comments, claims or criticism from any point in the country regarding the vocational training programme. Decentralisation has made this transparency possible, because in a country of over 8 million square kilometres, we could not otherwise have implemented a valid training programme of such proportions.

This vocational training programme, the credit scheme for small and medium-sized enterprises and PRONADE – which is another credit programme for family agriculture – are some of the projects that receive resources from the Fund for the Protection of Workers. They are all instruments of the Federal Government for employment and income generation, managed through the Ministry of Labour and Employment.

I should like to express my satisfaction at attending this Meeting and reiterate Brazil's commitment to the ILO and to Cinterfor/ILO, as we are extremely interested in this exchange of opportunities and experiences. Professor Nassim Mehedff has given me very precise information regarding the significant work of Cinterfor/ILO and I should like to emphasise our interest in maintaining close links with the ILO and other bodies connected with it. We deem the ILO to be one of the most important international organisations in the world, with a vision of our need to reform our structures, to change existing social conditions by generating income, work and employment. Vocational training is a very important instrument for reaching such objectives.

It is a great honour for me to be present at this Meeting today. Thank you very much.

**ANNEX 2****REPORT ON THE CINTERFOR/ILO PROGRAMME,  
BUDGET, AND ADMINISTRATIVE COMMITTEE MEETING**

The Meeting of the Programme, Budget, and Administrative Committee was held on Wednesday, August 29<sup>th</sup>, 2001, prior to the 35<sup>th</sup> Meeting of the Technical Committee of the Inter-American Research and Documentation Centre on Vocational Training (Cinterfor/ILO). The representatives were: the Secretariat of Public Policies for Employment of the Ministry of Labour and Employment of Brazil; SENAI from Brazil; SENA from Colombia; INA from Costa Rica; INTECAP from Guatemala; INFOP from Honduras; HEART/NTA from Jamaica; INFOTEP from the Dominican Republic; the Technical-Vocational Educational Council (CETP/UTU) from Uruguay; the National Employment Division of the Ministry of Labour and Social Security of Uruguay; and INCE from Venezuela.

The Director of Cinterfor/ILO opened the meeting welcoming all the participants and expressing his gratitude to the Secretary of Public Policies for Employment of the Ministry of Labour and Employment, as well as to SENAI from Brazil for their participation. He then presented the ILO InFocus Programme on skills, knowledge and employability, and mentioned the presence of the Director of this Programme in the meeting.

In his presentation, the Director of Cinterfor/ILO underscored the fact that the results achieved during the biennium 1999-2000 were specially due to the support of the vocational training institutions, the Ministries of Labour and Education, and the employers' and workers' organisations member of the Centre. In summary, these achievements were gained through the efforts of the vocational training community surrounding Cinterfor/ILO.

Next, a brief summary of the Activities Report was presented, including the activities carried out by the Centre throughout the biennium. The highlights of the aspects were:

- strengthening of vocational training institutions;
- strengthening of employers and workers participation in the design and execution of vocational training programs and policies;
  - fostering equal opportunity policies pertaining to training, with regard to issues such as gender and the insertion of youth into the labour market;
  - developing a competency-based training approach;
  - quality management in vocational training.

Thus, the speaker underscored the strengthening and expansion of Cinterfor/ILO's publishing policy, which is clearly reflected on the high demand for a wide range of publications as well as on the fact that, for the first time, the sale of publications represents a

significant source of income. The dissemination of knowledge and information has been fostered by the services provided through the Cinterfor/ILO web site, which has become a true portal for vocational training through the internet. The speaker also reaffirmed his commitment to provide information in English, not only in order to adequately meet the requirements of English-speaking Caribbean countries, but also to achieve a greater impact at the international level, by making available information on innovations and changes in training organizations underway throughout the region and in Spain.

The Committee made a favourable evaluation of the progress in the Centre's financial situation, which was reflected by the voluntary contributions made by a large part of its member countries and institutions. The participants understood that the collection of these revenues was a direct result of the adaptation of the Centre's plans and programs to the recommendations and demands set forth by several meetings of the Technical Committee. Thus, it was shown that for Cinterfor/ILO members voluntary contributions are worthwhile investments that are recovered throughout technical services and information provided by the Centre.

Furthermore, the member agencies and institutions offered additional resources to co-fund specific activities in their respective countries. Thus, the Committee proposed that future activity reports point out efforts made by institutions and agencies to finance these activities.

Additionally, the director underscored the need for Cinterfor/ILO to respect national peculiarities, while also continuing to provide support to efforts aimed at establishing the main principles and criteria on vocational training in the region, which may foster synergism amongst several experiences already underway. This work is founded on similar processes underway within both CARICOM, in the Caribbean, and Mercosur. On the other hand, this work is also in keeping with initiatives and debates within the ILO, aimed at reformulating its recommendation on training and human resource development, as per the recent Resolution on human resource development, adopted by the 88<sup>th</sup> Meeting of the International Labour Conference held in 2000.

The Action Plan to be carried out by Cinterfor/ILO in the 2001-2002 period, was unanimously accepted by the Committee, in accordance with the proposal formulated at the International Seminar, "Apprenticeship in the Vocational Training Institutions in Latin America and the Caribbean", held in Brasilia on June 18 – 20, 2001, and as such recommended that it be analysed by the plenary of the 35<sup>th</sup> Meeting of the Technical Committee. The text of this proposal is annexed to this report.

With regard to the composition of the Board and the Report Commission, the Committee made the following suggestions:



Board:

President: Nassim Mehedff, Secretary of Public Policies for Employment, Brazil

Vice President: Donald Foster, Programming Director, HEART/NTA, Jamaica

Vice President: Arlette Valdez, Director General, INFOTEP, Dominican Republic

Report Commission for the Report of the 35<sup>th</sup> Meeting of the Technical Committee

Clifford Marica, Labour Ministry, Suriname

Fanny Arón, President of the Technical-Vocational Education Council (CETP-UTU),  
Uruguay

Jorge Gallardo, Assistant Manager, INTECAP, Guatemala

Finally, the institutions and agencies that took part in the Committee expressed their desire to support the Centre's efforts to put into practice their plans and programmes and maintain a strong presence in the region, while also expressing their satisfaction for having fulfilled the Cinterfor/ILO Programme of activities for the biennium 1999-2000. Thus, it was recommended that the Technical Committee approve the Activities Report presented by the Director.

**PROPOSAL FOR ACTION PROGRAMME TO BE CARRIED OUT BY  
CINTERFOR/ILO WITH THE VOCATIONAL TRAINING  
INSTITUTIONS OF LATIN AMERICA AND THE CARIBBEAN,  
IN THE BIENNIUM 2001-2002**

**Whereas** it was recommended by the International Seminar on “Apprenticeship in Vocational Training Institutions in Latin America and the Caribbean”, held in Brasília on June 18 – 20, 2001 (Annex 01);

**Whereas** the objective of Cinterfor/ILO is to support the modernisation of the VTI within the region in order to increase their vocational training actions;

**Whereas** the Cinterfor/ILO work programme was approved for the biennium 2001-2002; and

**Whereas** the growing importance of international co-operation for regional development and thus for strengthening of VTI;

The Vocational Training Institutions present at the 35<sup>th</sup> Meeting of the Technical Committee of Cinterfor/ILO, **propose** that the Centre focus its actions in two main fields:

**A) Strengthening of Vocational Training Institutions in:**

- Management of vocational training institutions;
- Modernisation of vocational training institutions;
- Flexible design of teaching programs, media, and materials.
- Use of new information technology;
- Participation of private enterprises in vocational training programs;
- Quality in vocational training;
- Development of training activities on a sub-regional, local, and sectoral level;
- Training and development of personnel for vocational training;
- Lifelong learning;
- Competence-based training;
- Funding.

In order to support the VTI to implement what has been proposed, Cinterfor/ILO shall carry out the following actions:

- Once a consensus is reached amongst the VTI, select the most outstanding institution in each subject area, which will act as a centre for discussion, studies, and the dissemination of successful experiences.
- Organise workgroups for conducting research and studies.
- Organise and publish the technical documents produced.

- Organise *workshops* at which the documents produced may be presented, discussed, validated, and transferred to the other interested VTI.
- Organise and make available the information produced by the VTI on the website.
- Foster communication between the VTI and support their International Technical Co-operation Units.

**B) Strengthen the capacity of IFP managers, technicians, and teachers in the following fields:**

- Management of Vocational training centres;
- Enhancement of instructors and teachers;
- Enhancement of technical staff; and
- Enhancement of administrative staff.

