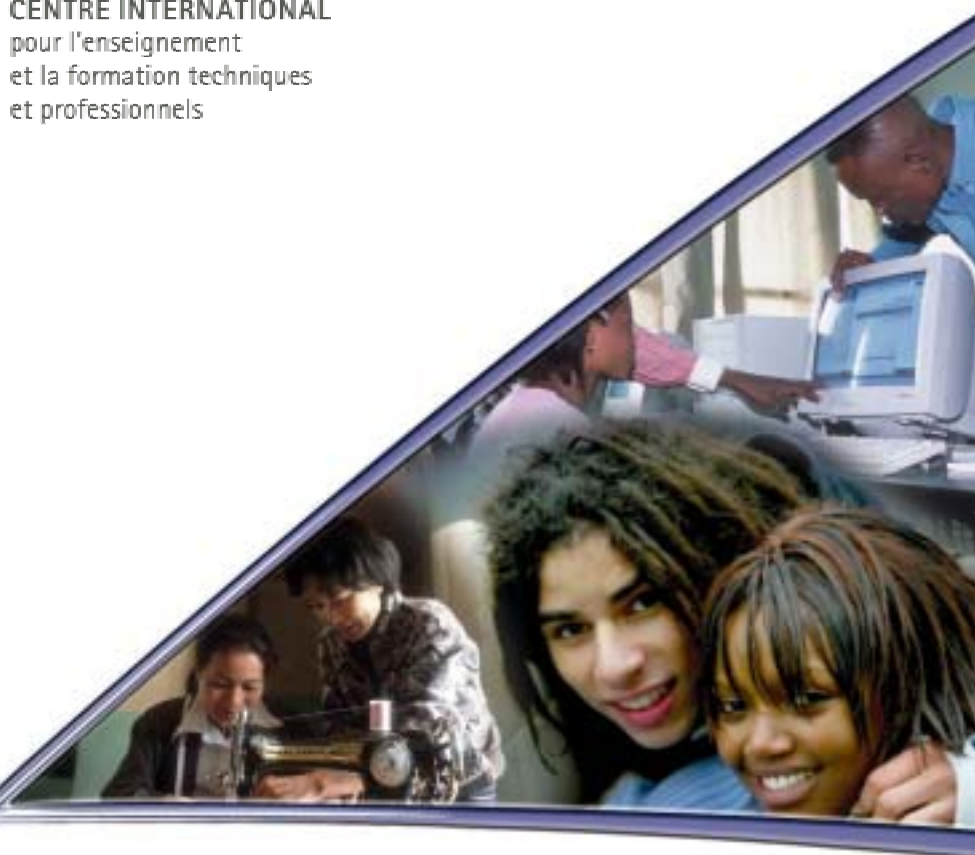




UNEVOC

INTERNATIONAL CENTRE
for Technical and Vocational
Education and Training

CENTRE INTERNATIONAL
pour l'enseignement
et la formation techniques
et professionnels



Feasibility Study on Possibilities for Enhancing Regional Cooperation in the Field of TVET in Latin America and the Caribbean

First phase: desk research study on the extent of
regional cooperation already existing in Latin
America and the Caribbean

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Acronyms

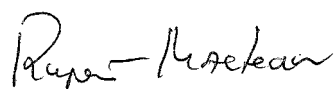
CAB	Convenio Andrés Bello
CARICOM	Caribbean Community
CEAAL	Consejo de Educación de Adultos de América Latina
CECAP	Centro de Capacitación y Producción (Uruguay)
CECC	Coordinación Educativa y Cultural Centroamericana
CEFET	Centro Federal de Educação Tecnologia (Brasil)
CINTERFOR	Inter-American Research and Documentation Centre on Vocational Training
CIPET	Centro de Investigación y Perfeccionamiento para la Educación Técnica (Costa Rica)
COL	Commonwealth of Learning
CONFINTEA	International Conference on Adult Education
CREFAL	Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe
DGETI	Dirección General de Educación Tecnológica Industrial (México)
EFA	Education for All
EPJA	Regional Framework for Action on Adult and Youth Education
FORMUJER	Regional Programme to Strengthen the Vocational and Technical Training of Low-Income Women in Latin America
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
HEART	Human Development and Resource Training (Jamaica)
IBERFOP	Programa Iberoamericano de Cooperación para el Diseño de la Formación Profesional
IDB	Inter-American Development Bank
ILO	International Labour Organization
INA	Instituto Nacional de Aprendizaje (Costa Rica)
INCE	Instituto Nacional de Cooperación Educativa (Venezuela)
INET	Instituto Nacional de Educación Tecnológica (Argentina)
ISPETP	Instituto Superior de Pedagogía y Educación Técnica y Profesional
INTECAP	Instituto Técnico de Capacitación y Productividad (Guatemala) (Cuba)
LLECE	Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación
MERCOSUR	Mercado Común del Sur
NCPD	National Centre for Persons with Disabilities (Trinidad and Tobago)
NCTVET	National Council on TVET (Jamaica)
NTA	National Training Agency (Jamaica)
OAS	Organization of American States
OEI	Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura
OREALC	UNESCO Regional Bureau of Education in Latin America and the Caribbean
PRELAC	Regional Education Project of Latin America and the Caribbean

PRIE	Proyecto Regional de Indicadores Educativos
PROEP	Programa de Expansão da Educação Profissional
PROMEDLAC	Major Project in the Field of Education for Latin America and the Caribbean
SENA	Servicio Nacional de Aprendizaje (Colombia)
SENAI	Serviço Nacional de Aprendizagem Industrial (Brazil)
SENATI	Serviço Nacional de Adiestramiento en Trabajo Industrial (Brazil)
SIRI	Sistema Regional de Información
TVET	technical and vocational education and training
UIE	UNESCO Institute for Education
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPOLI	Universidad Politécnica de Nicaragua
VTI	Vocational Training Institution

Foreword

One of the main areas of work of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in Bonn, Germany, is the stimulation of international and regional cooperation in the field of technical and vocational education and training (TVET). Especially the enhancement of regional dialogue is considered to be advantageous for the countries involved as it can lead to a recognition of common challenges, the exchange of best practice experiences, knowledge and information as well as better utilization and management of the available resources. As previous and current initiatives by the UNESCO-UNEVOC International Centre to strengthen regional cooperation in Southern Africa, West Africa, South and South East Asia have been implemented successfully and have proven to be beneficial for the development of TVET in the respective regions, the Centre, motivated by the good outcomes of these projects, now intends to extend its activities to other regions of the world, beginning with Latin America and the Caribbean. With the overall objective to assist Latin American and Caribbean UNESCO Member States in the strengthening and further development of their TVET sectors in order to contribute to poverty alleviation, socio-economic and human development as well as skills development for youth and adults, the Centre will start out with the identification of possibilities for enhancing regional cooperation in the field of TVET among the aforementioned states. Therefore it was deemed to be necessary, as a first step, to carry out a desk research in order to get an overview of current regional activities, plans and already existing cooperation networks as well as to identify organisations and institutions that are active in the field of TVET in Latin America and the Caribbean which also might be important partners for future projects and activities.

The following report contains the findings of this desk research as well as recommendations for further action. These are open for discussion and the readers of this document are encouraged to give their observations, suggestions and critical comments to the UNESCO-UNEVOC International Centre (attention Ms Astrid Hollander, a.hollander@unevoc.unesco.org), so that other insights can be included and the finalisation of recommendations becomes a joint effort.



Rupert Maclean, Director

1 Structure

The report on hand is structured into four parts, starting out with an outline of the sources and resources used for gathering the relevant information. The second part gives a brief overview of the current situation of TVET in the region, the changes occurring and the challenges the countries and their TVET institutions are facing. The next chapter of the report finally lists a selection of the regional activities that are or already have been carried out in the region and the main actors involved. By way of conclusion, the last part contains a number of preliminary recommendations or suggestions as to how to proceed from here, which are open to further discussion and comments.

2 Approach

As pointed out in the foreword, the character of the following report is that of a desk study, that is to say that all the information used has been either retrieved from the internet or was kindly provided by UNEVOC Centres and UNESCO Offices in the region - mainly OREALC (UNESCO Regional Bureau for Education) and the UNESCO Cluster Office for Bolivia, Colombia, Ecuador, Peru and Venezuela in Quito, and the UNESCO Office in Brasilia - CINTERFOR (ILO's Inter-American Research and Documentation Centre on TVET), and the ILO Regional Office for the Americas in Lima (see Appendix 1 for contact details).

At the beginning of the study there were twenty UNEVOC Centres and Associate Centres in the region, the number of which has increased by five (Dominica, Saint Lucia, St. Vincent and the Grenadines, Suriname and Venezuela) in the meantime, which could not be included in this research (see Appendix 2 for list of UNEVOC Centres).

UNEVOC Centres usually are leading national and regional institutions active in the planning, research and development of TVET. They act as focal points for the international UNEVOC Network. One of their responsibilities is to ensure a flow of information to and from UNESCO and other UNEVOC Centres. Hence it was considered as essential for this study to contact these institutions first.

A letter explaining the intentions of the UNESCO-UNEVOC International Centre (hereafter also referred to as "The Centre") to extend its activities to the Latin American and Caribbean region and requesting the support of the UNEVOC Centres in the collecting of relevant information on any regional activities in the field of TVET that they had been involved in was sent out to all UNEVOC Centres by fax, email or mail (see Appendix 3). Several difficulties were encountered during the process of contacting the UNEVOC Centres / Associate Centres and the follow-up of the letters. For some of the UNEVOC Centres the contact details had changed from the time when they had been nominated. With a high turnover of staff, in many cases the person in charge of UNEVOC had moved on to a different position or does not work for the respective institution anymore. Apparently, this sometimes led to letters and faxes not being forwarded to the responsible successor. As follow-up calls showed, many of the institutions contacted were not quite aware of their function as a UNEVOC Centre and even if they had received the letter, it was not always handled with great priority. The follow-up was done by phone calls and consequently re-sending the letter and further phone calls. Up

to the time of writing this report, most of the UNEVOC Centres had been contacted and briefed on the intentions of the UNESCO-UNEVOC International Centre, with the exception of the UNEVOC Centres in The Bahamas and Ecuador (Quito). These two UNEVOC Centres had been sent the letter by mail after communication attempts by fax and phone failed to be successful. So far, the UNESCO-UNEVOC International Centre has received no reply from these two centres. Also, of those UNEVOC Centres that did receive the letter and follow-up calls, not all have as yet provided the requested information.

With the information flow from the UNEVOC Centres either being slow or rather scarce, the main sources for information were the UNESCO Offices as well as CINTERFOR, who provided helpful advice, further contacts for other stakeholders in TVET in the region, project reports and regional plans. Their respective websites also proved to be very informative and useful for this preliminary study.

3 TVET in Latin America and the Caribbean

In the following, a brief overview of the situation of TVET in Latin America and the Caribbean will be given. Due to the complexity of the topic as well as to the vastness and heterogeneity of the region, this overview can only be superficial and should be considered as an orientation only.

