60

world skills international
1950-2010

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PRESIDENT'S WELCOME

"Great ideas come from the heart."

For 60 years now, WorldSkills International has been building upon the visionary work of a small but passionate team from Spain and Portugal who believed that creating in young people an excitement and passion for skills was the pathway to both economic stability and individual happiness and success.

As many nations continue to struggle to manage changing economic conditions; as workers in a globalising labour force cross national borders; and as skill requirements change ever more rapidly in the face of new technologies and growing demands for sustainable work practice; the need for quality vocational education and training grows ever more apparent. And yet, of all the education sectors in most modern economies, it is VET that most lags behind. Despite manifold evidence of the need for highly skilled trades and para-professional workers, VET remains widely regarded as a second-best post-school destination. Secondary schools and the media routinely advise young people to get a university degree, irrespective of their career aspirations.

Current OECD, EU and UNESCO research supports the fact that more than ever before there is a need for a vibrant vocational education and training sector. And more than ever there is the powerful need for effective and sustained skills advocacy, to act as the international voice for promoting and increasing the understanding of skills and the essential contribution that they make to the well-being of nations and the personal success and happiness of individuals.

WorldSkills International's brand strategy is to position the WorldSkills movement as this global hub for skills promotion, using competition, education and advocacy to bring together corporate, political, social and cultural organisations to drive an international skills agenda designed to create economic stability for all nations and freedom of choice for all youth. As we celebrate our last 60 years we look forward with great enthusiasm and commitment to the future as we fulfil our vision of a "world where people can achieve the workplace skills they need to prosper and find fulfilment."

Tjerk Dusseldorp
WSI President

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WHAT IS WSI?

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What is WorldSkills International?

Imagine an international event with 850 Competitors and teams from 47 countries/regions competing in over 45 skills ranging from Caring and Car Painting to Landscape Gardening and Web Design – judged by 800 Experts and watched by VIPs and Observers and 150,000 visitors, about three quarters of them children and young adults. That was WorldSkills Calgary 2009 – the 40th WorldSkills Competition held in Calgary, Canada.

The WorldSkills Competition is to skills what the Olympic Games are to athletes – a source of inspiration, an opportunity to compete against the best in the world, and a means of raising both the quality and the prestige of skills worldwide.

WorldSkills International is a not-for-profit membership association open to agencies or bodies responsible for promoting vocational education and training in their respective regions or countries. WorldSkills operates worldwide and is politically and denominationally neutral.

WHAT IS WSI?

The biennial WorldSkills Competition is the core activity of WorldSkills International (WSI). Rather than being a goal in itself, the Competition is a vehicle for achieving the goals of raising standards of vocational training and the profile of skills in communities, and to encourage young people to undertake skills training. As Tjerck Dusseldorp – President of WorldSkills International – puts it, "WorldSkills is a powerful means for building a global skills respect culture. It enables the best of the world's young skilled people to motivate and inspire successive generations to see that vocational skills can lead to secure and fulfilling lives in a fast-changing competitive world."

Member countries/regions bid for the privilege of hosting the Competition. Recent Competitions have been held in Seoul, South Korea 2001; St. Gallen, Switzerland 2003; Helsinki, Finland 2005; Shizuoka, Japan 2007; and Calgary, Canada 2009. The 41st WorldSkills Competition will be held in London, United Kingdom in October 2011. The 2013 Competition will be hosted by Leipzig, Germany.

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For skills, trades and technology associations, educators and employers, WSI provides a cost-effective means for international government, education and industry cooperation & networking to achieve higher standards and status for vocational education and training worldwide.

For Competitors – who have already won regional and national competitions – the Competition is an inspiration and an opportunity to measure themselves against the best in the world, to learn from them, and to establish lasting international friendships.

New directions

Since 2004, WorldSkills International has adopted a broader mission strategy, undertaking a shift from being a competition organiser to a movement that is becoming the global hub of skills promotion through competition, education and advocacy. The skills competitions remain the core activity of WorldSkills International.

From local competition to worldwide movement

Since early beginnings as the International Vocational Training Organisation's "Skill Olympics" in 1950 in Spain with 24 Competitors from Spain and Portugal, the Competition has grown into a truly global skills movement.

In 1946 there was a great need for skilled workers in Spain. It was necessary to convince young people – as well as their parents, teachers and prospective employers – that their future depended on an effective vocational training system. It fell to Francisco Albert-Vidal to find a solution – and he came up with the idea of a competition. This would both inspire young people and allow a range of skills to be demonstrated. The first Iberian Competition was organised in 1950 by the newly founded International Vocational Training Organisation (IVTO).

"Fill youth with enthusiasm through special action! Convince young people's parents, trainers and company chiefs that a promising future is possible only through good vocational training."

Francisco Albert-Vidal
IVTO President
1985 – 1992

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More European countries took part in 1953. In 1954, the first organising council – consisting of official and technical representatives of the participating countries/regions – was established to set the rules for international competitions. Fifty-seven years later, this model is still in place with Official and Technical Delegates from all countries/regions comprising the General Assembly of WorldSkills International. From 24 Competitors and two countries in 1950, the WorldSkills Competition reached over 850 Competitors from 47 countries in 2009. The 40th WorldSkills Competition in Calgary, Canada September 1-7, 2009 was the biggest Competition to date.

Mr Francisco Albert-Vidal is still honoured today by the Albert-Vidal Award, presented to the Competitor achieving the overall highest score at a WorldSkills Competition.

Thiam Shui Tan from Singapore
Winner of the Albert-Vidal Award in 2009
Calgary – CANADA - 2009.

WorldSkills International Activites and Online Presence

Over the last decade of its 60-year history, WorldSkills International (WSI) has embraced the Internet as the primary means for communicating with its Members and preparing for Competitions. The domain www.worldskills.org was registered in 1998 and is the home to the main website of WSI.

The website acts as the public face of the organisation on the Internet as well as a password protected area for the organisation to interact with Members and stakeholders and provide them with the information they need to not only prepare and participate in WorldSkills Competitions but also to enhance and support their own organisations.

The website contains information about WSI including its history, Members and Global Partners as well as technical information related to the skill competitions and other WSI activities.

Visitors can access thousands of photos and hundreds of videos of past Competitions and events. Archives of all the Hosts' Competition websites since 2001 are available.

The world's media has access to high resolution photos, press releases, news, logos and Competitor profiles as well as full Competition results since 1997.

Anyone around the world can freely access Technical Descriptions, Infrastructure Lists, Test Projects and marking schemes used in WorldSkills Competitions since 2001, for use in their own training organisations or regional/national skills competitions.

Delegates use the site to register their Competitors and Experts for the upcoming Competition. Every document and presentation used in meetings since 2004 is available including the minutes from those meetings.

Members who are hosting upcoming Competitions have access to a wide range of legacy documentation from past Competitions to assist them in the preparations to stage a WorldSkills Competition - everything from accommodation and transportation logistics to information about technology infrastructure.

The Competitor Centre Provides Competitor access to all the required documentation they need to prepare for a Competition including current Technical Descriptions, Competition Rules, Health & Safety documentation and past Test Projects. The Competitor Centre is tailored to meet the needs of every individual Competitor.

Experts from each skill are to discuss and vote on issues concerning their skills by using a dedicated online forum. The forum allows for continuous discussion between Experts throughout the planning stages and not just when they are face-to-face at a Competition once every two years.

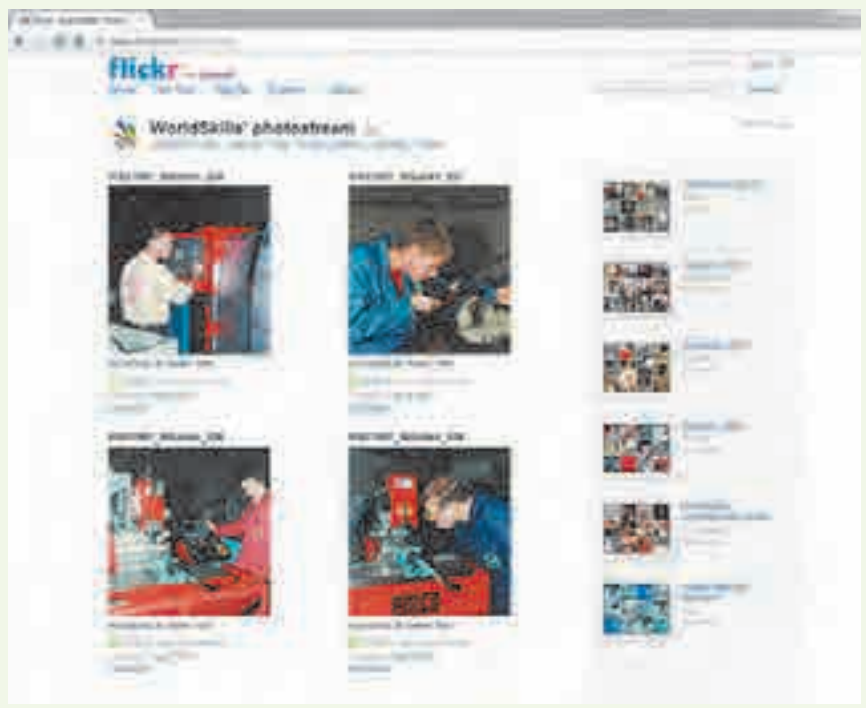
Latest news, videos, and photos can be found on:

Facebook (www.facebook.com/WorldSkills),

Twitter (www.twitter.com/WorldSkills),

You Tube (www.youtube.com/WorldSkillsTV),

Flickr (www.flickr.com/WorldSkills).



"Like", "follow" or "subscribe" to always be kept up-to-date with what WorldSkills is doing around the world.

WorldSkills Youth Forum

The WorldSkills Youth Forum (WSYF) objectives are to actively encourage and support the growth of past Competitor alumni networks and associated youth activities within WorldSkills International and its Member organisations and to widen and deepen the effectiveness of WorldSkills International in line with its vision and mission.

The WorldSkills strategic review conducted by Official Delegates in Helsinki in May 2005 identified a number of key priority areas including further improving the Competition, developing our organisation and increasing the effectiveness of our marketing, particularly through its online presence. The review identified that WorldSkills Competitors are key stakeholders in our organisation, and it was important that we not only improve the Competition experience for them, but involve them more in WSI's organisational mission as well.

While a percentage of past WorldSkills Competitors (Champions) participate as skills trainers and judges at local skills competitions in their home countries/regions, and a select few re-emerge on the international level as Team Leaders, Experts and Delegates, and others participate in skills exchange activities, most Champions have little or no further association with WorldSkills after their "once only" WorldSkills Competition experience.

The WSYF allows Champions to come back and discuss the future of the Competition and other WorldSkills-related initiatives in an open and creative environment. Professionals are brought in to give valuable input from the skill industries and facilitate working groups.

The WSYF concludes in a presentation to the WorldSkills General Assembly where the delegates share the outcome of their work. All ideas and suggestions are welcomed and will, as much as possible, be considered for implementation in the WorldSkills International work plan.

The first WSYF was held in Melbourne, Australia in 2006. In 2008, Vienna, Austria hosted the second WSYF and the third WSYF will take place in Kingston, Jamaica in October 2010.

For more information go to www.worldskillsyouthforum.com

The WSYF hard at work – Vienna – AUSTRIA - 2008

Global Industry Partners presenting to the WSYF – Vienna – AUSTRIA - 2008

The WSYF with the WSI Board of Directors Vienna – AUSTRIA - 2008

Esben Kirk Therkildsen (DK), Ethel Yee Ting Lim (SG), Tjerk Dusseldorp (WSI President) and Mohammed Ahli (AE) at the WSYF – Vienna – AUSTRIA - 2008

WorldSkills Youth Forum presentation by participants Harry Smith (UK) and Holly Browne (AU) to the General Assembly – Vienna – AUSTRIA - 2008

WorldSkills Youth Forum presentation to the General Assembly – Melbourne - AUSTRALIA - 2006

WorldSkills Leaders Forum

Beginning in 2001 in Seoul, South Korea, the WorldSkills Leaders Forum (WSLF) has evolved into an important annual event that brings together international leaders from government, industry and education. With 600 leaders in attendance and thought provoking topics and presentations, the participants have plenty of opportunities to network, and learn about global skills issues.

The WSLF itself serves as an annual kick-start for the networking process, striving to enhance and develop the power of WorldSkills International's global network to meet the needs of industry and commerce and those who train them – to the mutual benefit of all concerned.

While every WSLF has a different focus but all have world class speakers who are authorities in their area of specialty as it relates to skills development worldwide. We look forward to continuing to develop the impact and reach of the WSLF, in positioning it as a key annual global event within the international Skills calendar.

For more information go to www.worldskillsleadersforum.com

Dr Ji Oh Song, Samsung, giving the keynote address during the WorldSkills Leaders Forum – Shizuoka – JAPAN - 2007

WorldSkills Leaders Forum panel – Vienna – AUSTRIA - 2008

WorldSkills Leaders Forum – Calgary – CANADA - 2009

WorldSkills Leaders Forum panel – Calgary – CANADA - 2009

WorldSkills Premiere Experience

The WorldSkills Premiere Experience (WSPE) is designed to bring leaders together from around the world for a productive, informative and eye-opening programme with the WorldSkills Competition as its centre piece. This programme will bring you face-to-face with the leaders of tomorrow in global industries, while providing customised opportunities to network with the policy makers of today in addressing current global skills issues and initiatives

The WSPE is flexible and customisable to meet the participants' needs and match their interests. It is held in conjunction with the WorldSkills Competition to enable participants to see first-hand this unique event which showcases young skilled professionals from over 50 countries working and creating at the cutting edge of best practice in their chosen skill. There are several components included in the WSPE to ensure that the participants get a well rounded programme filled with networking, information and cultural exchanges.

This programme was first introduced in Tokyo, Japan in 2007 with over 100 leaders participating in the experience. In 2009, Calgary, Canada played host for the second WSPE. It is a continually evolving biennial event with every programme enhanced and built upon based on feedback from participants.

For more information go to www.worldskillspremiere.com

Participants of the WSPE attend the WorldSkills Leaders Forum – Calgary – CANADA - 2009

Sign up and information area for WSPE participants – Calgary – CANADA - 2009

Global Skills Marketplace is part of the WSPE – Calgary – CANADA - 2009

WSPE participants were "guests" for the Restaurant Service Competition – Calgary – CANADA - 2009

One School, One Country

The One School, One Country (OSOC) programme gives young students in the WorldSkills Competition host city the opportunity to learn about other countries' values, traditions and cultures, providing them with a look to their future and the possibility of a career in skilled trades or technologies. OSOC, as its name suggests, is one school focused on the preparation of one team from a WSI Member country/region. The programme is designed also to teach international awareness to youth.

This programme was first launched in Shizuoka, Japan as part of the 39th WorldSkills Competition. It was a great success with Competitors getting a chance to interact with local Japanese school children and more importantly giving them a chance to engage with international 'heroes' and 'celebrities', as that is the way they viewed the Competitors. The Competitors visited the local schools and were welcomed and entertained. It is a great cultural experience for all involved.

In 2009, WorldSkills Calgary 2009 continued to build on Japan's programme and created an ongoing programme for teams to correspond with Competitors before they even came to Canada.

Children and Competitors alike will cherish for many years to come the opportunity and experience they gained from OSOC.

OSOC – Shizuoka – JAPAN - 2007

Team Brazil visiting a school as part of OSOC – Calgary – CANADA - 2009

OSOC presentation during the Technical Committee meeting – Calgary – CANADA - 2009

OSOC presentation during the Technical Committee meeting – Shizuoka – JAPAN - 2007

OSOC – Calgary – CANADA - 2009

OSOC – Calgary – CANADA - 2009

WorldSkills Blog

http://blog.worldskills.org

The WorldSkills International Blog was launched in July 2010. The aim of the Blog is to educate, inform, promote and engage people around the world who want to discuss the latest trends, ideas, movements and relevant issues in skills, trades and technologies.

The Blog currently includes some exciting topics that shows great potential of what the Blog can evolve to in the future. We are providing a platform where bloggers and readers can help drive an interactive and engaging attitude and spirit through this initiative.

The Blog is a platform for people who are passionate about skills and want to share their opinions and voice their ideas with others.

The bloggers address global skills issues, with local, national and international focus.

We look forward to adding more exciting contributions from the WorldSkills movement, so visit the Blog now and share your thoughts.

WorldSkills TV

WorldSkills TV is comprised of a comprehensive selection of skills-related short videos that are available for download and use by all skills stakeholders. These videos range from interviews with WorldSkills International Board members and Delegates, to young skilled Champions at work or in conversation about their skill, to the inspiring story of astronaut Marcos Pontes.

Although the concept first began in 2008, it really began to grow and gain momentum in 2009 during the 40th WorldSkills Competition. Here WorldSkills International and WorldSkills Calgary 2009 partnered to hire a professional videography company to record over 100 video vignettes of the event, the skills, the people and most of all the feeling of the WorldSkills Competition.

WorldSkills TV is an ongoing project and will be continually updated.

To view videos go to www.worldskills.tv

WorldSkills Portal

The WorldSkills Portal was designed and developed for WorldSkills International as an in-kind donation from the Institute of Technical Education (ITE), the WorldSkills International Member for Singapore, which was launched in March 2007.

The aim for the Portal is to facilitate WorldSkills' marketing efforts by providing a common platform for information on skilled occupations and a spotlight on the successes of Champions, to reach out to youth, their parents and other stakeholders in the economy and society. The Portal is used in branding Vocational Education and Training (VET) through focusing on the human and personal experiences of individuals involved in VET.

Objectives for the WorldSkills Portal are to:

- Serve as an important marketing and communication tool for Members
- Raise the awareness of the individual Members
- Serve as an interactive, informative, multi-lingual, multi-regional and international website
- Raise the awareness of the international skills community
- Profile Champions on the world stage

The Portal is run as a worldwide website that is managed by WorldSkills International but where the content and maintenance is done by the Members. It enables all Members to have equal access to the web as a promotional tool and allows a Member organisation that does not have the resources to develop their own specific website or page, to use the Portal as their main website. If a Member does not have the history to provide the entire information specific to their country/region, they can opt to show the "international" information for their area.

With WorldSkills International doing all the technical development and maintenance, the Members can concentrate on developing and fostering the information and stories from within their regions.

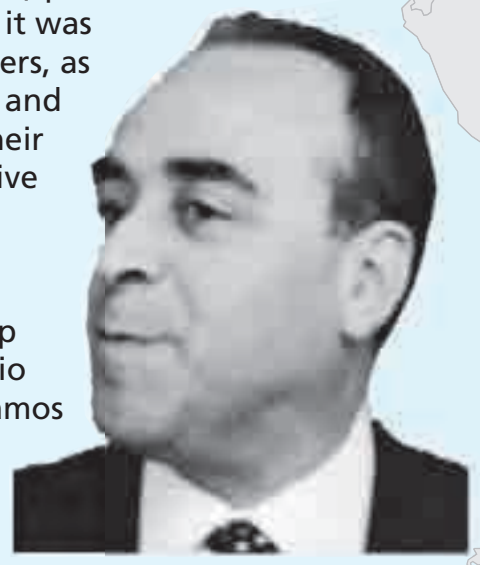
www.worldskillsportal.com

WSI HISTORICAL BACKGROUND

WSI HISTORICAL BACKGROUND

It was 1946 and there was a great need for skilled workers in Spain. Mr José Antonio Elola Olaso, who was General Director of OJE (Spanish Youth Organisation), had an insight: it was necessary to convince youngsters, as well as their parents, teachers and prospective employers, that their future depended on an effective vocational training system.

Mr Olaso chose then Francisco Albert-Vidal to further develop this idea together with Antonio Almagro Diaz and Faustino Ramos Diaz, who were on different occasions directors of the Work Centres. Dr Diómedes



Mr F. Albert-Vidal

1950 SPAIN
1951 SPAIN
1953 SPAIN
1955 SPAIN
1956 SPAIN
1957 SPAIN
1958 BELGIUM
1959 ITALY
1960 SPAIN
1961 GERMANY
1962 SPAIN
1963 IRELAND
1964 PORTUGAL
1965 UNITED KINGDOM

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1966 NETHERLANDS
1967 SPAIN
1968 SWITZERLAND
1969 BELGIUM
1970 JAPAN
1971 SPAIN
1973 GERMANY
1975 SPAIN
1977 NETHERLANDS
1978 KOREA
1979 IRELAND
1981 USA
1983 AUSTRIA
1985 JAPAN
1988 AUSTRALIA
1989 UNITED KINGDOM
1991 NETHERLANDS
1993 CHINESE TAIPEI
1995 FRANCE
1997 SWITZERLAND
1999 CANADA
2001 KOREA
2003 SWITZERLAND
2005 FINLAND
2007 JAPAN
2009 CANADA

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Mr D. Palencia Albert

Palencia Albert, Director at that time of "Virgen de la Paloma" (the most important Spanish Training Centre), was appointed as technical adviser for the whole project.

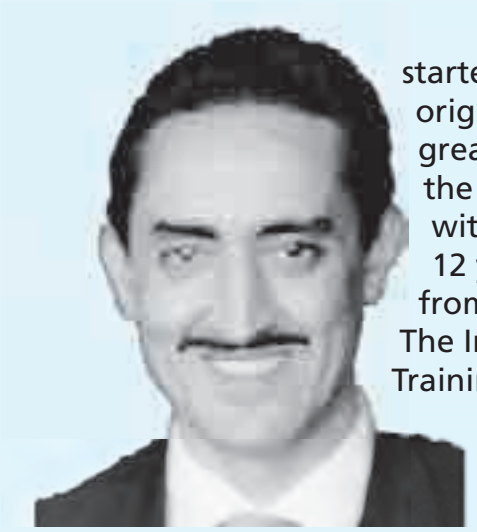
For this challenge the most suitable solution was apparently to promote a competition. So, young people's competing spirit would be aroused, adults would discuss the competition results and visitors would be able to see a great variety of trades being demonstrated. Right from the start, State agencies, enterprises and religious vocational training schools were interested in the Idea.

This simple yet brilliant idea of watching people from different trades at their workstations proved to be a great success. So, in 1947, with the participation of around 4,000 apprentices from a dozen mechanical trades, the first National Competition took place in Spain.

But the initiators wanted much more than that. As a matter of fact, they had far-reaching objectives: to motivate youngsters to compete, to make them enthusiastic about vocational training and to compare skills and abilities of people from different countries.

Due to similarities in language, history and culture, contacts were made with Latin American countries to set up a joint International Competition. At first these contacts did not succeed, but Portugal showed interest in the project. So, in 1950, under Messrs Almagro and Ramos´ direction and Dr Palencia's technical guidance, Mr Vidal

Mr A. Almagro Diaz



started to spread Mr Olaso´s original idea abroad with great enthusiasm, promoting the first Iberian Competition, with the participation of 12 young skilled workers from Portugal and Spain. The International Vocational Training Competitions were ready to start.

Mr F. Ramos Diaz

Europe gets in

A great number of observers from various countries were invited to the Iberian Competition and were completely seduced by the idea. As a result, in 1953, at Spain's invitation, youngsters from Germany, Great Britain, France, Morocco and Switzerland took part in it for the first time.

In June 1954, the first Organising Council - composed by official and technical representatives of the participating countries - was established to set the rules for international competitions (*see photo on page 32*).

Two personal stories show the great interest the competitions aroused at that time.

A young Frenchman read in a local newspaper that an International Vocational Training Contest would be held in Madrid. So, he travelled there at his own expenses and managed to join in.

A young English joiner, Douglas Hill, arrived with his father and was allowed to participate in the competition without previous registration (*see photo below, on the left*). His work was highly praised by the organisers. Later on, Mr Fred Hill - his father - became Official Delegate and Honorary Member of the IVTO. At the age of 85, he attended the 30th International Youth Skill Olympics in Birmingham.

With the participation of young German and Swiss workers, the Spanish Organisation became acquainted with the dual system, a traditional vocational training model utilised with great success in these two countries.

During 1958 World Exhibition, the 7th IVTC was held in Brussels; one year later in Modena, Italy and, in 1970, the Organisation made a jump to Japan.

With the admission of Members-countries from all continents, IVTO organisation gained experience, increased its knowledge of vocational training and applied new working techniques and methods in several trades.

The idea proves to be successful

As the country that held IVTC for the first time, Spain is considered the founder of the International Organisation.
So far eleven Competitions have been held

The First Organising Council - 1954

in Spain. From the beginning Francisco Albert-Vidal headed the General Secretariat and up to 1976 Spain took charge of all expenses, thereby offering various countries the chance of taking part.

The idea to celebrate Vocational Training Competitions can be rightfully compared to Pierre de Coubertin´s initiative to create the modern Olympic Games. Also its motto "great ideas come from the heart" can be applied to the founders of our International Organisation.

Nowadays, if you visit a WorldSkills Competition, you will be pleased to see the young skilled workers' know-how and seriousness, their pride on having been selected and the pleasure they feel to meet their counterparts from other continents. In spite of language barriers, the experience they gain will certainly affect the professional, personal and human aspects of their lives forever.

The Competitions were not only designed for ranking Member countries/regions and awarding medals. In fact, they give a new impulse to their vocational training systems. So, economic contracts are made and extended and trends for new developments are recognised. The young people are backed by the schools where they were trained and by the companies they are working at.

Promotion of Vocational Training

By taking part in International Vocational Training Competitions across all continents, youngsters from different Member countries/regions have the chance to exchange meaningful experiences among them, not only in terms of sharing trade techniques and know-how, but also in terms of getting acquainted with other cultures and customs.

New skills such as Mobile Robotics and Caring are continuously introduced to the Competitions. As a result of technical progress and changing skill needs in the economy, some skills have disappeared as others have been included. A balance is sought to include not only skills that are current but skills from across all sectors of the global economy.

Across all the different continents, Member countries/ regions have caused a lively exchange of young people who have participated in the Competitions. In addition, some Members – such as Brazil - invited other countries to take part in their National Competitions in order to compare knowhow and efficiency.

Throughout the world, about 1 billion people do not have a job. There are no simple solutions for this problem. Nevertheless, good, far-reaching vocational training will help to react quickly to the present situation, thus reducing unemployment. WorldSkills International wishes to contribute in this effort.

The Technical Committee Members 1986

1. Mr Josef Nigsch, *Technical Delegate of Liechtenstein*
2. Mr Josef Blattner, *Technical Delegate of Austria*
3. Mr Franz Schropp, *Technical Delegate of Germany*
4. Mr Lauro Pio de Miranda, *Delegate of Brazil*
5. Yang-Kuang Tan, *Technical Delegate of Chinese Taipei*
6. Mr James Hammer, *Technical Delegate of UK*
7. Mr Don Hatton, *Technical Delegate of the USA*
8. Mr Cees H. Beuk, *Technical Delegate of the Netherlands*
9. Mr Roland Dutertre, *Technical Delegate of France*
10. Mr Silvio A. Ferrari, *Technical Delegate of Switzerland*
11. Mr Kunihiro Ishii, *Technical Delegate of Japan*
12. Mr Howard Lewis, *Official Delegate of the USA*
13. Mr Silva Santos, *Technical Delegate of Portugal*
14. Mr Bryan Jones, *Technical Delegate of Australia*
15. Mr René Gonthier, *Switzerland, President of the Technical Committee*
16. Mr Zae Zung Kim, *Technical Delegate of Korea*
17. Mr Pedro Pereira Ferreira, *Technical Delegate of Macao*
18. Mr Liam Corcoran, *Technical Delegate of Ireland*
19. Mr Robert Arculus, *Delegate of the United Kingdom*

COMPETITIONS, YEARS, HOST COUNTRIES

1st	1950: Madrid, Spain	22nd	1975: Madrid, Spain
2nd	1951: Madrid, Spain	23rd	1977: Utrecht, Netherlands
3rd	1953: Madrid, Spain	24th	1978: Busan, Korea
4th	1955: Madrid, Spain	25th	1979: Cork, Ireland
5th	1956: Madrid, Spain	26th	1981: Atlanta, USA
6th	1957: Madrid, Spain	27th	1983: Linz, Austria
7th	1958: Brussels, Belgium	28th	1985: Osaka, Japan
8th	1959: Modena, Italy	29th	1988: Sydney, Australia
9th	1960: Barcelona, Spain	30th	1989: Birmingham, United Kingdom
10th	1961: Duisburg, Germany	31st	1991: Amsterdam, Netherlands
11th	1962: Gijón, Spain	32nd	1993: Taipei, Chinese Taipei
12th	1963: Dublin, Ireland	33rd	1995: Lyon, France
13th	1964: Lisbon, Portugal	34th	1997: St. Gallen, Switzerland
14th	1965: Glasgow, United Kingdom	35th	1999: Montreal, Canada
15th	1966: Utrecht, Netherlands	36th	2001: Seoul, Korea
16th	1967: Madrid, Spain	37th	2003: St. Gallen, Switzerland
17th	1968: Bern, Switzerland	38th	2005: Helsinki, Finland
18th	1969: Brussels, Belgium	39th	2007: Shizuoka, Japan
19th	1970: Tokyo, Japan	40th	2009: Calgary, Canada
20th	1971: Gijón, Spain	41st	2011: London, United Kingdom
21st	1973: Munich, Germany	42nd	2013: Leipzig, Germany

WSI MEMBERS AND YEAR OF AFFILIATION

1950: Spain
Portugal

1953: France
Germany
Switzerland
United Kingdom

1956: Ireland

1957: Luxembourg

1958: Austria

1961: Japan

1962: Netherlands

1966: Korea

1967: Malta

1968: Principality of Liechtenstein

1970: Chinese Taipei

1973: United States of America

1981: Australia
Brazil

1983: Bermuda
Macao, China
Venezuela

1985: New Zealand

1987: New Guinea

1988: Finland

1990: Canada
Gibraltar
Isle of Man
Norway
South Africa

1992: Malaysia

1993: India
Singapore
Thailand

1994: Philippines
Sweden

1995: Indonesia
South Tyrol, Italy

1996: Tunisia

1997: Hong Kong, China
United Arab Emirates

1998: Belgium
Denmark
Morocco

2000: Iran

2001: Saudi Arabia

2002: Venezuela

2004: Brunei Darussalan
Jamaica

2006: Ecuador
Estonia
Croatia
Hungary
Mexico
Vietnam

2007: Iceland

2008: Colombia

2009: Oman
Turkey

The following countries/regions are no longer Members of WSI: Bermuda, Isle of Man, Malta, New Guinea and Gibraltar.

IVTO PRESIDENT 1974 - 1985

Mr Manuel Valentín-Gamazo y de Cárdenas
1974 – 1985 IVTO President
Since 1986: IVTO Honorary President

A native of Madrid, Dr Gamazo specialised in Social Law after graduating with degree in Law from Universidad Complutense de Madrid in 1968. He joined the National Labour Inspectorate in 1972, working in the area of monitoring and resolution of major nationwide labour disputes. In 1973 – as President of the organisation responsible for organising provincial and national skills competitions – he was appointed National Youth Delegate at the age of 27. In this capacity, he also became the IVTO Official Delegate for Spain and attended the 21st WorldSkills Competition in Munich (Germany). The organisation faced a crisis as no Member organisation had offered to host the next Competition and the IVTO President (Mr Baldomero Palomares) had resigned.

At the IVTO General Assembly in November 1973, Spain offered to host the next Competition and Dr Gamazo nominated for the role of IVTO President. At the following General Assembly in Taipei in October 1974, the IVTO approved Spain's offer to host the 22nd Competition a year later in Madrid in September 1975. At the same meeting, Dr Gamazo was elected IVTO President at the age of 28.

One of the greatest achievements of his Presidency was the development of the Technical Descriptions, which were established as global standards and became valuable assets in the fields of education and business. To this day, Technical Descriptions remain a central element of the WorldSkills Competition.

Another key contribution made by Dr Gamazo during his Presidency was public relations: he connected with Ministries of Education in many countries around the world, convincing them of the importance of our organisation as a tool for promoting and raising the status of vocational training, which had traditionally been undervalued compared with university education.

In 1977 he returned to the National Labour Inspectorate where he was Inspector for Madrid. During this time he also completed a doctorate in Law.

In 1981, he founded a law firm specialising in Labour Law. He is still President of that firm and remains active both in the labour courts and in collective bargaining negotiations. Dr Gamazo also taught Labour Law for twenty years (1982 – 2002) in both public and private universities, and has written many publications on Labour Law.

Dr Gamazo resigned as IVTO President in 1985 and was succeeded by Albert-Vidal, who had been Secretary General since the organisation's foundation. Daniel Sommer, Swiss Official Delegate, took over the position of Secretary General.

In addition to his professional activities, Dr Gamazo has made many contributions to youth affairs, attending conferences on youth issues and giving advice to associations and youth groups.

Seven international Competitions were held during Dr Gamazo's Presidency.

Mr Francisco Albert-Vidal
1950 - 1983: IVTO Secretary General
1985 - 1992: President
Since 1993: IVTO Honorary Member

"Fill youth with enthusiasm through special action!
Convince young people's parents, trainers and company chiefs that a promising future is possible only through good vocational training."

This was the mission Francisco Albert-Vidal was entrusted with in 1946 and which inspired his life, became the driving force behind all his actions and laid the foundation for the first International Vocational Training Competition in 1950. Our friend thought that the competitions could stir youth to special efforts, help adults to understand different working techniques and offer youngsters a knowledge of trades which were unknown to them.

During thirty-one Competitions ("Skill Olympics"), Francisco Albert-Vidal was responsible for the achievement of the original goals in a changing world: Thirty-three years as an untiring promoter in his position as Secretary General and seven years as President of the International Organisation, he was constantly presenting new ideas. The Vocational Training Competitions became his life's work and the International Organisation was shaped into what it is today.

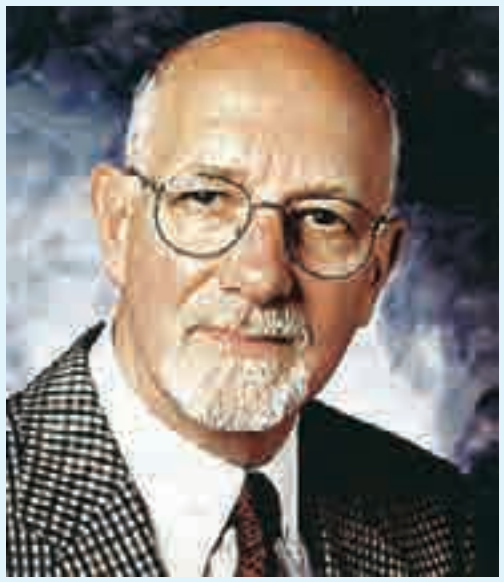
With good reason he was proud of his achievements, as was clearly seen during our last visit, only one week before his death, at his home in Madrid.

Shortly after his retirement as President, he fell seriously ill. Lovingly cared for by his wife and his three daughters, he died knowing that his task would continue and that in this way he had considerably contributed to the future of youth.

Francisco Albert-Vidal was buried on October 25th 1993 in his beloved birthplace and hometown of Pinoso, just one hour's drive from Alicante, where he grew up as part of a craftsman's family, with three sisters and brothers, and where he met his future wife. His hometown was struck by the civil war and he was thus forced to choose a different professional path, for the well-being of our International Organisation and innumerable people throughout the world.

IVTO PRESIDENT 1985 - 1992

IVTO PRESIDENT 1992 - 1999



Dr Cees Beuk
1992 - 1999: President

Cees Beuk graduated as a mechanical engineer and began his career in industry and scientific research.

He subsequently became involved in education and occupied managerial positions ranging from the management of vocational education institutions and teaching training colleges to the National Institute for Test Development and Educational Evaluation in the Netherlands. He also found time to graduate in educational psychology and completed his study as a specialist in educational measurement.

For fifteen years, he has held the position of Chief Inspector of Education and acted as an adviser to the Minister of Education, Culture and Sciences in the Netherlands on such matters as the recognition and evaluation of national and international (vocational) qualifications, particularly in the European context.

He has been involved in the IVTO affairs since 1983, first as Technical Delegate and then as Vice-Chairman of the Technical Committee. In this period among others he designed the IVTO 500-mark system for benchmarking of competition results. As third Vice-President, he was responsible for the organisation of the successful 1991 Youth Skill Olympics (IVTC) in Amsterdam. He was subsequently appointed the Netherlands Official Delegate. When he was elected to the presidency of IVTO in 1992, he was temporarily and partly released from his function as Chief Inspector. Until 2002 he also conducted the affairs of the foundation Dutch Skills (sBN), which was established together with leading figures in the employer's federation, unions and government.

In his terms of office, Cees Beuk was the driving force behind a spectacular growth of the Organisation and the IVTC, he saw as vital for the existence of the Organisation and the IVTC as a powerful lever for helping benchmark performance at the intended world class level, raising standards of skills in all member-countries and encouraging national commitment to training and development. He secured the formal status of the Organisation by a legal constitution and a statutory home in Amsterdam and he established formal relations with other international organisations, such as the International Labour Organisation (ILO) and UNESCO. In partnership with the ILO and Japan, he supported the organisation of regional skill competitions in Asia and was involved in organisation of the first regional skill competitions in Europe in 1998 in Groningen, the Netherlands. In October 1995, Cees Beuk was re-elected as President for a second term of office of four years, in which he continued his strategies. During the WorldSkills competition in 2001 in Seoul - Korea he received the honorary president title.

After sBN was terminated in 2002 he acted as an advisor to the newly founded Skills Netherlands organisation which is a nationwide body that promotes skills and vocational training and stimulates skills competition. It is the parallel organisation in the Netherlands to the national bodies concerned with skills competition and the promotion of vocational training in the member-countries of WorldSkills International. The last competition Cees Beuk was involved in was 2003 in St. Gallen - Switzerland after which he retired from his skills activities.

Mr Tjerk (Jack) Dusseldorp
1999 – 2011: WSI President

Tjerk (Jack) Dusseldorp holds degrees in Law and Social Science. He is the Chair of the Dusseldorp Skills Forum and past Chairman of the WorldSkills Australia Foundation. He has served on the Boards of the NSW Technical and Further Education Commission and the Australian Student Traineeship Foundation.

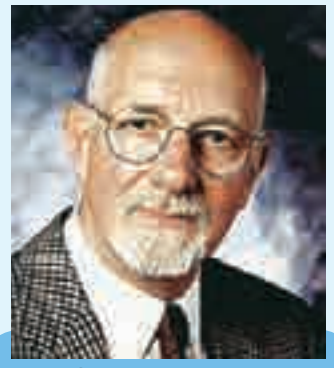
He headed up the Office of Youth Affairs within the Department of Prime Minister and Cabinet in the second Hawke Government.

He served as Australia's Official Delegate to WorldSkills International from 1981 when Australia became a Member. In 1995, he was elected to the Board of WorldSkills International as Vice President of Special Affairs, and was elected President in 1999. He was subsequently reelected for second and third terms as President in 2003 and 2007.

In 2000, Jack received the Order of Australia Medal for services to education and to the community. He was awarded a Doctor of Social Science (Honoris Causa) by RMIT University in 2009.

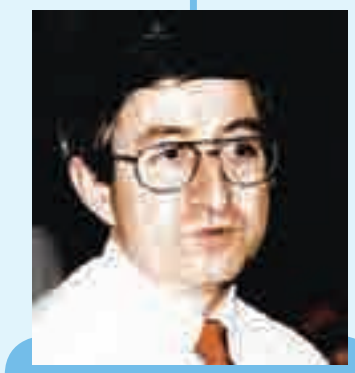
WSI PRESIDENT 1999 - 2011

EXECUTIVE BOARD 1985 - 1999

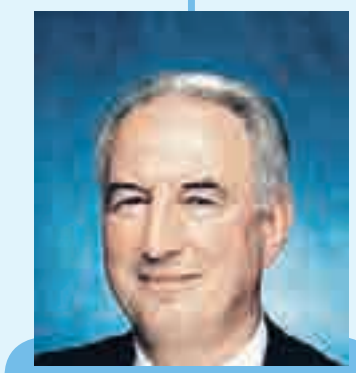


Cees H. **BEUK**
President
Netherlands

Daniel **SOMMER**
Secretary General
Switzerland



Alain **GAUDRE**
Official Delegate
Vice-President for
Administrative Affairs
France



Franz **SCHROPP**
Technical Delegate
Vice-President for
Technical Affairs
Germany

Tjerk **DUSSELDORP**
Official Delegate
Vice-President for
Special Affairs
Australia

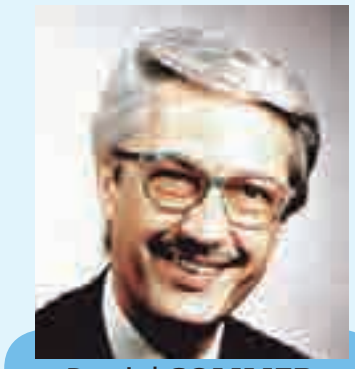
Nitasna **THEERAVIT**
Official Delegate
Vice-Chairwoman of the
Standing Committees
Thailand

Tadao **SUGAMA**
Official Delegate
Vice-Chairman of the
Standing Committees
Japan

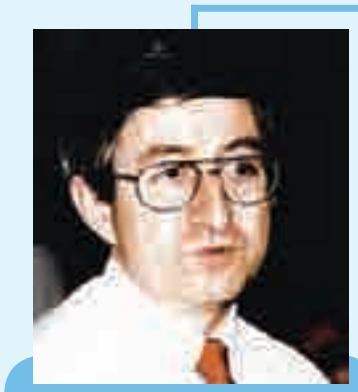
Don **HATTON**
Technical Delegate
Vice-Chairman of the
Standing Committees
USA

EXECUTIVE BOARD 1999 - 2003

Tjerk **DUSSELDORP**
Official Delegate
President
Australia



Daniel **SOMMER**
Secretary General
Switzerland



Alain **GAUDRE**
Official Delegate
Vice-President for
Administrative Affairs
France

Franz **SCHROPP**
Technical Delegate
Vice-President for
Technical Affairs
Germany

J. Laurent **THIBAULT**
Official Delegate
Vice-President for
Special Affairs
Canada

Tsong-Ming **LIN**
Official Delegate
Vice Chairman of the
Administrative Committee
Chinese Taipei

Liam **CORCORAN**
Technical Delegate
Vice Chairman of the
Technical Committee
Ireland

EXECUTIVE BOARD 2003 - 2007

Yoo Bae Kim
Vice Chair Strategy Committee
Korea

Tjerk (Jack) Dusseldorp
President
Australia

Marie-Thérèse Geffroy
Chair Strategy Committee
France

Liam Corcoran
Chair Technical Committee
Ireland

Veijo Hintsanen
Vice Chair Technical Committee
Finland

Laurent Thibault
Vice President Special Affairs and Treasurer
Canada

Timo Lankinen
Ex-Officio FI
2003 - 2005
Finland

Yoshika Okubo
Ex-Officio JP
2003 - 2007
Japan

Terry Cooke
Ex-Officio CA
2005 - 2009
Canada

BOARD OF DIRECTORS 2007 - 2011

Yoo Bae Kim
Vice Chair Strategy Committee
Korea

Tjerk (Jack) Dusseldorp
Chair of the Board
President
Australia

Marie-Thérèse Geffroy
Vice President Strategic Affairs
Chair Strategy Committee
France

Liam Corcoran
Vice President Technical Affairs
Chair Technical Committee
Ireland

Veijo Hintsanen
Vice Chair Technical Committee
Finland

Roberto Monteiro Spada
Vice President Special Affairs
Brazil

Laurent Thibault
Treasurer
Canada

Terry Cooke
Ex-Officio CA
2005 - 2009
Canada

Elfi Klumpp
Ex-Officio DE
2009 - 2013
Germany

Simon Bartley
Ex-Officio UK
2007 - 2011
United Kingdom

IVTO

world skills international

WSI COMPETITIONS

INTERNATIONAL COMPETITIONS

1950

1951

1953

1955

1956 and 1957

1963

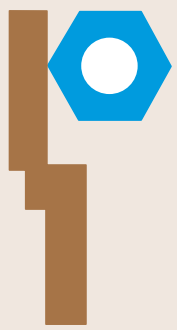
1964

1965

1966

1967

1975



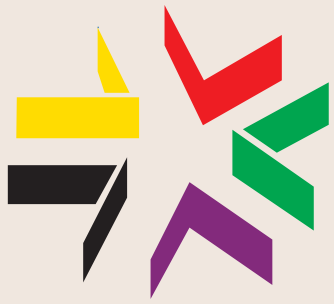
1977

1978

1979

1981

1995



1997

1999

2001

2003

IVTO

worldskills international

1958

1959

1960

1961

1962

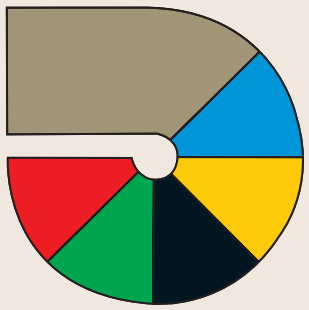
1968

1969

1970

1971

1973



1983

1985

1988

1989

1991

1993

2005

2007

2009

2011

2013

COMPETITIONS HOSTS

Spain
1950 to1957, 1960, 1961, 1962, 1967, 1971 and 1975.

Belgium
1958 and 1969

Italy
1959

Germany
1961, 1973 and 2013

Ireland
1963 and 1979

Portugal
1964

United Kingdom
1965, 1989 and 2011

Netherlands
1966, 1977 and 1991

Switzerland
1968, 1997 and 2003

Japan
1970, 1985 and 2007

Korea
1978 and 2001

United States of America
1981

Austria
1983

Australia
1988

Chinese Taipei
1993

France
1995

Canada
1999 and 2009

Finland
2005

I Concurso Internacional de Formación Profesional Madrid - Spain - 1950

Competition Venue: "Virgen de la Paloma" Vocational Training Institute

The *1st International Vocational Training Contest* took place at “Virgen de la Paloma” Vocational Training Institute in Madrid, Spain, in 1950.

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

COUNTRIES	NUMBER OF COMPETITORS
Portugal	12(*)
Spain	12(*)
TOTAL	24

(*) 12 was also the number of trades of the 1st International Vocational Training Contest.

No logo was used for this Competition.

II Concurso Internacional de Formación Profesional Madrid - Spain - 1951

Competition Venue: "Virgen de la Paloma" Vocational Training Institute

The *2nd International Vocational Training Contest* took place at “Virgen de la Paloma” Vocational Training Institute in Madrid, Spain, in 1952.

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

COUNTRIES	NUMBER OF COMPETITORS
Portugal	8
Spain	8
TOTAL	16

No logo was used for this Competition.

III Concurso Internacional de Formación Profesional Madrid - Spain - 1953

The *3rd International Vocational Training Contest* took place at “Virgen de la Paloma” Vocational Training Institute in Madrid, Spain, in 1953.

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

COUNTRIES	NUMBER OF COMPETITORS
Germany	18
United Kingdom	1
France	1
Morocco	9
Portugal	8
Switzerland	4
Spain	24
TOTAL	65

No logo was used for this Competition.

IV Concurso Internacional de Formación Profesional Madrid - Spain - 1955

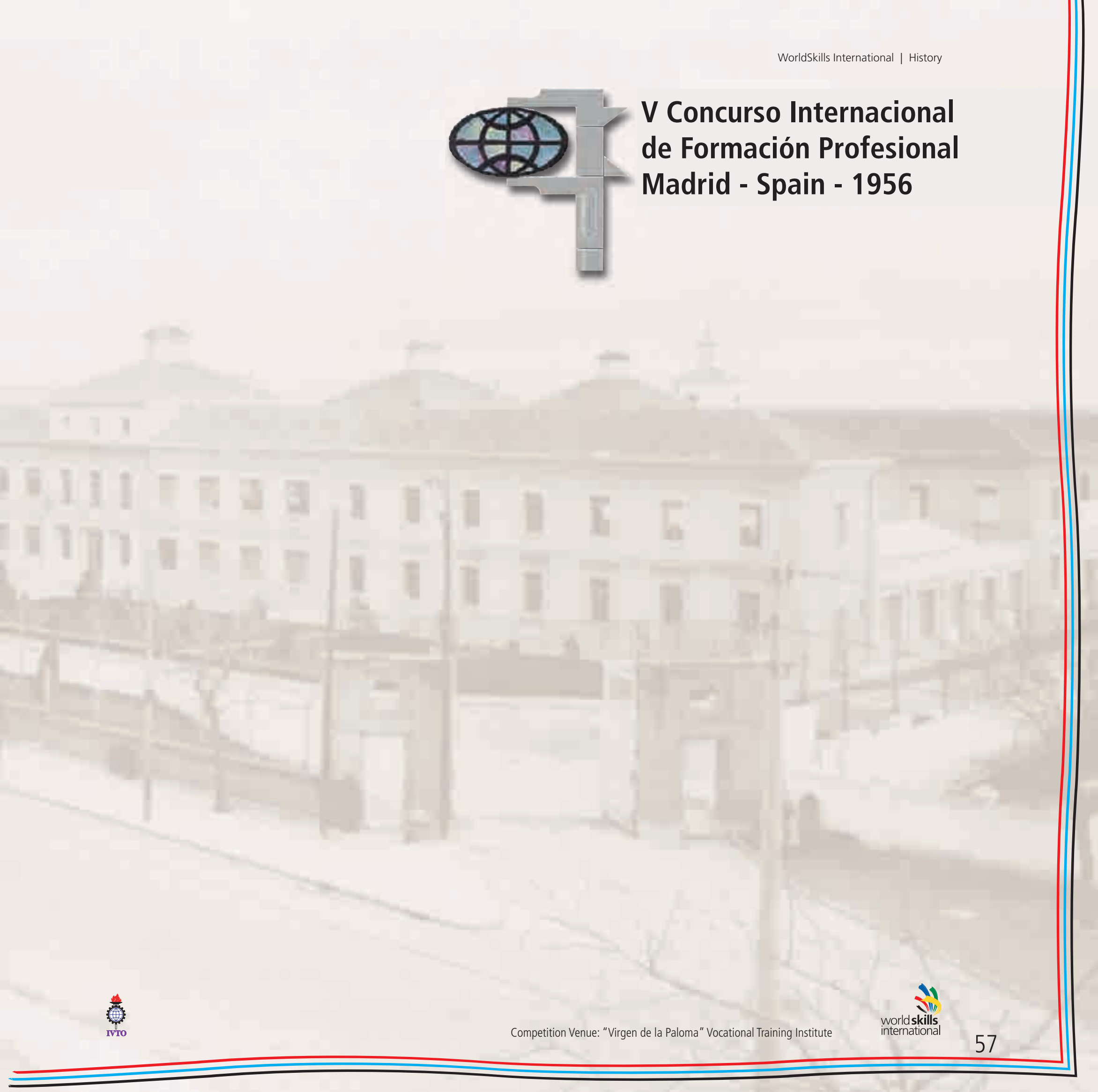
The *4th International Vocational Training Contest* took place at "Virgen de la Paloma" Vocational Training Institute in Madrid, Spain, from April 18th to 30th 1955.

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

NUMBER OF COMPETITORS			
Countries	Age Bracket A 17-21 years	Age Bracket B 15-17 years	Total
Spain	19	7	26
Germany	18	1	19
Morocco	10	5	15
Portugal	9	1	10
Switzerland	8	–	8
France	3	–	3
Belgium	2	–	2

Ranking	1st	2nd	3rd	4th	5th	6th
Spain	17	4	2	1	–	1
Germany	3	12	4	–	–	–
Morocco	1	5	1	2	3	
Portugal	2	1	3	2	2	
Switzerland	1	3	3	1	–	–
France	1	1	–	–	–	–
Belgium	–	–	–	2	–	–

V Concurso Internacional de Formación Profesional Madrid - Spain - 1956



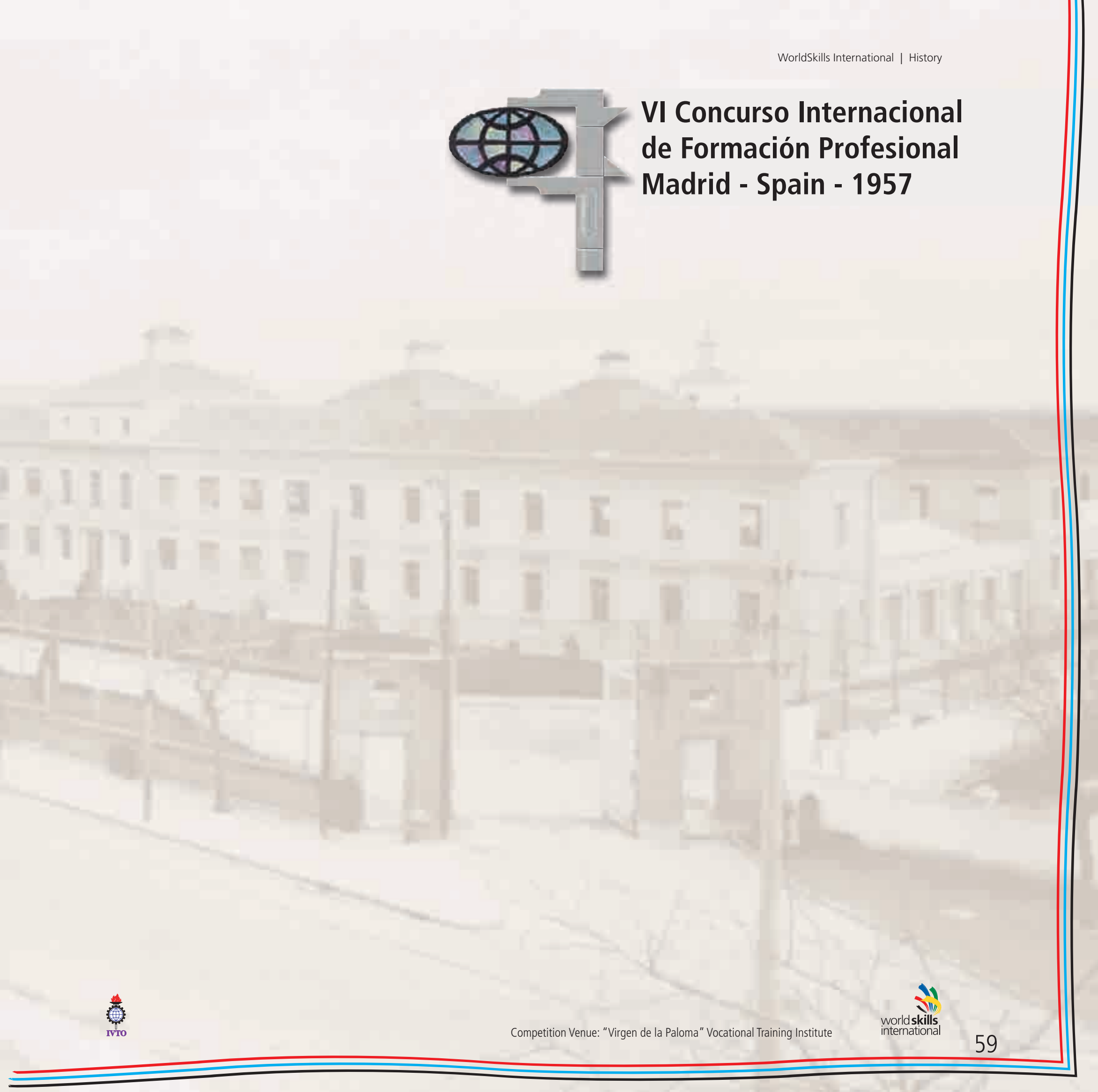
Competition Venue: "Virgen de la Paloma" Vocational Training Institute

The *5th International Vocational Training Contest* took place at “Virgen de la Paloma” Vocational Training Institute in Madrid, Spain, in April 1956.

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

COUNTRIES	NUMBER OF COMPETITORS
Belgium	11
Germany	5
United Kingdom	7
France	10
Italy	15
Portugal	9
Switzerland	3
Spain	28
TOTAL	88

VI Concurso Internacional de Formación Profesional Madrid - Spain - 1957



Competition Venue: "Virgen de la Paloma" Vocational Training Institute

The *6th International Vocational Training Contest* took place at “Virgen de la Paloma” Vocational Training Institute in Madrid, Spain, in 1957.

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

COUNTRIES	NUMBER OF COMPETITORS
Belgium	25
Germany	13
United Kingdom	12
France	6
Ireland	4
Italy	19
Portugal	14
Spain	35
TOTAL	128

7e Concours International de Formation Professionnelle Brussels - Belgium - 1958

Competition Venue: Institute of Arts and Trades in Brussels

The *7th International Vocational Training Contest* took place at the Institute of Arts and Trades in Brussels, Belgium, in August 1958.

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

COUNTRIES	NUMBER OF COMPETITORS
Belgium	25
Germany	13
United Kingdom	20
France	10
Ireland	17
Italy	15
Luxembourg	4
Portugal	8
Switzerland	2
Spain	30
TOTAL	144

Olimpiadi del Lavoro
8º Concorso Internazionale di Formazione Professionale
Modena - Italy - 1959

The *Labour Olympics - 8th International Vocational Training Contest* took place at the Technical Institute “CORNI” in Modena, Italy, from September 8th to 24th 1959.

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

COUNTRIES	NUMBER OF COMPETITORS
Belgium	19
Germany	16
United Kingdom	23
Ireland	14
Italy	31
Luxembourg	4
Portugal	12
Switzerland	3
Spain	28
TOTAL	150

IX Concurso Internacional de Formación Profesional Barcelona - Spain - 1960

The *9th International Vocational Training Contest* took place at “Virgen de la Merced” Polytechnic Institute in Barcelona, Spain, in 1960.

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

COUNTRIES	NUMBER OF COMPETITORS
Belgium	20
Germany	25
United Kingdom	31
Ireland	18
Italy	25
Portugal	17
Spain	37
TOTAL	173

10. Internationaler Berufswettbewerb Duisburg - Germany - 1961

One of the Competition Venues: "Rheinstahl Wanheim" Workshops

The *10th International Vocational Training Competition* took place at the "Rheinstahl Wanheim" and "Huttenwerke Rheinhausen" workshops in Duisburg, Germany, from July 2nd to 14th 1961.

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

NUMBER OF COMPETITORS			
Countries	Age Bracket A 17-21 years	Age Bracket B 15-17 years	Total
Belgium			19
Germany			32
United Kingdom			31
France			5
Ireland			18
Italy			18
Luxembourg			8
Austria			8
Portugal			12
Switzerland	8	3	11
Spain			30
TOTAL			192

XI Concurso Internacional de Formación Profesional Gijón - Spain - 1962

The *11th International Vocational Training Contest* took place at "José Antonio Girón" Labour University in Gijón, Spain, beginning on September 1st 1962.

PARTICIPATING COUNTRIES AND RANKING

Countries	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Total
Germany	2	2	3	6	5	2	3	–	–	1	24
Austria	–	–	2	2	3	–	–	–	1	–	8
Belgium	2	4	3	2	3	3	–	–	–	1	18
Spain	11	4	5	–	3	2	–	–	–	–	25
United Kingdom	3	7	7	5	4	–	–	1	–	1	28
Netherlands	–	1	2	3	–	1	1	–	–	–	8
Ireland	3	5	3	2	1	1	–	–	1	–	16
Japan	3	3	–	1	–	1	–	–	–	–	8
Portugal	2	1	2	4	2	1	3	1	–	–	16
Switzerland	2	1	–	1	–	1	–	–	–	–	5
TOTAL	28	28	27	28	21	12	7	2	2	3	156

Gairm Chomórtas
Idirnáisiúnta Printíseachta XII
Dublin - Ireland - 1963

IVTO

Competition Venue: Intercontinental Hotel

world skills international

The *12th International Trade Competitions for Apprentices* took place at the Intercontinetal Hotel in Dublin, Ireland, in July 1963.

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

NUMBER OF COMPETITORS			
Countries	Age Bracket A 18-21 years	Age Bracket B 15-18 years	Total
Belgium	10	5	15
Denmark	11	1	12
Germany	16	7	23
United Kingdom	21	10	31
Netherlands	10	3	13
Japan	14	–	14
Ireland	21	11	32
Italy	9	4	13
Luxembourg	6	1	7
Austria	8	–	8
Portugal	14	6	20
Switzerland	7	2	9
Spain	20	7	27

Ranking	1st	2nd	3rd	4th	5th	6th	Total
Belgium	1	–	2				3
Denmark	1	–	1				2
Germany	5	3	7				15
United Kingdom	4	6	6				16
Netherlands	2	2	2				6
Japan	10	–	2				12
Ireland	7	7	4				18
Italy	1	3	2				6
Luxembourg	–	2	1				3
Austria	–	–	–				–
Portugal	1	4	2				7
Switzerland	3	–	3				6
Spain	3	6	8				17

XIII Concurso Internacional de Formação Profissional Lisbon - Portugal - 1964

The *13th International Vocational Training Contest* took place at "Marquês de Pombal" Industrial School in Lisbon, Portugal, in July/August 1964.

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

NUMBER OF COMPETITORS			
Countries	Age Bracket A 18-21 years	Age Bracket B 15-17 years	Total
Belgium	6	12	18
Denmark	1	–	1
Germany	5	15	20
United Kingdom	8	19	27
Netherlands	4	10	14
Japan	2	15	17
Ireland	8	13	21
Italy	2	8	10
Luxembourg	6	–	6
Portugal	18	10	28
Switzerland	2	7	9
Spain	17	9	26

Ranking	1st	2nd	3rd	4th	5th	6th	Total
Belgium	1	1	1	2	4	1	8
Denmark	–	–	–	–	–	1	
Germany	2	2	7	3	2	3	1
United Kingdom	8	5	2	4	3	2	4
Netherlands	3	2	–	3	2	3	1
Japan	12	4	–	–	1	–	–
Ireland	2	2	5	4	2	3	1
Italy	–	1	3	3	1	1	1
Luxembourg	1	2	–	–	–	2	1
Portugal	5	5	6	2	2	5	3
Switzerland	3	2	2	2	–	–	–
Spain	4	6	9	3	3	1	2

XIV International Apprentice Competition
Glasgow - United Kingdom - 1965

One of the Competition Venues: Stow College of Engineering

The *14th International Apprentice Competition* took place at the Stow College of Engineering, the College of Building and Barmulloch College of Further Education in Glasgow, United Kingdom, from July 19th to 29th 1965.