In order to support the VTI to implement these proposals, Cinterfor/ILO shall carry out the following actions:

- Organise exchange programs for managers, technicians, teachers, and administrative staff.
- Organise internships and courses to be provided by the most outstanding VTIs.
- Organise thematic seminars and technical visits.

Vocational Training Institutions rely on Cinterfor/ILO to seek out the financial resources needed to carry out the actions mentioned above.

Brasília, August 29<sup>th</sup>, 2001.

## **INTERNATIONAL SEMINAR ON APPRENTICESHIP IN VOCATIONAL TRAINING INSTITUTIONS IN LATIN AMERICA AND THE CARIBBEAN**

Brasilia, June 18 - 20, 2001

### **OVERVIEW OF DISCUSSIONS ON VOCATIONAL TRAINING AND RECOMMENDATIONS**

#### **RECOMMENDATIONS FROM BRASILIA**

Within the framework of the Knowledge Olympics, organised by the National Industrial Apprenticeship Service - SENAI (Brasilia, June 18 – 22, 2001), the “International Seminar on Apprenticeship in Vocational Training Institutions in Latin America and the Caribbean” was held (Brasilia, June 18 - 19) and was co-sponsored by the Inter-American Centre for Research and Documentation on Vocational Training -Cinterfor/ILO. Top-level representatives from the following vocational training institutions were present:

- The National Apprenticeship Service of Colombia - SENA;
- The National Apprenticeship Service of Costa Rica - INA;
- The El Salvador Vocational Training Institute - INSAFORP;
- The Technical Training and Productivity Institute of Guatemala - INTECAP;
- National Training Agency HEART/NTA de Jamaica;
- The National Vocational Training Service of Paraguay - SNPP;
- The National Industrial Labour Training Service of Peru - SENATI;
- The National Technical Vocational Training Institute of the Dominican Republic - INFOTEP;
- The Technical-Vocational Education Council–Universidad del Trabajo. CETP-UTU, Uruguay;
- The National Institute for Educational Co-operation of Venezuela - INCE;
- Deutsche Gesellschaft für Technische Zusammenarbeit GTZ (special guest);
- The National Commercial Apprenticeship Service of Brazil - SENAC;
- The National Industrial Apprenticeship Service of Brazil - SENAI.

I. The representatives of the VTIs delivered several presentations on aspects surrounding the execution of apprenticeship programs, the current state of affairs, and advances in vocational training in their respective countries. Based on the presentations, one might highlight the following common themes that arise from a comparative analysis of teaching systems in different countries, especially:

1. A new paradigm has arisen from technological requirements and changes in the organisation of labour and employment structures. The widespread dissemination of this new paradigm places a demand on the training institutions to modernise,

which obliges them to seek out program designs that teach students the necessary skills to play active roles as workers and citizens.

2. These changes stem in flexibly designed and modular programs, media, and teaching materials, as well as the use of new information and communication technologies, innovations in the management of information and training centres, amongst others.
3. The apprenticeship programs face challenges as a result of these new trends. Thus, advances in the apprenticeship model must promote the easy admission and re-admission of students, a high degree of flexibility, and be geared towards vocational fields rather than job positions. It is crucial for the private sector to become more closely involved so that it may increase its role in the training process.
4. Drawing closer to private companies will not only enable them to identify the new skills required, but also to foster private sector participation in training and thus make the training initiatives more congruent with the reality of the productive sector.
5. Moreover, the subject matter of training and apprenticeships requires a more wide-reaching approach that focuses on certain vocational categories and makes it easier for workers to get jobs. This includes new skills that prepare people for life, citizenship, critical thinking, problem-solving, and the never-ending need to update knowledge through ongoing training programs. Entrepreneurial training is also a main component to be considered in the development of training programs.
6. A common concern is the issue of funding, revenue growth, and the need to find new ways to ensure sustainable revenues. Thus, there is a need to diversify current VTI subject matter so as to include fields such as technical and technological assistance, management, and business assistance.
7. This prospect also requires more complementary mechanisms that might bring together vocational and educational training so that the skills acquired within the workplace are acknowledged, while also facilitating the practical application of training concepts throughout peoples' lives.
8. The VTI enrol students that have been through primary education, which is usually universal and high-quality. But it is no surprise that the VTIs must adapt themselves in order to enable those who are unemployed, young, or have had little schooling to get their first jobs so that vocational training becomes an instrument for social integration and inclusion.

9. In a regional outlook, we may underscore the growing importance of technical co-operation and inter-institutional exchange activities. Indeed, it is recommendable to store knowledge on options, initiatives, and co-operation programs provided by international co-operation agencies. Knowledge-sharing in new projects may thus greatly facilitate the scope and impact of negotiations. Cinterfor/ILO is called upon to continue to promote the exchange of information, making it easier to disseminate this information and set up new co-operation programs.

II. This seminar stood as a forum for exchanging experiences and innovative work, which was highly valued by the VTI representatives. Thus, the participants presented their own experience and became familiar with that of others.

Furthermore, it was agreed that significant means will be allocated to strengthen vocational training systems, while also systematizing these exchanges so as to reach management positions (especially within training centres), technical staff, and VTI trainers.

III. In order to face the inherent challenges and address the issues mentioned above, while also meeting the needs of national vocational training systems, the member-VTI suggest that actions continue to be taken based on work co-ordinated by Cinterfor/ILO in the following fields:

1. Strengthening and consolidating the exchange between countries in Latin America and the Caribbean so as to share successful experiences in vocational training and share information on methodologies, teaching materials and tools, especially including technologies developed for mobile or distance-learning initiatives.

2. Set up an exchange program between the VTI within the region, aiming at improving directors, technicians, trainers, and training program participants.

Reaffirming the role played by Cinterfor/ILO, it was suggested that the Centre submit the proposal on exchanges which was presented during this Seminar –and that was analysed and discussed by the participants of this event– with the aim of adopting it definitively at the upcoming 35<sup>th</sup> Meeting of the Technical Committee to be held in Brasilia (August 30<sup>th</sup> to September 1<sup>st</sup>, 2001).

With the presence of all the representatives from the different VTI, this report is issued at the Seat of the Knowledge Olympics in Brasilia, June 20<sup>th</sup>, 2001.

**ANNEX 3****REPORTS OF THE MEETINGS OF THE SUB-REGIONAL AND  
SECTORAL GROUPS****I. REPORT OF THE SOUTHERN CONE SUB-REGIONAL GROUP**

1. The representatives of the Southern Cone countries agreed to accept as appropriate the choice of substantive issues made by the XXXV Meeting of the Technical Committee of Cinterfor/ILO, in keeping with the fact that decent work had been shown to be a concept that integrates the different aspects and institutes of labour and that it is clear that there can be no decent work without vocational training.

In the same manner, the issues related to more concrete aspects such as youth training and occupational safety and health proved to be very relevant because the former involves one of the sectors in which more difficulties have arisen while the latter refers to the tabling of an issue that had so far not appeared as frequently on the vocational training agenda.

2. The Group fully shares the decent work objective but adds that it requires decent training.

In the same way as decent work implies sufficiency in terms of quantity and quality, decent training also involves sufficient quantity and quality, i.e., relevancy, broad coverage and inclusiveness.

3. Southern Cone countries believe that there has been some significant progress in the search for appropriate training for decent work, such as:

- Explicit recognition of the right to vocational training as one of the basic human rights, recently ratified in the Social and Labour Statement of the Mercosur.
- The search for common training policies, reflected in the same Social and Labour Statement of the Mercosur and in the negotiations that are being carried out at this very time with a view to approving a Statement of Mercosur vocational training principles.
- The search for forums for social dialogue and for agreement regarding vocational training.

4. Despite these efforts, achievements are inadequate in terms of regional needs. Just as the Report of the General Director of ILO to the International Labour Conference this year calls for a reduction in the decent work deficit, we the vocational training players must recognise the decent training deficit and make efforts to reduce it.

Among the actions to be taken to reduce this deficit the role of basic education was highlighted in first place. A basic minimum of the latter, without which an individual may not have access to work, must be assured.

The first step towards the reduction of the deficit is to identify this minimum of basic mainstream competencies and guarantee its availability to the entire population.

5. Moreover, the introduction of efficient forms of continuous or ongoing training is indispensable and implies flexible modalities of education and of updating of competencies. Both the upgrading of insufficient basic knowledge and the constant necessary updating of technical competencies are included.

6. Within the same framework, progress in the formulation of competency certification systems is needed; competencies must be recognised regardless of the way in which they are acquired.

7. Cinterfor/ILO can be an adequate instrument to articulate efforts made by the countries of the region to reduce the training deficit and especially to identify basic mainstream competencies that are common to those countries, as well as to publicise the concept of decent work and the role of training in this regard.