Due to the crises that the region suffered for decades, the political, economical and social structure of the region shows signs of deterioration and vulnerability. At the end of the 1990s 43.8% of the population lived in poverty and the situation tends to worsen. In most countries, illiteracy has decreased, but still there are 41 million illiterate adults and approximately 110 million youth and adults have not completed primary school. The majority of the Latin American and Caribbean countries faces a high demographic growth combined with economies that cannot ensure employment for the growing population. The employment situation is especially bad for young people where unemployment is twice or three times higher than in the rest of the economically active population. Chronic unemployment leads to a loss of identity and to eventual exclusion, it also creates economic instability and cyclical forms of poverty. Most severely affected by this are indigenous populations, women, youth and rural populations. Low levels of qualification among workers keep them from moving on in their career. Seven out of 10 jobs in the urban areas belong to the informal sector and services of low productivity. With the rapid change of technologies, many traditional professional profiles and trainings are becoming obsolete. Therefore it is not only necessary to fight unemployment but also to improve the quality of training and employment.¹

Globalisation and regionalisation are also affecting the economic systems in Latin America and the Caribbean. To keep up with these processes requires the constant development of basic research and incorporation of the new technological progress. Since the drive for productive transformation and

¹ Compare "Primera Reunion Intergubernamental del Proyecto Regional de Educación para América Latina y el Caribe" (2002) a copy of which was kindly provided by the OREALC; and Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura OEI: Documento Programático 2001-2002 <http://www.campus-oei.org/eduytrabajo/eduytrabajo0102.htm>, downloaded on 20.01.03.

acceleration derives from the development of human resources and the generation of knowledge, education, science and technology become crucial factors for production and productivity in the new, globalised societies. The development towards producing more in shorter time but of better quality brings about changes in the conceptualisation of work, entrepreneurial organisation and management, and work relations, as well as it impacts on the educational systems, which are expected to diversify their offers and raise their quality in order to attend to heterogeneous social and economic demands. This affects the whole of the educational system and asks for reform processes that not only enable the system to efficiently react to and accompany the changes in society but also to generate them.²

In Latin America and the Caribbean technical education is usually taught at the secondary level of the educational system, which is administered and financed to a high degree by the ministries of education. Varying slightly from country to country, “technology” is first introduced into the curriculum of the first cycle of the secondary level. The second cycle offers more specialized options in conformity with the classical productive sectors – colleges for industry, commerce and administration, farming etc. In the past two decades this system extended with the organisation of a third level of two to three years of technical or technological training. In some countries, technological components have been introduced into the general curriculum in order to offer a technical-humanistic bachelor’s degree, which on the one hand qualifies for superior studies and on the other provides certain skills for the world of work. There is also the possibility of part-time training courses, linked to the adult education and literacy programmes of the ministries of education as well as “popular” training courses for the informal sector, organised by the Vocational Training Institutions of the ministries of labour (details on these institutions will be given further on in this chapter).

When in the 1980s structural adjustments in the economy started to impact on the social policies, severely affecting the education sector, problems arose within the secondary educational level and thus in technical education. The situation stabilized slightly during the 1990s only to confront new or even the same problems at the end of the century.

After the expansion of primary education was fostered from the 1950s onwards, the pressure for an expansion of secondary education became higher and was consequently acted upon. This resulted in a massification process of secondary education, and also the enrolment in technical-occupational education rose significantly, especially in the 1980s and 90s, when it kept up with the modernisation processes of the productive sector and its requirement in terms of human resources. Nevertheless, this expansion was carried out at the expense of quality. This condition was mainly brought about by the weakening of social policies in the 1980s, by the prioritisation of other educational needs, and also by attending to macro-economical issues such as external debt, high fiscal deficits and increased inflation rates. The deterioration of quality is also linked to the low level of quality in teacher training. Teachers are often themselves not up-to-date with the new technologies and have only little understanding of the world of work, which their students have to enter after graduation.

With the world of work becoming more dynamic and the need for new educational structures arising, the question came up as to what are the objectives of technical education and where to place technical

² Compare Ramírez, F. “La Educación Técnica y Profesional en América Latina: Situación y Tendencias: (Aportes para la Reflexión e Instrumentación del Objetivo Tres de EPT: Preparación de Jóvenes y Adultos para la Vida Activa)”, UNESCO Ecuador, 2003, document kindly provided by the author.

education in the educational system. The challenge therefore now is to create flexible, open systems that abolish the rigid distinction between the different types of secondary education and make use of the various training offers already existent in society.

A problem that still has to be overcome is that of gender inequality in enrolment. The participation of girls and women in technical training is still very low, in some professional branches such as mechanics or farming it is even insignificant. In order to change this situation activities that promote the access of women to technical education directly linked to production have to be developed.

An increasing lack of relevance of the training in relation to professional performance has also been observed. This is related to a dysfunctional curriculum, which stems from the curricula of the first cycle of technical education not corresponding with the second cycle, inadequate selection of students, unplanned expansion of the system, and a weak infrastructure.

Another challenge to be met in technical education of the secondary level is that of making it correspond to vocational training at the tertiary level. The two systems exist parallel to each other without establishing links that would allow for a mutual enrichment, recognition of certification of competencies and facilitate unproblematic transition from one system to the other.

In order to overcome these problems, reforms of the technical education are on their way. Special organisms for the administration and management of the technical educational system are established that introduce the following services in order to improve quality: research and planning, supervision, teacher training, infrastructure, vocational orientation. The aim is to improve technical education by broadening its coverage and diversifying its offers, by democratizing it, by improving the linkage with the world of work, by innovating the curriculum and by trying to adapt to the changing structures of the economy and employment as well as to the technological progresses.³

While technical education, as explained above, is part of the secondary education system, vocational training in Latin America and the Caribbean is mainly the responsibility of so-called Vocational Training Institutions at tertiary level.

During the 1940s, when the “new phase of industrialisation” started, the first of these Latin American and Caribbean Vocational Training Institutions (Institutos de Formación Profesional) were established, with the objective to qualify the workforce necessary for the promotion of the second industrialisation and as a response to an educational system of elitist design, low coverage, and limited resources. Institutions modelled after the example of the Brazilian SENAI (Serviço Nacional de Aprendizagem Industrial – National Industrial Apprenticeship Service) were created in about all countries of the region, funded by the industry and enterprises through a payroll tax of about one per cent. As the acronyms for these institutions either start with an “S” for Service or an “I” for Institute (SENAI, SENA, SENAC, SENATI, INCE, INA, INACAP), this category of institutions became known as the “S and I” system.⁴ The responsibility for the institutions in most cases lies with the ministries of labour, not the ministries of education. They maintain relations to the employers’ as well as workers’ organisations, which are represented in tripartite executive councils where decisions are taken on policies, plans and action programmes. The institutions are usually closer linked with the productive sector than academic

³ Ibid.

⁴ Compare “Vocational and Technical Training. An IDB Strategy.” Inter-American Development Bank, Washington D.C., 2000; <http://www.iadb.org/sds/EDU%2D116E.pdf>; downloaded on 24.03.03

schools. They not only offer pre-employment training for youth who have just finished school, but also courses for upgrading and specialising the skills of those already in the workforce.

From the 1980s on, with view to the growing informal sector, the institutions generated a number of training initiatives directed towards the establishment of micro-enterprises, production cooperatives, family enterprises, etc. These were usually offered in short-term courses aimed at improving the incomes of the target groups by teaching them technical skills and improving their management skills. These measures were the educational response to the growing poverty in the Latin American and Caribbean region. Due to economical changes, the institutes, in addition to their traditional activities, start diversifying and offer consultancy services and information technology to companies. In the past few years, a tendency towards providing training for technologists and middle-ranking officials can be observed. The institutions are also getting more and more involved into lending their different services to the productive units.⁵

A trait that has been and still is a point of criticism towards the Vocational Training Institutions (VTI) is that of their size and too “heavy” and complex organisational structure, their bureaucratic overload, and centralised hierarchical management. This led to slow decision-making processes and made the institutions inflexible towards the implementation of reforms. The institutions are aware of these shortcomings. To meet the needs of the changing conditions for vocational training the following tendencies to adjust to these changes can be observed:

- creation of systems integrated into vocational training that go beyond that of the institutions,
- inclusion of higher levels of training targeting technologists and middle-ranking officials,
- establishment of mechanisms that improve the links between technical education,
- vocational training and even universities,
- creation of flexible, decentralised and auto-financed structures,
- directing the training not only towards human resources but also towards the production units,
- diversification of the offer of services.

In many institutions, the management has been decentralised and regional and local units are given more competencies, attributions and resources, so that they can better look after their respective demands in a more efficient and relevant manner. Several VTIs also are taking up the approach to change their multi-sectoral training centres into specialized centres that concentrate on particular productive areas. Another tendency observed is that of establishing alliances and cooperation agreements with other organisations and agencies, for example social and non-governmental organisations.⁶

The Vocational Training Institutions are adopting a new mission. Their double role in the past was to facilitate workers’ access to employment and meet the demands of employers for skilled or semi-skilled staff. Apart from these objectives, now a third one is emerging: “meeting the needs both of the population and the productive sector in a timely and efficient manner, taking into account on the one

⁵ Compare “Vocational and Technical Training. An IDB Strategy.” Inter-American Development Bank, Washington D.C., 2000; <http://www.iadb.org/sds/EDU%2D116E.pdf>, and Ramírez, F. “La Educación Técnica y Profesional en América Latina: Situación y Tendencias: (Aportes para la Reflexión e Instrumentación del Objetivo Tres de EPT: Preparación de Jóvenes y Adultos para la Vida Activa)”, UNESCO Ecuador, 2003.

hand the objectives of social integration and improving workers' employability and working conditions, ensuring equal opportunities in the access to labour and training, and on the other hand raising the productivity of enterprises, productive sectors and national economies. This means that whilst individual workers continue to be a priority object of attention, other equally important targets have emerged: firms and enterprises, seen both as productive organisations and employment generators; productive sector and chains; enterprise incubators; industrial and technological parks etc., are all new clients for the VTIs that have been reformulating their task.”⁷

According to Franklin Ramírez, UNESCO Consultant and author of the document “La Educación Técnica y Profesional en América Latina: Situación y Tendencias”, and taking into account the above statements and observations, it can be summarized that the future development of technical education and vocational training should be orientated along the following principles: be open to anyone, with regards to nothing else but his/her aptitudes and basic education; consider the “whole person” and be linked to the development of social policies; be lifelong; take into account the individuality of a person and integrate the values and codes of modernity; link the educational subsystems and facilitate articulation of curricula and constant feedback; take into account the context of the world of work as well as the studies of science, technological, economic and social processes; cater for the various population groups; promote research and reflection; include innovations; be based on a scientific-technological and humanistic foundation; and take into account the social demands of the productive sectors.⁸

4 Regional Cooperation in TVET

Being the main part of this report, the following chapter will summarize the findings of the desk research on the extent of regional cooperation in Latin America and the Caribbean by listing the activities carried out in the field of TVET on a regional or sub-regional level. The focus will be on the programmes and projects that involved UNESCO and the ILO/CINTERFOR.

