



International  
Labour  
Organization

CINTERFOR



## ► Final report

Regional meeting of heads of external cooperation units of TVET and certification institutions members of the ILO/Cinterfor network

**ILO/Cinterfor**

**Heredia, Costa Rica, 24 - 26 March 2026**

## ► 1. About the meeting and its development

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The event, organised by the National Learning Institute (INA) of Costa Rica, with technical support from ILO/Cinterfor, brought together over three days 24 participants from senior management teams and heads of external cooperation units from 19 member institutions of the ILO/Cinterfor Network. The final list of participants is attached in Annex 1.

At the opening ceremony, the Director of ILO/Cinterfor, Elena Montobbio, highlighted the strategic importance of international cooperation for strengthening vocational training systems in the region. She underlined the role of the ILO/Cinterfor Network as a consolidated platform for exchange, dialogue and collective construction, and emphasised the need to move towards more coordinated cooperation focused on challenges such as digital transformation, just transition and social inclusion. She also stressed the value of collaborative work among institutions, governments and social actors to enhance capacities, share good practices and generate innovative responses to changes in the world of work.

For his part, the President of INA, Christian Rucavado Leandro, welcomed the delegations, highlighting the honour of hosting the network and reaffirming the commitment of the country and his institution to regional cooperation. He noted the importance of such spaces for strengthening partnerships, exchanging experiences and building joint solutions to the challenges of vocational training. Finally, he emphasised INA's role in developing relevant skills for inclusive and sustainable growth and invited deeper collaboration among institutions to respond effectively to the productive and social needs of the region.

The objectives underpinning the convening of the meeting were then presented:

- To strategically position vocational training in national and regional development agendas, highlighting its contribution to productive development, competitiveness, social inclusion and equity.
- To strengthen technical cooperation and collaborative innovation within the ILO/Cinterfor Network by identifying common priorities and promoting joint initiatives with regional scope.
- To analyse and define strategic approaches to engagement with major international development partners, aligned with the priorities of vocational training in the region.
- To generate guidelines and action proposals to improve the Network's capacity to mobilise resources, develop higher-impact projects and consolidate its role as a regional benchmark in vocational training.

To this end, the agenda was organised into thematic blocks:

- Presentation of the context and perspectives of cooperation in the ILO/Cinterfor Network, delivered by the Director of ILO/Cinterfor.
- Exchange of experiences and institutional strategies for external cooperation, held on 24 March through a presentation by ILO/Cinterfor on the cooperation context in

vocational training and certification in Latin America and the Caribbean, and three round-table discussions led by participating institutions. This session was preceded by an information-gathering exercise through a questionnaire completed by participating institutions.

- Review and assessment of thematic cooperation networks promoted by ILO/Cinterfor, carried out on the morning of 25 March through a participatory exercise.
- Exchange with cooperation partners to learn about their approaches and strategies, on 25 March with participation from representatives of the CAF Development Bank and the Federal Institute for Vocational Education and Training (BIBB) of Germany, followed by a participatory exercise to analyse the strategy of the ILO/Cinterfor Network to expand and deepen these partnerships.
- Participatory working session on 26 March aimed at identifying inputs for the development of a roadmap for cooperation among ILO/Cinterfor member institutions, oriented towards establishing a network in this area. Work focused on: coordination and governance mechanisms; inventory of available institutional resources; and resources and products to be developed through collaboration.

The following sections present the main results and conclusions from each of these spaces.

## ► 2. Context and perspectives of cooperation in the ILO/Cinterfor Network

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The presentation addressed the concept of cooperation within the framework of the ILO/Cinterfor Network, highlighting its central objective of collaboratively promoting the development of vocational training in Latin America and the Caribbean. It noted that this cooperation takes shape through multiple functions: serving as a regional forum for exchange, fostering continuous cooperation among vocational training institutions, promoting research and information exchange, and developing technical capacities through assistance and joint projects.