## II. ANDEAN GROUP

Members:

- Armando Calderón, SENA, Colombia
- Jaime García, SENA, Colombia
- Elizabeth Cornejo, Ministry of Labour and Social Promotion, Peru
- Eliana Gallardo, Infocal, Bolivia
- Jose Luis Prieto, INCE, Venezuela
- Mirna Marín O., Ministry of Labour, Venezuela

Issues:

1. Technical co-operation
2. Occupational competencies
3. Inclusion of the gender perspective in vocational training
4. Training for entrepreneurship
5. Technological development
6. Comparative legislation



### **1. Technical co-operation**

At present the international community has reduced its contributions to countries of the area. This reduction is negatively reflected in the Latin American sub-continent, a situation that requires joint efforts to recover this important source of development and consolidate the programmes that co-operation had stimulated, as well as to design compensating strategies that ensure the sustainability of the programmes in the region.

The role of Cinterfor/ILO is basic both to support these requirements and to co-ordinate exchange and organisational activities that foster sharing of knowledge and experiences among the five Andean countries. Moreover, we request that the ILO represent the region in dealing with international agencies in the search for resources resulting from co-operation, e.g. from the European Union. This would make it easier to identify the needs of the sub-region and generate joint efforts in which each of the countries would be in charge of a component or action that would later benefit all five countries. The vocational training institutions of the area agree to organise and join together for this purpose. Therefore, a proposal was tabled whereby there would be an encounter of Ministries of Labour and Vocational Training Institutions during this year or beginning of the next, which would deal in depth with these and other issues.

### **2. Occupational competencies**

It is acknowledged at present that vocational training revolves around occupational competencies. The new economic and social reality demands of VT institutions an in-depth transformation in the design of their supply and in the way the latter is articulated with the demand for labour. An unequal appropriation and development of this methodology is to be noted in Andean countries. It is therefore considered important that an exchange of experiences and progress in this area be encouraged in order to establish common priorities regarding the identification of competencies in certain occupational areas or sectors. Within the framework of joint action that might be co-ordinated from Cinterfor/ILO, immediate priority must be assigned to reaching agreements for joint training among bordering states, homologation of occupational competencies in priority sectors and certification at the sub-regional level. The possibility of creating a bank of information on competencies and standards must be analysed, as well as mechanisms for the more efficient use of existing information, in order to avoid doubling of efforts and so that there may be more efficient sharing of accumulated experience and knowledge in this regard.

### **3. Inclusion of the gender perspective in vocational training systems**

If training and employment policies are to be relevant and meet the demands of economic and social development, they must also be a response to the specific needs and requirements of men and women. This calls for active policies that include the gender perspective, not only as prompt action to attend to the needs of groups of women, which the majority of the institutions provide, but rather as a methodological and organisational tool for transforming and improving the quality of vocational training systems. Within this framework, actions to be taken must address some strategic points such as building awareness in institutions and governments regarding the need to design specific strategies to address the problem, as well as to channel resources to further actions in the region.

The group proposes to support the creation of a standing technical secretariat from Cinterfor/ILO financed by the ILO, to provide advice on, transfer and disseminate methodologies validated in latter years, co-operating to build up an integral and integrating gender perspective. It would strengthen existing regional networks as well as ensure the functioning of gender co-ordinations that promote and encourage gender mainstreaming processes in training institutions, and monitor those processes. They would systematically promote positive actions that support the personal and vocational empowering of women in equal opportunities as men.

#### **4. Training for entrepreneurship**

The issues brought up at the recent seminar held in Brasilia in June of this year regarding learning in vocational training institutions are further addressed here. In this context development of a business mentality in the training process was considered necessary.

The employment crisis in the Latin American sub-continent makes it necessary to develop mechanisms to encourage self-generation of employment and vocational training is a fitting tool for business undertaking and development. Articulation between training and the creation of firms is a current emergency and a possibility to consolidate different types of economies based on solidarity and to generate employment.

The contribution of Cinterfor/ILO in this respect may be very valuable in designing curricula containing modules that address the development and promotion of a business spirit in vocational training or in learning entrepreneurship.

#### **5. Technological development**

The countries of the Andean area can and must transfer technologies. These can be of different kinds, e.g., training of teachers, students and even administrative personnel and executives of vocational training institutions. A basic component of the development of the concept of decent work is the appropriation of new technologies in the vocational training process, in prospects of better-paid employment and in more competitive and productive employment conditions.

The possibility of bringing about technological development through vocational training centres must be explored as a mechanism to increase productivity and competitiveness in the Andean area. A task to be addressed is that of creating a joint sub-regional economy that involves generating new products and services that can be traded in any part of the world. It is based on sharing knowledge and technologies and the need to recover the experiences of the Mercosur.

Cinterfor/ILO could implement strategies leading to an effective transfer of technologies in the Andean region within the vocational training mechanisms.

#### **6. Comparative legislation**

One of the concerns of the group is to analyse the role of vocational training in terms of ongoing lifelong education, and support the review of existing legislation or the design of new regulations, in which articulation with the formal system of education is strengthened.

---

### **III. REPORT OF THE MEETING OF THE SUBREGIONAL GROUP OF CENTRAL AMERICA, CUBA, DOMINICAN REPUBLIC, MEXICO AND HAITI**

The Sub-regional Committee Meeting of these countries was held on Thursday, 30 August, 2001, at 5:00 p.m. It was attended by representatives of:

- Ministries of Labour and Employment of Honduras, Dominican Republic and Panama.
- VTI executives such as those of INFOTEP of the Dominican Republic, the Cuban Labour Force Bureau, INFOP of Honduras, INA of Costa Rica, INTECAP of Guatemala, INAFORP of Panama, the Labour Training Centre of Mexico and INFP of Haiti, as well as representatives of ILO and Cinterfor/ILO.

After having analysed proposals of regional interest such as:

- using research to develop innovations;
- fostering articulation among ministries of labour, vocational training institutions and public education institutions;
- economising resources by using areas of excellence of each institution at the regional level;
- supporting improvement of business productivity through implementation of the occupational competency focus;

the Committee has established as priorities for the region the following proposals:

- To support the project called “Exchange and Strengthening of VTI in the Central American Isthmus and the Caribbean,” confirmed in Panama City in August, 2001.
- To strengthen the information and communications network among the VTI of the region via the CinterNet project.

A copy of the results of the meeting of VTI in the region held in Panama City and the list of members of the Sub-regional Committee who took part in the meeting are attached to this document.

## **Aide Memoire**

### **CO-OPERATION AND EXCHANGE PROJECT FOR STRENGTHENING VOCATIONAL TRAINING INSTITUTIONS IN THE ISTHMUS OF CENTRAL AMERICA AND THE CARIBBEAN**

#### **THIRD MEETING OF THE EXECUTIVE COUNCIL PANAMA CITY, REPUBLIC OF PANAMA FROM 9 TO 10 AUGUST, 2001**

## **Introduction**

Following the agreements reached at the meeting held in Santo Domingo, Dominican Republic, in August, 1999, where the Executive Council of the project was established with a mandate to meet every year in order to approve the general lines for managing the project, the budget and the decisions and actions to be implemented under it, and furthermore considering the approval of the report submitted to the Executive Council at its second meeting held in San Salvador, El Salvador, in July, 2000, we have held the present meeting with the following purposes:

- to become acquainted with the progress of the project so far;
- to become acquainted with the results of the studies undertaken by each country regarding vocational training systems and skills development requirements;
- to evaluate the prospects of the project and agree on the commitments involved.

## **Working agenda**

- First day
  1. Setting up and opening the meeting
  2. Definition of working methodology
  3. Stocktaking of the project's history
- Second day
  4. Analysis of the progress of the project
- Third day
  5. Review of progress in the comparative analysis of studies on vocational training systems and skills development requirements in the countries of the Central American Isthmus and the Caribbean
- Fourth day
  6. Analysis of future prospects and continuation of the regional project

- Fifth day

7. Formalisation of conclusions and agreements established during the meeting

- Sixth day

8. Participation in the closing of the course for quality auditors held within the framework of the project from 6 to 10 August, 2001, in Panama City.

### Participants

- Lic. Victor Manuel Dimas, Andean Group, Executive Sub-director of INSAFORP of El Salvador, representing the General Directorate
- Lic. Juan Casilla, Sub-Director of Operations of INFOTEP, regional co-ordinator of the project, and Lic. Claudio Pérez, technical sub-director and co-ordinator of the project in the Dominican Republic, both representing the INFOTEP General Directorate
- Edgardo Valenzuela, Engineer, Chief of Teaching Department, representing the INFOP Executive Directorate, Honduras
- Anel Rodríguez, Professor, National Director of the National Vocational Training Institute of Panama

### Development of the agenda

- First day

The session began with a welcoming statement by Prof. Anel Rodríguez, Director of the National Vocational Training Institute of Panama, the host country, to the directors and co-ordinators of the Executive Council of the project who attended the third meeting of the co-operation and exchange project for strengthening vocational training institutions in the Central American Isthmus and the Caribbean.