But to start out with, the information provided by the UNEVOC Centres will be discussed.

4.1 Regional Activities of the UNEVOC Centres

As pointed out under chapter two, the turnout of replies from UNEVOC Centres to the letter sent by the UNESCO-UNEVOC International Centre was, up to this date, rather scarce. The replies from nine Centres are still pending; there was no contact at all with two centres. That leaves nine centres that actually did send some information on their involvement in regional cooperation, out of which one – the UNEVOC Associate Centre in Nicaragua / Universidad Politécnica de Nicaragua (UPOLI) – stated that it has not been active in the technical and vocational field at all for the last twenty years. Six UNEVOC

⁶ Compare Ramírez, F. “La Educación Técnica y Profesional en América Latina: Situación y Tendencias: (Aportes para la Reflexión e Instrumentación del Objetivo Tres de EPT: Preparación de Jóvenes y Adultos para la Vida Activa)”, UNESCO Ecuador, 2003; and Casanova, F. “Changes in the Organization and Management of Training in Latin America and the Caribbean”, <http://www.ilo.org/public/english/region/ampro/cinterfor/publ/product/pdf> downloaded on 23.01.2003

⁷ Casanova, F. “Changes in the Organization and Management of Training in Latin America and the Caribbean”, <http://www.ilo.org/public/english/region/ampro/cinterfor/publ/product/pdf>, downloaded on 23.01.2003.

Centres - Instituto Nacional de Educación Tecnológica, Argentina, Dirección de Educación Técnica y Profesional/Ministerio de Educación, Cuba, Human Employment and Resources Training (HEART) Trust, Jamaica, Dirección General de Educación Tecnológica Industrial (DGETI), Mexico, Instituto Nacional Tecnológico (INATEC), Nicaragua, and Centro de Capacitación y Producción (CECAP), Uruguay – replied that they are regionally active in the field of TVET. Information on the regional activities of the Federal Centre of Technological Education (Centro Federal de Educação Tecnológica) of Bahia was kindly provided by the UNESCO Office in Brasília, which carried out a survey in order to obtain information on the involvement of Brazilian TVET institutions in regional cooperation. The UNESCO Office in San José kindly obtained information from the Costa Rican UNEVOC Centre on its regional activities.

UNEVOC Centre Argentina

According to the 2002 report of the Argentinean National Institute for Technological Education (INET) this UNEVOC Centre has been involved mainly in activities within the framework of the so-called MERCOSUR (Mercado Común del Sur – Common Market of the South, including Argentina, Brazil, Paraguay and Uruguay) with the objective to further the educational integration of the MERCOSUR member states. The INET hosted the second reunion of the Regional Coordinating Commission for TVET of the Educational sector of MERCOSUR. This Commission is concerned with the harmonisation of professional profiles in the MERCOSUR region. The outcome of the reunion was a methodological proposal regarding the didactic transposition of the curricular bases for the harmonized profiles as well as the elaboration of regulations for internships for trainers in order to familiarize them with the harmonized profiles (second phase of the PET-OEA project - project on the compatibility of technical profiles for middle schools). The third reunion of the Regional Coordinating Commission for TVET of the MERCOSUR was also organised by the INET. With regards to the harmonization of professional profiles, the INET also took part in a total of three seminars that dealt explicitly with the harmonization of professional profiles in the areas of industrial and automotive mechanics, management and administration. The INET further participated in the following regional MERCOSUR events: the 41st Reunion of the Regional Coordinating Committee of the Educational Sector of MERCOSUR and the 30th Reunion of the Ministers of Education of the MERCOSUR countries plus Bolivia and Chile.

Bilateral relations have been developed within the framework of the cooperation project between INET and EULA, the Chilean Environmental Sciences Centre, with participation of the Deutsche Gesellschaft für Technische Zusammenarbeit (German Corporation for Technical Cooperation - GTZ). This project gives the opportunity to exchange on the problematics that both the Argentinean and Chilean educational systems encounter. Didactic resources for teachers of Technical Occupation Developments (Trayectos Técnicos Profesionales – TTP) in health and environment were elaborated by EULA and presented to the participants of the workshop “Environment, Didactic Resources and Occupational Qualifications”. Amongst the participants were representatives from INET, GTZ, various governmental and non-governmental organisations.

⁸ Ramírez, F. “La Educación Técnica y Profesional en América Latina: Situación y Tendencias: (Aportes para la Reflexión e Instrumentación del Objetivo Tres de EPT: Preparación de Jóvenes y Adultos para la Vida Activa)”, UNESCO Ecuador, 2003.

The INET also has signed agreements with regional organisations such as the Organization of American States (OAS) and the Organisation of Ibero-American States (OEI).⁹

UNEVOC Associate Centre Brazil – CEFET Bahia

The Federal Centre of Technological Education (Centro Federal de Educação Tecnológica) of Bahia has developed regional cooperation activities. It “signed an agreement with the Engineering College of the National University of Entre Ríos in Argentina, concerning the promotion of scientific exchange and the establishment of new technologies aiming at human resources training and professionals and student training in higher education. CEFET (Bahia) has developed studies with Argentina in the field of biomedical engineering with specific projects aiming at the designing of a specialisation course in clinic engineering and the designing of the hospital laboratory equipment. CEFET (Bahia) also signed, in 1998, a scientific-pedagogical cooperation agreement, within the master’s course on vocational pedagogy, with the Higher Pedagogic Institute for Technical and Vocational Education (ISPETP) in Cuba.”¹⁰

UNEVOC Centre Costa Rica

According to information kindly provided by the UNESCO Office in San José, Costa Rica, the Department of Technical Education of the Ministry of Public Education, which acts as the National UNEVOC Centre, is cooperating with the Organisation of Ibero-American States (OEI) in the development of various programmes towards the improvement of technical education, mainly in the area of technological innovations. It also works together with the Central American Educational and Cultural Coordination (Coordinación Educativa y Cultural Centroamericana – CECC) – a sub-regional organisation. In cooperation with the CECC, a project on the certification of work competencies is being initiated.

In addition to the UNEVOC National Centre there are also two Associate Centres in Costa Rica: the Technological Institute of Costa Rica (Instituto Tecnológico de Costa Rica) and the National Institute for Apprenticeships (Instituto Nacional de Aprendizaje – INA).

The Technological Institute of Costa Rica is involved in three international networks:

1. The Ibero-American Network for the development of telematic applications in university education:
Objective: contribute to the professional competence of professors of the member-universities by designing vocational programmes and didactic means of telematic character and by applying new technological resources created by the Technology of Information and Communication (TIC).
Members: the Technological Institute of Costa Rica, the University of Murcia (Spain), the University of the Balearic Islands (Spain), the University of Sevilla (Spain), the University of Santa Cruz de la Sierra (Bolivia), the National University of Mayor de San Marcos (Peru).
Duration: 2001-2003
2. Network Alfa SAFIRO; Options for the auto-financing of International Relations Offices

⁹ “Memoria Annual 2002”, INET/Ministerio de Educación, Ciencia y Tecnología, 2002.

¹⁰ Report on the international cooperation between Brazil and other countries in Latin America and the Caribbean in the field of Vocational Education, UNESCO Brazil, April 2003, p. 4-5.

Objective: analyse successful cases in Europe, analyse possible auto-financing in Latin America, develop a strategy based on the success of European cases, define a joint administrative strategy, diffuse the results.

Members: University of Alicante (Spain), Karel de Grote Hogeschool (Belgium), Saarland University (Germany), Technological Institute of Costa Rica, State University of Santa Catarina (Brazil), Federal University of Pelotas (Brazil), Agricultural University of La Habana (Cuba), University of La Habana (Cuba), Southern Scientific University (Peru).

Duration: 2003-2005 (24 months)

3. Network @lice Form@sic

Objective: promote and develop distance learning via satellite through innovative programmes and methods as well as through learning and evaluating strategies and models, which leads to evaluation and/or digital alphabetization of citizens as active members of the Information and Knowledge Society.

Members: University of Murcia (Spain), Association of Iberoamerican Educational Television (Spain), National Centre of Educational Information and Communication (Spain), Virtual Community of Educational Technology (Spain), Modern University of Portugal, University of Liège (Belgium), School of Journalism and Communication of Marseille (France), Jyväskylä Vocational Institute of Technology (Finland), Beleidsadviseur Orderwijs in ICT (Holland), Royal University of Bolivia, Latin American Institute of Educational Communication (Mexico), Technological Institute of Costa Rica, Ministry of Education, Culture and Technology (Argentina), National University of Cuyo (Argentina), Central University of Venezuela, Educational and Cultural Television (El Salvador), University Nur (Bolivia), Hispasat (Spain), Santillana (Spain).

The National Institute for Apprenticeships (INA) also has international links: the Institutional Report for the Administration 2002 – 2006 mentions to projects especially:

1. Project with the Republic of Argentina, through the Argentinean International Cooperation Fund (FOAR)

Objective: technical consultancies and internships in Argentina for the following technological centres:

- Material Technologies Centre: sending of an expert for the environmental management sector.
- Electricity Centre: internships for two specialists in the area of installation of electric networks up to 34500 volts.
- Centro of Metal Mechanics: sending of one expert for the modernisation and development of the metal mechanics industry, in the field of design of moulds for injections of plastic.

Outcomes: The projects have been approved by the Ministry of National Planning and Economic Policies (MIDEPLAN); INA is now waiting for further instructions to proceed with the implementation.

2. Project with the Republic of Chile, through the Chilean International Cooperation Agency

Objective: presentation of applications for technical consultancies for the Centro of Material Technologies in the area of treatment of sewage.

Outcomes: in the process of analysing

Apart from that twenty scholarships and participation in courses of international character have been achieved, especially to countries like Taiwan, Spain, Chile, Mexico and others. Employees of INA travelled abroad and participated in international activities as for example consultancy visits, seminars, congresses, conferences, courses, technical internships, reunions etc. A seminar on “Labour Market and Vocational Training” was carried out together with the International Training Centre of the ILO and with Prodeso S. Coop. of the Basque Cooperative Corporation Mondragón. The objective was to contribute to the strengthening of the vocational training systems in the countries of the Central American Isthmus, the Dominican Republic and Venezuela in the areas of planning, management, follow-up and evaluation of training activities according to the real needs of the labour market.¹¹

UNEVOC Centre Cuba

The Department for Technical and Professional Education of the Ministry of Education in Cuba maintains relations with diverse institutions of the region, mostly on a bilateral level, consisting in exchange visits with the objective to get to know the professional systems of the other countries. There has also been an exchange of lecturers and trainers teaching in some of the Caribbean countries. These contacts and exchanges remained on a small scale and have not been developed into anything like a network.

