

International Vocational Training Organisation

The International Youth Skills Competition for World Class Skills Standards

Dear reader

For the first time, our meetings are to be held in South Africa. This is an excellent opportunity to get to know better this vast and beautiful country. Therefore, in our bulletin we give quite a lot of information which will help you enjoy the meetings.

Until the end of July, members had the opportunity of commenting on the updated Competition Rules. The majority presented good and interesting proposals, thus enabling us to work even more efficiently at future competitions, to overcome any uncertainties and attain real world class standards. Many questions will be answered at the meetings, and we wish to thank everybody for their contribution.

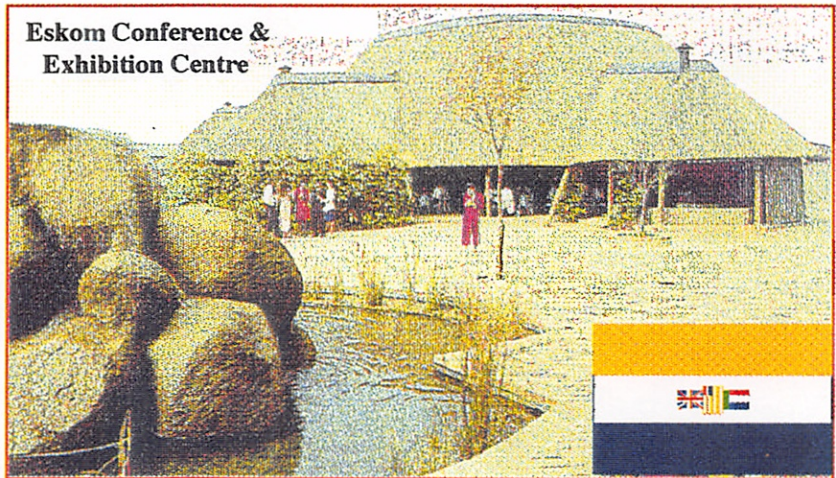
Our common goal for 1997!



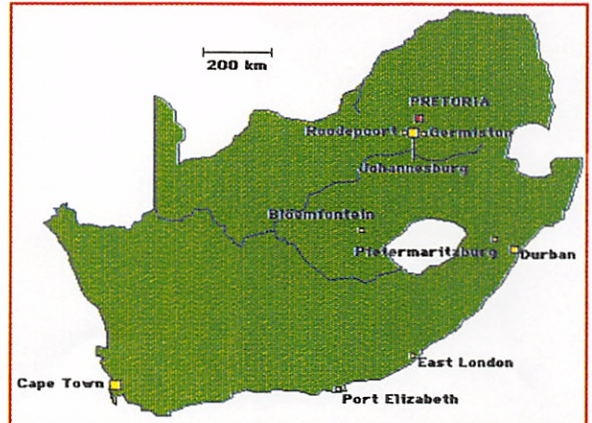
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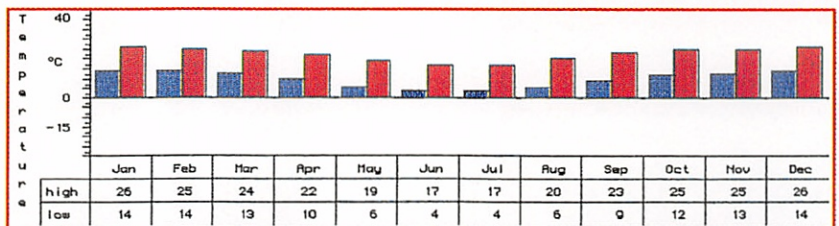
South Africa



Eskom Conference & Exhibition Centre with all technical installations, Halfway House, 1665; phone +11 651 6111



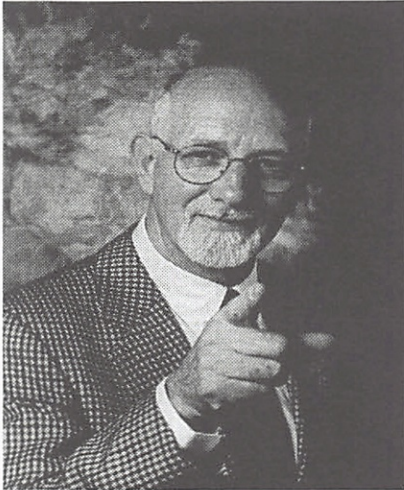
South Africa, a vast and interesting country.



