



Governing Body

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

PFA

FOURTH ITEM ON THE AGENDA

Proposed 2012–13 budgets for extra-budgetary accounts

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

Overview

Summary

This paper presents a proposal for CINTERFOR's programme and budget for 2012–13. Additionally, it provides information concerning the use of the 2010–11 budget and activities implemented during 2010–11 taking into account the guidance received from the Governing Body in November 2009 (GB.306/9/1).

Policy implications

None.

Legal implications

None.

Financial implications

Budget for 2012–13.

Decision required

Paragraph 13.

Follow-up action required

None.

Author unit

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

References to other Governing Body documents and ILO instruments

GB.306/9/1, GB.306/PFA/5/2, GB.310/10/3.

ILO–CINTERFOR programme and budget proposals for 2012–13 and implementation strategy

Introduction

1. For nearly half a century, the Inter-American Centre for Knowledge Development in Vocational Training of the ILO (CINTERFOR), with the support of its network of vocational training institutions (VTIs), has promoted knowledge management and South–South and triangular cooperation for the improvement of labour skills. Since its inception, the Centre has been an instrument for the promotion of permanent and active cooperation between the national agencies responsible for vocational training. In addition, a long-standing goal has been that, although the Centre would cater specifically for countries in the Americas, all other countries would be able to derive maximum benefit from its experience.
2. This document presents CINTERFOR’s programme and its estimated income and expenditure for the 2012–13 biennium, taking into account the decisions of the Governing Body and the International Labour Conference in approving the ILO Programme and Budget for 2012–13. Appendices I and II provide details on the proposed budget and Appendix III includes information on activities implemented in the 2010–11 biennium following Governing Body guidance.

Programme

3. The mission of the Centre, as part of the ILO’s strategic framework, relates to the creation of greater employment opportunities for women and men, with a view to contributing to the following outcomes:
 - the development of labour skills in order to enhance the employability of workers, the competitiveness of enterprises and the inclusiveness of growth;
 - the creation of productive and decent jobs by sustainable enterprises;
 - the strengthening of tripartism and social dialogue; and
 - access for more women and men to productive employment, decent work and income opportunities.
4. Knowledge management and South–South, triangular and interregional cooperation, as well as taking the fullest advantage of information and communication technologies (ICT) in various areas, will constitute the priority axes for CINTERFOR. The engagement in global activities will be encouraged, including as part of the follow-up to the implementation of the G20 training strategy.
5. Progress in the following lines of action is anticipated:
 - (a) **The knowledge management platform:** In a process of continuous improvement, useful, practical and relevant information will continue to be included for the development of labour competencies. Technological innovations will be put to use in order to facilitate access and exchange of information between new users in the Americas and other regions.

- (b) **ICT for skills development in micro-, small and medium-sized enterprises (MSMEs):** Work will continue with regard to digital competencies which will allow MSMEs to access training, thus maximizing their potential for social inclusion, sustainability, and improvements in productivity and working conditions.
- (c) **The establishment of partnerships:** Public–private partnerships will be explored to enable excluded populations to gain access to vocational training, particularly through the use of ICT (mobile learning, digital TV and others).
- (d) **Impact evaluation of vocational training policies and programmes:** On the basis of joint action with VTIs, evaluation tools will be applied to assess the impact of vocational training policies and programmes, draw lessons and build the strategy going forward around those lessons.
- (e) **Social dialogue and productivity:** Bipartite and tripartite dialogue opportunities will continue to be encouraged, in order to enhance labour conditions and productivity.
- (f) **Skills development and the environment:** With the support of VTIs, South–South, and triangular cooperation will be expanded as well as engagement in interregional and global activities to contribute to environmental sustainability.
- (g) **Labour competencies, youth employment and enterprise development:** Experience has shown that youth employment policies and programmes are more effective when linked with measures that help young people make the transition to the labour market. This helps to develop their entrepreneurial skills and take advantage of their creativity. CINTERFOR will continue to work with its network in order to respond to this priority in the region.
- (h) **Skills development and regional integration:** Support for VTI initiatives in the area of equivalent occupational profiles will continue, in order to facilitate the recognition of skills acquired in other countries, as well as worker mobility.