UNEVOC Centre Jamaica

Jamaica’s National Training Institution/Human Employment and Resources Training Trust (NTA/Heart) is one of the leading TVET institutions in the Caribbean and also pro-active in the field of regional cooperation among the countries of CARICOM (Caribbean Community, including the following states: Antigua & Barbuda, The Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago).

In 2000, within the framework of a Memorandum of Understanding established between HEART Trust/NTA, the National Council of TVET of Jamaica (NCTVET), the TVET Council of Barbados, the National Training Agency of Trinidad & Tobago and the Organization of the Eastern Caribbean States (OECS) it was agreed upon to launch a Caribbean Association of National Training Agencies, where regional efforts in TVET should be coordinated. Since then, HEART/NTA and NCTVET have hosted several visits and study tours from representatives of the aforementioned institutions. Occupational standards developed by the NCTVET and instructional delivery materials developed by HEART Trust/NTA have been widely utilized by several countries of the region and, in 2002, were officially adopted as regional standard to be implemented in the CARICOM.

Several CARICOM member states received assistance from both the HEART Trust/NTA and NCTVET in the development of their TVET sectors, for example in the areas of curriculum development, assessment and certification.

In 2002 a regional project on non-traditional skills training for low-income women was initiated by the Inter-American Development Bank (IDB) in cooperation with HEART Trust/NTA, which acted as the

¹¹ “Memoria Institucional Administración 2002 – 2006”, Instituto Nacional de Aprendizaje, 2002, p. 60, 94-95.

regional executing agency. The project targeted 1000 women in four Caribbean countries (Belize, Guyana, Jamaica and Trinidad and Tobago). This objective was exceeded when by the end of 2002 more than 1000 women were trained and certified in non-traditional areas such as for example plumbing or autobody repairs.

Further regional activities included the participation of TVET professionals in regional training workshops funded by the GTZ in the following areas: labour market survey and training needs analysis, curriculum development, programme assessment, etc.

UNEVOC Centre Mexico

In Mexico, the Dirección General de Educación Tecnológica Industrial (DGETI) functions as National UNEVOC Centre. According to the information sent by the DGETI, its programme for international technical cooperation maintains continuous relations with other countries in Latin and Central America. Resulting from a Japanese-Mexican agreement, a national centre for the updating of teachers for mechatronics was established which is open for the participation of teachers from the different countries. The DGETI was also responsible for imparting conferences and training courses as well as technical assistance in Guatemala. A trainer of the DGETI organised a seminar in Bolivia and a study on the feasibility of establishing another teacher training centre in Bolivia was carried out. A trainer from the DGETI also participated actively in an international conference on mechatronics in Nicaragua. An international course on mechatronics was held with participants from Argentina, Bolivia, Peru, Uruguay, Venezuela, and Costa Rica. Up to now, three out of five planned courses have taken place under the covenant with Japan. Under the same covenant five international courses for teachers on electronic control have been carried out with participants from the following countries: Belize, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Nicaragua, Panama, Peru and Venezuela. Apart from this, a seven-days exchange with teachers from El Salvador was organised.

UNEVOC Centre Nicaragua

The National Technological Institute (INATEC), which acts as the Nicaraguan UNEVOC Centre, is engaged in regional projects that allow for an exchange of experiences, methodologies and information with Central American as well as Caribbean states. These exchanges take place by means of internships, capacity building, research and via the internet. At the moment, the INATEC is part of the Central American project for the “Strengthening of the Educational Sector in Regions that have been affected by the Hurricane Mitch”. Its role in the project is to develop, together with institutes from all educational subsystems as well as other public and private organisations, a model for the sustainable development of the affected region.

UNEVOC Centre Uruguay

Uruguay’s UNEVOC Centre, the Centre for Training and Production (CECAP), with the objective to stimulate communication among stakeholders in TVET and to establish contacts with other national and regional institutions, intends to inaugurate a website during the course of this year.

In addition to the above information, which has been provided by the UNEVOC Centres themselves, it is worth mentioning that the Argentinean INET, Jamaica’s HEART Trust, the Nicaraguan INATEC and

the Instituto Nacional de Aprendizaje (INA) of Costa Rica are all part of a group of TVET institutions that are linked with CINTERFOR, the ILO's Interamerican Research and Documentation Centre on TVET. More detailed information on CINTERFOR's network can be found in chapter 4.3.

4.2 Regional Activities of UNESCO Offices

Up to the end of the 1980s, UNESCO, especially through the UNESCO Office for Education in Latin America and the Caribbean (OREALC), played a major role in technical and vocational education and training in the region, but experienced a slight loss of protagonism during the 1990s, possibly due to the organisation's own financial crisis, the new priority of providing basic education for all arising, as well as increased activities and financial support in the sector of TVET provided by other international organisations. Nevertheless, the OREALC remained active in TVET and carries out activities related to the topic, especially with view to the third goal in EFA: "ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes."

The **Intergovernmental Committee for the Major Education Project in Latin America and the Caribbean (PROMEDLAC)**¹² was established in 1981 as an organism within UNESCO in charge of the formulation and implementation of recommendations of the member states of the region. During the following years, up to 2000, the project represented a regional effort to reduce illiteracy, to ensure basic education for all children of eight to ten years of age, to introduce reforms in order to achieve education of better quality and efficiency, to broaden the spectrum of the educational systems and to offer more options in adult education. The project was closely linked to the Declaration of Education for All of Jomtien (1990) and, subsequently, the agreements of the World Forum on Education for All in Dakar (2000). The Project came to an end in 2001, when during the 7. Reunion of Ministers of Education of Latin America and the Caribbean an evaluation of the project was presented alongside with recommendations for future proceedings. It was stated, that the project had been an important effort of the involved countries to make education a major priority in their agendas for development, but that in the end the overall objectives had not been met in their totality. It was therefore decided that UNESCO, in cooperation with the states and their respective ministries of education, should prepare a new regional project to meet the goals of Education for All until the year 2015. This new **Regional Education Project for Latin America and the Caribbean (PRELAC)**¹³ sets out to stimulate substantive changes in public policies to effect the proposals made in Dakar in 2000 and to thereby meet the needs of human development in the region. The Project seeks to promote horizontal and multilateral cooperation among the countries of the region; it aims at building up a technical and policy forum that furthers dialogue, exchange and joint knowledge construction between education system authorities, teachers and teachers' trainers and other stakeholders. With regard to TVET, it is considered of great strategic importance to integrate and further develop technical education and education for the world of work into the secondary and post-secondary educational levels. The current

¹² The information on PROMEDLAC was extracted from the following website: <http://www.unesco.cl/03.htm>; accessed on 14.03.03.

structure of education and training has to be changed in order to facilitate an effective coordination of education and work. Continuing education for equity and competitiveness, providing basic education of quality that ensures basic work competencies for the whole population should be offered as well as specific training that relates to the world of work and allows for the development of professional qualifications. To achieve this, a major link between companies and educational centres, mainly in the technical and occupational branches of the middle educational level, should be developed by means of exchanges, internships, visits, debates etc. Also, companies and educational institutions should engage in a dialogue in order to better tune the training courses offered to the demands of the companies towards their future employees. Another important point considered within the framework of PRELAC is the creation of networks to ensure better participation of all actors who hold a stake in TVET. This implies a change away from the current educational systems towards a more open structure, with more autonomy, non-linear hierarchies, multiple connections and paths with changing limits. The PRELAC seeks to assist with this challenge of reorganizing the educational systems. To ensure sound decision making with regards to educational policies the supply of relevant, significant and up-to-date information is essential; therefore comprehensive information systems that contemplate educational indicators and statistics, innovations and research and evaluation results are of vital importance. This information has to be at the disposition of those in charge of policy-making, executive teams, teachers and teachers' trainers. The OREALC has therefore developed tools and projects to provide this kind of information.

Already within the framework of the Major Education Project for Latin America and the Caribbean, OREALC built up the **Regional System for Information (Sistema Regional de Información - SIRI)**¹⁴ with the general objective to contribute to the generation, utilization and dissemination of information on education in the region. SIRI is coordinated by the OREALC and links the statistical offices of the Ministries of Education of all countries in the region. Its main function is to provide technical assistance to education planning and statistic units through the promotion of country-to-country cooperation and the organisation of training events and the exchange of experiences. It is organised around two programmes – the Programme for Internationally Comparable Information and the Programme for the Strengthening of Statistical Systems and their Use in the Countries - which encompass various “action projects”:

- **Regional Project on Educational Indicators (PRIE)**

The PRIE was initiated by the Summit of the Americas in 2000 and has a planned duration of three years. Participating countries are the 34 members of the Summit of the Americas and eight invited Caribbean states, with the Chilean Ministry of Education acting as a coordinator in cooperation with OREALC. At present, the SIRI contributes to the financing of this project, supports the countries in their development and assists the Ministry of Education of Chile with the realisation of the three components: construction of indicators, technical assistance, dissemination of information.

¹³ The information on PRELAC has been retrieved from the website <http://www.unesco.cl/03.htm> as well as been extracted from the document on the “Primera Reunion Intergubernamental del Proyecto Regional de Educación para América Latina y el Caribe” (2002) a copy of which was kindly provided by the OREALC.

¹⁴ The information on SIRI has been retrieved from the following website: <http://www.unesco.cl/02.htm>; accessed on 14.03.03.

- **Project on the Use of Information for the Improvement of Decision Making in Education and Learning Results**

This project only ran for one year, starting in 2001, and was supported by the Ford Foundation. It aimed at capacity building in analysis and use of information and knowledge for decision makers in charge of educational policies as well as for those responsible for the implementation of these in the classrooms and institutions, trying to link these two spheres in the process.

- **Regional Observatory for Education for All**

The SIRI contributes to the efforts of the UNESCO Institute for Statistics (UIS) in Montreal in elaborating norms and instruments for the evaluation of EFA objectives, in observing the progress made towards the achievement of the goals and alerting those countries in the region, that are far from reaching the goals.

- **PRELAC**

During the year 2002, the SIRI prepared to construct and analyse the indicators necessary for the follow-up and evaluation of the PRELAC.

The SIRI is also responsible for a number of publications, including mainly technical documents on statistics and educational indicators. An electronic bulletin published by SIRI creates a space for the communication of ideas among the community of educational statistics specialists in the region. SIRI also facilitates a closed and an open forum, which allow for an exchange of knowledge between decision makers in the educational sector.