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

NUMBER OF COMPETITORS			
Countries	Age Bracket A 19-21 years	Age Bracket B 17-19 years	Total
Belgium	12	5	17
Germany	19	7	26
United Kingdom	18	10	28
Ireland	17	11	28
Italy	11	2	13
Japan	19	–	19
Luxembourg	4	–	4
Netherlands	14	2	16
Portugal	10	8	18
Switzerland	6	3	9
Spain	18	8	26

Ranking	1st	2nd	3rd	4th	5th	6th	Total
Belgium	1	2	1	–	–	–	4
Germany	3	5	8	–	–	–	16
United Kingdom	9	5	5	–	–	–	19
Netherlands	3	–	4	–	–	–	7
Ireland	1	3	6	–	–	–	10
Italy	–	2	–	–	–	–	2
Japan	6	5	2	–	–	–	13
Luxembourg	–	1	1	–	–	–	2
Portugal	2	1	1	–	–	–	4
Switzerland	2	2	1	–	–	–	5
Spain	4	5	1	–	–	–	10

XV Internationale Beroepenwedstrijden Utrecht - Netherlands - 1966

The *15th International Vocational Training Competition* took place at Julianahal in Utrecht, Netherlands, from June 14th to 29th 1966.

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

NUMBER OF COMPETITORS			
Countries	Age Bracket A 19-21 years	Age Bracket B 17-19 years	Total
Belgium	16	-	16
Germany	28	-	28
Ireland	23	-	23
Italy	15	-	15
Japan	20	-	20
Netherlands	30	-	30
Portugal	13	-	13
Switzerland	18	-	18
Spain	26	-	26
United Kingdom	27	-	27
Luxembourg	4	-	4

Ranking	1st	2nd	3rd	4th	5th	6th	Total
Belgium	1	2	1	-	-	-	4
Germany	1	5	8	-	-	-	14
Ireland	1	3	3	-	-	-	7
Italy	4	-	1	-	-	-	5
Japan	9	3	2	-	-	-	14
Netherlands	5	4	5	-	-	-	14
Portugal	-	-	-	-	-	-	-
Switzerland	2	6	4	2	-	-	12
Spain	2	-	1	-	-	-	3
United Kingdom	4	5	3	-	-	-	12
Luxembourg	-	-	-	-	-	-	-

XVI Concurso Internacional de Formación Profesional Madrid - Spain - 1967

The *16th International Vocational Training Contest* took place at the Trade Union Centre nº 1 for Accelerated Vocational Training in Madrid, Spain, from July 4th to 17th 1967.

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

COUNTRIES	NUMBER OF COMPETITORS
Belgium	15
Germany	32
United Kingdom	26
Netherlands	25
Ireland	21
Italy	10
Japan	20
Korea	9
Portugal	19
Switzerland	18
Spain	38
TOTAL	233

17. Internationaler Berufswettbewerb
Bern - Switzerland - 1968

The *17th International Vocational Training Competition* took place at the "Gewerbeschule" (Industrial School) workshops in Bern, Switzerland, from July 4th to 16th 1968.

TRADES \ COUNTRIES	Germany	Belgiun	Korea	Spain	Netherlands	Ireland	Italy	Japan	Liechtenstein	Luxembourg	Malta	United Kingdom	Portugal	Switzerland	Special Total	Total Branches
1. Fitting	S	●	●	●	●	●	●	G	●	●	●	HM	●	B	14	61
2. Press Tool Making	S			●	●	●		G	B	●		●		●	9	
3. Instrument Making	HM				S							G		B	4	
5. Engineering Drawing	●		S	●		●	B	●	HM		●	●	●	G	11	
6. Turning	HM	●	S	●	●	●	●	G		●	●	B	●	●	13	
7. Milling	●			HM	●	HM	G	B			●	●	S	●	10	
8. Construction Steel Work	HM	●		●	B	●	G			●		●	HM	S	10	56-3
9. Gas Welding	●	G		●		●	●	S				●	B	●	9	
10. Electric Welding	●		●	G	●	HM	●	●				HM	S	B	10	
11. Sheet Metal Work	●		HM	G	●	S		B			●	●	●		9	
13. Panel Beating	G														1	
14. Industrial Electronics	S				●							B	HM	G	5	37
15. Radio and TV Repair	HM	●		HM			G	HM				●	B	S	8	
16. House Wiring	●	●	HM	●	●	B	●	HM				●	S	G	11	
17. Industrial Wiring	HM	●	S	HM	●	●	●	G		●	●	B	●	●	13	
18. Wood Pattern Making	HM		S	●	●	●	●	G				B	●	●	10	
19. Cabinet Making	●		HM	●	S	HM		B		●		●	●	G	10	
20. Joinery	●	●		HM	●	S		B				G	HM	●	9	
21. Carpentry	B	●	G		●	●		HM				●	●	S	9	
22. Plumbing	●			B	●	S		●				●	●	G	8	37
23. Bricklaying	S	HM			●	●	●					B		G	7	
24. Stonemasonry	S	G		●								B	HM	●	6	
25. Painting	●	●	●	G	S	●						●	●	B	9	
26. Plaster Work	●	●			G	S		●				B		●	7	
27. Shoe Making	●	●	G	●	B									S	6	21
28. Tailoring	B		G	HM	●	●		S				●		●	8	
29. Ladie's Hairdressing	●	S	●	●	B							●		G	7	
30. Jewellery	B	●		●	●		●				●	S	●	G	9	9
TOTAL	28	16	15	24	23	21	13	19	3	6	7	26	21	27	**249**	**249**

G - Gold S - Silver B - Bronze HM - Honourable Mention

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18e Concours International de Formation Professionnelle Brussels - Belgium - 1969

Competition Venue: "Heysel Expo" in Brussels, Belgium

The *18th International Vocational Training Contest* took place at "Heysel Expo" in Brussels, Belgium, from July 2nd to 15th 1969.

Nº. of Countries	Nº. of Trades	Nº. of Competitors
15	28	260

XIX International Vocational Training Competition Tokyo - Japan - 1970

Competition Venue: National Yoyogi Gymnasium

The *19th International Vocational Training Competition* took place at National Yoyogi Gymnasium in Tokyo, Japan, from November 3rd to 19th 1970.

No. of Countries	No. of Trades	No. of Competitors
15	30	274

XX Concurso Internacional de Formación Profesional Gijón - Spain - 1971

Competition Venue: "José Antonio Girón" Labour University

The *20th International Vocational Training Contest* took place at "José Antonio Girón" Labour University in Gijón, Spain, from September 7th to 19th 1971.

TRADES \ COUNTRIES	Germany	Austria	Belgium	Korea	Chinese Taipei	Spain	Netherlands	Ireland	Italy	Japan	Liechtenstein	Luxembourg	Portugal	United Kingdom	Switzerland	TOTAL
1. Fitting	●		●	●	●	●	●	●	●	●	●	●	●		●	13
2. Press Tool Making	●			●		●	●	●		●	●		●		●	9
3. Instrument Making	●	●		●		●	●			●				●	●	8
4. Watch Making	●			●		●				●					●	5
5. Engineering Drawing	●	●		●	●	●		●	●	●	●		●	●	●	12
6. Turning	●	●	●	●	●	●	●	●	●	●		●	●	●	●	14
7. Milling	●			●		●	●	●	●	●			●	●	●	10
8. Construction Steel Work	●		●	●		●	●	●		●	●		●		●	10
9. Gas Welding				●	●	●				●		●	●	●		7
10. Electric Welding				●	●	●	●	●		●			●	●	●	9
11. Wood Pattern	●		●	●		●	●		●	●		●	●		●	10
13. Panel Beating	●			●		●		●		●			●		●	7
14. Sheet Metal Work	●			●	●	●	●	●		●			●	●		9
15. Plumbing	●		●	●		●	●	●		●			●	●	●	10
16. Industrial Electronics	●	●		●		●			●	●			●	●	●	9
17. Radio and TV Repair	●	●	●	●	●	●			●	●			●		●	10
18. House Wiring	●		●	●	●	●	●	●	●	●	●	●	●	●	●	14
19. Industrial Wiring	●			●	●	●	●	●	●	●		●	●	●	●	12
20. Bricklaying	●		●			●	●	●						●	●	7
21. Stonemasonry	●	●	●				●			●			●	●		7
22. Painting	●		●	●		●	●	●		●		●	●	●	●	11
23. Plasterwork	●		●				●	●		●			●	●		7
24. Cabinet Making	●	●	●	●	●	●	●	●	●	●			●		●	12
25. Joinery	●	●	●		●	●	●			●		●	●	●	●	11
26. Carpentry	●			●			●	●		●			●		●	7
27. Jewellery	●		●	●	●	●	●	●	●				●	●	●	11
28. Tailoring	●		●	●	●	●				●						6
29. Ladies' Hairdressing	●		●	●		●	●	●				●			●	8
30. Men's Hairdressing	●		●	●		●	●									5
31. Ladies' Dressmaking	●		●	●		●				●					●	6
32. Upholstery	●	●	●			●	●						●		●	7
TOTAL	29	9	19	26	13	28	23	19	11	26	5	9	24	17	25	**283**

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21. Internationaler Berufswettbewerb
Munich - Germany - 1973

Competition Venue: Munich Fairgrounds

The *21st International Vocational Training Competition* took place at the Munich Fairgrounds in Munich, Germany, from July 30th to August 8th 1973.

Nº. of Countries	Nº. of Trades	Nº. of Competitors
15	33	281

XXII Concurso Internacional de Formación Professional Madrid - Spain - 1975

The *22nd International Vocational Training Contest* took place at "Virgen de la Paloma" Vocational Training Institute in Madrid, Spain, from September 8th to 23rd 1975.

TRADES \ COUNTRIES	Germany	Austria	Belgium	Korea	Spain	USA	France	Netherlands	Iran	Ireland	Italy	Japan	Liechtenstein	Luxembourg	United Kingdom	Switzerland	NVTSI (Chinese Taipei)	TOTAL
1. Fitting	●	●		●	●			●	●	●	●	●	●	●	●	●	●	14
2. Press Tool Making	●	●		●	●			●		●		●	●			●		9
3. Instrument Making	●			●	●			●				●				●		6
4. Watch Making	●		●	●	●							●				●		6
5. Engineering Drawing	●	●		●	●	●				●	●	●	●		●	●	●	12
6. Turning	●	●		●	●			●	●	●	●	●		●	●	●	●	13
7. Milling	●			●	●			●	●	●	●	●			●	●		10
8. Construction Steel Work	●		●	●	●		●	●		●		●	●			●	●	11
9. Gas Welding				●	●				●	●		●			●	●	●	8
10. Electric Welding	●			●	●	●			●	●		●			●	●	●	10
11. Wood Pattern	●	●	●	●	●			●	●		●	●			●	●	●	12
12. Panel Beating	●		●	●	●		●			●		●				●		8
13. Sheet Metal Work	●			●	●	●	●			●		●			●		●	9
14. Plumbing	●		●	●	●		●			●		●		●	●	●		10
15. Industrial Electronics	●	●			●	●					●	●	●		●	●		9
16. Radio and TV Repair	●	●	●	●	●	●		●			●	●			●		●	11
17. House Wiring	●		●	●	●	●		●	●	●	●	●	●	●	●	●	●	15
18. Industrial Wiring	●			●	●			●		●	●	●	●	●	●	●	●	12
19. Bricklaying	●		●		●	●	●	●	●	●					●	●		10
20. Stonemasonry	●	●	●				●					●			●			6
21. Painting	●		●	●	●			●		●		●			●	●	●	10
22. Plastering	●		●				●	●		●		●		●	●			8
23. Cabinet Making	●	●		●	●		●	●		●	●	●			●	●	●	12
24. Joinery	●	●	●	●	●		●	●		●		●		●	●	●		12
25. Carpentry	●		●	●		●	●	●		●		●	●		●	●		11
26. Jewellery		●		●	●					●	●				●	●		7
27. Tailoring	●	●	●	●	●							●					●	7
28. Ladies' Hairdressing	●		●	●	●	●		●						●		●		8
29. Men's Hairdressing	●		●		●			●								●		5
30. Ladies' Dressmaking	●	●	●	●	●							●				●	●	8
31. Upholstery		●					●	●								●		4
TOTAL	28	14	17	25	27	9	11	19	8	20	11	26	8	8	21	26	15	**293**

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world skills international

XXIII Internationale Beroepenwedstrijden
Utrecht - Netherlands - 1977

The *23rd International Vocational Training Competition* took place at Irenehal in Utrecht, Netherlands, from June 24th to July 11th 1977.

TRADES	Germany	Austria	Belgium	Korea	Denmark	Chinese Taipei	Spain	USA	France	Netherlands	Iran	Ireland	Japan	Liechtenstein	Luxembourg	United Kingdom	Switzerland	TOTAL
1. Fitting	●			●		●	●			●	●	●	●	●	●	●	●	12
2. Press Tool Making	●	●		●			●			●		●	●	●			●	9
3. Instrument Making	●			●			●			●			●				●	6
4. Watch Making				●									●				●	3
5. Engineering Drawing	●	●		●		●	●	●			●	●	●	●			●	11
6. Turning	●			●	●	●	●	●	●	●	●	●	●			●		12
7. Milling	●			●			●	●		●	●	●	●			●		9
8. Construction Steel Work	●			●		●	●		●	●		●	●				●	9
9. Gas Welding	●			●		●	●			●	●	●	●		●	●		10
10. Electric Welding	●			●		●	●	●		●	●	●	●			●	●	11
11. Wood Pattern	●	●		●		●	●			●	●		●		●	●	●	11
13. Panel Beating	●		●	●			●		●				●				●	7
14. Sheet Metal Work	●			●		●	●	●	●			●	●				●	9
15. Plumbing	●		●	●	●		●		●	●		●	●		●	●	●	12
16. Industrial Electronics	●			●			●	●		●			●			●	●	8
17. Radio and TV Repair	●	●	●	●		●	●	●		●			●				●	10
18. House Wiring	●			●	●	●	●	●		●	●	●	●	●	●		●	13
19. Industrial Wiring	●		●	●	●	●	●			●		●	●	●	●		●	12
20. Bricklaying	●		●		●		●	●	●	●	●	●				●	●	11
21. Stonemasonry	●	●	●	●					●				●			●		7
22. Painting	●		●	●		●	●			●		●	●			●	●	10
23. Plastering	●								●	●		●	●	●		●		7
24. Cabinet Making	●	●	●	●		●	●		●	●		●	●				●	11
25. Joinery	●	●	●	●		●	●	●	●	●		●	●			●	●	13
26. Carpentry	●		●	●	●			●	●	●		●	●			●	●	11
27. Jewellery	●	●		●			●									●	●	6
28. Tailoring	●			●		●					●		●					5
29. Ladies' Hairdressing	●		●	●	●		●	●		●					●		●	9
30. Men's Hairdressing	●		●	●			●			●							●	6
31. Ladies' Dressmaking	●		●	●		●	●						●					6
32. Upholstery	●	●	●						●	●							●	6
SUBTOTAL	30	9	14	28	7	16	25	12	12	23	10	18	26	6	7	15	24	**282**
DEMONSTRATIONS																		
33. Automobile Technology	●						●	●		●						●		5
34. Cookery	●	●					●			●								4
TOTAL	32	10	14	28	7	16	27	13	12	25	10	18	26	6	7	16	24	**291**

24th International Youth Skill Olympics
Busan - Korea - 1978

The *24th International Vocational Training Competition* took place at the National Busan Mechanical Technical High School in Busan, Korea, from August 30th to September 15th 1978.

TRADES \ COUNTRIES	Germany	Austria	Korea	Chinese Taipei	Spain	USA	France	Netherlands	Iran	Ireland	Japan	Liechtenstein	United Kingdom	Switzerland	TOTAL
1. Fitting	●		●	●				●	●	●	●		●	●	9
2. Press Tool Making	●	●	●	●	●			●	●	●	●				9
3. Instrument Making	●		●		●			●			●	●		●	7
5. Engineering Drawing	●	●	●	●	●	●			●	●	●	●		●	11
6. Turning	●		●	●	●	●		●	●	●	●		●		10
7. Milling	●	●	●	●	●		●	●	●	●	●		●	●	12
8. Construction Steel Work	●		●	●	●		●	●		●	●	●		●	10
9. Gas Welding	●		●	●	●				●	●	●				7
10. Electric Welding	●		●			●		●	●	●	●				7
11. Wood Pattern	●	●	●	●	●				●		●			●	8
13. Panel Beating	●		●	●	●		●			●	●			●	8
14. Sheet Metal Work	●		●	●	●	●	●			●	●			●	9
15. Plumbing	●		●	●		●	●			●	●		●	●	9
16. Industrial Electronics	●		●		●	●					●			●	6
17. Radio and TV Repair	●		●	●		●			●		●			●	7
18. House Wiring	●		●	●	●				●	●	●	●			8
19. Industrial Wiring	●		●	●		●				●	●	●		●	8
20. Bricklaying	●		●	●		●	●	●	●	●			●	●	10
21. Stonemasonry	●	●	●				●				●		●		6
22. Painting			●	●	●			●		●	●				6
23. Plaster Work	●		●				●	●		●	●		●		7
24. Cabinet Making	●	●	●	●	●		●	●		●	●			●	10
25. Joinery	●	●	●	●	●		●	●		●	●		●	●	11
26. Carpentry	●		●				●	●		●	●		●	●	8
27. Jewellery		●	●											●	3
28. Tailoring	●		●	●					●		●			●	6
29. Ladies' Hairdressing	●		●		●			●	●				●	●	7
30. Men's Hairdressing	●		●		●			●			●			●	6
31. Ladies' Dressmaking	●		●	●							●	●		●	6
32. Upholstery		●	●				●	●				●		●	6
33. Automobile Mechanics	●		●		●	●				●	●		●	●	8
TOTAL	28	9	31	20	18	10	12	16	13	20	27	7	11	23	**245**

25th International Apprentice Competition
Cork - Ireland - 1979

Competition Venue: Regional Technical College, Cork

The *25th International Apprentice Competition* took place at the Regional Technical College in Cork, Ireland, from September 2nd to 17th 1979.

COMPETITORS FROM MEMBER-COUNTRIES - 1979

COUNTRIES	Switzerland	United Kingdom	Liechtenstein	Japan	Ireland	Netherlands	France	USA	Spain	Chinese Taipei	Korea	Belgium	Austria	Germany	TOTAL
1. Fitting	●	●		●	●	●	●		●	●	●			●	10
2. Press Tool Making	●	●	●	●	●	●				●	●		●	●	10
3. Instrument Making	●		●	●		●					●			●	6
4. Watch and Clock Rep.	●			●						●	●				4
5. Engineering Drawing	●			●	●			●	●	●	●			●	8
6. Turning	●	●		●	●	●	●	●	●	●	●		●	●	12
7. Milling	●	●		●	●	●	●		●	●	●		●	●	11
8. Construc. Steel Work	●			●	●	●	●		●	●	●			●	9
9. Gas Welding		●		●	●				●	●	●			●	7
10. Electric Welding	●	●		●	●	●		●	●	●	●			●	10
11. Wood Pattern Making	●	●		●			●			●	●		●	●	8
13. Panel Beating	●			●	●		●		●	●	●	●		●	9
14. Sheet Metal Work				●	●		●	●	●	●	●			●	8
15. Plumbing	●	●		●	●		●	●		●	●	●		●	10
16. Indust. Electronics	●		●	●				●	●	●	●			●	8
17. Radio and TV Repair				●				●		●	●		●	●	6
18. House Wiring	●		●	●	●			●		●	●	●		●	9
19. Industrial Wiring	●		●	●	●			●	●	●	●			●	9
20. Bricklaying	●	●			●	●	●	●		●	●	●		●	10
21. Stonemasonry	●	●		●	●		●				●	●	●	●	9
22. Painting		●		●	●	●				●	●	●		●	8
23. Plastering		●		●	●	●	●				●			●	7
24. Cabinet Making	●			●	●	●	●		●	●	●		●	●	10
25. Joinery	●	●	●	●	●	●	●			●	●	●	●	●	12
26. Carpentry	●	●		●	●	●	●	●			●	●	●	●	11
27. Jewellery	●	●			●						●		●	●	6
28. Tailoring										●	●		●	●	4
29. Ladies' Hairdressing	●	●			●			●	●		●	●		●	8
30. Men's Hairdressing	●	●		●	●				●		●	●		●	8
31. Ladies' Dressmaking	●		●	●						●	●		●		7
32. Upholstery	●	●				●	●				●	●	●	●	7
33. Automobile Mechanics	●	●		●	●			●	●	●	●	●		●	10
34. Cookery	●			●	●						●	●	●	●	7
TOTAL	27	19	7	28	25	14	15	13	15	24	33	13	14	31	**278**

26th International Skill Olympics
Atlanta - USA - 1981

Competition Venue: Georgia World Congress Centre

The *26th International Skill Olympics* took place at Georgia World Congress Centre in Atlanta, USA, from June 8th to 20th 1981.

COMPETITORS FROM MEMBER-COUNTRIES - 1981

COUNTRIES / TRADES	Austria	Switzerland	Germany	Spain	Ireland	France	Liechtenstein	United Kingdom	Japan	Korea	Netherlands	Portugal	Chinese Taipei	USA	TOTAL
1. Fitting		●	●	●	●	●		●	●	●	●		●		10
2. Press Tool Making	●	●	●		●		●		●	●	●		●	●	10
3. Instrument Making		●	●				●		●	●	●		●		7
4. Watch Making		●							●	●			●		4
5. Engineering Drawing	●	●	●	●	●		●		●	●		●	●	●	11
6. Turning	●	●	●	●	●	●		●	●	●	●	●	●	●	13
7. Milling		●	●	●	●	●		●	●	●	●	●	●	●	12
8. Constr. Steel Work			●	●	●	●			●	●	●		●		8
9. Gas Welding			●	●	●				●	●	●		●		7
10. Electric Welding			●	●	●			●	●	●	●	●	●	●	10
11. Wood Pattern Making	●		●			●		●	●	●	●		●		8
13. Panel Beating		●	●	●		●			●	●			●		7
14. Sheet Metal Work			●	●	●	●			●	●		●	●	●	9
15. Plumbing		●	●		●	●		●	●	●			●	●	9
16. Industrial Electronics		●	●	●	●		●	●	●	●			●	●	10
17. Radio/TV Repair			●	●					●	●			●	●	6
18. House Wiring		●	●	●	●		●		●	●		●	●	●	10
19. Industrial Wiring		●	●	●	●		●		●	●			●		8
20. Bricklaying		●	●		●	●		●		●		●	●	●	9
21. Stone Cutting	●		●		●	●		●	●	●					7
22. Painting		●	●	●	●			●	●	●	●		●		9
23. Plastering			●			●		●	●	●	●	●			7
24. Cabinet Making	●	●	●	●		●	●		●	●	●	●	●	●	12
25. Joinery	●	●	●	●		●		●	●	●	●		●	●	11
26. Carpentry	●	●	●		●	●	●	●	●	●					9
27. Jewellery	●	●	●			●				●					5
28. Men's Tailoring			●						●	●			●		4
29. Ladies' Hairdressing		●	●	●				●	●	●			●	●	8
30. Men's Hairdressing		●	●	●				●	●	●			●		7
31. Ladies' Dressmaking		●	●				●		●	●			●		6
32. Upholstery	●	●				●					●				4
33. Automobile Mechanics		●	●	●	●			●	●	●		●	●	●	10
34. Cookery	●	●	●	●		●			●					●	7
TOTAL	11	24	31	20	18	17	9	16	30	31	14	10	27	16	**274**

27. Internationaler Berufswettbewerb
Linz - Austria - 1983

The *27th International Vocational Training Competition* took place at WIFI (Institute for Economic Promotion of the Economic Chamber) in Linz, Austria, from August 15th to 28th 1983.

COMPETITORS FROM MEMBER-COUNTRIES - 1983

TRADES \ COUNTRIES	Australia	Brazil	Germany	France	United Kindom	Ireland	Japan	Korea	Liechtenstein	Luxembourg	Netherlands	Austria	Portugal	Switzerlamd	Spain	Chinese Taipei	USA	Venezuela	TOTAL
1. Fitting	●	●	B	●	●		LU	G			●	B	●	●	●	S			13
2. Press Tool Making	●		LU		●	●	●	G				S		●	●	B			10
3. Instrument Making			●	●			●	G	S		●	●		B		●			9
4. Mechatronics			LU				G	LU				S		B					5
5. Engineering Drawing			S	●			B	G	B			EU	●	●	●	●	●		11
6. Turning	●		●	●	●	●	S	G			●	●	S	●	●	●	●	●	15
7. Milling		●	●	●	●	●	S	B			●	B	●		●	G	●		13
8. Constr. Steel Work	●		●	●		●	●	S			●	B	●	●	●	G			12
9. Gas Welding			●			●	S	G			●	●				B			7
10. Electric Welding	●		●		●	●	S	B			●	LU	●		●	G	●	●	13
11. Wood Pattern Making	●		LU	●	●		S	B			●	G		LU		B			10
13. Autobody Repair				●			G	G				LU	●	B	●	●			8
14. Sheet Metal Work			●	●	●		B	S					●		●	G			8
15. Plumbing			●	●	LU		●	G				S		S		●	●		9
16. Industrial Electronics			LU		●		G	●	●			●		B		S	●		9
17. Consumer Electronics			S				●	G				S				LU	●	●	7
18. House Wiring			G			●	●	G	●			●	B	●		●			9
19. Industrial Wiring	●		G			●	LU	●	B			●	●	S		●			10
20. Bricklaying	●		EU	●	G	EU		●			B	●	●	EU		S	●		12
21. Stonemasonry			●	B	G		●	EU				B		S					7
22. Painting and Decorating			B		●	●	●	G			LU	G				●			8
23. Plastering			S	B	G	●	●	●		●	●	LU	●						10
24. Cabinet Making			●	●	●	●	●	●				B	●	G	●	G		●	12
25. Joinery			●	●	●		●	G				S	●	B		●			9
26. Carpentry	●		B	LU	●	●	G	G	LU		●	B		●		●			12
27. Jewellery	●		●	B	●			G				●		S					7
28. Tailoring			LU		●			G				S				S			5
29. Ladies' Hairdressing	●		S		●			●		●		G	●			B	●	●	10
30. Men's Hairdressing			G		●		●	●				G				B	●		7
31. Ladies' Dressmaking			●		●		B	●	B			S	●	EU		G			9
33. Automotive Mechanics			G	●	●	●	B	●		●		G	●	●		●	●		12
34. Cookery	●		LU	B		●	●	●		●	B	S	●	G			●		12
35. Waiting			LU						LU			LU		LU					4
TOTAL	12	2	32	19	22	15	28	32	8	4	13	32	18	23	10	27	12	5	**314**
Gold Medals	-	-	4	-	3	-	4	15	-	-	-	5	-	2	-	6	-	-	-
Silver Medals	-	-	4	-	-	-	5	2	1	-	-	8	1	4	-	4	-	-	-
Bronze Medals	-	-	3	4	-	-	4	3	3	-	2	6	1	5	-	5	-	-	-
Certificate of Performance	-	-	7	1	1	-	2	1	2	-	1	4	-	2	-	1	-	-	-
Certificate of Honour	-	-	1	-	-	1	-	1	-	-	-	1	-	2	-	-	-	-	-

G - Gold
S - Silver
B - Bronze

LU - Certificate of Performance
EU - Certificate of Honour

28th International Vocational Training Competition Osaka - Japan - 1985

One of the Competition Venues: Matsushita Educational and Training Centre

The *28th International Vocational Training Competition* took place at Matsushita Educational and Training Centre, Higasi - Yodogawa Vocational Training College and Kansai Skill Development Centre in Osaka, Japan, from October 10th to 27th 1985.

COMPETITION RESULTS - 1985

TRADES \ COUNTRIES	Australia	Austria	Bermudas	Brazil	Chinese Taipei	Germany	France	United Kingdom	Ireland	Japan	Korea	Liechtenstein	Macao	Netherlands	Portugal	Spain	Switzerland	USA	TOTAL
1. Fitting	●	●		●	G	B		●	●	G	B		●	●	●		●		13
2. Press Tool Making	●	B			●	●		●	●	S	G			●			●	●	11
3. Instrument Making					B	●				G	S	●		●			●		7
4. Watch Making					●		●			G	●			B			S		6
5. Engineering Drawing	●				B	●				S	G	B					B	●	8
6. Turning	●	●		●	B	●		●		G	G		●	●	○		●	●	13
7. Milling		●		○	G	●		●		G	G			●	●		●	●	11
8. Construction Steel Work	●				B	●	●			S	G	●		●					8
9. Gas Welding					B	●			●	S	G								5
10. Electric Welding	●	●		●	Ⓖ	●		●	●	S	B			●	●				11
11. Wood Pattern Making	S	●			●	●		●		●	G			●	●		S		10
12. Roofing		●				S	B			●							G		5
13. Panel Beating		●			B	●	●			S	G						●		7
14. Sheet Metal Work					S	●	●	●		S	G				●				7
15. Plumbing	●				B	●	S	●	●	●	Ⓖ						●	●	10
16. Industrial Electronics	●		●		●	B		●		Ⓖ	S					○	●	●	10
17. Radio & TV Repair		●			B	●		●		S	G					●	●	B	9
18. House Wiring	●				●	S				G	S	●			●		●	●	9
19. Industrial Wiring	S				●	●			●	G	●						B		7
20. Bricklaying	Ⓖ				B	●	●	●	○	●	S	●		●	●		●	●	13
21. Stonemasonry		B			●	●	●	●		G	●			●			S		9
22. Painting		●				B		●	●	●	G			S					7
23. Plastering						Ⓖ	Ⓢ	●		●	B	●		●					7
24. Cabinet Making	●	●			●	B	●	●	●	●	S			●			G	●	12
25. Joinery		Ⓢ			B	●	●	●		●	G			●	●		●		10
26. Carpentry	●	●			●	●	●	●	●	B	G			●			S		11
27. Jewellery	B	B					●	S		B	G			●					7
28. Ladies' Hairdressing	B	●			S	●		Ⓖ		●	●	●		●		●		●	11
30. Men's Hairdressing		●			●	G		●		G	●			B					7
31. Ladies' Dressmaking		G			●		●	●		B	S	●					●		8
33. Automobile Mechanics	●				●	S		●	B	G	●	●			●	●		●	11
34. Cookery	B	S	○			●	●	●		●	●		●	B			Ⓖ	●	12
35. Waiting		G	●			B		●		●	●	○	○	●			S		10
36. Graphic Arts					S					B	●						●	Ⓖ	5
TOTAL	18	20	3	4	28	30	15	24	11	34	33	10	4	21	10	4	24	14	**307**

G - Gold
S - Silver
B - Bronze
○ - Best of the Nation

29th International Skill Olympics
Sydney - Australia - 1988

The *29th International Skill Olympics* took place at Darling Harbour Exhibition Centre in Sydney, Australia, from February 7th to 24th 1988.

FINAL RESULTS SYDNEY - 1988

TRADES \ COUNTRIES	Austria	Australia	Bermudas	Brazil	Switzerland	Germany	Spain	Ireland	France	Liechtenstein	Gibraltar	Japan	Korea	Macao	Netherlands	New Zealand	Portugal	New Guinea	Chinese Taipei	USA	TOTAL
1. Fitting	•	•		•	•	•					•	B	G	•	•	•	•	•	S		14
2. Press Tool Making	•	•			•	•		•			•	G	S		•	•			B	•	12
3. Instrument Making		•			B	•						•	G		•				S		7
5. Engineering Drawing		•		•	•	B		•		•		•	G	•		•		•	S	•	13
6. Turning	•	B		•	•	•		•			•	•	G		•	•	•	•	S	•	15
7. Milling		•		•	•	•		•			•	G	S		•		•	•	B	B	13
8. Constr. Steel Work		•			B	•		G	S			•	•		•	•		•	•	•	12
9. Gas Welding		•		•		•		G				•	G		•				B		8
10. Electric Welding		B		•		•		•				•	G		•	•	•	•	S	•	12
11. Wood Pattern Making	B	•			•	G					•	S	•		•	•			•		10
13. Panel Beating		•			•				•			B	G						S		6
14. Sheet Metal Work		•				•			•		•	B	G		•	•		•	S		10
15. Plumbing		S			•	•		•	•		•	•	G			•		•	B	•	12
16. Industrial Electronics	•	B	•	•	•	•		•			•	G	•	•					•	B	13
17. Consumer Electronics		•									•	•	G						S	B	6
18. House Wiring		•			•			•		•	•	G	S					•	B		9
19. Industrial Wiring	•	G			•	S		B		•	•	•	•			•	•		•	•	13
20. Bricklaying		G			•	B		•	S	•	•		•		•		•		•	•	12
21. Stonemasonry	•	S			•	•			•		G	B	•						•		9
22. Painting and Decorating	•	•				G		•			•	•	S		B						8
23. Plastering		•				•			G		S	•	B		•						7
24. Cabinet Making	•	•	•		S	•			B		•	•	•		•	•			G		12
25. Joinery	•	•			•	•		S	B	•	•	•	G		•	•	•		•		14
26. Carpentry		•			S	•		•	•		•	•	•		G	•		•	B		12
27. Jewellery	G	B									•	•	S		•	•					7
29. Ladies' Hairdressing	G	•				•					S		•		•	•	•		B	•	10
30. Mens' Hairdressing	G	•				•					S	•	•		•	B			•	•	10
31. Ladies' Dressmaking	B	•			•					•	B	•	G	•					S		9
32. CNC Machinery	S	•		•	•	B					•		G		•						8
33. Automobile Mechanics		S				B		•			G	•	•			•		•	•	•	10
34. Cookery	•	B	•		S	•		•		G	•	•	•	•	•	•				•	14
35. Waiting	G	•	•		•		B	•		S		•	•	•	•	•					12
36. Graphic Design		•	•									•	B						G	S	6
37. Agricultural Mechanics		G			S				B		•		•		•						6
TOTAL	17	34	5	8	23	26	1	18	11	8	26	30	34	6	23	19	8	11	27	16	351

G - Gold S - Silver B - Bronze

30th International Youth Skill Olympics
Birmingham - United Kingdom - 1989

The *30th International Youth Skill Olympics* took place at the National Exhibition Centre in Birmingham, United Kingdom, from August 19th to September 4th 1989.

FINAL RESULTS BIRMINGHAM - 1989

TRADES \ COUNTRIES	Austria	Australia	Bermudas	Brazil	Switzerlamd	Germany	Spain	Ireland	France	Liechtenstein	Japan	Korea	Macao	Netherlands	New Zealand	Portugal	New Guinea	Chinese Taipei	Finland	United Kingdom	USA	TOTAL
1. Fitting	•	•		•	•	•	•	•			B	G		•	•	•		G		•		14
2. Press Tool Making	•	S		•	•	•		•			•	G		•				S		•		11
3. Instrument Making					•	•				B	•	G		•		•		G		•		9
5. Engineering Drawing		•		•	•	S	•	B			•	G		•	•	•		•		•	•	14
6. Turning	S	•		S		•	•	•			S	G		•	•	•		•	•	•	•	15
7. Milling				•	•	•	•	B			G	G		•		•		•	•	•		12
8. Construction Steel Work		•			•	•		B				G						B		•		7
9. Gas Welding				•		B		S				G						B				5
10. Electric Welding							S	B				LU				G						4
11. Wood Pattern Making			LU				S	B				G		LU		B						6
13. Panel Beating	•	•			G				•		S	S						•		•		8
14. Sheet Metal Work		•				•	•	•	•		S	B						G		•		9
15. Plumbing	•	B			•	G		G	•		•	•		•				•		•	•	12
16. Industrial Electronics	•	S	•	•	•	G	•	•			S	•		•				S		•	•	14
17. Consumer Electronics		B	•				•				•	G		•	B	•	•	G		•	•	12
18. House Wiring		G	•	•	G			B			B	•		•	•	•		•		B	•	13
19. Industrial Wiring	B	•			•	•	•	•		•	•	G		•	•			G		•		13
20. Bricklaying		G			•	•	•	S	S			•		•		•		•	•	S		12
21. Stonemasonry				B	G			EU				B		S								5
22. Painting and Decorating	G	•				B		•			•	S		•				•		•		9
23. Plastering		•				B			S		•	•		G						•		7
24. Cabinet Making	G	S	•		B	•		•	•	•	•	•		•	•			•		•	•	15
25. Joinery	•	•	•		•	G		S	•		•	•		•	•	•		S		•		14
26. Carpentry	•	•			S	B		•	G	•	•	B		•	•			B	•	•		14
27. Jewellery	S	•									S	G		•	•					•		7
29. Ladies' Hairdressing	G	•				•	•			•		•	•	B	•	•		•		S	•	13
30. Men's Hairdressing	S	•				B					•	•		•				•		G		8
31. Ladies' Dressmaking	B	•			B	•	•			•		•	•				G	•		S		11
32. CNC Machinery	S	•			G	•				•		B		•				•	•	•	•	11
33. Automotive Mechanics		S	•			•	•	S			G	•			•		•	•		S	•	12
34. Cookery	G	•				S		•		•		•	•	B	•					•		10
35. Waiting	G	•				S		•		•		•	•	B	•					•		10
36. Graphic Design				•				•				B		G				B		•	S	7
37. Agricultural Mechanics		•			G			S			•		•							B		6
TOTAL	18	27	7	10	19	25	14	25	8	9	22	33	5	26	14	12	3	26	5	30	11	**349**

G - Gold S - Silver B - Bronze

XXXI Internationale Beroepen Olympiade Amsterdam - Netherlands - 1991

The *31st International Vocational Training Olympics* took place at RAI (Amstel, Europe, North and East halls) in Amsterdam, Netherlands, from June 20th to July 6th 1991.

FINAL RESULTS AMSTERDAM - 1991

TRADES \ COUNTRIES	Austria	Australia	Bermudas	Brazil	Canada	Switzerland	Germany	Spain	France	Finland	Liechtenstein	Gibraltar	Isle of Man	Ireland	Japan	Korea	Luxembourg	Macao	Norway	Netherlands	New Zealand	Portugal	Chinese Taipei	United Kingdom	USA	TOTAL
1. Fitting	•	•		•		•	•		•					•	S	G				•	•	•	S	•		14
2. Press Tool Making	B	•		•		•	B		•					•	G	G				•			•	•		12
3. Instrument Making				•		•	B		•						B	G				•		•	G			9
5. Engineering Drawing		•		•		•	•	•	•					•	S	G		•			•	•	B		•	14
6. Turning	•	•		•			•			•			•	•	B	G				•	•	•	S	•	•	15
7. Milling				•			•		•	•					G	B				•		•	G	•	•	11
8. Construction Steel Work		B				•	•		•					•	•	G	•			•	•		S			11
9. Gas Welding				•			•							B		G				•			G	•		7
10. Electric Welding		•		•			•	•		•				•	•	S			•	•	•	•	S	•	G	15
11. Wood Pattern Making		•		•		S	B								•	•				•			G	•		9
12. Wall & Floor Tiling		•				G	•		S											B		•	•			7
13. Autobody Repair		B				S			•						•	•	•			G			•		•	9
14. Sheet Metal Work		•					•		•					•	G	B				•	•		G	•		10
15. Plumbing	G	•				•	•		G			•		•	•	G				•	•		•	•	•	14
16. Industrial Electronics	•	•		•		•	S							•	G	S	•			•			•	•	•	13
17. Consumer Electronics		B						•								•				G	•		S		•	7
18. House Wiring		•		B		G					B	•	•	•	•	G	•	•		•	•	•	•	B		16
19. Industrial Wiring	•	•		•		S	G	•			•			•	•	•				•	•	•	S	•		15
20. Bricklaying	B	•				G	•		•	B	•		•	•		B			•	G		•	•	•	•	16
21. Stonemasonry		•				•	•		G						•	•				•		•	S	•		10
22. Painting and Decorating	G	•					B		•	•	•			•	•	•			•	S			•	•		13
23. Plastering		•					G		S					B	•	•				•			•	•		9
24. Cabinet Making	S	•		•		•	S		•		•			•	•	•				•	•		G	•	•	15
25. Joinery	•	•	•			•	•		S					•	•	G				•	•	•	S	•		14
26. Carpentry		•				B	•		G	•	•				•	G				•	•		•	•		12
27. Jewellery		S													•	G				•	•	•	•	S		8
29. Ladies' Hairdressing	G	•	•				•				•						•	•	•	B	•	•	S	•	•	14
30. Men's Hairdressing	•	•	•				G								•	•			•	B			•	S		10
31. Garment Production	S	•					•	•		•					•	•		•		S		•	G			11
32. CNC Machinery	G	•				•	S		•	•	•					•			•	•			B	•	•	13
33. Automobile Mechanics	•	•					B	•						•	•	•			•	•	•		G	S	•	13
34. Cookery	G	•	•			•	B			•				•	•				•	S	•	•	•	•	•	15
35. Waiting	G	S				•	•			•				B		•		•	•	•	•		•	•		13
36. Graphic Design			•	•					•					•		G				•			S		B	8
37. Agricultural Mechanics		•				G			B		S			•		•				•			•	•		8
TOTAL	18	31	5	14	1	21	29	6	20	10	9	2	3	22	26	32	5	5	9	34	18	16	35	27	15	**413**

G - Gold S - Silver B - Bronze

32nd International Vocational Training Competition Chinese Taipei - 1993

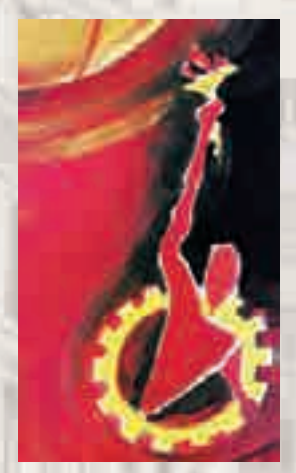
One of the Competition Venues: TWTC (Taipei World Trade Centre)

The *32nd International Vocational Training Competitions* took place at TWTC (Taipei World Trade Centre) and Sung-Shan Vocational School in Chinese Taipei from July 19th to August 3rd 1993.

FINAL RESULTS CHINESE TAIPEI - 1993

COUNTRIES / TRADES	Austria	Australia	Brazil	Canada	Switzerland	Germany	France	Finland	Liechtenstein	Gibraltar	India	Isle of Man	Ireland	Japan	Korea	Malaysia	Norway	Netherlands	New Zealand	Portugal	Chinese Taipei	South Africa	Thailand	United Kingdom	USA	TOTAL
	A	AUS	BR	C	CH	D	F	FIN	FL	GIB	IN	IOM	IRL	J	K	MY	N	NL	NZ	P	ROC	SA	TH	UK	USA	25
1. Fitting	●	●	●			●	●				●		●	●	●				●		●			●		12
2. Press Tool Making	●	●	●			●	●						●	●	●					●	●			●		11
3. Instrument Making			●			●	●		●					●	●			●		●	●					9
4. Mechatronics		••		••		••		••									••	••			••					14
5. Engineering Drawing		●				●	●					●	●	●	●					●	●				●	10
6. Turning	●	●	●	●		●	●						●	●	●			●	●	●	●	●		●	●	16
7. Milling			●			●	●	●				●	●	●	●			●		●	●			●	●	13
8. Construction.Steel Work		●			●		●						●	●	●			●	●		●	●				10
9. Gas Welding			●			●	●						●		●						●	●		●		8
10. Electric Welding		●	●			●	●	●					●	●	●	●	●		●	●	●	●		●	●	16
11. Wood Pattern Making		●			●	●	●							●	●			●			●	●		●		10
12. Wall & Floor Tiling		●			●	●	●							●				●			●			●		8
13. Autobody Repair		●		●	●		●			●				●	●			●			●			●	●	11
14. Sheet Metal Work		●				●	●							●	●				●	●	●	●		●		10
15. Plumbing	●	●		●	●		●		●				●	●	●	●			●	●	●	●		●		15
16. Industrial Electronics		●	●		●	●					●		●	●	●				●	●	●			●	●	13
17. Consumer Electronics		●													●				●		●				●	5
18. House Wiring		●	●	●	●				●	●			●	●	●		●		●	●	●		●	●		15
19. Industrial Wiring	●	●			●	●		●	●		●		●	●	●				●	●	●	●		●	●	16
20. Bricklaying	●	●			●	●	●	●				●	●		●			●	●		●	●		●	●	15
21. Stonemasonry	●	●			●	●	●							●	●			●			●			●		10
22. Painting and Decorating	●	●				●	●	●				●	●	●	●		●	●			●			●		13
23. Plastering		●				●	●						●	●	●			●			●		●	●		10
24. Cabinet Making	●	●			●	●	●							●	●			●	●		●	●	●	●	●	14
25. Joinery	●	●			●	●	●						●		●			●	●	●	●			●		12
26. Carpentry		●			●	●	●	●					●	●	●			●	●		●			●		12
27. Jewellery	●	●					●							●	●			●	●		●		●	●		10
29. Ladies' Hairdressing	●	●		●		●	●		●	●					●		●	●	●	●	●	●	●	●		16
30. Men's Hairdressing	●	●				●	●			●				●	●		●	●			●			●		11
31. Ladies' Dressmaking	●	●					●	●						●	●	●		●	●		●		●			11
32. CNC Machining	●	●			●	●	●	●	●						●						●			●		10
33. Automotive Mechanics		●				●	●			●			●	●	●		●	●	●	●	●	●		●	●	15
34. Cookery	●	●			●	●	●						●	●			●	●	●	●	●			●		13
35. Waiting	●	●			●	●	●						●				●	●	●	●	●			●		12
36. Graphic Design			●				●								●						●		●		●	6
37. Agricultural Mechanics	●	●			●		●								●			●			●			●		8
5A CAD		●		●		●	●						●	●				●			●			●	●	10
IT Information Technology		●																	●		●			●		4
TOTAL	18	35	10	8	17	29	32	10	6	5	3	4	21	27	32	3	10	25	21	16	39	12	7	31	13	434

33e Olympiades des Métiers
Lyon - France - 1995



The *33rd Youth Skill Olympics* took place at the Eurexpo in Lyon, France, from October 5th to 18th 1995.

FINAL RESULTS LYON - 1995

TRADES \ COUNTRIES	Austria	Australia	Brazil	Canada	Switzerland	Germany	France	Finland	Liechtenstein	Gibraltar	Isle of Man	Ireland	Japan	Korea	Luxembourg	Macao	Malaysia	Norway	Netherlands	New Zealand	Portugal	Sweden	South Africa	Singapore	Thailand	Chinese Taipei	United Kingdom	USA	TOTAL
1. Fitting	B	•	•			•						•	G	S	•	•	•			•						•	•		13
2. Press Tool Making	S	•	•			•	•					•	S	G			•							•		S			11
3. Instrument Making			B			•	•		G				G	B					•		•					B			9
4. Mechatronics		•		•		•	•	•						G				•	•	•		•	•	B		G	•		28
5. Eng. Drafting CAD		•	•	•	•	•	•	•	•			•	S	G					•	•					•	S		•	16
6. Turning/CNC	G	•	G	•	•	•	•	•			•	•	•	•			•		•	•			•	•		B		•	19
7. Milling/CNC	B	•	•		•	•	•	•	•			•	•	G			•		•				•	•		S	•	•	18
8. Construction Steel Work		•			•		•					G	•	B					•	•			•			G			10
9. Information Technology		B		•			•				•			S						•	•					B	G		9
10. Welding		•	•	•		•	•	•				G	•	•			•	•		•	•	•	•		•	B		S	18
11. Pattern Making		•			B	•	•						G	•			•		•			•	•			S	•		12
12. Wall & Floor Tiling		•			G	B	•	G					•				•		•						•	•	•		11
13. Autobody Repair		•			G	•	•						G	•					•				•		•	B		•	11
14. Sheet Metal Work		•			•	•	•					•	S	G						•		•				S			10
15. Plumbing	S	•		•	G	•	•						•	•			•			•			•			•	B		13
16. Industrial Electronics		•	B		•	S	•	•				•	•	•		•	•			•	•			G		•	•	•	17
17. Electronic Applications		•		•			•				•			S			•								G		S	8
18. Commercial Wiring		•	•	•	•		•		G			•	•	G	•	•	•	B		•	•		•		•	•	•	•	20
19. Industrial Wiring	•	•	G		•	S	•	•				•	•	•						S			•	•		•		•	15
20. Bricklaying	•	•		•	•	•	G	S	•		•	S		•	•		•		•	•						•	•		17
21. Stonemansonry	•	•			•	•	S						•	G					•							•	B		10
22. Painting & Decorating	G	•				G	•	•					•		•			•	•			•				•	•		12
23. Plastering		•				G	•					•	•	•				•									G		8
24. Cabinet Making	•	•		•	•	•	•	•					•	•	•		•			•	•	•	•			G	S	•	18
25. Joinery	•	•			•	•	•					•	•	S		•	•			•	•					G	•		14
26. Carpentry		•			•		S	•				•	B	G					•	•						•	•		11
27. Jewellery		•					•						•	G					B	•					S	•	•		9
28. Floristry						G	•	•	•										•	•		•							7
29. Ladies' Hairdressing	•	•				•	•	•		•			•	•	•	•		•	G	•	•		•			S	•		17
30. Men's Hairdressing	•	•				G	•	•		•			•	•															8
31. Ladies' Dressmaking	B	•					•	•					•	G				•	B						B	•	•		11
33. Automotive Mechanics		S	•	•		G	•	•				•	•	S	•		•	•		•		•	•		•	•	•	•	19
34. Cookery	B	•		•	S	•	•	•				•	•	•	•		•	•	•	•		•		•		•	G	•	20
35. Waiting	G	•			•	•	•	•				S		•			•	B	•	•	•	•		•	•	•	•		18
36. Car Painting		G			S		•												B			•							5
37. Agricultural Mechanics	•				G		B							•					S								•		6
38. Refrigeration Tech.		•		S	S		G												•				•				•	•	8
TOTAL	17	34	11	13	22	27	36	19	6	2	4	18	28	32	8	5	17	10	22	22	9	11	14	8	9	32	24	13	**486**

G - Gold S - Silver B - Bronze

34. Internationaler Berufswettbewerb
St. Gallen - Switzerland - 1997

The *34th International Youth Skill Olympics* took place at OLMA exhibition halls in St. Gallen, Switzerland, from June 27th to July 10th 1997.

FINAL RESULTS ST. GALLEN - 1997

TRADES \ COUNTRIES	Austria	Australia	Brazil	Canada	Switzerland	Germany	France	Finland	Hong Kong	Ireland	South Tyrol,Italy	Japan	Korea	Luxembourg	Liechtenstein	Malaysia	Macao	Norway	Netherlands	New Zealand	Philippines	Portugal	Singapore	Sweden	Chinese Taipei	Thailand	Tunisia	United Kingdom	USA	South Africa	TOTAL
1. Fitting	•		•	•	•	•			•	B		•	G			•	•			•					S						13
2. Press Tool Making	B	•	•	•	•	B	•					G	G			•									B						11
3. Instrument Making			•		•	•	•					G	B						•			•			S						9
4. Mechatronics		•	B	•	•	•		•	•				G					•	•	•			G		•			•			28
5. CAD Drafting		•	•	•	•	•	•	•	•			B	G			•			•	•			•		S	•			•		17
6. Turning/CNC	G		•	•	G	•	•	•				•			B	•			•	•					•				•		14
7. Milling/CNC	S	•	•	•	G	•	•	•		•		B	•		•	•							•		•				•		16
8. Construction Steel Work					•	•	S			•		•	G						•	•					S						9
9. Information Technology		•		•	•		•	•	B				B						•	•		•	•		G			S			13
10. Welding		G	•	•	•	•		•	•	•		•	S			•		•		•	•	•		B	•	•			•	•	20
11. Pattern Making		•			•	B		•				B	G			•			•						S			•		•	11
12. Wall & Floor Tiling					G	S	•	•				•		•		•			B						•	•		•			11
13. Autobody Repair		•		•	•		B					•	G						•					•	G	•		•	•		12
14. Sheet Metal Work					•	•	•			•		B	G							•				•	S						9
15. Plumbing	•	B			S	•	•		•	•		•	G			•		•			•				•			•		•	15
16. Industrial Electronics			•	•	•	G			•	•		•	•				•			•		•	S		S			•		•	15
17. Electronic Applications				•	S		S						•			•					•				G	•	•	•	•		11
18. Commercial Wiring		•	•	•	•		•		•	S		•	•	•	S	•	•	G		•	•	•			•	•		•	•	•	22
19. Industrial Wiring	•	S	•	•	S	S		•		G		•	•	•						S			•		•		•			•	16
20. Bricklaying	•	•		•	G	•	G	•		•			•			•			•	•					•			G	•		15
21. Stonemansory	•				S	G	•					•	S												•		•	•			9
22. Painting & Decorating	•	•		•	•	•	G	•	•	G		•	•	•	G			•	•						•			•			17
23. Plastering					•	B	G					•	•						•						S			•			8
24. Cabinet Making	G	•		•	B	•	•	•			•	•	•			•				•		•		•	G	•		•	B		18
25. Joinery	B				•	•	G				•	•	B			•	•			•		•			G			B		•	14
26. Carpentry		•			B	•	G			•	•	•	S						B	•	•				•	•		•			14
27. Jewellery		•			•		•		B			•	G						•	•		•			•	S		•			12
28. Floristry	•				B	S	•	•				•						•	•					G							9
29. Ladies' Hairdressing	G	•		•	•	•	•	•				•	•	•				S	B	•		•			•	•			•	•	18
30. Men's Hairdressing	•				•	G	•	S				•						•	S						•	•					10
31. Ladies' Dressmaking	•				G		•	•	B			•	•				•		•		•	•			•	S					13
33. Automotive Mechanics	B	•	•	•	B	•	•	•	•	•	S	•	•	•		•		•		•	•		•	•	G	•		B	•	•	25
34. Cookery	B	•		•	S	G	•		•	•		•	•	•		•		•	•	•		•		•	•			•	•		20
35. Waiting	G	•		•	S	•	•	•		•			•			•		•	•	•		•	•		S	•		•			18
36. Car Painting		G			B		•						•					•	S	•				•				•	•		10
37. Agricultural Mechanics				B	G		G						•						•						•			•			7
38. Refrigeration Tech.		G	•	B	S		•		•				•			•			•		•							•	•		12
40. Tinsmith					S	•	B								G									•							5
TOTAL	18	22	13	22	38	29	32	18	14	15	04	29	33	07	05	18	05	12	23	21	08	12	08	09	34	14	03	23	14	09	**526**

G - Gold S - Silver B - Bronze

35th WorldSkills Competition
Montreal - Canada - 1999

Montréal 99

The *35th WorldSkills Competition* took place at the Olympic Stadium in Montreal, Canada, from November 3rd to 17th 1999.

FINAL RESULTS MONTREAL - 1999

COUNTRIES	Austria	Australia	Belgium	Brazil	Canada	Denmark	Switzerland	Germany	France	Finland	Hong Kong	Ireland	South Tyrol, Italy	Japan	Korea	Luxembourg	Liechtenstein	Malaysia	Morocco	Norway	Netherlands	New Zeland	Philippines	Portugal	Singapore	Sweden	Chinese Taipei	Thailand	Tunisia	United Kingdom	United A. Emirates	USA	South Africa	TOTAL
1. Fitting	G			●	●		●	●				S		S	●							●					●					●		11
2. Press Tool Making	S			●	●		●	●	●			●		●	G			●									B							11
3. Instrument Making				●	●		●	●	●					G	G						●			●			G		●					11
4. Mechatronics		●		B	●		S	●	●	●	●			●	G					●	●	●	●		●	●	●	●		●	●			20
5. CAD Drafting		●		●	●		S	●	●	●	●	●		●	G			●			●	●	●		●		S	●		●				19
6. Turning/CNC	S		●	●	●		●	●	●	●		●		●	S		●					●			●		G	●	●			●		18
7. Milling/CNC	G		●	●	●		●		●	●		B		●	B		●				●				●		G		●	●				16
8. Construction Steel Work					●		B		●	●		●		G	●						●	●					S							10
9. Information Technology		●		●	●				●	●	●				●	●		●		S		●	●	●	G		S	●		S				17
10. Welding		●	●	G	●		●	●	●	●	●	●		●	G			●		●	●	●		●		●	●	●			G	●		22
11. Pattern Making					●		G	●		●				G	●												B			●			●	9
12. Wall & Floor Tiling		●		●			B	G	G	●	●		B	●				●			●			●			●	●		●				15
13. Autobody Repair		B			●		●	●	●	●				G	S					●	●	●				●	●			●		●	●	16
14. Sheet Metal Work					●		●	●	B					B	S							●		●		●	G							10
15. Plumbing	S	●			●		●	●	●	●	●			●	G	●		●		●						●	●			●			●	17
16 Industrial Electronics					●		●	●		●		B		B	●				●			●			G		S			●				18
17. Electronics Applications					●				●						●			●									G	S		B		●		8
18. Comercial Wiring		●		G	B		●		●		●	●		S	●		●	●		●		●		●		●	●	●		●	●			19
19. Industrial Wiring	S	●		●	●		●	●	●	●		●		●	●		G					●		●	●		B							16
20. Bricklaying	●	●	●			●	S	S	●	●		G			●						●	●		●			●			●				15
21. Stonemasonry	●		●				●	B	G				●	●	S						●			●			●			●				12
22. Painting & Decorating	●	●					S	S	●	●		●	●	●	●	●	●				●						G			●				15
23. Plastering							B	●	S					G	●				●		●						●			●				9
24. Cabinet Making	S	●			●	●	G	B	●	●			●	●	●	●				●		●		●		●	●			●		●		19
25. Joinery	●	●	●		●	●	S	S	G			●		●	●		●	●		●		●		●		●	S			●				19
26. Carpentry		●	●		●	●	G	●	S	●		S	●	●	S						●	●					S			●				15
27. Jewellery		●			●				●	●	●			G	S					●	●	●		●			●	B		●				14
28. Floristry	●				●		●	●	●	●				●	●					S	B				G					●				12
29. Ladies' Hairdressing	●	●	●		●	●	●	●	S	●				●	S					G		●			●	●	●	●		●		●	●	19
30. Men's Hairdressing	●		●		●	●	●	B	S	G				●	●					●					B	●	●			●				15
31. Ladies' Dressmaking	●				●		●		●	●	●			●	B		G	●		●		●		●			G	●						15
33. Automotive Mechanics	G	G		●	●		●	●	●	●	●	●	●	●				●		●		●			●	●	●	B		●		●		21
34. Cookery	●	●	●		●		G	S	●	●	●	●	●	●	●	●		●		●	S	●		●		●	●	●		●		●		24
35. Restaurant Service (Waiting)	S	●			B		●	●	●	●		G	●		●					●	●	●		●	●	●	●	●		B				19
36. Car Painting		●			●		G		●	S					●					B	●	●				●				●		●		12
38. Refrigeration Technology		G		●	●		●		B		●				●				●		●					●		●		●		G	●	14
PARTIAL TOTAL	17	22	10	15	32	6	34	28	34	27	13	17	8	31	35	5	7	12	3	18	20	24	4	15	10	17	34	17	3	29	3	11	6	**567**
41. Graphic Design		G		●	●						●	B			G											●								7
42. Confectioner (Party-Cook)	B	●			●			G	●					S																●				7
43. Beauty Care					G		●			●	●																			●				5
44. Landscape Gardening	●				●		S	●	B	●				●							G													8
45. IT PC and Network Supporter		●			●						G											●								●				5
TOTAL	20	25	10	16	38	6	37	31	37	30	16	18	8	34	36	5	7	12	3	18	21	25	4	15	10	18	34	17	3	32	3	11	6	**607**

G - Gold S - Silver B - Bronze

IVTO

worldskills international

36th WorldSkills Competition
Seoul - Korea - 2001

Competition venue: COEX

The 36th WorldSkills Competition took place at COEX in Seoul, Korea, from November 11th to 18th 2001.