Budget

6. Appendix I presents the proposed income and expenditure for the extra-budgetary account for the financial period from 1 January 2012 to 31 December 2013, together with comparative figures for budgeted and actual income and expenditures for 2010–11. Further information by subprogramme is presented in Appendix II. The total income foreseen for 2012–13 is US\$3,156,379 and the projected total expenditure is US\$3,312,860. The difference of US\$156,481 will be financed by funds carried over from previous exercises.
7. The ILO contribution for the 2012–13 biennium will amount to \$2,136,379, including an increase of \$236,367 to adjust for cost increases and maintain the contribution at the same level as the previous biennium in real terms.
8. The contribution of the host country will be maintained at \$50,000 per year. The sum of \$350,000 which the Uruguayan Government owes for the period 2000–06 is expected to be paid in the 2012–13 biennium.
9. The voluntary contributions of VTI members are maintained at \$500,000. Members will however be encouraged to increase their contributions to compensate for the recent adverse exchange rate and salary scale movements. Efforts to attract new members will continue.
10. An increase of \$10,000 for the sale of publications and printing services is anticipated.

Resource mobilization

11. The 2010–11 expected extra-budgetary income of \$100,000 has already been exceeded by \$65,000 as of September 2011. In anticipation of steady increases in technical assistance requests, targeted income for 2012–13 amounts to \$200,000.
12. These results provide evidence of the Centre’s capacity to mobilize resources. Increased flexibility should lead to higher income, as well as responding to the increasing needs of the countries. Different modalities of knowledge management activities, such as study visits, seminars, conferences, among others, could include provisions to generate additional financial resources to contribute to their sustainability.
13. *The Governing Body may wish to approve the income and expenditure estimates of the CINTERFOR extra-budgetary account for 2012–13, as set out in Appendix I.*

Geneva, 20 October 2011

Point for decision: Paragraph 13

Appendix I

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

	2010–11 approved budget (US\$)	2010–11 forecast income and expenditure (US\$)	2012–13 proposed budget (US\$)
A. <i>Funds brought forward from previous period</i>	201 879	428 716	486 761
B. Income			
ILO contribution	1 900 012	1 900 012	2 136 379
Host country contribution	100 000	100 000	450 000
Contributions from other countries in the region	500 000	500 000	500 000
Sales of publications and printing services	50 000	50 000	60 000
Miscellaneous income ¹	10 000	-10 593	10 000
<i>Total income</i>	2 560 012	2 539 419	3 156 379
C. Total funds available	2 761 891	2 968 135	3 643 140
D. Total expenditure	2 759 931	2 481 374	3 312 860
E. <i>Funds to be carried forward to the next period</i>	1 960	486 761	330 280

¹ Interest, exchange/revaluation gains/losses.

Appendix II

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

Summary of proposed 2012–13 expenditure by subprogramme (extra-budgetary and ILO contribution)

Subprogramme	Work-year/months		Cost in US\$		
	Professional	General service	Staff	Non-staff	Total
Programme delivery	2/00	3/07	793 995	54 000	847 995
Knowledge management	–	12/00	880 141	130 000	1 010 141
Printing services	–	–	–	10 000	10 000
Administration, finances and human resources	–	4/00	385 888	130 000	515 888
Management	2/00	4/00	821 967	106 869	928 836
2012–13 proposals	4/00	23/07	2 881 991	430 869	3 312 860

Appendix III

Activities in response to Governing Body guidance

Involvement of the social partners

1. CINTERFOR encourages the involvement of the social partners in the network; through its comprehensive perspective and its sectoral and social approach, it fosters skills development based on demand and social dialogue, in order to respond to the needs of enterprises and workers.
2. Specialists from the ILO Bureau for Workers' Activities (ACTRAV) and the Bureau for Employers' Activities (ACT/EMP) have taken part in several CINTERFOR activities, including those related to the training strategy proposal in response to the G20 request and to knowledge building on the impact evaluation of vocational training. They also participate in the Centre's programme and budget committee. The Centre has taken part in activities promoted by the Trade Union Confederation of the Americas (TUCA) and cooperates in training for union representatives in VTIs.