The **Latin American Laboratory for Evaluation of the Quality of Education (Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación – LLECE)** is a network of systems and teams for measurement of the quality of education in the Ministries of Education. Within its framework, various events for training and exchange of information and experience have been organised. The Laboratory carries out research and facilitates international comparison concerning educational quality and identifies those factors that influence student performance. As it seems, no research has been done especially on the quality of TVET in the region though.¹⁵

With the financial support of the Government of Spain, the OREALC runs a regional network for educational innovations called “**Innovemos**”.¹⁶ It is an interactive space and permanent forum for the exchange, production, reflection and distribution of information, knowledge and practices related to innovations and changes in education with the objective to improve quality and equity of education in its diverse modalities and programmes. It is a regional network consisting of local networks which include various institutions of different backgrounds and competencies, for example schools and non-formal education programmes, research centres, ministries of education, universities etc. Up to now, 14 countries are participating in the network (Argentina, Bolivia, Brazil, Colombia, Chile, Cuba, Dominican Republic, Ecuador, El Salvador, Mexico, Panama, Peru, Spain and Venezuela), with the aim to progressively include the rest of the Latin American and Caribbean countries. Through cooperation and collective production of knowledge amongst the participants, the network seeks to

¹⁵ Compare <http://www.unesco.cl/09.htm>; accessed on 14.03.03.

bridge the gap between theory and praxis, between institutions that develop innovations and institutions that implement the innovations. At the same time, the network wants to serve as a platform for the connection of research, innovative practices, training of trainers and educational policies.

Innovemos offers several ways to participate:

- Innovemos runs a database of selected educational innovations for which research, experience and evaluation have shown that they had a positive impact on the transformation of educational practices and the learning experience of the students. For each innovation there is the possibility for the user of the website to write down his/her opinion and to communicate about it with other users.
- Forums of debate and reflection on changing topics are open for discussion and questions.
- Several so-called circuits on various topics constitute a space for an exchange between teachers and professionals on their experience with educational practices. One of the six circuits is dedicated to the area of “education and work”. With respect to this circuit, the main objectives are to locate innovations that promote the incorporation of work-related training into the educational models; to detect innovations that lead to a better understanding of the relations between education and the world of work; and to report on all educational experiences where the world of work was concerned.
- In the area of “open dialogue” an open communication space is created where teachers and professionals can voice their doubts and problems with certain educational practices and ask for advice from other participants.

The **Permanent Secondary Education Forum**¹⁷, instigated by OREALC, works on regional, sub-regional and national levels. It is made up of members of the ministries of education, secondary education authorities, universities, researchers, teachers and teachers’ trainers as well as representatives of other sectors of civil society with an interest in secondary education. It seeks to foster the production of knowledge on different aspects of education and training, to propose changes in training of secondary school teachers, and to facilitate inter-sector cooperation for the design of comprehensive policies for youth. TVET also is a point for discussion in the Forum (as for example in “training for higher education vs. occupational training”).

The **Regional Framework for Action on Adult and Youth Education (EPJA)** in Latin America and the Caribbean (2001-2010)¹⁸, published in 2000, is the result of the consolidation of a follow-up strategy emerging from the Preparatory Regional Meeting to the Fifth World Conference on Adult Education (CONFINTEA V, Hamburg 1997). These follow-up strategies are a joint effort not only involving UNESCO, but also CEAAL (Council for Adult Education in Latin America), CREFAL (Regional Cooperation Centre for Adult Education in Latin America and the Caribbean) and ILO/CINTERFOR. The Framework contains seven special priority action lines, one of which is “Education and Work”. The main objectives within this action line are the dissemination, enrichment and reinforcement of interest in the topic, and the establishment of links at the policy-making level

¹⁶ The information on “Innovemos” has been retrieved from the following website: <http://innovemos.unesco.cl>; accessed on 31.01.03.

¹⁷ <http://www.unesco.cl/02.htm>, accessed on 31.01.03.

(institutional co-ordination arrangements, covenants and cooperation agreements). Several priorities have been identified:

- new teacher training programmes and curricula that take into account the necessity for youth and adult education to meet the economic and productive needs of the low income population
- incorporation of research as an essential component of adult and youth education
- systematisation of experiences that facilitate the analysis of specific linkages between adult education and the world of work
- development of a network of programmes, institutions and specialists active in the field of youth and adult education and employment
- establish a permanent forum at the regional, sub-regional and national levels, where experiences may be examined and their orientation, methodology and beneficiary groups are analysed
- relating of policies governing “adult and youth education linked to work” to the full employment policies; linking policies with the local economic and productive opportunities
- institutionalisation of participatory mechanisms among the different formal and non-formal programmes and institutions
- valuing technical-pedagogical mechanisms from the standpoint of: labour skills, applied methodologies, non-conventional methods, modular education, flexible educational tracks

At the regional level:

- establish a reflection group including organisations such as CREFAL (Regional Cooperation Centre for Adult Education in Latin America and the Caribbean), CINTERFOR, OREALC, UNESCO Institute for Education (UIE) etc. to define priorities and a schedule of activities
- dissemination of the findings of the follow-up report through publications and the organisation of thematic events in various countries
- promotion and dissemination of research initiatives in this field
- awareness raising at the policy-making level through seminars on subject-specific topics
- establish an inter-institutional network that brings together governmental and non-governmental organisations, researchers etc.
- organisation of sub-thematic workshops (gender, youth, curricular design, institutional coordination arrangements etc.) in order to further elaborate on the implications of education and employment at the different levels

While the impression deduced from the above information is that there is no special programme concentrating exclusively on TVET, it becomes clear that a number of the programmes/projects implemented by the OREALC relate rather to the whole of the educational systems, thus also including TVET as an educational sub-system.

Apart from the OREALC, other UNESCO Cluster Offices and one National Office in the Latin American and Caribbean region had been contacted in order to find out if they are carrying out activities with a special focus on regional cooperation in TVET.

¹⁸ The following information has been taken from the online-document “Regional Framework for Action on Adult and Youth Education (EPJA) in [Footnote text continues on next page]

From the UNESCO Cluster Office in La Habana, which is the cluster to Cuba, the Dominican Republic and Haiti, we learnt that, since it mainly acts as the Regional UNESCO Office for Culture, it is only involved in educational projects that concern Cuba and that there are currently no projects with regards to TVET in operation.

From the so-far received information from the Cluster Office in San José (Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama), it can be concluded, that this office also is not active in the field of TVET at present.

The same can be said about the Cluster Office for the MERCOSUR countries in Montevideo, there seems to be no explicit focus on TVET in its educational programmes.

The Cluster Office for the Andean States in Quito has been very helpful with supplying important background information on the situation of TVET in the past decades. It also stressed that it deems regional cooperation to be of great importance and that the presence of the UNESCO-UNEVOC International Centre in the Latin American region is urgently requested. At present, the UNESCO/Quito seeks to work towards creating a regional vision on the topic of TVET that allows for cooperation and coordination of efforts with other agencies such as the World Bank, the Inter-American Development Bank, Andean Corporation for Support (Corporación Andina de Fomento), Convenio Andrés Bello, the private and the business sector, workers' and employers' organisations in order to find out where the participation of UNESCO is most appropriate and necessary.

The Caribbean Cluster Office in Kingston has not been involved in any TVET activity in 2002 and none is planned for 2003. However, one of UNESCO's current consultants is engaged separately in an activity financed by the Commonwealth of Learning (COL) on the use of distance education for the training of TVET teachers in the Caribbean.

The National UNESCO Office in Brasilia has been very supportive in the gathering of information by sending out letters to approximately 150 Brazilian TVET institutions, including the four UNEVOC (Associate) Centres. A report on the findings was recently sent to the UNESCO-UNEVOC International Centre. Out of these 150 institutions, only 13 are involved in regional cooperation, and only one of them – the abovementioned CEFET Bahia – is actually a UNEVOC Associate Centre (please refer to chapter 4.1 for a description of its regional activities). The UNESCO Office itself supported the Brazilian Ministry of Education in designing a Vocational Education Expansion Programme (Programa de Expansão da Educação Profissional - PROEP) and currently supports several State Secretariats of Education in the implementation of the reform of vocational education through PROEP. The Office is also active in the areas of "promotion of debates on management systems for the Public Centres of Vocational Education (...), fostering the development of efficient managerial tools and promotion on studies on curriculum development based on the labour market. These actions involve technical

training teams, managers and teachers of vocational education.” Also, cooperation with the Ministry of Labour and Employment and the UNEVOC Associate Centres has been strengthened.¹⁹

4.3 Regional Activities of ILO/CINTERFOR

Regional activities of the ILO in Latin America and the Caribbean with regards to TVET are usually implemented through its special agency, the Inter-American Research and Documentation Centre on Vocational Training (CINTERFOR). CINTERFOR “is a technical unit of the International Labour Organization (ILO), with headquarters in Montevideo since its creation in 1963. It acts as the coordinating nucleus of a system composed of vocational training institutions and entities of the ILO Member States from America and Spain. The Technical Committee of CINTERFOR, made up of representatives of governments and employers' and workers' organisations, together with the Director General of the ILO, determines the Centre's plan of activities and budget. By nature, it is the coordinator and instrument of technical cooperation among its member institutions; it encourages and promotes the development of human resource training institutions, by means of the exchange of experiences among them, based on studies and research investigations, information and documentation, as well as the transfer of methodologies and vocational training technologies; it contributes to the further training of managers, technical and teaching personnel of regional institutions. To this end, besides the Director, CINTERFOR counts with a group of experts on different vocational training areas, and has available a network of specialists to turn to for the realisation of specific studies and projects.”²⁰

In the following, a brief overview over the regional activities of CINTERFOR, summarized from reports and plans from 1994 up to 2002, will be given.

According to the Director General's report²¹ on activities carried out during the period of 1994 to 1999, the main objective of the ILO Regional Office was “to enhance the capacity of ILO constituents to assess the long-term effects of globalisation on employment.” For CINTERFOR that meant the analysis of the new institutionalisation of training and the identification of the regional agenda for training, based on the principles of training for employability, training for competence and training for management.

In the Caribbean region, CINTERFOR supported the development of a CARICOM Regional Strategy for the Development of TVET. This strategy encourages a system approach to TVET, which identifies priorities such as programme consolidation and development, programme articulation, certification, accreditation and validation.

For the Andean region, CINTERFOR arranged for the First Sub-regional Tripartite Seminar on Workers' Training and Retraining to be held in Peru with the participation of the Ministers of Labour and officials from employers' as well as workers' organisations. Outcome of the seminar was a tripartite declaration providing guidelines on workers' training and retraining in the region, which at the time of writing of the report (1999) was implemented by five countries of the region.

¹⁹ Report on the international cooperation between Brazil and other countries in Latin America and the Caribbean in the field of Vocational Education.” UNESCO Brazil, April 2003, p. 4-5.

²⁰ Quoted from the website: <http://www.cinterfor.org.uy/>

²¹ Compare online document: <http://www.oitamericas99.org.pe/english/agenda/textadop/report/text2.shtml>; downloaded on 31.03.03)

With funding from Germany for the provision of technical input and training for productive sectors and the development of new services, CINTERFOR implemented a project aimed at strengthening the national training centres that are associated with CINTERFOR.