The historical evolution of the network was also highlighted, noting its significant growth since its establishment in the 1960s to its consolidation as a regional technical reference with broad institutional participation.

The different levels of cooperation were also described, ranging from interaction between a single institution and its partners to coordination across the entire network at regional level. This multi-level approach makes it possible to understand cooperation as a scalable and dynamic system involving multiple institutions and development actors. In addition, vocational training is placed within a broader framework of international commitments and human rights, particularly in relation to the 2030 Agenda and the Sustainable Development Goals, highlighting the role of SDG 8 on decent work and economic growth, in close relation to other goals such as education, gender equality and innovation.

The presentation emphasised the central role of vocational training in current productive, technological and social transformations. Its growing presence in international agendas and frameworks is recognised, as well as its direct link to key issues such as employability, just transition, digitalisation and the care economy. In this context, initiatives such as the European Union's Global Gateway programme represent strategic opportunities for the region, generating new skills demands and positioning vocational training as a cross-cutting axis of development.

Finally, challenges for strengthening cooperation within the network were outlined, inviting participatory reflection on how to improve coordination among institutions and partners, reduce fragmentation, prioritise thematic areas and define expectations for a more robust network. The Cinterfor programme and budget are aligned with global and regional priorities, reinforcing the need for more strategic, coordinated and results-oriented cooperation in vocational training.

## ► 3. Institutional approaches and strategies

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During the two weeks prior to the meeting, invited institutions were provided with a questionnaire to complete (see Annex 2), to gather information on various aspects of their cooperation strategies and to prepare their presentations for the round-table discussions on the first day.

The systematisation of responses and the presentations yielded the preliminary conclusions set out in the following sections. It should be noted, however, that this is an ongoing data-gathering process and remains open to further contributions from institutions.

### 3.1 Strategic framework and institutional arrangements

**Formalisation of strategies:** There is a marked trend towards the formalisation of cooperation strategies aligned with institutional and national plans (SENA, INCAF, INEFOP, INFOTEP, SENAI, SENATI).

**Exceptions and evolving models:** Institutions such as INTECAP and SINAFOCAL operate through institutional planning without a formally established standalone cooperation instrument. Trinidad and Tobago, for its part, is in a transition phase following its recent ministerial separation in 2025.

**Organisational level and coordination:** Most institutions manage cooperation through strategic directorates or management units reporting to senior leadership. Coordination with National governing bodies (such as ministries of foreign affairs or cooperation agencies) is the norm, with the exception of SENATI (Peru), which, as a privately managed institution, does not coordinate with the State governing body. Other institutions such as SENAC and SENAR in Brazil do not have specific cooperation units, and cooperation is managed by the relevant departments through projects.

### 3.2 Resource management and mobilisation

**Main partners:** There is full convergence in working with key multilateral and bilateral organisations: ILO/Cinterfor, IDB, JICA, GIZ and KOICA are the most recurrent partners across the region.

#### Critical constraints

- **Financing:** The budget for cooperation actions is a primary concern for virtually all institutions. Some highlight that the classification of their countries as “middle-income” limits access to certain cooperation funds.
- **Technology and scaling:** Difficulties are identified in maintaining up-to-date infrastructure given the pace of technological change, as well as limited capacity to structure complex projects.

- Roles in cooperation: Various institutions have evolved towards a dual role as both recipients and providers of technical cooperation, although this occurs with varying degrees of systematisation.

### 3.3 Thematic priorities and innovation

**Future agenda:** There is regional consensus on priority areas: digitalisation (AI, Industry 4.0), green skills (energy transition), dual apprenticeship and social inclusion of vulnerable populations.

- Among other transferable good practices, the following are identified:
- Training models: Project-based training systems (INTECAP), Innovation Institutes (SENAI) and the comprehensive training model (SENA) are perceived as highly replicable.
- Quality tools: SINAFOCAL proposes its REIFOVAL system for instructor categorisation and accreditation of specialisations as a contribution to the network.
- Public-private partnerships: SENATI and SENAR Centres of Excellence stand out as models of co-creation with the business sector.