The role of vocational training in enterprise sustainability

3. The productive and social role of MSMEs is a salient feature in the Americas region. MSMEs comprise over 90 per cent of enterprises and generate 61 per cent of employment in Latin America.¹ However, they face many difficulties: low productivity, lack of competitiveness, restrictions of access to training and little knowledge of new technologies. For this reason, CINTERFOR is strengthening the use of ICT in vocational training as a tool to generate practical and innovative solutions for MSMEs.
4. In this connection, partnerships have been established in order to respond to the 2007 Conference conclusions concerning the promotion of sustainable enterprises,² leading to the designing of tools and methodologies and the exchange of knowledge and experience among the members of the CINTERFOR network.

The CINTERFOR network – A practical, efficient and relevant response to the demand for skills development

5. The CINTERFOR network encourages the improvement of human resources, as well as the promotion of institutional strengthening to develop labour competencies. In September 2011, the network was comprised of 61 members. New members include two sectoral trade unions from Argentina – the Automobile Mechanics and Transport Union (SMATA) and the Tourism, Hotel and Restaurant Workers' Union (UTHGRA) – the Professional and Vocational Training Institute (DuocUC) Catholic University of Chile and Puebla's Institute for Competitive Productivity (Instituto Poblano para la Productividad Competitiva–IPPC) from Mexico. Institutions from other regions, such as the Employment and Vocational Training Institute of Cape Verde have shown interest in participating in the network.

¹ ECLAC: *The situation of SMEs in Latin America: ECLAC approach and support* (Mexico, 2010).

² ILO: *Conclusions concerning the promotion of sustainable enterprises*, International Labour Conference, 96th Session, Geneva, 2007.

The knowledge management platform

6. The development of CINTERFOR's networking strategy and successful use of ICT has made it possible to provide relevant and quality responses, with a worldwide coverage. Its web platform (www.oitcinterfor.org) receives visits from 192 countries and territories, and the number of member registrations is increasing steadily.
7. With the support of the network, CINTERFOR has made several databases available (<http://cms.oitcinterfor.org>), the contents of which are continuously updated. More than 7,000 people from all over the world have registered to gain access to this knowledge (see table 1)³ and an automatic translation service has been activated in order to overcome language barriers. The databases include the following:
 - The **teaching resources bank** provides access to over 12,000 practical elements designed to achieve a learning objective: textbooks, handbooks, guides, videos, simulators and software. Following the contribution of Brazil's National Service for Industrial Learning (SENAI) in 2009, other VTIs in the network donated their own resources. The combined value of these resources is beyond measure, not only in monetary terms, but because of their content, quality and relevance.
 - The **experiences database** contains over 200 case histories in fields such as the use of ICT in training, improving productivity, social dialogue and competency recognition.
 - The skills profiles database provides access to over 6,000 occupational profiles, identified and validated by the social partners in numerous countries and different productive sectors. Curriculum designs and means of evaluation and certification are also available.
 - The **specialists database** contains over 150 professional résumés (CVs), most of them connected to the VTIs and the government members of the network.
8. CINTERFOR also coordinates more than 20 virtual learning and practice communities (<http://evc.oitcinterfor.org>) in which over 1,170 users participate. Detailed statistics on visits to learning communities and databases are displayed in table 1.

³ In addition, CINTERFOR pages are available through social networks such as Facebook, at <http://www.facebook.com/oitcinterfor>; Google Profiles, at <http://profiles.google.com/oitcinterfor>; and Google Maps, at <http://maps.google.com/maps/ms?hl=en&ptab=0&ie=UTF8&oe=UTF8&msa=0&msid=200427752229327164652.00049c805ee6487f65f6d&t=p&ll=12.897489,-78.046875&spn=155.672849,287.929688&z=2>.

Table 1. CINTERFOR's website: Statistics 2010 to August 2011

	2010			Up to August 2011						
	Visitors	Page views	Server requests	Visitors	Page views	Server requests	Countries/ territories	Visits from outside Latin America and the Caribbean (in %)	Registered users	
Website: www.oitcinterfor.org	3 278 684	9 914 753	50 688 661	2 147 766	6 348 827	33 581 953	192	10	–	
Learning communities: evc.oitcinterfor.org	6 846	334 918	1 141 457	5 127	275 592	907 416	46	4	1 170	
Databases: cms.oitcinterfor.org	19 737	183 009	1 607 869	39 643	217 486	1 647 845	125	12	7 020	
Total	3 305 267 10 432 680	53 437 987	2 192 536	6 841 905	36 137 214	–	–	–	8 190	