This large country, at the southern tip of the black continent, has a population of 38 million. It is divided into four provinces: The **Orange Free State**, Boer country in the heart of South Africa, replete with maize and grain farms, walking tours and game parks on extensive tablelands; **Natal**, home of the Zulus, the smallest province of South Africa and offering

travellers a diversity of landscape; **Cape Province**: Nowhere in South Africa will you find all together such beautiful bays, fertile vineyards, high mountain ranges and barren deserts; **The Transvaal**, region of gold and diamonds, the youngest South African province, offering many traces of its brief but variable history.

Comment of the President



Cees Beuk, President IVTO

Competence-based criteria first

Based on the preliminary work since the Lyon meetings, the meetings in South Africa bid fair to be successful. A lot of work has been shifted on some improvements I indicated in Lyon to be essential to keep the competitions efficient and up to date.

Among others, there are proposals for new competition rules and new procedures for the preparation of the test projects, intended to save our experts frustration, a lot of useless work and their bodies money. I hope that these proposals will be appreciated.

Also the technical (competition) descriptions have been reviewed. Where possible, the content of the descriptions has been compared with the demands in the present day industries, viewing also the feasibility at our competition. It is of course difficult for me to judge on the content whether a reviewed description really meets these requirements or not, so I trust on the good work of the experts and their bodies.

Nevertheless, I allow myself a critical note on the assessment criteria and their weighting as both are in many descriptions still very traditional directed on product assessment only rather than competence-based assessment. All to often product-based criteria

neglect to assess skills important to the practical aspects of a profession.

The disadvantage of testing on product criteria only is that important skills of the competitor may be overlooked and tend to measure single skills rather than the complex of skills the young worker needs in his day-to-day practical work on the work floor.

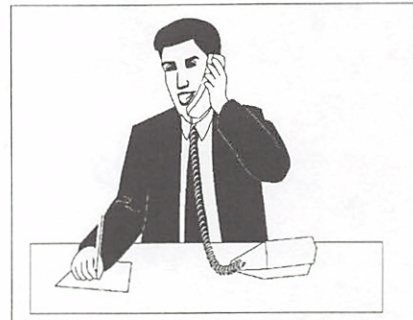
Product criteria are often not only fragmentary or have become less relevant, but tend to overlap each other far too much. In consequence they are strongly interdependent and therefore do not sufficiently discriminate between the various sorts of skills possessed by the competitor. Hence, some weighting factors unintentionally attach too much or too little weight to a certain skill.

Competence-based criteria do not take the test project as the point of departure but the routine demands of workplace-related skills. As competence-based criteria are principally concerned with the skills themselves, there is less risk of overlooking important skills and by that reducing the chance that the current requirements of a good worker do not completely correspond with the requirements demanded of the test project.

It is not only a lack of creativity to define the assessment criteria based on competencies rather than a product, very often it is also the anxiety that the measurement will be not objective. Although, with some creativity good solutions will be found, it is still better to work with inter-subjective judges that the objective measuring of irrelevant aspects of a competitor's skills. Moreover, with the BIC program the IVTO has a good answer to experts giving themselves advantages.

I hope my call for more competence-based assessment will challenge in particular the Technical Committee to be critical on this point.

**Youth Skills Competition
for
World Class Skills
Standards**



From our Members

Thailand

Between 2 and 6 August, the 16th National Skills Competition took place involving 26 trades. Ten trades were specifically prepared for the 20-year olds and, in the other trades, everybody could participate.