Prof. Rodríguez stressed the importance of the project and encouraged the persons present to continue strengthening vocational training with their achievements and projections.

Lic. Juan Casilla then provided a short history of the project to place the participants in perspective

The decisions taken during the day were as follows:

- a. to prepare a document on the background of the project, in order to have a short history of it available. Lic. Juan Casilla of the Dominican Republic was put in charge.
- b. to preserve the present organisational and functional structure of the project as established in the meeting held in the Dominican Republic in July, 1999.

c. to report on the results of the meetings of the Executive Council to the meetings of directors of VTIs of the Central American Isthmus and the Caribbean.

- Second day

The participants were made aware of the report on the progress of the project to date, as it stands in Annex No. 1.

The agreements reached during this day were:

a. That institutions will seek a multiplier effect in their organizations by making each participant in each of the actions undertaken under the project pass on the experience to a group of at least 15 people.

b. That reports be submitted to the meetings of the Executive Council on the multiplier effect in the institutions as a result of these actions.

c. That project co-ordinators within each country request participants in project actions to deliver a copy of the documents provided to them in order to guarantee the multiplier effect of the said actions and so they might be on file in the institutions.

- Third day

During this day progress of the comparative analysis of studies carried out by the different countries was reviewed and the following agreement was reached:

a. That the experts involved in making the comparative analysis consider the use of the following indicators as a reference guide of common interest for comparing the studies of the different countries.

A. Labour force indicators:

- EAP in the formal and informal sector
- Difference by age and sex
- Level of education
- Geographic distribution
- Economic sector involved
- Occupational category
- Economic activity
- Population by occupational groups

Note: There must be cross-referencing among all the indicators and they must be analysed by country, indicating differences and matches with a regional aggregate.

B. Economic sector indicators

- Gross domestic product by economic sector and branch of activity in 98-2000 projected over five years.

- Economic growth 1998-2000 projected over five years by branch of economic activity.
- Balance of payments of exports and imports.
- Trade relations among the countries of Central America and the Caribbean (exports and imports)

Note: All data must be compared by country and regional aggregates produced.

#### C. Training supply indicators:

- Institutional support
  - Legal basis
  - Institutional competency
  - Operation
  - Organisational structure and methods of operation
  - Technical and technological capacity of the institutions in terms of coverage
- Investment of each country in education versus investment in vocational training
- Characteristics of supply by branch of economic activity and by informal sector
- Degree of acceptance of the supply in the market
- Supply of training in terms of the supply of modes and modalities of attention and strategy of services
- Supply of training by level of employment
- Relevance of supply in terms of placement of graduates
- Quality of supply in terms of instructors
- Coverage of supply by graduates and by branch of economic activity

#### D. Training demand indicators

- Demand for training by sectors and professional branch
- Characteristics of demand by branch of economic activity and formal and informal sector
- Demand for training by sex and level of employment
- Demand for training by sex and level of enterprises

Note: cross-referencing among common indicators of supply and demand by country and production of a regional aggregate is advised.

#### • Fourth day

The future prospects of the project were weighed in terms of actions to be taken and their financial feasibility. Agreements were reached as broken down in the following matrix on planning and budgeting of actions during the period from August 2001 to December 2002.

Nº	Activity	Period of execution	Estimated cost		Body responsible	Remarks
			Project	Institution		
01	Finalising the regional comparative analysis of studies of training needs of countries		U\$S 5,200	U\$S 13,775	Dominican Republic	
	1. Gathering pending studies for some countries	13 to 31 August				
	1.2. Hiring an external consultant	13 to 31 August	U\$S 2,500	U\$S 1,125		
	1.3. Preparing the preliminary document	September	U\$S 2,000			
	1.4. Sending the preliminary document to each institution of the region for its analysis	1 to 5 October	U\$S 250			
	1.5. Technical meeting of institutions for preparing the final document	22 to 26 October	U\$S 1,500	U\$S 8,400		1.5. Involved experts from each institution participated in this activity
	1.6. Publishing and sending the document	26 to 30 November	U\$S 1,200	U\$S 2,000		
02	Developing a regional pilot experience for certifying instructors in a specific area (automotive mechanics)				INSAFORP El Salvador	
	2.1. Defining the terms of reference for execution of a competency certification pilot experience	August 2001		U\$S 1,000		2.1. The terms of reference must be sent to the institutions for final remarks
	2.2. Preparing competency standards by country	September 2001		U\$S 17,500		2.2. Each country shall send the standards to INSAFORP
	2.3. Standardising automotive mechanics competencies for the region	October 2001	U\$S 14,000	U\$S 24,000		2.3. One expert shall be hired to lead an event with the participation of all countries (3 experts from the area per country)



Nº	Activity	Period of execution	Estimated cost		Body responsible	Remarks
			Project	Institution		
	2.4. Preparing the teaching materials and methods for certification	November to December 2001	U\$S 5,000	U\$S 5,000		2.4. An expert shall be hired to prepare the teaching materials
	2.5. Executing the certification and complementation of 10 per country (a total of 70)	January to May 2002	U\$S 10,000	U\$S 20,000		2.5. An expert shall be hired for 35 days to execute certification in each country. Complementation will be taken care of in each country
	2.6. Evaluating the pilot experience and submitting a final report to the Executive Council of the project	May to July 2002	U\$S 5,000			2.6. Hire an expert to evaluate the experience
03	Updating of vocational training centre directors:		U\$S 25,000	U\$S 31,900		Two people per country shall participate in these seminars that are directors or chiefs of vocational training centres who will ensure a multiplier effect in their respective countries
	3.1. Seminar on quality and productivity in VT centre management	Date to be confirmed by INFOTEP			INFOTEP of the Dominican Republic	
	3.2. Seminar on costs in VT centres	November 2001			INSAFORP of El Salvador	
	3.3. Seminar on strategy planning in VT centres	February 2002			INFOP of Honduras	
	3.4. Seminar on organisation, design and operation of workshops and laboratories in VT centres	April 2002			INFOTEP of the Dominican Republic	
	3.5. Information technology for VT centre management	October 2002			INAFORP of Panama	
04	Follow-up meeting regarding the information exchange network defined during the course on information management held in Costa Rica to establish the profile of the information to be exchanged by VTI	June 2002	U\$S 1,500	U\$S 8,500	INAFORP of Panama	One expert per institution will participate. The expert must be one of the participants in the course and have ensured a multiplier effect of the course undertaken in Costa Rica

Nº	Activity	Period of execution	Estimated cost		Body responsible	Remarks
			Pre-1999	1999-2001		
05	Seminar on methodological strategies to improve business productivity	October 2001	U\$S 6,500	U\$S 12,600	INFOTEP of the Dominican Republic	Two people will participate per country. A seminar facilitator expert shall be hired
06	Carrying out and supporting internships in institutions on issues of common interest to the countries, upon request or invitation	January to December 2002	U\$S 5,000	U\$S 18,000	The VTI of each country	The subjects shall be related to the organisation and operation of the institutions. The internships shall be of a reciprocal nature and last up to a week during the year 2002. Two persons per country
07	Carrying out an evaluation of impact of the first phase of the regional project	June 2002	U\$S 10,000	U\$S 4,000	INFOTEP of the Dominican Republic	An expert will be hired for this activity
08	Holding the fourth meeting of the Executive Council of the project	August 2002	U\$S 5,000	U\$S 16,600	INFOP of Honduras	Project directors and co-ordinators for each country shall attend

Agreement was also reached regarding the following:

- a. That INFOTEP would negotiate with German (GTZ) co-operation an increase in its financial support to the project up to December 2002 since funds had only been approved until December 2001.
- b. That INFOTEP would negotiate with other organisations and institutions for complementary support for the project, specifically with SENAI of Brazil and Cinterfor/ILO, for carrying out some of the activities planned according to the matrix above.

In Panama City, on the tenth of August, 2001

For the participants in the meeting:

ANEL RODRIGUEZ  
INAFORP

VICTOR MANUEL DIMAS  
INSAFORP

JUAN CASILLA  
INFOTEP

EDGARDO VALENZUELA  
INFOP

---

List of participants of the Sub-regional Committee for the XXXV Meeting of the Cinterfor/ILO Technical Committee held in the city of Brasilia from 29 August to 1<sup>st</sup> September, 2001.