A number of projects in countries of the region were also carried out on a “one-to-one basis” during this period by CINTERFOR, for example a project on job training for disadvantaged rural populations in Honduras.

During the period of 1994 to 1999, the ILO also took up the topic of vocational training for persons with special needs. A national project in Chile (1995-97) and an 18-months regional project (1997-1998), covering Bolivia, Brazil, Colombia, Mexico and Uruguay, were implemented in order to assist the governments in the formulation of national policies in favour of integration, promotion and creation of mechanisms to facilitate access to vocational training institutions for people with special needs. In cooperation with NCPD of Trinidad and Tobago (Centre for Persons with Disabilities), the ILO developed a Caribbean regional technical support programme to promote equal training and employment for persons with special needs.

Regional activities of CINTERFOR carried out during the period from 1999 until June 2001 were:²²

- Strengthening of the institutionalisation of training

With the aim to strengthen the institutionalisation of training, CINTERFOR promoted and participated in regional and sub-regional discussions on the topic as well as organised a number of seminars, workshops, reunions and conferences that will be listed in the following:

 - ⇒ workshop: “Institutional innovations in TVET in the MERCOSUR”, Montevideo July 1999
 - ⇒ Conference on strategies and ways of cooperation of the technical training institutes in Latin America, GTZ, Berlin August 1999
 - ⇒ workshop: “New institutionalities in TVET in the Cono Sur”, Rio, October 1999
 - ⇒ technical reunion: “Technical training in the regional integration processes”, Ministry of Education, Asunción, October 1999
 - ⇒ international seminar on TVET: fundament for productivity and competitiveness in the new millennium, SENA (Servicio Nacional de Aprendizaje), Bogotá, December 1999
 - ⇒ training of leaders/directors of technical training institutions in the English speaking Caribbean countries, HEART/NTA, Turin Centre, Kingston, March 2000
 - ⇒ course on normalization, training and certification of labour competencies for the Technical Training Institutes of Central America and the Dominican Republic, Guatemala, INTECAP, August 2000
 - ⇒ Quality management in TVET. Seminar on the dissemination and analysis of experiences with quality management in professional training in selected Latin American countries, SENATI, Lima, November 2000
 - ⇒ seminar: “Innovations in the management of professional training in Latin America and the Caribbean. Year 2000”, SENAI, Rio, December 2000

²² The following information can be found under <http://www.cinterfor.org.uy/public/spanish/region/ampro/cinterfor/rct/35rct/memoria/int.htm>; downloaded on 21.02.03.

- ⇒ international Seminar on New Actions to face the challenges of the 21st century in TVET. INA/CIPET, San José de Costa Rica, April 2001
- ⇒ international workshop on “learning/apprenticeship” in technical training institutions in Latin America and the Caribbean, within the framework of the Olympics of Knowledge, SENAI, Brasília, June 2001
- Social Dialogue and Occupational Training

Occupational training has shown itself to be a favourable context for social dialogue. Since one of the objectives of the ILO is to promote the participation of social actors with view to the development of a social dialogue, also CINTERFOR takes this up and aims at fostering the social dialogue in TVET.

 - ⇒ data base on “Regulations on professional training in some Latin American and Caribbean countries”
 - ⇒ organisation of a postgraduate university course in Argentina and Uruguay; technical assistance towards the incorporation of occupational training as a subject in labour studies, labour law and labour relations
 - ⇒ seminar on the role of the ministries of labour, the workers’ and employers’ organisations
 - ⇒ seminar on “Professional Training in the Processes of Regional Integration”, Asunción 1999
 - ⇒ publications on “Occupational Training and Regional Integration” in cooperation with the Centre in Turin
 - ⇒ to support the participation of workers and trade unions in TVET CINTERFOR created a page in its website and disseminates experiences, also through various publications and TVET events
 - ⇒ Trade Unions and TVET: creation of a webpage as a trial to develop a continuous and collective strategy for exchange, cooperation and accumulation of knowledge
 - ⇒ discussion list “Carnaval”: tool for horizontal communication and cooperation between those persons and organisations from the field of unions, academic, research or other areas, who are interested in the topics related to TVET of workers.
 - ⇒ CINTERFOR, in cooperation with the Regional Office of the ILO, organised a series of regional as well as sub-regional seminars which are related to union organisations’ activities in the field of TVET
 - ⇒ CINTERFOR arranged for employers’ organisations of the region to participate in a technical reunion “Employers and TVET in Latin America”, April 2001, Bolivia; as part of the Centers aim to identify, document and disseminate significant experiences of enterprises participation in management and/or execution of training activities
- Youth, TVET and employment
 - ⇒ within the framework of this programme, CINTERFOR initialised the network Youth/CINTERFOR-ILO, which functions by way of a News Bulletin, an interactive Youth Forum, a List of Interest (discussion list which circulates an average of four documents per week). The objectives of this are to increment and systematise the knowledge accumulated on the topic, to make it accessible in an open and flexible way, and the strengthening of

- mechanisms for information exchange, cooperation and technical assistance under the concept of networking
- ⇒ web page on Youth, Training and Employment (which is the most frequented page of the CINTERFOR website), gives access to publications and information of events/projects in that field
 - ⇒ organisation of a sub-regional seminar on the role of unions in the promotion of youth employment in the MERCOSUR, Montevideo, 2001
 - ⇒ development and publication of various CD-ROMs
- A proposal on TVET policies with a perspective to gender
 - ⇒ FORMUJER: CINTERFOR/ILO coordinated on a regional level and supervised technically and methodologically the Regional Programme for Strengthening the Technical and Professional Training of Women with low incomes in Latin America, which is co-financed by the IDB (Inter-American Development Bank), and the projects of which are executed by the Ministry for Labour, Employment and Training for Human Resources of Argentina, by INFOCAL (Fundación Nacional por la Formación y Capacitación Laboral) of Bolivia, and INA (Instituto Nacional de Aprendizaje) of Costa Rica. The objectives are 1) the strengthening of quality, relevance and equity of gender in technical and occupational education in Latin America, 2) to generate favourable conditions for egalitarian participation of women, 3) to adjust the training offers to the actual characteristics of the labour market, 4) increase technical abilities of the women and their range of professional options, 5) to transfer and disseminate the developed models and methodologies and the lessons learned in all the region (by publication and systematisation of processes, progress and documentation produced in the execution of the programme and in the research activities, technical cooperation and training by CINTERFOR; by carrying out regional and national workshops on monitoring, evaluation and exchange of information and experiences; through the webpage “Woman, Training and Work”)
 - ⇒ FORMUJER offers the training institutions a package of innovative strategies, methodologies and instruments meant for the strengthening of their technical capacity
 - ⇒ technical assistance to the bi-national project of Chile and Uruguay: gender and competency based programmes for TVET
 - ⇒ webpage: “Woman, Training and Work” – a space for exchange, reflection and feed-back on the topic to generate synergies and to stimulate a regional and international exchange
 - Development of the focus on labour competencies in TVET
 - ⇒ project on training for competencies in Latin America and the Caribbean with the objective to support TVET institutions, ministries of education and labour as well as businessmen with the design and development of the focus on competencies through the continuous supply of knowledge on immediate application to the implementation of the labour competencies focus (with financial and structural support of the ILO Regional Office in Lima)
 - ⇒ competencies website: knowledge available on web page, through publications
 - ⇒ promotion of and participation in seminars on analysis and dissemination of the focus and the application of labour competencies. CINTERFOR supported at least 21 events in the region

- ⇒ organisation of activities leading to the training of staff from the training institutions in Central America, Andean countries and the Southern Cone (together with the Centre in Turin)
 - ⇒ on a regional level the Centre developed activities for training related to the identification, regulation, training and certification of competencies, which were attended by participants from most countries of the region
 - ⇒ with the programme of theoretical knowledge, practices and employability of the ILO a sub-regional seminar and a workshop on the design of competency based training were organised
- Information and Documentation
 - ⇒ one of the most successful strategies of the Centre is the dissemination of knowledge
 - ⇒ dissemination of information via the internet site (working since 1998); the web site serves as an instrument to develop and promote the identification, exchange, dissemination of up-to-date information, knowledge and experiences which favour the development of TVET, at a regional level
 - ⇒ news bulletin
 - ⇒ mailing lists/discussion lists
 - Editorial Production
 - ⇒ the Centre produces didactic materials (manuals and guides) with the aim to support training programmes in areas that the receiving organisations (TVET organisations, union, employers associations) define as priorities and where there is a deficit of teaching resources at regional level
 - Projects of technical cooperation carried out by CINTERFOR in 1999/2001
 - ⇒ network on information, research and management of TVET in Latin America
 - ⇒ FORMUJER
 - ⇒ promotion and strengthening of labour competencies and employability in the TVET system of Latin America and the Caribbean
 - ⇒ Trade Union Exchange and Discussion Network on decent work and TVET

The Agenda for the 2001-2002 biennium contains five main working programmes with the objective to increase the quality and quantity of TVET offered in the region. CINTERFOR wants to strengthen the capacity to increase the effectiveness of TVET related actions of the national training institutes, the ministries of labour and education, the organisations of workers and those of employers.²³

- Strengthening the institution of education

The objective is to support the development of institutional mechanisms that will create links between different initiatives and actors in TVET. The Programme pays special attention to the management of training, quality, innovative methodologies and technologies applied in training

²³ Compare <http://www.cinterfor.org.uy/public/english/region/ampro/cinterfor/about/01-02.htm>; download on 21.02.03

and development of human resources active in TVET. With view to this objective, CINTERFOR engages in activities with regards to the following aspects:

- ⇒ Management of vocational training institutions
- ⇒ Financing of vocational training
- ⇒ Vocational training quality
- ⇒ Application of information and communications technologies to education
- ⇒ Career training focused on gender
- ⇒ Development of training activities at sub-regional, local and sector levels
- ⇒ Personnel training and development for career training
 - Directors of training centres or units
 - Teachers and instructors
 - Technicians

- Development of Social Dialogue for Education

Continuing from the period of 1994 to 1999, CINTERFOR remains active in the field of social dialogue and promotes the participation of social actors in the design, execution and evaluation of activities in TVET:

- ⇒ Vocational Training Institutions
- ⇒ Career training and employers
- ⇒ Career training and labour unions
- ⇒ Government (Ministries of Labour and Education, Training Institutions)
- ⇒ Other activities: local, bipartite, sectoral

- Development for Systems and National Frameworks for Training

The aim here is to provide information and technical assistance towards the improvement of transparency, equity and access for workers to TVET by adjusting institutional structures to better identify needs, execute training actions and certify competencies:

- ⇒ Promotion of the methods of permanent training
- ⇒ Strengthening of training based on competence
- ⇒ Development of national frameworks for education
- ⇒ Certification systems

- Development of Activities focused on Career Development

With the objective to develop methodological and practical options that further incorporation and equity for the most vulnerable groups and those most severely affected by unemployment, CINTERFOR carries out activities aiming at the following target groups:

- ⇒ Youth
- ⇒ Population with special needs
- ⇒ Labour reconversion: short and long-term unemployed
- ⇒ Rural populations
- ⇒ Informal sector
- ⇒ Ethnic groups and indigenous population

The work strategies used by CINTERFOR especially involve cooperation with member states, the associated training institutions as well as other stakeholders like entrepreneurs and workers. The main strategies are:

- Research and editorial dissemination of knowledge and experiences
- Electronic dissemination of knowledge and tools applicable in training
- Interaction with users utilizing the information services offered
- Support towards the exchange of personnel among the training institutions
- Provision of consultancy, information and technical assistance services
- Fostering of activities with national institutions by means of participation and dissemination of the “state of art” in TVET (seminars, training events, workshops)
- Interaction and coordination among offices and technical services of the ILO
- Cooperation with other international agencies
- Human resources development and optimisation of its own resources in order to better comply with the objectives

As mentioned in the above, CINTERFOR is the focal point of a network of training institutions from all over the region. It disseminates and collects information on TVET of practical use on the topics of quality in training, youth and training, women and training, etc. Apart from that, periodic reunions and workshops on certain topics are organised. The costs for training workshops and the employment of experts are usually shared by CINTERFOR and the involved training institutions.