Between 10 and 19 December, the 2nd ASEAN Skills Competition will be held in Manila, Philippines. The youngsters will compete in 10 trades: welding, automobile technology, painting & decorating, commercial wiring, turning, plumbing, electronics, cabinet making, refrigeration technique, ladies dressmaking. Thailand will participate and is thus preparing its youngsters thoroughly. At the 3rd ASEAN Skills Competition to take place in Bangkok in 1998, Thailand plans to introduce the BIC system developed by the IVTO.

Austria

The "Institute for Industry Educational Investigation" bulletin shows that "key qualification" is no longer an empty phrase. Experience has shown that unemployment is not only due to lack of skills qualification but also to lack of key qualifications such as team work, ability to communicate, flexibility or the capacity to solve problems. Moreover, people must be reliable and able to integrate.

Colleges and vocational training schools were requested to pay attention to these factors, and first experiences have been successful. Nevertheless, it is impossible to learn key qualifications at courses and seminars; they must be merged at all levels into the current school system. All persons involved will gain a lot: increase in practical learning, pleasure in learning, development of personality, etc.

South Africa

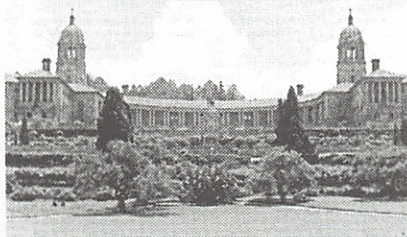
Our meeting will concentrate on work, there will hardly be any free time. Even so, we wish to inform you briefly about the country.

South Africa is a country which has something to offer to everyone: Beautiful cities and lonely Zulu kraals, deserts and paradises of blossoms, barren steppes and sub-tropical forests, mountain ranges as high as the Alps and breathtakingly beautiful waterfalls. South Africa has 52 game and wildlife parks and 3000 kilometres of coastline and fine beaches. The weather is normally sunny but the climate is moderate.

History

- 1486 Dias rounds the Cape of Good Hope.
- 1652 First white settlers headed by Jan van Riebeeck found a supply station at the Cape.
- 1834 Abolishment of slavery.
- 1867 First diamond find.
- 1886 Discovery of gold, foundation of Johannesburg
- 1961 Withdrawal from the Commonwealth
- 1990 Release of Nelson Mandela
- 1991 Abolition, to a very large extent, of apartheid.

South Africa has two capitals. During the first six months of the year, Parliament assembles in Capetown, then, towards the end of June, the government removes with all documents to **Pretoria**, the administrative capital. Capetown is situated on a peninsula ending in the Cape of Good Hope where both seas surrounding South Africa meet: the Indian Ocean to the East and the Atlantic to the West.



Government building in Pretoria.

Pretoria and **Johannesburg** are the two major cities of the Transvaal. They are in such close proximity that some day they may meet! But they could not be more different.

Johannesburg is often called the New York of Africa. With its glistening skyscrapers, it is the major industrial



Johannesburg

city of South Africa and the banking, insurance and stock exchange centre. The language spoken is primarily English.

The government's seat, Pretoria, is far more peaceful. The white population consists mainly of government officials who largely speak Afrikaans. The city is situated at a height of 1500 metres, almost 400 metres lower than Johannesburg. Therefore summer is warmer and winters are milder.

Cuisine

There is no specific South African cuisine. Specialities vary from area to area: Babotie, a pie made from minced lamb, curry and potatoes; Bredies which is a kind of vegetable hot pot; Samoosas, small triangular envelopes of pastry filled with meat, vegetable and curry; Boerewords, a spicy broiled sausage; Koeksisters, sweet braided cookies; Crayfish, a mixture of lobster and crawfish; Perlemon, also called Abalone, a mussel as big as your hand; Biltong, salted, spiced and air-dried beef; excellent game and ostrich meat.

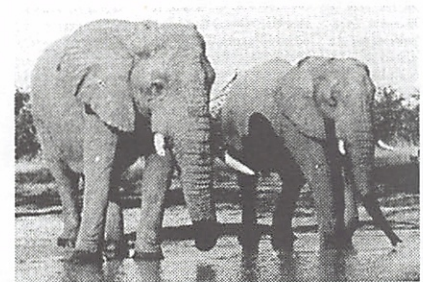
The food is accompanied by beer or wine. For wine connoisseurs there are specialities from the Franschoed, Stellenbosch, Paarl and Costantia regions. Tap water is drinkable everywhere and, because of the high temperatures, for every meal icewater is normally ordered.