1. Arlette Valdez, Infotep, Dominican Republic
2. Milton Ray Guevara, Labour Secretariat, Dominican Republic
3. Mayela Arraya Herrera, Ina, Costa Rica
4. Estelio R. Baltazar Cadenas, SEP, México
5. Sonia Jule, Insaforp, El Salvador
6. Anel Rodríguez, Inaforp, Panama
7. Nestor Iglesias, Labour Force Directorate, Cuba
8. Mario Hugo Rosal, ILO, Costa Rica
9. Edgardo Valenzuela Torres, Infop, Honduras
10. Jose María Reina, Labour Secretariat, Honduras
11. Felix Alberto Morales, Labour Secretary, Panama
12. Lesly Michel, Infp, Haiti
13. Jorge Gallardo Flores, Intecap, Guatemala

#### IV. REPORT OF THE CARIBBEAN REGIONAL GROUP

##### Recommendations for Cinterfor/ILO assistance in:

1. Establishment of a **Regional Vocational Training Database** (an electronic database designed with universal registration and documentation tools for effective data collection, fast retrieval and appropriate updating).

The main headings are:

- **labour competencies** from Latin America and the Caribbean. The information bank serves development and improvement of skills competencies
- **vocational qualification** (to facilitate the free movement of labour as component of the Caribbean Single Market and Economy {CSME} )
- **relevant information** on all fields of interest in respect to the management (planning and continuing development) of Vocational Training
- **labour market** information

2. Assistance in establishing **National Training Agencies** in each country (the training agency as a national monitoring body for co-ordinating, policies, planning, development and programmes TVET).

3. Assistance in establishing **financing mechanisms** for vocational training (financing mechanisms and structures to ensure development and continuity of the vocational training processes).

4. Accessibility of information and assistance in **facilitating study tours** to observe best practices in—and out the region (to avoid difficulties and mistakes for effective innovation and adjustments of the training process).

5. Assistance in development, training, and upgrading of **TVET professionals**
6. Assistance (in particular funding) in building capacity **distance learning activities in technical vocational training)**
7. **A summary in English of Cinterfor/ILO documents** on the Cinterfor/ILO WebPages. And a Cinterfor/ILO WebPage in English
8. **Brochure** describing Cinterfor/ILO for English speaking countries
9. Programmes focussing on the **development of an entrepreneurship culture** throughout the region

Brasilia, August 31<sup>st</sup>, 2001

## V. REPORT OF THE GROUP OF EMPLOYERS' REPRESENTATIVES

The business sector group shares the Cinterfor/ILO proposal for action in the biennium 2001-2002, and wishes to add the following suggestions for their consideration:

1. To undertake actions to sponsor meetings of the employers' group to get acquainted with and fully appreciate successful ongoing vocational training experiences, such as the Spanish example on which Mr. Javier Ferrer commented briefly.
2. To undertake actions that contribute to strengthening the social dialogue through technical development of skills of the different social players involved: government employees, employers, trade union organisations and vocational training institutions. It is understood that the social dialogue must then be fortified with a view to achieving a consensus on effective actions that will allow us to further plans to create, implement and monitor vocational training.
3. To undertake actions that will encourage vocational training institutions to develop a business spirit, especially among the young, that will help them to establish new businesses.
4. To take into account in the strategies to be defined the need for actions that enable the active participation of small and medium-sized enterprises in vocational training plans.
5. Considering that informality does not meet with the basic principles of decent work, we request that Cinterfor/ILO develop vocational training actions that imply a struggle against informal labour, such as by fostering a business spirit.
6. We wish Cinterfor/ILO to play an active role in its technical support of the different vocational training institutions.

Besides the above, we wish to state the following:

1. We understand that basic education is an essential function of the State that cannot be delegated. National vocational training systems should have standards for accredita-

tion and homologation of programs and even validate and acknowledge labour experience acquired within firms, in order to harmonise and articulate them with the formal education systems of each country.

2. We, the entrepreneurs, wish to sound the alert in order that Cinterfor/ILO may analyse the impact that integration with ALCA may have in Latin America, both on our firms and on human resources in general.

Lastly, regarding the document "Training for decent work" (reference document 1), we ask for a judicious amount of time for its analysis by the business sector and thus to be able to state our insights regarding it.

## VI. REPORT OF THE GROUP OF WORKERS' REPRESENTATIVES

### The Group of Workers' Representatives:

1. Applauds the achievement of the ILO in consecrating a concept of decent work that synthesises the main aspirations and concerns that have been expressed by our sector over time in all forums in which we have been able to do so.
2. We agree that decent work is the government's responsibility, although we reiterate that in a democratic society the civil society's participation in the preparation, execution and control of public policies must be assured, through social dialogue that turns the concept into deeds.
3. We acknowledge once again that education is an essential component in the development of human beings. Therefore, international agencies such as Cinterfor/ILO must encourage governments to strengthen or set up a process ensuring democratic access to education.
4. Our conception of education and integral vocational training is based on the historical and constitutional values of the labour movement: social justice, equality, solidarity, respect for diversity, freedom of opinion, expression and organisation, and recognition of knowledge as collective production, *inter alia*.
5. As has been pointed out in earlier meetings, most of the problems linked to vocational training are still unresolved:
  - a. vocational training as a right of workers is not recognised in several of our countries;
  - b. there are still obstacles to exercising this right where it is recognised, due to lack of domestic policies on vocational training;
  - c. there are not enough institutional mechanisms to ensure participation of workers in designing these policies;
  - d. existing vocational training programmes are the result of scattered initiatives that, besides not taking into account our aspirations and needs, do not attenuate the serious problem of unemployment;

- 
- e. there is little progress in the articulation of vocational training with other levels of the educational system;
  - f. although there are some cases of vocational training bargaining in collective agreements, no auspicious levels have been reached in this regard;
  - g. there is still a supply of vocational training courses that have no real link to the working world.
6. We believe that much of this situation would be overcome if governments and employers were to support our historical claim to participation in the preparation and enforcement of public policies.
  7. Our countries continue to be entrenched in applying economic policies that increasingly prevent us from reaching the ideal of decent work.
  8. Integration processes, more advanced or less so, do not escape those same policies. This aggravates the general situation because business issues have been given priority over the quality of life of our peoples and lead to greater unemployment and, therefore, more poverty and social exclusion.
  9. The ILO, through Cinterfor/ILO, has provided technical and financial resources to the countries of the continent so that the various players could strengthen or initiate vocational training actions to support the development of labour and technological organisation models. In the last few years, this development has been becoming more dynamic and acquiring greater depth, thus demanding not only greater resources but also a response in real time.
  10. Within this framework we must highlight the intellectual, technical and financial efforts of Cinterfor/ILO in the search for solutions to this problem. We firmly believe that the situation described would be more unjust if we could not count on this contribution. However, we are also convinced that if government and business representatives here present should decide to increase their commitment to the values and principles that sustain the dignity of labour, the facts would change.
  11. In the light of these reflections and its statements on previous occasions, the workers' group thus proposes:
    - a. Promoting actions that allow knowledge on educational policies in general and vocational training in particular to be broadened and consolidated and be provided to workers' representations in order that they may intervene in bargaining in all forums and at every level necessary. To do so we propose that, in concert with Cinterfor/ILO and other agencies, we prepare a biennial plan that complies with the following agenda:
      - participation of workers in the management of vocational training resources, programmes and bodies;
      - vocational training in bargaining;
      - vocational training in integration processes;
      - articulation of vocational training with education.

- 
- b. Promoting actions and initiatives among different players in order to seek social dialogue, in accordance with the 88<sup>th</sup> Meeting of the International Labour Conference of the year 2000.
  - c. Fulfilling integrally the guidelines proposed and approved by the Technical Meeting of the Workers' Group in the year 2000, in the city of Sao Paulo, Brazil.
12. Lastly, we suggest to the ILO Council of Administration that it establish criteria to assure that workers continue to be represented in this type of specialised technical meetings, encouraging the expansion of new delegations.