### 3.4 Monitoring, evaluation and sustainability

- M&E mechanisms: Management indicators, periodic technical reports and satisfaction surveys are predominantly used.
- Opportunities for improvement: Several institutions recognise the need to move towards more comprehensive impact evaluation systems that measure long-term outcomes, such as actual graduate employability.

Ensuring sustainability: This is pursued through the institutionalisation of learning, internal capacity transfer and the signing of framework agreements that go beyond specific projects.

### 3.5 Coordination and networking

- Active participation: All institutions actively participate in the ILO/Cinterfor Network, and many are also involved in other spaces such as UNESCO-UNEVOC and REDIFP.
- Expectations for the Network:
  - To promote horizontal (South-South) and triangular cooperation.
  - To standardise methodologies and create a bank of regional projects supervised by ILO/Cinterfor.
  - To foster international mobility, like Erasmus-type programmes, for vocational training among member countries.

## 4. Review and evaluation of thematic cooperation networks promoted by ILO/Cinterfor and proposals for improvement

### 4.1 Review and evaluation

Activities in this space began with an update from ILO/Cinterfor on the status and progress of the various thematic networks and initiatives promoted to date.

The networks and initiatives analysed were:

- Training and certification network for the care economy “Saber Cuidar”.
- Regional mechanism for mutual recognition of skills certification “Skills Passport”.
- Alliance for Dual Apprenticeship in Latin America and the Caribbean.
- Identification of skills gaps and anticipation of training demand.
- Digital transformation: development of transversal and digital skills, digitalisation of training provision, digitalisation of institutional management.
- Ecological transition: new skills and adaptation of training provision.
- Tripartism and social dialogue in and on vocational training.

The analytical approach to their level of maturity and sustainability considered the following aspects:

- Knowledge and experience exchange actions (systematicity).
- Identification of shared challenges and collaborative development of solutions.
- Communication and visibility actions.
- Establishment of partnerships with external actors.
- Coordination and governance.
- Resource mobilisation and sustainability.

Some conclusions from this initial exercise include:

- Networks and initiatives show different levels of consolidation and maturity. While some have managed to consolidate all the above components, others suffer from lack of systematic action, weak coordination, low visibility and/or limited access to funding for sustainability.
- Availability of resources and coordination schemes are key to sustaining initial actions (exchange, identification of challenges, first collaborative initiatives) and are essential for establishing networks.
- Exchange is important, but it is the collaborative development of products that consolidates networks and gives them visibility.
- Networks capable of sustaining themselves and demonstrating results become platforms for attracting partners and mobilising additional resources.

- They demonstrate commitment and willingness to mobilise their own resources and capacities.
- They highlight the value of cooperation and maximise investments.
- Networks are spaces where the technical component of cooperation becomes more substantial and productive. They are oriented towards concrete results and the development of practical tools, functioning as communities of practice and learning.
- The development of institutional technical team capacities is strengthened, ensuring impact and sustainability.
- They build a regional body of knowledge and resources that goes beyond the sum of individual efforts.

## 4.2 Proposals for improvement

Following this assessment, a participatory exercise was conducted to identify possible thematic adjustments, operational improvements and resource mobilisation strategies based on these networks and initiatives. The results were as follows:

### Thematic adjustments

The training and certification networks for the care economy, dual apprenticeship, ecological transition and the Skills Passport should continue to be strengthened, including through the incorporation of more countries and institutions, particularly from the Caribbean.