Shopping

A variety of art work or handicraft souvenirs is offered: African jewellery,

wood carvings and pearl ornaments. Many visitors presume that the jewellery in South Africa, the gold and

diamond country, is less expensive, but this is only true to a certain extent. In South Africa the price of gold and precious stones is linked to the international market.



Banks

It is not permitted to introduce more than 500 Rand into South Africa. There are no restrictions concerning foreign currency. Eurochecks are not accepted everywhere and, when at all, only in banks. International credit cards are usual and generally accepted.

Banking business hours:

Mo-Fr: 9 - 15.30 h, Sa 8.30 - 11 h.

Currency - Rand

100 British pounds = R 589

100 US dollars = R 380

100 French Francs = R 73

100 DM = R 211

Photographing

Only military installations, police stations and prisons may not be photographed.

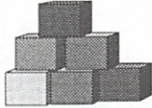
Safety

Ask for advice at your location, don't go out alone at night.

Electric voltage
220 volts a/r, 50 hertz

Difference in time
- European summer, same time
- Winter, 1 hour ahead

Weather in Johannesburg
It will be Spring and relatively warm.
See page one.



SOUTH AFRICA - Age Distribution						
Age	% of Pop'n	Male	Female	% of Pop'n	Age	
70+	1.0%			1.5%	70+	
60-69	1.8%			2.0%	60-69	
50-59	3.0%			3.0%	50-59	
40-49	4.6%			4.3%	40-49	
30-39	6.6%			5.9%	30-39	
20-29	9.6%			8.6%	20-29	
10-19	10.9%			10.7%	10-19	
0-9	13.3%			13.2%	0-9	
		5,600	2,800	0	2,800	5,600
(in thousands)						

Meetings in South Africa

Saturday 5 October 1996
Arrival of members of the Executive Board and Technical Delegates

Sunday 6 October 1996
09:00 - 12:30; Meeting of the Executive Board
14:00 - 18:00; Technical Committee meeting

Monday 7 October 1996
09:00 - 17:00; Technical Committee meeting

Arrival of the Official Delegates

Tuesday 8 October 1996
09:00 - 11:00; Technical Committee meeting
11:15 - 13:15; Administr. Committee meeting
14:30 - 16:30; Administr. Committee meeting
17:00 - 19:00; Meeting of the Executive Board

Wednesday 9 October 1996
09:00 - 13:00; General Assembly meeting
15:00 ; Executive Board meeting
15:00 ; Excursion for all Delegates

Thursday/Friday 10/11 October 1996
Congress

Saturday 12 October 1996
Departure or special individual programme as proposed by SA

A Skills Respect Culture A Way Forward to Becoming a Winning Nation

International Conference, 10 - 11 October 1996
Eskom Training Centre, Midrand, SOUTH AFRICA

Thursday 10 October 1996

07:30 Registration

Session 1

08:30 **Welcoming Address**
Mr T. Mboweni, Minister for Labour, SA

08:45 **Opening Address**
Mr C. Beuk, President, International Vocational Training Organisation

08:55 **Keynote Address**
Overview of a National Skills Respect Culture
Mr JJ Visser, Executive Director, National Productivity Institute, SA

Session 2

09:25 **Development of Youth at School**
Mr Brian Prowse, National Education Department, SA

The Foundational Right
09:50 **A Policy for Vocational Education and Training**
- Informational Technology (IT) in the workforce
- IT awareness
- Impact of IT on employment
- Vocational computing
Prof. P. Juliff, Deakin University, AUS

10:10 **The Correct Management of Schools and other Educational Institutions**
- Profile of a good principle
- Important infrastructure
- Leadership style
- Constructive teaching methods
- Supportive role of the principle
Mr P. Dorfling, Manager, Applied Learning Processes, National Productivity Institute, SA