4.4 Regional Activities of other Agencies

Another important regional player in the field of education in Latin America and the Caribbean is the **Organisation of Ibero-American States for Education, Science and Culture (Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura – OEI)**.²⁴ The overall objective of the OEI is the strengthening of mutual understanding, integration and solidarity among the Ibero-American peoples, that is the Spanish and Portuguese speaking peoples of Latin America and Europe, through education, science and culture. It is an international organisation of governmental character with the aim to foster cooperation among the mentioned states in the context of development, democracy and regional integration. The OEI programme of interest here is that of “Education and Work”. Within the framework of this programme, national and sub-regional programmes directed towards the development of public policies for TVET are carried out, focussing on models based on competencies as well as life-long-learning. It aims at providing assistance and training for decision makers in the sector of TVET and for executives of the training institutes. At the same time the “Education and Work Programme” targets disadvantaged population groups like for example unemployed youth. The activities developed in the programme include technical assistance, training activities (workshops, courses, internships), conferences and forums that stimulate exchange of experiences, assistance to the training institutes in their efforts to articulate the educational offer with the labour demand. At the same time, the OEI invests in the realisation of studies and research

and disseminates its findings in publications like for example the Booklets on Technical and Occupational Education. Within the programme on “Education and Work”, several sub-programmes are allocated:

In 1995, the Summit of Ibero-American Heads of State and Government approved of the Ibero-American Cooperation Programme for the Design of Occupational Training (Programa Iberoamericano para el Diseño de la Formación Profesional – IBERFOP), which is managed by the OEI and coordinated by the Ministry of Education of Spain. It is a cooperation initiative that promotes the transfer of methodologies in the design of TVET systems and curricula that have been developed out of the experiences of the Ibero-American countries. It refers to the identification of labour competencies demanded by the social and productive systems and the development of a corresponding curriculum, its evaluation and certification and the construction of integrated national TVET systems.²⁵

The programme for the “Strengthening of National TVET Systems” aims at linking the educational system with the world of work and the productive system. Target groups are the managers of TVET institutions, who receive training through seminars or distance education. In cooperation with other organisms, a structure for tertiary studies in this field is to be developed.²⁶

The programme “Occupational Insertion of Disadvantaged Groups” targets persons who encounter difficulties in entering the educational system as well as in the world of work. The OEI assists countries in the design and management of programmes for these groups and also fosters analysis, debate, and the production of recommendations in this area.²⁷

Within each sub-programme, the OEI organises several national and sub-regional workshops and forums.

In order to make results of research, outcomes of workshops and other activities of the OEI in the sector of “Education and Work” freely available and to provide a space for exchange, the OEI built up four online databases (best practices, tools, studies and research, juridical-normative framework). These bases are open to contributions from outside which, when proved to be suitable, will be included into the respective base.²⁸

Apart from that, the OEI offers an online library, a monthly bulletin, a virtual reading room with publications on the topic of “Education and Work” and a comprehensive bibliography.

With regards to the regional integration processes taking place in Latin America and the Caribbean, attention will here also be paid to the so-called **MERCOSUR Educativo**.²⁹ The MERCOSUR Educativo was initiated by the Ministers of Education of the MERCOSUR states (Argentina, Brazil, Paraguay, Uruguay) in 1991 as an instrument to deal with all matters with regards to education arising in the course of the regional integration process. The main instrument of action of the MERCOSUR Educativo is the so-called Triennial Plan – an official document that has to be approved by the Ministers of Education and which integrates three programmes that are themselves again divided into

²⁴ Compare <http://www.oei.es/eduytrabajo.htm> and <http://www.oei.es>; accessed on 20.01.03

²⁵ Compare <http://www.oei.es/iberfop.htm>; accessed on 20.01.03.

²⁶ Compare <http://www.oei.es/fortetp.htm>; accessed 25.01.03.

²⁷ Compare <http://www.oei.es/insocup.htm> ; accessed 25.01.03.

²⁸ Compare <http://www.campus-oei.org/bancoseyt/> ;accessed on 25.01.03.

²⁹ Compare <http://www.me.gov.ar/mercosur/> ; accessed on 27.03.03.

sub-programmes. Thus TVET forms a sub-programme to the second programme of the triennial plan, which is “Training of Human Resources in order to contribute to Development”. Within the framework of the current, fourth triennial strategic plan (2001-2005)³⁰, the main challenges identified for the TVET sector are the scientific-technological advances of the new technologies, productive transformations and the need for continuing education of good quality for all. Therefore it is considered necessary to generate knowledge, attitudes, values and competencies leading towards the professionalisation of the people that will enable them to actively participate in society and to interact in the region. To achieve this, the following aims have been set:

- the professional profiles of six professional areas should be harmonised
- TVET teachers should be technically and pedagogically up-to-date with regards to the new harmonised profiles
- make use of innovative experiences for training, qualification and professionalisation in the sector of occupational training for adults, according to each country's individual needs
- consolidate processes for the dissemination and expansion of successful experiences which link schools with the productive sector
- develop indicators for quality which take into account the harmonised professional profiles, the up-dated technologies, the link with the productive sector, the mobility of the work force and the insertion of graduates into the world of work
- production and exchange of didactical materials, information and experiences

The coordination of the programme proposals falls to the coordinating organ of the Reunion of the Ministers of Education, the Regional Coordinating Committee. Members of this committee are the representatives of the National Commissions of Education for Integration in the MERCOSUR. The Committee meets at least three times per year to evaluate the work of the technical commissions (in this case the technical commission for TVET) and specialised working groups, which are responsible for the actual implementation of the programmes.

In 2001, the Secretariat of the **Caribbean Community (CARICOM** - Antigua and Barbuda, The Bahamas, Barbados, Belize, Dominica, Grenada, Guyana, Haiti, Jamaica, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago) developed a regional strategy for TVET with the purpose to provide “a framework, to identify processes and to propose systems for developing and improving TVET within each Member State and throughout the region. It should facilitate the:

- (i) formulation of programmes for TVET;
- (ii) expansion of education and training opportunities;
- (iii) optimisation of use of available resources;
- (iv) increase in impact of resources allocated for education and training;
- (v) consolidation and continued development of TVET.

³⁰ Compare <http://sicmercosul.gov.br/asp/Planos/planaccion.asp>; downloaded on 27.03.03.

The strategy focuses on the processes or systems required within each country and at the regional level which, when in operation, will enable the appropriate minute decisions and actions to be identified, as well as a more systematic approach to further development of TVET.”³¹

The strategy consists of 11 sections. While section 1 concerns the pre-requisites for TVET, the following sections deal with specific aspects of TVET and proposed actions. The final section discusses the implementation of the strategy. The objectives pursued in section 2 to 10 are the following:

- A National Training System – Establish a National Training Agency
- Regional Coordination – Appoint a Regional Advisory Committee
- Manpower Planning for TVET – Develop a Labour Market Information System
- Public Awareness and Attitude – Develop and implement a promotional programme
- Vocational and Career Guidance – Organise professional vocational guidance services
- Programme Consolidation and Development – Review, upgrade, intensify and extend TVET offerings
- Programme articulation, certification, accreditation and validation – Create effective linkages among TVET programmes and institutions
- Teacher Training for Programme Delivery – Strengthen teacher training for diversified and effective programme delivery
- Infrastructure – Rationalise, upgrade training facilities and arrangements in keeping with projected needs

Regional projects within this strategy will be developed for the establishment and functioning of the Regional Advisory Committee, for the promotion of public awareness and attitudes, technical assistance to member States for the development of a Labour Market Information System. Agents are the National Training Agencies, which coordinate and manage the continuing activities at a national level. At the regional level, the Regional Advisory Committee will provide guidance and direction for the overall implementation and will be in charge of the development and execution of the regional projects. Timeframes for the implementation of the strategy might vary from one country to the next as each country is at a different level of attainment in TVET. But in order to further develop TVET regionally, a minimum set of systems and processes should be achieved in each country. The timeframe for achieving these facilitating processes and systems is three years.³²

Although there is only limited reference made to TVET in the programmes of the **Convenio Andrés Bello (CAB)** (“Agreement Andrés Bello”), it appears adequate to mention this organisation here as it is involved in establishing links and networks between the Latin American countries, also in the field of education.

The “**Convenio Andrés Bello**”, established in 1970, sees its mission in the educational, scientific, technological and cultural integration of its member states Bolivia, Colombia, Chile, Cuba, Ecuador,

³¹ <http://www.ilo.org/public/english/region/ampro/cinterfor/temas/complab/doc/tvet/> ; downloaded on 05.02.03.

³² Compare: <http://www.ilo.org/public/english/region/ampro/cinterfor/temas/complab/doc/tvet/> ; accessed on 21.02.03.