Other relevant topics requiring urgent attention were identified, either within existing networks or through the creation of new ones:

- Equal opportunities in the development of STEAM skills and addressing gender bias in occupational/vocational choices.
- Innovation in pedagogical approaches for developing transversal skills, including digital skills, and training of trainers in this area.
- Resuming capacity development actions in anticipating training demand and conducting related studies, linked to digital, ecological and demographic transitions and their impacts on labour markets.
- Development of sectoral, national and regional qualifications frameworks linked to skills certification processes, micro-credentialing and learning pathways.
- Integration of vocational training with strategies for the rural sector, including agroecology and sustainable tourism.
- Services provided by institutions to micro, small and medium-sized enterprises, including not only vocational training but also business development services and support for innovation.
- Creation of a regional network or team of those responsible for information management and statistics, to harmonise indicators, improve data comparability and enhance the public visibility of vocational training and certification. This would

contribute to improving the quality and timeliness of information available to the Regional Observatory coordinated by ILO/Cinterfor.

### Operational improvement opportunities

- The experience of the most consolidated networks demonstrates the usefulness of having established and institutionalised coordination and governance mechanisms. It is proposed to replicate across all networks the experience of the Alliance for Dual Apprenticeship in Latin America and the Caribbean, by appointing an institution to lead the network for a one-year period and support the work of the technical secretariat managed by ILO/Cinterfor. In addition, it would be advisable for each institution to designate focal points, who would hold general virtual meetings at intervals deemed appropriate, with a strictly operational focus.
- Communication presents opportunities for improvement in several aspects. Not all networks have a microsite, and those that do are not always easily accessible within a few steps. It is proposed that all networks should have their own easily accessible microsite, providing information on objectives, member institutions, past and upcoming activities, reference documentation and other information repositories. These microsites would be complemented by other communication channels, such as newsletters and social media information.
- Open webinars have proven to be powerful tools for exchange, dissemination of network activities and outreach to broader audiences, both from the institutions themselves and from potential partners. All networks could incorporate the regular organisation of open thematic webinars as a standard practice.
- Through microsites, repositories or other tools, networks should endeavour to create agile spaces that facilitate matching between supply and demand for capacities and resources.
- Alongside thematic networks, promote the integration of those responsible for communication areas within institutions, to achieve greater coordination that contributes to the visibility of the networks.
- Analyse the feasibility of organising annual project competitions to strengthen exchange (UNESCO model), by subregion and across any thematic area.
- It was also proposed to promote greater exchange among subregional networks, as well as greater inclusion through the availability of content and communications in Spanish, English and Portuguese.
- Resource mobilisation
- It is proposed to develop and maintain a mapping of potential cooperation partners, characterising their areas of interest and the modalities they use.
- In parallel, network institutions should also define their own needs and demands in terms of cooperation.
- Institutions are viewed not only as recipients of cooperation, but also as providers. In-kind contributions from institutions should be considered and valued in

cooperation agreements, with the additional consideration that they can complement project financing.

- The search for allies and partners will not be limited to training-related issues but will adopt a comprehensive approach that considers the contribution of vocational training to other areas, such as education, migration, productive development and inclusion.
- It was agreed to anticipate actions such as the formulation of project ideas and the preparation of standard documentation required for cooperation funding calls.

## ► 5. Exchange with strategic partners

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On the afternoon of Wednesday, 25 March, a panel was held with representatives of the CAF Development Bank and the Federal Institute for Vocational Education and Training (BIBB) of Germany, followed by a participatory exercise aimed at analysing the strategy of the ILO/Cinterfor Network to expand and deepen these partnerships.

The CAF presentation was delivered by Bibiam Díaz, Education Specialist at the institution. It focused on describing the strategic partnership between the Bank and ILO/Cinterfor within the framework of the Comprehensive Transformation and Improvement Plan of INADEH in Panama, presenting it as an example of complementarity between the Bank's financing and ILO/Cinterfor's specialised knowledge. The main objective of this initiative is to enhance the quality and relevance of vocational training for employment and entrepreneurship, ensuring that beneficiaries develop skills aligned with the needs of the productive sector. To this end, the plan includes academic strengthening, updating of pedagogical models and intensive training for managerial and administrative staff.