10:30 Tea and Coffee

Workshop A

10:45 Panel Discussion
- Development of Youth at School
- Policy for Vocational Education and Training
- The Correct Management of Schools and other Educational Institutions

Session 3

Refocussing National Training Systems
11:55 **Trainer Competence - An Imperative for Success**
Mr J. Tyres, Transnet Training Board, SA

12:15 **Create a Skills Respect Culture through further training by offering a career path for Technical Trades**
Mr D v Wyk, Master Artisan Training Manager, Eskom College, SA

12:35 **Skills Development as a Vehicle for Transferring Technology to a Developing Society**
Mr C. Smit, GH Marais & Partners Inc. SA

13:00 Lunch

Workshop B

14:00 Panel Discussion
- The Rule of Education and Training in a Country's Productivity
- Create a Skills Respect Culture through further training by offering a career path for Technical Trades
- Improving the Image and Competence of Trainers

Session 4

15:05 **How to Ensure Good HR Practice**
B. Honwana, United Nations Educational, Scientific and Cultural Organisation, (UNESCO), SA

15:30 **How to Conduct a Mass Persuasion Campaign on the Importance of Skills to a Country**

Mr Tsong-Ming Lin, Republic Committee for International Vocational Training Organisation, TW

15:50 Tea and Coffee

16:10 **Chairman Summation**

19:00/20:00 **Banquet**

Friday 11 October 1996

Session 5

09:00 **Innovative Approaches to Transparency of Vocational Qualifications**
Mr C. den Ouden, Dutch Skills, NL

09:20 **Motivating, Recognising and Rewarding Skills Development**
Mr D Weston, General Manager, Education & Training, Building Industries Federation of South Africa, SA

09:40 **Learning to Succeed**
Sir John Cassels, Chairman, UK-Skills

Workshop C

10:15 Panel Discussion
- Innovative Approaches to Transparency of Vocational Qualifications
- Methods of Motivating, Recognising and Rewarding Skills Development
- Learning to Succeed

Session 6

11:25 **A Nation with a Successful Skills Respect Culture**

- Meeting the needs of Industry
- Recent Challenges in Singapore
- Underlying philosophy, decisions and rationale

Dr. Song-Seng Lew, Director Institute of Technical Education, SG

11:45 **National Service for Industrial Apprenticeship**

*A Brazilian Model of Vocational Education
Dr M. Aidar, SENAI, BR*

Workshop D

12:10 Panel Discussion
- A Nation with a Successful Skills Respect Culture
- National Service for Industrial Apprenticeship - A Brazilian Model

13:00 Lunch

Session 7

14:00 **UNESCO'S Perspectives of the General Theme of Youth, with particular reference to Questions Pertaining to Vocational Training and Skills Development**

Mr H. Charles, United Nations Educational, Scientific and Cultural Organisation (UNESCO), SA

14:45 **The Successful Condition of Young People in the Professional Life**

Mr A. Gaudré, Comité Français des Olympiades des Métiers, F

15:15 **Review of Conference**

Dr. C. Beuk, President, International Vocational Training Organisation

Mr F. Kraukamp, President, Skills SA Foundation

15:45 **Closure of Conference**



INFORMATION EXCHANGE SEMINAR ON VOCATIONAL TRAINING SYSTEMS

Lyon - Saturday, 14 October 1995

On the occasion of the 33rd International Youth Skill Olympics which took place in France, in Lyon, in October 1995, an information exchange seminar on the different vocational training systems throughout the world was held on 15 October 1995. We give below a résumé of the comments made by the various speakers.

Mr Guy EMERARD, official representative for education, vocational integration and employment in the Rhône-Alpes region, opened the debate by giving a brief presentation of the French system.

He reminded us that in his country, the administration of qualifications is the responsibility of the Ministry of Education and that the state has a monopoly over basic training. Having noted that employment and training are not matched in France, he formulated the basic question, i.e. can training and employment ever really be made compatible?