FINAL RESULTS SEOUL - 2001

		AE	AT	AU	BE	BR	CA	CH	DE	DK	FI	FR	HK	IE	IR	IT	JP	KR	LI	LU	MA	MO	MY	NL	NO	NZ	PH	PT	SA	SE	SG	TH	TN	TW	UK	US	T
1	Fitting		B			●		●	●					●		G	G						●	●		●			●					B	●		13
2	Press Tool Making		S			●		●				●					S	G					●											●			8
3	Instrument Making					●	●	●	●			●					G	S						●			●					●	B			11
4	Mechatronics			●		●		G	●								●	G							●		●			●	B	●		●	●		13
5	Mech. Eng. CADD	●	●	●		●	●	●	●		●	●		●	●		●	G					●	●			●				S	●	●	B			20
6	CNC Turning		G		●	●	●	●	●		●	●	●		●		●	S						●			●				●	●		●	●	S	19
7	CNC Miling		●		●	●	●	●			●	●			●		G	S	●					●							●			B	●		15
8	Construction Steel Work							B			●	●		B			●	G						●										S			8
9	IT / Software Applications		●	●					●				●					B													G			S	●		8
10	Welding	●	●	●		●	●	●	●		●		●					B							●	●	●				G	●		S	●		17
11	Pattern Making						●	G			●				●		B	G																B	●		8
12	Wall & Floor Tiling			●		●		●	G		●	S	●		●	●	●	S		●			●	●				●				●		●	●		18
13	Autobody Repair			●			●	●	●		●	●			●		B	G						●	●	●				●				G	●	●	16
14	Sheet Metal Work						●	●				●		●			S	G						●		●			●	●				B			11
15	Plumbing		G	●			●	B	●		●	●	●	●	●		●	G	●	●			●		●		●			●				●	●		20
16	Industrial Electronics					●	●	●	G		●						●	B	G		●	●						●			●		●	●	●		15
18	Electrical Installations	●		G		●	●	●	●		●	●		●			B	G	●			●			●	●	●	●	●	●		●		●	●		22
19	Industrial Control	●		●		B	●	●	G		●	●		●	●		G	B	●							●		●			●			B			17
20	Bricklaying			●	●		●	●	●	●		G		G	●	●		●	●				●	●		●		●	●					G	●		19
21	Stonemasonry				●			B	S			B			●		●	G						●				●						●	●		11
22	Painting & Decorating		G	●				B	●		●	●	●	●		S		●						●						●				●	●		14
23	Plastering								S			G					●	B						●										●	●		7
24	Cabinetmaking			●			●	●	S	●	●	●				B	●	B	●						●	●	●			●				G	●	●	18
25	Joinery		●	●	●		●	S	●	●		●					●	G				●	●		●	●	●	●						S	●		18
26	Carpentry				●			●	S	●	●	●		●	●	S	●	G						●										●	●		14
27	Jewellery			●							●	●	●		●	●	●	G							●			S						●	●		12
28	Floristry		●		●		●	S	●		S	●	●			●	●	●						●	●					G							14
29	Ladies' Hairdressing		●	●			●	●	●		●	G	●			●	●	●							B					S		●		●	●	●	17
30	Men's Hairdressing						●		●		●	S			●		●	G							B					B		●		●	●		12
31	Ladies' Dressmaking						●	●			●	●	●				B	G					●		●							●		S			11
32	Confectioner / Pastry		G	●	●		●		●		●	B				S	●	●																●	●		12
33	Automobile Technology	●	●	●			●	B	●		●	●	●	●		●	●	G	●	●			●		●	●	●				●		●		●	●	S	24
34	Cooking		●	●			●	S	G		●	●	●	●		●	●	B	●	●				●	●	●				●	●	●		●	●		22
35	Restaurant Service		B	●			S	●			●	●		●		●		G						●	●			●		●		●		●	●		16
36	Car Painting			●			●	●			●	●			●	●		G						●	●	●				B				S	●		14
37	Landscape Gardening		●				B	G	B		●	●				●	●							S													9
38	Refrigeration			G		●	●	●	G			●	●		●			B			●		●				●			●		●		B	●	●	17
39	IT PC / Network Support			S		G	●	●	●		S		●					●						●		●					G						10
40	Graphic Design	●		G		B	●				●		●	●				B						●	●					●	S			●			13
TOTAL		**6**	**17**	**23**	**8**	**14**	**28**	**33**	**29**	**4**	**28**	**31**	**15**	**14**	**15**	**14**	**30**	**38**	**9**	**4**	**2**	**3**	**10**	**21**	**17**	**13**	**10**	**10**	**4**	**16**	**11**	**13**	**3**	**36**	**28**	**6**	

37th WorldSkills Competition
St. Gallen - Switzerland - 2003

Competition Venue: OLMA Messen

The 37th WorldSkills Competition took place at OLMA Messen in St. Gallen, Switzerland, from June 18th to 25th 2003.

FINAL RESULTS ST. GALLEN - 2003

		AE	AT	AU	BE	BR	CA	CH	DE	DK	FI	FR	HK	IE	IR	IT	JP	KR	LI	LU	MA	MO	MY	NL	NO	NZ	PH	PT	SA	SE	SG	TH	TN	TW	UK	US	ZA	
1	Mechanical Systems Technician		B					●	●					S			G	B						●		●			●					●	●			**11**
2	Press Tool Making		G					●	●			●		●			B	G					●						●					G				**10**
3	Instrument Making					B	●	●	●			●					G	S						●				B					●	B				**11**
4	Mechatronics	●	B	●	●	●	●	B	●		●	●	●				S	●			●		●	●	●	●	●			●	G	●			●	●		**24**
5	Mech. Eng. CADD	●	●			●		S	●		●	●		●			●	G	S					●			●	●			●	●	●	●				**19**
6	CNC Turning		S		●	●	●	B			●	●	●				G	B	●					●							●			B	●	●		**16**
7	CNC Miling		●		●	●	●	G			●	●	B		●		●	S	●					●				B	●		●			●	●			**18**
8	Construction Steel Work							●			●	●		G			S	B						●										●				**8**
9	IT / Software Applications	●		●		●	●	●	●		●	●	●		●			S								●	●	●	●		S			G	●			**18**
10	Welding	●	●	●	●	●	●	●	●		●	●	●	●			●	G					●	●	●			●	●	●		S		●	●	B		**24**
11	Pattern Making							S			●	●					G	S																	●			**6**
12	Wall & Floor Tiling		●	●		●		S	G		●	●				S	●	●		●			●	●					●		●						**15**
13	Autobody Repair			B	●		●	●	B		●	B					G	●						S	●	●				●				●	●			**15**
14	Sheet Metal Work						●	●			●	●		●			B	S						●						●				G				**10**
15	Plumbing		G	●			●	●	●	●	●	B	●		●	S	●	●	●				●		●					●								**17**
16	Industrial Electronics					●	●	S	●		S						G	●			●	●						●			●		●	●	●			**14**
18	Electrical Installations	●	●	●		B	●		●		●	●		●	●		●	G	G	●		●	●		●	●		●	●	●		●	●					**23**
19	Industrial Control		●		●	G	●	S	●		●	●		●	●		B	●	●	●				●				●	●	●	●			●				**20**
20	Bricklaying		●	●	●	●	●	●	●	●	●	●		●		B		G						G		●			●					●				**17**
21	Stonemasonry		B		●			S	●		●	●				●	●	G						●				●						B				**12**
22	Painting & Decorating		G	●	●			S	●		●	●	●	●		●	●	B		●				●	●									●				**16**
23	Plastering							G	S		●	S		●			●	●						●														**8**
24	Cabinetmaking		●	●		●	●	G	S	●	●	●		●		S	●	●							●	●	●	●		●				S	●	●		**21**
25	Joinery		B		●		●	●	●	●	●	●		●		●	●	G					●		●	●		●							G				**16**
26	Carpentry				●		●	G	G	●	●	●		●			●	B						●											●				**12**
27	Jewellery			●							●	●	●			B	●	G							●			●				S			B				**11**
28	Floristry		B				●	G	●		G	●	●			●	●	●		●		●		●	●					B		●						**16**
29	Ladies' / Men's Hairdressing		●	●			●	S	●		●	G	●			●	●	S					●		●			●		●		●			●	●	●	**19**
31	Ladies' Dressmaking						●	●			●	●	●			●	●	B				●	●		●							G		G				**13**
32	Confectioner / Pastry Cook		S	●	●		●	G	●	●	●	●		●		●	B	B							●									●				**15**
33	Automobile Technology	●	●	●			●	●	●		●	●		G		B	●	●		●			●		●	●			●	●		●		●	●	S		**22**
34	Cooking		B				●	S	●		●	●	●	●		G	●	●					●	●	●	●		●		●	●	●			●				**20**
35	Restaurant Service		●	S			B	G	●		●	●		●				B					●	●	●	●		●		●	●	●			●				**18**
36	Car Painting			●				●			●	●	●			●		G						B	●	●				S					●				**12**
37	Landscape Gardening		●	●			B	G	S		●	●					●							●															**9**
38	Refrigeration	●		G		G	●		●		●	●						G					●	●						●		●	●	●	●	●			**16**
39	IT PC/Network Support	●		●	●	●	●	●	●		B	●	S		●			●					●	●		●					G				●				**17**
40	Graphic Design Technology	●		G	●	●	●				B	S	●	●				●						●							B								**12**
41	Beauty Therapy			B				●			●	●	●	S		●							●											G				**9**
42	Polymechanics/Automation					●		G	G					●					B																			**5**
43	Web Design	●		●		●	●	●	S		●		●					G				B		B				B										**12**
45	Bakery							G		●		●								●																		**4**
	TOTAL	**10**	**23**	**22**	**14**	**18**	**28**	**38**	**31**	**7**	**37**	**38**	**17**	**21**	**6**	**15**	**31**	**38**	**7**	**7**	**2**	**5**	**15**	**26**	**17**	**13**	**4**	**16**	**9**	**16**	**11**	**13**	**5**	**17**	**26**	**7**	**1**	

38th WorldSkills Competition
Helsinki - Finland - 2005

Competition Venue: Helsinki Fair Centre

The 38th WorldSkills Competition took place at Helsinki Fair Centre in Helsinki, Finland from May 25th to June 1st 2005.

FINAL RESULTS HELSINKI - 2005

		AE	AT	AU	BE	BR	CA	CH	DE	DK	FI	FR	HK	ID	IE	IR	IS	IT	JM	JP	KR	LI	LU	MA	MO	MY	NL	NO	NZ	PT	SA	SE	SG	TH	TN	TW	UK	US	ZA	
1	Polymechanics / Automation		●			B	●	B	●		●									G	●	●					●		●	●						S				**12**
3	Manufacturing Team Challenge			G		S					●	●								B	B						●									●				**8**
4	Mechatronics		●	●	●	●	●	S	S		●	●	●	●				●		G	●			●		●	●	●	●			●	●	●		●	●	●		**25**
5	Mech. Eng. CADD	●	●			●	●	B	●		●	●			●	●				G	S					●	●			●			●	●	●	B				**19**
6	CNC Machining		●		●	●	●	●			●	●	●		●	●				G	S				●		●					●	●			B				**17**
9	IT / Software Applications			●		●	●	●	●		●	●	●			●			●		S			●	●				●	●	●		G	●		S				**19**
10	Welding	●	●	G	●	●	●	●			●	●	●		●	●				●	G					●	●	●	●	●		●		G		●	●	●	●	**25**
12	Wall & Floor Tiling		B	●	●	●		S	●		●	●	●					G		●	●	B				●	●					●		●		●				**18**
13	Autobody Repair			●			●	●	●		●	●								B	S						●	●	●			●				●	G	●		**15**
15	Plumbing		●	●			●	●	B	S	G	●		●	●	●		●		●	●	●					●	●				●				●	●			**20**
16	Industrial Electronics						●	G	●		●				●	●				S	●				●					●		●		●	B				**13**
17	Web Design			G			G	●	●		●	●				●			●		●				B	●	●			●	●		B			●				**16**
18	Electrical Installations	●	●	●		●	●	●	●		B	●			B	●		G		●	●	●			●		●	G	●	●		●		●	●	●				**24**
19	Industrial Control		●	●	●	B	●	●	●		G	B			●	●				●	●	●					●					G	●		●	●				**19**
20	Bricklaying		G	●	●	●	●	S	S	●	●	●		●	●	●		B		●	●					●	●			●		●			●	●				**22**
21	Stonemasonry		●					●	G		●	●						●		●	●						S			●						S				**11**
22	Painting & Decorating		G	●				B	●		S	●	●		●			●		●	●		●				●					●				●				**15**
24	Cabinetmaking		●	●		●	●	G	G	●	●	●			●	●		B		●	●	G						●	●	●		●				●	●			**21**
25	Joinery		●		BE			B	G	●	●	S		●	●					●	B							●	●	●						●	●			**16**
26	Carpentry							S	●	●	●	●			●			B		●	G		●				●									●				**11**
27	Jewellery							●			●	●	G			●		G		●	B							●		●		●		●		●				**13**
28	Floristry		S				●	●			G	●								●	S		●		●		S	●		●		S		●						**14**
29	Ladies'/Men's Hairdressing		●	●			●	S		●	B	G	●					●	●	●	B				●			●		●		●		●		●	●	●	●	**21**
30	Beauty Therapy		●	●			B	●			●	●	●		S			G														●		●	S				**12**
31	Ladies' Dressmaking						●	B			●	●				●				●	G				●			●					S		B					**11**
32	Confectioner / Pastry Cook		●		●	●	S	●	S	●	●	●						G		●	●						●	●							●	●			**16**
33	Automobile Technology	●	S	●			●	●	●		●	●			G			●		●	B		●			●		●	●			●	●	●		●	●		●	**22**
34	Cooking		●	B			●	S	G		●	B	●		●			B	●	●	●		●				●	●	●			●		●		●	●			**21**
35	Restaurant Service		G	B			●	●			●	●			G			B		●	●						●	●		●		●		●		●				**16**
36	Car Painting							G		●	●	●	●							●	S						●	●	S			●				●	●	●		**14**
37	Landscape Gardening		●	●			●	G	B		●	G								●	●						●									●				**11**
38	Refrigeration			●	●	S	●		●		●	●			G						●						●			●		●		B	●	●		●	●	**17**
39	IT PC/Network Support		●		●	B	S	●	●		B	●	●			●				●	●					●	●		●	●	●		G	●			●			**20**
40	Graphic Design Technology		●	●	●	●	G				●	●	●		●	●				●	●					●	B	S			●		●			●				**18**
43	Telecomunication Distribution Technology										●									G	S						●	●				S								**6**
44	Printing				G			B	S		●																●	●				●								**7**
46	Sheet-Construction Steelwork							S	●		●	●			●					●	S						●		●						G					**10**
47	Tinsmith (Roofing)							G			●	●						S									●					B								**6**
48	Transport Technology									S	G							●									●	●				S								**6**
TOTAL		**4**	**24**	**21**	**12**	**16**	**26**	**34**	**25**	**9**	**39**	**34**	**13**	**4**	**20**	**15**	**0**	**18**	**4**	**32**	**35**	**6**	**5**	**2**	**8**	**9**	**30**	**20**	**13**	**17**	**4**	**23**	**10**	**16**	**5**	**30**	**16**	**6**	**4**	

39th WorldSkills Competition Shizuoka - Japan - 2007

worldskills Shizuoka2007

One of the Competition Venues: Shin-giri Hall 2 Global Skills Village

The 39th WorldSkills Competition took place at Shin-giri Halls - Global Skills Village in Shizuoka, Japan from November 14th to 21st 2007.

FINAL RESULTS SHIZUOKA - 2007

		AE	AT	AU	BE	BR	CA	CH	DE	DK	EC	EE	ES	FI	FR	HK	HR	HU	ID	IE	IN	IR	IS	IT	JM	JP	KR	LI	LU	MA	MO	MX	MY	NL	NO	NZ	PT	SA	SE	SG	TH	TN	TW	UK	US	VN	ZA	S
1	Polymechanics / Automation		●			●		●	●					●			●			●						G	S	●								●	●							●					13
2	Manufaturing Distribution Technology					●																				G	●							●	B				●	●			S					8
3	Manufacturing Team Challenge			●		B								B	●											S	G																●					7
4	Mechatronics	●	●		●	S	●	G	●		●	●	●	●	●	●	B	●	●	●						●				●	●	●	●	●	●				●				●					26
5	Mech. Eng. CADD		●			B	●	●	●					●	●		●						●				B	S	●					●	●			●			G	●	●	●	●		●		21
6	CNC Turning		S		●	●		●	●					●	●		●						●				G	S								●				●	●	S		●					16
7	CNC Miling				●	S	●	●	●					●	●	●	●				●		●		●		G	S							●	●		●		●	●			●	●				21
9	IT / Software Applications	●		●		G	●	●						●	●	●							B			●		B				●						●	●			S			●			18
10	Welding	●	●	●	●	●	G	●						●	●				●	●	●	●				G	G						●	●	●		●		●		●	●	●		●		25
11	Printing							S	●	●				●	G											●								●		B			●									9
12	Wall & Floor Tiling		●	●	●	●		G	●					●	S	●			●					●		●	S						●	●				●		●		●					18
13	Autobody Repair			●			●	●	●				●	B	●					●						G	●							●	●	S			●				●	B	●			17
14	Metal Roofing		●		●			G						●	B									G		●								●				●									9
15	Plumbing		B	●			●	●	●	●				●	●	●			●	●			●	●		S	G		●				●	●	●			●		●		●		●			23
16	Industrial Electronics					●	●	●	S					●					●	●		●				G	●			●								●		●	S			●			15
17	Web Design	●		●		S	S	●						●	●				●			●			●	●	●			S			●					●	●	●		●					19
18	Electrical Installations		●	S		●	S	B	●					●	●	●		●		B	●			●		G	S				●	●	●	●	●	●	●		●		S	●	●			●		27
19	Industrial Control		G		●	●	●	●	●				●	●	G				●	●	●	●				●	●	●	●					●		●	●		●	B		●						23
20	Bricklaying		●	●	●	●	●	●	●	B				●	●				●	●		●		B		●	G	●					●	S		●			●				●	●		●		24
21	Stonemasonry		●		●			●	B					●	G									B			G										●							●				10
22	Painting & Decorating		G	●	●			B		●				●	B					●					S		●	●											●				●	●				14
24	Cabinetmaking		●	●			●	B	S	●		●		●	●				●	●		●			●		●	●									●	●	●		●			●	G		●		22
25	Joinery		●	●	●		●	S	S	●				●	G				●	●						●	●					●		●		●	●	●					●	●				19
26	Carpentry							S	●	●					●					●				●		S	G	●						●														10
27	Jewellery			S		●		●						B	●	●						●		●		●	G								●		●		●		●		B					15
28	Floristry		●	●				●						●	●											●	●		●		●			●	G			B		S		●	●			●	16
29	Ladies'/Men's Hairdressing		●	●			●	B	●	●				B	S				●					●	●	●	G				●				●		●		●		●		●	●	●		●	22
30	Beauty Therapy			●			●	G						●	S					●				●		●										●		B			●	●			●		13
31	Ladies' Dressmaking						B	S						●	●				●							●	G				●		●		●				●		●		●					13
32	Confectioner / Pastry Cook		●		●		B	●	●	●				●	●					●				B		G	S								●								●	●				15
33	Automobile Technology		●	G			●	●	●				●	●	●				●	B				●		B	S		●	●		●	●		●	●		●	●		●		●	●				24
34	Cooking		●	B	●		G	S	●			●	●	●	●	●				●				●	●	●	●				●				●	●			●				●	●		●		23
35	Restaurant Service		●	●			●	●	S				●	G	●				●	●				●		●							●		●	●	●		●		●		B	●		●		21
36	Car Painting			S				●		●			●	G	●					●						●	B					●		●	●	●			●		●		●	B	●			18
37	Landscape Gardening		●	●		●	●	●	S					●	S											G	●	●					●	●				●					●				15
38	Refrigeration			●	●	G	●							●	●	●				B		●				●	●						●	●			●		●		S	●	●	●	●		●	21
39	IT PC / Network Support	●	●		●	B	●	●	●					B	●	●		●				●				S	●				●		●				●	●	G			●	●				21
40	Graphic Design Technology	●	●	●	●	●	●			●				●	●	●						●		G		●	S						●	●	●			●		●			●	S			●	22
D1	Caring	S												●																				B	●				●	G							6
D2	Mobile Robotics	●					●		B					B		●										G	B					●		B					B			S					11
D3	Mould Making		●																S	B	●					G	●													●		●					8
D4	Bakery							●		●					G											●	B																S					6
HM1	Mechanical Device Control																			●						G	S									●							B					5
HM2	Construction Metal Works		●		●			S							B					●						G	●															●					8
HM3	Pattern Making							S						●					●							G	B															●		●				7
HM4	Plastering							B							●					G						S	●																●					6
HM5	Sheet Metal Technology			●											●					●						G	G									●							B					7
TOTAL		**8**	**26**	**24**	**17**	**20**	**26**	**38**	**25**	**12**	**1**	**3**	**7**	**39**	**39**	**12**	**5**	**3**	**16**	**25**	**5**	**14**	**1**	**18**	**4**	**45**	**41**	**6**	**4**	**3**	**9**	**5**	**14**	**22**	**22**	**13**	**16**	**5**	**29**	**12**	**17**	**5**	**40**	**21**	**6**	**8**	**6**	

40th WorldSkills Competition
Calgary - Canada - 2009

worldskills Calgary2009

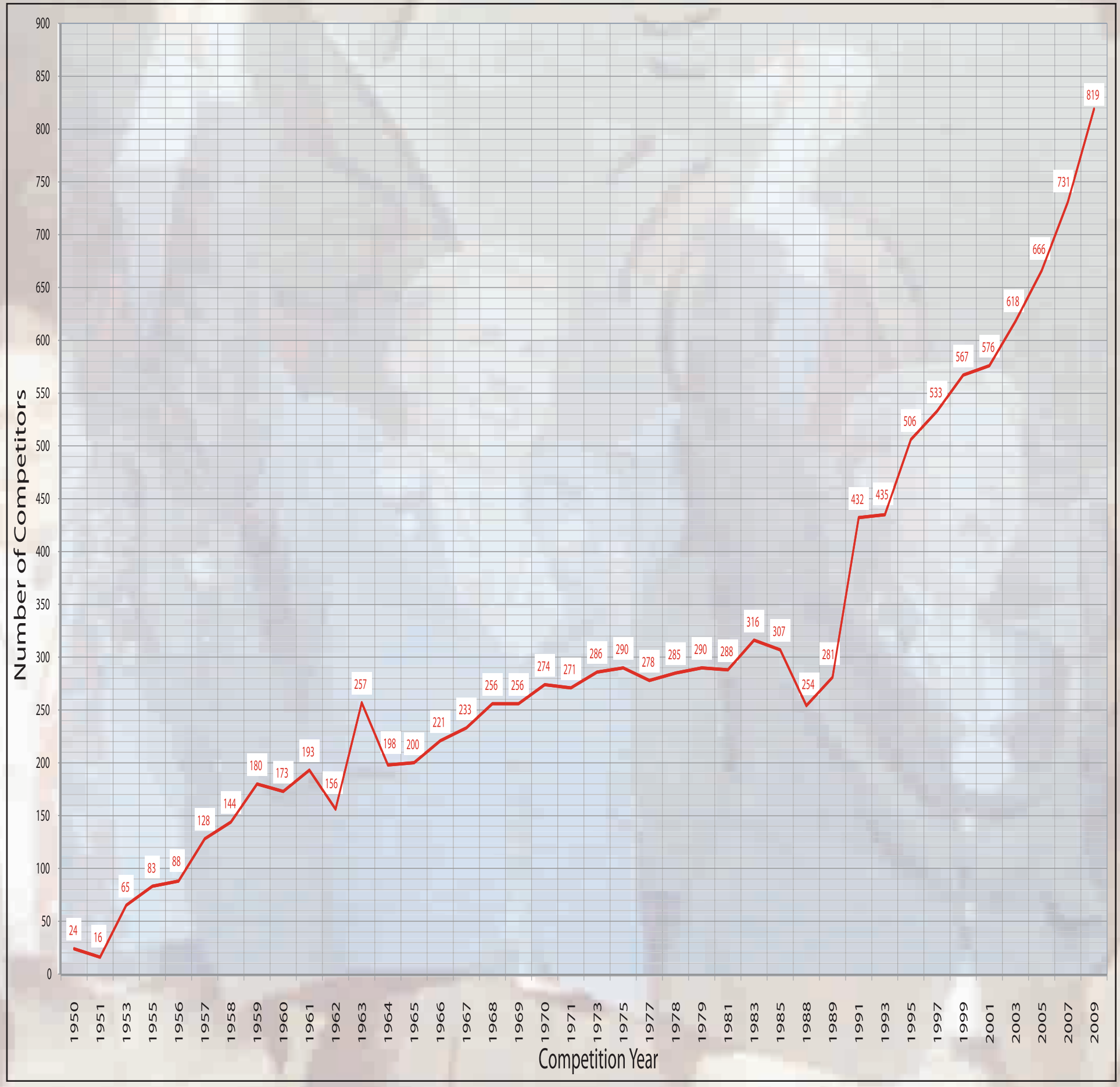
Competition Venue: Stampede Park in Calgary

The 40th WorldSkills Competition took place at Stampede Park in Calgary, Canada from September 1st to 7th 2009.

FINAL RESULTS CALGARY - 2009

		AE	AT	AU	BE	BR	CA	CH	CO	DE	DK	EE	ES	FI	FR	HK	HU	ID	IE	IN	IR	IS	IT	JM	JP	KR	LI	LU	MA	MO	MX	MY	NL	NO	NZ	PT	SA	SE	SG	TH	TN	TR	TW	UK	US	VN	ZA	S
1	Polymechanics / Automation		S			●		B		●				●											●	●	●								●	●							G					**11**
2	Information Network Cabling						●																		G	●						●	S				B	●	●								**8**
3	Manufacturing Team Challenge			S		●								●	●										●	G						●										B					**8**
4	Mechatronics	●	●		●	S	●	●	●	●		●	●	●	●		●	●							G	B			●	●	●	●	●	●			B	●				●		●	●	●	**28**
5	Mechanical Engineering Design - CAD	●	●			G	●	S						●	●	●		●							●	●	●						B			B			●		●		●	●				**18**
6	CNC Turning		G		●	●	●	●		●	●			●	●						●				B	G		●			●		●				●	●	G			●		●			**20**
7	CNC Miling				●	S	●	●		●				●	●						●				B	G	●										●		●	●				●	●	●			**17**
8	Mould Making		●															●		S					S	G														●				●					**7**
9	IT / Software Applications	●		S		G	●	●						●	●	●		●		●	●				●	●				●								●		●			B			●		**18**
10	Welding			B	●	B	●	●	●					●	●			●			●				B	●								●	●	●		●		G			●		S		●	**20**
11	Offset Printing				●		B	G		B	●			●	●	●									G								●	●	●		●								●			**14**
12	Wall & Floor Tiling		B	B	●	S		●		B		●		●	●		●	●					●		●	G		●				●	●			●		●					●				**20**
13	Autobody Repair			●			●	●		●	●		●	●	●										S	G							●	B	●			●					●	B	●			**17**
14	Metal Roofing		●		●			G							B								B									●					S									**7**
15	Plumbing and Heating		G	S			●	●			●			●	●	●		●				●	●		●		●	●				●	●		●	●		●		●				●	●			**23**
16	Electronics					G	●	●	●	●				●				●			●				●	G			●							●		●						●	●			**18**
17	Web Design	●		B		B	S	G						●	●	●	●		●			●			●	B				●			●			●	●	●	●	●			●	●		●	●	**25**
18	Electrical Installations	●	●	●	●	●	●	S		●				●	●	G		●	●			●	●		●	G	●	●				●	●	●	●	●		●		●	●		●	G		●		**31**
19	Industrial Control		G	●	●		●	●		S				●	●	●			●						●	●			●	●			●		●	●		S	●		●		●					**21**
20	Bricklaying		●	B	●		●	●		●	●				G	●		●	●	●				B			G						●	●		●			●				●	●				**20**
21	Stonemasonry		●		●			G						●											●	S										●									●				**9**
22	Painting & Decorating		●	●	●		●	G			●	●		●	B									●			●												●						●	G			**14**
23	Mobile Robotics	●				●	●		●	●				●				●							G	G							●						B				●	B			●	**14**
24	Cabinetmaking		●	●			G	●		●	●	●	●	●	●			●			●		B		●	●				●	●			●				●					G	●	●			**22**
25	Joinery		●	●	●		●	B		S	●		●	●	●		●	●							●	G								●	●								●	B		●		**19**
26	Carpentry		B				●	G		●	●			●	●		●		G					●		●	●						●		●									●				**15**
27	Jewellery					S		●						●		●		●			●		S		●	G				●			●		●			●		●			●	●				**16**
28	Floristry		●	●			●	●						●	G		●								B	●				●	●			●	●			S				●	B	B			●	**18**
29	Ladies' / Men's Hairdressing			●		●	●						●	G	B	●	●	●				●	S		●	●				●						●		●					●	●	●		●	**20**
30	Beauty Therapy			G			S	●					●	●	●	●	●		●				●		●							●				●		●	●				●	B			●	**18**
31	Fashion Technology						B	G					●	S	●			●							●	B				●		●		●						●		●	B					**14**
32	Confectioner / Pastry Cook		G		●	●	●	●			●			●	●		●						G		●	B																	●	●				**14**
33	Automobile Technology		●	●	●		●	●		●	●		●	●	●			●	G		●		●		●	B		●	●			●		●		●	●	●		●		●		●	●	S		●	**28**
34	Cooking		●	●	●	●	●	●	●	G	●	●	●	●	●	●	●	●					●	●	●	G	●			●			●	●				●	●	●		●	B	G	●	●		**33**
35	Restaurant Service		●	G			G	●		●	●		●	●	●			●	B				B		●	●				●		●	●	●	●		●	●				●	B		●	●	**25**
36	Car Painting			●			●				●		●	B	●										G	S						●	●	●			●		●			●	●	●			**16**
37	Landscape Gardening		S				●	●		G				●	●								●		●	●						S	●				●					●	●			●	**15**
38	Refrigeration			●	●	G	●								●	●			●		S				●	●			●		●		●			●			B	●		B		●	●	●	**21**
39	IT PC / Network	●	●		●	●	●	B	●	●			●	●	●	●	●				●			●	●	S	●			●						●		●	G	●			●	●	●			**26**
40	Graphic Design Technology	●		●	●	●	G				●			●	●	●		●					●		●	●						●	●			●		S	B			●				●	**20**
41	Caring	●												B	●								S							●		●	●			●	G									**9**
D1	Aircraft Maintenance						S							●					G																								B				**4**
D2	Construction Metal Works		●	●				B						●	●				B						S	G																	B				**9**
D3	Plastering and Drywall Systems							S							G				●						B	●																	●				**6**
HM1	Sheet Metal Technology			B			●								●										●	S								●									G				**7**
	TOTAL	**9**	**24**	**24**	**19**	**20**	**35**	**34**	**6**	**20**	**15**	**5**	**15**	**39**	**38**	**12**	**12**	**22**	**11**	**2**	**12**	**3**	**18**	**3**	**40**	**40**	**7**	**5**	**5**	**7**	**9**	**9**	**22**	**16**	**17**	**19**	**3**	**28**	**16**	**15**	**5**	**4**	**37**	**25**	**15**	**9**	**12**	

NUMBER OF COMPETITORS PER COMPETITION



*The total number of Competitors in this table does not always coincide with the number shown in the individual competitions, because some participants in Demonstration Skills were not computed and some skills are team events.

IVTO

world skills international

WSI HIGH PROFILE ENDORSEMENT

WSI HIGH PROFILE ENDORSEMENT

Prince Juan Carlos of Spain in the fifties

Italian Minister for Public Instruction - Modena - ITALY - 1959

Italian Minister of the Labour- Modena - ITALY - 1959

Heinrich Lübke
President of Germany - Duisburg - GERMANY - 1961

German Prime Minister H. Willi Brandt
Duisburg - GERMANY - 1961

Edmond De Valera,
President of Ireland
Dublin - IRELAND
1963

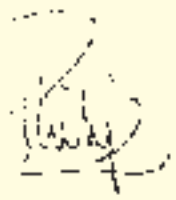
Minister of Education of Ireland
Dublin - IRELAND - 1963

Edmond De Valera, President of Ireland
and Organising Committee members
Dublin - IRELAND - 1963

This is the age of science and a time of great technological progress in every field of human activity. This means that traditional as well as new crafts and skills are immensely important to the changing and growing requirements of modern industry.

I am sure that the young people who are gathered in Glasgow in friendly rivalry will demonstrate that they can meet the demands which the future may make of them.

You have come to Glasgow to display your skill and to represent your country, but I hope you will take back with you a wider understanding and many new friendships.



Message of welcome by HRH The Prince Philip,
Duke of Edinburgh - Glasgow - UNITED KINGDOM - 1965

Queen Juliana of Netherlands - Utrecht
NETHERLANDS - 1966

Prince Claus von Amsberg - Utrecht
NETHERLANDS - 1966

Prince Carlo of Parma and his wife, Princess Irene - Madrid - SPAIN - 1967

General Francisco Franco
Madrid - SPAIN - 1967

Prince Juan Carlos of Spain - Madrid - SPAIN - 1967

King Juan Carlos of Spain - Madrid - SPAIN - 1975

First Lady Kyun Hea Park (the daughter of President Park)
Busan - KOREA - 1978

President Park Chung Hee
Busan - KOREA - 1978

Prime Minister Kyun Ha, Choi
Busan - KOREA - 1978

Karl Kehrer - Secretary General of Federal Chambers
Rudolf Trauner - President of the Upper
Austrian Commerce Chamber
Linz - AUSTRIA - 1983

Prince Franz Josef II of Liechtenstein
Linz - AUSTRIA - 1983

Emperor Hiroito of Japan
Osaka - JAPAN - 1985

Pope John Paul II - Sydney
AUSTRALIA - 1988

Duke of the Edinburg - Birmingham
UNITED KINGDOM - 1989

Prince Edward - Birmingham
UNITED KINGDOM - 1989

Prime Minister Margaret Thatcher and
WSI President Francisco Albert-Vidal
Birmingham - UNITED KINGDOM - 1989

J. J. M. Ritzen - Dutch State Secretary of Education
Amsterdam - NETHERLANDS - 1991

N. J. Ginjaar Maas - Dutch State Secretary of Education
Amsterdam - NETHERLANDS - 1991

Dr Lee, Teng-Hui, President of Taiwan (Chinese Taipei)
Taipei - CHINESE TAIPEI - 1993

Lee Kuo Tin, Advisor to the President
of Taiwan (Chinese Taipei)
Taipei - CHINESE TAIPEI - 1993

Jacques Chirac, President of France
Lyon - FRANCE - 1995

Dr Heinz Christen - Mayor of the City of St. Gallen
Prince Hans-Adam II of Liechtenstein - St. Gallen - SWITZERLAND - 1997

Jean-Pascal Delamuraz - Swiss Minister of the Economy
Hans Ulrich Stöckling - Head of Government Canton of St. Gallen - St. Gallen - SWITZERLAND - 1997

Lucien Bouchard - Quebec Premier
Montreal - CANADA - 1999

Jane Stewart - Minister of Human Resources Development Canada
Montreal - CANADA - 1999

Tuula Haatainen - Minister of Education and Science, Kirsi Lindross - General Director of the Finnish National Board of Education and Ján Figel EU Comissioner
Helsinki - FINLAND - 2005

Tuula Haatainen - Minister of Education and Science
Helsinki - FINLAND - 2005

His Imperial Highness The Crown Prince
Honorary President
International Skills Festival for All
Shizuoka - JAPAN - 2007

Matti Vanhanen - Prime Minister of Finland
Helsinki - FINLAND - 2005

Ján Figel - EU Comissioner
Helsinki - FINLAND - 2005

Welcome Address by Koichi Kishi, Senior Vice-Minister, Ministry of Health, Labour and Welfare
Shizuoka - JAPAN - 2007

Alberta Premier Ed Stelmach welcomes the Competitors
Calgary - CANADA - 2009

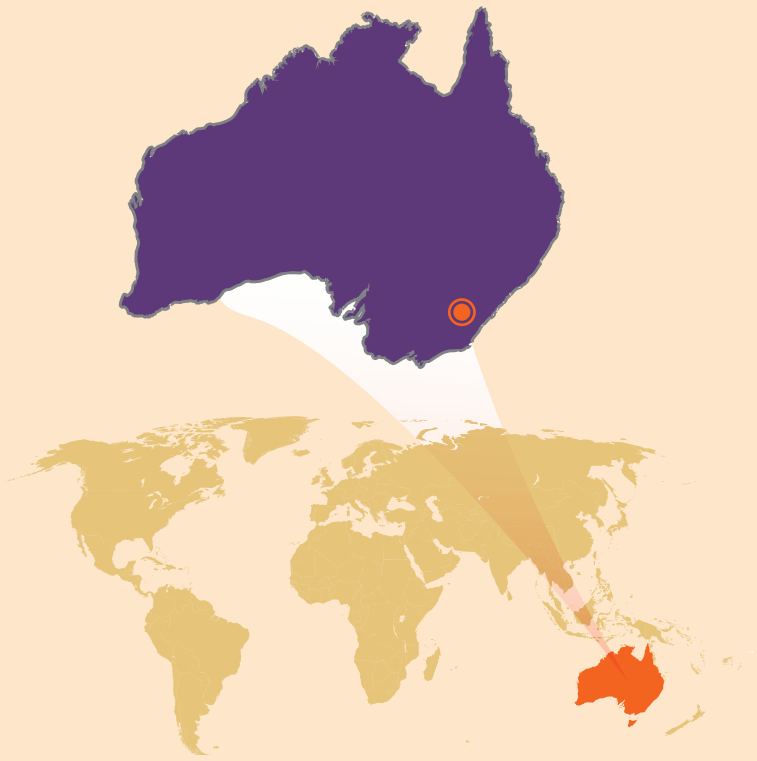
Calgary Mayor Dave Bronconnier is accompanied by Young Canadian of the Calgary Stampede
Calgary - CANADA - 2009

Prime Minister of Canada Stephen Harper and Minister Diane Finley at the Opening Ceremony
Calgary - CANADA - 2009

WSC2009 President & CEO Richard Walker looks on as Treaty 7 Grand Chief Charles Weaselhead welcomes the world to traditional native lands
Calgary - CANADA - 2009

EDUCATIONAL AND VOCATIONAL SYSTEMS OF MEMBER-COUNTRIES

Educational and Vocational Training Systems in Australia



Official Name: Commonwealth of Australia
Country Code: AU
Capital: Canberra
Area: 7,703,429 sq km
Population: 22.3 million (est. 2010)
National Language: English
G.D.P.: US$ 1 trillion (est. 2009)
Currency: Australian Dollar

AUSTRALIA

Australia boasts a truly national, world-class vocational education and training system. Australia's national vocational education and training system was initiated in 1994 with the establishment of the Australian National Training Authority (**ANTA**). Prior to this, Australia had eight separate training systems operating independently of each other, and there was no recognition of qualifications between each state and territory.

In consultation with the state and territory training authorities the **ANTA** developed national vocational education and training policies to improve training in Australia. On July 1th, 2005 the responsibilities and functions of the Australian National Training Authority were transferred to the Australian Government Department of Education, Employment and Workplace Relations (**DEEWR**).

DEEWR is responsible for overseeing Australia's vocational education and training. The Ministerial Council for Tertiary Education and Employment (**MCTEE**) leads the national training system. It comprises ministers with responsibility for vocational education and training from the Australian, state and territory governments.

The national training system has three key elements that promote quality and national consistency in terms of qualifications and the delivery of training. These elements are training packages, the Australian Qualifications Framework and the Australian Quality Training Framework. Collectively they are referred to as the National Skills Framework.

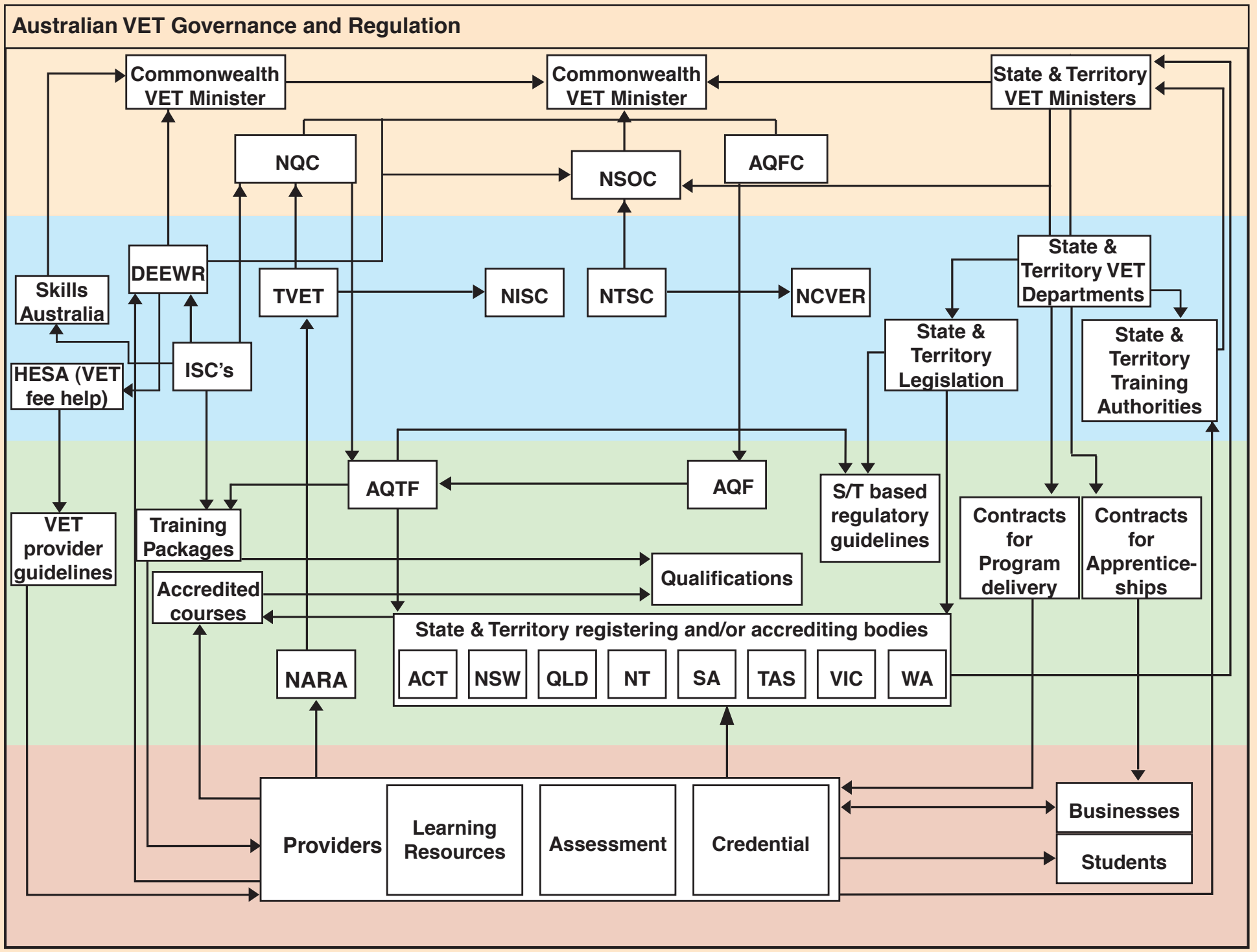
A training package is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. Training packages ensure the quality, consistency and industry relevance of training products.

The Australian Qualifications Framework (**AQF**) sets out all nationally recognised qualifications in schools, vocational education and training and higher education. It ensures the quality, consistency and portability of training outcomes across Australia.

The Australian Quality Training Framework (**AQTF**) is the set of nationally agreed quality assurance arrangements for training and assessment services delivered by training organisations. It assures the quality and consistency of training outcomes .

Registered training organisations may include TAFE colleges and institutes, private providers, adult and community education providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies, and other organisations that meet Australian Quality Training Framework registration requirements.

Registered training organisations are providers and assessors of nationally recognised training. Only registered training organisations can issue Australian Qualification Framework qualifications and statements of attainment.



Educational and Vocational Training Systems in Austria

Official Name: Republik Österreich (Republic of Austria)
Country Code: AT
Capital: Vienna
Area: 83,871 sq km
Population: 8.4 million (2009)
Official Language: German
G.D.P.: US$ 416.4 billion (2008)
Currency: Euro

AUSTRIA

The Austrian Education System

In Austria, children aged 3 and over can attend a **kindergarten (Kindergarten) (1)**.

Compulsory schooling starts at the age of six and lasts for nine years. There are private and state schools. In state schools, no tuition fees are charged. The Austrian school system provides for a variety of education and training options which are designed to meet the needs and interests of children and their parents.

Every child's education in Austria starts with four years at **primary school (Volksschule) (2). Pre-primary education** is foreseen for children who have reached compulsory school age (i.e. the age of six) but are not yet mature enough for school (e.g. because they have difficulties following instruction). Primary schools impart comprehensive general education to all pupils with the objective of fostering their social, emotional, intellectual and physical skills and abilities.

After primary education, pupils have a choice between two types of school that last for four years each: These are the **lower secondary school (Hauptschule (4)** and the **lower cycle of secondary academic school (allgemein bildende höhere Schule or AHS - Unterstufe) (5)**. **Lower secondary** schools provide pupils with basic general education, preparing them for transfer to the upper secondary level and for working life.

Students have the choice between **vocational education and training (VET) programmes** and **general education programmes**. VET programmes are provided within the framework of apprenticeship training (dual system), at VET schools (BMSs) and VET colleges (BHSs). General education is imparted in the upper cycle of AHS.

VET programmes

Pupils who want to attend a VET programme in the dual system after lower secondary level are obliged to complete their ninth year of compulsory schooling first. This is in most cases done at a one-year **prevocational school (Polytechnische Schule) (6)**.Subsequent **apprenticeship training (Lehrlingsausbildung)** is provided both at the training enterprise (Lehrbetrieb) (practical training, which makes up some 80% of the training period) and **part-time vocational school (Berufsschule) (7)**. It is the task of these vocational schools to expand the trainees' general education and complement the specialist knowledge and skills they are taught in the training enterprises. Depending on the apprenticeship, training lasts between two and four years, mostly three years. At the end of the training, every apprentice can take an **apprenticeship-leave examination (Lehrabschlussprüfung)**.

Young people with special educational needs, disabilities or reduced mobility have the possibility to attend an **integrative VET programme (integrative Berufsausbildung)**. Another VET form of upper secondary level is **VET school (berufsbildende mittlere Schule or BMS) (8)**. VET schools aim to impart to students the subject-specific fundamental skills that enable graduates to exercise their occupation immediately upon completion. VET schools mostly

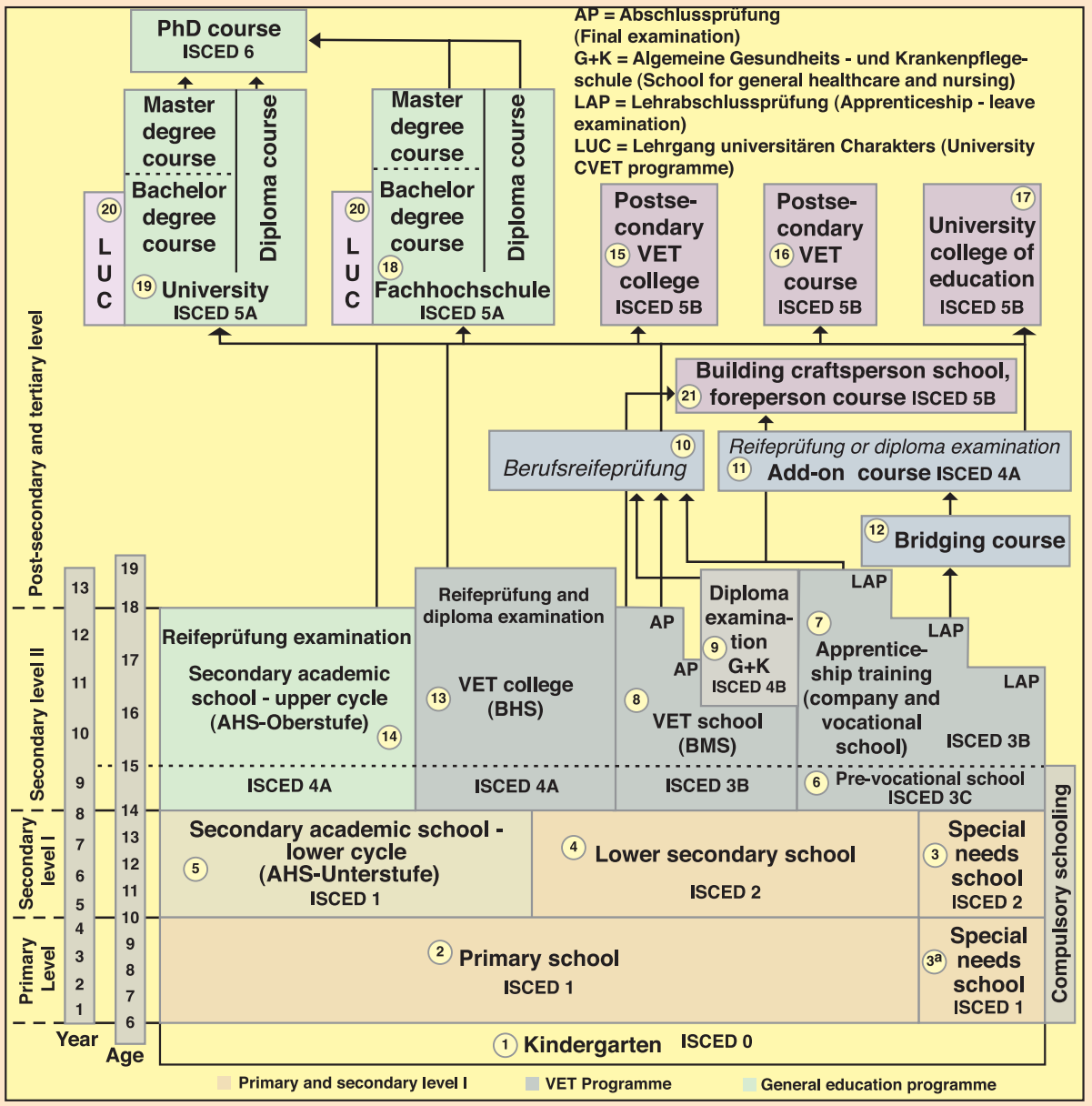
last between three and four years, but there are also one-year and two-year forms.

Since 1997, graduates of apprenticeship training have had the possibility to take the so-called **Berufsreifeprüfung (10)** examination. Since 2008 it is also possible to make three exams during the apprenticeship. It comprises four partial exams (German, Mathematics, Modern Foreign Language, and Occupation-related Specialist Area) and entitles students to transfer to any postsecondary or tertiary establishment (higher education entrance qualification).

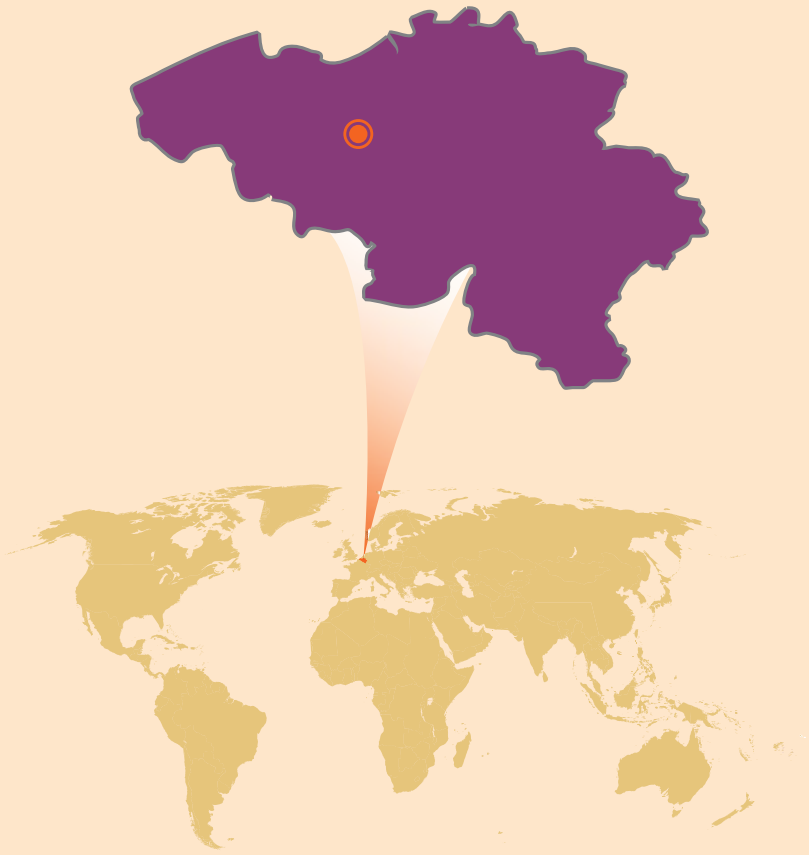
The **VET college (berufsbildende höhere Schule or BHS) (13)**, which provides higher vocational qualifications in different specialisations (e.g. tourism, mechanical engineering, electronic engineering etc.) and well-founded general education. VET colleges last for five years and are completed with the Reifeprüfung and diploma examination. Students thus acquire professional qualifications and the general higher education entrance qualification (double qualification).

General education programmes
A general education is provided to students by the **upper cycle of secondary academic school (allgemein bildende höhere Schule or AHS – Oberstufe) (14)**. These schools mainly prepare students for university-based education programmes. They last for four years and are completed with the Reifeprüfung examination.

Postsecondary VET colleges (15), which qualify graduates to exercise specific activities in the social services and healthcare sector, **postsecondary VET courses (16)**, which are mainly oriented towards AHS graduates who want to obtain BHS qualifications, and **university colleges of education (pädagogische Hochschulen) (17)**, where compulsory school teachers are trained. **Fachhochschulen (18)** and **universities (19)**. - For both, the new higher education studies legislation provides for three-year Bachelor degree courses, on which basis Masters courses of at least two years may be attended. At both institutions, students may also enrol in diploma studies. Graduates of a Masters course or a diploma study are entitled to enrol in doctoral studies at universities.



Educational and Vocational Training Systems in Belgium



Official Name: Kingdom of Belgium
Country Code: BE
Capital: Brussels
Area: 30,528 sq Km
Population: 10.6 million (2009)
Official Languages: French, Dutch, German
G.D.P.: US$ 497.6 billion (2008)
Currency: Euro

BELGIUM

Since 1988, the Belgian educational and vocational system is predominantly organised, financed, funded and recognised by the Linguistic Communities. This allows these Communities to undertake their own educational policy.

Education is a priority as far as population and policies are concerned. There is freedom for teaching: in addition to "official" education, organised by the public powers (Community, provinces, districts,...) and neutral with respect to philosophical, ideological and religious conceptions, there is private education, organised by private individuals or non-profit organisations. Secondary education is compulsory till the age of 18 and free of charge. On the other hand, if someone wants to go to the university, he must be entitled to it. The objectives of the educational and vocational systems are:

- to permit the self-improvement of each pupil in society;
- to enable the construction of knowledge for an active participation in the economic life of the country;
- to make the youngsters accountable for their acts as citizens living in freedom in society.

However, a real pedagogical evolution can be observed currently in the sense of giving equal chances of success for everybody, fighting against educational failures or delays and preventing children from dropping out.

When the child is two and a half years old, the schooling starts: 3 years of pre-school, then 6 years of primary education, at the end of which the pupil is entitled to a **CEB** (Certificate of Basic Studies).

Secondary education is divided into three levels, each one with two years of duration, leading preferably to an optional training path:

- observation level;
- orientation level, where pupils are oriented according to their choices;
- determination level, where the subject matters from the previous level are studied in depth.

Besides, people can also have access to:

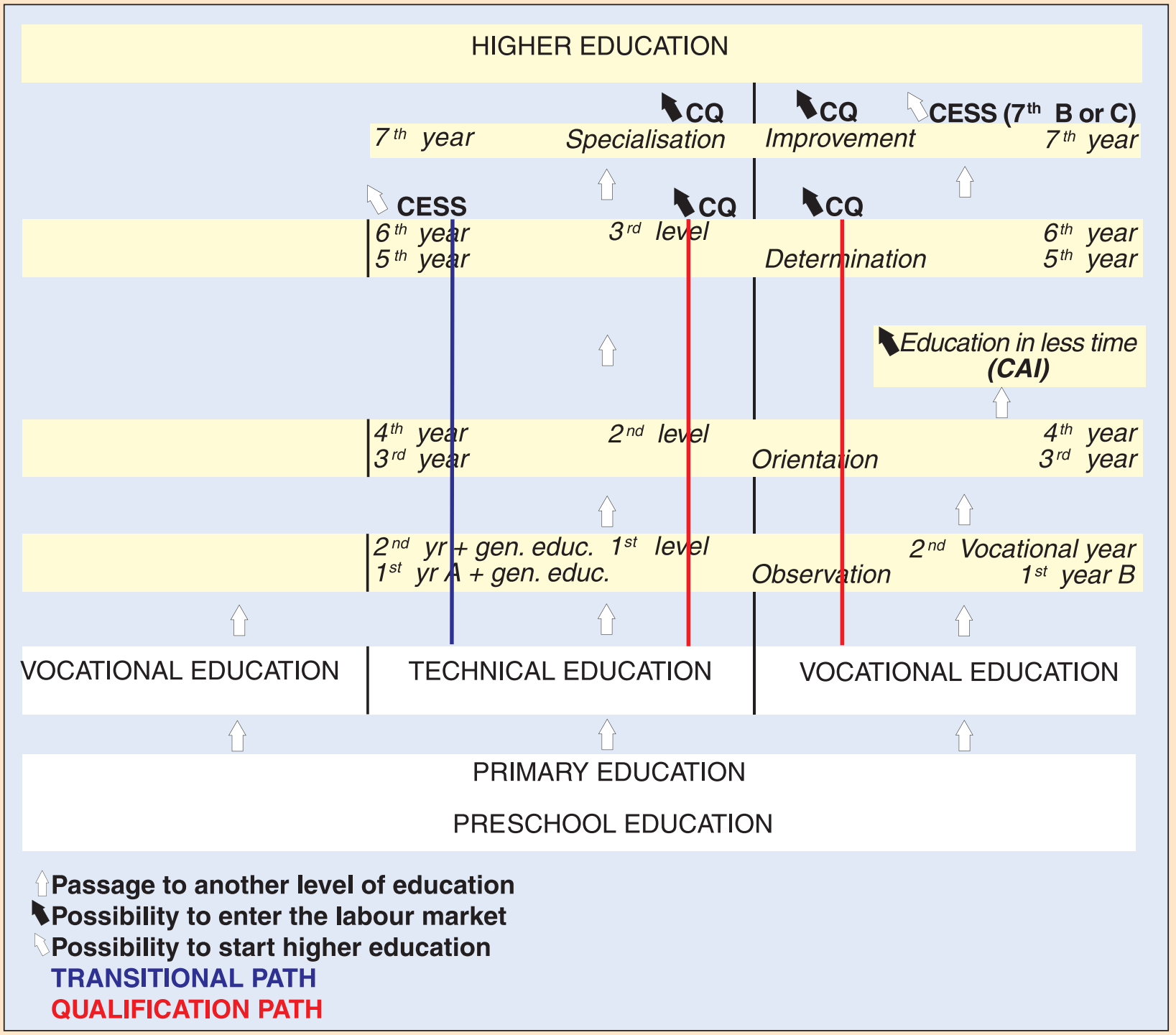
- non-compulsory higher education (university, colleges, "hautes écoles", art and architecture schools,...);
- free-scheduled social promotion courses; and
- distance-learning programmes.

From the orientation level on, there are four educational modalities: general, technical, artistic and vocational education, with two training paths: **transitional** (general, artistic and technical education) or preparatory for higher education, with the possibility of entering the labour market, and **qualification** (artistic, technical and vocational education) or preparatory for the labour market, with the possibility of following higher education studies.

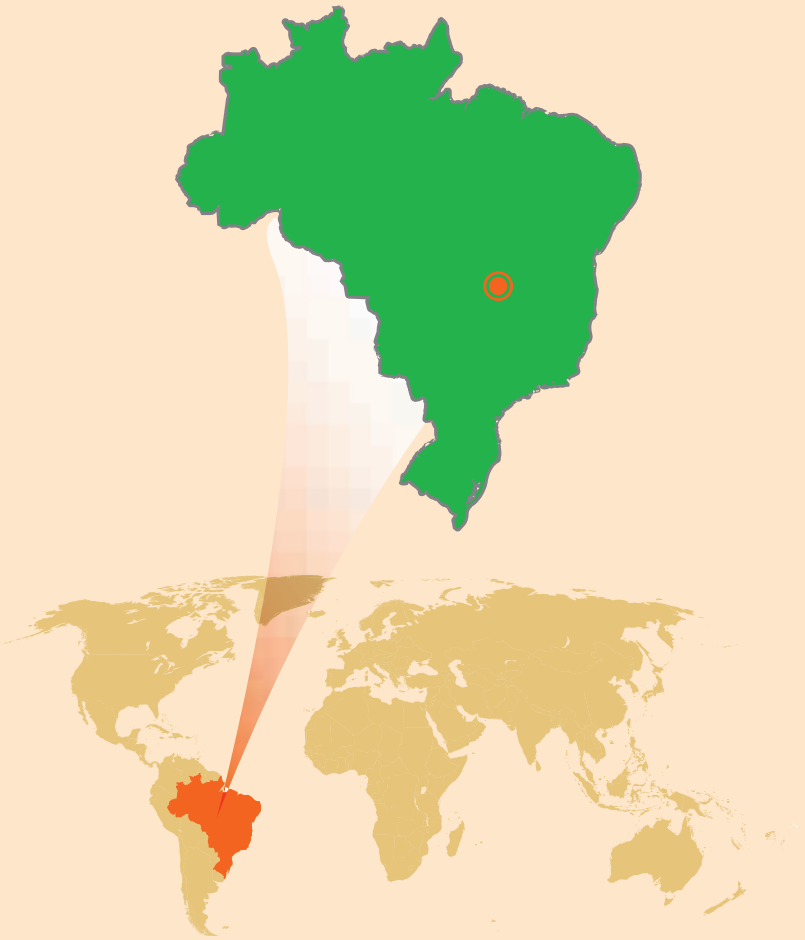
With 6 years of technical education or 7 years of vocational education of the **B & C types** (including at least 40% of general education), the pupil is entitled to a **CESS** (High Secondary Education Certificate) and is able to take a short-term higher education course. At the end of the technical/vocational education, or after the improvement/

specialisation courses are over, the pupils take a qualification exam to test their aptitudes for work and are awarded a **CQ** (Qualification Certificate).

To improve the training programmes according to the needs of the labour market, there is the possibility for the 15 or 16-year-old pupil to get into a Dual System Training Centre, under a **CAI** (Industrial Apprenticeship Contract), pursue his studies and get prepared for the labour market in less time. In this respect, there is an agreement between educational agencies and enterprises to allow pupils from the qualification path to complete their training on the job, under the responsibility of the Vocational Training Centre. These practical activities, which lead to a **BAP** (Vocational Skills Certificate), contribute to the enrichment of the training programme by utilising an effective teaching material, techniques adapted to the needs of the enterprises and a constant updating of the qualifications to be acquired.