Panama, Paraguay, Peru, Spain and Venezuela. The CAB is an international organisation of intergovernmental character that fosters the strengthening of the integration processes within Latin America with the aim to develop a common cultural space through the stimulation of mutual understanding among the states, contributing to the adequate equilibrium of development in the sectors of education, science, technology and culture. In the area of education, the CAB seeks to ensure participation by the representatives of the signatory countries in the development of regional, hemispheric and worldwide projects. These are to be agreed upon at the summit meetings on education, thus facilitating the technical and financial conditions that will allow the respective governments to fulfil their negotiated commitments with the organisms for international cooperation. The CAB also aims to contribute to the processes of integration as well as to the circulation of students between the countries of the CAB. To this end, it promotes the adoption of agreed upon systems of equivalency in elementary and middle school education along with harmonization of concepts and instruments for recognition of equivalence and for validation of titles, processes for evaluation and accreditation of the quality of higher education and, finally, the setting up of networks among the institutions at this level. With special reference to TVET, the CAB runs a project in its science sector with the goal to strengthen the culture of the member countries of the Convenio Andrés Bello while giving priority to children and young people with respect to appreciation and vocation for science and technology along with its use in the production of goods and services. This initiative is developed through popularizing science and technology, introducing innovations in the teaching of science as well as spreading information on successful experiences and interchanging didactic materials for training and professional education.³³

Worth mentioning here is also the support to TVET in Latin America and the Caribbean by the **Inter-American Development Bank (IDB)**, which since 1967 has invested approximately US\$ 690 million in training. The IDB provides support to three types of projects: support of technical schools, support for traditional training systems ("S" and "I"), short-term training of unemployed youth. Deriving from its own recent experiences in Latin America, the following criteria have been set for future IDB projects to be implemented successfully:

1. Bank projects will seize all existing possibilities to reform training institutions and eliminate systemic faults in their operation. In doing so, the Bank will give close attention to the reform of delivery mechanisms.
2. Training will be driven by demand, having built-in-adjustment mechanisms to respond to fluctuations or changes in demand. In other words, systems will be self-regulating by means of cost-recovery, financial incentives, voice of users or other mechanisms.
3. The training sponsored by Bank projects will have a clear impact on productivity and competitiveness of the economy, responding to the needs of sectors that are important to the growth and well-being of society.
4. The projects will incorporate state-of-the-art teaching methods and technologies. Quality will be a paramount consideration.
5. A substantial proportion of the portfolio will be targeted to the poorer members of the labour force.

³³ Information retrieved from <http://www.cab.int.co>; accessed on 26.03.03.

6. All forms of discrimination will be absent from the projects supported.
7. There will be effective means of monitoring the operations and also mechanisms for early detection of problems and distortions.
8. Project-related training will be better designed and monitored, avoiding the present patterns of waste, erratic performance and the lack of systematic information on implementation and impact.³⁴

Focal points in the content of future activities are:³⁵

- Improving the performance of existing providers of training
- New modes of apprenticeships (including on-the-job-training)
- Promoting lifelong learning
- New forms of delivery for forgotten clienteles
- Upgrade training for the modern economy
- Laying the groundwork: developing of materials for training of trainers
- Training as social policy but not to create jobs

Regional IDB projects in the sector of TVET that already have been carried out in the past are for example:

- Elements for a Career Education Strategy in the Central American Isthmus
- Professional Training and Specialization Program
- Non-traditional Training for Women

Future IDB projects in TVET that still have to be approved are mainly of a bilateral nature.³⁶

³⁴ Quoted from "Vocational and Technical Training. An IDB Strategy", <http://www.iadb.org/sds/EDU%2D116E.pdf>; downloaded 24.03.03.

³⁵ Ibid.

³⁶ Compare <http://www.iadb.org/exr/doc98/apr/apeduc.htm>; accessed on 24.03.03.

5 Conclusion

During the Technical Reunion on Technical and Vocational Education, organised by OREALC in November 1998 in Quito, the participants – high ranking officials from the Latin American and Caribbean Ministries of Education and Labour – suggested that for the advancement of a new positioning specific lines of action for the region should be defined within the framework of UNEVOC. These should take into account aspects like:

- curricular development based on competencies
- strategies for the training of trainers and planners of TVET
- systematisation and dissemination of experiences
- technical reunions to facilitate exchange on specific topics related to TVET
- support to the development of research
- promotion of exchange of teachers, specialists, executives, and students from TVET institutions³⁷

This suggestion voiced with special reference to UNEVOC makes clear that the presence or the involvement of the UNESCO-UNEVOC International Centre is requested in the Latin American and Caribbean region. Despite this request and also the positive reactions and encouragement received from UNESCO Offices and those UNEVOC Centres that replied to our letter, it also becomes obvious that some of the aspects mentioned above by the participants of the reunion in Quito are already covered through activities run by other international agencies, as can be read in chapter 4. In order to follow the request of the participants the Technical Reunion on TVET and at the same time avoid the risk of duplicating the efforts of other agencies, future steps of the UNESCO-UNEVOC International Centre towards an involvement in Latin America and the Caribbean have to be carefully planned, at best in close coordination and communication with organisations, agencies and other stakeholders already active in the field of TVET in Latin America and the Caribbean. The report on hand has already identified a number of organisations and agencies, from whose expertise and partnership the Centre would greatly benefit. Thus, a next step would be to seek the support of these organisations and to find ways in which to cooperate with them. For obvious reasons, this applies foremost to cooperating with the OREALC and other regional UNESCO Offices, but also with UNESCO Cluster Offices like the one in Quito, which provided a lot of useful information for this report.

Since the ILO has always been an important partner of the UNESCO-UNEVOC International Centres in its mission to strengthen and improve TVET in the world and since CINTERFOR is the organisation most active in the field of TVET in Latin America and the Caribbean, ways to form a partnership with CINTERFOR should also be explored, as here exists the greatest risk for duplicating activities, also bearing in mind that CINTERFOR counts with a network of Vocational Training Institutions that partly overlaps with the UNEVOC Centres.

One of the main instruments at hand within UNEVOC for stimulating regional cooperation is the UNEVOC Network. Therefore it is also essential to further include the Latin American and Caribbean UNEVOC Centres. A first step would be to make them better aware of their functions as UNEVOC Centres and to get them actively involved into the Network and also in the follow-up activities to this

report, of course. Therefore, further attempts should be made to contact those UNEVOC Centres that did not provide information for this study. It should also be checked, if the institutions that have been nominated as UNEVOC Centres are really the most suitable partners for UNEVOC, in order to avoid cases like that of the UNEVOC Associate Centre in Nicaragua / Universidad Politécnica de Nicaragua (UPOLI) which has not been active in the technical and vocational field at all for the last 20 years.

The organisations discussed in chapter 4.4 have as yet not been contacted concerning their interest in cooperating with the UNESCO-UNEVOC International Centre, but should, where possible and where mutual interest exists, be incorporated in any way seen fit.

The next activity planned by the Centre on its way towards stimulating regional cooperation in Latin America and the Caribbean is to organise for a planning meeting to be held in the region in 2004. Participants will be regional experts and representatives from the abovementioned organisations, including UNEVOC Centres. The expected outcome of this exercise is to elaborate from the input of the participants a set of recommendations, which will guide the involvement of the Centre in future activities regarding regional cooperation in TVET.

With regards to any further action to be taken from now on, it should be kept in mind that Latin America and the Caribbean is a vast and heterogeneous region and therefore the needs of the countries may differ considerably from each other. In order to do justice to the differences and also to work more effectively in smaller groups, it is suggested that activities should be planned on a sub-regional level. The definition of the sub-regions should be oriented along the already existing common market zones and integration processes, grouping together the UNESCO Member States of the MERCOSUR, the Andean countries, Central America, the member states of the CARICOM and the Spanish speaking countries of the Caribbean, as they are already working towards regional cooperation among themselves in many sectors.

6 Appendices

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UNESCO Member States without UNEVOC Centres

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Barbados

Bolivia

British Virgin Islands (Associate Member)

Cayman Islands (Associate Member)

Chile

Dominican Republic

El Salvador

Guatemala

Guyana

Haiti

Honduras

Netherlands Antilles (Associate Member)

Panama

Paraguay

Peru

Saint Kitts and Nevis

APPENDIX 3a: LETTER TO UNEVOC CENTRES (Spanish)

Muy estimada Señora, muy estimado Señor,

Le escribo para informarle sobre la intención del Centro Internacional UNESCO-UNEVOC de promover una cooperación regional en el sector de la educación técnica y la formación profesional entre los países de América Latina y del Caribe.

Países de varias regiones del mundo enfrentan desafíos similares en el campo de educación técnica y formación profesional. Para desarrollar un curso de acción para superar estos desafíos comunes sería beneficiosa una cooperación entre los países de una región que facilita un intercambio de informaciones, experiencias y conocimientos tanto como una utilización y gestión más eficaz de los recursos disponibles.

El Centro Internacional UNESCO-UNEVOC favorece el fortalecimiento de la cooperación regional en el sector de educación técnica y formación profesional y ya está involucrado en actividades de este tipo en otras regiones, como por ejemplo en África del Sur y del Oeste y en Asia. Nuestras buenas experiencias y resultados en estas regiones nos han convencido de las ventajas de una cooperación regional intensificada. Por eso nos gustaría extender nuestras actividades a América Latina y el Caribe y deseamos realizar una investigación de viabilidad con la perspectiva de organizar un foro de expertos al final de este proyecto. Para que este proyecto sea exitoso le pedimos a Usted el favor de su apoyo y nos encantaría de cooperar en este sentido con Usted y el Centro UNEVOC de [...].

El primer fase del proyecto prevé una investigación sobre la situación actual en la región de América Latina y el Caribe respectivo a redes de cooperación ya existentes en el sector de la educación técnica y formación profesional. Por eso le rogamos a Usted el favor de suministrarnos con recientes informaciones sobre las actividades y planes de su Centro UNEVOC y/o otras instituciones de formación profesional de su alcance respectivo a la cooperación regional.

Le agradezco de antemano su cooperación.

Para informaciones más detalladas sobre la cooperación regional, refiérase a la página web de www.unevoc.unesco.org.

Aprovecho esta oportunidad de saludarle muy atentamente,

Albert Koopman

Programme Specialist

APPENDIX 3b: LETTER TO UNEVOC CENTRES (English)

Dear Ms. / Mr.,

Herewith I would like to inform you on the UNESCO-UNEVOC International Centre's intention to promote regional cooperation in the field of technical and vocational education and training (TVET) in the Latin American and Caribbean region.

Countries in various regions of the world are facing a number of similar challenges in the field of TVET. To develop a course of action to overcome those common challenges, a cooperation between the countries of one region would be beneficial as it facilitates an exchange of information, experiences and knowledge as well as a better utilization and management of the available resources.

The UNESCO-UNEVOC International Centre wishes to strengthen regional cooperation in the TVET sector and is already involved in related activities in other regions like West and Southern Africa as well as Asia. Our good experiences and results in those regions convinced us of the advantages of an intensified regional cooperation. In this respect, we would very much like to extend to our activities to Latin America and the Caribbean. Therefore we are planning to carry out a feasibility study with the prospect to organise an experts meeting at the end of this exercise. For this project to be successful, we would like to ask you for your support and are looking forward to cooperating with you and the UNEVOC Centre of [...].

The first step in this project will be to investigate on the current situation in Latin America and the Caribbean regarding already existing cooperation networks in the area of TVET. Hence I would be very grateful, if you could send me information on activities carried out or planned by your UNEVOC Centre and/or other institutions involved in TVET in your country regarding regional cooperation.

For more information on regional cooperation, kindly refer to our website www.unevoc.unesco.org.

Thanking you very much for your cooperation,

With best regards,

Albert Koopman
Programme Specialist

7 Resources

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