List of participants:

Antonio Jara, CGT Argentina  
Gustavo Gándara, CGT Argentina  
Airton Giberthi, CGT Brasil  
Sebastião Lopes Neto, CUT Brasil  
Carmen Lucia Evangelho, Força Sindical Brasil  
Leo Bernard Nicholas, DTU Dominica  
Everildo Revolorio Torres, CUSG Guatemala  
Carlos Enrique Mancilla García, Representante Sector Laboral en el INTECAP  
Jaime Prea Gómez, CUT Chile  
Julio César García Cruceta, Representante Sector Trabajador en el INFOTEP







**ANNEX 4****LIST OF PARTICIPANTS****OPENING CEREMONY**

Dr. Francisco Dornelles  
Ministro de Trabajo y Empleo

Humberto Carlos Parro  
Director de FUNDACENTRO

Agustin Muñoz  
Director Regional a.i. de la OIT para las  
Américas

Pekka Aro  
Director del Programa In Focus de la OIT  
sobre Conocimientos Teóricos y Prácticos  
y Empleabilidad – IFP/SKILLS

Nassim Mehedff  
Secretario Nacional de Políticas Públicas  
de Empleo  
Ministerio de Trabajo y Empleo

Emb. Marco C. Meira Naslausky  
Director General  
Agencia Brasileira de Cooperación  
Ministerio de Relaciones Exteriores

Paulo Jobim Filho  
Secretario Ejecutivo  
Ministerio de Trabajo y Empleo

Armand Pereira  
Director de la Oficina de la OIT en Brasil

Pedro Daniel Weinberg  
Director de Cinterfor/OIT

**LIST OF THE OFFICIAL DELEGATIONS****ARGENTINA**

Antonio Jara  
Vicepresidente  
Foro Sindical por la Capacitación Integral  
y Permanente del Trabajador

Gustavo Gándara  
Director Ejecutivo  
Fundación de Educación y Capacitación  
para los Trabajadores de la Construcción

Juan Odriozola  
Representante Legal, Obispado de Morón  
Vicaría Episcopal de Educación

Oscar Salomone  
Director General  
Instituto Tecnológico Universitario  
Centro Universitario  
Universidad Nacional de Cuyo

**BARBADOS**

Raphael Cave  
Director of Training  
Barbados Vocational Training Board

Trevor King  
Executive Director  
Technical Vocational Education and Training-TVET  
Ministry of Labour, Sports and Public Sector Reform

## **BOLIVIA**

Eliana Gallardo  
Coordinadora Nacional del Programa FORMUJER  
Fundación INFOCAL

## **BRAZIL**

Nassim Mehedff  
Secretario Nacional de Políticas Públicas de Empleo  
Ministerio de Trabajo y Empleo

Carmen Lucia Evangelho Lopes Ferreira  
Coordinadora Técnica  
Secretaría Nacional de Formación  
Força Sindical

Sebastião Lopes Neto  
Representante Mercosur SGT-10  
Central Unitaria de Trabajadores-CUT

Miguel Salaberry Filho  
Director Ejecutivo de Coordinación de Relaciones Institucionales  
Social Democracia Sindical

Airton Ghiberti  
Director de Educación  
Confederación General de Trabajadores CGT

Geraldo Gontijo Ribeiro  
Secretario Ejecutivo  
Servicio Nacional de Aprendizaje Rural SENAR  
Confederación Nacional de Agricultura, CNA

Dagoberto Lima Godoy  
Vicepresidente  
Confederación Nacional de la Industria, CNI

José Manuel de Aguiar Martins  
Director Nacional  
Servicio Nacional de Aprendizaje Industrial SENAI, Departamento Nacional

Donald Uhlig  
Coordinador  
SENAI, Departamento Nacional

Luiz A. Caruso  
Coordinador  
SENAI, Departamento Nacional

Eduardo Santos  
Director de Operaciones  
SENAI, Departamento Nacional

Lucimar S.L. Countinho  
Director General Ejecutivo  
Servicio Nacional de Aprendizaje en Transporte, SENAT

Norma Avelar  
SEST/SENAT

## **CHILE**

Eric Leyton  
Ministerio de Trabajo y Previsión Social

Virginia Pazos  
Jefa de Gabinete del Director Nacional  
Servicio Nacional de Capacitación y Empleo  
SENCE

### **COLOMBIA**

Armando Calderón  
Director de Empleo  
Servicio Nacional de Aprendizaje - SENA

Jaime García Dimitoli  
Jefe del Centro de Servicios a la Salud  
SENA, Regional de Bogotá

### **COSTA RICA**

María Mayela Araya Herrera  
Subgerente Técnica  
Instituto Nacional de Aprendizaje - INA

### **CUBA**

Néstor Iglesias Arancibia  
Director de Fuerza de Trabajo  
Ministerio de Trabajo y Seguridad Social

Jesús Rodríguez Cladellas  
Embajada de Cuba

### **DOMINICA**

Merrill Mathew  
Director of Technical Studies  
Clifton Dupigny Community College  
Stockfarm

### **DOMINICAN REPUBLIC**

Milton Ray Guevara  
Secretario de Estado de Trabajo y  
Presidente Junta de Directores de INFOTEP

Arlette Valdez  
Directora General  
Instituto Nacional de Formación  
Técnico Profesional - INFOTEP

Julio Hernández Khury  
Representante Sector Empresarial  
Instituto Nacional de Formación  
Técnico Profesional - INFOTEP

Julio César García Cruceta  
Representante Sector Trabajador  
Instituto Nacional de Formación  
Técnico Profesional - INFOTEP

### **ECUADOR**

Lourdes Puma Puma  
Ministra de la Embajada de Ecuador

### **EL SALVADOR**

Sonia Jule  
Vicepresidenta del Consejo Directivo  
Instituto Salvadoreño de Formación Profesional - INSAFORP

### **GUATEMALA**

Jorge Francisco Gallardo Flores  
Subgerente  
INTECAP

Ricardo Castillo Sinibaldi  
Director Cámara de Industria y Representante  
Sector Privado en Junta Directiva - INTECAP

Carlos Enrique Mancilla García  
Director Sector Laboral en Junta Directiva  
INTECAP

## **HAITÍ**

Lesly Michel  
Director General  
Instituto Nacional de Formación Profesional -  
INFP

## **HONDURAS**

José María Reina  
Subsecretario de Estado en los Despachos  
de Trabajo y Seguridad Social  
Instituto Nacional de Formación Profesional  
INFOP

Edgardo Valenzuela Torres  
Jefe de Docencia  
Instituto Nacional de Formación Profesional  
INFOP

## **JAMAICA**

Donald Foster  
National Programmes Director  
HEART Trust/NTA

## **MÉXICO**

Estelio Baltazar Cadena  
Director General  
Dirección General de Centros de Forma-  
ción para el Trabajo - DGCFT  
Secretaría de Educación Pública

## **PANAMÁ**

Félix Alberto Morales Torres  
Gerente de Capacitación Laboral  
Ministerio de Trabajo

Anel Rodríguez  
Director Nacional  
Instituto Nacional de Formación Profesional  
INAFORP

## **PARAGUAY**

Francisco Palau  
Asesor General  
Servicio Nacional de Promoción Profesional  
SNPP

## **PERÚ**

Elizabeth Cornejo Maldonado  
Directora Nacional de Empleo  
y Formación Profesional  
Ministerio de Trabajo y Promoción Social

## **SPAIN**

José Valentín Antón  
Consejero Laboral y de Asuntos Sociales  
de España en representación del Ministe-  
rio de Trabajo y Asuntos Sociales  
Embajada de España en Brasil

Javier Ferrer Dufol  
Presidente  
Fundación para la Formación Continua  
FORCEM

Ricardo Guisado Urbano  
Responsable de Relaciones Internacionales  
Fundación para la Formación Continua  
FORCEM

Juan José de Andrés Gils  
Presidente

Centro de Investigación y Documentación  
sobre Problemas de la Economía, el Empleo  
y las Cualificaciones Profesionales,  
CIDEDEC

## **SURINAME**

Clifford Paul Marica  
Minister of Labour

John Falix  
Official Vocational Training  
SAO - Foundation for Labour Mobilisation  
and Development

Franklin Bendanon  
Staff Member SAO  
Foundation for Labour Mobilisation  
and Development

## **TRINIDAD & TOBAGO**

Oliver Flax  
Chairman  
National Training Agency

## **URUGUAY**

María Carmen Ferreira  
Directora Nacional de Empleo  
Ministerio de Trabajo y Seguridad Social

Rut Fanny Arón  
Presidenta  
Consejo de Educación Técnico Profesional  
- CETP/UTU/ANEP

## **VENEZUELA**

Mirna Marín  
Directora de Formación Profesional  
Ministerio del Trabajo

José Luis Prieto  
Presidente  
Instituto Nacional de Cooperación Educativa - INCE

## **ILO GOVERNING BODY EMPLOYER'S REPRESENTATIVES**

Marcela Eivers  
Especialista en Relaciones Laborales  
Unión Industrial Argentina - UIA  
Argentina

Dagoberto Lima Godoy  
Vicepresidente  
Confederación Nacional de la Industria - CNI  
Brasil