This example is part of the CAF Education Strategy 2030, aimed at strengthening learning environments through infrastructure and technology, improving the management of educational settings and promoting projects in rural areas to reduce social gaps. Currently, the Bank manages 28 active credit operations in the region, ranging from university infrastructure plans in Argentina and community spaces in Colombia to bilingualism and technical education programmes in Panama, Trinidad and Tobago and Barbados, with the aim of facilitating transition to the labour market.

The BIBB presentation, for its part, was delivered by Ilona Medrikat, Director of International Projects at the institution. It referred to the initiative "Towards a Global TVET Agenda" (TGTA)<sup>1</sup>, promoted by the Government of Germany for the period 2025–2027, which establishes a global political alliance integrating high-level organisations such as the ILO, UNESCO, OECD and BIBB. Its main purpose is to position technical and vocational education and training as an international policy priority, enhancing its attractiveness, quality and excellence through the consolidation of cooperation networks and the generation of a solid global evidence base. This strategy is organised into four areas of collaboration, including knowledge exchange in global forums, reporting of comparable data and the promotion of innovation in training systems.

She explained that for the network of ILO/Cinterfor institutions, this agenda opens strategic opportunities to strengthen technical leadership through access to multilateral dialogue platforms and the definition of regional agendas. In particular, the development of a Regulatory Guide and a Global TVET Policy Academy led by the ILO was highlighted, which will enable member institutions to access cutting-edge tools for capacity development and leadership. The network will also benefit from the exchange of international data and skills

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<sup>1</sup> Towards a Global TVET Agenda. [Towards a Global TVET Agenda | BIBB](#)

anticipation tools, gaining global visibility for its innovations in dual apprenticeship and work-based learning.

As a result of the subsequent exchange and group work, the following points were identified as inputs for a network strategy to engage with this type of partner:

- Clearly identify partners' agendas and cooperation modalities to align them with the priorities and needs of the network and its member institutions.
- Ensure effective coordination within the ILO/Cinterfor Network to act as a coherent and effective interlocutor for cooperation partners.
- In spaces such as TGTA and similar initiatives, where emphasis is placed on exchange and technical cooperation, it is important for the region to demonstrate the potential of its institutional framework in vocational training and its cooperation arrangements around ILO/Cinterfor.
- About development banks, the visibility of the ILO/Cinterfor Network and its expertise should be promoted to support the design and implementation of initiatives. This should also be considered for actions based on non-reimbursable financing, which often precede larger-scale interventions with greater financial resources.
- Another key point is coordination at national level between vocational training institutions and government agendas, as well as coordination with government bodies that engage with development partners, particularly development banks.

## ► 6. Elements for a roadmap towards the establishment of a network of cooperation units

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During the final day of the meeting, and building on the inputs generated in previous sessions, participants worked to identify the main elements that should structure a roadmap towards the establishment of a network of cooperation units of ILO/Cinterfor member institutions.

The exercise considered four dimensions and their guiding questions:

- Coordination and governance: What mechanisms and practices should be adopted to ensure adequate coordination, smooth functioning and sustainability of the network?
- Inventory of available resources: What resources (databases, agreements, documents, teams, knowledge, etc.) already exist within ILO/Cinterfor and member institutions and can be made available to begin working?
- Resources to be developed: What resources are not yet available and should be developed collaboratively?
- Next steps: What actions and decisions should be taken immediately to begin operations?

The agreements reached for each of these dimensions are detailed below.

### 6.1 Coordination and governance

- A shared coordination scheme between ILO/Cinterfor and a member vocational training institution is proposed, with the latter assuming a rotating annual leadership role. When a leading vocational training institution is designated for a given period, its successor should be decided simultaneously, ensuring an orderly transition between coordination roles. This model would allow follow-up of the agreed workplan, promoting shared responsibility and ownership among network members.
- Strengthening coordination at subregional level is proposed, promoting articulated working arrangements among existing networks and bodies, such as: Cinterfor – CANTA<sup>2</sup>; Cinterfor – REDIFP<sup>3</sup>; CANTA – REDIFP. This approach would allow adaptation of actions to specific territorial contexts and enhance synergies among ongoing initiatives.
- It is proposed to establish regular bi-monthly meetings among network members. These meetings should be brief and require minimal operational effort, with the aim

<sup>2</sup> Caribbean Association of National Training Authorities (CANTA).