Educational and Vocational Training Systems in Brazil



Official name: República Federativa do Brasil
(Federative Republic of Brazil)
Country Code: BR
Capital: Brasília
Area: 8,514,876 sq Km
Population: 197.7 million (2009)
Official Language: Portuguese
G.D.P.: US$ 1.6 trillion (2008)
Currency: Real

BRAZIL

The Brazilian Educational System is ruled by Law No. 9394/96, known as **LDB** (Lei de Diretrizes e Bases da Educação Nacional) – a federal law that lays down the guidelines and fundamental principles for the national education system. According to **LDB**, the Federal Government, States and Municipalities are supposed to organise – in collaboration – their respective educational systems.

It is up to the Federal Government to coordinate the national education policy, providing an articulation with the different levels and systems and acting as a ruling body that sets out the standards for all educational levels.

By law, there are two educational levels and three modalities of education:

LEVELS

- Basic Education, including early childhood education, primary & lower secondary education and upper secondary education).
- Higher Education.

MODALITIES

- Education for youngsters and adults.
- Vocational and Technological Education.
- Special Education.

Early childhood education: aims at developing children, up to age six, physically, psychologically, intellectually and socially, by complementing the education provided in the family and communities.

Primary & lower secondary education: lasts for nine years, is compulsory and free of charge in public schools and aims at providing basic general education for the citizen.

Upper secondary education: lasts for three years and aims at consolidating knowledge acquired in the primary & lower secondary education and giving access to higher education studies.

Education for youngsters and adults: is designed for those who had no previous access to primary, lower & upper secondary education at the proper age.

Vocational and Technological Education: aims at developing skills for a productive life, by integrating education, labour, science and technology.

Higher Education: aims at encouraging cultural creation, by developing the scientific spirit, promoting reflexive thinking etc.

Special Education: is preferably provided by the mainstream education network for students with disabilities.

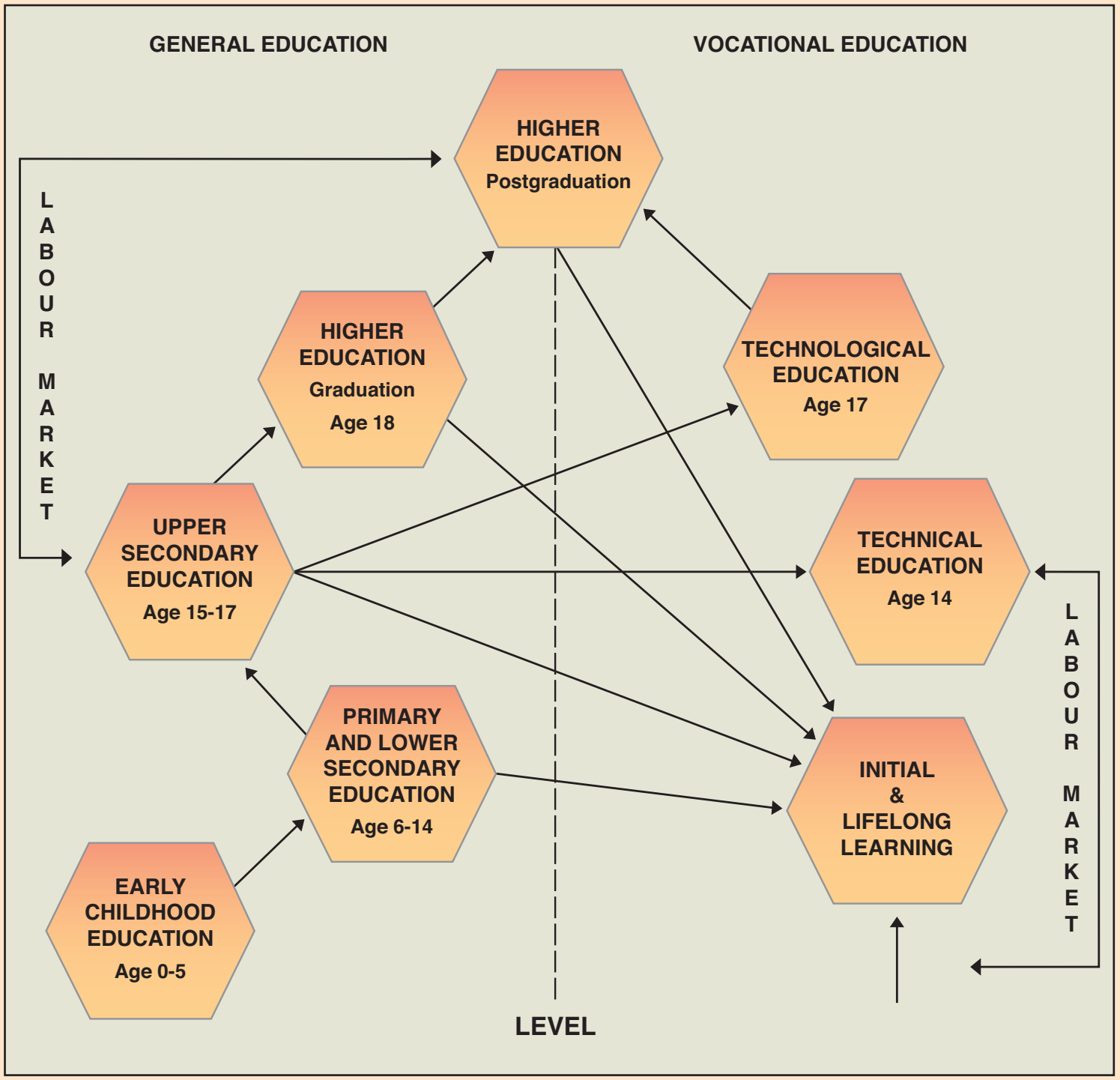
Vocational and Technological Education (Law No. 11741 of July 16th 2008)

For the compliance of national education goals, vocational and technological education is integrated to the different levels and modalities of education and to the dimensions of labour, science and technology.

Vocational and technological education courses can be organised by technological axes , allowing the creation of different training itineraries, in compliance with standards of the educational system.

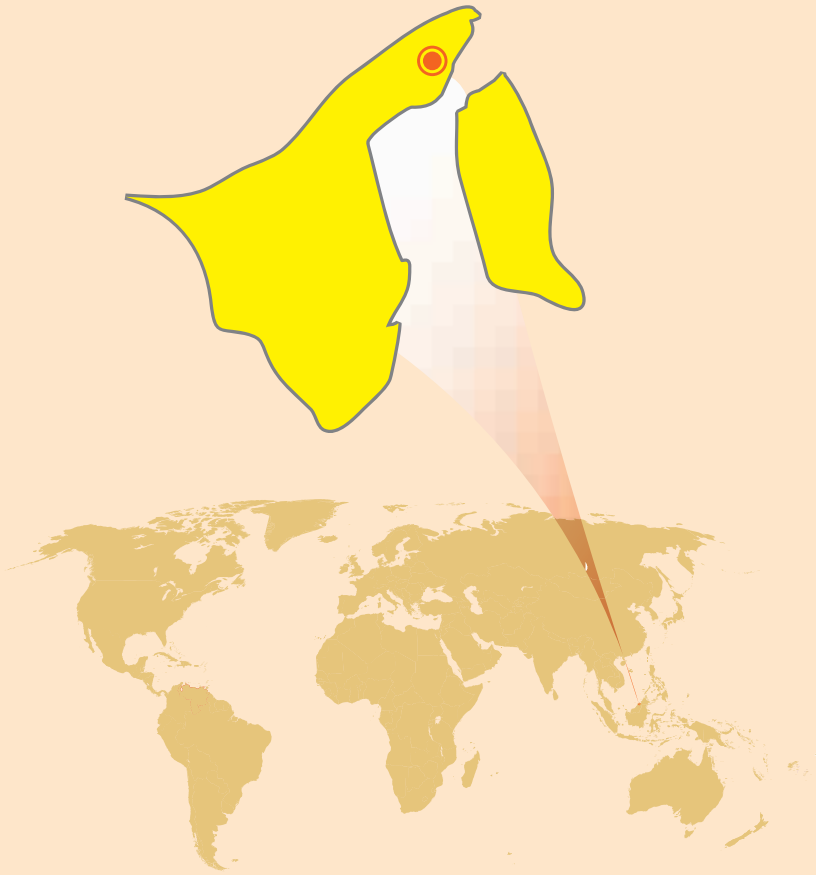
Vocational and technological education includes:
I – Initial & lifelong learning.
II – Upper secondary technical education.
III – Higher vocational and technological education at graduation and post-graduation levels.

Vocational and technological education will be developed – in articulation with mainstream education or through a lifelong learning scheme – in private and public schools, colleges, vocational education agencies (such as **SENAI**, **SENAC**, **SENAR**) or within the enterprises.



Educational and Vocational Training Systems in Brunei Darussalam

BRUNEI DARUSSALAM



Official Name: Negara Brunei Darussalam (Sultanate of Brunei Darussalam)
Country Code: BN
Capital: Bandar Seri Begawan
Area: 5,765 sq km.
Population: 406,200 (est. 2009)
Official Language: Bahasa Melayu (Malay).
Other languages include English and Chinese (various dialects).
G.D.P.: US$ 19.44 billion (est. 2009)
Currency: Brunei Dollar (Ringgit)

NATIONAL TECHNICAL & VOCATIONAL EDUCATION SYSTEM

In Brunei Darussalam, the current Technical and Vocational Education (**TVE**) programmes cater primarily for secondary students who have completed Form 3 (Year 9) or Lower Secondary Assessment [Penilaian Menengah Bawah (**PMB**)] to enable them to progress further to National Vocational Certificate (**NVC**)/National Trade Certificate 3 (**NTC3**) programmes. Those who have completed Form 5 (Year 11) can progress to the Pre-National Diploma (**PND**) or the National Diploma (**ND**) programmes.

Figure 1 shows the current **TVE** qualification framework.
With the phasing out of the **PMB** in 2010, the **TVE** qualification system has to be revised to introduce changes in the technical and vocational curriculum in line with the changes that occur in the **SPN21**.

The new 3-Tier Qualification System for TVE (Figure 2) to be introduced in the year 2012 is as outlined below:

a.Levels

i)Skilled Worker: Skill Certificate (**SC**)

This certificate is generated from the review of the present **NVC/ NTC3** and **NTC2**. It consists of 2 levels, namely, Skill Certificate 2 (1 year) and Skill Certificate 3 (1 year). The training for this course is specialised, skill-specific, more hands-on and aimed for the job market. A suitable duration of industrial attachment will be incorporated into the course.

ii)Technologist: Diploma (**D**)

This Diploma is generated from the review on the present **PND**, **ND** and the Higher National Diploma (**HND**). It consists of 2 levels, namely, Diploma (2 years) and Advanced Diploma (2 years). The training for the Diploma and Advanced Diploma course is broad based in nature and each includes 3 months of industrial attachment

iii)Professional: Degree

The training for this course is specialised and in a specific skill discipline or multi-skill disciplines.

Figure 1: Current TVE Qualification Framework

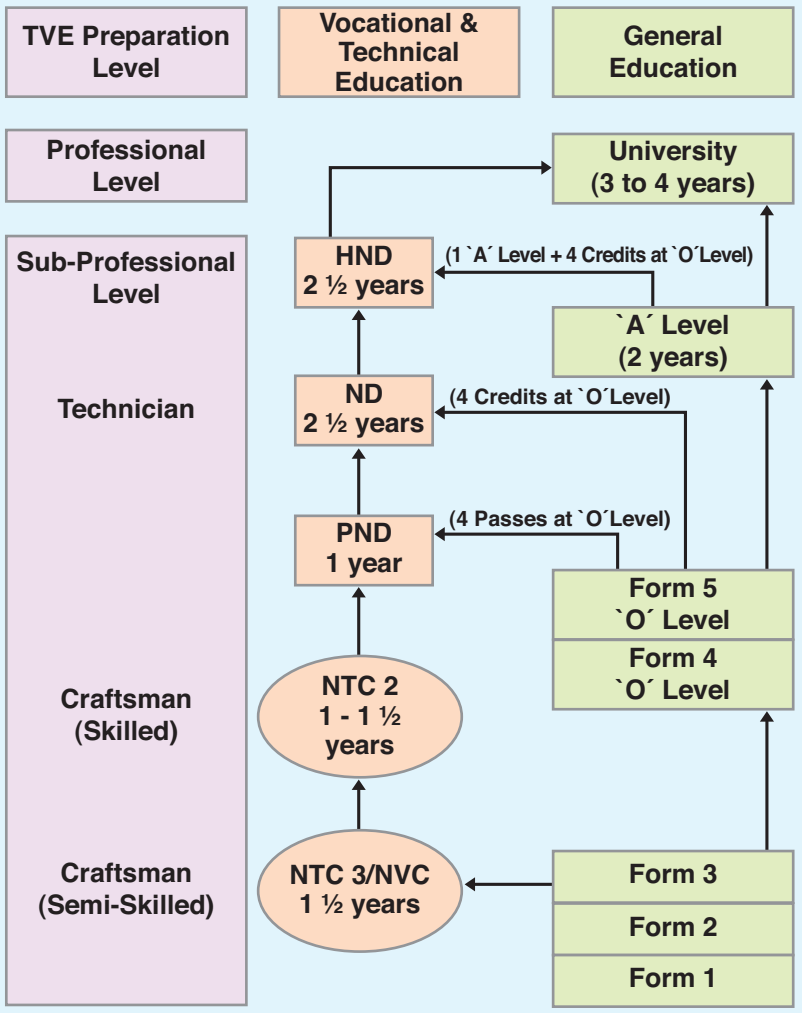
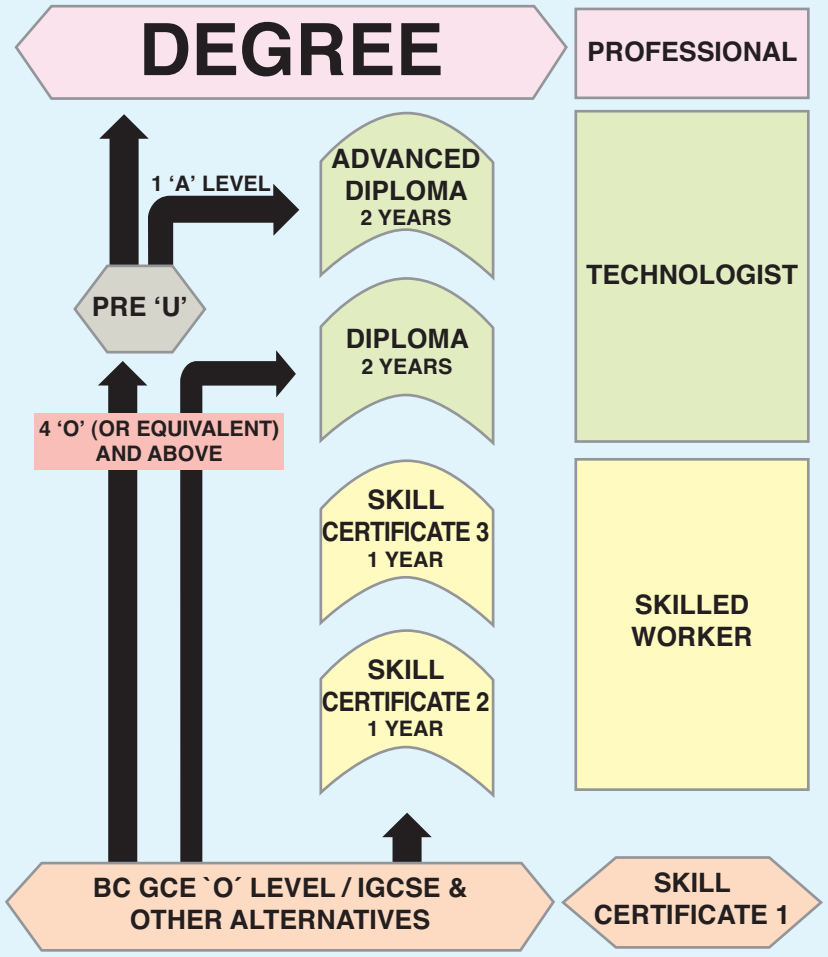
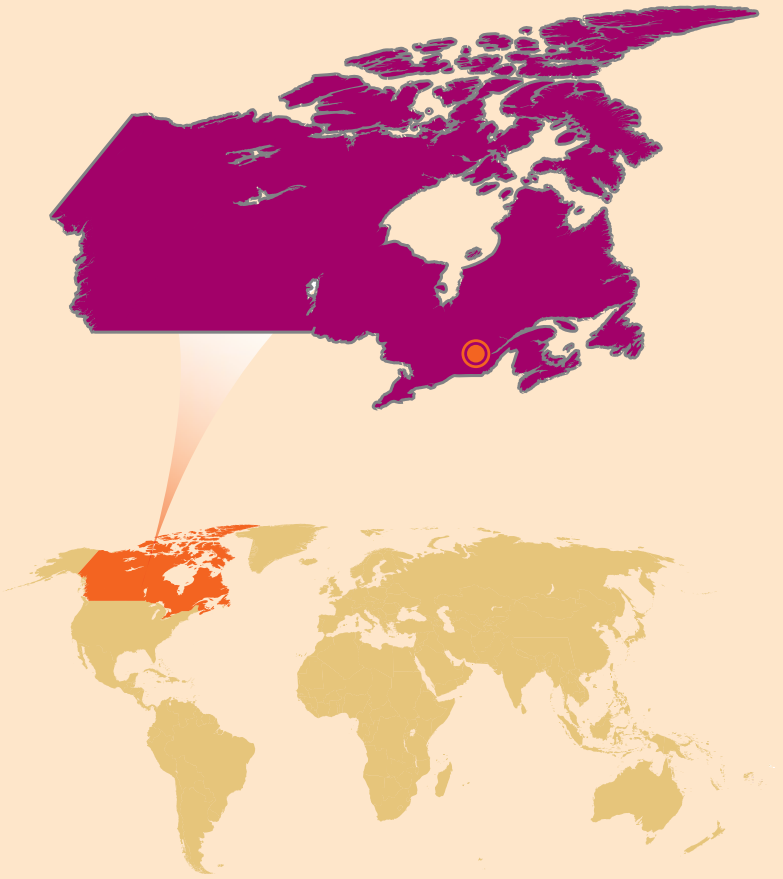


Figure 2: Techinical and Vocational Education (TVE) Progress Chart 3- Tier Qualification System



Educational and Vocational Training Systems in Canada



Official Name: Canada
Country Code: CA
Capital: Ottawa
Area: 9,984,670 sq Km
Population: 33.6 million (2009)
Official Languages: English and French
G.D.P.: US$ 1.4 trillion (2008)
Currency: Canadian Dollar

CANADA

Education in Canada has two main goals: to give individuals the opportunity to develop themselves, and to provide society with the skills it needs to evolve in its best interests. Canada's educational system is based on finding a coordinated approach to the pursuit of these sometimes conflicting goals. Comprehensive, diversified, and available to everyone, the system reflects the Canadian belief in the importance of education.

Education in Canada consists of 10 provincial and 3 territorial systems, including public schools; "separate" (i.e. denominational) schools, and private schools. Children are required by law to attend school from the age of 6 or 7 until they are 15 or 16. To make it possible to fulfill this obligation, all non-private education through secondary (or "high") school is publicly funded. In Quebec, general and vocational colleges (CEGEPs, or Collèges d'enseignement général et professionel) are also publicly funded and require only a minimal registration fee. Most other post-secondary schools, however, charge tuition fees.

A Provincial responsibility

Unlike many other industrialised countries, Canada has no federal education system: the Constitution vested the exclusive responsibility for education to the provinces/territories. Each provincial/territorial department of education – headed by an elected Minister – sets standards, draws up curriculums, and gives grants to educational institutions.

Responsibility for the administration of elementary and secondary school is delegated to local elected school boards or commissions. The boards set budgets, hire and negotiate with teachers, and shape school curriculums within provincial/territorial guidelines.

Elementary and Secondary Schools

About five million children now attend public schools in Canada. In some provinces, children can enter kindergarten at the age of four before starting the elementary grades at age six. General and fundamental, the elementary curriculum emphasizes the basic subjects of language, math, social studies, introductory arts and science.

In general, high school programmes consist of two streams. The first prepares students for University, the second for post-secondary education at a community college or institute of technology, or for the workplace. There are also special programmes for students unable to complete the conventional courses of study.

In most provinces/territories, individual schools now set, conduct and mark their own examinations. In some provinces, however, students must pass a graduation examination in certain key subjects in order to proceed to the post-secondary level. University entrance thus depends on course selection and marks in high school; requirements vary from region to region.

Other schools

For parents seeking alternatives to the public system, there are separate and private schools. Some provinces/territories have

legislation that permits the establishment of separate schools by religious groups. Mostly Roman Catholic, separate schools, which in 1995 accounted for about one-fourth of Canada's public school enrolment, offer a complete parochial curriculum from kindergarten through the secondary level in some provinces/territories.

Private or independent schools offer a great variety of curriculum options based on religion, language, or academic status.

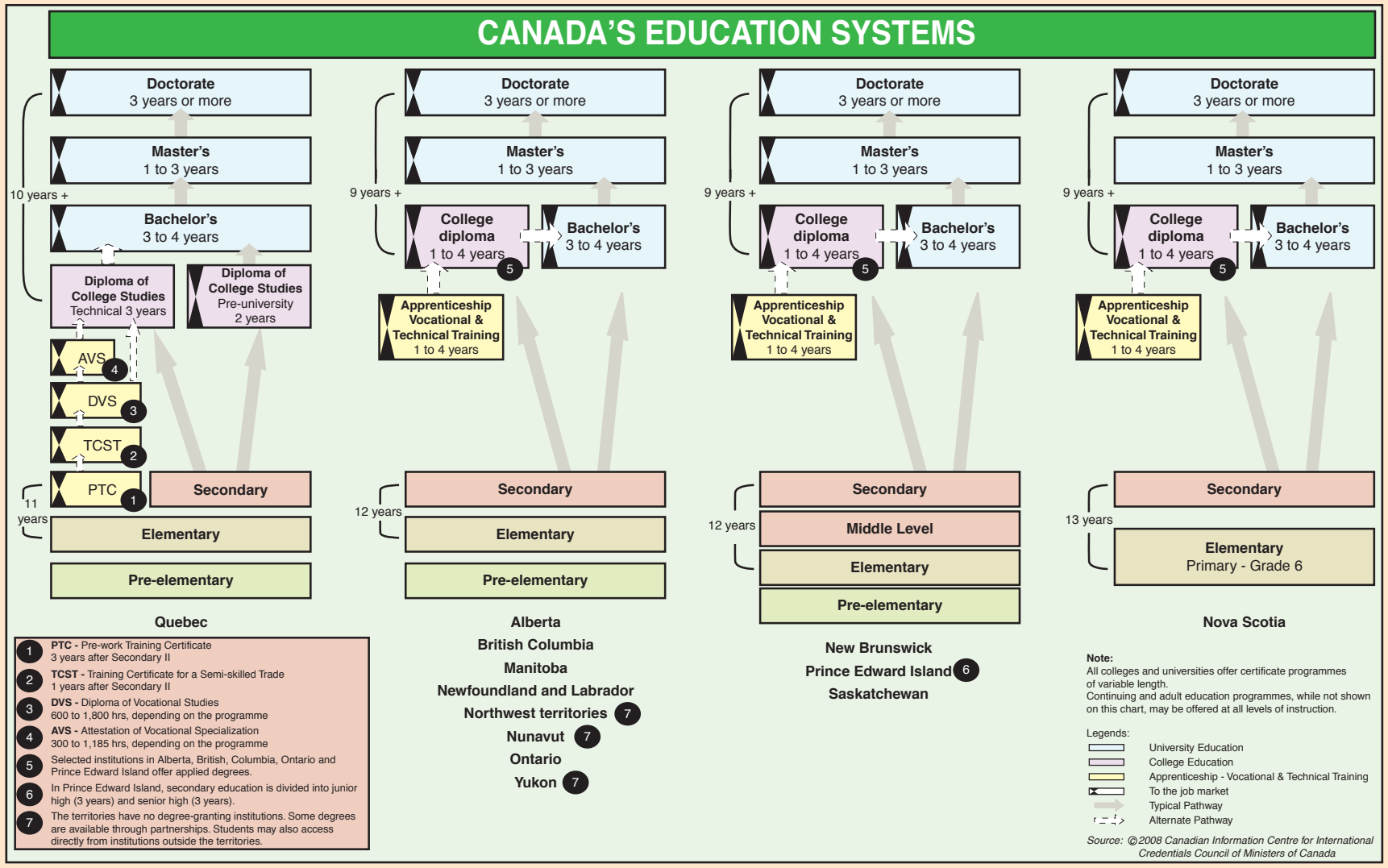
Post-secondary education

For most of Canada's history, post-secondary education rose sharply, enrolment mushroomed and systems of publicly operated post-secondary non-university institutions began to develop. Today, in Canada, some 200 technical institutes and community colleges complement about 100 universities, attracting a total post-secondary enrolment of approximately 1 million. Student fees, owing to substantial government subsidies, account for only about 11% of the cost of Canadian post-secondary education.

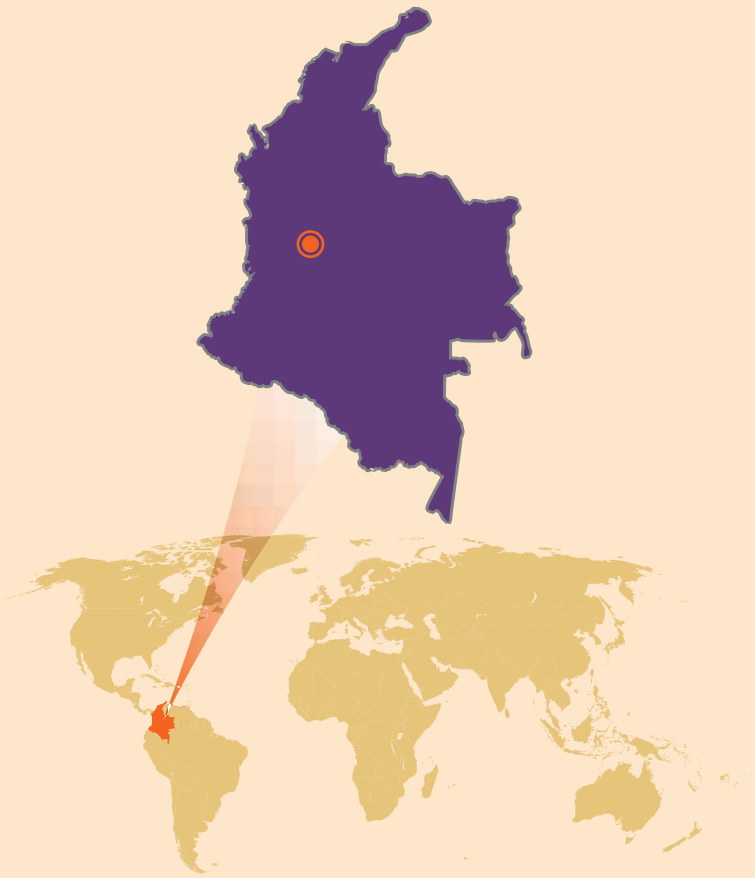
According to the Association of Canadian Community Colleges (ACCC), colleges and institutes represent student populations of 900,000 full-time and 1.5 million part-time learners with over 900 campuses and more than 30,000 faculty members.

Vocational System

Under the terms of the Canadian Constitution, each province and territory has the responsibility for apprenticeship training. The legislation permits each jurisdiction to designate occupations for apprenticeship. Across Canada, as a whole, the provinces and territories recognise more than 200 apprenticeship training programmes which may be available in only one or all thirteen jurisdictions. Within each jurisdiction, certain trades require compulsory certification. These include mechanics of all kinds, electricians, plumbers, and motor vehicle mechanics. In order to practice, the individual must, in accordance with the law, hold a formal Certificate of Qualification. The voluntary group requires neither a formal certificate nor a formal apprenticeship to practice their trade. However, the Certificate does indicate to industry that the holder has reached a certain level of expertise, and it may be required by some employers as a condition of employment.



Educational and Vocational Training Systems in Colombia



COLOMBIA

Official Name: Colombia
Country Code: CO
Capital: Bogotá
Area: 1,141,748 sq km
Population: 45.7 million (2009)
Official Language: Spanish
G.D.P.: US$ 242.2 billion (2008)
Currency: Colombian Peso

1. Preschool: Preschool education corresponds to the one provided to children for their full development in the biological, cognitive, psychomotor, socio-emotional and spiritual areas, through educational and recreational socialisation experiences. It includes three grades, of which at least one is required.

2. Basic Education: Compulsory basic education corresponds to primary and secondary education; it has a duration of nine (9) grades and is developed in two stages: basic education primary of five (5) grades and basic secondary education of four (4) grades.
It will be structured around a core curriculum, consisting of the key areas of knowledge and human activity.

3. Secondary education: Secondary education is the culmination, consolidation and progress in achieving previous levels and comprises two grades: tenth (10th) and eleventh (11th). It seeks to understand the ideas and the universal values and preparation of the student for his/her entry to higher education and work.

When the young person ends middle school he/she can choose one of two options: Academic Secondary Education or Technical Secondary Education:

a. Academic Secondary Education: Allows the student, according to his/her interests and abilities, to pursue a specific field of science, arts or humanities and have access to higher education.

b. Technical Secondary Education: Prepares students for job performance in one of the production and services sectors, and for the continuation of higher education.

It also develops job skills (preparation for work and entrepreneurship).

4. Higher Education: Higher education is offered in two levels: undergraduate and graduate:

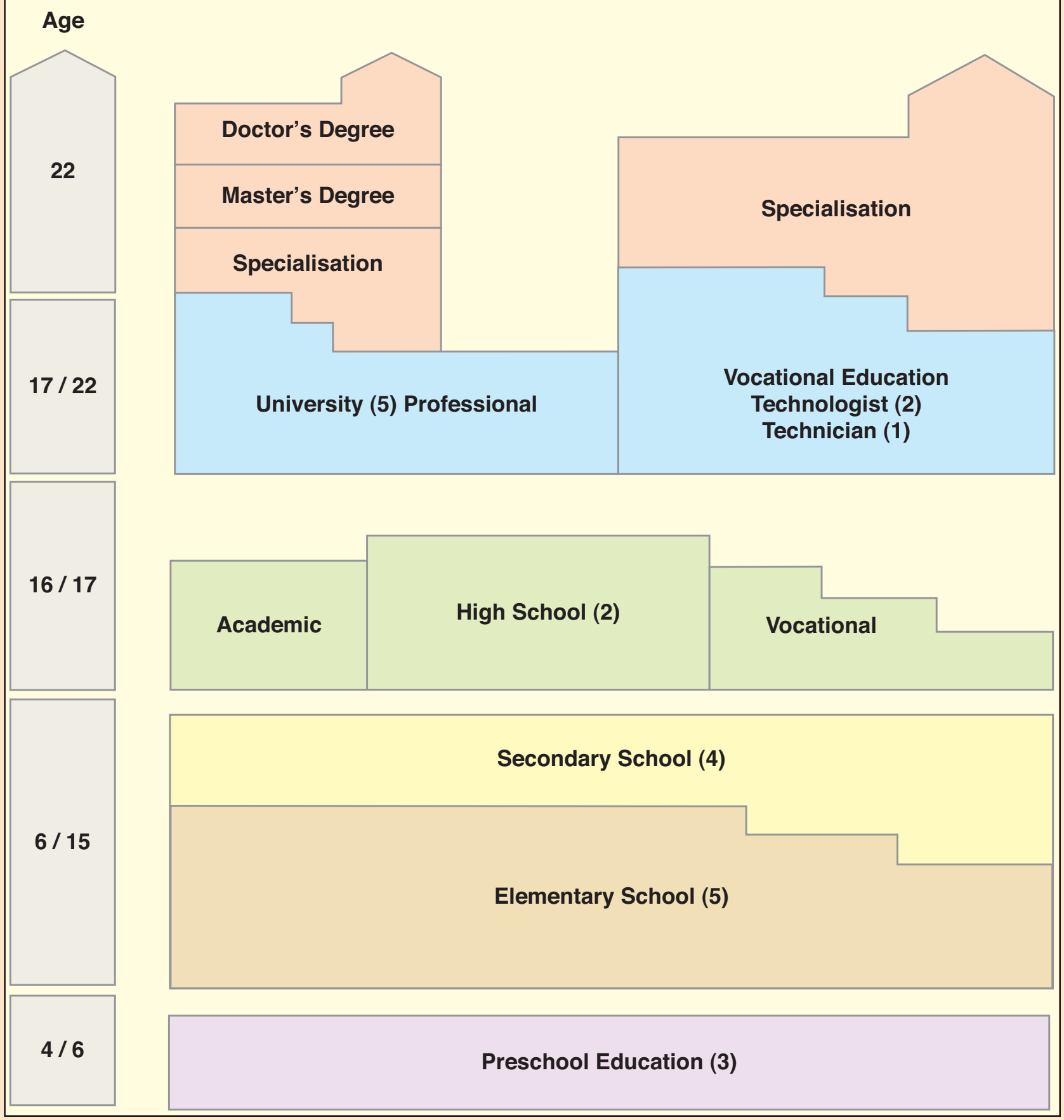
a. Undergraduate Education: There are three levels of training:

I. Technical Training Level (on Professional Technical programmes).
II. Technology Level (related to technology programmes). SENA offers training programmes in technical and professional levels and technologist by providing education and labour mobility.
III. Professional Level (on college professional programmes).

b. Graduate: Includes the following levels:

I. Post graduation studies (relating to Professional Technical Specialisation Programmes, Technology Specialisation and Professional Specialisation).
II. Masters.
III. Doctorates (PhD).

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN COLOMBIA



Educational and Vocational Training Systems in Croatia

Official Name: Republika Hrwatska (Republic of Croatia)
Country Code: HR
Capital: Zagreb
Area: 56,594 sq Km
Population: 4.4 million (2009)
Official Language: Croatian
G.D.P.: US$ 69.3 billion (2008)
Currency: Kuna

CROATIA

Market environment

Croatia is a nation at the very heart of Europe, both socially and politically. Its natural beauty and cultural diversity have always attracted large number of tourists. Croatia is a stable democracy with a functioning market economy and low inflation.

The economy emerged from a mild recession in 2000, with tourism, banking, and public investments leading the way. The unemployment remains high at 14.3% (2007). While macroeconomic stabilisation has largely been achieved, structural reforms lag because of deep resistance on the part of the public and lack of strong support from politicians. Growth, while impressive at about three to four per cent for the last several years, has been stimulated, in part, through high fiscal deficits and rapid credit growth. The **EU** accession process should accelerate fiscal and structural reform.

Education in Croatia

The Croatian education system is under the jurisdiction of the Ministry of Science, Education and Sports on all levels.

Preschool education takes place in nursery schools and kindergartens until a child is six or seven years old. Attendance at preschool education is not a prerequisite for enrolment at a primary school. Preschool education has adopted some of the world-renowned concepts, such as Montessori, Waldorf etc. It also includes education of national minorities' children, children with special needs, as well as gifted children, for whom special educational and developmental programmes have been developed.

The first four-year education cycle is one-teacher education only with compulsory foreign language learning in year one. In the second four-year cycle, subject teaching is introduced. The Croatian National Education Standard (**CNES**) has been created as a basis for changes in the teaching programme and work methods in the primary school system and for the purpose of developing the 'school tailored to pupils'. The purpose of the **CNES** is to introduce modern teaching methods based on research-based classes.

There are three types of secondary schools in Croatia, depending on the type of curriculum they follow: grammar schools, art schools and vocational schools. The new National Curriculum guidelines for secondary education, which will be completed by 2010, will define the duration and content of secondary school education in line with labour market needs, higher education and lifelong learning requirements.

The new State Matura examination, which will be introduced in 2009 in grammar schools and 2010 in vocational schools, represents a standardised external examination at the end of a four-year secondary education.

CroatiaSkills is a national, non-profit and non-government association that actively promotes careers in **VET** (Vocational and Education Training system) for young people across Croatia. CroatiaSkills was set up in 2005 and has a national responsibility for organising

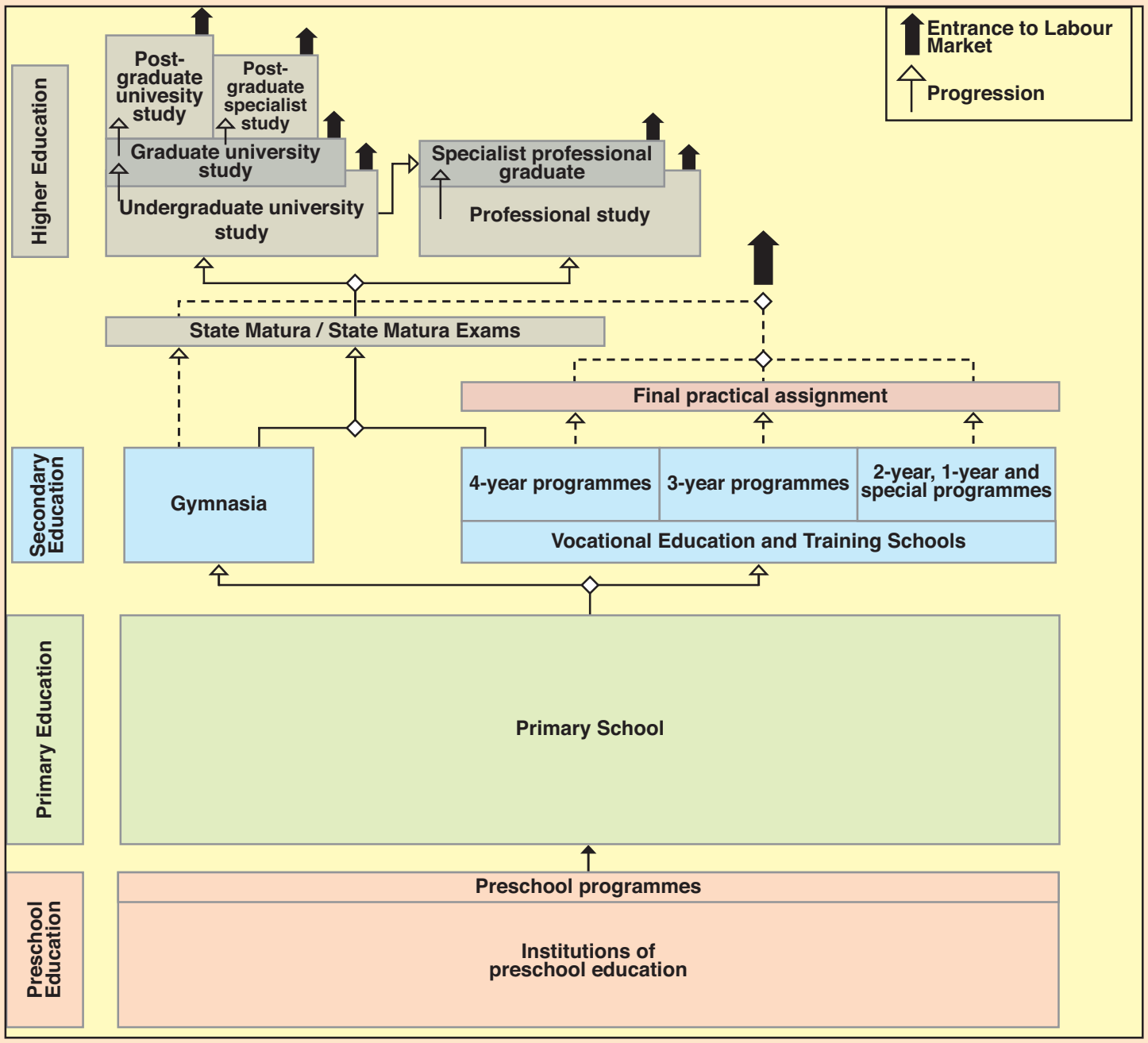
competitions for promoting vocational education and training in Croatia.

Higher education in Croatia is performed through university and professional studies. University studies are carried out at universities, while professional studies are performed at polytechnics and schools of professional higher education. University studies include three levels: undergraduate (leading to Bachelor's degrees), graduate (leading to Master's degrees) and postgraduate studies (leading to doctoral degrees).

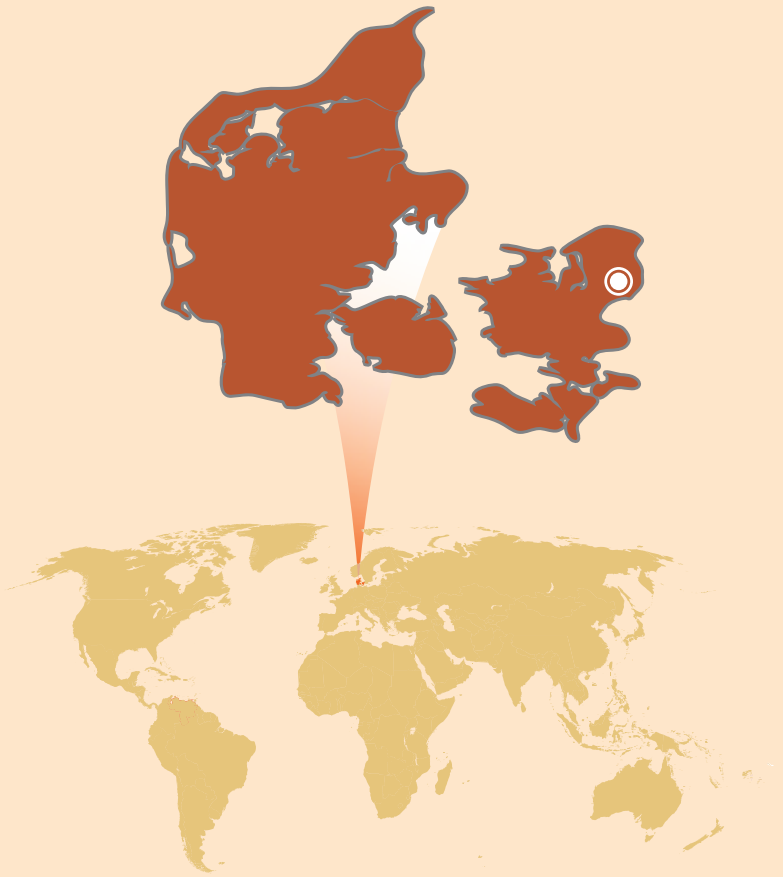
Admission to higher education in Croatia is currently on the basis of the Matura examination (secondary school leaving examination) and a competitive entrance examination operated by the relevant individual university faculty.

There are six publicly funded universities in Croatia, the University of Zagreb being the oldest and the University of Dubrovnik the newest. Other university towns in Croatia include Split, Rijeka, Osijek and Zadar. Around 32% of the young Croatian population go to universities, and the majority of them are currently on government subsidized places.

Croatia signed the Bologna Declaration in May 2001 and the first phase of the Bologna process was completed in 2005, introducing a unified three-cycle system of studying at undergraduate, graduate and postgraduate level. The European Credit Transfer System, mobility of students, national monitoring and quality assurance, legal integration of the universities and a binary system are key elements to be incorporated by 2010.



Educational and Vocational Training Systems in Denmark



Official Name: Denmark (Kingdom of Denmark)
Country Code: DK
Capital: Copenhagen
Area: 43,098 sq Km
Population: 5.5 million (2009)
Official Language: Danish
G.D.P.: US$ 342.6 billion (2008)
Currency: Danish Krone

DENMARK

The Danish mainstream education system

A comprehensive system with multiple horizontal and vertical options.

About 1.1 million students are enrolled in an education programme in the mainstream education system (i.e. about one in every five persons in Denmark).

There are different levels in the Danish mainstream education system. These can be divided into the following three sectors:

Compulsory education

Education is compulsory for 10 years, from the age of 6, and is provided by municipal schools (*Folkeskoler*) and free elementary (private) schools – attended by 88% and 11% of a year group, respectively. Also, parents can choose to teach their children at home (less than 1% of a year group).

Furthermore, basic schools comprise an optional 10th year for those who need additional enhancement of their qualifications and those who need further clarification in relation to their choice of education – attended by approx. 61% of a year group (2003).

Youth education

81% of the 2006 year group will finish a youth education programme.

In Denmark, education programmes at upper secondary level are called youth education programmes.

Students must have completed compulsory education in order to continue in a youth education programme.

Youth education programmes are divided into two overall categories:

- Academically oriented general and vocational upper secondary education programmes: 45% (2005).

- Vocationally oriented vocational education and training (**VET**) programmes: 55% (2005).

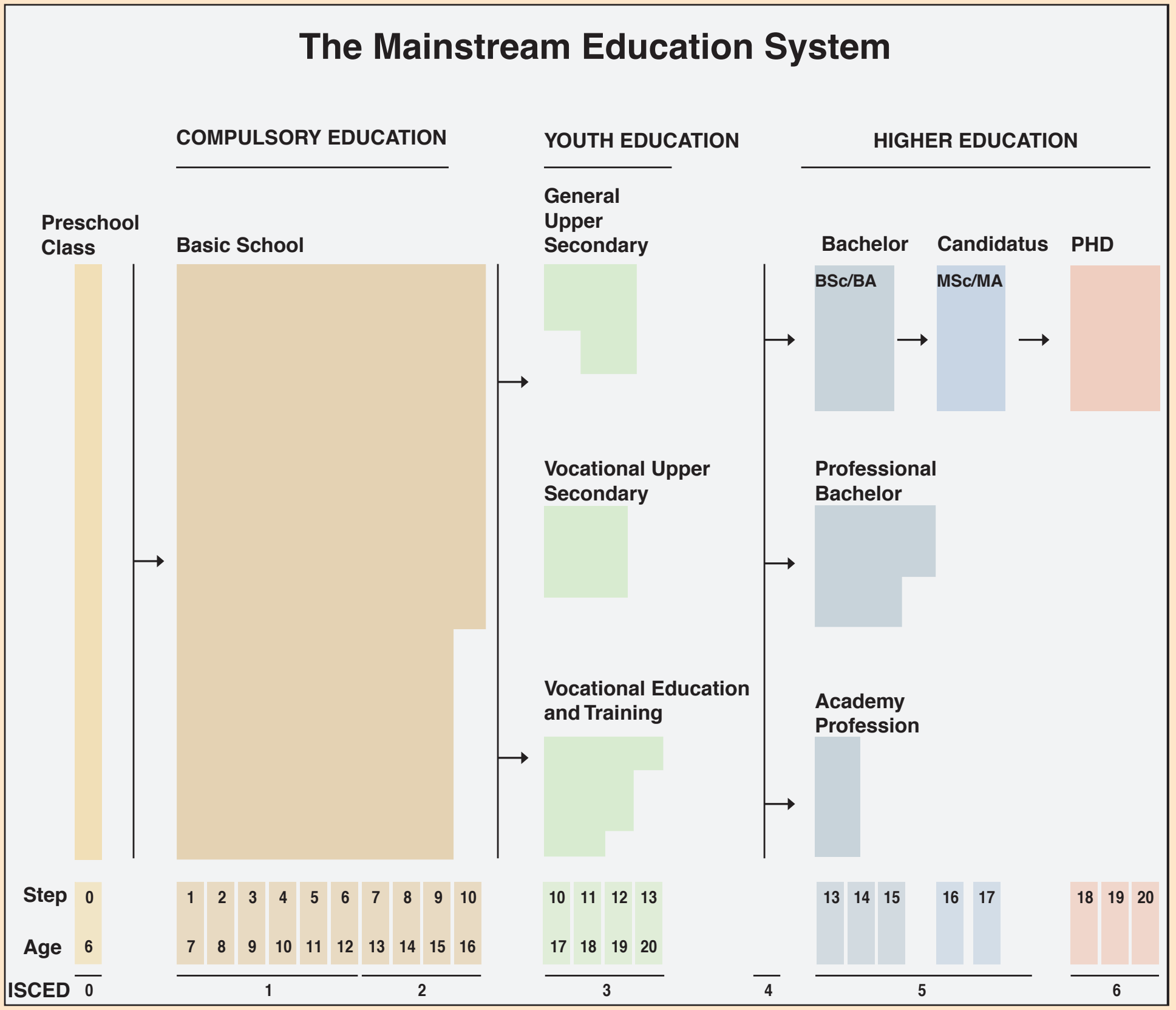
Higher education

52.5% of the 2003 year group will move on to higher education programmes.

It comprises the university sector offering research-based programmes at undergraduate and postgraduate levels: the three-year Bachelor programmes, the two-year Candidatus programmes and the three-year PhD.

•A parallel sector of higher education institutions offers short-cycle Academy Profession programmes and medium-cycle Diploma and Professional Bachelor programmes.

ISCED (International Standard Classification of Education) – classification of educational levels developed by **UNESCO**.



Educational and Vocational Training Systems in Ecuador

Official Name: República del Ecuador (Republic of Ecuador)
Country Code: EC
Capital: Quito
Area: 283,561 sq km
Population: 14.2 million (2010)
Official Language: Spanish
G.D.P.: US$ 52.6 billion (2008)
Currency: U.S. Dollar

ECUADOR

1 - Early Childhood Education provides the overall development of children under five through an early education with quality and equity, which respects their rights, diversity, natural growth and learning rates and promotes fundamental values, by incorporating family and community, as part of an inclusive approach.

2 - Basic General Education is compulsory and lasts for 10 years. During this period, the development of students' general, basic and specific skills is promoted in order to allow them a successful development in their environment.

General Basic Education comprises three levels:

Pre-primary – known as first basic core – aims at promoting aspects such as children's mobility, language, autonomy and security.

Primary – from 2nd to 7th basic core – provides all students with a common training that enables them to read, write and perform basic calculations; importance is given to developing individual motor skills, personal balance, personal relationships and social action consistent with cultural basic elements.

Lower Secondary – from 8th to 10th basic core – aims at extending basic education and students are supposed to rearrange, systematise and deepen the knowledge acquired in Basic and Primary Education, and continue to acquire new knowledge that will lay the basis for further study, thus ensuring students' inclusion, permanence and continuity in the educational system.

3 - Upper Secondary – aims at providing situations and experiences that enable students to acquire knowledge to pursue their higher education, to strengthen their training as citizens, to relate school and labour world through a critical and transforming inclusion of students in the labour area, as is the case of technician secondary education schools.

4 - Higher Education: prepares professionals to act in society, production and research in two circumstances (Undergraduate and Graduate), which includes various levels according to the set of competencies that they acquire for the performance in their occupation.

- **First level:** Two-year technician course.
- **Second level:** Three-year technologist course.
- **Third level:** It can be four-year undergraduate training; five-year engineering training or eight-year medical training.
- **Fourth level (Postgraduation):** two-year Master's degree, in which students' knowledge is deepened to enable them to do research and solve occupation-related problems or discipline-related problems connected to the science that underlies their specialisation.

5 - Vocational Training: qualifies, trains and improves the human talent for professional performance. **SECAP** offers vocational training in the following levels:

• **Qualification:** Short courses.

• **Young People's training with Baccalaureate Technician Recognition:** 3-year course.

• **Adult Education:** Aprroximately one-year long-term courses depending on the occupation chosen.

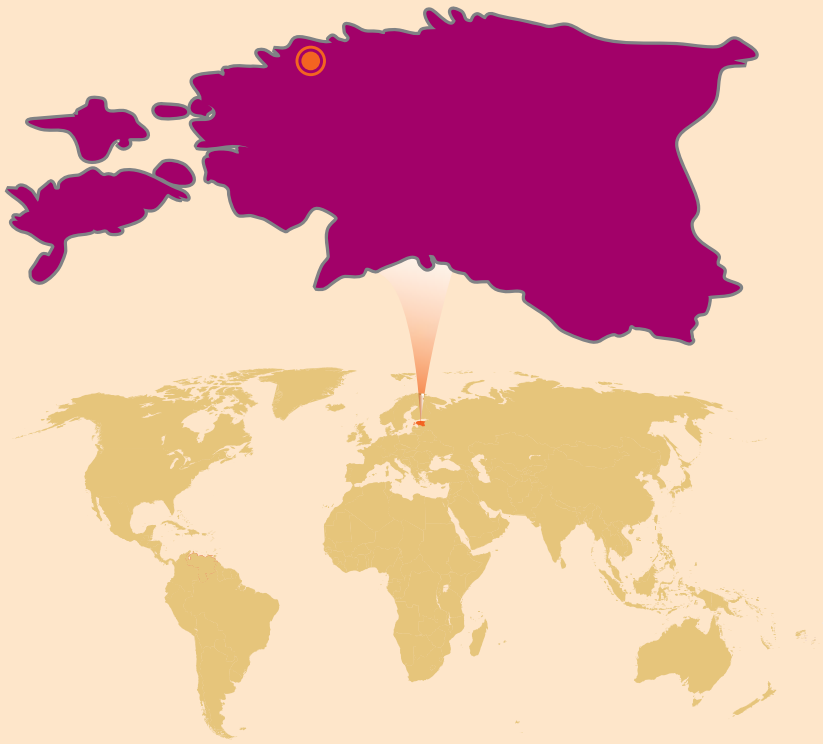
• **Technician training:** 2-year course.

• **Technologists' Refresher Course:** Three-year course.

AGE	CORRESPONDENCE	DURATION	CERTIFICATION OR TITLE	VOCATIONALTRAINING TITLE
	Higher Education			**SECAP**
From 22 years on	4th-level H.E.	2 years	Magister	
From 18 years on	3rd-level H.E.	4 to 8 years	Engineering, other occupations Licentiate	
From 18 years on	2nd-level H.E.	3 years	Technologist	T.F.P* as a Technologist
From 18 years on	1st-level H.E.	2 years	Technician	T.F.P* as a Technician
	Upper Secondary (Baccalaureate)			
Ages 15-17	Sciences or Technician	3 years	Baccalaureate	TFP-BT** BaccalaureateTechnician Recognition
	Basic General Education			
Ages12-14	Lower Secondary	3 years	Basic General Education Approval	
Ages 6-11	Primary	6 years	Primary Approval	
Age 5	Pre-primary	1 year	Pre-primary Approval	
	Early Childhood Education			
Under 5	Early	Ages 1-3		

* T.F.P = Vocational Training Title
* *TFP-BT = Vocational Technician Title with Baccalaureate recognition

Educational and Vocational Training Systems in Estonia



Official Name: Eesti Vabariik (Estonian Republic)
Country Code: EE
Capital: Tallinn
Area: 45,227 sq Km
Population: 1.34 million (2009)
Official Language: Estonian
G.D.P.: US$ 23 billion (2008)
Currency: Estonian kroon

ESTONIA

1. The Republic of Estonia Education Act (hereinafter Education Act) stipulates the organisation and principles of the education system. According to its objectives, education is divided into general education, vocational education and hobby education.

Education has the following levels: preschool education, basic education (first level of education), secondary education (second level of education) and higher education (third level of education).

2. Children who turn 7 years of age by 1st October of the current year are obliged to attend school. Before starting school children usually attend preschool child care institutions. The compulsory schooling obligation applies to children until they acquire basic education or turn 17 years of age.

3. Pupils in grades 1 to 9 acquire basic education. In grades 7 to 9, they also have the opportunity to enter into vocational training in the field that interests them.

4. Pupils who do not finish basic school and who are at least 17 years old can enter vocational education without the requirement of basic education (0.5 to 2.5 years, only professional skills are acquired) and/or continue acquiring basic education in an adult upper secondary school.

5. After basic education, pupils have four options for further studies:

• Upper secondary school – general secondary education is acquired (3 years).

• Upper secondary school with vocational training (preliminary vocational training) – general secondary education and some professional skills are acquired (3 years).

• Vocational educational institution – secondary vocational education is acquired (at least 3 years).

• Vocational educational institution – professional skills are acquired without general education (1 to 3 years).

6. After secondary education, pupils have three options for further studies:

• Vocational educational institution – vocational education (0.5 to 3 years) or professional higher education (3 to 4.5 years) is acquired.

• Professional higher education institution, colleges of universities – professional higher education (3 to 4.5 years) is acquired.

• University – academic higher education is acquired; Bachelor's degree (3 years) ► Master's degree (2 years) ► doctoral degree (3 to 4 years).

7. Further education in the adult education system allows employed persons to:

• Complete unfinished basic or general secondary education in the form of evening classes or distance learning or as an external student.

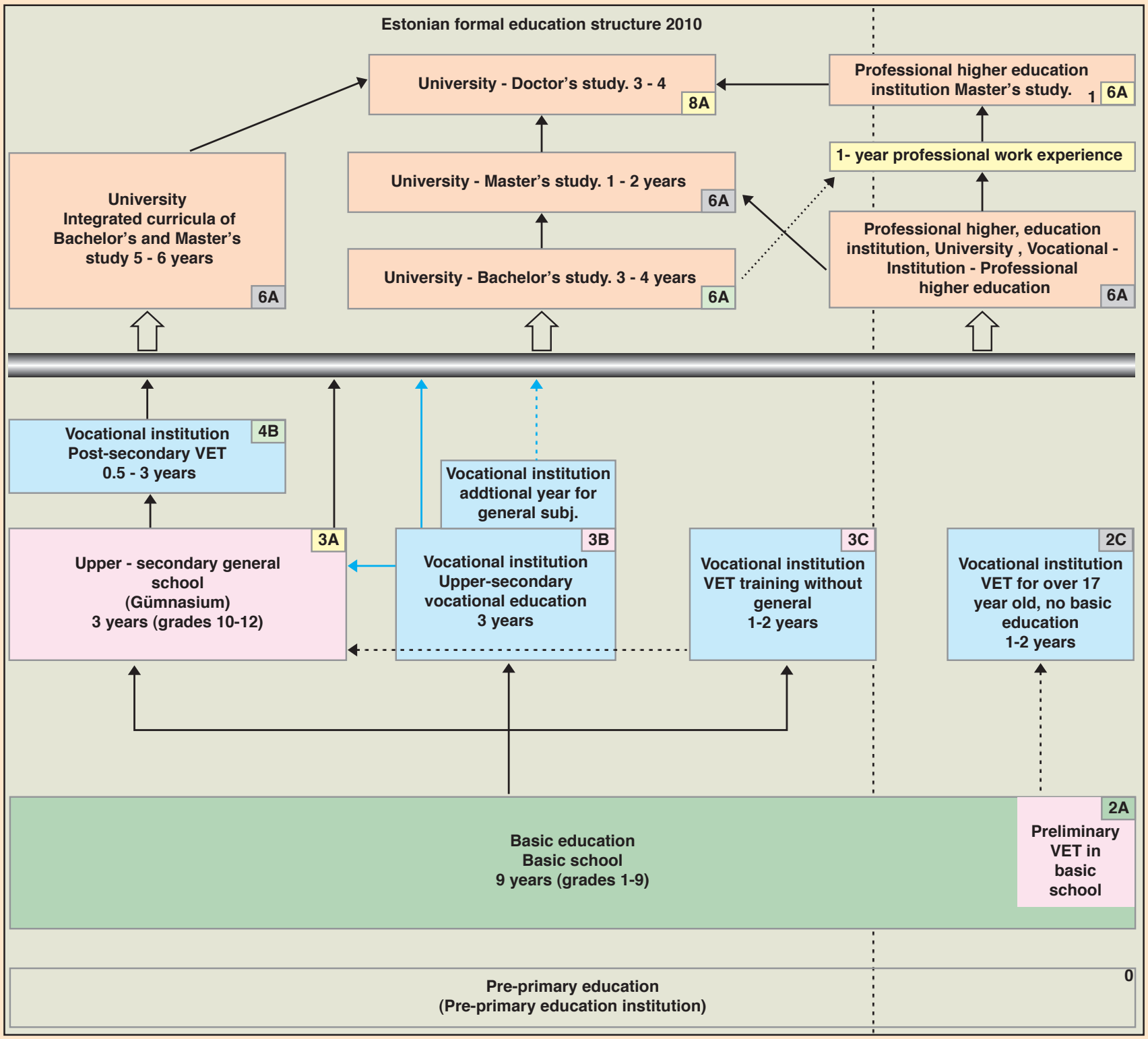
• Acquire vocational or secondary vocational education in the form of part-time study.

• Acquire higher education in the form of part-time study or as an external student.

8. Employed persons can also attend:

• Professional training courses for adults in several private schools, vocational educational institutions, professional higher education institutions, and universities and professional associations.

• Informal training courses at folk universities, informal training centres and cultural centres.



Educational and Vocational Training Systems in Finland

Official Name: Republic of Finland
Country Code: FI
Capital: Helsinki
Area: 338,145 sq Km
Population: 5.3 million (2009)
Official Languages: Finnish (93%) and Swedish (6%)
G.D.P.: US$ 271.3 billion (2008)
Currency: Euro

FINLAND

The welfare of Finnish society is built on education, culture and knowledge. All children are guaranteed opportunities for study and self-development according to their abilities, irrespective of their place of residence, language or financial status. All pupils are entitled to competent and high-quality education and guidance and to a safe learning environment and well-being. The flexible education system and basic educational security make for equity and consistency in results.

The Finnish education system is composed of nine-year basic education (comprehensive school), preceded by one year of voluntary pre-primary education; upper secondary education, comprising vocational and general education; and higher education, provided by universities and universities of applied sciences (polytechnics). Adult education is available at all levels.

In Finland, pre-primary education, basic education and upper secondary education and training, complemented by early childhood education and before- and after-school activities, form a coherent learning pathway that supports children's growth, development and well-being.

Students' opportunities to progress from one level of education to the next are safeguarded by legislation. Both general and vocational upper secondary certificates provide eligibility for further studies in universities and polytechnics. A student completing one level is always eligible for the next level studies. The qualifications of each level are governed by a separate Act of Parliament. This assures harmonised qualifications and their quality and guarantees students' rights.