Roxana Segovia de Cabrales  
Asociación Nacional de Industriales - ANDI  
Colombia

Gabriel Funes Díaz  
Director de Estudios de COPARMEX  
México

Orlando A. dos Ramos  
Board Member  
Suriname Trade & Industry Association  
Suriname

Walton A. Hilton Clarke  
Employers' Consultative Association  
Trinidad y Tobago

Ricardo Requena  
Miembro de la Comisión OIT/OIE  
Federación de Cámaras y Asociaciones  
de Comercio y Producción de Venezuela  
FEDECAMARAS  
Venezuela

## **ILO GOVERNING BODY WORKERS' REPRESENTATIVES**

Antonio Jara  
Vicepresidente  
Foro Sindical por la Capacitación Integral  
y Permanente del Trabajador  
CGT, Argentina

Sebastião Lopes Neto  
Representante Mercosur SGT-10  
Central Unitaria de Trabajadores - CUT  
Brasil

Randolph Johnson  
Administrative Secretary  
National Trade Union Congress of Belize  
NTUCB  
Belize

Jaime Prea Gómez  
Dirigente Consejero  
Central Unitaria de Trabajadores - CUT  
Chile

Leo J. Bernard Nicholas  
General Secretary  
Dominica Trade Union  
Dominica

Sr. Everildo Revolorio Torres  
Secretario de Finanzas  
Confederación de Unidad Sindical  
de Guatemala - CUSG  
Guatemala

## **SPEAKERS**

### **Panel: Decent work and vocational training I**

Madhuri Supersad  
Director Research and Planning  
Ministry of Labour and Manpower Development  
Trinidad y Tobago

Javier Ferrer Dufol  
Representante CEOE/CEPYME  
España

José Olivio Miranda Oliveira  
Representante Trabajador ante  
el Consejo de Administración de la OIT  
Brasil

Moderator:  
Agustín Muñoz  
Director Regional a.i. de la OIT para las  
Américas

**Panel: Decent work and vocational training II**

Enrique Brú  
Director de la Oficina de Área de la OIT  
para Centroamérica, Panamá y República  
Dominicana y del Equipo Técnico  
Multidisciplinario  
Costa Rica

Agustín Ibarra  
Consultor Cinterfor/OIT  
México

Oscar Ermida Uriarte  
Especialista en Formación Profesional  
Cinterfor/OIT

Moderator:  
Pekka Aro  
Director IFP/SKILLS, OIT  
Ginebra

**Panel: Decent work for youth: building up the present; assuring the future**

Ruth Cardoso  
Presidenta  
Comunidad Solidaria  
Brasil

Sérgio E. Mindlin  
Director Presidente de la  
Fundação Telefônica  
Brasil

Pekka Aro  
Director Del Programa In Focus sobre  
Conocimientos Teóricos y Prácticos y  
Empleabilidad, OIT, Ginebra

Moderator:  
Oliver Flax  
Chairman  
NTA, Trinidad y Tobago

**Panel: Health and safety at work: vocational training challenges**

Carlos A. Rodríguez  
Consultor Cinterfor/OIT  
Argentina

Jaime García Dimotoli  
Jefe del Centro de Servicios a la Salud  
SENA, Regional Bogotá  
Colombia

Sonia María Bombardi  
Asesora Especial de Proyectos  
FUNDACENTRO, Brasil

---

**NATIONAL PARTICIPANTS (Brazil)**

Abner Pereira Dutra  
Diretor Regional  
FUNDACENTRO, Brasília

Aldemorpe Oliveira de Barros  
Diretor Regional  
SENAI, Roraima

Alexandre Magno Ribeiro de Alurca  
Coordenador Qualificação Profissional  
Secretaria do Trabalho  
SINE, Piauí

Ana Catarina Peixoto de Brito  
Coordenadora PLANFOR  
SETERPS, Pará

Ana Cristina Rabelo da Rosa  
Técnica Educação Profissional  
Secretaria do Trabalho do Mato Grosso

Ana Iêda Borges dos Santos  
Técnica PLANFOR  
Ministério do Trabalho e Emprego (MTE)

Andréa Gomes Bandeira  
Auxiliar Administrativo  
Ministério do Trabalho e Emprego - SPPE  
Gov. do Distrito Federal

Angela da Silva Melo  
Gerente da Qualificação Profissional  
SETRAB, Amazonas

Carla Barroso da Costa  
Técnico Executivo Pleno  
Serviço Nacional de Aprendizagem Rural  
SENAR, Brasília

Carlos Cortez Romero  
Professor  
Universidade Federal de Juiz de Fora,  
Minas Gerais

Carlos Eduardo Traversa  
Diretor Regional  
SENAC, Sergipe

Carmen Lúcio Freitas de Castro  
Diretora  
Secretaria Estado Trabalho  
Minas Gerais

Carmen Rocha Dias  
Ministério do Trabalho e Emprego  
Gov. do Distrito Federal

Ciro Nogueira Filho  
Professor Universitário  
Universidade Federal do Ceará

Cláudio César Formiga Barbosa  
Diretor Financeiro  
Secretaria do Trabalho da Justiça  
e Cidadania do Rio Grande do Norte

Cledimara D'arc Neiva Nunes  
Chefe de Apoio Administrativo  
Ministério do Trabalho e Emprego  
Gov. do Distrito Federal

Daniel Kluppel Carrara  
Chefe de Gabinete  
Serviço Nacional de Aprendizagem Rural  
SENAR, Brasília

Daniel Marques  
Secretário de Trabalho, Emprego  
e Direitos Humanos - STDH  
Gov. do Distrito Federal

Daniela Fernandes Martins dos Anjos  
Soares  
Gerente de Acomp. de Projetos  
Secret. do Trabalho e Direitos Humanos  
Gov. do Distrito Federal



Denise Obara  
Analista de Cooperação Internacional  
SENAI, Departamento Nacional  
Brasília

Edgar Luiz Gutierrez Alves  
Diretor  
Instituto UNIEMP

Edna Knoshita  
Gerente  
STDH, Gov. do Distrito Federal

Eduardo Oliveira Santos  
Diretor de Operações  
SENAI, Departamento Nacional  
Brasília

Elenice Leite  
Assessora Técnica  
Ministério do Trabalho e Emprego  
Gov. do Distrito Federal

Elias Nahas  
Secretário do Trabalho  
Minas Gerais

Elisabeth Braz  
Gerente de Comunicação  
São Paulo

Erico Morbis  
Diretor Regional  
SENAC, Paraná

Francinete de Fátima Mendes Boveres  
Encarregada do Serviço de Qualificação  
Gerencia de Desenvolvimento Social,  
Maranhão

Francisco de Assis de Lima  
Diretor Presidente  
SITRACOM, Rondônia

Francisco Ginafalt  
Diretor  
Instituto Educação Valparaíso, Goiás

Francisco Moraes  
Gerente de Desenvolvimento Educacional  
SENAC, São Paulo

Francisco de Sousa Cavalcante  
Presidente Conselho Regional do  
SENAC, Piauí

Gercina Cardoso de Oliveira  
Auxiliar  
Ministério do Trabalho e Emprego  
Gov. do Distrito Federal

Gilberto Cotta de Figueiredo  
Gerente de Análise de Projetos  
Secretaria de Trabalho e Direitos Humanos  
do Distrito Federal

Gustavo Vale Rosa  
Analista de Estatuto e Desenvolvimento  
SENAI, Departamento Nacional  
Brasília

Iraci Aguiar Medeiros  
Assessora Técnica  
Secretaria do Emprego e Relações do Trabalho  
São Paulo

Irene Mello de Oliveira  
Assistente de O e M  
Ministério do Trabalho e Emprego  
Gov. do Distrito Federal

Isaías Evange Lista Nunes  
Diretor  
SITRACOM

Jaime Cardoso  
Sec. Estado Trabalho, Rio de Janeiro

Jesus Mostaceros Neyra  
Coordenador Projetos Sociais Ass. Social  
Associação Cristã de Moços, Porto Alegre

Joana D'arc Gonçalves Rodrigues  
Presidente  
COOPPDERH, Brasília

João Carlos de Capri Filho  
Assessor Técnico  
CNA, Brasília

Jorge Benjamim  
Professor Adjunto  
Universidade Est. Maringá, Paraná

Jorge Carlos Santos Guedes  
Diretor  
SETAB/SINE, Amazonas

Jorge Jose Povala  
Técnico Administrativo  
Ministério do Trabalho e Emprego/DEPQ  
Gov. do Distrito Federal