Mr RIVIERE, Head of the Department of Information and Careers Advice at

the Education Offices of Lyon, underlined two viewpoints : that of the company and that of the young person: the demands of the companies with respect to the qualifications sought of recruits and the rarity of jobs show that such compatibility is becoming difficult. For the young person, career advice is an educational act, especially since in France the careers advisory services belong to the Ministry of Education.

Mr GIRARDON, former Director of Vocational Training for the Rhône-Alpes Employers' Union, explained that in France, the basic vocational training system is based on two aspects:

- The development of vocational training programmes is accomplished in professional advisory committees based at the Ministry of Education, composed of representatives from the Ministry of Education and the professions.

- Respect for the individual choice of the young person.

Hence the content, the training objectives, end up progressively going astray under the social pressure of individuals in relation to matching. The academic map defining the location of training courses must take account of individual demand.

Mrs VERNEDOUB, Director of the Department of Ongoing Education for the Rhône-Alpes region, talked about the 4 modes of vocational integration in France for 4 different publics:

- The administrative competitions : a perfect system with regard to the connection of flows, because they only give entitlement to a certain number of places.

- The jobs negotiated in the context of collective agreements between labour and management.

- Reintegration via work and training programmes; company/training centre.

- The 4th category relates to persons threatened by exclusion.

On behalf of the German Association of Chambers of Commerce and of Industry, *Mr HAUSSLER* entered the debate by reminding us that in Germany, vocational training is oriented towards future employment, whilst bearing in mind that in today's economy, one training is no longer sufficient for an entire working life, and that such training needs to be supplemented by ongoing and continuous training. The syllabuses of the training programmes are officially recognized by the Ministry of the Economy, although responsibility for vocational training does not belong to the state, but to the Chambers of Commerce and Industry and Chambers of Trade. Vocational training is financed by industry and commerce and the net total sum spent each year amounts to over 20 billion dollars.

Mr AIDAR, representing Brazil, Director of the National Department for Industrial Apprenticeships, (S.E.N.A.I.), talked about how vocational integration of young people is accomplished in his country. Brazil is undergoing a phase of demographic expansion and the population in 1990 numbered 147 million, of which 33% were young people aged between 10 and 24. Hence the main problem is to see that these young people are integrated in the employment market. With this in mind, the S.E.N.A.I. offers 2 types of programmes :

- 1) A training programme designed for young people :
 - An industrial apprenticeship programme for young people aged from 14 to 18, at skilled worker level.
 - Technician's training

- 2) A worker training and intensive conversion programme with a range of grants and other means for accelerating the reintegration of 200,000 people in the state of São Paulo.

Mr TSONG-MIN LIN, General Director of Employment, Vocational Training and Education Taiwan, then took the floor. He reminded us that Taiwan is a small island of 36,000 km² with a population of 21 million. He believes that the success of the Taiwanese

economy is based on the vocational training system, which has allowed his country to build up a vast reservoir of skilled workers. Vocational training on Taiwan is covered by a 1983 law which provides for 5 categories of training :

- Basic training
- Reconversion
- Apprenticeships
- Vocational retraining between two jobs
- Training for handicapped persons

In total, these training categories can be divided into 2 : i.e. training provided by the state and training assured by industry and commerce.



Right from the beginning of her talk, *Mrs ERIKSEN*, member of the Committee of Vocational Training in Oslo (Norway), underlined the similarities between the different systems and highlighted the useful information they provide, given that everyone agrees on the essential importance of vocational training for young people as well as industry and commerce, society and the country as a whole.

In Norway, when vocational training has been completed it is always possible to undertake higher studies, which is why the generalist content of the training courses has been reinforced - English, for example, is now obligatory.

Australia was represented by two people, *Mr Dawn BREWSTER* of the Ministry of Education, official representative for the Indonesian government in Jakarta, and *Mrs Rosalind STRONG*, whose main responsibility is as manager of strategy and planning for Training and Vocational Skills. During his interesting comparison of the Indonesian and Australian systems, *Mr Dawn BREWSTER* underlined that policies in these 2 countries are now tending towards making it

possible for professionally active persons to acquire the same type of qualification and diplomas as new arrivals on the employment market. *Mrs Rosalind STRONG* underlined the necessity of ensuring that young people are given an opportunity to gain vocational experience during the course of their training or secondary studies.