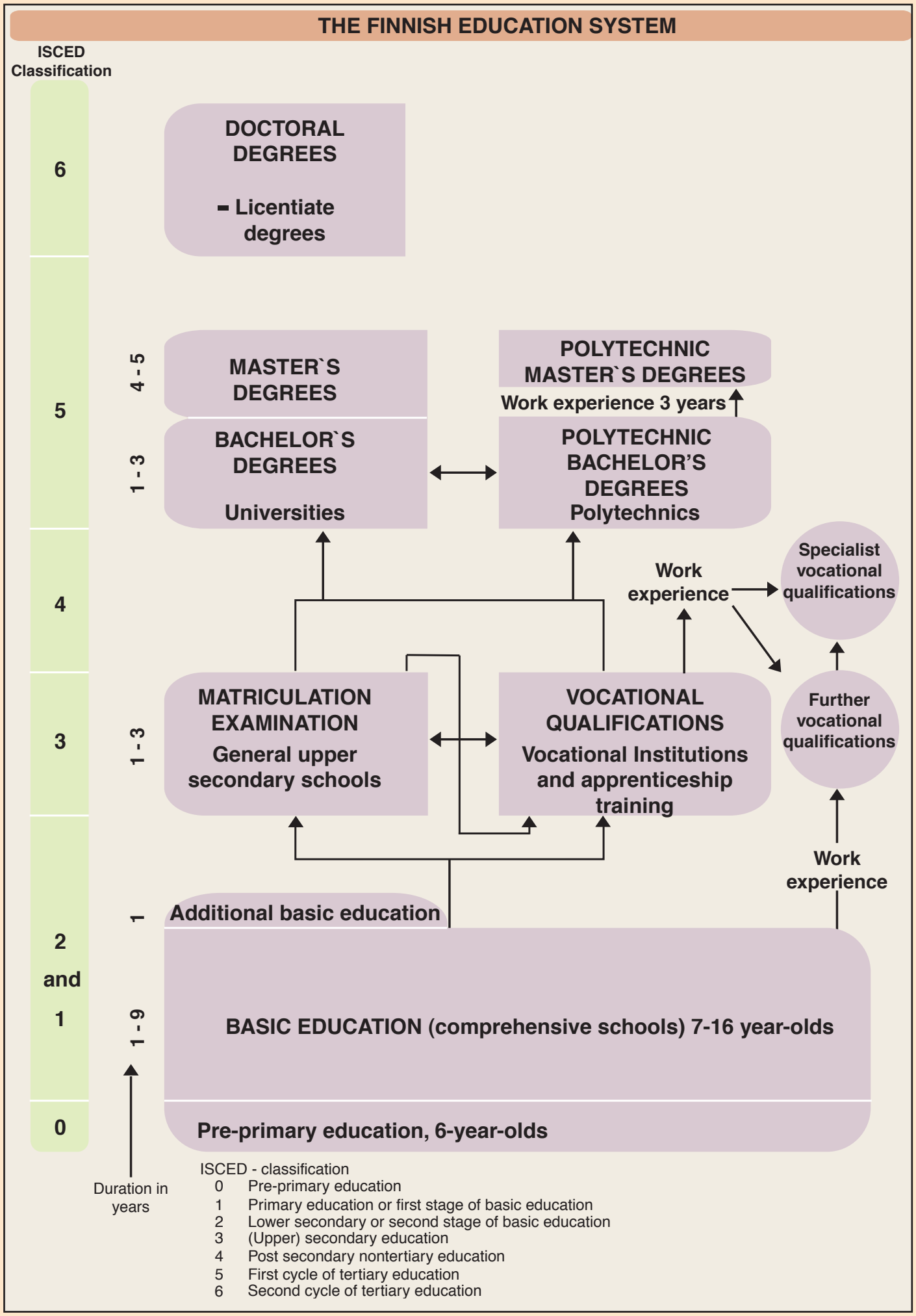
Basic education is free general education provided for the whole age group. Upper secondary education consists of general education and vocational education and training (vocational qualifications and further and specialist qualifications).

The higher education system comprises universities and universities of applied sciences (polytechnics), in which the admission requirement is a secondary general or vocational diploma.

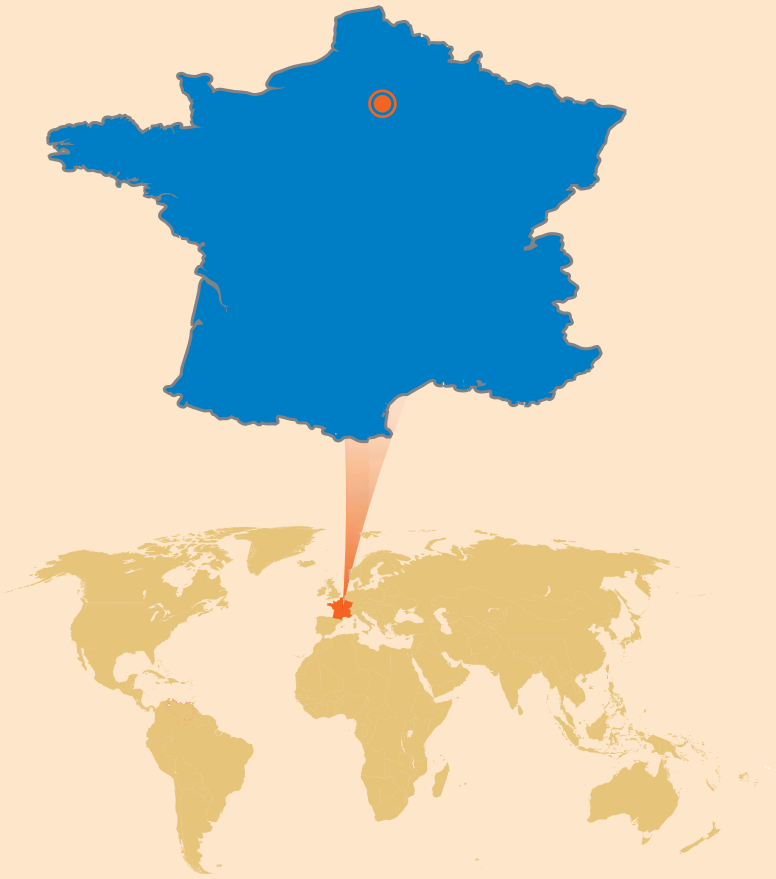
Universities, which are academic or artistic institutions, focus on research and education based on research. They confer Bachelor's, Master's, licentiate and doctoral degrees.

Universities of applied sciences (polytechnics) offer work-related education in response to labour market needs. A polytechnic degree requires 3.5 - 4.5 years of full-time study. The requirement for Master's programmes is a polytechnic degree or equivalent, plus a minimum of three years of work experience in the field concerned.

Adult education is provided at all levels of education. Adults can study for a general education certificate or for a vocational qualification, or modules included in them, take other courses developing citizenship and work skills, or pursue recreational studies.


THE FINNISH EDUCATION SYSTEM
ISCED Classification
6
5
4
3
2 and 1
0
DOCTORAL DEGREES
- Licentiate degrees
4 - 5
MASTER`S DEGREES
POLYTECHNIC MASTER`S DEGREES
Work experience 3 years
1 - 3
BACHELOR`S DEGREES
Universities
POLYTECHNIC BACHELOR'S DEGREES
Polytechnics
Work experience
Specialist vocational qualifications
1 - 3
MATRICULATION EXAMINATION
General upper secondary schools
VOCATIONAL QUALIFICATIONS
Vocational Institutions and apprenticeship training
Further vocational qualifications
Work experience
1
Additional basic education
1 - 9
BASIC EDUCATION (comprehensive schools) 7-16 year-olds
Pre-primary education, 6-year-olds
Duration in years
ISCED - classification
0 Pre-primary education
1 Primary education or first stage of basic education
2 Lower secondary or second stage of basic education
3 (Upper) secondary education
4 Post secondary nontertiary education
5 First cycle of tertiary education
6 Second cycle of tertiary education

Educational and Vocational Training Systems in France



Official Name: République Française (French Republic)
Country Code: FR
Capital: Paris
Area: 543,965 sq Km
Population: 62.3 million (2009)
Official Language: French
G.D.P.: US$ 2.9 trillion (2008)
Currency: Euro

FRANCE

The French vocational education system is characterised by:

• A distinction between initial vocational training (responsibility of the National Education Ministry) and lifelong vocational education (responsibility of the Labour Ministry).

• The key-role of the social partners (in the preparation of rules) and of the government (laws, financing and inspection).

• The compulsory contribution of enterprises for the financing of their employees' vocational training:

a) For enterprises with less than 10 employees: 0.15% of the gross payroll.

b) For enterprises with 10 or more employees: 1.5% of the gross payroll.

• The access to training modalities according to one's status (employees, young people, job seekers,...).

At present there are 4 main trends:

• A new phase in the decentralisation process that increases the responsibility of the regions as far as training is concerned.

• A desire to be transparent in the regulation of financing procedures for vocational training.

• The research towards customised vocational training (personal training paths.

• Development of vocational training in alternance (partly in the training centre and partly within the enterprise). Nowadays, vocational training is no longer seen as a social expenditure, but as a strategical asset of the enterprises to be integrated to other variables (research, development, technological investment,...).
For unskilled young people who have already left school and for adults with outdated competencies, vocational training reinforces the policy of seeking and keeping a job.

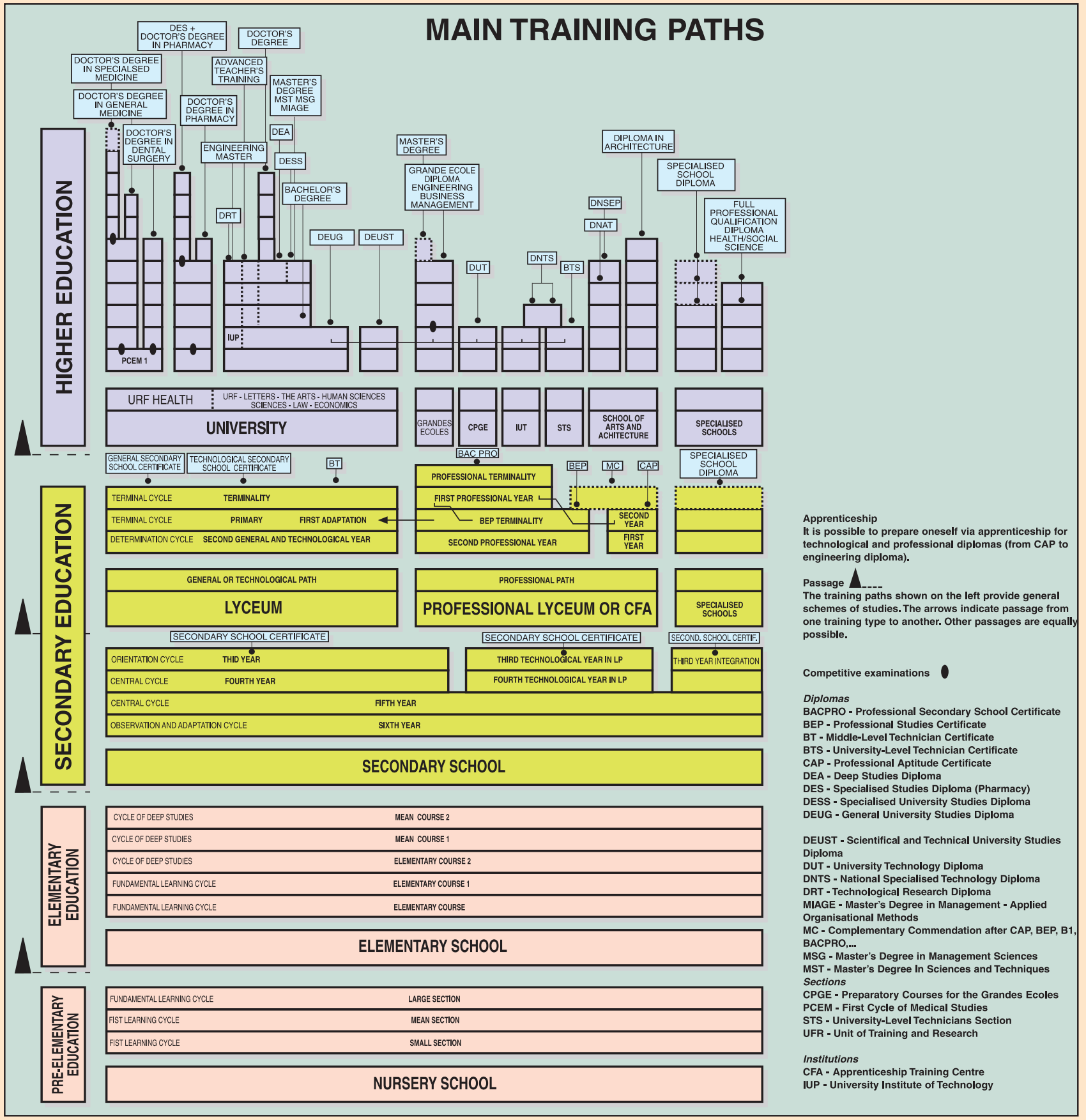
For young people aged 16 to 25, training becomes a necessary investment:

• Vocational training paths for young people: the regions have increased their responsibility in this respect. For the ones who have left school without qualification and others who have difficulty entering the labour market, the government adopts a global employment policy, through customised vocational training paths.

• Development of alternance possibilities: thanks to training centre/enterprise alternance, it is possible for people to get a job. In this way young people can get acquainted with the labour market, obtain a significant know how and validate their competencies through a diploma or qualification certificate.

• Two modalities of alternance training: apprenticeship contract (federal level) and alternance system job contract (created and managed by social partners).

The government has adopted for over ten years an incentive policy for enterprises (fiscal incentives for job creation, training aids, exemption of social charges).



Educational and Vocational Training Systems in Germany

Official Name: Bundesrepublik Deutschland (Federal Republic of Germany)
Country Code: DE
Capital: Berlin, with some government offices remaining in the former West German capital of Bonn
Area: 357,046 sq Km
Population: 82.2 million (2009)
Official Language: German
G.D.P.: US$ 3.6 trillion (2008)
Currency: Euro

GERMANY

The German education system is characterised by the federate structure of the Federal Republic of Germany. Generally speaking, the16 federal states (Länder) have the so-called "cultural autonomy".

Thus, the general school education and high school/university education are under the responsibility of the federal states.

The only federal-wide ruled sector of the education system is the vocational training based on the "dual system" model.

The 380 recognised trade and industry training occupations/ regulations are regulated by the Federal Ministry of Economics. This shows that it is the economy and not the state that is responsible for the vocational training. The regulations exist for the instruction in all branches of the economy: industry, commerce, banks, insurance companies, transportation, hotels and restaurants, tourism, different service sectors, agriculture, civil service, liberal professions like doctors, lawyers, household management, health occupations.

In the preparation of these regulations the responsible federal minister is assisted by the Federal Institute of Vocational Training, which is advised by committees of experts representing the different occupational groups and appointed at the suggestion of the leading organisations of trade, industry and the unions principleof general consensus.

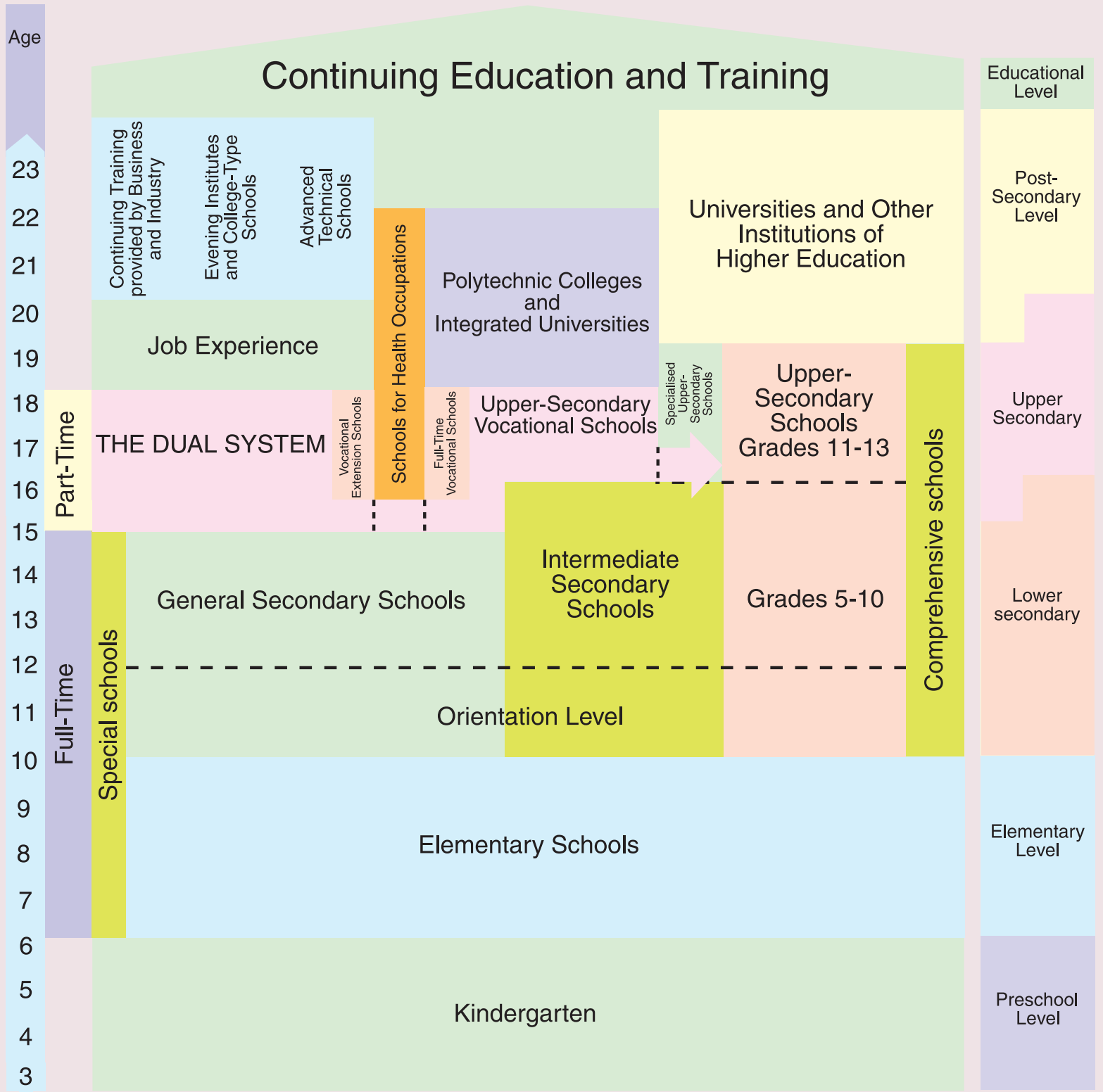
Typical of the dual system of vocational training is that the advisory services and the supervision of training programmes as well as examination and administration functions are not under the responsibility of the government, but are assigned to self-governing organisations of business and industry chambers which are bodies constituted under public law. The main tasks carried out by the chambers in vocational training are the following:

- Looking after and supervising the training.
- Training of trainers.
- Intermediate and final examination.
- Vocational certification.
- Further training.
- Vocational retraining.

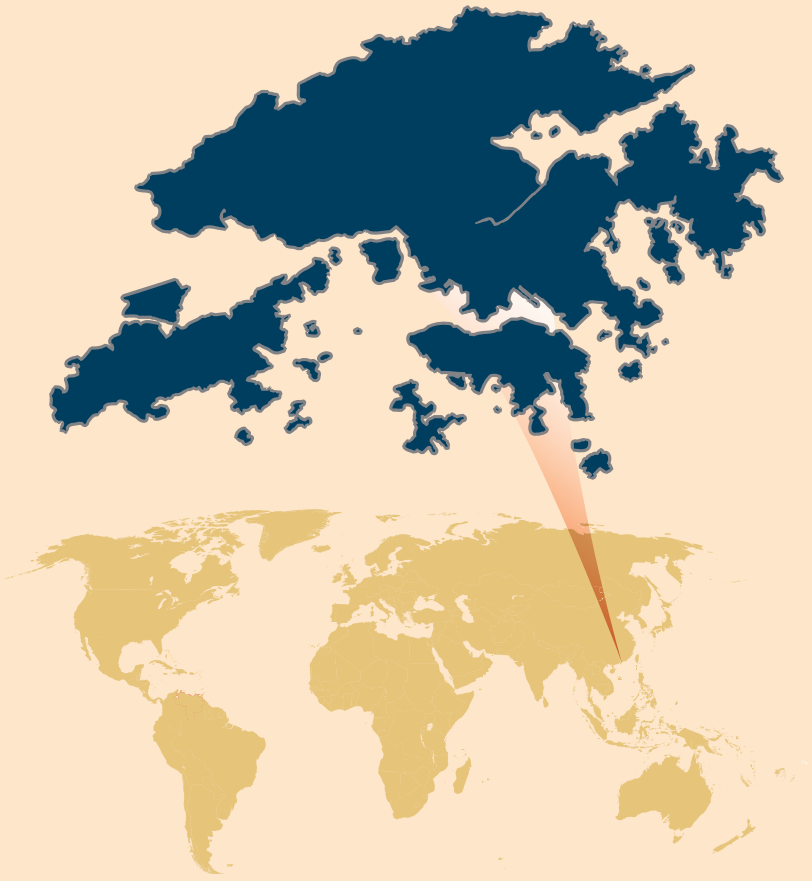
Training costs are very high. The average current cost per training place and year is about US$ 6,000. Net cost of training amounts to about US$ 15 billion. All this is financed by the firms themselves and there are not any tax of other incentives or benefits.

Conclusion: The dual vocational training system has contributed to the economic development of Germany. It is able to co-ordinate in a very good way the systems of training and employment. So the rate of young people without work or without training places is lower than the rate in other industrial countries.

THE BASIC STRUCTURE OF THE GERMAN EDUCATION SYSTEMS



Educational and Vocational Training Systems in Hong Kong - China



Official Name: Hong Kong, China
Country Code: HK
Area: 1,104 sq Km
Population: 6,864,000
Official Language: Chinese and English
G.D.P.: US$ 254.2 billion (2005)
Currency: Hong Kong Dollar

Hong Kong introduced in 1978 three years of free and compulsory universal secondary education (i.e. junior) in either secondary grammar, secondary technical or prevocational schools. Every junior secondary student can either complete two further years of general education (i.e. senior secondary) or begin one year full-time pre-employment vocational education and training in one of 7 technical institutes and 30 training centres.

Students completing senior secondary education may proceed to either pre-university education (matriculation), full-time vocational education at the technical level at either a technical institute (2 years) or a technical college (3 years), or vocational education and training as part of a technical apprenticeship or employment.

The seven universities under the support of the University Grants Committee provide about 15,000 first year first degree places to about 18% of the relevant age group. At the higher technical level, the Vocational Training Council's two technical colleges together with two of the universities provide some 30,000 places. At the technical level, the Council's seven technical institutes provide some 51,000 places. The Council's 24 training centres offer some 45,000 training places.

Hong Kong government started to promote organised vocational training in 1969. In 1976 it enacted apprenticeship legislation. The legislation specifies the trades to be covered, the educational standards for entering into vocational apprenticeship programmes, the apprenticeship periods, the skills to be covered during training and the course and the course-related technical education to be attended by an apprentice as well as the general rights and obligations of both employers and apprentices. The legislation makes it mandatory for an employer employing a youngster aged between 14 and under 19 in a designated trade, to have an apprenticeship contract with him/her unless, of course, the youngster has already completed an apprenticeship training related to that trade.

More than 70,000 craftsmen have been granted vocational education under the legislation. Today they form the backbone of Hong Kong's craft manpower.

The Vocational Training Council

The Vocational Training Council (**VTC**) was established by law in 1982. The Council has the statutory responsibility for advising the government on policies necessary to ensure that Hong Kong's system of technical education and training will continue to meet the economy's needs. It also has the executive responsibility for providing practical training, both pre-employment and upgrading, for all levels of manpower for all the major economic sectors as well as technical education at the lower (craftsmanship), middle (technician) and higher level vocational training.

Thus, **VTC**:

a) Operates two technical colleges and seven technical institutes which provide around 63,000 places at the higher technician, technician and craftsmanship levels.

b) 0perates 24 training centres which provide around 45,000 places annually for both pre-employment and upgrading training.

HONG KONG, CHINA

c) Assesses both sectional and "national" manpower necessities by carrying out biennial manpower surveys on all the major economic sectors.

d) Operates three centres for the training of people with a disability for open employment.

e) Administers the Apprenticeship Ordinance.

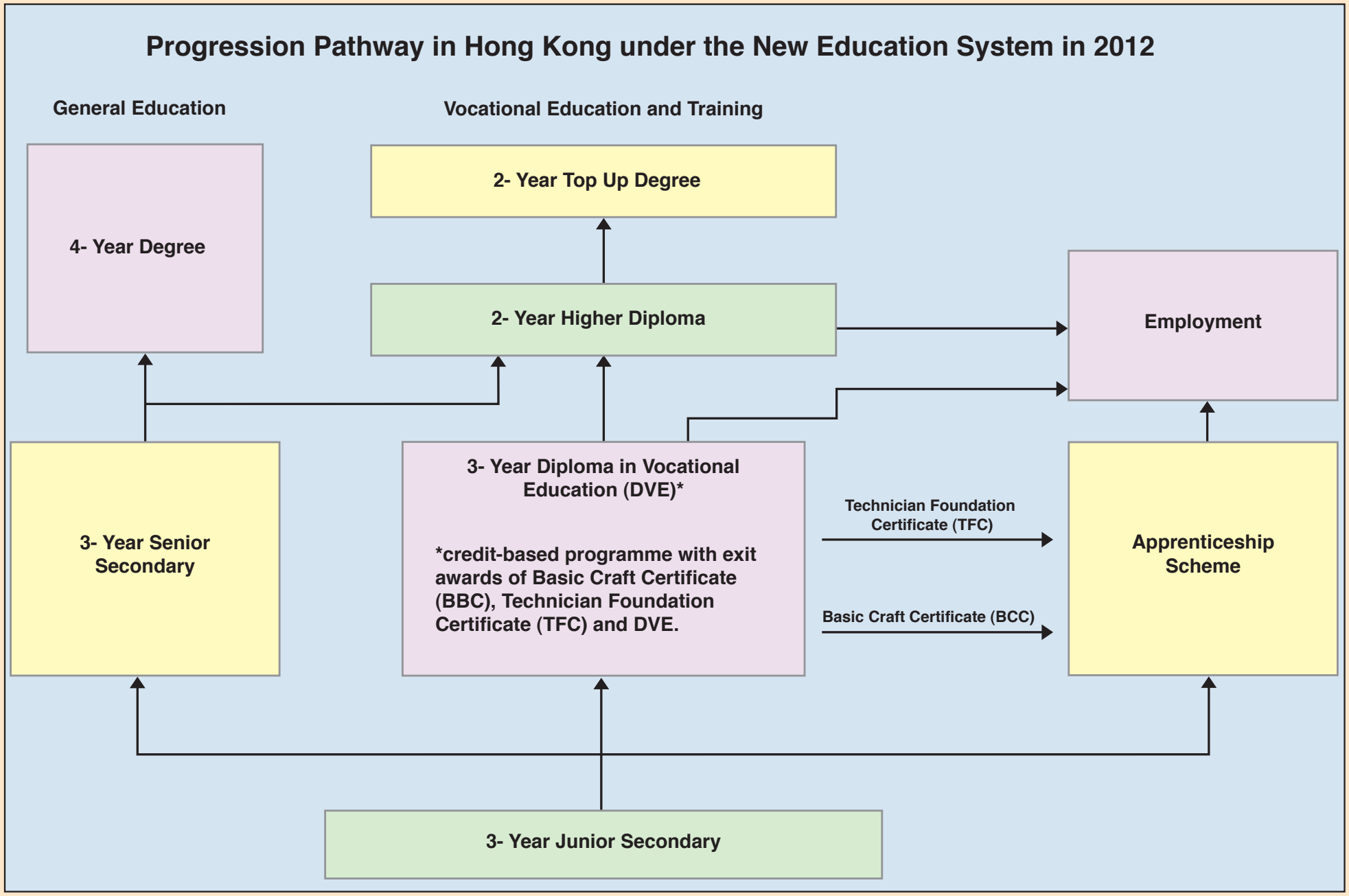
f) Operates a Management Development Centre which does research and develops courses to meet the specific needs of Hong Kong managers.

g) Operates training schemes such as:

• Completion of professional training for graduates in engineering and

• The new Technology Training Scheme which provides financial assistance to local companies that wish to have their employees trained in new technologies.

The VTC carries out most of its statutory functions through a complex of 20 training boards and eight committees. The formers are responsible for all training matters specific to their sectors and the latters for areas of training which cut across all sectors of the economy.



Educational and Vocational Training Systems in Hungary

Official Name: Magyar Köztársaság (Republic of Hungary)
Country Code: HU
Capital: Budapest
Area: 93,030 km2
Population: 10 million (2009)
Official Language: Hungarian
G.D.P.: US$ 154.7 billion (2008)
Currency: Forint (HUF)

HUNGARY

1. In Hungary, public education is compulsory until the age of 18. Compulsory education comprises the following phases: the final year of kindergarten (from the age of 5), primary education, secondary education, and competence-based education preparing pupils to obtain vocational qualifications. Non-compulsory education may include post-secondary, non-tertiary education and tertiary education.

2. Hungary provides primary and lower secondary education (**ISCED 1 and ISCED 2**) in 8-grade single-structure schools, which cater for laying the foundations of knowledge in general in the group spanning from 6 to 14 years of age.

3. Secondary general school programmes lasts 4 (5) grades. Successful completion of these programmes does not provide the participants with a labour-market relevant qualification, but prepares them for further education at higher level or for entering Vocational Education and Training (i.e. **VET**). **VET** refers to both vocational secondary schools and to vocational schools as well.

4. **VET** for a vocational qualification can start at the age of 16 in vocational schools, providing post-secondary non-tertiary vocational education **ISCED 3-4**. However prevocational education can be provided to students below 16, in the general education years of **VET** schools.

To secondary vocational school programmes, the compliance of primary school education is necessary to get enrolled. The training lasts usually 4 (occasionally 5 or 6) years and begins with 2 years of initial training that is followed by a specific professional learning.

The vocational school programmes with vocational qualification of the National Quality Register (i.e. **NQR**) require different level of education. One can enter the general vocational school programmes depending on the programme requirements:

- Without completed primary education.
- With completed primary education (8 grades).
- With completed 10 grades.
- With completed secondary education.
- With previous professional qualification or final examination.

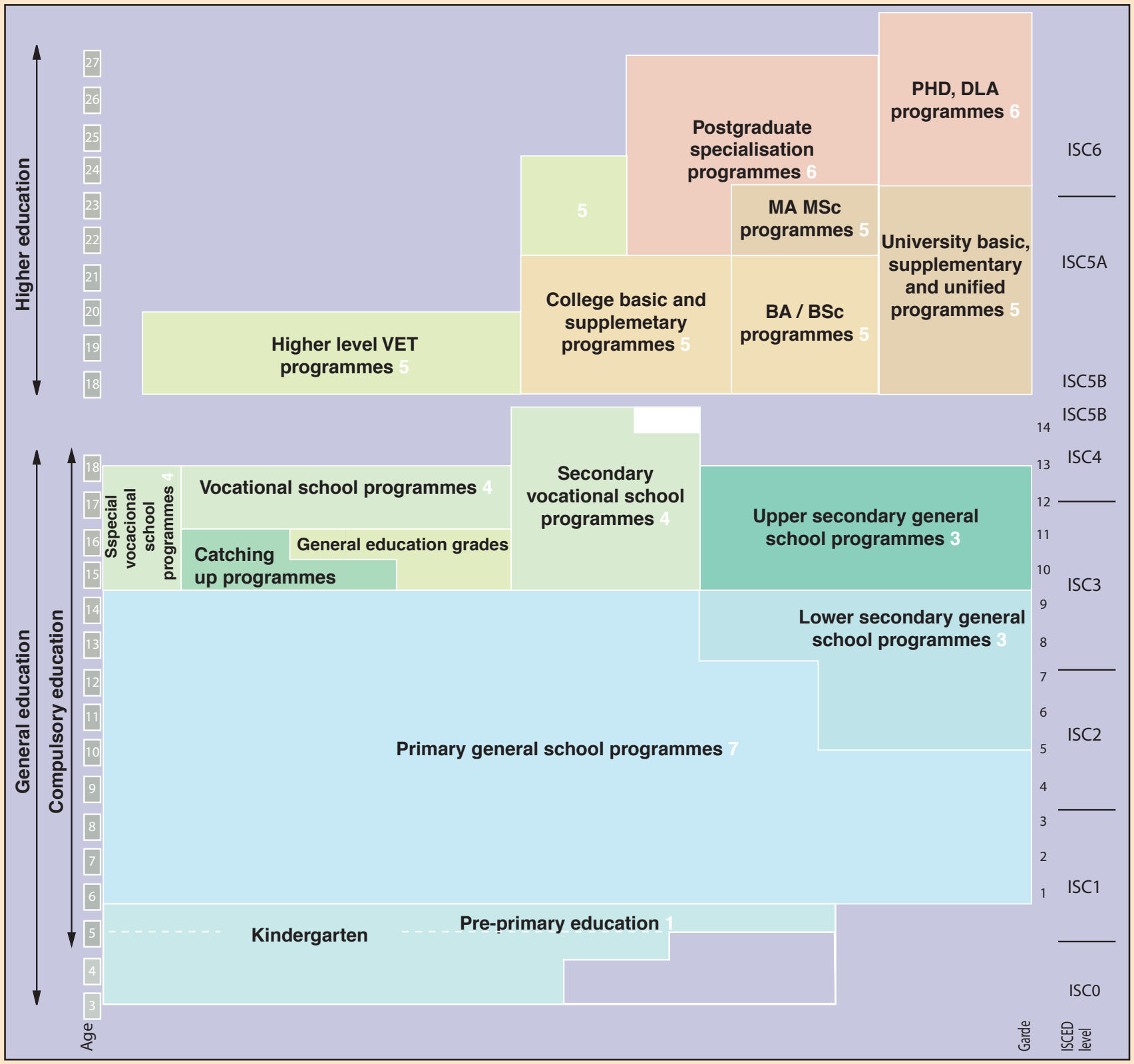
Where it is necessary after a preliminary competence measurement, the training institution ensures the development of the entry competencies.

To advanced or higher level vocational programmes, students can enroll with previous professional qualification or final examination. The tertiary vocational programmes require higher education qualifications.

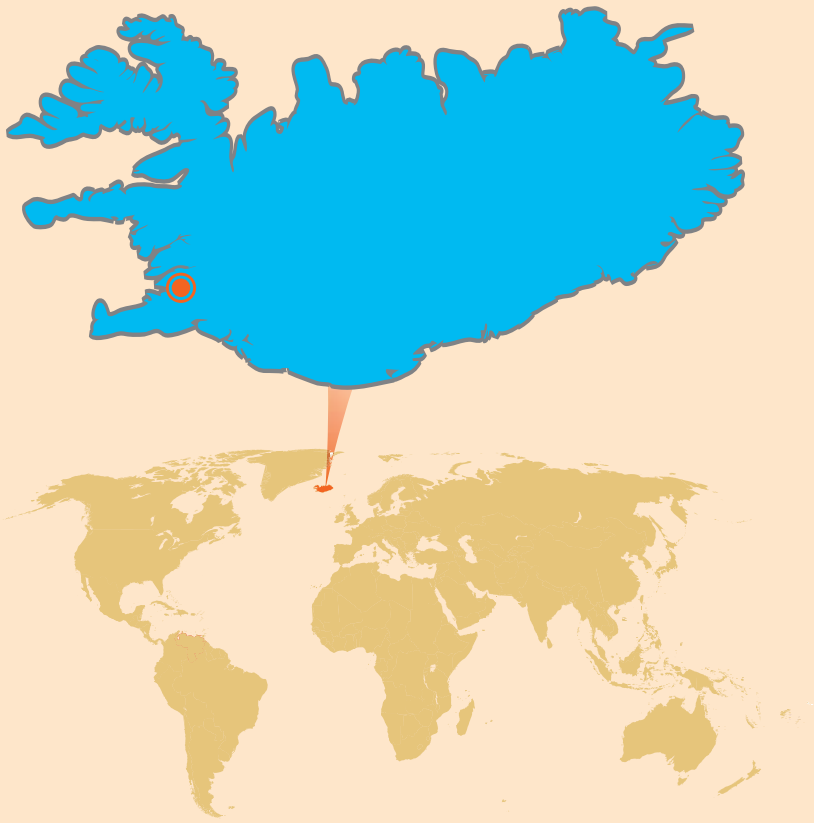
5. Tertiary or higher education means college, university, **BSc**, **MSc** and unified programmes, according to Bologna-process. Access to the first stage of tertiary education requires at least the **ISCED 3A** level Secondary School Leaving Certificate.

6. Postgraduate specialisation programmes (**ISCED 5A**): with requirement of graduation in college or university and with requirement of special attainments. These programmes do not give a higher attainment level, but give a special qualification. There are also programmes preparing for **PhD** or **DLA** degrees (**ISCED 6**).
The figure shows the typical age and typical length of programmes in full-time education.

Hungary lays a great emphasis on the realization of integrated education in all level, specially for students with disadvantages. Pre-primary, primary general, secondary general and secondary vocational school programmes include also the programmes for pupils with special educational needs.



Educational and Vocational Training Systems in Iceland



Official Name: Republic of Iceland
Country Code: IS
Capital: Reykjavik
Area: 102,819 sq Km
Population: 300 thousand (2009)
Official Language: Icelandic
G.D.P.: US$ 16.7 billion (2008)
Currency: Icelandic Crown

ICELAND

The Education Structure in Iceland is divided into four levels:

Preschool education (*leikskóli*)

Preschools are defined by law as the first level of the educational system, providing education for children who have not reached six years of age, at which point compulsory education begins.

Compulsory education (*grunnskóli*)

Compulsory education is organised in a single structure system, i.e. primary and lower secondary education form a part of the same school level, and generally take place in the same school. The law concerning compulsory education stipulates that education shall be mandatory for children and adolescents between the ages of six and sixteen.

Upper secondary education (*framhaldsskóli*)

Upper secondary education is not compulsory, but anyone who has completed compulsory education has the right to enter a course of studies in an upper secondary school. Students are usually 16-20 years of age. General academic education is primarily organised as a four-year course leading to a matriculation examination. The length of the courses in vocational education varies, lasting from one semester to ten, but most prevalent are four-year courses.

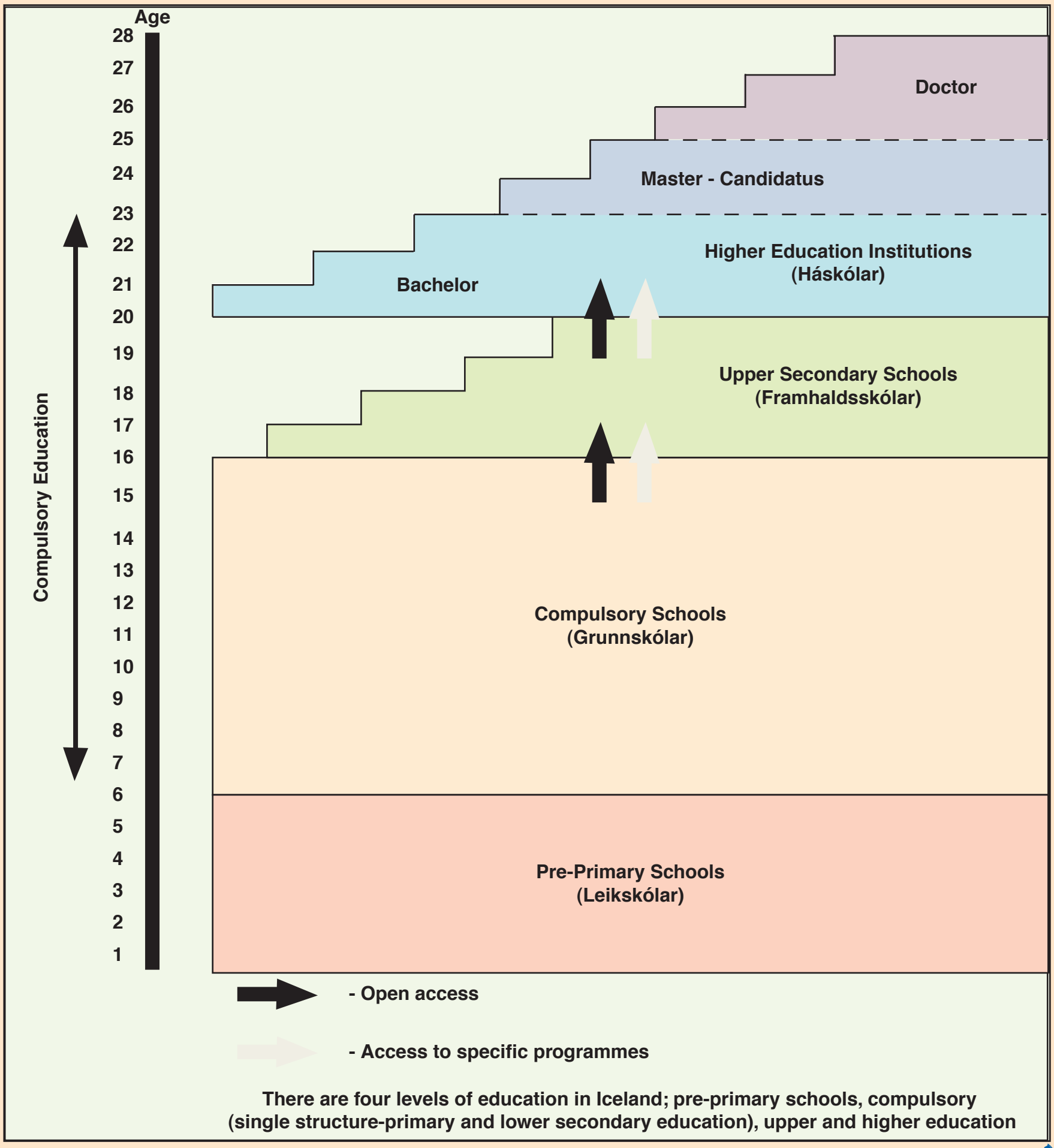
THE HIGHER EDUCATIONAL SYSTEM IN ICELAND

The modern Icelandic system of higher education dates back to the foundation of the University of Iceland in 1911. The legal framework covering higher education in Iceland is the Higher Education Institution Act no. 63/2006. This act applies to educational institutions providing higher education leading to a degree and which have been accredited by the Ministry of Education, Science and Culture. The ministry has also issued National Qualification Framework for Iceland no. 80/2007, a systematic description of the structure of education and degrees at higher education that is specifically based on learning outcomes. All accredited higher education institutes in Iceland shall follow this framework.

There are currently seven higher education institutions in Iceland that fall under the auspices of the Ministry of Education, Science and Culture and the Higher Education Institution Act no. 63/2006.

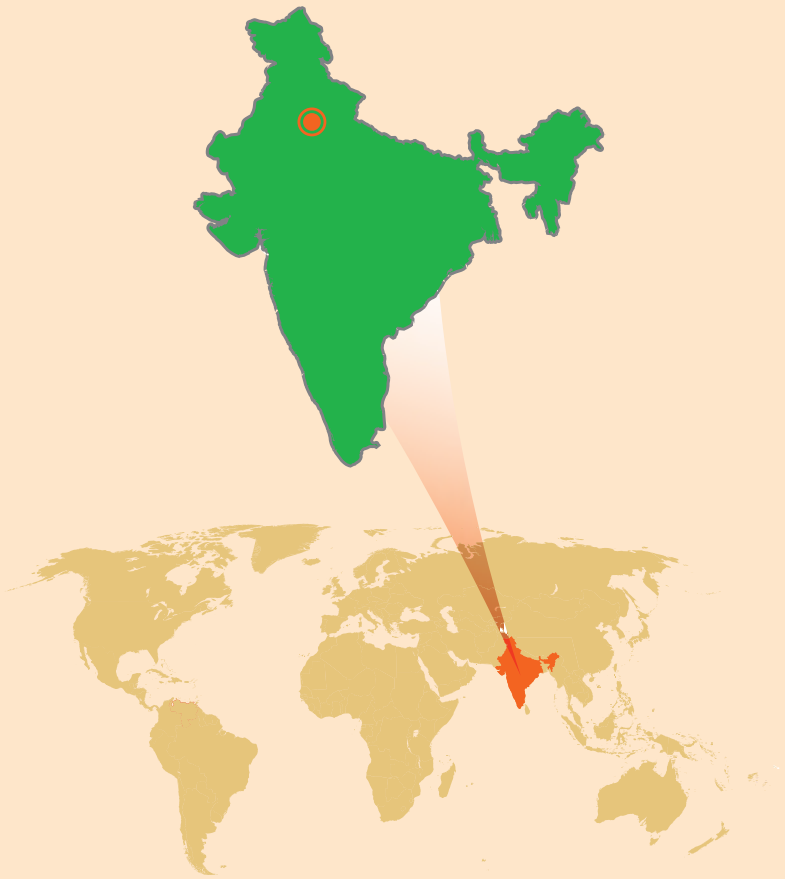
University of Iceland and the University of Akureyri are public universities that fall under the Act on Public Higher Education Institutions no. 85/2008. The Agricultural University of Iceland and Holar University College are public universities that were formerly under the auspices of the Ministry of Agriculture. Reykjavik University, Bifröst University and Iceland Academy of the Arts are private institutions that receive state funding and operate under structural charters approved by the Ministry of Education, Science and Culture.

The ministry concludes performance-related contracts with all higher education institutions under its administration.



There are four levels of education in Iceland; pre-primary schools, compulsory (single structure-primary and lower secondary education), upper and higher education

Educational and Vocational Training Systems in India



Official Name: Bharat (Republic of India)
Country Code: IN
Capital: New Delhi
Area: 3,287,263 sq Km
Population: 1.198 billion (2009)
Official Languages: Hindi and English.
Regional Languages: Telugu, Bengali, Marati, Tamil, Urdu, Gujarati
G.D.P.: US$ 1.2 trillion (2008)
Currency: Indian Rupee

Education in India

1.**Primary (Class 1-5)** and **Upper Primary (Class 6-8) Education** are compulsory up to the age of 14 years under the recent Right to Education Act of the Parliament.

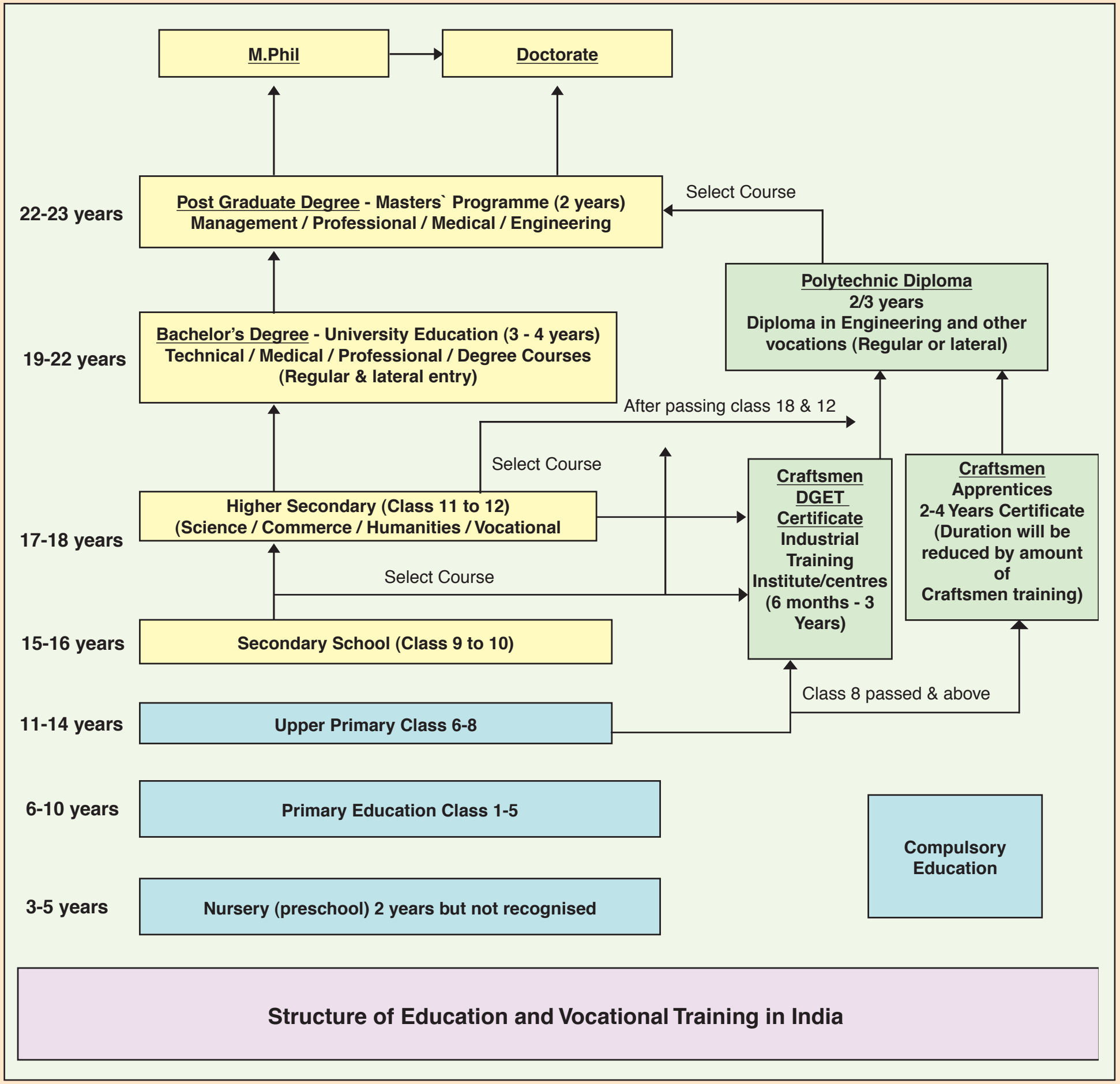
2.**The Secondary School (Class 8 onwards)** and **Senior Secondary School (class 11-12)** opens the opportunity to either continue in the educational stream or opt for full-time vocational streams leading to certification and diploma-level qualifications. The route to apprenticeship is also open after upper primary school.

3.The diagram represents the structure at a broader level and in simplified form.

4.The Prime Minister has set a target of skilling 500 Mn people by 2022; for this under the 11th 5-year plan, an apex body "National Council on Skill Development" chaired by the Prime Minister has been set up. This Council is at the top of a three-tier structure for setting up and laying down core strategies. The Council is assisted by the "National Skill Development Coordination Board" that coordinates action for skill development both in the public and the private sector. To enhance private sector participation the "National Skill Development Corporation" has been set up in a Public-Private-Partnership mode.

5.The Union Cabinet has also approved the National Skills Development Policy which lays down the requisite framework for skills development for the country.

INDIA



Structure of Education and Vocational Training in India

Educational and Vocational Training Systems in Indonesia

INDONESIA

Official Name: Republic of Indonesia (Republik Indonesia)
Country Code: ID
Capital: Jakarta
Area: 1,890,754 sq Km
Population: 230 million (2009)
Official language: Indonesian
G.D.P.: US$ 514.4 billion (2008)
Currency: Indonesian Rupee

Education in Indonesia

Education in Indonesia is the responsibility of the Ministry of National Education of Indonesia, formerly the Ministry of Education and Culture of Indonesia. In Indonesia, all citizens must have nine years of compulsory education: six years at elementary level and three in middle school.

Education establishes a study environment and process so that students may actively develop their own potential to gain the religious and spiritual level, consciousness, personality, intelligence, behaviour and creativity to them, other citizens and the nation. It is divided into two major parts: formal and non-formal. Formal education is further divided into three levels: primary, secondary and tertiary education.

Current structure

From birth until the age of 3, Indonesian children do not generally have access to formal education. From the age of 3 to 4 or 5, they attend non-compulsory kindergarten (**TK**), predominantly in privately-operated schools (95%), to prepare them for primary school. Kindergarten is generally divided into "Class A" and "Class B" students who spend one year in each class.

Children aged 6-11 attend **SD** (Elementary School). This level is compulsory for all Indonesians according to the National Constitution. Unlike kindergartens, most elementary schools are government-operated public schools, where students are supposed to study for six years. There is also available an accelerated elementary school learning programme that can be completed in five years.

Secondary Education

Middle School (**SMP**) is part of primary education in Indonesia. After elementary school graduation, students attend Middle School from age 12-14. After graduation, students are allowed to move on to High School or College or cease their formal education.

High School

In Inonesia, High School is divided between **SMA** (that prepares students for tertiary education) and **SMK** (that prepares them for the labour market). Based on the National Constitution, the Indonesians do not have to attend high school since only nine years of compulsory education are required.

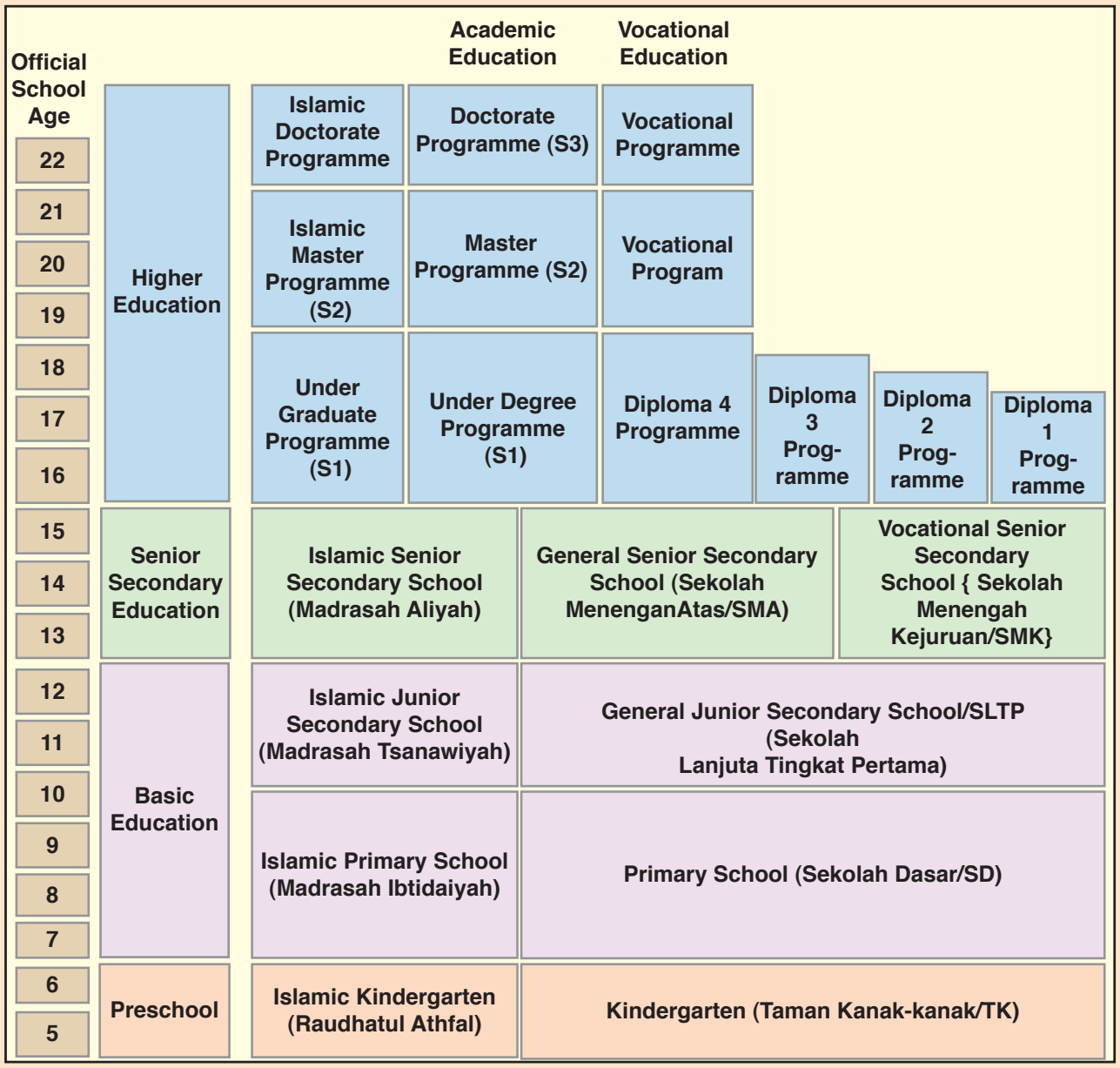
Tertiary education

After graduation from High School or College, students may attend a university (Higher Education). Higher-Education institutions are categorized in two types: public and private, both of them under the Department of National Education supervision. There are 3 types of Higher Education institutions: Universities, Institutes and Academies or College.

Education levels

Level/Grade	Typical age
Preschool	
Nursery	3-4
Kindergarten	4-6
Elementary School	
1st Grade	6–7
2nd Grade	7–8
3rd Grade	8–9
4th Grade	9–10
5th Grade	10–11
6th Grade	11–12

Level/Grade	Typical age
High School	
Junior High School	
1st year High School	12-13
2nd year High School	13-14
3rd year High School	14-15
Senior High School	
4th year High School	15–16
5th year High School	16–17
6th year High School	17–18
Post-Secondary Education	
Tertiary Education (College or University)	Ages vary (usually four years, referred to as Freshman, Sophomore, Junior and Senior Years)



Indonesian acronyms and abbreviations

SD (Sekolah Dasar) = Elementary School
SLTP (Sekolah Lanjutan Tingkat Pertama) = Junior High School
SMA (Sekolah Menengah Atas) = Senior High School
SMK (Sekolah Menengah Kejuruan) = Vocational Senior High School
SMP (Sekolah Menengah Pertama) = Middle School
TK (Taman Kanak-kanak) = Nursery School, Kindergarten

Educational and Vocational Training Systems in Iran

Official Name: Islamic Republic of Iran
Country Code: IR
Capital: Tehran
Área: 1,648,195 sq Km
Population: 74.2 million (2009)
Official Language: Persian.
Other languages are: Arabic, Turkish and Kurdish.
G.D.P.: US$ 385.1 billion (2008)
Currency: Iranian Rial

The Iran school system is under the jurisdiction of the Ministry of Education and Training. The structure of the educational system under this Ministry is divided into the following cycles:

Preschool Education cycle
A one-year programme for five-year-old children in which they receive the basic notions needed to enter primary school. There is no exam at the end of this cycle and children proceed automatically to the following cycle.

Primary Education cycle
The five-year primary cycle covers grades 1-5 for children aged 6-11 years. This phase is both free and compulsory. Students take exams at the end of each year on which their promotion to the following grade is based. At the end of the grade 5, students take a nation-wide examination. Those who pass the exam are qualified to proceed to the next cycle.

Middle (Guidance) Cycle
This cycle covers grades 6 to 8 for children aged 11-13 years. Like the preceding cycle, this cycle also provides students with general education. In this phase, the abilities as well as the interests of students are recognised, so they become prepared to decide which branch (academic or technical/vocational) they intend to choose in the next cycle. At the end of guidance cycle, students take a regional examination under the supervision of provincial boards of education. Those who pass the examination are eligible to proceed to the next cycle, i.e., secondary cycle.

Secondary Education cycle
This is a four-year stage which covers grade 9 to Grade 12, from age 14-17 years. Secondary education is divided into two main branches, namely, academic/general and technical/vocational. The choice of either branch is up to pupils themselves. The academic branch, also known as the "theoretical branch" is divided into four mainstreams, namely, literature and culture, socio-economic, physics-mathematics, and finally experimental sciences. The technical/vocational branch is particularly designed to train technicians for the labour market. This branch covers three mainstreams, namely, technical, business/vocational, and agriculture. There are specific subject and performance requirements for admission to some secondary programmes. National examinations are conducted at the end of each grade during the secondary cycle.

HIGHER EDUCATION
The two Ministries responsible for most post-secondary education are the Ministry of Culture and Higher Education (**MCHE**) and Ministry of Health and Medical Education (**MHME**).