<sup>3</sup> Subregional Network of Vocational Training Institutions of Central America, Panama, the Dominican Republic and Haiti.

of ensuring continuity in information exchange, monitoring progress and identifying cooperation opportunities.

- The importance of formalising the official designation of cooperation focal points from each institution within the network was highlighted, in order to ensure clarity in representation and continuity in participation.
- It is considered necessary to define more precisely the nature of existing and future networks, distinguishing between:
  - Permanent networks, oriented towards long-term strategic coordination.
  - Temporary networks, created for specific projects, initiatives or thematic areas.

## 6.2 Inventory of resources

- The need to consolidate and organise relevant information in shared repositories to facilitate access and use by network members was highlighted. The main inputs identified include:
  - Existing projects and agreements.
  - Institutional and technical documents.
  - Methodologies and agreements used for accessing cooperation resources.
- To this end, the creation of a shared repository or document base is proposed, which could be complemented by the development of a dedicated network microsite to centralise information and facilitate consultation.
- Developing an inventory of capacities available within member institutions is considered key, enabling identification of opportunities for collaboration and complementarity. This mapping would include:
  - Technical teams linked to cooperation and their capacities.
  - Strengths and weaknesses of vocational training institution.
  - Existing expertise and good practices.
  - Institutional capacity to support exchange activities and training of trainers.
- It is proposed to consolidate information on human resources available for cooperation initiatives through an inventory and/or directory of experts and consultants. This tool would facilitate knowledge mobilisation and the design of joint initiatives.
- The importance of identifying and coordinating key actors within institutions is emphasised, particularly:
  - Communication officers.
  - Statistics officers.

Based on this, the creation of thematic regional teams is proposed to strengthen coordination and exchange in strategic areas.

- The systematisation of information related to external actors and funding opportunities is identified as a valuable asset, including the creation of a donor directory. This resource would improve coordination of efforts to access financing and other forms of cooperation.

### 6.3 Resources to be developed

- The need to promote the design and formulation of joint projects at regional level is identified, in strategic areas for the future of vocational training. Priority themes include:
  - Foresight of emerging jobs.
  - Use of artificial intelligence in vocational training.

It is also proposed to support the development of an international mobility programme for apprentices (GABO initiative of SENA, Colombia), accompanied by a mapping of obstacles and opportunities for the mobility of apprentices and trainers, to facilitate its implementation.

- The need to create tools to anticipate and take advantage of cooperation opportunities is identified, such as:
  - A cooperation opportunity alert system.
  - A project bank (pipeline of ideas) including predefined proposals, concept notes, letters of endorsement and identification of strategic partners.

This approach would make it possible to advance preparatory processes and improve responsiveness to calls for proposals.

- The possibility of creating a seed capital fund is proposed, financed through contributions from vocational training institutions, initially aimed at supporting strategic initiatives such as the development of the Skills Passport, among other potential innovative actions.
- The need to develop and maintain infrastructure and tools to facilitate knowledge management and collaboration is highlighted, including:
  - A documentary hub integrating project documents, executive summaries and reports.
  - The necessary technology to develop and maintain such hub.
  - A cooperation portfolio showcasing the network's capacities and experiences.
  - Toolkits and templates to guide the participation of new members.
- It is considered essential:
  - Develop robust institutional capacities in international cooperation.
  - Strengthen and strategically position the network, including the definition of a common narrative on the role of vocational training in Latin America and the Caribbean (for example, "who says what about vocational training in the region").