Building a knowledge bank

9. The valuable knowledge accumulated in human resources development, as well as the thousands of case histories in the network, has been examined and analysed in order to build a knowledge bank. In 2010–11 the following priority issues were addressed:

- **Reducing the digital divide for enterprise sustainability.** The project “Research and development of methodology for ICT-based training of MSMEs” was financed by the International Development Research Centre (IDRC) in Canada and supported by several member institutions.⁴ One of the outcomes of this project is the *Methodological guide to design ICT-based training strategies for MSMEs* (ICT guide for MSMEs), which is being applied in over 200 enterprises, in clusters in different countries and in sectors, including Brazil (furnishing and clothing), Colombia (design and 3D animation), Dominican Republic (basic metals), and Guatemala (hotels).⁵ VTIs not only contributed with their knowledge, experience and contacts with the clusters, but also provided the logistics, translation, and board and lodging for participants at several meetings.
- **Impact evaluation of vocational training.** The need to learn about the impact of policies and training activities has been addressed by setting up a learning and practice community comprised of over 110 experts from network institutions, as well as representatives of the ILO's Governing Body. Three face-to-face meetings were held, as well as online sessions.⁶ As a result of this process, specialists from members

⁴ University Institute of Technology (ITU), Argentina; Euvaldo Lodil Institute and the National Industrial Apprenticeship Service (SENAI), Brazil; National Learning Service (SENA), Colombia; Technical Institute for Training and Productivity (INTECAP), Guatemala; National Technical and Vocational Training Institute (INFOTEP), Dominican Republic.

⁵ See the testimony of entrepreneurs and workers on CINTERFOR YouTube: <http://www.youtube.com/user/oitcinterfor?feature=mhsn#p/c/73DDE354DC4DAB32/1/IqIfESWDpps>.

⁶ Sponsored by the Ministry of Labour, Employment and Social Security of Argentina (Buenos Aires, July 2010); Fundación Tripartita para la Formación en el Empleo de España (Tripartite Foundation for On-the-Job Training of Spain) (November 2010); and Servicio Ecuatoriano de Capacitación Profesional (SECAP) (Ecuadorian Vocational Training Service) (Quito, August 2011). For the online sessions see <http://evc.oitcinterfor.org/course/category.php?id=9>.

of CINTERFOR's network contributed to the development of the "Guide for the evaluation of vocational training impact" (*Guía para la evaluación de impacto de la formación profesional*). This Guide will be available on the Centre's website to assist constituents in the follow-up to policies and practices aimed at strengthening skills development, as proposed in the ILO Programme and Budget for 2012–13.

Coordination with headquarters, ILO Offices in the region and the International Training Centre of the ILO (Turin Centre)

10. Coordination with headquarters has been strengthened: with the Skills and Employability Department, in the training strategy requested by the G20; with the Sectoral Activities Department, in response to requests for the strengthening of sectoral competencies, translating and adapting teaching material for the construction, hotel and tourism industries; and with the Job Creation and Enterprise Development Department, in disseminating the various methodologies for the development of sustainable enterprises.
11. CINTERFOR collaborates with the ILO Offices in Mexico and Chile in promoting the System for the Measurement and Improvement of Productivity (SIMAPRO), an initiative based on social dialogue as a means to meeting the needs of workers, employers and governments in establishing labour practices in accordance with decent work. SIMAPRO is being applied in several sectors including the sugar, garment, fruit export, wine, automobile and tourism industries, in Chile, Cuba, Dominican Republic and Mexico. It has had both a quantitative and a qualitative impact on the development of competencies and the improvement of working conditions, particularly with regard to reducing work-related risks and accidents, absenteeism and employee turnover, as well as improving the labour environment.⁷
12. CINTERFOR promotes the courses offered by the Turin Centre and supports its activities that are carried out in Uruguay. In 2010–11 the following activities were jointly organized: "International labour standards for magistrates, jurists and law professors" and "SIMAPRO". A guide on "Basic tools for the design and implementation of Qualifications Frameworks" was published and "Know About Business" (KAB) was adapted for Latin America.