Teacher Education
The primary as well as guidance schoolteachers are trained in a number of various institutions under the auspices of the Ministry of Education. Secondary school teachers are trained in universities under the jurisdiction of the Ministry of Culture and Higher Education. Teacher training centres affiliated with the Ministry of Education train primary and guidance schoolteachers. There are several centres, which perform this task as follows:

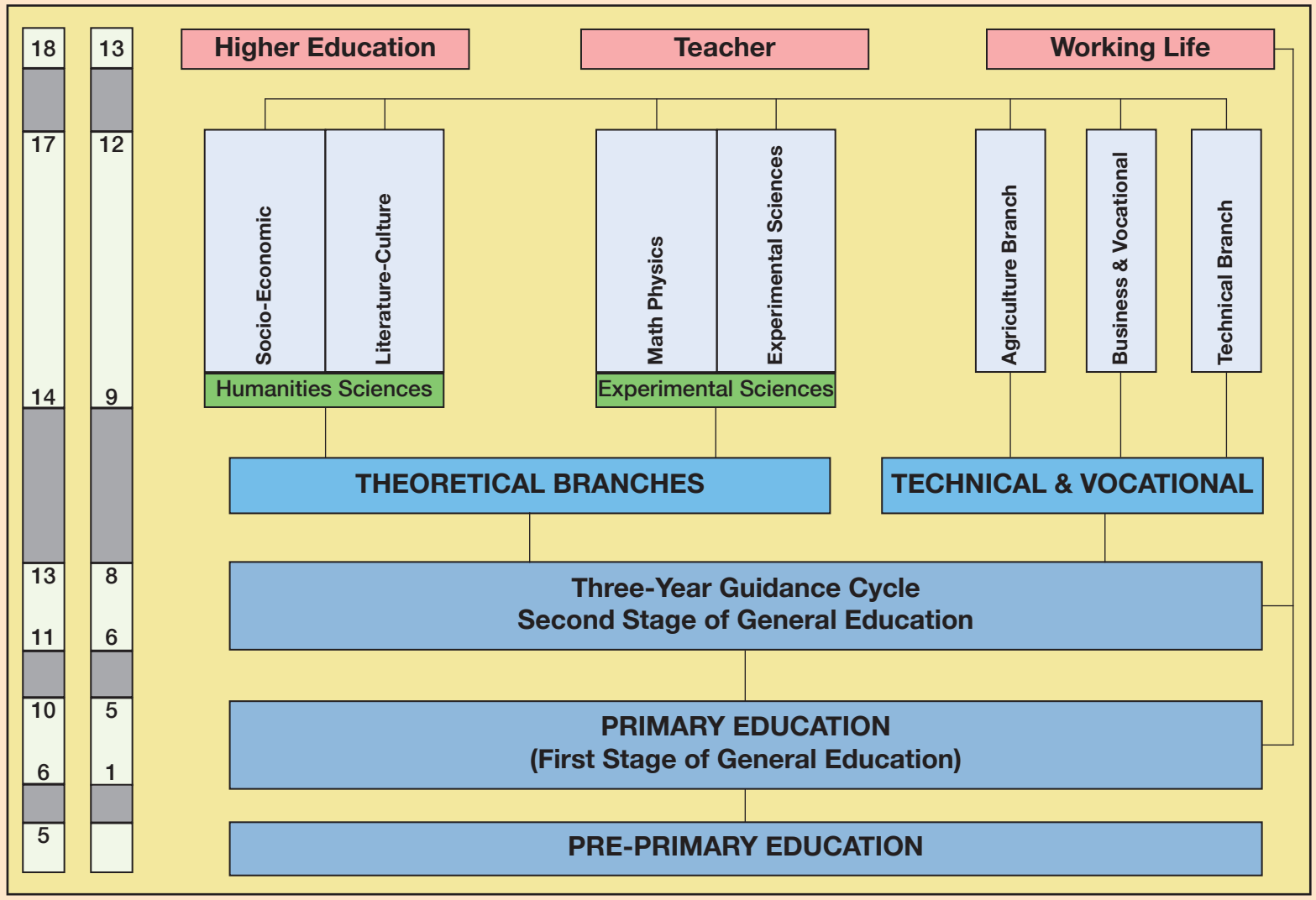
IRAN

Rural Teacher Training Centres
Because of the shortage of teachers in rural areas, the Ministry has established specific institutions for training teachers who will be teaching at rural areas. After finishing the guidance cycle (grade 8), students will be trained in special institutions for the duration of four years. After graduation, they will teach in schools in rural areas. Furthermore, under a new plan, the Ministry will be sending conscripts as teachers in rural areas. One thousand conscripts started their work at rural areas in the academic years 1989-1990. Primary school teacher training institution (grades 1-5). After finishing grade 10 in the high school, some students who are interested in teaching will be admitted to this special teacher-training programme which lasts only two years. The graduates of this programme are entitled to teach in either rural or urban primary schools.

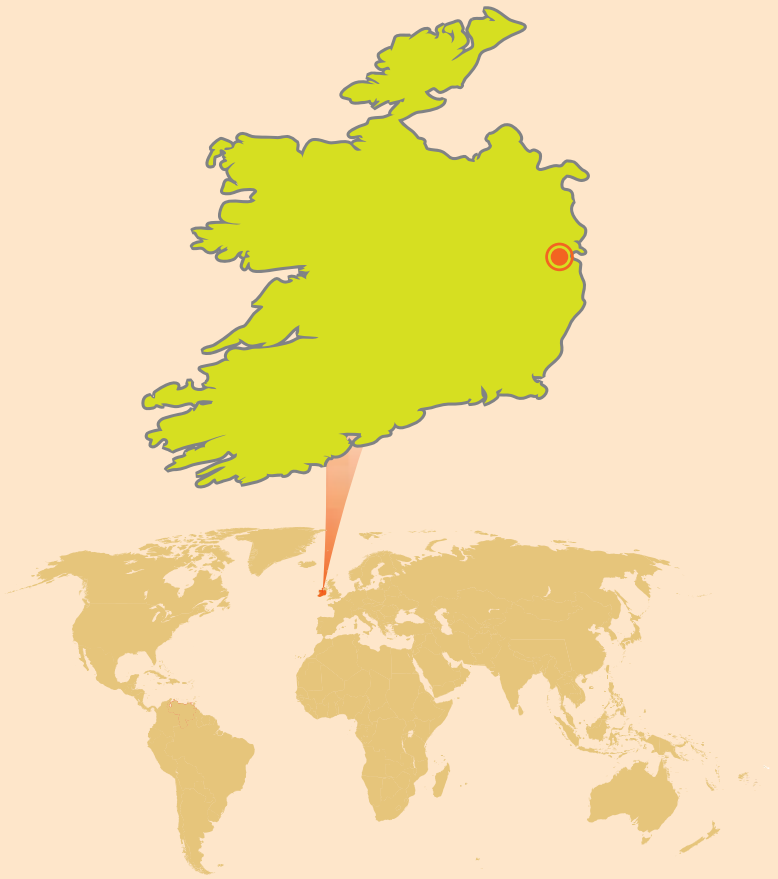
Guidance cycle teacher training centres (grades 6-8)
For the purpose of training qualified teachers for grades 6-8, the Ministry admits students who have already graduated from the high school and hold their diploma through a nation-wide examination. They are required to study for another 2 years in teacher training institutions. Both primary and guidance teacher training institutions offer a wide range of courses which lead to the award of an Associate Diploma. These institutions offer courses in 14 streams (Primary education, Persian language, English language, French language, Experimental Sciences, Social Sciences, Mathematics, Vocational and Technical Training, Islamic Ethics and Arabic Language, Art, Fostering Affairs, Physical education, Children with special needs: the geniuses, blind and partly blind, deaf and partly deaf, mentally retarded, teachable unsociable and physical defects) Each student is supposed to specialise in only one of the streams above.

Secondary school teacher
Secondary school teachers are trained at tertiary-level institutions, which are affiliated to the Ministry of Culture and Higher Education.

Other Post-Secondary Programmes
Since the victory of the Islamic Revolution, new universities and colleges have been established, offering a wide range of specialisations. The main branches currently offered in the Iranian universities comprise Natural and Basic Sciences, Humanities, Medical and Health Sciences, Arts and Literature, Engineering, and Agriculture. The admission is based on the results of National Entrance Examination (**KONKUR**).
To give people the opportunity to continue their education, courses are given through television and correspondence and students write exams at local university offices.



Educational and Vocational Training Systems in Ireland



Official Name: Republic of Ireland
Country Code: IE
Capital: Dublin
Area: 70,273 sq Km
Population: 4.5 million (2009)
Official languages: Irish and English
G.D.P.: US$ 281.8 billion (2008)
Currency: Euro

IRELAND

The government Department of Education and Science is responsible for the administration of public education, i.e. primary, post-primary and special education. State subsidies for universities and third-level colleges are also channelled through the Department.

Primary Education (First Level)
Primary education is founded on the belief that high-quality education enables children to live their lives to the fullest capacity as is appropriate to their particular stage of development. Education is compulsory between the ages of six to fifteen and children are entitled to attend school from the age of four.

Post-Primary Education (Second Level)
Second-level education consists of a three-year junior cycle followed by a two or three-year senior cycle. The Junior Certificate examination is taken after three years. In senior cycle there is an optional one-year Transition Year Programme followed by a choice of three two-year Leaving Certificate programmes.The Leaving Certificate terminal examination is held at the end of the senior cycle, which caters for pupils in the 15-to-18 age group.

Third-Level Education
Third-level education comprises the university sector, the technological sector and the colleges of education, all of which are substantially funded by the state and are autonomous and self-governing. Presently, nearly half of all young people advance to third level, with around half of these taking degree-level programmes. There are four universities in the Republic of Ireland. The largest, the National University of Ireland (**NUI**), is organised on a federal basis and the six constituent colleges enjoy a large measure of autonomy. The University system offers programmes leading to a bachelor's degree at the end of three or four years, depending on the courses followed. Master's degrees are usually taken by course work, research work or some combination of both. Doctoral degrees are awarded on the basis of research.

Colleges of Education/Teacher Training
The system of teacher training differs between primary and second-level school teachers. Typically, second-level teachers complete a primary degree at university and follow with a Higher Diploma in Education. Primary school teachers complete a three-year programme, leading to a Bachelor of Education degree. Specialist teachers of Home Economics, Physical Education, Art, Religion and Technical Subjects-Engineering, and Construction Studies all pursue full-time four-year courses leading to specialist Education degrees.

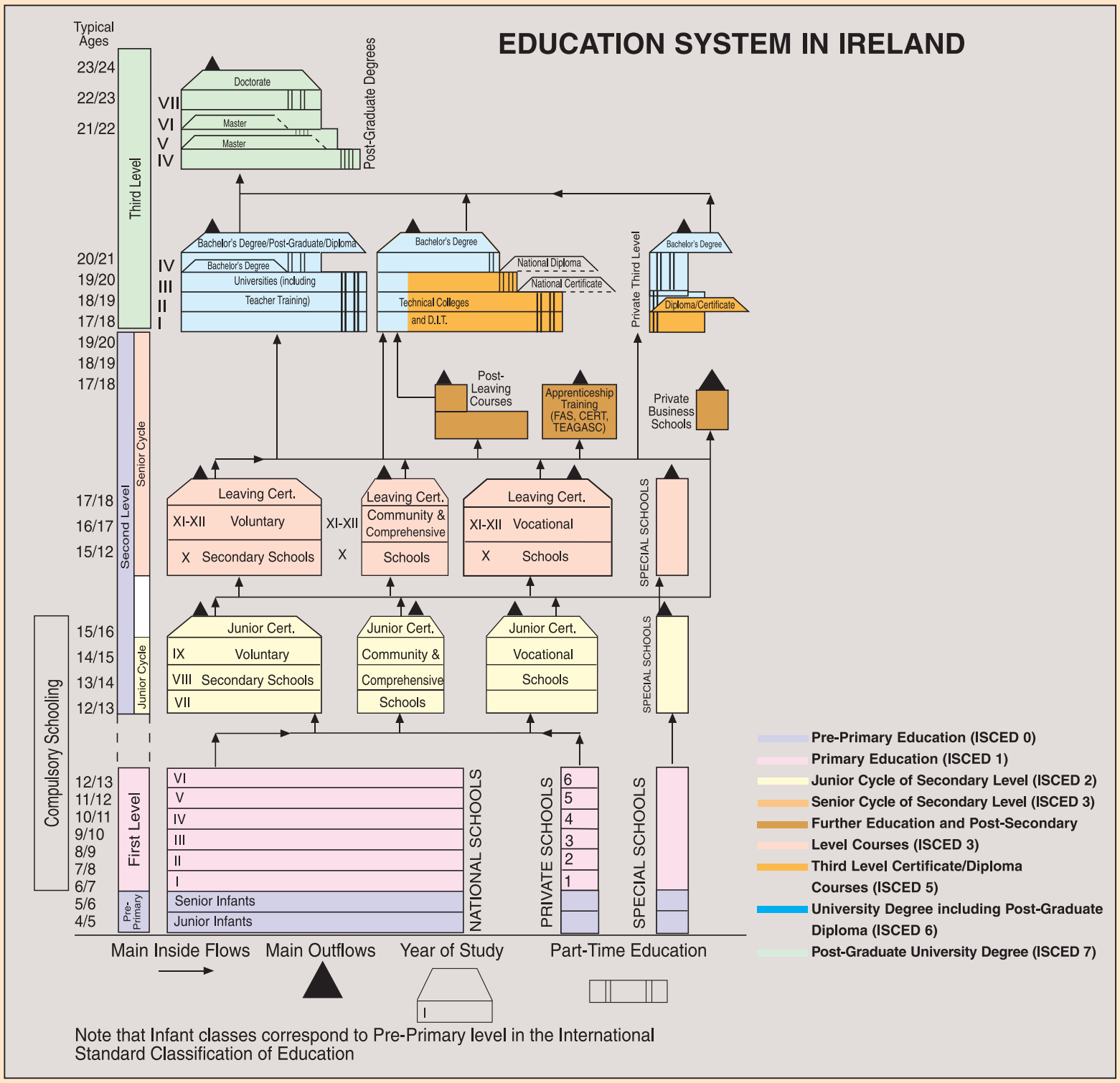
Vocational Education and Training
Together with the courses provided in third-level institutions, a wide range of vocational educational and training courses are offered within the education sector for students who have completed second level. The principal programmes are the Post-Leaving Certificate Courses. In addition, off-the-job training for apprentices is provided in the Institutes of Technology and in **FAS** (Training and Employment Authority) Training Centres.

Apprenticeship

Apprenticeship operates primarily in a number of designated trades, for example: Engineering, Construction, Motor, Electrical, Printing and Furniture. Standards to be achieved in each trade are measured through on-the-job competence testing, together with modular assessment and formal examinations for off-the-job elements. These standards have been agreed between the education sector, the training authority, employers and trade unions and are being implemented on a phased basis.

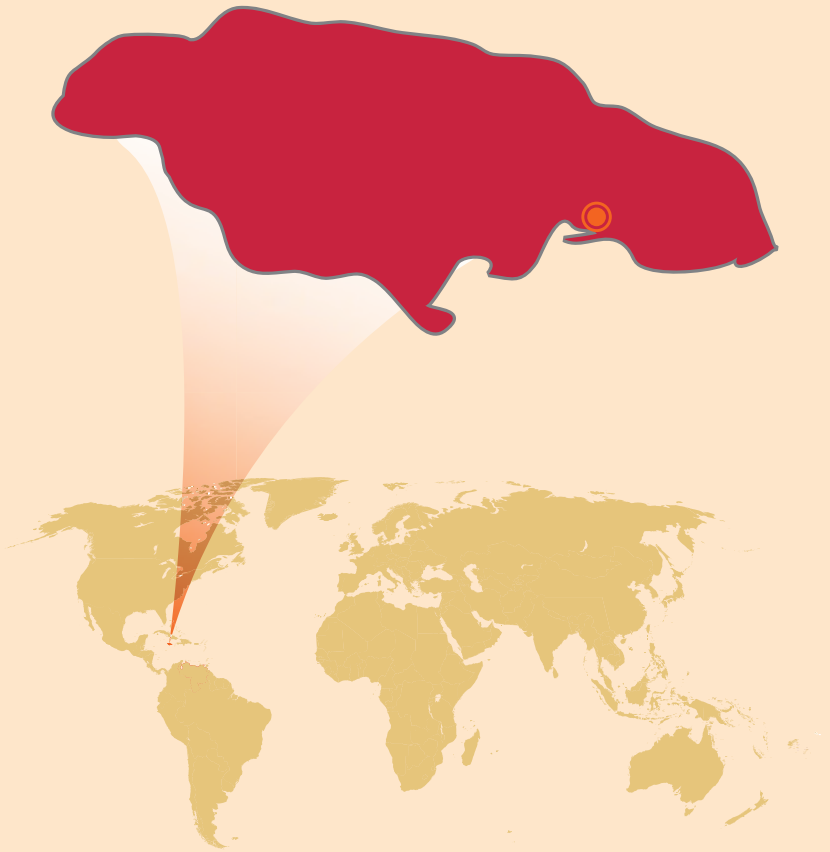
Institutes of Technology

The Institutes of Technology (**IOTs**) provide for further technological education needs. There are twelve **IOTs** throughout Ireland offering education and training, both full-time and part-time, for trade and industry over a broad spectrum of occupations and levels. The Dublin Institute of Technology (**DIT**) is the largest third-level institution in Ireland, with 22,000 students. It has six constituent colleges. The **DIT** awards its own degrees.



Note that Infant classes correspond to Pre-Primary level in the International Standard Classification of Education

Educational and Vocational Training Systems in Jamaica



Official Name: Jamaica
Country Code: JM
Capital: Kingston
Area: 10,991 sq Km
Population: 2.7 million (2009)
Official Languages: English and Dialectal English
G.D.P.: US$ 15.1 billion (2008)
Currency: Jamaican Dollar

JAMAICA

Education in Jamaica

Early childhood education

Early childhood education (age bracket: 1-6 years) includes Basic, Infant and Privately-Operated Preschools and has been supported by Government since 1942. There are 2,595 early childhood institutions (183 not recognised by the government, 401 daycare centres, ca. 100 infant schools and 5 special education schools), with an enrollment rate of 94% for children aged 4-6 years.

Primary Education

Primary education schools or Preparatory Private Schools prepare Jamaican children (between the ages of 5-11 years) for Secondary Education. Upon completion of Grade 6, students take the *Grade Six Achievements Tests* (**GSAT**) and are placed at a school according to the results they have obtained in the tests. Schools with a tradition of high academic performance demand understandably a higher cut off score.

Secondary Education

•Lower Secondary School - Forms 1-3 (Ages 10-13 or 14)

Students are exposed to a wide range of subjects: Spanish, French, Integrated Science, Physics, Biology and Chemistry. Some schools group students based on their previous academic achievement.

•Upper Secondary School - Forms 4 & 5

In 4th form, students choose from 6-10 subjects that they will sit in the *Caribbean Examination Council's O-Level School Leaving Examinations*: Mathematics, English, Spanish, French, History, Geography, Agricultural Science, Biology, Physics, Chemistry, Accounting, Principles of Business, Information Technology, Religious Education, Technical Drawing, Art, Theatre Arts etc., being classified as Arts, Sciences, Industrial Arts or Business students.

•Grading

The Basic or General Proficiency level exams are graded:

(1) A pass with distinction.
(2) A pass with credit.
(3) A satisfactory level pass.
(4) Either a failure or a 'basic-level' pass.

•Sixth Form (divided into upper and lower sixth)

Sixth form is an optional, two-year-long, advanced post-secondary programme, at the end of which students write the **CAPE** (*Caribbean Advanced Proficiency Exams*) or, in some cases, an A-level examination. Entry into Sixth Form is extremely competitive, especially in rural and suburban Jamaica, where there are less high schools with sixth form, serving larger areas.

Tertiary Education

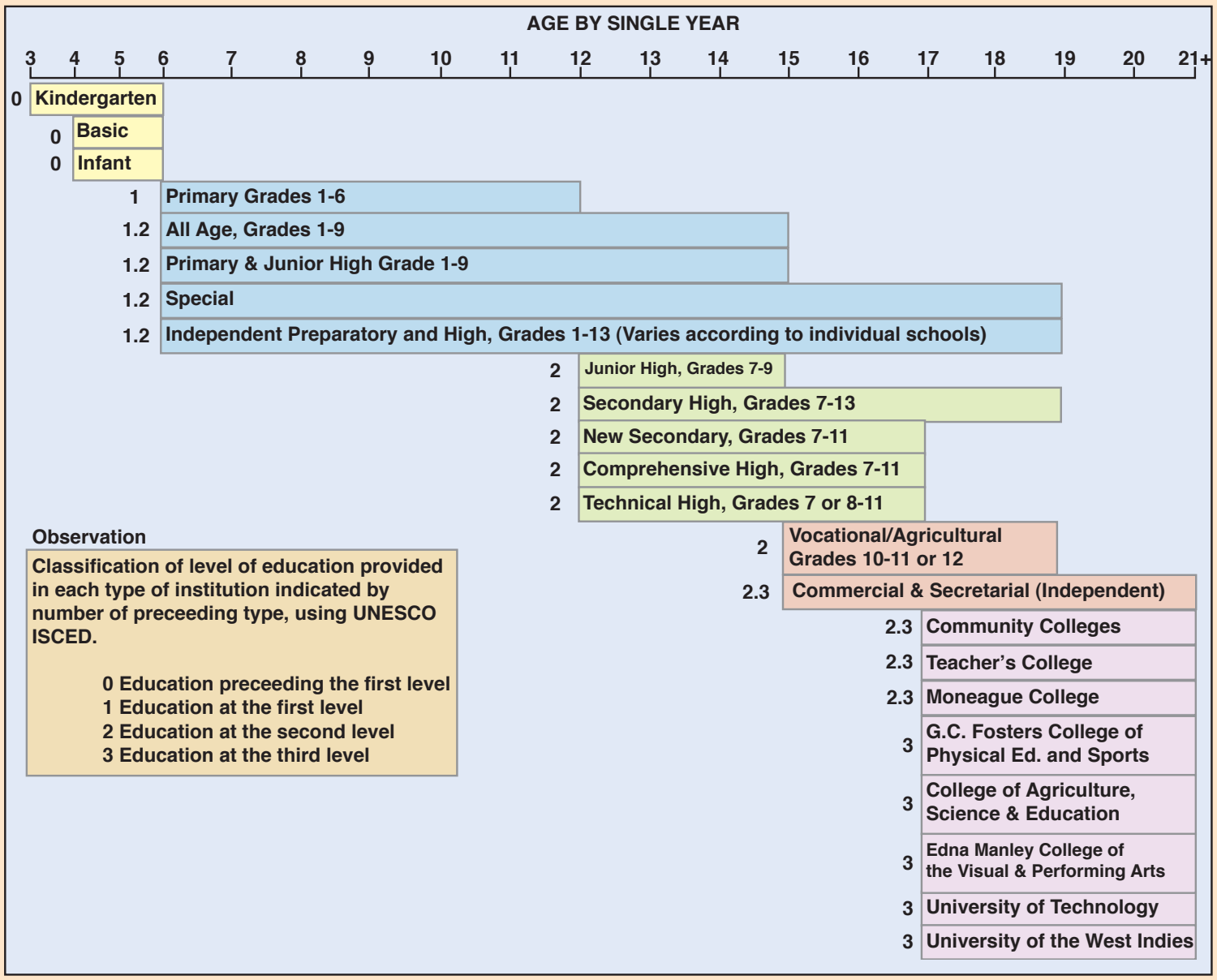
To get into the nation's Universities, an **A-Level** or **CAPE** examinations are generally required or a 3-year diploma from an accredited post-secondary college. Colleges are not supposed to grant bachelor degree; only Universities can do that, unless colleges and universities have joint programmes. A few universities in the USA have part-time extension programmes in Jamaica for working professionals who want to continue their education without having to relocate closer to the nation's Universities.

Tourism Education Programme

The Jamaica Tourist Board and the Ministry of Education, Youth and Culture developed a programme of Tourism for students aged 4-15 years (from early childhood up to secondary years), the curriculum of which includes: Mathematics, Social Studies, Resource and Technology that are supposed to teach tourism related materials and concepts.

This decision led Ministry of Education to change textbooks already in use and to develop other texts, as well as to train tourism teachers. Themes discussed in this programme are: *Who is a Tourist*, *Why People Travel*, *the Importance of Tourism*, *Anti Harassment and Culture*. Jamaica has also established a summer-school programme: a 5-day workshop for students to gain first-hand experience working in the tourism environment.

Also included are field trips to "local" tourist attractions and a one-month placement of top students in hotels and tourism-related organisations. Students selected for this programme become familiar with the following material: *Tourism is our Business*; *Attitudinal Development*; *In the Tourist's shoes*; *Tourism and the Environment*; and *Trends in the Industry*.



Educational and Vocational Training Systems in Japan

Official name: Nihon Koku (Land of rising sun)
Country Code: JP
Capital: Tokyo
Area: 372,824 sq Km
Population: 127.2 million (2009)
Official language: Japanese
G.D.P.: US$ 4.9 trillion (2008)
Currency: Yen

JAPAN

In the educational system in Japan, education is compulsory from the age of six to the age of fifteen. The compulsory period comprises 9 years: 6 years of elementary school and 3 years of lower secondary school. Then the student can join higher education which comprises upper secondary school (3 years) and universities (4 years). This school system is called 6-3-3-4 system.

Junior colleges, which provide 2-year education for a shorter period for graduates coming from upper secondary schools, and technical colleges, which provide 5-year technical higher education, are also part of this system.

The system also provides special education for the physically and/or mentally handicapped, as well as kindergarten for preschool children.

Vocational Training System

General vocational education is part of the compulsory education and is provided by a large number of technical, commercial, agricultural and other vocational high schools.

As a result of a general trend in the country leading students towards higher education, these schools offer, in their curricula, studies preparing for universities and colleges. This means that, as time goes by, there will be less students interested to learn trade skills necessary for employment.

Thus, it may be possible to say that, in due time, the educational system will be responsible for the fundamental scholastic knowledge and the vocational education and training will be provided by trade companies.

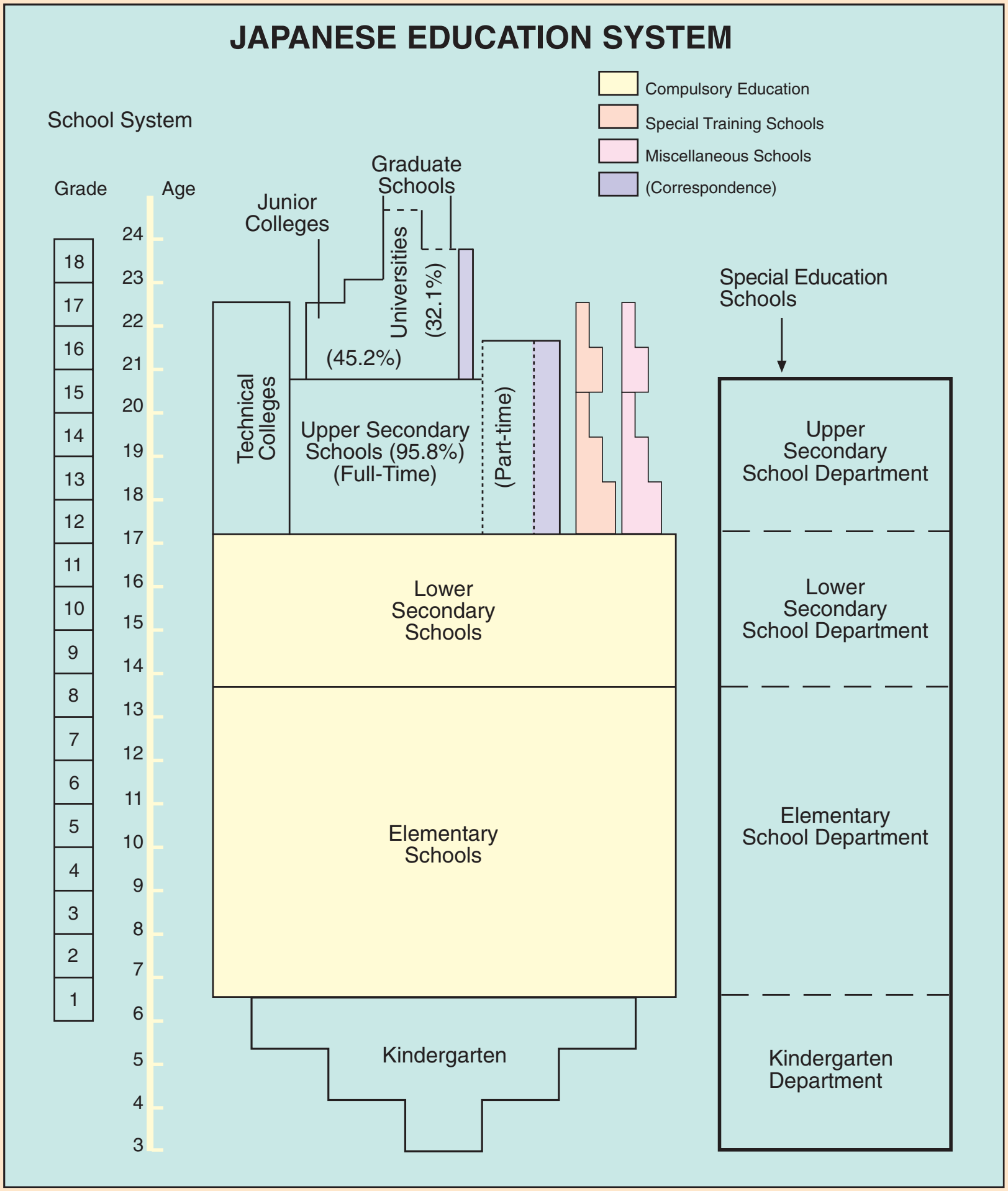
As a matter of fact, Japanese companies have been playing an increasing part in developing human resources: nearly nine of ten companies carry out training programmes and one third of all workers receive education and training. This happens because employers are generally convinced that providing vocational training, besides improving the workers' capacities, becomes a source of further development for the company.

For small and medium-sized companies, the Government encourages such training programmes through the Lifelong Human Resources Development Grant Scheme which subsidises a certain percentage of the workers' wages (during the training period) and the cost of the training programme.

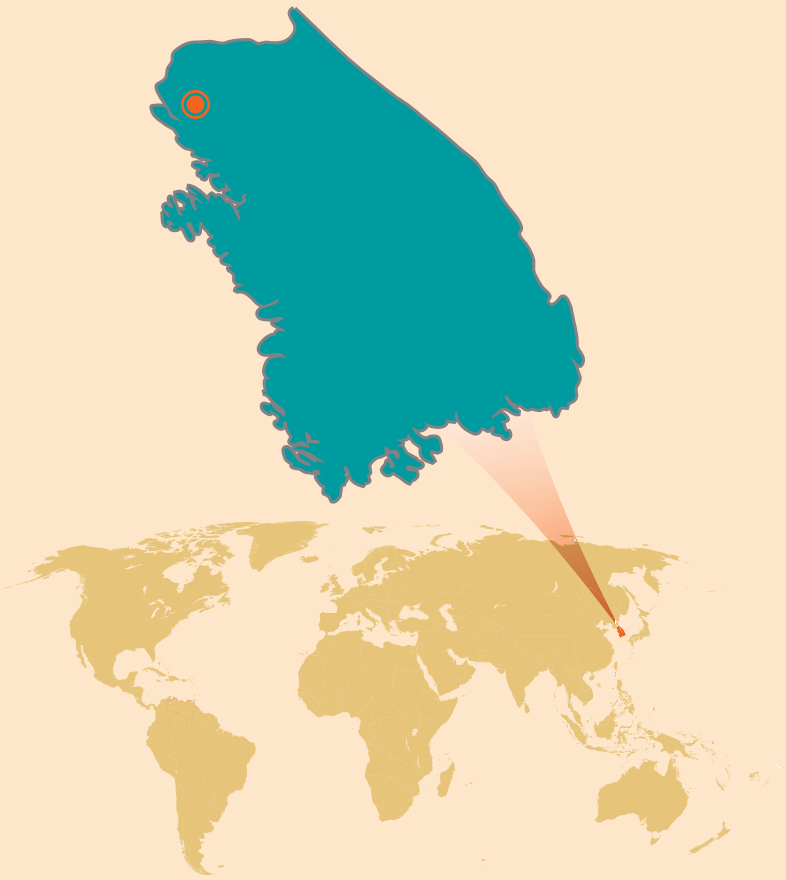
At present nearly 300 public vocational training facilities have been established in the country in order to provide vocational training for young graduates, employed workers, unemployed and handicapped people, in order to give response to continuous technological innovations and to rise the level of the workers' educational attainment.

In addition, a trade skill test system has been set up to test and certify trade skills and knowledge acquired through vocational training.

At present, trade skill tests are being applied for 125 different types of jobs.The number of successful applicants amounts to over 3 million so far.


JAPANESE EDUCATION SYSTEM
School System
Grade
Age
Compulsory Education
Special Training Schools
Miscellaneous Schools
(Correspondence)
Graduate Schools
Junior Colleges
Universities
(32.1%)
(45.2%)
Technical Colleges
Upper Secondary Schools (95.8%) (Full-Time)
(Part-time)
Special Education Schools
Upper Secondary School Department
Lower Secondary School Department
Lower Secondary Schools
Elementary School Department
Elementary Schools
Kindergarten
Kindergarten Department
18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3

Educational and Vocational Training Systems in Korea



Official name: Taehan Min'guk(Republic of Korea)
Country Code: KR
Capital: Seoul
Area: 99,617 sq Km
Population: 48.3 million (2009)
Official Language: Korean
G.D.P: US$ 929.1 billion (2008)
Currency: Won

KOREA

FORMAL EDUCATION
(The Ministry of Education, Science and Technology)

School Ladder System

Korea has a single-track 6-3-3-4 system which maintains a single line of school levels in order to ensure that every citizen can receive primary, secondary, and tertiary education without discrimination and according to the ability of each student. The existing education act was replaced by the Basic Education Act, the Primary and Secondary Education Act, and the Higher Education Act in 1998. The Primary and Secondary Education Act covers education issues dealing with preschool, primary and secondary education while the Higher Education Act pertains to matters related to higher education. Article 9 of the Basic Education Act stipulates that "Schools shall be established to provide preschool, primary, secondary and higher education." According to Article 2 of the Primary and Secondary Education Act, "The following types of schools shall be established for preschool, primary and secondary education."

1) Kindergartens.

2) Primary Schools.

3) Middle Schools.

4) High Schools.

- General High Schools.
- Trade High Schools.
- Special Schools.
- Miscellaneous Schools.

Article 2 of the Higher Education Act also stipulates that "The following types of schools shall be established for higher education."

1) Universities.

2) Industrial Universities.

3) Teachers Colleges.

4) Junior Colleges.

5) Air & Correspondence Universities.

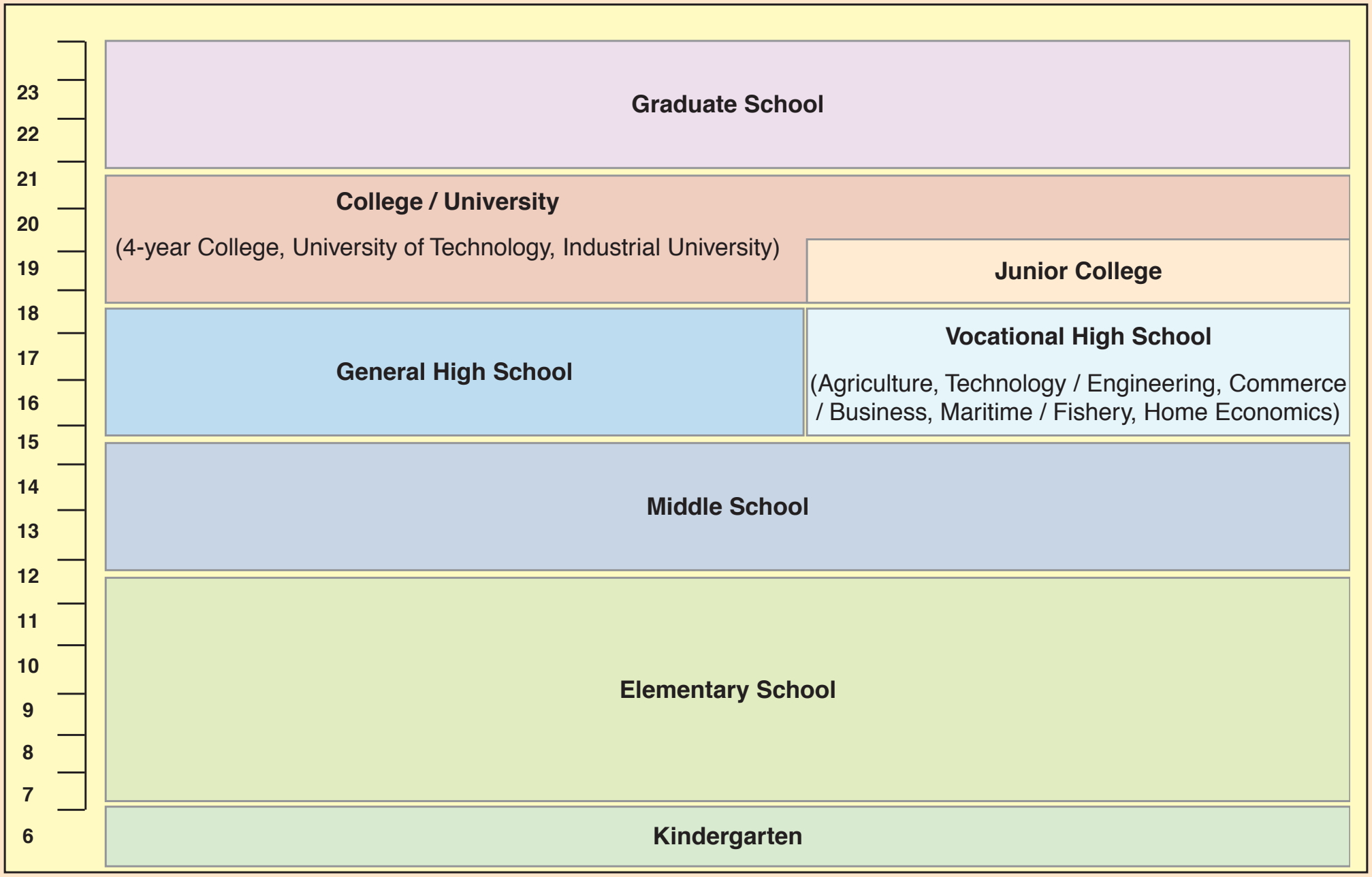
6) Technical Colleges.

7) Miscellaneous Schools.

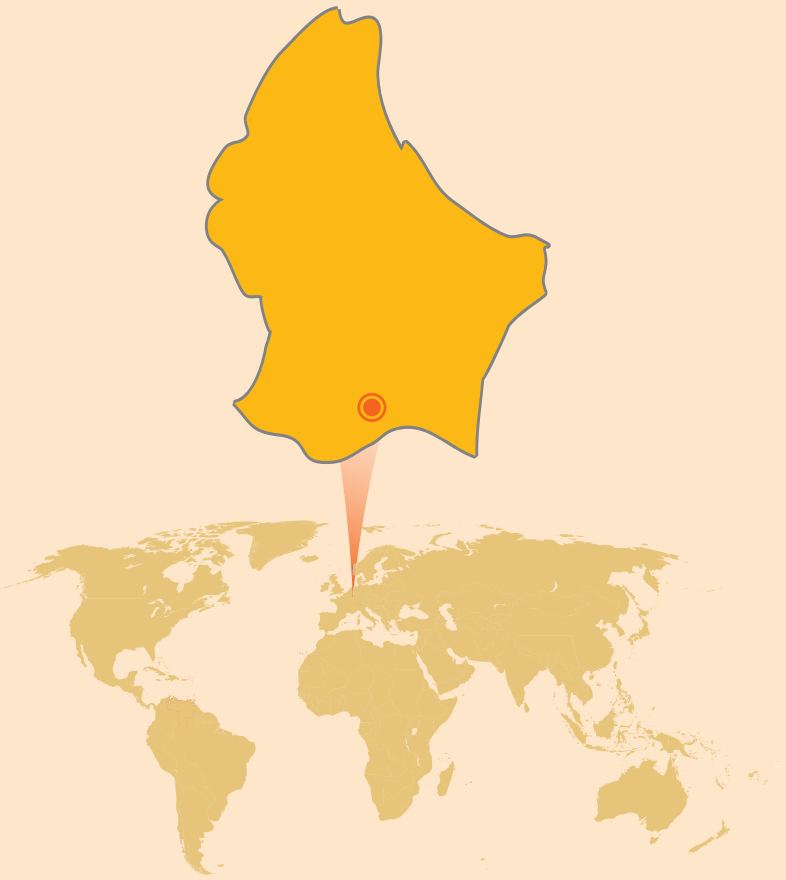
Vocational high schools are state-run institutions under the Ministry of Education, Science and Technology (often abbreviated as "the Ministry of Education").

Vocational high schools offer programmes in five fields: Agriculture, Technology/Engineering, Commerce/Business, Maritime/Fishery, and Home Economics. In principle, all students in the first year of high school (10th grade) follow a common national curriculum. In the second and third years (11th and 12th grades) students are offered courses relevant to their specialisation.

Most vocational high school students continue into tertiary education. At tertiary level, vocational education and training is provided in junior colleges (two- and three-year programmes).



Educational and Vocational Training Systems in Luxembourg



LUXEMBOURG

Official Name: Grand Duchy of Luxembourg
Country Code: LU
Capital: Luxemboury
Area: 2,586,4 sq Km
Population: 0.5 million (2009)
Official Languages: Luxembourgian, French and German
G.D.P.: US$ 54.3 billion (2008)
Currency: Euro

In Luxembourg there is only a national and a local level which are important in the field of educational management.

a - The national level

The administration on that level is very centralised. All important decisions, taken on that level, especially concerning the laws and the regulations (réglements grands ducaux), are elaborated by the Ministry of Education. Concerning vocational training, the Ministry of Education is not only competent for the part of the training organised at school, but also for the practical part organised by (private) firms.

Private education institutions are subject to State inspection as are all the schools in the public sector. Students from private schools must sit public examinations to obtain official diplomas. Inspection is ministerial inspectors' responsibility (inspecteurs de l'enseignement primaire) together with the heads of the individual schools. Tasks include the monitoring of both curricula and textbooks which are centrally prescribed by the Ministry. Research in the field of education is made by the Ministry of Education (Institut Supérieur d'Etudes et de Recherches Pédagogiques and Service de Coordination de la Recherche et de l'Innovation Pédagogique et Technologique).

b - The local level

The local level is particularly important for preschool and primary education. The tasks of local administrations (municipalities) are however confined to the financial and administrative management of the schools. The political authority in this matter is the "Conseil Communal" assisted by the "Commission Scolaire".

c - Consultative bodies

As partners or consultative bodies in the field of education there are different institutions:
• The parents' association.
• The higher council for education (Conseil Supérieur de l'Education Nationale), which is competent for all questions in the field of education.
• The Instruction Commissions ("Commissions d'Instruction"), which work at the level of primary education and gives advice in general questions concerning primary education.
• The Education Councils ("Conseils d'Education"), organised by Grand-Ducal regulation of May 23rd 1991. Every post-primary school has an Education Council.

They comprise delegates of the direction and of the teachers of the schools and delegates of parents and students.

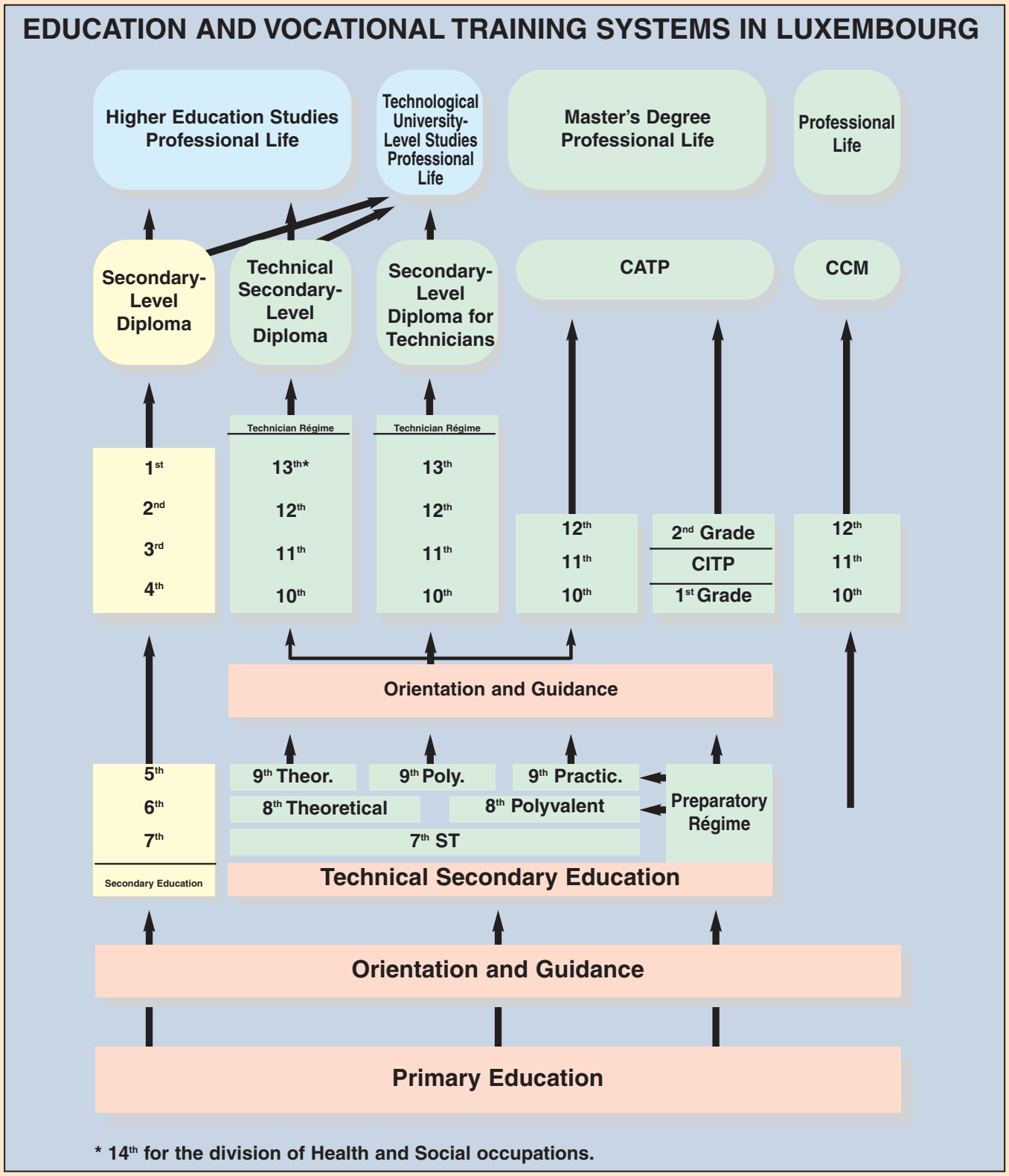
Most of students attend some form of full-time secondary education for at least three years after completing six years of primary education covering the age range 12 to 15.

I - The "Régime Préparatoire". The creation of the "Régime Préparatoire" and its integration in the structures of the technical secondary education is based on a policy aiming to allow a broader qualification of young people.

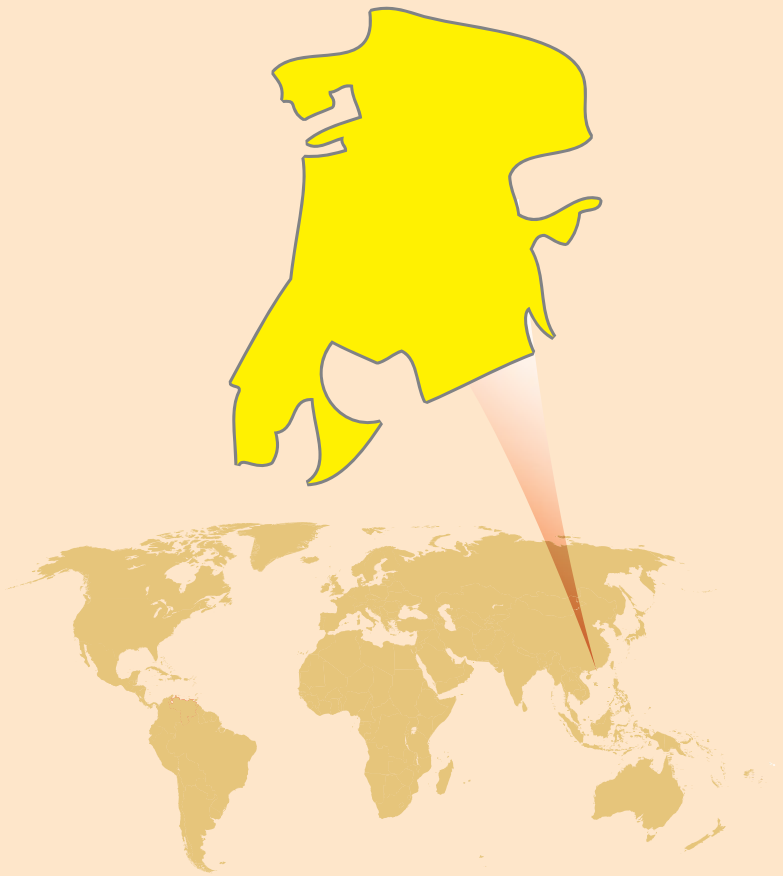
II - Technical secondary education. Technical secondary education comprises 3 stages:
- Inferior stage (cycle inférieur).
- Intermediate stage (cycle moyen).
- Upper stage (cycle supérieur).

Intermediate and Upper Stage. The intermediate stage allows every student having accomplished his "9th" to continue his/her studies in order to get the "Certificat d'Aptitude Technique et Professionnelle" - CATP (Certificate of Vocational and Technical Proficiency).

The intermediate stage, which lasts 2-3 years, consists in 3 separate sections:
- Vocational section (apprenticeship).
- Technician's training.
- Technical section.



Educational and Vocational Training Systems in Macao, China



Official Name: Macao, China
Country Code: MO
Area: 29,2 sq Km
Population: 542,200
Official Languages: Chinese and Portuguese
G.D.P.: US$ 21.4 billion
Currency: Macao Pataca

MACAO, CHINA

Formal education

Formal education can be divided into different phases, including infant education, primary education, junior secondary education and senior secondary education. Aside from the general senior secondary courses provided by the grammar schools, courses of vocational-technical education are also established for the senior secondary education. Every Macao resident is entitled to enjoy 15 years of education free of charge.

The compulsory education begins at the first academic year after the student is 5 full years old, and ends at the academic year in which he/she is 15 full years old or has completed and passed junior secondary education.

Vocational Training

According to the different targets and aims of the courses, vocational training can be categorised into pre-service training and continuing training.

1. Pre-service training

a) Apprenticeship training

This training mode aims at enabling young people to start learning job-specific know-how and skills. It teaches not only the occupational knowledge and skills, but also some general academic subjects.

The apprenticeship training can be categorised into school-based training and enterprise-based training. School-based training requests the apprentices to attend a 2-year full-time course including school-based lessons, workshop training, and internship in the enterprises. On the other hand, the enterprise-based training requests the apprentices to receive on-job training in the real working environment mainly, and only a small portion of the time is devoted to the theoretical studies.

b) Vocational qualification training

The targets are also teenagers who are interested in the relevant trades. Compared to the apprenticeship training, the duration of vocational qualification training is shorter and emphasizes on skills training without teaching on the academic subjects.

2. Continuing training

a) Vertical development of vocational skills - Enhancement training

This kind of courses features its flexible class time, which fits the needs of people who are in-service and have a will to improve their skills.

b) Horizontal development of vocational skills

i. Secondary skills training scheme

This scheme is designed to encourage people to master additional skills according to their potentialities and interests, so as to broaden their career path.

ii. Employment assistance plan for middle-agers

To relieve the structural unemployment problem, the Government introduced Employment assistance plan for middle-agers in 2006, aiming at encouraging the middle-aged to better equip themselves, in order to enhance their competitiveness in the labour market.

iii. Retraining

To improve the situation of unemployment, Retraining courses are designed for the unemployed people. The courses provide training on vocational skills, thus helping the unemployed people to rebuild their self-confidence and improve their competitiveness.

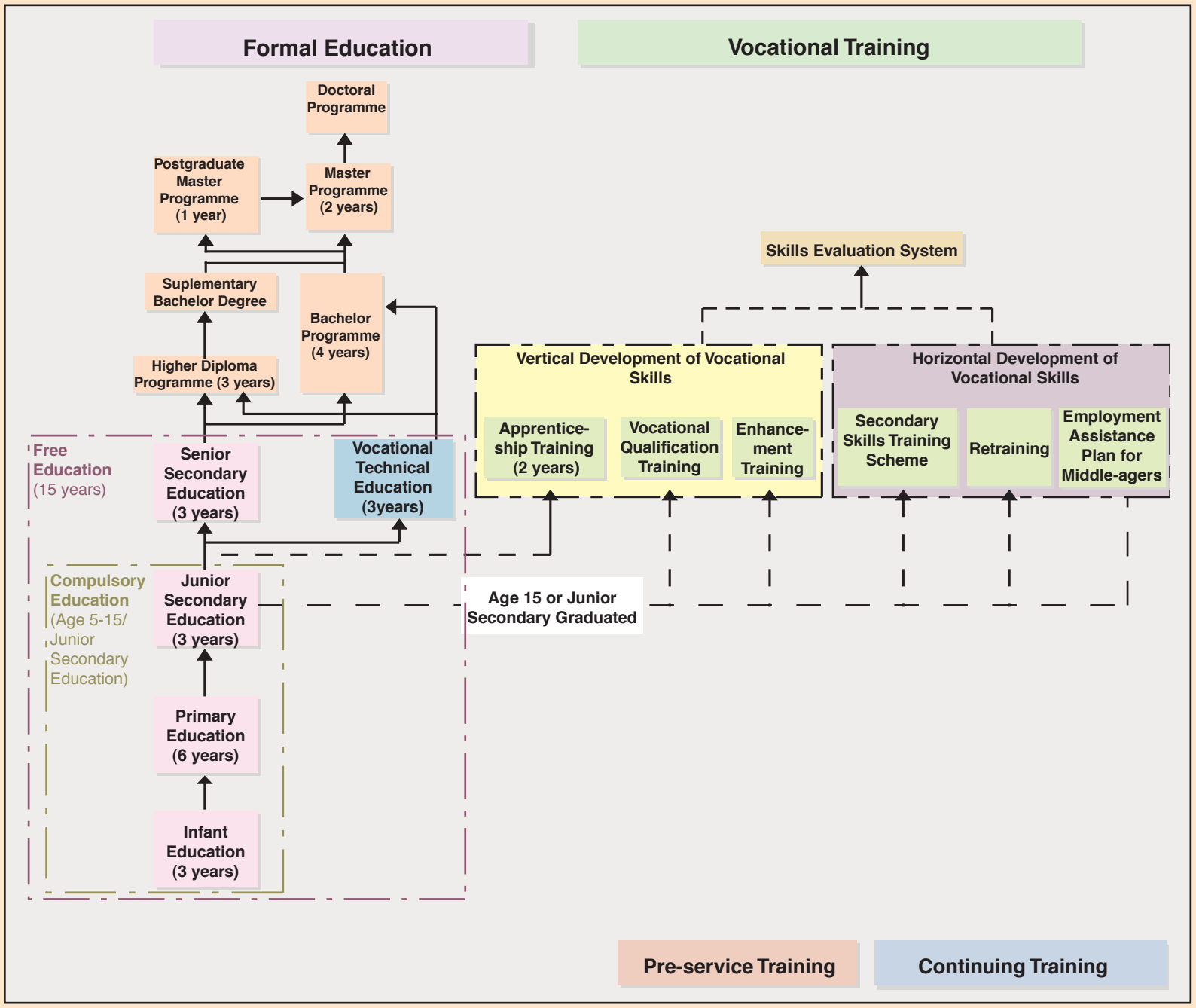
3. Skills evaluation system

To set up a standard measurement to evaluate the skill level of a specific occupation, the Government endeavors to establish the Skills evaluation system for various trades.

However, this is not a mandatory system and people can apply for the skill testing voluntarily.

Internship scheme for university graduates

The scheme offers internship opportunities for the fresh university graduates to practise in the enterprises in Mainland China and Macao, in order to broaden their view as well as to gain experiences in the real working environment before they enter the real labour market.



Educational and Vocational Training Systems in Malaysia

Official Name: Persekutuan Tanah Malaysia (Federation of Malaysia)
Country Code: MY
Capital: Kuala Lumpur
Area: 329,758 sq Km
Population: 27.5 million (2009)
Official Language: Bahasa Melayu
G.D.P.: US$ 194.9 billion (2008)
Currency: Ringgit (or Malaysian Dollar)

MALAYSIA

The Malaysian Education System is ruled by a series of federal laws, which set up its guidelines and fundamental principles. In Malaysia, education is the responsibility of the federal government and the system of education encompasses education beginning from preschool to higher education.

Primary and secondary education are free but not compulsory. The admission age for the first year of primary education is six. Students will sit for common public examination at the end of primary, lower secondary, upper secondary and six-form levels, before they proceed (if qualified) to higher education levels.

Universities, colleges and other public and private institutions of higher education in Malaysia provide tertiary education in both the academic and professional fields.

Vocational Training in Malaysia

Vocational training in Malaysia is undertaken by various training agencies and institutions, both public and private.

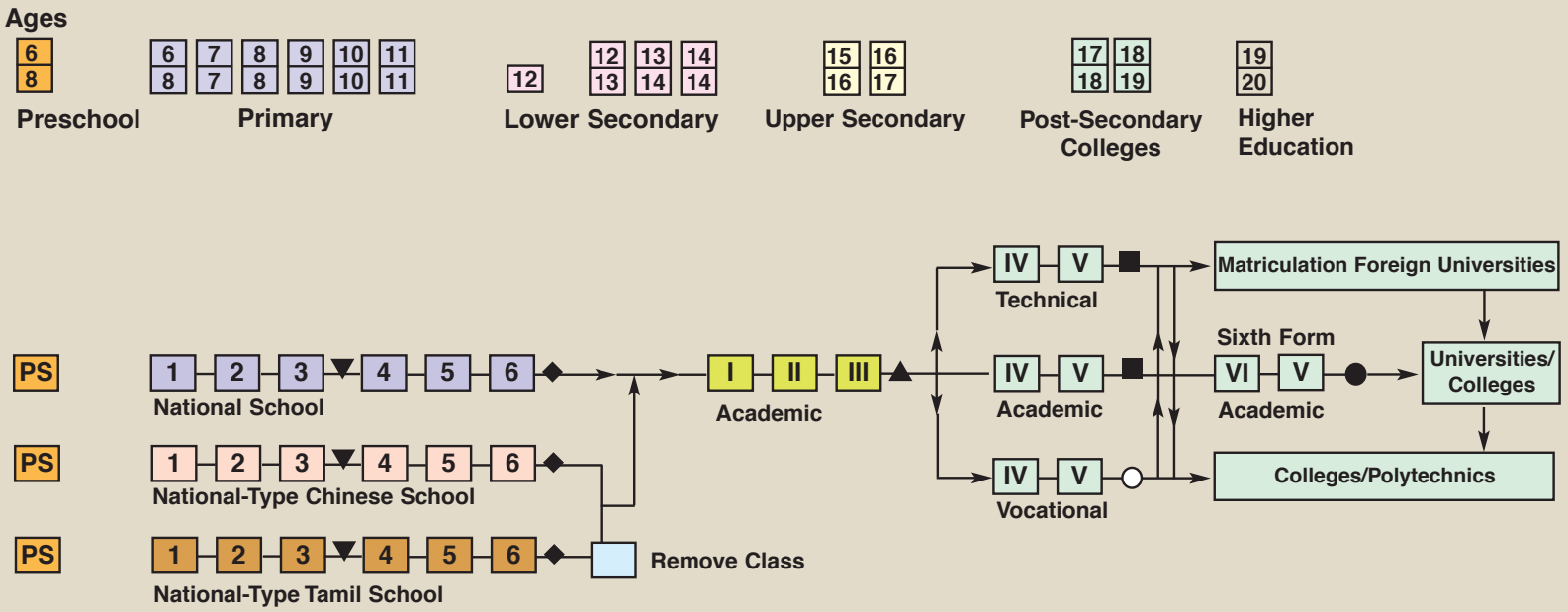
These agencies carry out pre-employment skill training programmes to prepare youngsters for the open labour market. Normally youngsters at the age of 17, and above, follow these programmes after completing 11 years of education. The training leads towards the achievement of the Malaysian Skill Certificates, awarded by the National Vocational Training Council (**NVTC**).

To ensure coordination of training activities in the country, the **NVTC** facilitates the collaboration between the public and private sectors in training matters.

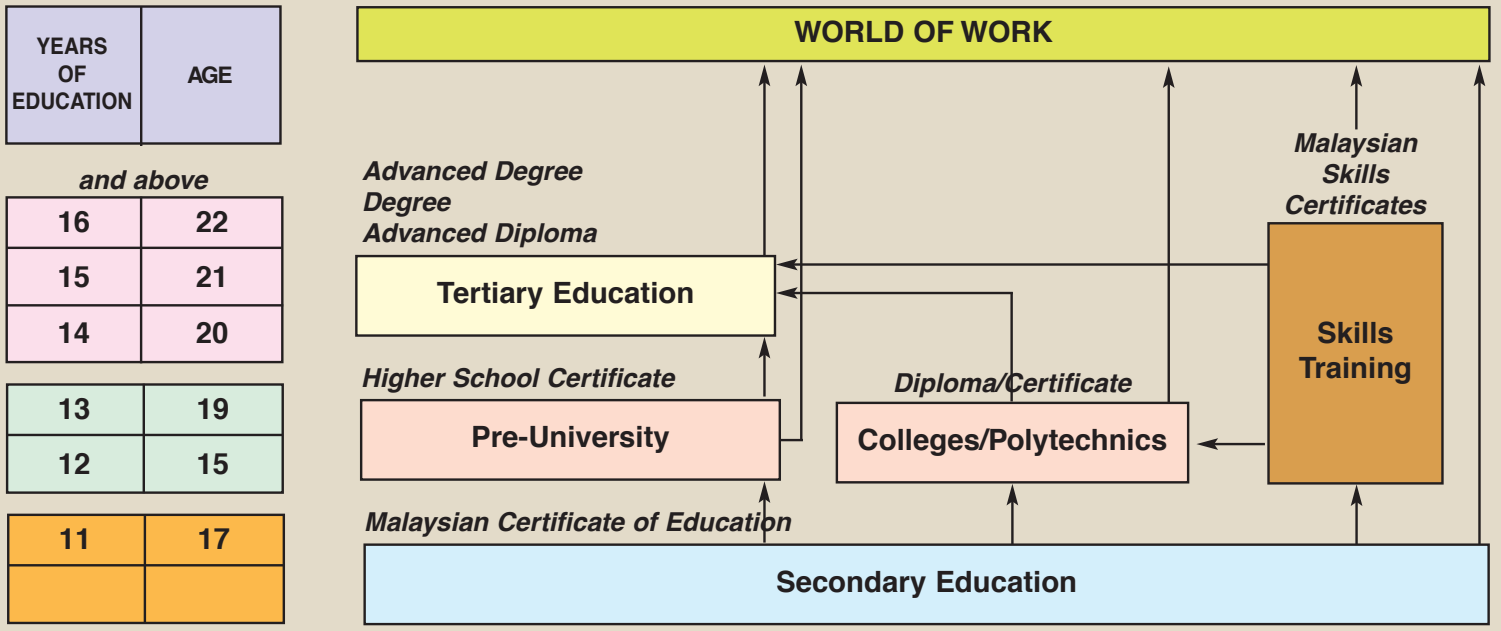
Coordination between industry or labour market demands on one hand, and training providers on the other, is achieved through the establishment of National Occupational Skill Standards (**NOSS**) by the **NVTC**.