Jorge Luiz Lucas de Paiva  
Técnico  
Ministério do Trabalho e Emprego  
Gov. do Distrito Federal

José Astolfo Lopes de Souza  
Presidente  
FADEPE, Minas Gerais

José Miranda de Oliveira Filho  
Presidente  
Obras Sociais do CEF  
Brasília

José Raposo Moreira  
Subgerente do Trabalho do Maranhão  
Gerência do Desenvolvimento Social  
do Estado do Maranhão

José Ricardo de Sousa Borges  
Assistente de Projeto  
Ministério de Trabalho e Emprego  
Gov. do Distrito Federal

José Roberto Gonçalves Reis  
Coordenador de Qualificação Profissional  
Gerência de Desenvolvimento Especial,  
Maranhão

José Tomé Oliva Antunes  
Superintendente  
SENAR, Brasília

Julio Gonçalves Pereira  
Supervisor  
SENAR, Brasília

Jussara Santiago Figueira  
Chefe de Núcleo de Educação Profissional  
Secretaria Estado de Justiça e Cidadania,  
Paraná

Kézia Pereira dos Santos  
Assistente  
Ministério do Trabalho e Emprego  
Gov. do Distrito Federal

Leila Maria Pereira  
Coordenadora de Relações Empresariais,  
Minas Gerais

Lídia Meurer  
Assessora  
SENAI, Paraná

Livia Amorim Queiroz  
Assessora/SPPE  
Ministério do Trabalho e Emprego  
Gov. do Distrito Federal

Luciana da Silva Barros  
Coordenadora de Qualificação Profissional  
Secretaria do Trabalho, Roraima

Lucyana Dutra Coelho  
Relações Públicas  
SENAR, Brasília

Mariangela Rodrigues Coelho  
Ministério do Trabalho e Emprego  
Gov. do Distrito Federal

Maria Cristina Pinatti de Moraes  
Assistente Social  
INFAERO, Brasília

Maria Emilia da Silva  
Secretaria de Estado Adjunta  
Gov. de Rondônia

Maria Jose Lira Vieira  
Coordenadora do Programa Sala do Livro  
Secretaria de Cultura do Distrito Federal

Maria Menezes Melo  
Supervisor, PEQ  
Secretaria do Trabalho e Ação Social, Ceará

Marília Rocha  
Coordenadora Geral de Programas e  
Projetos  
Instituto Latino Americano, Rio de Janeiro

Mário Capp Filho  
Chefe de Departamento  
Serviço Nacional de Aprendizagem Rural  
SENAR, Brasília

Marizo Vitor Pereira  
Coordenador do Projeto  
FUNPEC, Rio Grande do Norte

Maurício Carvalho  
Diretor  
ENAP, Brasília

Mauricio de Oliveira Ferreira  
Diretor  
Prefeitura do RECOFE  
Ser. Desenv. Econômico, Pernambuco

Mônica Almeida de Almeida  
Gerente de Intermediação de mão-de-obra  
Secretaria Estadual da Assistência Social e  
do Trabalho, Amazonas

Mônica Pacheco Pereira  
Diretora Executiva  
ILA, Rio de Janeiro

Nilton Gonçalves Guimarães  
Subsecretário  
Sec. Trab. Direitos Humanos  
Gov. do Distrito Federal

Norma Avelar de Souza  
Coordenadora de Estudos e Projetos  
CNT-SEST/SENAT, Brasília

Orlanso Thomé Cordeiro  
Superintendente de Operações  
SENAC/DR, Rio de Janeiro

Paula Coelho de Andrade Barbosa  
Coordenadora de Planejamento  
Ministério do Trabalho e Emprego  
Secretaria de Política Pública  
Gov. do Distrito Federal

Pedro Aguiar  
Coordenador Técnico de  
Qualificação Profissional  
Obras Sociais C.E.F.S., Brasília

Raimunda dos Santos Aires  
Coord. Qualificação  
SEAPES, Rondônia

Raquel Villela Pedro  
Assessora Diretoria Desenvolvimento  
Profissional  
Secretaria de Trabalho e Direitos Humanos  
do Distrito Federal

Regina Martha Silva  
Técnica  
SPPE/Ministério do Trabalho e Emprego  
Gov. do Distrito Federal

Regina Teixeira  
Superintendente Qualificação Profissional  
Secretaria de Estado  
de Trabalho do Rio de Janeiro

Renira Mota de Lucena  
Subcoordenadora SINE/RN  
Ministério do Trabalho e Emprego, Rio  
Grande do Norte

Roberto Medeiros Ramos  
Diretor  
Coordenação Projeto Civil Voluntário  
USBEE, Rio Grande de Sul

Rodrigo de Almeida Pontes  
Presidente CETER  
Conselho Estadual do Trabalho, Minas Gerais

Rogério Calderón Ramos  
Gerente de Programas  
Ministério do Trabalho e Emprego  
Gov. do Distrito Federal

Rosemeire Rodrigues Siqueira  
Coordenadora de Programas de Qualificação  
Social Democracia Sindical - SDS  
São Paulo

Roseni Reigota  
Gerente de Monitoramento e Avaliação  
Associação de Apoio ao Programa Capa-  
citação Solidária, São Paulo

Rosiris Fátima Barbata  
Assistente Social  
Secretaria de Assistência Social,  
Cidadania e Trabalho

Ruscelino Araújo Barbosa  
Diretor de Departamento  
Secretaria do Estado de Cidadania  
do Trabalho e Assistência Social do Acre

Ruy Adriano Borges Muniz  
Conselheiro Secretário  
CMAS, Minas Gerais

Sara Cristóforo  
Gerente de Projetos  
Associação de Apoio ao Programa  
Capacitação Solidária, São Paulo

Teresa Aline de Sousa  
Supervisor PEQ  
Secretaria do Trabalho e Ação Social, Ceará

Valdeny Gomes de Carvalho  
Diretora DEPRO  
Sec. Trabalho  
Gov. do Distrito Federal

Vanessa Bianca Gonçalves Rodrigues  
Médica do Trabalho  
COOPEDER, Brasília

Walter Gonçalves  
Diretor Técnico  
SENAI, São Paulo

Washington Soares Moreira  
Presidente  
Social Democracia Sindical - SDS  
Brasília

---

**SPECIAL GUESTS**

Mauricio de Magalhaes Carvalho  
Brasil

João Carlos Alexim  
Brasil

**OBSERVERS**

Carlos Mussi  
Economista  
CEPAL, Brasil

Irma Briasco  
Coordinadora Educación y Trabajo  
Oficina Regional de OEI Buenos Aires

Carlos A. Mendes de Oliveira  
Director CLAT  
Central Latinoamericana de Trabajadores  
CLAT, Venezuela

Walter Franco  
Representante Residente  
PNUD, Brasil

Carmen Guimarães  
Consultora  
FLACSO, Brasil

**ILO**

Agustín Muñoz  
Director Regional a.i.  
Oficina Regional de la OIT para  
América Latina y el Caribe

Enrique Brú  
Director de la Oficina de Área y  
Equipo Técnico Multidisciplinario  
de la OIT en San José

Pekka Aro  
Director  
Programa In Focus sobre  
Conocimientos Teóricos y Prácticos  
y Empleabilidad, IFP/SKILLS

Ricardo Infante  
Director  
Equipo Técnico Multidisciplinario de San-  
tiago

Regina Galhardi  
IFP/SKILLS

Guillermo López Guizar  
Director  
Oficina de Área de México

Antonio Graziosi  
Director Adjunto  
Departamento de Formación  
Centro Internacional de Formación de la  
OIT

Armand Pereira  
Director  
Oficina de la OIT en Brasil

Gerardo Castillo  
Especialista en Relaciones con Trabajadores  
Equipo Técnico Multidisciplinario de  
Santiago

George Gamberdinger  
Senior Specialist HRD/Vocational Training  
Multidisciplinary Team  
ILO Area Caribbean Office  
ILO/CAMAT

Mario Hugo Rosal García  
Especialista en Formación Profesional  
Equipo Técnico Multidisciplinario  
de la OIT para Centroamérica y Panamá

Raimundo Brigido  
Consultor  
Oficina de la OIT en Brasil

Joselia Oliveira  
Oficial de Información

#### **CINTERFOR/ILO**

Pedro Daniel Weinberg  
Director

Oscar Ermida Uriarte  
Especialista en Formación Profesional

Sara Silveira  
Coordinadora Programa Formujer

Fernando Vargas  
Consultor

Fernando Casanova  
Consultor

María Elisa Hughes  
Programación

Este Informe  
se terminó de imprimir en el  
Departamento de Publicaciones de Cinterfor/OIT  
en Montevideo, noviembre de 2001