Quality and equity in vocational training

13. The project "Knowledge management on quality and equity in vocational training" (*Gestión del conocimiento para la calidad y la equidad en la formación profesional*), financed by the Swiss Agency for Development and Cooperation, contributed to the institutional development of vocational training, as well as to occupational counselling and the strengthening of employment services in Latin America and the Caribbean. Activities were carried out in 13 countries and 36 institutions, covering the following subjects: public employment services; training for rural development and the informal economy; and the inclusion of gender in training.
14. The external evaluation of the project was very positive, particularly with regard to conceptual and methodological contributions to knowledge management and vocational training; the participation of multidisciplinary teams; the strategic use of ICT; the mobilization of complementary resources; team work; the contributions of institutions to

⁷ See Asociación de Exportadores de Chile A.G. (ASOEX): *Capacitación frutícola: Un modelo exitoso para la competitividad de las empresas y el desarrollo de las personas* (Training in the fruit sector: A successful model for business competitiveness and personal development), Export dossier No. 4 (Santiago de Chile, December 2009). Available at: http://www.oitcinterfor.org/public/spanish/region/ampro/cinterfor/temas/prod/simapro/aplica/chile/exp_expo.pdf.

CINTERFOR databases; and the identification and application of demonstrative experiences for institutional strengthening.⁸

Participation in United Nations reform

15. In Uruguay (a pilot country in UN reform and CINTERFOR's host country) the Centre cooperates in the implementation of the following inter-agency projects: "Support for the reform of institutions for persons deprived of freedom" (Apoyo a la reforma de las instituciones para personas privadas de libertad); and "Support for the design and implementation of the National Plan for Socio-Habitational Integration" (Apoyo al diseño e implementación del Plan Nacional de Integración Socio-Habitacional – JUNTOS). In the first of these projects, in addition to providing support in conceptual and methodological matters, the experience of two CINTERFOR network members has been shared: the programme "María Marías" (Projeto de vida para milhares de Marias, Life project for thousands of Marias) run by Brazil's Servicio Nacional de Aprendizaje Comercial (SENAC) (National Service for Commercial Learning), which provides women in prisons with training for their reinsertion into society (<http://cms.oitcinterfor.org/?q=es/node/282>); and the programme of the Unión Obrera de la Construcción de la República Argentina (UOCRA) (Construction Workers of Argentina), which carries out training in construction-related areas for the prison population (<http://cms.oitcinterfor.org/?q=es/node/422>).
16. In Costa Rica, technical assistance is provided to the joint programme "Youth, employment and migration: A single window to youth employment" (Programa Conjunto Juventud, Empleo y Migración: Una Ventanilla Única para el Empleo Juvenil), by means of proposals to generate conditions which will guarantee inclusive, sustainable and equitable human development.

Support for Decent Work Country Programmes (DWCPs)

17. DWCPs in the region are working to strengthen vocational training in order to improve labour mobility, to increase enterprise productivity, to put local development strategies into practice and to coordinate education and training systems, as well as to enable the recognition and certification of knowledge.
18. CINTERFOR supports the implementation of DWCPs through knowledge management and South–South cooperation. In addition, the Centre has responded to numerous specific requests from social partners:
 - **Argentina:** The recognition of learning obtained outside the education system; training of trainers in the hotel industry; and the equivalence of occupational profiles. In the latter, work is being carried out in cooperation with several organizations in the country and in the region: Instituto Nacional de Educación Tecnológica (INET) (National Institute for Technological Education); Instituto de Estadística y Registro de la Industria de la Construcción (IERIC) (Institute for Statistics and Registration of the Construction Industry); UOCRA; SENAI (Brazil); Servicio Nacional de Capacitación para la Industria de la Construcción de Perú (SENCICO) (National Standardization, Training and Research Service for the Construction Sector) (Peru); and Dirección Nacional de Empleo del Ministerio de Trabajo y Seguridad Social del Uruguay (DINAE) (National Employment Bureau, Ministry of Labour and Social Security) (Uruguay).
 - **Barbados:** A tripartite training activity on SIMAPRO was carried out jointly with the ILO Caribbean Office.

⁸ See http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_151807.pdf.