NOSS is developed with inputs from industry and references are made on **NOSS** by the training providers in their training programmes. The implementation of the National Skill Certification System to provide recognised qualifications has helped to promote the development of a skilled and qualified workforce in the country. A revised certification system with five-levels of skill qualification has been implemented since 1993.

THE MALAYSIAN EDUCATION SYSTEM



EDUCATION AND VOCATIONAL TRAINING IN MALAYSIA



Educational and Vocational Training Systems in Mexico

Official Name: United Mexican States
Country Code: MX
Capital: México City
Área: 1,964,375 sq km
Population: 109.6 million (2009)
Official Language: Spanish
G.D.P.: US$ 1.1 trillion (2008)
Currency: Mexican Peso.

MEXICO

Preschool Education

Preschool education is the initial phase of the school system. It precedes primary education and consists of three degrees. Its main objective is to promote comprehensive and harmonious development of emotional, social, physical and cognitive skills, taking into consideration age and social environment.

Primary Education

Primary education is the second level of basic education. It lasts for six grades and its completion is an entry requirement for secondary school. This educational level is compulsory and the services provided by the State are free. This school modality is offered to children and young people from 6 to 14 years; adult education is designed to serve young people aged 15 years or older.

Secondary Education

Secondary education is the third and final level of basic education. It lasts for three grades that are necessary to enter upper secondary education. It is offered in general secondary services, secondary school through TV, technical secondary and for workers. Secondary education is also compulsory. Its objectives are to expand the students' skills and deepen the knowledge acquired in primary education, so they can be aware of their educational options to pursue their studies, or, where appropriate, be trained to join the workforce.

Upper Secondary Education

It corresponds to the 2nd educational type and consists of two levels: technical and baccalaureate, both preceded by secondary education.

Baccalaureate is an educational level in which students, upon completion of studies, are granted an Upper Secondary Certificate attesting to their readiness for higher education. There is also a terminal option, in which students receive training as skilled technicians or technical professionals. Baccalaureate can be general or technological.

Technicians

The main objective is to train students in productive activities and services, so that they can either join the country's labour market or enter higher education. Technical vocational education is offered to students who have completed secondary education in order to prepare them as technicians in industrial and service activities, and also to allow them to continue to higher education; that is why this education is both terminal and propaedeutic. It lasts in general three years (but in some cases, it can last two, four and even five years).

Higher Education

The third educational type of the system corresponds to higher education that includes Higher Technical levels (also known as Professional Associate), Bachelor Degree and Postgraduate Degree

(Specialisation, Master and Doctorate). Higher Technical studies last for two or three years and bachelor degree lasts five years on average. In the first two levels teachers are trained for an occupation through the issuance of a title.

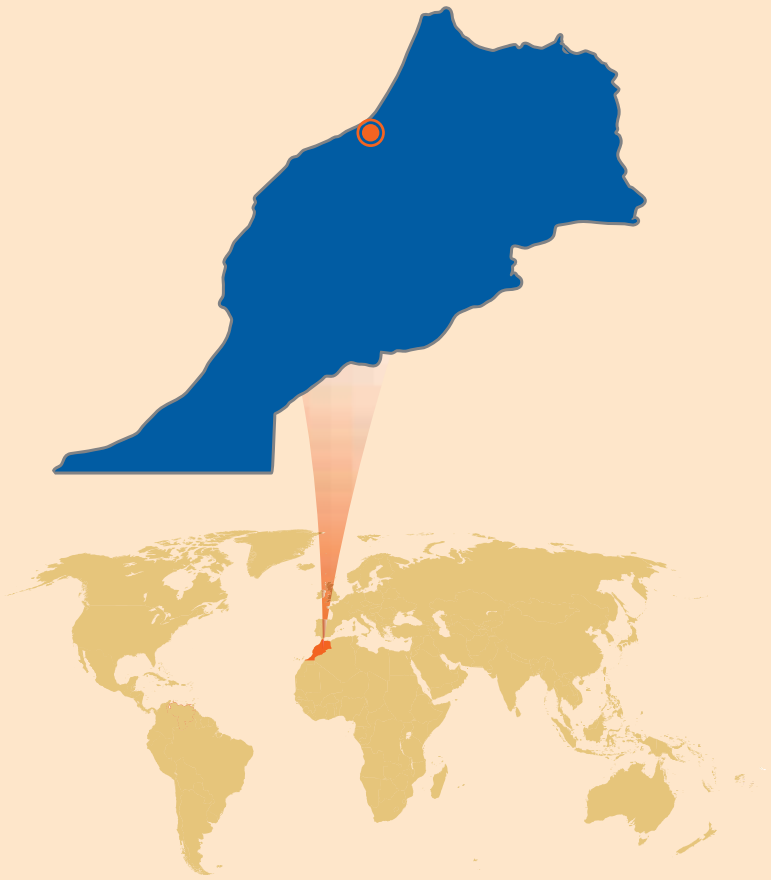
The highest type of studies of the National Education System is Higher Education, which includes both graduation and postgraduation in Primary Teachers' Training, College, Technology and Art.

Upon completion of Baccalaureate or its equivalent, students can pursue a Bachelor Degree or a Primary Teachers' Training. To take Master of Arts, students are supposed to have a Bachelor Degree; likewise to take PhD, students are required to have a Master's Degree. The main purpose of higher education is to train capable professionals in different areas of science, technology, culture, education and arts, who can give an impulse to the nation's integral development.

National Education System - School Educational Services

EDUCATION TYPE	LEVEL	SERVICES
Basic Education	Preschool	•General •Community •Indigenous
	Primary	•General •Community Courses •Indigenous
	Secondary	•General •Technical •Telesecundaria
Upper Secondary Education	Technicians	•Centre for Technology Studies •College of Science and Technology Studies •School of Professional Technical Education
	Baccalaureate	•General •Technological
Higher Education	Technical Higher Education	•Technological Universities
	Bachelor Degree	•Normal •University •Technology
	Posgraduate Degree	•Specialisation •Master •PhD

Educational and Vocational Training Systems in Morocco (Version: 2000)



Official Name: Kingdom of Morocco
Country Code: MA
Capital: Rabat
Area: 710,850 sq Km
Population: 32 million (2009)
Official Language: Arabic
G.D.P.: US$ 86.3 billion (2008)
Currency: Dirham

MOROCCO

The vocational training system in Morocco has two different missions: to meet the needs of enterprises concerning skilled workmanship in order to improve their performance and the needs of Moroccans by enabling them to enter the labour market and assure their socioprofessional promotion.

The vocation training system is organised in four levels:

• Specialisation: for pupils with 6 years of primary education.

• Qualification: for pupils with 9 years of primary and 2 years of secondary education.

• Technician: for pupils with 3 years of secondary education.

• Specialised Technician: for pupils with complete secondary education.

According to the chosen vocational path and levels, the training duration ranges from one to two years. Inside the vocational training system, there are institutionalised internal bridges which enable prize-winning pupils from different levels to access upper levels of training.

Vocational training management is the responsibility of:

• The Vocational Training Department, dealing generally with the development, implementation and evaluation of vocational training policies;

• Articulation Instances:
- At federal level: the CNFP (National Vocational Training Committee), congregating training divisions, vocational chambers/organisations and social partners, takes part in the development, coordination and evaluation of general guidelines.
- At State level: the CPFPs (State Vocational Training Committees), congregating local stakeholders, adapt the vocational training guidelines to the local reality and write recommendations for developing vocational training in each State without problems.
- At school level: the CPs (Improvement Councils), formed by one or more vocational training centres and chaired by the employers, adapt technical and pedagogical contents of training programmes to local needs and assure their quality.

They also encourage enterprises to join, implement and evaluate all activities related to the dual system.

• Training agencies:
- Besides OFPPT (Vocational Training & Job Promotion Bureau), the main State agency of its kind (39% of the employees), vocational training is supplied by two other groups of agencies:

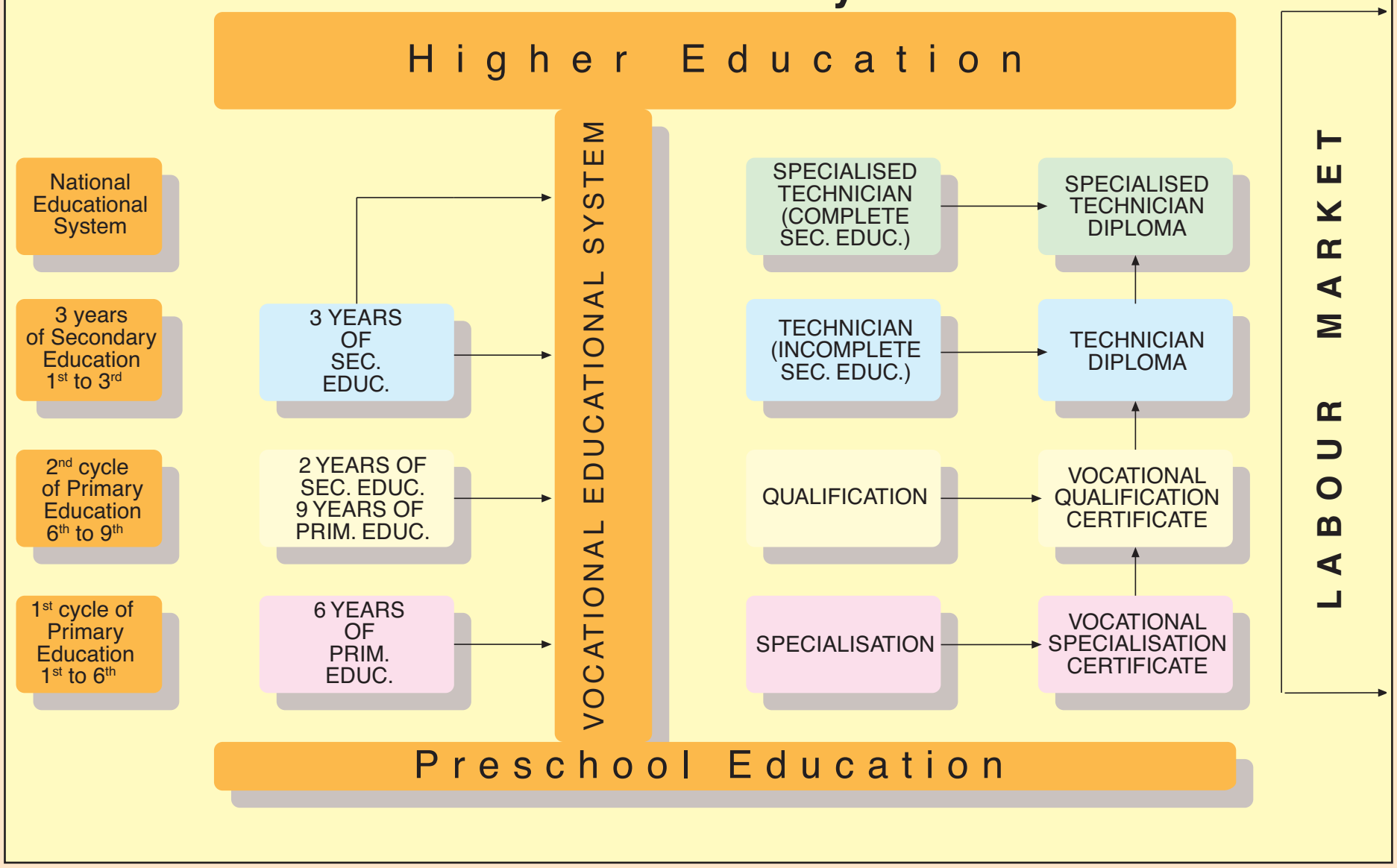
- Public training agencies (20% of the employees) in several areas of activity (Agriculture, Tourism, Fishing, Equipment, Handicraft, Youth & Sports, National Support Service) and also in the Ministries of Internal Affairs, Justice, National Education, High Board of Ancient Resistance Fighters and Vocational Chambers.
- Private sector (41% of the employees), with an ever increasing and outstanding role.

The Moroccan vocational training system offers currently 366 training paths and assures qualification for over 64,000 school-leavers per year. Taking into consideration 20% of the youngsters who enter the labour market per year, the system shows an internal performance (diploma awarding) of 81% and an external performance of 63% (9 months afterwards) and 75% (three years afterwards).

This vocational training system also assists the enterprises in their efforts to reorganise and develop human resources, by helping them to assess their needs of competency and providing the related training programmes.

Lifelong learning courses - along these lines of assistance - are supplied to over 127,000 workers per year, to the advantage of more than 1,750 enterprises.

Educational and Vocational Systems in Morocco



Educational and Vocational Training Systems in Netherlands

NETHERLANDS

Official Name: Koninkrijk der Nederlanden (Kingdom of the Netherlands)
Country Code: NL
Capital: Amsterdam
Area: 41,528 sq Km
Population: 16.6 million (2009)
Official Language: Dutch
G.D.P.: US$ 860.3 billion (2008)
Currency: Euro

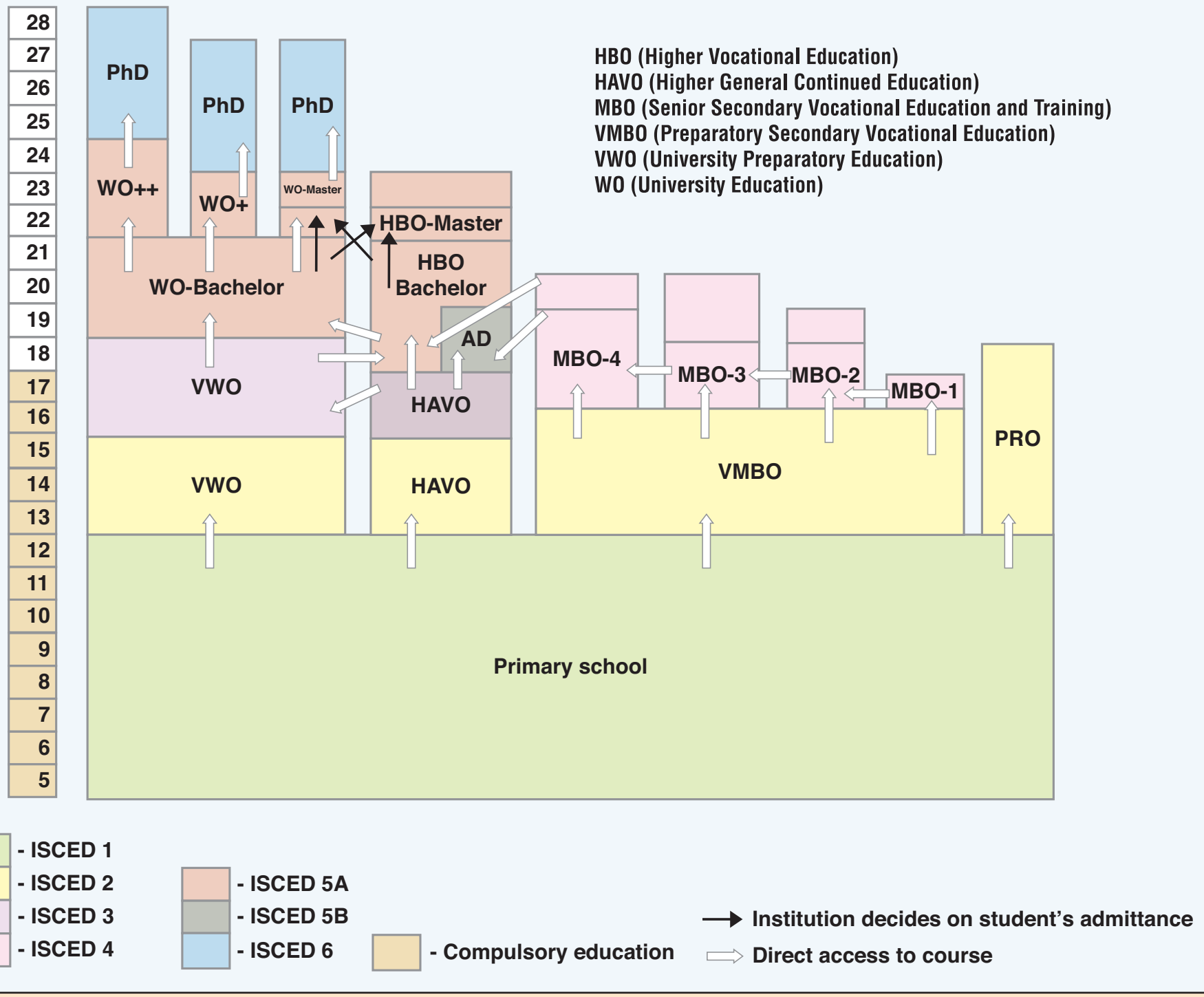
Education in the Netherlands

The Dutch are a highly educated people. The level of participation in education is high: of the Netherlands' 16 million inhabitants, nearly 3.5 million attend some form of educational programme. One out of three school-leavers now completes a first university degree.

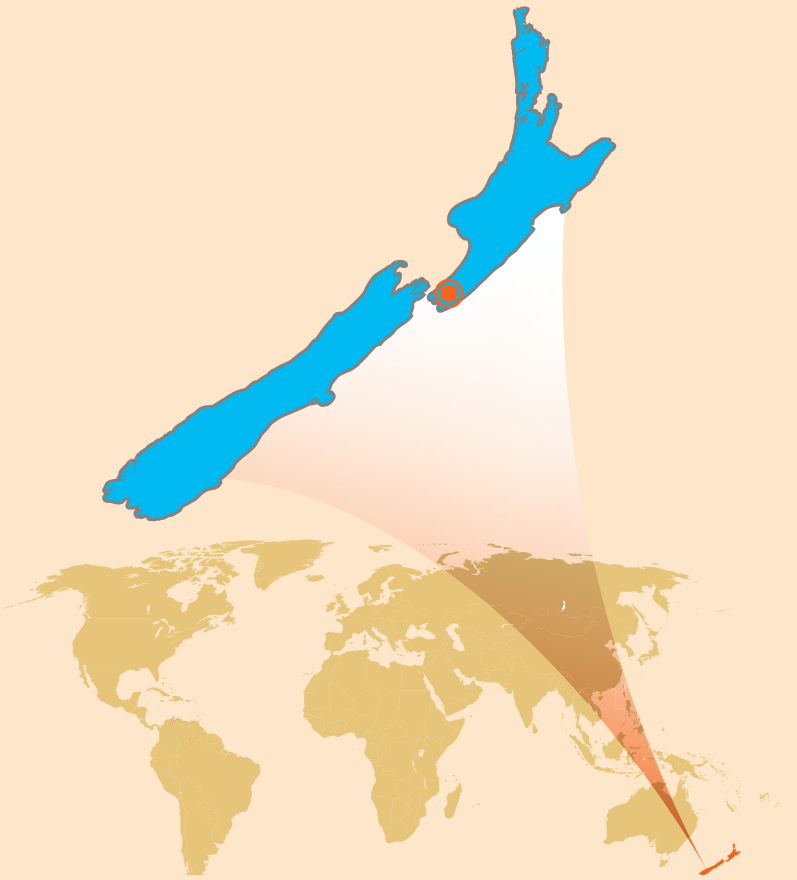
Nevertheless, as a traditional centre of knowledge the country will face a number of challenges in the coming years, the most important of which are the need to make further improvements in the quality of education and to provide equal opportunities for everyone, variety of choice in education and specially tailored content and counselling. The greatest threat is the increasing teacher shortage in primary, secondary, university and professional education.

For more information about the Dutch education system, see the information file on Eurydice, the European education information network. The file provides a general introduction to the education system in the Netherlands. It also gives information about the Dutch political system and economy.

Organisation of the Education Systems in the Netherlands



Educational and Vocational Training Systems in New Zealand



Official Name: Dominium of New Zealand (English), Asteroa (Maori)
Country Code: NZ
Capital: Wellington
Area: 270,534 sq Km
Population: 4.3 million (2009)
Official Languages: English and Maori
G.D.P.: US$ 130.7 billion (2008)
Currency: New Zealand Dollar

The New Zealand educational system for schools comprises 13-year levels. Children may start school at age five and the majority do so, although schooling is not compulsory until the age of six. Students progress to the next year of schooling at the beginning of each school year, except for entry to years 12 and 13 (in which case each school decides its own policy). Schooling remains compulsory until age 16. This means that the majority of students remain at school until year 11, although retention rates at years 12 and 13 are reasonably high.

Education policy (including curriculum) is developed and implemented by the Ministry of Education. There is a compulsory, national curriculum to the end of year 10.

Schools are funded by central government. State schools are fully funded. Independent schools, which are usually associated with a particular philosophy or style of education receive a state subsidy. Each school is governed by an autonomous board of trustees, consisting mainly of parent representation. Each board is responsible for matters such as establishing the school charter, ensuring that the school's policies comply with the National Education Guidelines and the appointment of teachers. The school principal manages day-to-day activities of the school. Instruction is primarily in English. However a number of schools deliver instruction either partly or fully in Maori (English and Maori are the two official New Zealand languages).

There are three classifications used to describe stages of the school system: *Primary* (years 1 to 6 or 8), Intermediate (years 7 and 8), and *Secondary* (years 9 to 13). These terms are mainly historical as schools were formerly classified as primary, intermediate or secondary. Now, there is a variety of school types, each of which includes a particular range of year levels. Entrance to university is obtained primarily through the year 13 national school examination. Universities may also grant entry based on a very high level of achievement at year 12. Entry and selection criteria for other tertiary programmes are established by the relevant education provider.

New Zealand Vocational Education and Training

Until the early 1990s, national vocational qualifications in New Zealand, excluding those offered by universities, were gained either through apprenticeship (mainly for trade qualifications such as for automotive engineering, garment manufacture,...) or study at polytechnics (mainly for technician-level qualifications such as engineering, quantity surveying, business,...). Training for trade qualifications was mainly on-the-job, with some off-job training at polytechnics. Training for technician-level qualifications was off-job, but a number of these qualifications had a work experience requirement which was often undertaken at the completion of academic study. Other vocational qualifications were provided by various enterprises, some of which had national coverage, but which often lacked portability to other qualifications.

Since 1990, New Zealand has been developing a National Qualifications Framework (**NQF**). The **NQF** is an outcome-based credit transfer system.

Industry and school qualifications registered on the **NQF** incorporate common criteria and are expressed in a common format.

NEW ZEALAND

The **NQF** allows greater access to qualifications, more flexible training possibilities and improved portability between different qualifications. University and some other tertiary programmes have not, as yet, become part of the **NQF**.

A number of industry training organisations have been established to develop industry qualifications and to administer training for their industry. Depending on the industry, training will occur on-the-job, off-job (in polytechnics, private training establishments for government sector qualifications), or through a combination of on-the-job and off-job programmes.

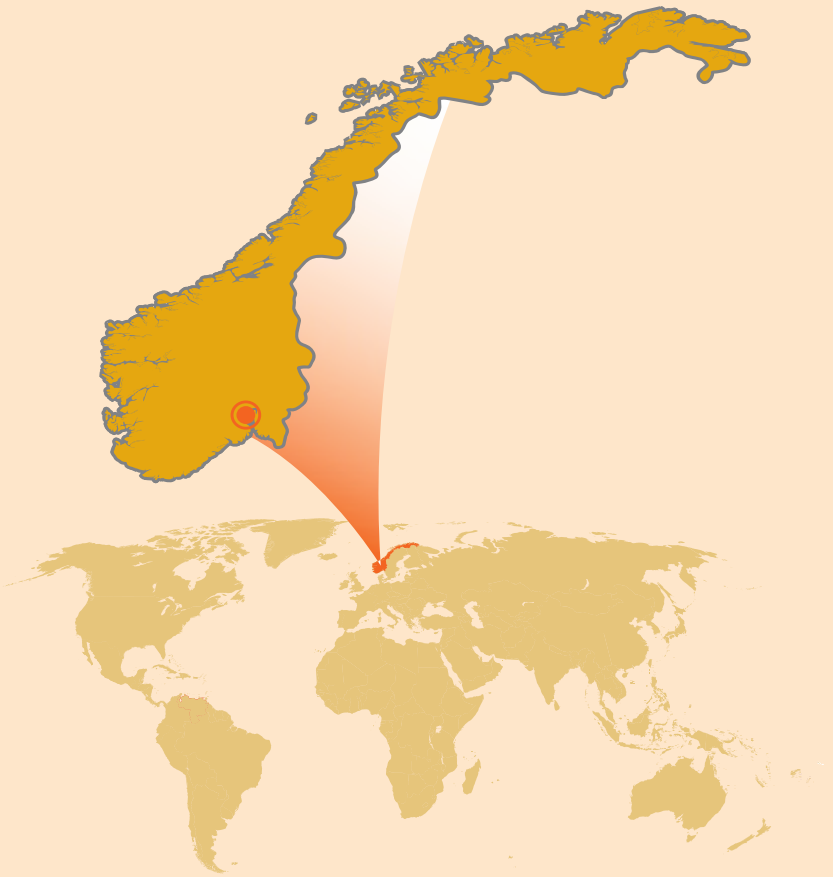
The **NQF** has an 8-level structure, shown in the following chart.

Key P = Primary, S = Secondary; I = Intermediate, F = Form 1 to 7; M = Middle, A = Area or Composite

Year	Modal Age of Students	P	P	I	M	S	F	A
13	17							
12	16							
11	15							
10	14							
9	13							
8	12							
7	11							
6	10							
5	9							
4	8							
3	7							
2	6							
1	5							

NQF Level	Qualification Type	Links to Other Parts of the Education System
8	Other Degrees	Tertiary Education Providers (Universities, Polytechnics, Private and Government Institutions)
7	First Degrees	
6	National Diplomas	
5		
4		
3	National Certificates	Schools (year 13) Schools (year 13) Schools (year 12) Schools (year 11)
2		
1		

Educational and Vocational Training Systems in Norway



Official Name: Kongeriket Norge (Kingdom of Norway)
Country Code: NO
Capital: Oslo
Area: 323,802 sq Km
Population: 4.8 million (2009)
Official Language: Norwegian
G.D.P.: US$ 450 billion (2008)
Currency: Norwegian Krone

NORWAY

Education in Norway is high on the political agenda. Equity in education is one of the basic principles, thus all children and young people have equal right to education independent of domicile, gender, social and cultural background and of physical ability. All state education is free and is a public responsibility. Norway has a very small private school sector.

The 435 municipalities are responsible for compulsory and secondary education. The 19 counties are responsible for upper secondary education including vocational training (16-19 years). The state is responsible for education at polytechnic and university levels.

Primary and lower secondary education

Compulsory education is ten years, beginning at age 6. The fundamental principle is that all children and youth are to share in a common pool of knowledge, culture and basic values through a single national general curriculum.

Upper secondary education

All young people between the age of 16-19 are entitled by law to three years of upper secondary education, providing either university/ polytechnic/college entrance qualifications, vocational competence or documented partial competence. There are 12 programmes in upper secondary education, 3 are general in character and 12 are vocational programmes. The statutory right to 3 years of upper secondary education applies equally to those choosing one of the 3 general education pathways, as well as those choosing one of the 12 vocational pathways.

Higher education

Higher education is provided by universities and university-level colleges. The normal entrance qualification is the final upper secondary examination. Norway has four universities and six specialised colleges at university level. They offer degrees at several levels, requiring courses of study lasting from four to seven years. There are also several polytechnic colleges offering courses lasting two to four years.

The Vocational Training System in Norway

Vocational training, including apprenticeship, is an integral part of the upper secondary education system. The social partners (the employer's and the employee's organisations) play an active role in both the formation and implementation of vocational education and training policy. About 50% of pupils seeking upper secondary education choose to enter the vocational education and training system.

All young people between the age of 16 and 19 are entitled by law to three years of upper secondary education. The right applies equally for those choosing general studies as well as for those choosing vocational education.

The main model for vocational training in Norway consists normally of 2-year vocational school education followed by 2-year apprenticeship

training (the so-called 2+2 model). In the first two years (VG1-upper secondary level 1 and VG2- upper secondary level 2) instruction is given at school, while the final two years normally are given as on-the-job training in a training establishment in industry, business or the public sector, or if no apprenticeship place can be obtained as VG3- upper secondary level 3 at school)- see further explanation below. The two years as apprentice is a combination of further training and productive work. The training establishment taking on apprentices receive economic compensation from the State, and the apprentices receive a modest pay (increasing from 20% to 80% of the pay of a skilled worker throughout the 2 years of apprenticeship training). This is the main model for the majority of the youth entering vocational education. If however, no apprenticeship place can be obtained or offered, it is the County Authority's duty to offer an VG3 - upper secondary level 3 course in school for the specialised training.

Vocational schools - Apprenticeship system

The vocational education system consists normally of vocational school education followed by apprenticeship training. In the first two years (Foundation Course and Advanced Course I), instruction is given at school, while the final specialised phase, normally two years as apprentice, is given as on-the-job-training in a company in industry, business or the public sector. The two years as apprentice is a combination of further training and productive work. The companies having apprentices receive economic compensation from the State, and the apprentices receive a modest pay. This is the main model for the majority of the youth entering vocational education.

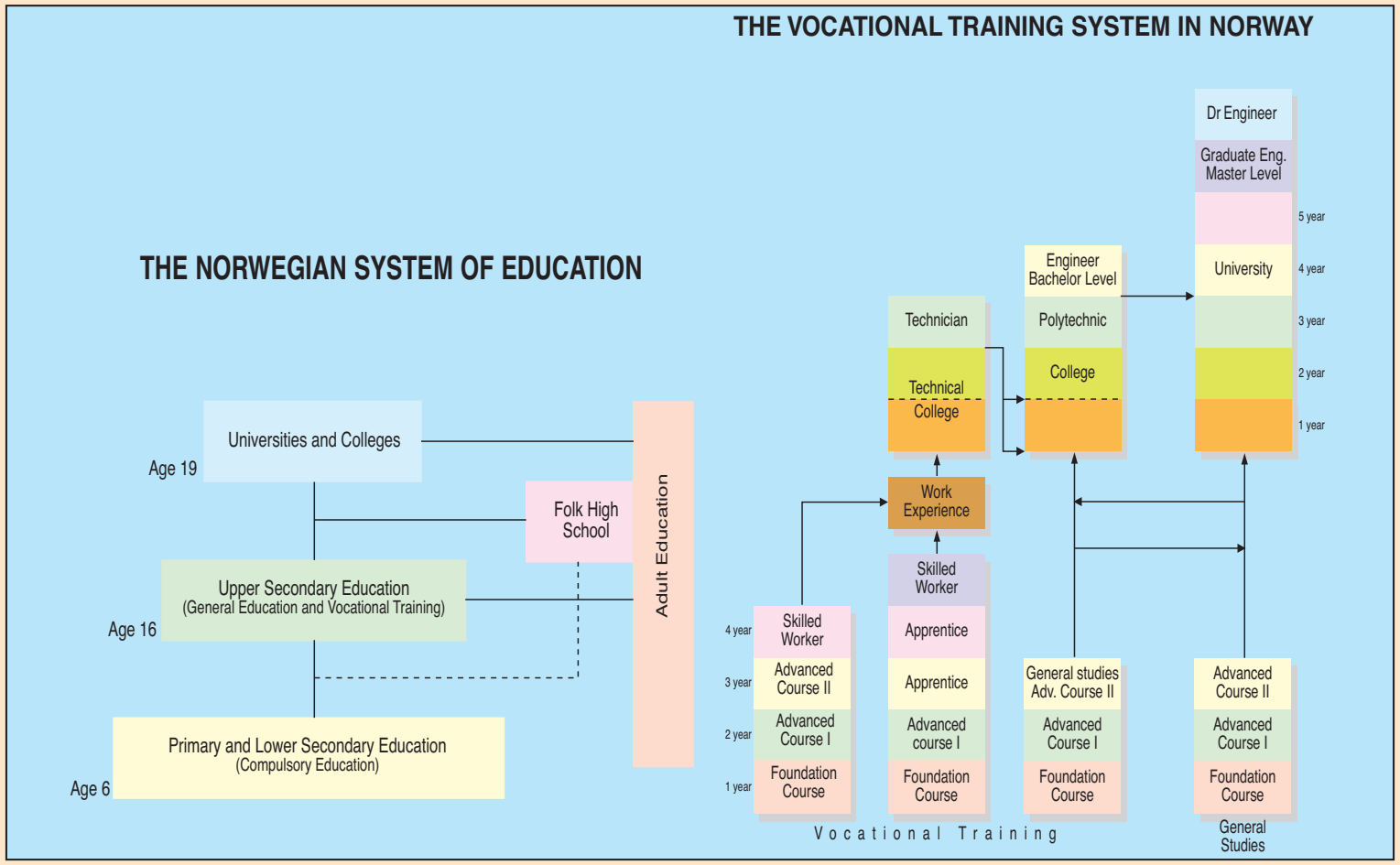
If however, no apprenticeship training is offered or cannot be obtained, it is the duty of the County to complete the training by offering specialised training at school (in an Advanced Course II).

The final trade or journeyman's examination consists of a theoretical and a practical part, both being supervised by an examination board. The trade and journeyman's final examination is the same whether the latter phase of the training takes place as an apprentice in a training establishment or as a "VGIII" at school.

There is an option of 13 Foundation Courses - the first year at a vocational school - providing fundamental knowledge for later specialisation for several fields of training.

After completing the first year, the pupils may choose among about 100 Advanced Courses I. For the last two years, the training is done in companies. To obtain a contract with a company is the individual's own responsibility, although Regional Bodies for Vocational Education may assist.

There is a growing interest and possibility to continue from vocational education to further studies at polytechnic or university levels.



Educational and Vocational Training Systems in Oman

Official Name: Sultanate of Oman
Country Code: OM
Capital: Muscat
Area: 309,500 sq km
Population: 2,867,428 (2009)
Official Language: Arabic
G.D.P.: US$ 35.7 billion (2006)
Currency: Omani Rial

Oman is member of the UN, the Arab League, the Organisation of the Islamic Conference and the Gulf Cooperation Council.

Its educational system aims at achieving the required level of offering a variety of occupational and skill disciplines in the labour market taking into consideration the continued cooperation and harmony between the vocational training and the technical education to prepare and qualify a national competent manpower in all areas and levels. It seeks to provide the training with a continuing vocational track dependant on the changing real needs of the labour market. This integrated system also focuses on the practical training, rather than on the theoretical one.

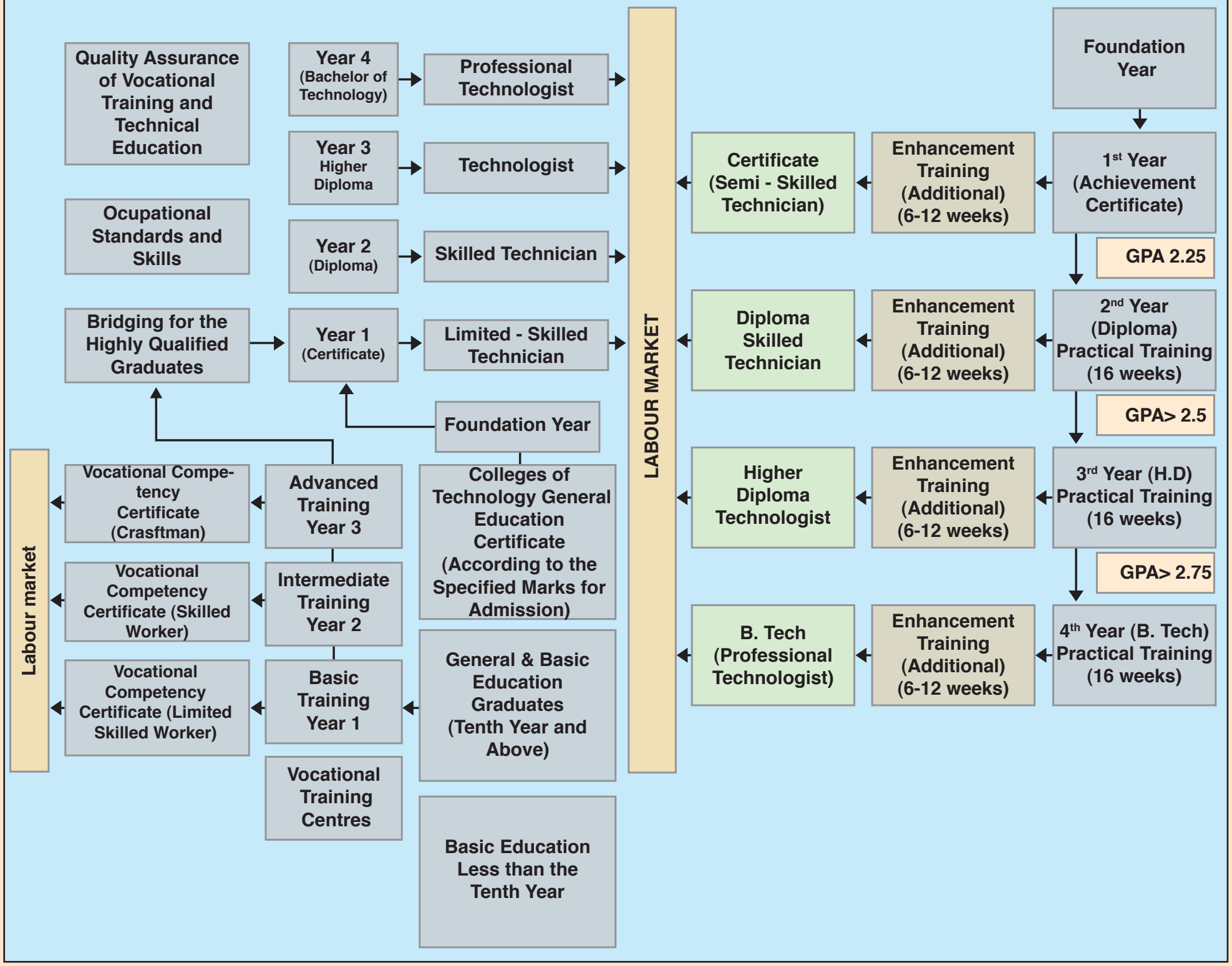
In order to ensure the desired success, during the planning stage of this system, the Ministry of Manpower took into consideration that this system matches well with the future vision of the Omani economy (2020) regarding the human resources development and the need to increase student intake to the vocational training and technical education.

The success of this system in Oman is based on the direct, strong and mutual relationship and the continuous discussions between the private sector and the authorities in charge of training, qualifying and employing the manpower. In this respect, the Ministry of Manpower enriched this system with the daily experience and the contacts it has with the private sector establishments, whether in the area of training employment, or the recruitment of expatriate labour force. This type of relationship contributed to establishing a high level of cooperation, interest and commitment to work and cooperate together in order to meet the real labour market needs for skilled and technical manpower which is characterised by its efficient & high quality assurance standards.

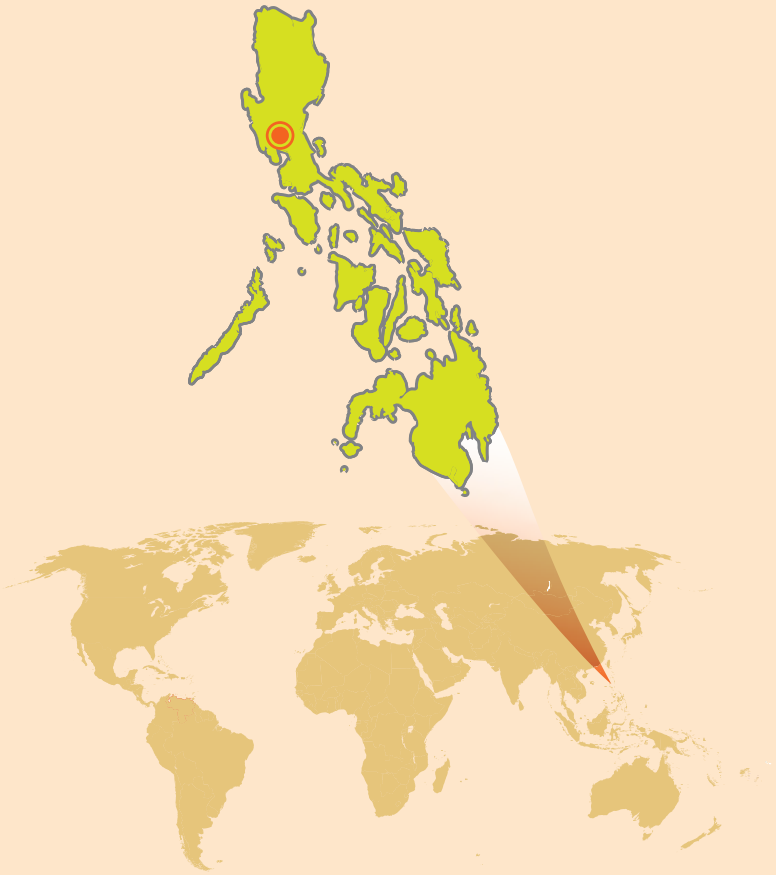
OMAN

VOCATIONAL TRAINING AND TECHNICAL EDUCATION SYSTEM

THE NEW TRAINING EDUCATIONAL CHART OF THE TECHNICAL EDUCATION PROGRAMME



Educational and Vocational Training Systems in Philippines



Official Name: Republika ng Pilipinas (Republic of the Philippines)
Country Code: PH
Capital: Manila
Area: 300,076 sq Km
Population: 92 million (2009)
Official Languages: Filipino and English
G.D.P.: US$ 166.9 billion (2008)
Currency: Philippine Peso

The Philippine Education System consists of a three-layered structure. At the apex of this structure is the Commission on Higher Education (**CHED**) which exercises oversight over tertiary or university-level education.

The base of this structure is the Department of Basic Education (**DBE**) which oversees elementary and secondary education. They both deal with formal education.

The middle layer of this structure is the Technical Education and Skill Development Authority (**TESDA**), a multisectoral and tripartite body which plans, sets standards and allocates resources for the Technical Vocational Education and Training (**TVET**) sector.

Formal education in the Philippines is run either by the government or the private sector. Most of the elementary and secondary schools are public, while the majority of the tertiary schools are private.

Preschool education, offered mostly by private organisations, is an optional requirement for entry to public schools but a number of private schools make it an admission requirement.

The educational ladder of formal schooling in the Philippines - six years of primary education, four years of secondary and another four years of higher education - is one of the shortest in the world.

Non-formal education is an alternative delivery system that focuses on the development of literacy and employable/productive skills coupled with citizenship training among the out-of-school youth and adults.

Vocational Education System in the Philippines

The Technical Education and Skills Development Authority (**TESDA**) is at the forefront of the national skills development programme for the middle-level manpower in the Philippines. Since its creation in 1994, **TESDA** has started building up the institutional infrastructure and management systems for systematising technical vocational education and training (**TVET**) in the Philippines. The creation of **TESDA** has not merely integrated and merged all **TVET** efforts under one body but it has also placed them in the hands of the private sector.

Outside the formal school system, non-formal training programmes are conducted in training centres which are run by government agencies such as **TESDA**'s provincial and regional manpower training centres.

Enterprise or firm-based training has adopted the dual training system (**DTS**) and the apprenticeship and learnership programmes.

The **DTS** approach has long been incorporated in such programmes as apprenticeship, on-the-job training, supervised industry training, practicum and internship. The apprenticeship and learnership

PHILIPPINES

programmes involve theoretical and practical training in companies in **TESDA**-approved trades for a minimum of three months for learnership and six months for apprenticeship.

Aside from financial assistance and training subsidy, **TESDA** has been administering other incentive schemes to encourage state-run and private institutions to conduct high quality training programmes.

TESDA and **TVET** institutions have been providing scholarship grants to deserving students and trainers in techvoc courses to develop the skills needed in the different regions in the Philippines.

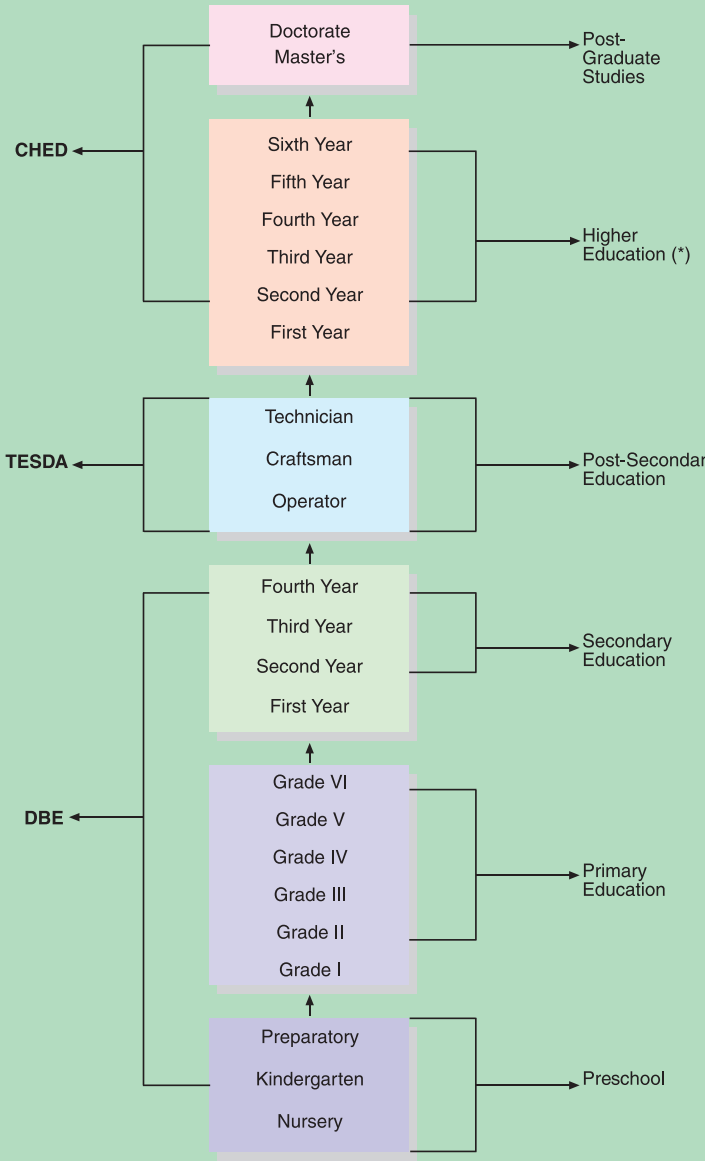
The operator level is the present entry level. In a flexible, fully integrated techvoc system, there will be entry levels allowable below this such as entrants into the system who do not have high-school graduate qualification.

The part-time or continuing education stream is a good example of this.

The technician level is the present highest exit level. Desirable in a fully integrated system will be articulation possibilities for graduates at this level to continue their studies at the University.

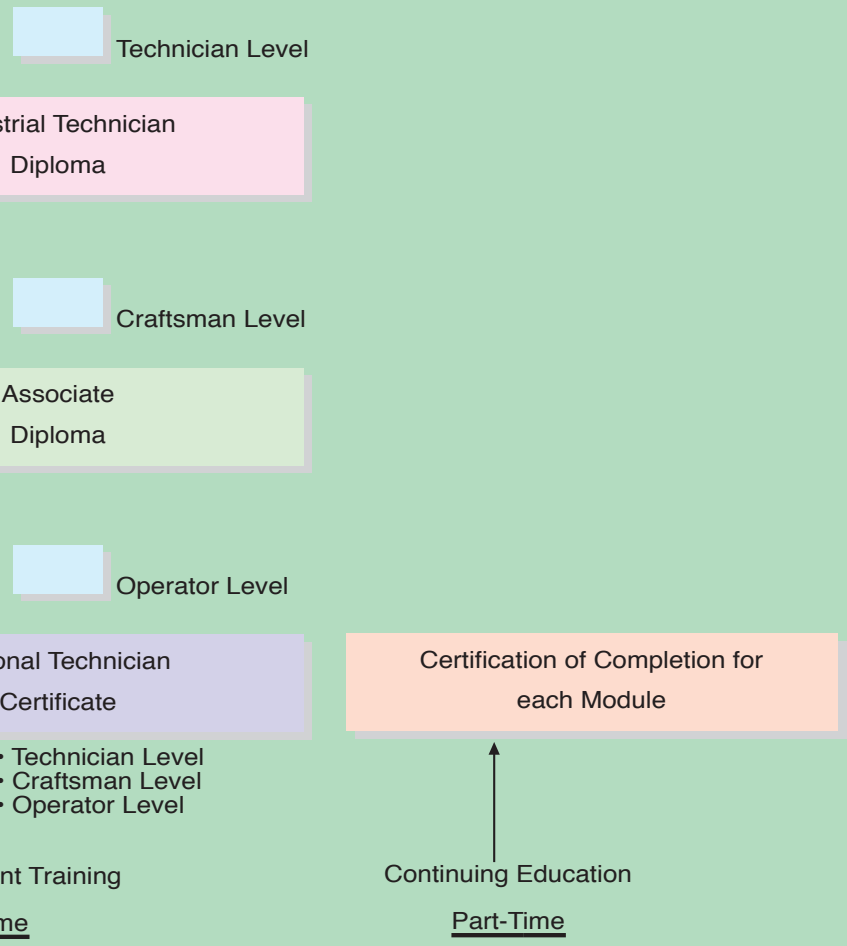
The technician qualification would be accredited towards this and would make the techvoc system more attractive to parents and students as a career option.

ORGANISATION AND STRUCTURE OF THE EDUCATION SYSTEM



Note: Different courses have different variations

"FORMAL" TECHVOC SYSTEM



Educational and Vocational Training Systems in Portugal

PORTUGAL

Official name: República Portuguesa (Portuguese Republic)
Country Code: PT
Capital: Lisbon
Area: 92,152 sq Km
Population: 10.7 million (2009)
Official language: Portuguese
G.D.P.: US$ 242.7 billion (2008)
Currency: Euro

General Basic Education

General Basic Education is free of charge and has a duration of 9 years; it is compulsory for children and young people aged between 6 and 15.
General Basic Education is made up of three sequential cycles:

- The 1st cycle comprises four years of schooling, promoting an overall education; the same teacher accompanies the students throughout this period and may or may not be supported in specialised areas.
- The 2nd cycle is made up of two years of schooling, promoting a basic education organised into different subject areas; each of these areas falls under one or more teachers.
- The 3rd cycle comprises three years of schooling and is organised around a group of common subjects; it also includes diversified vocational areas under the regime of one teacher per subject or group of subjects.

The Vocational Training System in Portugal

Vocational training is within the legal framework of Decree-Law number 396/2007, of 31st December, which establishes the juridical regime of the **National Qualifications System** (**NQS**) and defines the structure of its functioning.

The **NQS** adopts the principles set down in the agreement signed with the Social Partners and restructures the professional training covered under the educational system and labour market, making them come together in terms of objectives and instruments.

The following constitute the main objectives of the **NQS**:

- Raise the basic training of the active population, enabling its educational and professional progress.
- Guarantee that the professional courses of young persons confer double certification: educational and Professional.
- Reinforce and consolidate the process of recognition, validation and certification of skills.
- Promote the qualification and socio-professional integration of groups with particular difficulties relative to insertion.
- Promote the coherence, transparency and comparability of qualifications at a national and international level.

The **NQS** also defines the **ways to obtain** qualification, through:

- Training covered under the National Qualifications Catalogue.
- Processes for the recognition, validation and certification of skills.
- Recognition of credentials acquired in other countries.

The **fundamental instruments supporting** the **NQS** are:

- National Qualifications Framework.
- National Qualifications Catalogue.
- Documents to register/compare qualifications and skills.

The **NQS** carries out its objectives through the following structures:

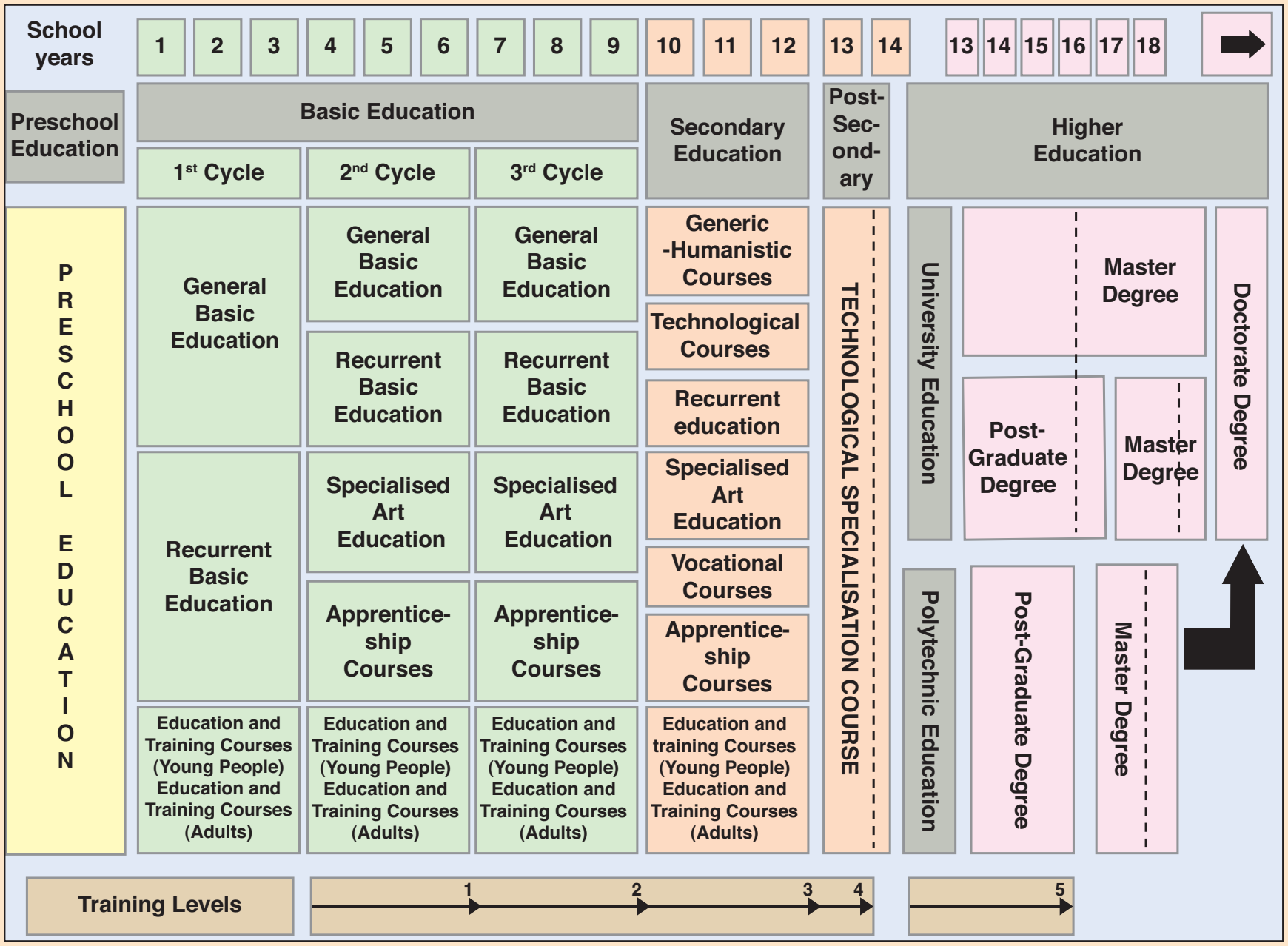
- New Opportunities Centres.
- Training Entities.
- Sectorial Advisory Committees for Qualifications.

Professional Training is organised into:

- **Initial Training**, in the context of certified education and training activities aimed at the acquisition of the indispensible know-how, skills and capacity required for the qualified exercise of one or more professional activities.
- **Continuous Training** relative to education and training activities undertaken after leaving the educational system or after reentering the labour market, to allow individuals to further their professional and relational skills, aimed at the exercise of one or more professional activities, improved adaptation to technological and organisational change and the reinforcement of their employability.

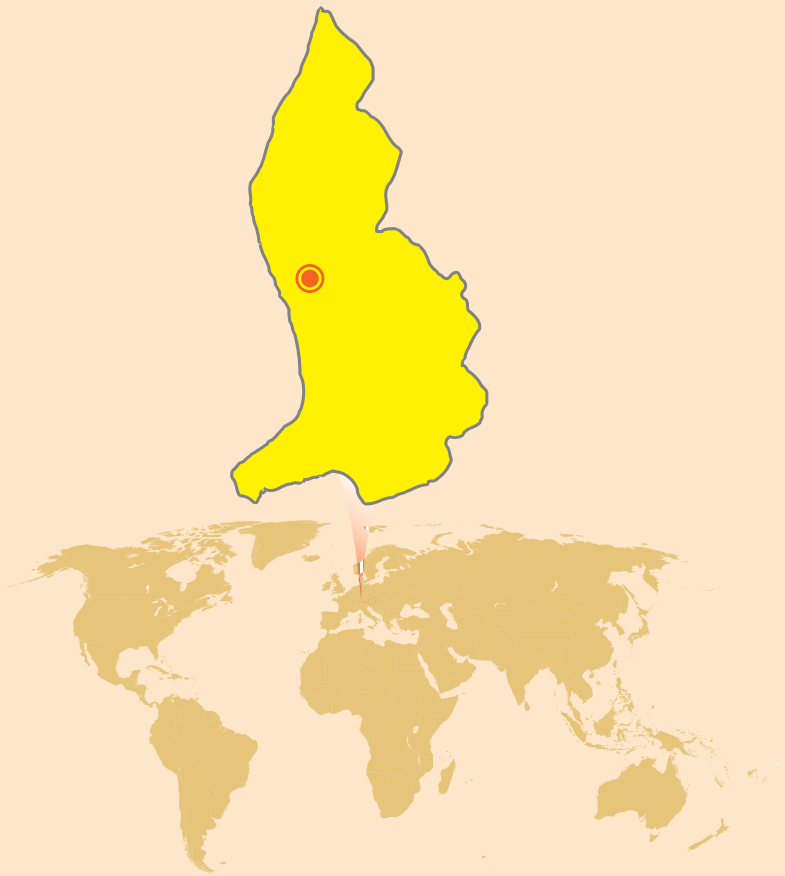
The **NQS** defines the **following as modalities** of double certification training:

- Professional courses.
- Apprenticeship courses.
- Education and training courses for young people.
- Education and training courses for adults.
- Specialised technological courses.
- Certified modular training.



PRINCIPALITY OF LIECHTENSTEIN

Educational and Vocational Training Systems in Principality of Liechtenstein



Official Name: Fürstentum Liechtenstein
(Principality of Liechtenstein)
Country Code: LI
Capital: Vaduz
Area: 160 sq Km
Population: 36 thousand (2008)
Official Language: German
G.D.P.: US$ 4.2 billion (2007)
Currency: Swiss Franc

Education in Liechtenstein

After World War II, the Principality of Liechtenstein – located on the Upper Rhine, south of Lake Constance, between Switzerland and Austria – has turned incredibly fast from a poor agricultural country into a modern centre of industry, trade and finance.

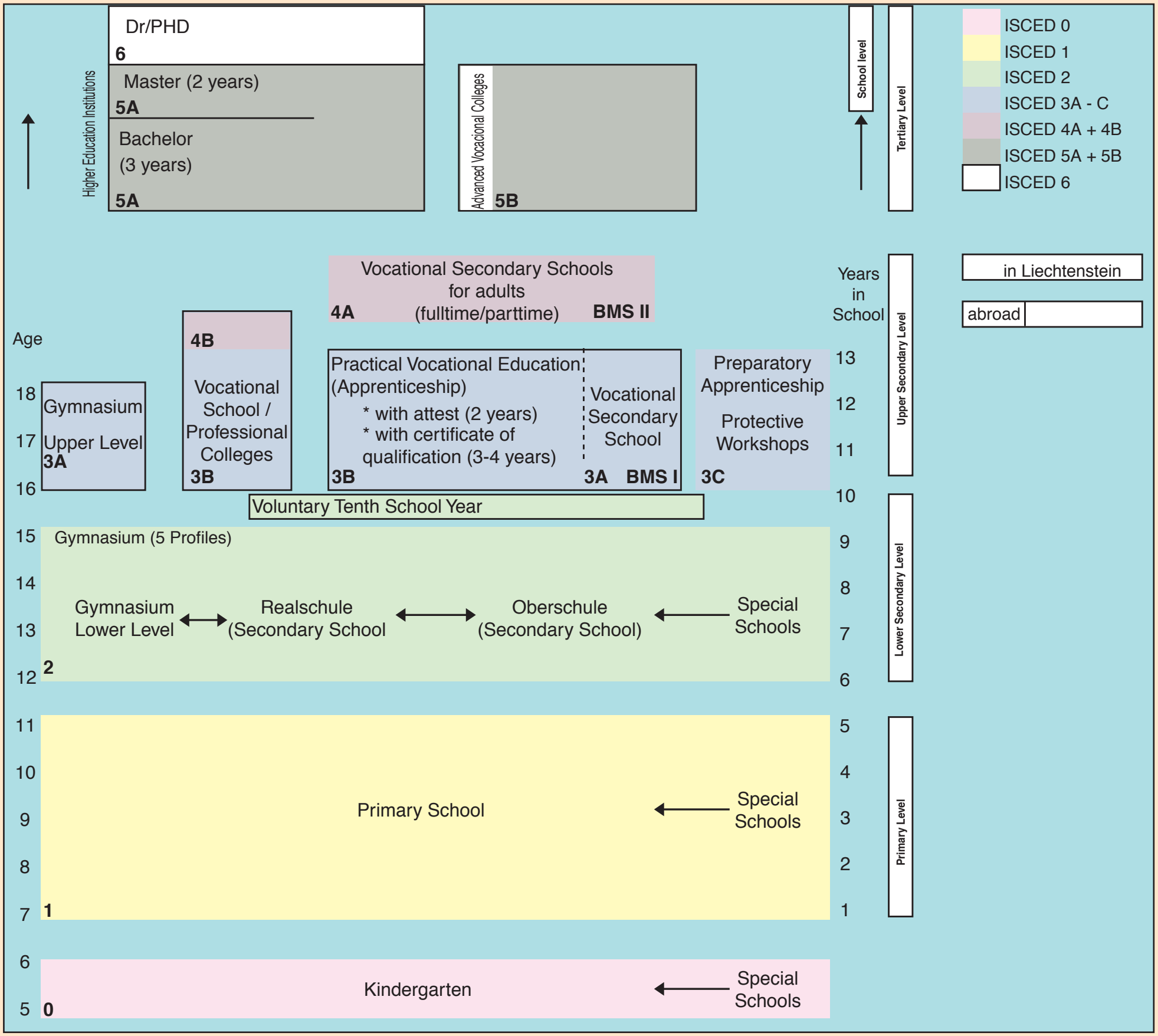
A crucial pre-requisite for this development was the signing of a contract in 1924 with Switzerland for the unification of currency and customs, which subsisted after the entering of Liechtenstein into the European Economic Community in 1995; so nowadays the country takes part in two different economic communities.