Mrs ROWLANDS, for the United Kingdom, who manages a large training centre, believed that one of the recent reforms implemented in her country, i.e. the merger into one single Ministry of Education and Employment, will have a considerable impact on the organization of vocational training. Her colleague, *Mr Stewart GORDON* of the Department of European Training within the Ministry of Education and Employment, mentioned the problem of the development of the vocational retraining system, given that it is expected that each person will change vocation several times within the course of his/her active working life.

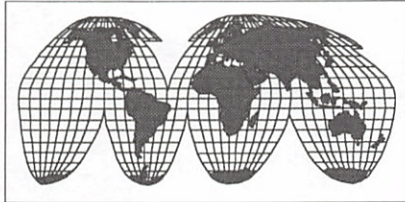
Mr EMERARD concluded the information exchange seminar. He highlighted the common aspects of numerous talk: the period of integration in the world of employment is an essential phase for both young people and the business world. It can be noted that, in order to provide the best possible integration, government, educational and vocational organizations are moving towards systems where work and training programmes are interlinked with schools, companies, work and study, financed with public or private funds.

He ended by expressing the wish that information exchanges of this type might become more numerous, thereby allowing everyone to debate the same types of fundamental problems together, and to compare the range of proposed solutions.

Paris, 28 June 1996
Alain GAUDRE
Official Delegate (F)

34th Skill Olympics 1997, General programme (10.9.1996)

Friday 27 June 1997
Arrival of Technical Committee Chairman, technical delegates and international experts: get-together-party.



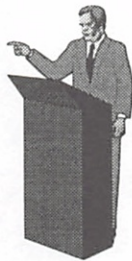
Saturday 28 June 1997
Technical Committee meeting, checking over global conditions; chief experts' and experts' training; tour through old town.

Sunday 29 June 1997
Short Sunday service in the Arena, test project selection, workshop inspection.

Monday 30 June 1997
Test project preparation, translations; Arrival of competitors, official delegates and observers; get-together-party for competitors and official delegates.

Tuesday 1 July 1997
Test project preparation, translations; Sightseeing tour of the town / excursion for young people

Wednesday 2 July 1997
Allocation and installation of work stations for competitors and experts, checking of machines/tools, instructions on safety measures; Administrative Committee meetings.



Seminar for observers
Reception for the cantons of East Switzerland

Thursday 3 July 1997
IVTO General Assembly meeting



Opening Ceremony in municipal hall Kreuzbleiche

Friday 4 July 1997
09:00 Instructions for competitors on test projects, material and schedule
10:00 Begin of competition
Ceremonial act: reception for diplomats from participating countries, media and patronage committee; reception for the Confederation in municipal theatre.
17:30 End of work

Saturday 5 July 1997
09:00 Second day of competition
17:30 End of work



Sunday 6 July 1997
09:00 Third day of competition

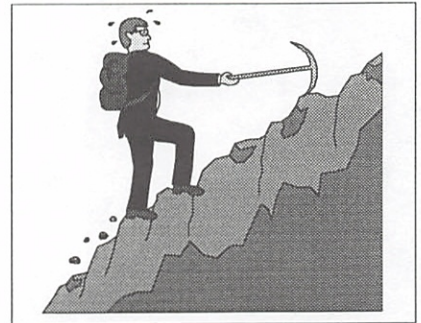
17:00 End of work

Monday 7 July 1997
09:00 Fourth day of competition
16:00 End of competition, closing speech, brief ceremony, Arena
16:45 Begin of marking
19:30 Dinner for experts
24:00 End of work

Tuesday 8 July 1997
08:30 Marking
Excursion for all persons not involved in marking

17:00 End of marking

Wednesday 9 July 1997



Excursion for all participants



Assessment of results

Thursday 10 July 1997
Technical Committee meeting, approval of competition results, General Assembly meeting



Closing ceremony in municipal hall Kreuzbleiche

Presentation of awards; fare-well-party

Friday 11 July 1997
Departure, post-convention-tours