## 6.4 Next steps

- The importance of establishing the institutional and operational foundations of the network is highlighted, including:
  - The formal establishment of the network, with validation by its members.
  - The definition and implementation of a clear coordination mechanism.
  - The development of management models to guide its functioning.
- Progress is proposed in consolidating key inputs to support the initial functioning of the network, such as:
  - Finalising the inventory of existing resources.
  - Preparing and disseminating the proceedings of the meeting.
  - Issuing an official communication on the creation of the network.

The importance of ensuring that key content and outputs are available in Spanish, English and Portuguese is also emphasised, to guarantee regional reach.

- It is considered a priority to establish effective communication channels among network members, including:
  - Strengthening efficient communication channels with those responsible for international cooperation.
  - Developing a communication network to facilitate fluid information exchange.
  - Strengthening integration among subregional networks (CANTA and REDIFP).
- It is proposed to initiate the development of tools and strategic initiatives to support the network, including:
  - The creation of a network website.
  - The design of an observatory to systematise relevant information on vocational training and cooperation.
  - The promotion of a network of apprentices, students and graduates as a mechanism for engagement and expansion of the network's reach.
- The launch of instruments to energise network activities is identified as a priority action, particularly the establishment of a seed capital fund to support initial initiatives, composed of financial contributions from member institutions.
- Finally, the need to establish mechanisms to measure the performance and results of the network is highlighted, through the development of a roadmap for monitoring and evaluation, aimed at measuring the impact of actions and facilitating evidence-based decision-making.

## ▶ Annex 1: List of participants

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## ► Annex 2: Information sheet on international cooperation strategies

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Within the framework of the regional meeting of heads of external cooperation units of vocational training and certification institutions members of the ILO/Cinterfor Network (Heredia, Costa Rica, 24–26 March 2026), round-table discussions are planned to learn about and exchange on the approaches, strategies and experiences of participating institutions in managing external cooperation.

This information sheet will serve as the basic structure for your contribution to the round-table discussions. Responses should be brief, emphasising concrete achievements, capacity-building needs and opportunities for collaboration with other institutions in the network.

Please complete the fields below and return this sheet to [llana@ilo.org](mailto:llana@ilo.org) before Friday, 20 March.

### 1. Identification details

Institution:

Country:

Cooperation Unit/Area (official name):

Responsible person (name and email):

### 2. Guiding questions

(2–3 lines each — approx. 25–45 words per response)

<p><b>1) Strategic framework and institutional arrangements</b></p>	<p><i>Does your institution have a formalised international cooperation strategy aligned with its institutional or national strategic plans?</i></p> <p><i>What is the organisational level of your cooperation unit within the institution and how does it coordinate with your country's governing cooperation body?</i></p>
<p><b>2) Resource management and mobilisation</b></p>	<p><i>Who are your main cooperation partners (bilateral, multilateral, development banks) and what experience do you have in implementing joint projects?</i></p> <p><i>Do you identify critical resource constraints for capacity development projects, technological modernisation or infrastructure?</i></p>

<p><b>3) Thematic priorities and innovation</b></p>	<p><i>What are the priority thematic areas in your current cooperation agenda (e.g. digitalisation, green skills, dual apprenticeship, social inclusion, others)?</i></p> <p><i>What successful experiences or good practices from your institution have the potential to be replicated or scaled through horizontal or triangular cooperation?</i></p>
<p><b>4) Monitoring, evaluation and sustainability</b></p>	<p><i>What monitoring and evaluation (M&amp;E) mechanisms or systems do you use to measure the impact of your cooperation projects?</i></p> <p><i>How do you ensure the sustainability of partnerships and maintain partners' interest once funding has ended?</i></p>
<p><b>5) Coordination and networking</b></p>	<p><i>In which cooperation platforms, regional networks or governance spaces does your institution actively participate to influence the vocational training agenda?</i></p> <p><i>What expectations or specific contributions does your unit propose to improve cooperation within the framework of the ILO/Cinterfor Network?</i></p>