- **Bolivia, Plurinational State of:** Training for government actors in the creation of a labour competencies system, with the cooperation of the Ministry of Labour, Employment and Social Security of Argentina.
- **Brazil:** The support of SENAI in the production of the ICT guide for MSMEs and its application in garment and furniture clusters.
- **Chile:** Technical assistance to the Tripartite Commission of the National System for Certification of Labour Skills (Comisión Tripartita del Sistema Nacional de Certificación de Competencias Laborales – *ChileValora*).
- **Colombia:** SENA cooperated in the production of the ICT guide for MSMEs, which is being used in digital animation clusters.
- **Costa Rica:** Support to the joint programme “Youth, employment and migration: A single window to youth employment”.
- **Dominican Republic:** INFOTEP contributed to the production of the ICT guide for MSMEs, which is being applied in enterprises in the basic metal sector.
- **Guatemala:** Support of INTECAP in the production of the ICT guide for MSMEs and its application in almost 170 enterprises in the tourism sector. In South–South cooperation activities, INTECAP benefited from the experience of SENA of Colombia with regard to handling costs and management performance.
- **Peru:** The Ministry of Labour and Employment Promotion received the cooperation of its counterpart in Argentina on labour competencies.
- **Uruguay:** Technical support has been provided for the “Objective employment programme” (*Programa Objetivo Empleo*) and to the National Employment Dialogue of the Ministry of Labour and Social Security. In addition, the needs of employers’ and workers’ representatives in the construction sector in updating occupational profiles have been met.

Training strategy requested by the G20

19. At the 39th meeting of CINTERFOR’s Technical Committee in October 2009, VTI representatives adopted the “Brasilia Letter” (Carta de Brasilia) in which they expressed their support for the Global Jobs Pact as well as for the development and implementation of the training strategy requested by the G20. To this end, the VTIs are now sharing their best practices in areas such as servicing vulnerable groups and coordinating education and work. Most of the labour standards they apply and training materials are also accessible through the CINTERFOR databases. Another proof of the engagement of CINTERFOR’s network in this regard was the participation of its members in several technical meetings organized in response to the request of the G20, in Lima (March 2010) and in Turin (March 2010 and May 2011).

40th meeting of CINTERFOR’s Technical Committee

20. The 40th meeting of CINTERFOR’s Technical Committee took place from 3 to 5 October 2011, hosted by the Government of Panama through the Instituto Nacional de Formación Profesional y Capacitación para el Desarrollo Humano (INADEH) (National Vocational Training Institute for Human Development). The purpose of this biennial meeting is to examine the priorities for the development of human resources in the region, to promote the exchange of experiences and to propose collaborative South–South activities that meet the needs of the respective countries.
21. Under the heading “2011–2020 – A Decade of Innovation in Training for Work”, progress in vocational training in the continent and the challenges to be overcome were analysed. New visions for management, in both technical and technological aspects, were adopted.

Implementation of the 2010–11 budget

22. The depreciation of the US dollar has affected the Centre's budget. The proposed 2010–11 budget, drafted in June 2009, assumed an exchange rate of 24 Uruguayan pesos (UYU) to the US dollar. By June 2011, the US dollar value had dropped to UYU18.75. Combined with local salary scale increases, this has generated a shortfall of some US\$230,000, which has been covered with resources carried forward from previous biennia.

Local staff of the Centre

23. In the 2010–11 budget proposal⁹ the Governing Body was informed that a national official was retiring in 2010 and that the resources corresponding to this post would be used to finance two or more posts of a lower grade. Due to the US dollar depreciation, it was only possible to incorporate one national official in 2012–13. Another post, still necessary to meet the increasing demands for technical assistance, will be filled in future biennia dependent on the availability of sufficient resources.

Resource mobilization

24. As reported to the Governing Body in November 2009,¹⁰ and in addition to their annual contributions, members of CINTERFOR also contributed in kind (translations, fares, board, lodging, internal transport and other expenses) to the Centre's activities for an estimated amount of some \$700,000 in 2010–11.
25. Moreover, and reflecting increasing technical cooperation demands, it is estimated that extra-budgetary income will amount to some \$165,000 and that income for printing services will amount to some \$60,000, exceeding the amounts foreseen in the 2010–11 programme and budget.

CINTERFOR's relationship with Uruguay, the host country

26. In June 2011, the lease with Banco de Previsión Social (Social Security Bank) providing the Centre with free accommodation, which had expired in 1999, was renewed for a period of ten years.
27. Contributions arrears from the Uruguayan Government corresponding to years 2000 to 2006, amounting to \$350,000, are expected to be settled in the 2012–13 biennium.

⁹ GB.306/PFA/5/2.

¹⁰ *ibid.*, para. 6(e).