Vocational education has a long tradition in Liechtenstein. As early as 1936, it was consolidated by law that all apprentices should have not only practical but also theoretical education. For a population of 35,000, Liechtenstein offers approximately 32,400 workplaces.

Correspondingly high is the number of enterprises, 700 or so, offering vocational education in about 80 different trades. At the end of the compulsory schooling period, about ½ of the pupils will begin an apprenticeship in the dual or triadic system; the others will go to a *Gymnasium* (Grammar School) or a *Fachschule* (Specialised School – University of Applied Sciences). The effective dual or triadic system is developed in close cooperation with Swiss vocational training institutions; apprentices from Liechtenstein attend vocational school and training centres in the neighbouring Swiss cantons, where they take also examinations to obtain the certificates of skills.

Apprentices who are specially diligent and gifted can attend the Vocational School at Higher Level to obtain a final Vocational Maturity Certificate (*Berufsmaturität*), which will give them access to technical colleges without entrance exams.

Vocational education is supported by the economy and the federal government. The 2011 budget foresees 17% of the whole budget for education in Liechtenstein and out of the education budget 6.4% for vocational education only.


Dr/PHD
6
Master (2 years)
5A
Bachelor
(3 years)
5A
Higher Education Institutions
Advanced Vocacional Colleges
5B
School level
Tertiary Level
ISCED 0
ISCED 1
ISCED 2
ISCED 3A - C
ISCED 4A + 4B
ISCED 5A + 5B
ISCED 6
Vocational Secondary Schools
for adults
4A (fulltime/parttime) BMS II
in Liechtenstein
abroad
Years
in
School
Age
4B
Vocational
School /
Professional
Colleges
3B
Practical Vocational Education
(Apprenticeship)
* with attest (2 years)
* with certificate of
qualification (3-4 years)
3B
Vocational
Secondary
School
3A BMS I
Preparatory
Apprenticeship
Protective
Workshops
3C
18
17
16
Gymnasium
Upper Level
3A
13
12
11
Upper Secondary Level
Voluntary Tenth School Year
10
15
Gymnasium (5 Profiles)
9
14
13
12
2
Gymnasium
Lower Level
Realschule
(Secondary School
Oberschule
(Secondary School)
Special
Schools
8
7
6
Lower Secondary Level
11
10
9
8
7
1
Primary School
Special
Schools
5
4
3
2
1
Primary Level
6
5
0
Kindergarten
Special
Schools

Educational and Vocational Training Systems in Saudi Arabia

SAUDI ARABIA

Official Name: Kingdom of Saudi Arabia (AL-MÂMLAKA AL-'ARABIYA AL-SA'ÚDIYYA)
Country Code: SA
Capital: Riad
Area: 2,149,690 sq Km
Population: 25.7 million (2009)
Official Language: Arabic
G.D.P.: US$ 467.6 billion (2008)
Currency: Saudi Riad

In Saudi Arabia, education is the responsibility of the Education Ministry, the Presidency General for Girls' Education, the Higher Education Ministry and the General Organisation for Technical Education & Vocational Training.

The Education Ministry is in charge of general education for males, teachers' training, special education and adult education, and literacy.

The Presidency General for Girls' Education is in charge of general education for females, teachers' training, colleges of education, adult education and literacy, vocational education/training.

The Higher Education Ministry supervises university education. The General Organisation for Technical Education & Vocational Training is responsible for developing technical and vocational programmes to meet the needs of the labour market.

According to Saudi Arabia's educational policy, education of all types and at all levels is free of charge and financed via the state budget. Enrollment in educational institutions at all levels for both genders is approximately 4,200,000 students.

Elementary Education

Elementary education, provided in non-coeducational schools, starts at age six and lasts for six years. Upon completion, students will sit for an examination to get their Elementary Education Certificate and go on to secondary school.

Secondary Education

Intermediate education (three years) and secondary education (another three years) refer to general and specialised studies offered at the secondary level. Students who successfully complete secondary education are allowed to continue their studies at universities or other post-secondary institutions.

Higher Education

Higher Education lasts four years for completion of programmes in humanities and social sciences and five to six years, in medicine, engineering, and pharmacy.

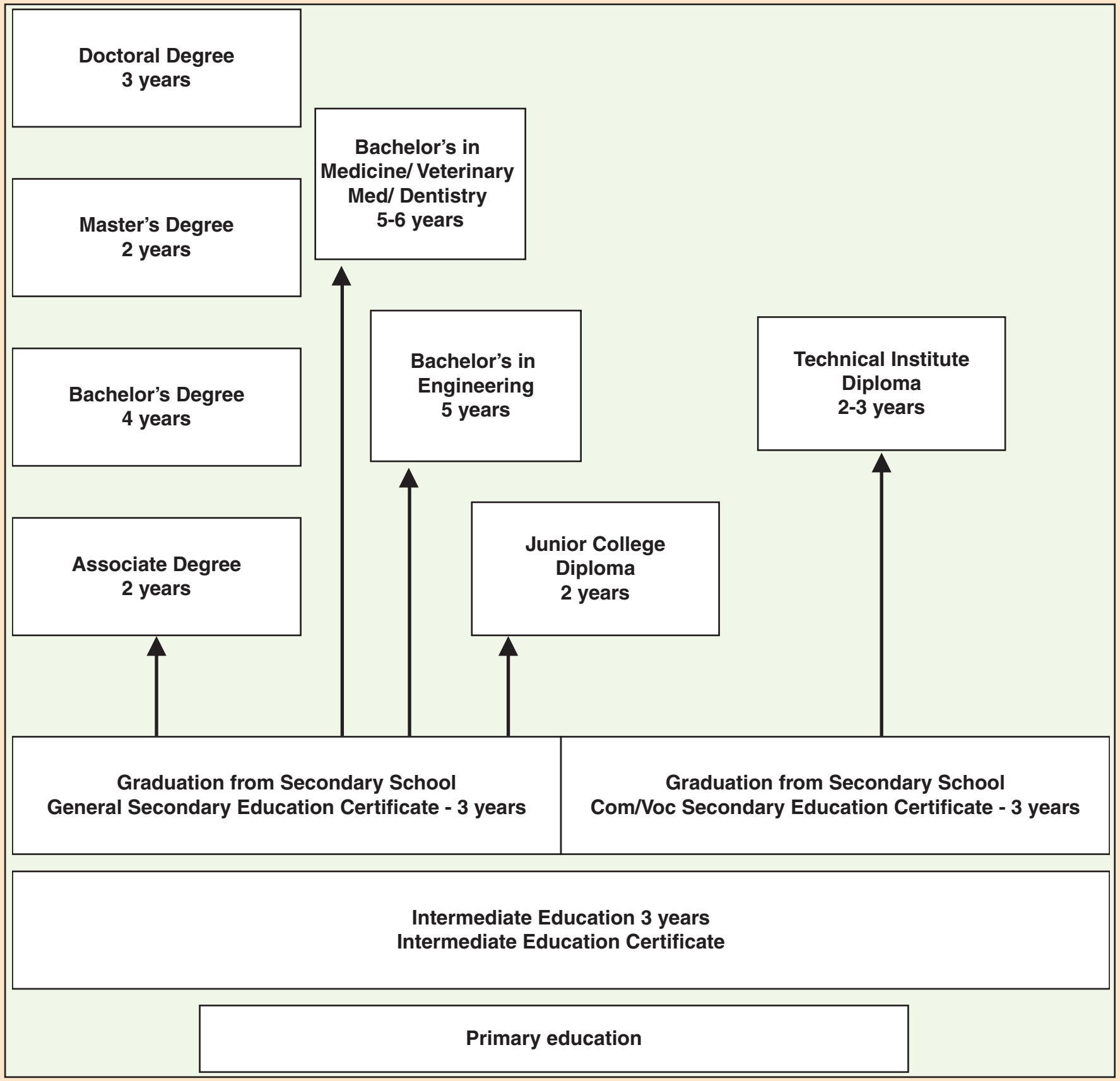
Private and public education

Private education is provided at all levels and receive governmental funding and administrative support. Private institutions are not supposed to be run by non-Saudi citizens and cannot grant degrees, but their level of student performance is equal to that of governmental schools.

Academic year begins in September and ends in June.

Teachers' training

Everyone who wants to teach in Saudi Arabia must have a four-year university degree, except for kindergarten teachers who require three-year secondary-level training programmes and girls' school elementary teachers who complete four-year post-secondary programmes.



Educational and Vocational Training Systems in Singapore

SINGAPORE

Official Name: Republic of Singapore
Country Code: SG
Capital: Singapore City
Area: 710 sq Km
Population: 4.7 million (2009)
Official Languages: Malay, Chinese (Mandarin), Tamil, English
G.D.P.: US$ 182 billion (2008)
Currency: Singapore Dollar

Primary and secondary schools provide the basic 10 years of education to all children before they proceed to further education and training.

As the national objective is to maximise the potential of all Singaporeans, the system provides streaming in schools with opportunities for progression depending on individual interests, aptitudes and potential. According to national targets, about 25% of school leavers will proceed to junior colleges after completing secondary schooling; 40% will go to polytechnics; 25% to the Institute of Technical Education (**ITE**); while the remaining 10% go to other training providers or enter the workforce.

Technical Training System

Technical training in Singapore is provided by the polytechnics and **ITE**. The education and technical training systems are illustrated in Figures 1 and 2.

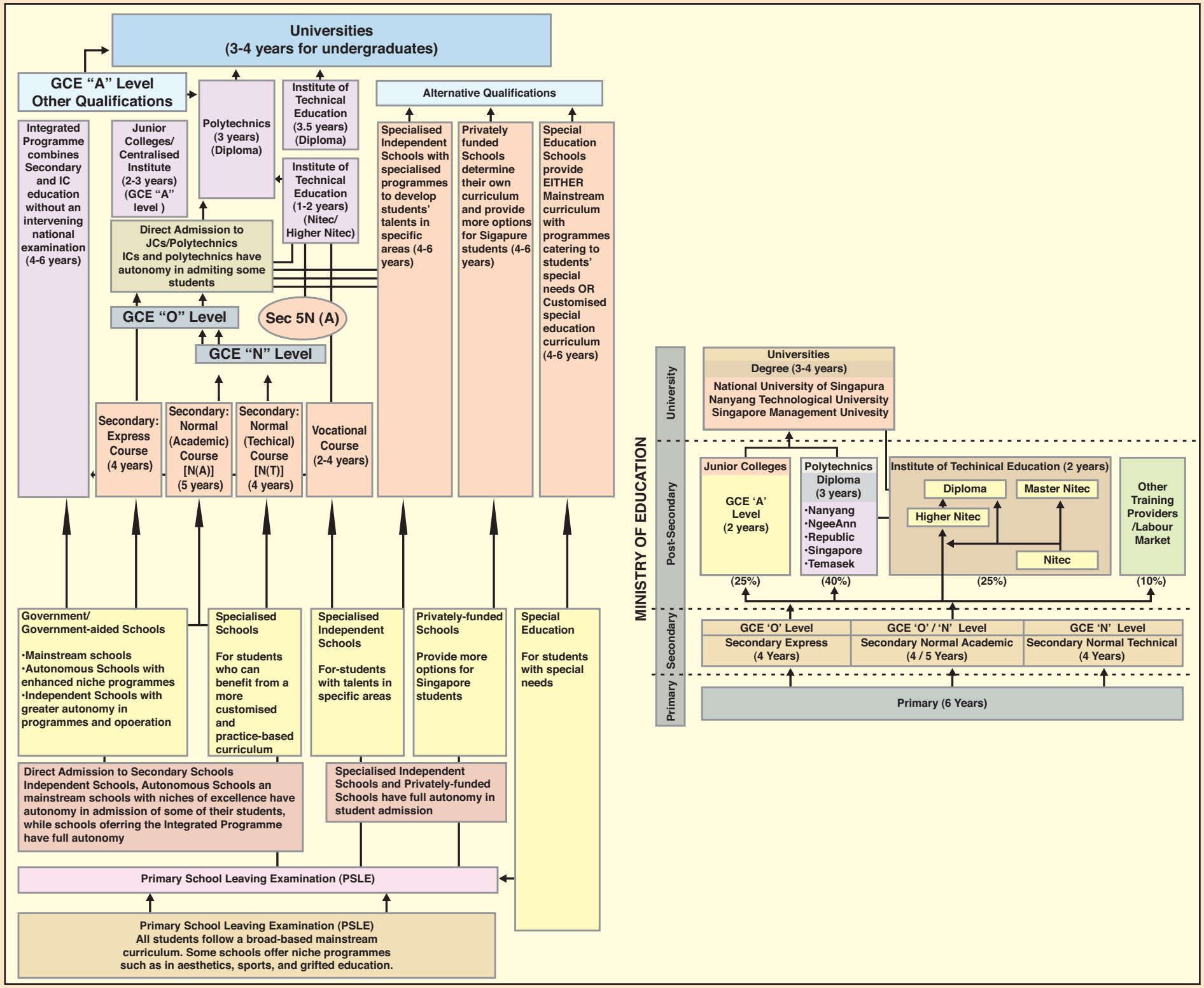
ITE is a post-secondary institution that provides secondary school graduates and adults learners with technical skills and knowledge to meet the skilled manpower needs of industry. **ITE** provides full-time institutional training and apprenticeship programmes for secondary school graduates, as well as lifelong education and training programmes for adult learners.

Full-time institutional training is the mainstay of the pre-employment training system in **ITE**. **ITE**'s three Colleges offer a range of courses in Applied & Health Sciences, Business & Services, Design & Media, Electronics & Info-Communications Technology and Engineering. Apprenticeships, modelled on the German Dual System, constitute about 10% of the intake.

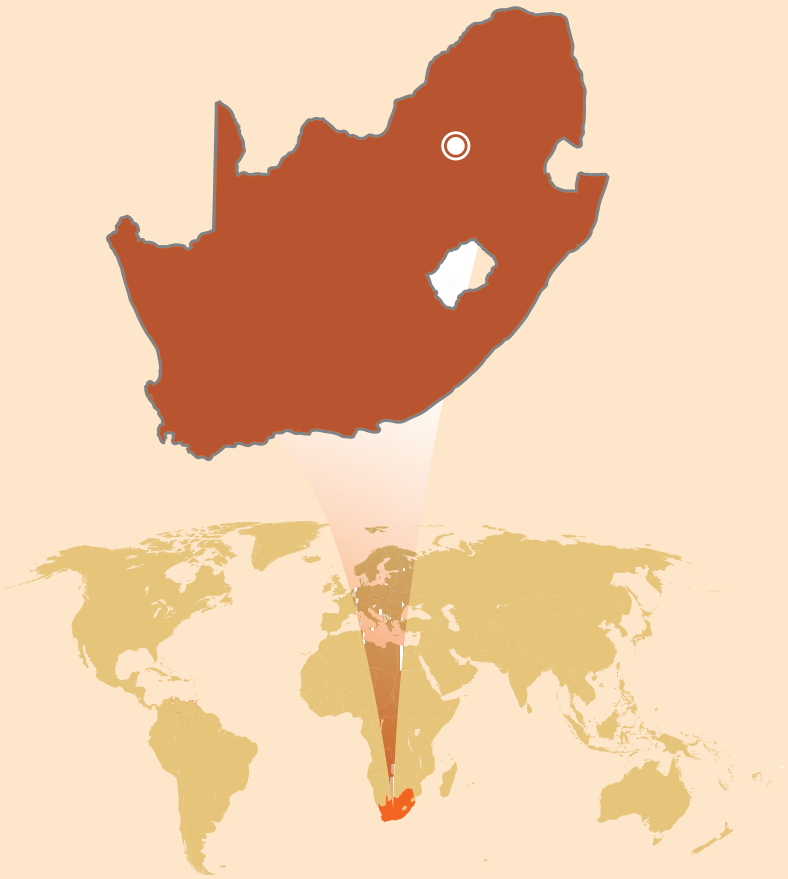
The **ITE** Certification System is a framework for accrediting **ITE** Courses which are pegged to National Skills Standards validated by industry. The **National ITE Certificate**, or **Nitec**, is to **ITE** what a Diploma is to the polytechnics, and a Degree is to the universities. The ITE Certification System has four types of certification, which are based on entry requirements. They are:

- *Nitec* - [General Cambridge Examinations (**GCE**) 'O' or 'N' levels with prerequisite subjects].
- *Higher Nitec* - [**GCE 'O'** or **'N'**(Academic) levels with prerequisite subjects].
- *Master Nitec* - [*Nitec* plus 3 years of relevant work experience]
- Technical Engineer Diploma - [*Higher Nitec* and/or *Nitec* graduates].

The five polytechnics offer three-year full-time diploma courses at higher-technician levels in areas such as commerce, applied arts, engineering, applied sciences and info-communications.


Universities
(3-4 years for undergraduates)
GCE "A" Level
Other Qualifications
Polytechnics
(3 years)
(Diploma)
Institute of Technical Education
(3.5 years)
(Diploma)
Institute of Technical Education
(1-2 years)
(Nitec/ Higher Nitec)
Alternative Qualifications
Integrated Programme combines Secondary and IC education without an intervening national examination
(4-6 years)
Junior Colleges/ Centralised Institute
(2-3 years)
(GCE "A" level)
Direct Admission to JCs/Polytechnics
ICs and polytechnics have autonomy in admiting some students
GCE "O" Level
Sec 5N (A)
GCE "N" Level
Specialised Independent Schools with specialised programmes to develop students' talents in specific areas (4-6 years)
Privately funded Schools determine their own curriculum and provide more options for Sigapure students (4-6 years)
Special Education Schools provide EITHER Mainstream curriculum with programmes catering to students' special needs OR Customised special education curriculum
(4-6 years)
Secondary: Express Course
(4 years)
Secondary: Normal (Academic) Course [N(A)]
(5 years)
Secondary: Normal (Techical) Course [N(T)]
(4 years)
Vocational Course
(2-4 years)
Government/ Government-aided Schools
·Mainstream schools
·Autonomous Schools with enhanced niche programmes
·Independent Schools with greater autonomy in programmes and opoeration
Specialised Schools
For students who can benefit from a more customised and practice-based curriculum
Specialised Independent Schools
For-students with talents in specific areas
Privately-funded Schools
Provide more options for Singapore students
Special Education
For students with special needs
Direct Admission to Secondary Schools
Independent Schools, Autonomous Schools an mainstream schools with niches of excellence have autonomy in admission of some of their students, while schools oferring the Integrated Programme have full autonomy
Specialised Independent Schools and Privately-funded Schools have full autonomy in student admission
Primary School Leaving Examination (PSLE)
Primary School Leaving Examination (PSLE)
All students follow a broad-based mainstream curriculum. Some schools offer niche programmes such as in aesthetics, sports, and grifted education.
MINISTRY OF EDUCATION
University
Post-Secondary
Secondary
Primary
Universities
Degree (3-4 years)
National University of Singapura
Nanyang Technological University
Singapore Management Univesity
Junior Colleges
GCE 'A' Level
(2 years)
(25%)
Polytechnics
Diploma
(3 years)
·Nanyang
·NgeeAnn
·Republic
·Singapore
·Temasek
(40%)
Institute of Techinical Education (2 years)
Diploma
Master Nitec
Higher Nitec
Nitec
(25%)
Other Training Providers /Labour Market
(10%)
GCE 'O' Level
Secondary Express
(4 Years)
GCE 'O' / 'N' Level
Secondary Normal Academic
(4 / 5 Years)
GCE 'N' Level
Secondary Normal Technical
(4 Years)
Primary (6 Years)

Educational and Vocational Training Systems in South Africa



Official Name: Republic of South Africa
Country Code: ZA
Capital: Pretoria
Area: 1,223,201 sq Km
Population: 50.1 million (2009)
Official Languages: English, Afrikaans and nine other African Languages
G.D.P.: US$ 276.7 billion (2008)
Currency: Rand

The National Qualifications Framework (**NQF**) will cover all types of learning and achievement. This will be done through the setting of clear standards for all learning and the establishment of quality management systems, which will ensure that the standards are implemented.

The objectives of the South African Qualifications Authority are to:

a) Create a single integrated national framework for learning achievements.

b) Facilitate access to, and mobility and progression within education, training and career paths.

c) Enhance the quality of education and training.

d) Accelerate the redress of the past unfair discrimination in education, training and employment opportunities.

A ten-level framework with three identified sectors was adapted:

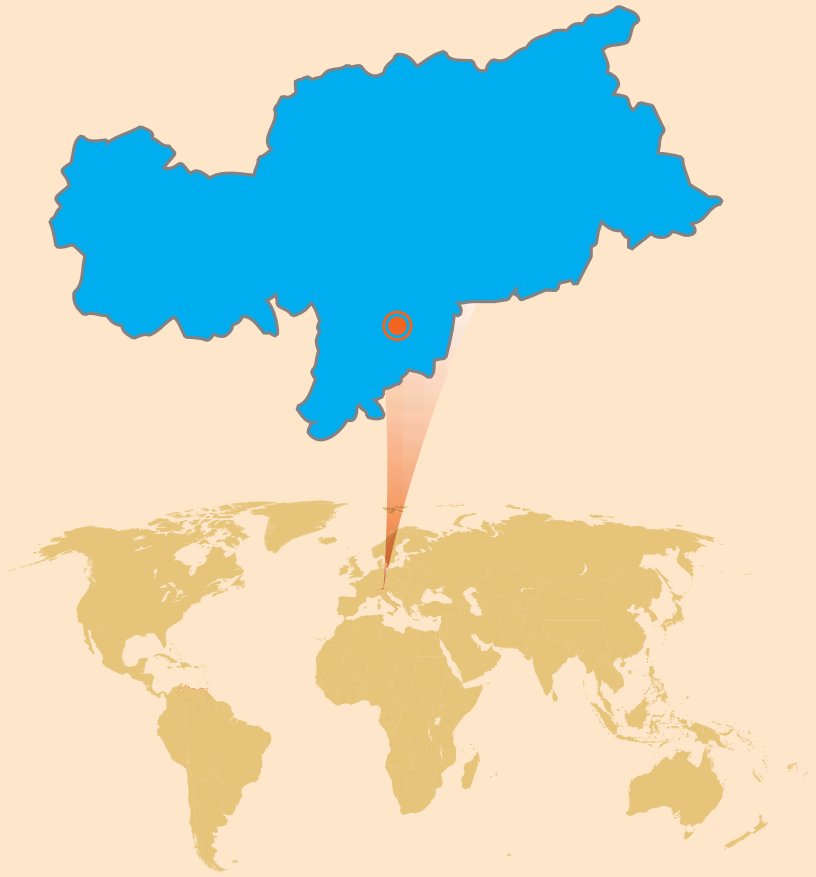
- Level 1-4: General and Further Education and Training Sub-Framework.
- Levels 5-10: Higher Education Sub-Framework.
- Levels 1-10: Trade and Occupation Sub-Framework.

SOUTH AFRICA

General and Further Education and Training Sub-framework
Quality Council: Umalusi
NQF Level 1 - 4
<u>Types of Qualifications and Certificates</u> ABET Levels 1 - 4 General Education and Training Certificate, NQF Level 1 National Certificate Vocational, NQF Levels 2 - 4 National Senior Certificate, NQF Level 4 Adult National Senior Certificate, NQF Level 4
Schools, FET Colleges & Adult Education Centres
Higher Education Sub-framework
Council of Higher Education
NQF Level 5 - 10
<u>Types of Qualifications and Certificates*</u> Higher Certificate, NQF Level 5 Advanced Certificate, NQF Level 6 Diploma, NQF Level 6 Advanced Diploma, NQF Level 7 First Degree, NQF Level 7 Postgraduate Diploma, NQF Level 8 Professional Degree, NQF Level 8 Honours Degree, NQF Level 8 Masters Degree, NQF Level 9 Doctoral Degree, NQF Level 10 (*Under review)
Universities & private and higher educational institutions
Trade and Occupations Sub-framework
Quality Council for Trades and Occupations
NQF Levels 1 - 10
<u>Types of Qualifications and Certificates*</u> (*In process of being finalised)
Workplace & SETA accredited training providers

Educational and Vocational Training Systems in South Tyrol, Italy (Version: 2000)

SOUTH TYROL, ITALY



Official Name: Repubblica Italiana (Italian Republic)
Country Code: IT
Capital: Rome
Area: 301,338 sq Km
Population: 59.9 million (2009)
Official Language: Italian
G.D.P.: US$ 2.3 trillion (2008)
Currency: Euro

Italy

The national system of education in Italy is basically regulated by a national law and is detailed by regional laws and regulations. The regions are responsible for the organisation of vocational education courses and the award of qualifications.

National public schools offer education that leads to A-level examination (high school) for commerce and trade. Regions are in charge of the organisation of these courses and work closely together with employment agencies. Now there are more frequently private educational initiatives, which are supported by public funding.

All in all, the Italian educational system relies on academic education. Practical education appears only as an additional training support to a scholastic full-time education. In professional skill education, it plays a minor part.

An improvement of the professional education when confronted with the traditional educational system is to be expected from an impending reform of the Italian school system.

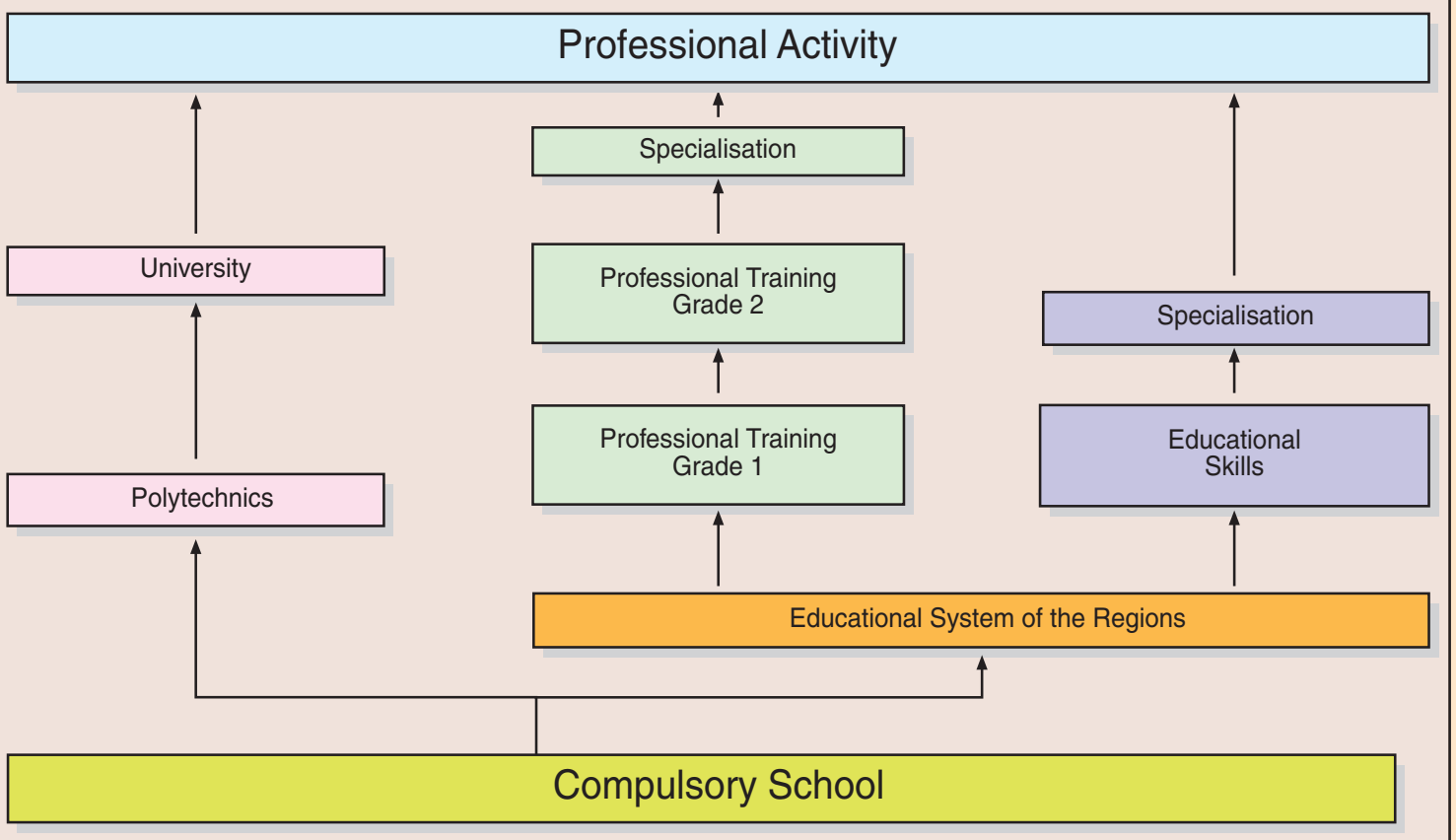
South Tyrol

The situation in South Tyrol is completely different, since the Province - due to its autonomy - has a larger field of decisive power. According to this competence, the Province has developed an independent educational system in the last years, which implies various levels and trades in different fields, being a leading system in comparison to the national educational system.

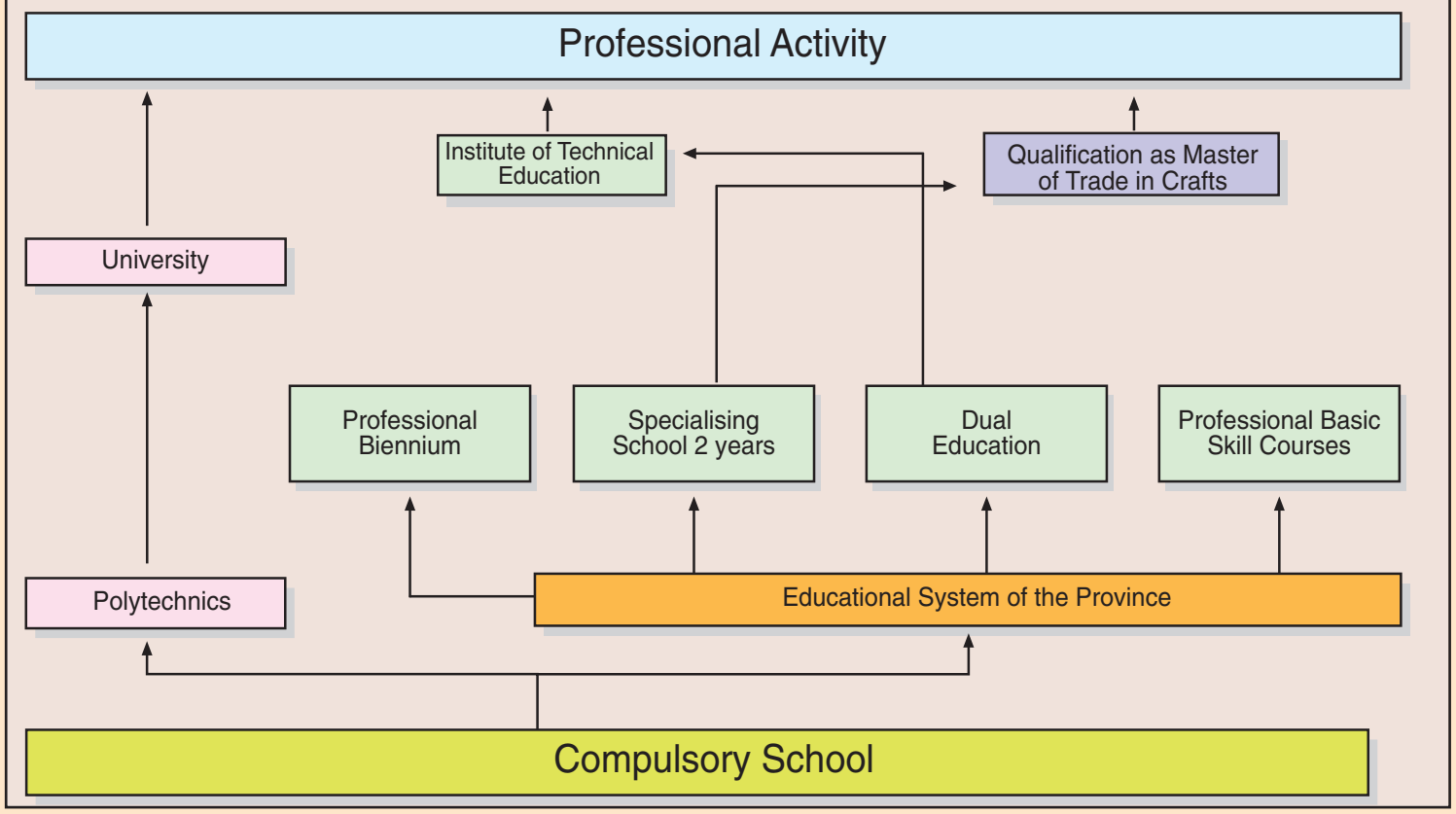
According to the country tradition, the dual educational system has a high standard. It is also due to this fact that the Province of South Tyrol has a very low youth unemployment rate.

Unique for Italy is the qualification as master of trade in craftsmanship in accordance to the German speaking countries in Europe. A new feature is the technical education, based on apprenticeship or on Polytechnics.

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN ITALY



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN SOUTH TYROL



Educational and Vocational Training Systems in Spain

Official Name: Reino de España (Kingdom of Spain)
Country Code: ES
Capital: Madrid
Area: 504,614 sq Km
Population: 44.9 million (2009)
Official Languages: Spanish, Basque, Galician & Catalan
G.D.P.: US$ 1.6 trillion (2008)
Currency: Euro

SPAIN

The Spanish Education System sees education as a continuous lifelong learning process. Education is provided in Public Centres, publicly-funded Private Schools and officially approved Centres.

Among its principles, it includes the necessary flexibility to adapt education to the diversity of applications, interests, expectations and needs, as well as the changes that students and society undergo.

It ranges from Infant to University education.

• The Infant education stage spans from 0 to 6 years of age and practically 100% of students in Spain from 3 to 6 receive schooling.

• Compulsory Education comprises Primary Education, lasting 6 years, and Compulsory Secondary Education, lasting 4 years, at the completion of which students are awarded a certificate in Compulsory Secondary Education.

The system includes measures aimed at helping students to complete Compulsory Secondary Education successfully:

• Educational compensatory measures for students with a low level of knowledge.

• Curricular diversification programmes for students with learning difficulties.

• Vocational Initiation Programmes for students who do not complete Compulsory Secondary Education.

At the end of compulsory schooling, students can choose to study Bachillerato (Post Compulsory Secondary Education) or an intermediate level **VET** cycle.

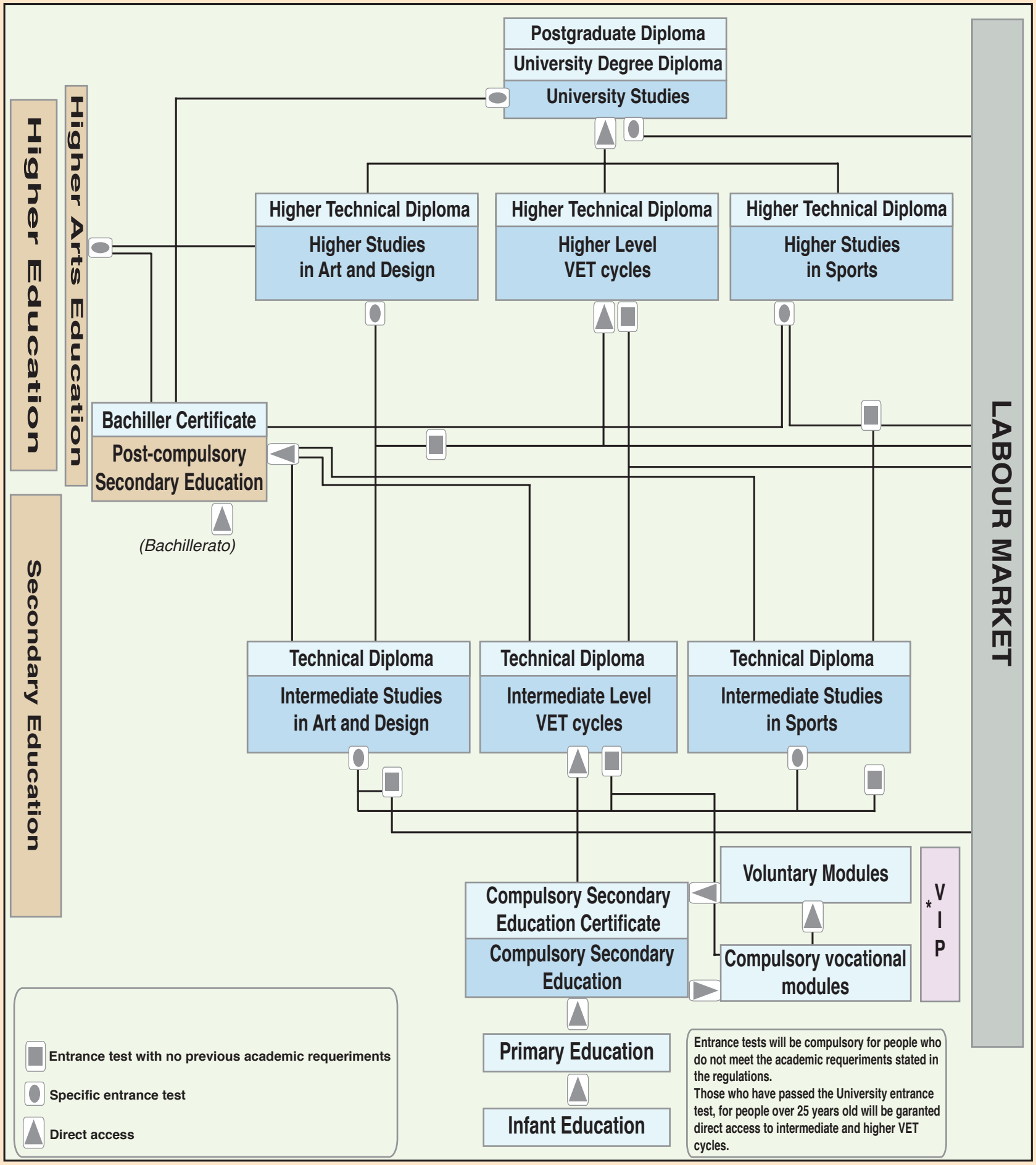
• Bachillerato gives access to Higher Education, either higher level **VET** cycles or University studies.

• Intermediate-level **VET** cycles allow students to acquire the knowledge and skills necessary to carry out a specific job.

The System is characterised by its permeability, allowing students to design personalised pathways:

• It is possible to access any level of the Spanish Education System through entrance exams for people without the academic requirements and a specific job.

• Diploma for both **VET** levels – as well as Bachillerato and Compulsory Secondary Education Certificates – can be obtained by passing a specific test.


Higher Education
Higher Arts Education
Second
Postgraduate Diploma
University Degree Diploma
University Studies
Higher Technical Diploma
Higher Studies in Art and Design
Higher Technical Diploma
Higher Level VET cycles
Higher Technical Diploma
Higher Studies in Sports
Bachiller Certificate
Post-compulsory Secondary Education
(Bachillerato)
LABOUR MARKET
Technical Diploma
Intermediate Studies in Art and Design
Technical Diploma
Intermediate Level VET cycles
Technical Diploma
Intermediate Studies in Sports
Voluntary Modules
Compulsory vocational modules
V I P
Compulsory Secondary Education Certificate
Compulsory Secondary Education
Primary Education
Infant Education
Entrance test with no previous academic requeriments
Specific entrance test
Direct access
Entrance tests will be compulsory for people who do not meet the academic requeriments stated in the regulations.
Those who have passed the University entrance test, for people over 25 years old will be garanted direct access to intermediate and higher VET cycles.

Educational and Vocational Training Systems in Sweden

Official Name: Konungariket Sverige (Kingdom of Sweden)
Country Code: SE
Capital: Stockholm
Area: 450,295 sq Km
Population: 9.2 million (2009)
Official Language: Swedish
G.D.P.: US$ 480 billion (2008)
Currency: Krona (Swedish Crown)

SWEDEN

An overview of the Swedish education system

The Swedish education system comprises a number of types of schooling and education, designed for individuals of different ages and with differing needs and abilities.

Preschool

Preschool, childcare for schoolchildren and open preschool are non-compulsory education designed to stimulate each child's development and learning, and provide a platform for their future schooling.

Compulsory school

In Sweden, attendance at school is mandatory and free of charge for all children aged 7-16 years. Children may start school as a 6, 7 or 8-year-old.

Compulsory schooling includes: compulsory comprehensive school, Sami school, school for the deaf and hearing-impaired & compulsory school for children with learning disabilities.

Upper secondary education

After completion of compulsory school, all young people in Sweden are entitled to three-year schooling at upper secondary education: a platform of knowledge for further studies and a future career. It includes: regular upper secondary school and upper secondary for young people with learning disabilities.

Adult education

There are many types of adult education in Sweden. It can consist of anything from national or municipal adult education to employability courses, staff training or in-house training for those in work.

Another type of adult education is the supplementary training courses.

Folk high schools

There are 148 folk high schools (independent adult education colleges) in Sweden that decide independently what courses to provide and freely design their teaching. So, courses can be quite different from each other.

Higher vocational education

A higher vocational educational college provides post-secondary school education. The courses are designed in consultation with employees and are tailored to meet the manpower needs of the labour market and lead to jobs. The content and direction of the courses may vary over time depending on the needs of the labour market. There are both higher vocational education courses (**HVECs**) and qualified vocational courses (**KY courses**).

Universities and university colleges

Swedish universities and university colleges offer many single-subject courses and study programmes.

The training is divided into three levels based on each other:
- Basic level (three years).
- Advanced level (one to two years).
- Research level (two to four years).

The scope of a course/training programme is counted in higher education credits. One semester's full-time studies correspond to 30 higher education credits. A full-time academic year comprises 60 higher education credits.

All training within college is composed of courses. A course usually covers between 7.5 and 30 higher education credits.

THE SWEDISH EDUCATIONAL SYSTEM

<table>
<tr><th>Age Zone</th><th colspan="5">TYPE OF STUDIES</th></tr>
<tr><td>26-36</td><td colspan="3">Doctorate</td><td colspan="2" rowspan="4"></td></tr>
<tr><td rowspan="3">20-30</td><td>University Diploma 2-5,5 years*</td><td rowspan="2"></td><td rowspan="3"></td></tr>
<tr><td>Master 4 years*</td></tr>
<tr><td></td><td></td><td>Bachelor 3 years*</td></tr>
<tr><td></td><td></td><td></td><td></td><td>Diploma 2 years*</td><td>Single Courses</td></tr>
<tr><td></td><td>Professional Degrees</td><td colspan="2">General Degrees</td><td></td></tr>
<tr><td></td><td colspan="4">Higher Education,Universities and University Colleges</td></tr>
<tr><td>16-19</td><td colspan="5">Upper Secondary School**</td></tr>
<tr><td>7-16</td><td colspan="5">Compulsory School</td></tr>
<tr><td>6-7</td><td colspan="5">Voluntary Early School Start</td></tr>
<tr><td></td><td colspan="5">Preschool Education, Day Nursery, Part-Time Groups, Open Preschools</td></tr>
</table>

13 NATIONAL VOCATIONALLY-ORIENTED PROGRAMMES

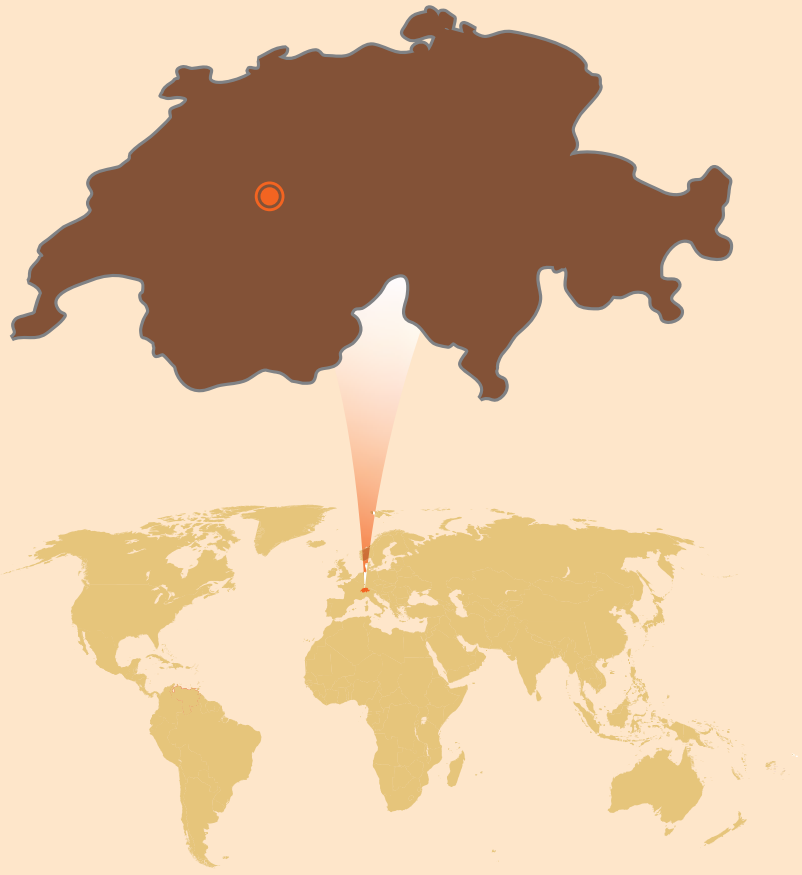
Programmes	Branches
Building and Construction	Building and Heavy Engineering, House Painting
Business and Administration	
Child Recreation	
Electrical Engineering	Automation, Electronics Installation
Energy	Energy, Heating, Ventilation and Plumbing, Shipping Technology
Food	Baking and Pastry Making, Fresh and Cured Meat Products
Handicraft	
Health Care and Nursing	Dental Nursing, Health Care
Hotel, Restaurant and Catering	Catering, Hotel, Large-Scale Catering
Industry	Industry, Process, Textile and Garments, Wood
Media	Information and Advertising, Printed Media
Natural Resource Use	
Vehicle Engineering	Aircraft Maintenance, Body Work, Repairs, Transport

Legend:

** Minimum requirements*

*** The upper secondary school is non-compulsory but upper secondary education is in practice a necessity. Nearly 100% of all pupils attend the upper secondary school. There are 16 national programmes to choose from. Of these two are primarily preparatory for higher education, 13 are primarily vocationally-oriented and one is the Arts programme. Most programmes are divided into various branches. There are also local branches and a lot of specially designed programmes oriented towards local industry and business. All programmes include eight core subjects: Swedish, English, Mathematics, Civics, Religious Education, General Science, Physical Education and Arts Activities. The core subject covers approximately one third of the total teaching time. There is also a possibility to attend an individual programme. In the vocationally-oriented programmes at least 15% of the teaching time must be located at a place of work.*

Educational and Vocational Training Systems in Switzerland



Official Name: Schweizerische Eidgenossenschaft (Swiss Confederation)
Country Code: CH
Capital: Bern
Area: 41,285 sq Km
Population: 7.6 million (2009)
Official Languages: German, French, Italian and Raetoromantsch
G.D.P.: US$ 488.5 billion (2008)
Currency: Swiss Franc

SWITZERLAND

Dual system of vocational education and training in Switzerland

Vocational education and training enables young adults to make the transition into the working environment and ensures that there are enough qualified people in the future. It is geared to the labour market and is part of the education system.

Basic vocational training overview

The aim of basic vocational training is to provide students with sufficient specialised or technical knowledge to practice a trade or profession. Training lasts between two and four years. Upon completion of training, students are awarded a vocational certificate or a federal certificate of proficiency, and can immediately begin work in their trade. This is the dual system of vocational education and training in Switzerland: On the one hand, on-the-job training is provided at the firm. The trainee and the firm sign a contract. On the other hand, branch-related theory and general education classes are provided about a day per week at a vocational college.

A distinction can be made between the following basic vocational education and training courses:

- The 2-year basic vocational education and training leading to a basic federal certificate of vocational education and training.
- The 3-or-4-year basic vocational education and training leading to a federal certificate of vocational education and training.
- The vocational baccalaureate programme leading to a federal vocational baccalaureate.

Full-time training schools (selective schools)

In addition to basic vocational training in a firm, full-time vocational colleges (commercial schools, IT colleges etc.) also award a federal aptitude certificate.

Advanced vocational education and training (tertiary level type B)

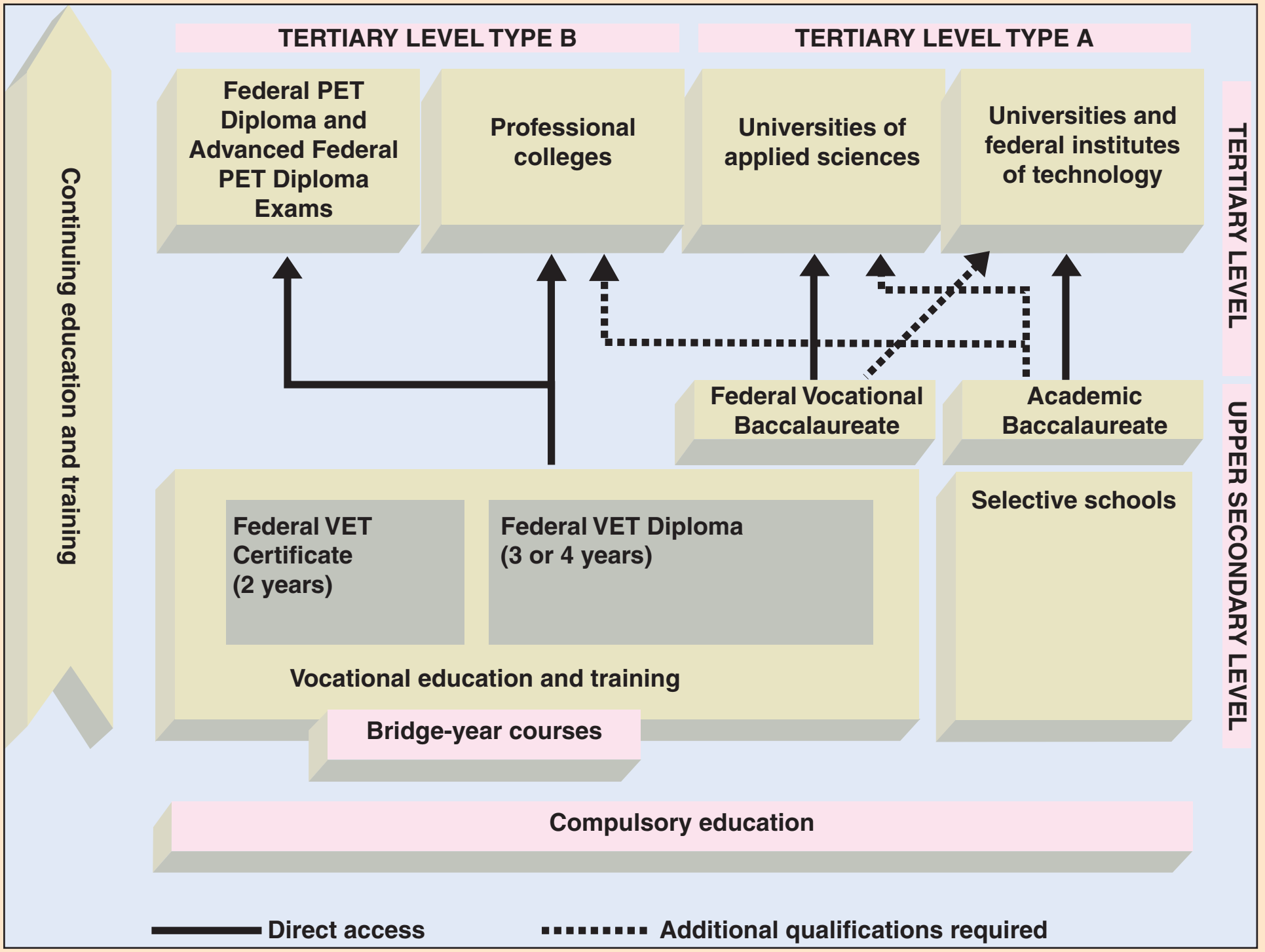
Advanced vocational education and training on the tertiary level outside the university system prepares students for responsible positions in specific occupational fields. This type of higher education is a Swiss specialty, which seldom appears in this form in other countries. It serves the purpose of senior staff training and specialisation of individuals who have completed a 3-to-4-year basic vocational education and training, or who have achieved an equivalent qualification.

Universities (tertiary level type A)

•There are **9 universities of applied sciences**. They provide practice-oriented courses geared to a specific profession and its associated range of activities. The courses contain knowledge with a practical bias in a variety of disciplines (technology, business, design, art, social work and health) and prepare students for immediate entry into working life.

•There are **10 cantonal universities** and **2 Federal Institutes of Technology**. The tasks include university teaching, research and development, the provision of services and the cooperation with other national and international universities and research institutes.

•The **universities of teacher education** are responsible for initial and continuing education of teachers.



Educational and Vocational Training Systems in Taiwan, Chinese Taipei

Official Name: Taiwan, Chinese Taipei
Country Code: TW
Capital: Taipei
Area: 36,202 sq Km
Population: 23 million (2009)
Official Language: Mandarin
G.D.P.: US$ 713.7 billion (2008)
Currency: New Taiwan Dollar

Compulsory education in Chinese Taipei lasts for nine years. Students completing their compulsory education have the following four options for planning their career. They may enter senior high schools or senior vocational high schools or 5-year junior colleges or participate in vocational training programmes for employment.

Graduates from senior high school and vocational school may choose to enter university or to enter the institute of technology (or technical college as referred to in the annexed chart) or to enter 2-year junior college, or to enter job market or to participate in vocational training programmes for employment.

Vocational training system delivered the following types of vocational training programmes: pre-employment training, on-the-job training, training for trainers, apprenticeship training, and the disabled training.

Pre-employment training programmes usually last for one year, some offer two months to six months of training, depending on the trades and pre-requisite levels of trainees.

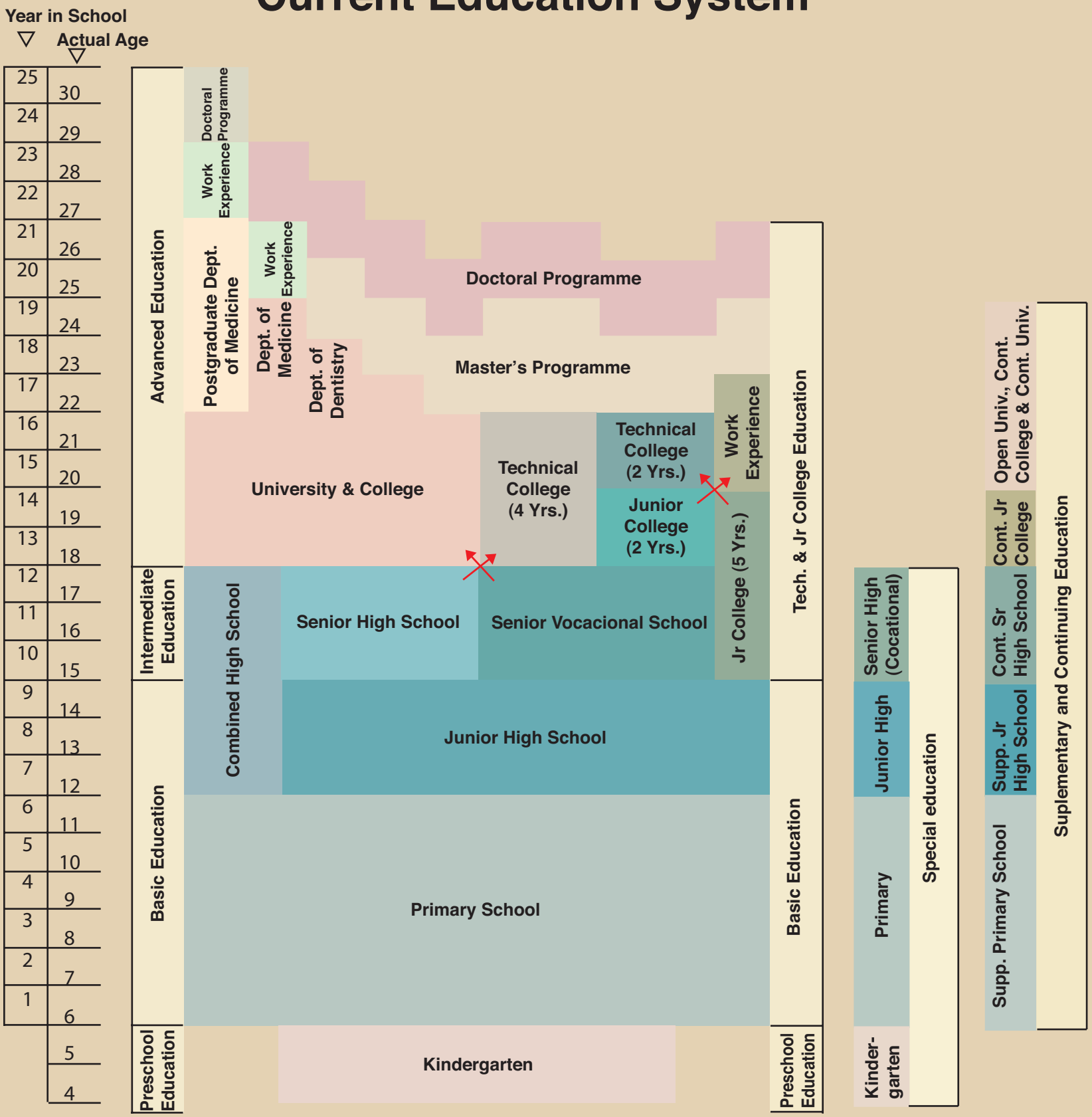
Those who complete **vocational education and training** may take skill testing and receive certificates after passing the exam. **Skill testing** is conducted in terms of skill levels, which can be divided into Grade **A**, **B** and **C**. Upon passing skill testing, a certificate is issued to demonstrate a person's skill level.

Vocational schools offer 3-year professional programmes such as agriculture, industry, business, maritime studies, marine products, medicine, nursing, home economics, drama and art. Based on 2008 figures, enrolment ratio of senior high schools and senior vocational schools was 43:57. Many of the vocational school graduates also take vocational training programmes before they seek employment.

In Chinese Taipei, **education affairs** are handled by the Ministry of Education (**MOE**), while **vocational training** is administered by Council of Labour Affairs (**CLA**), an equivalent of the Ministry of Labour under the Executive Yuan. The **CLA** is responsible for national vocational training employment services and skill testing and certification.

TAIWAN, CHINESE TAIPEI

Current Education System



Source: Ministry of Education

Educational and Vocational Training Systems in Thailand

Official Name: Prathet Thai Kingdom of Thailand
Country Code: TH
Capital: Bangkok
Area: 513,116 sq Km
Population: 67.8 million (2009)
Official Language: Thai
G.D.P.: US$ 260.7 billion (2008)
Currency: Baht

THAILAND

Education in Thailand has always been considered a key to national security, development and prosperity, the ultimate goals towards which the successive governments of Thailand have striven to reach.

The Ministry of Education (**MOE**) is the main government agency, responsible for the education system that consists of formal and non-formal systems. Under the supervision of the Ministry of Education, there are also some private and public organisations that offer formal and non-formal education. The Formal System is divided into 4 levels:

1. **Preschool education** in the form of day-care centres and kindergarten.

2. **Primary education** (six years), which is compulsory.

3. **Secondary education**, divided into two parts: lower secondary education and upper secondary education.

4. **Higher education**, divided into three levels: lower than bachelor's degree, bachelor's degree and graduate level.

Technical and Vocational Training Education

There are two significant government agencies that organise the system: the Department of Vocational Education (**DOVE**), under the supervision of the Ministry of Education, and the Department of Skill Development (**DSD**), under the supervision of the Ministry of Labour.

DOVE is responsible for vocational education and training to meet the labour market economic growth, according to the human resource production policy and the National Economic and Social Development Plan. Its area of responsibility embraces trade and industry, agriculture, home economics, commerce and business studies, arts and crafts.

As **DOVE** is responsible for vocational institutes throughout Thailand, colleges are able to tailor their programmes to meet the needs of local communities. The programmes that are offered comprise the vocational certificate level (three-year programme) and the vocational diploma level (two-year programme). In addition to these formal training programmes, **DOVE** offers skill training (certificate programmes) and a variety of short courses.

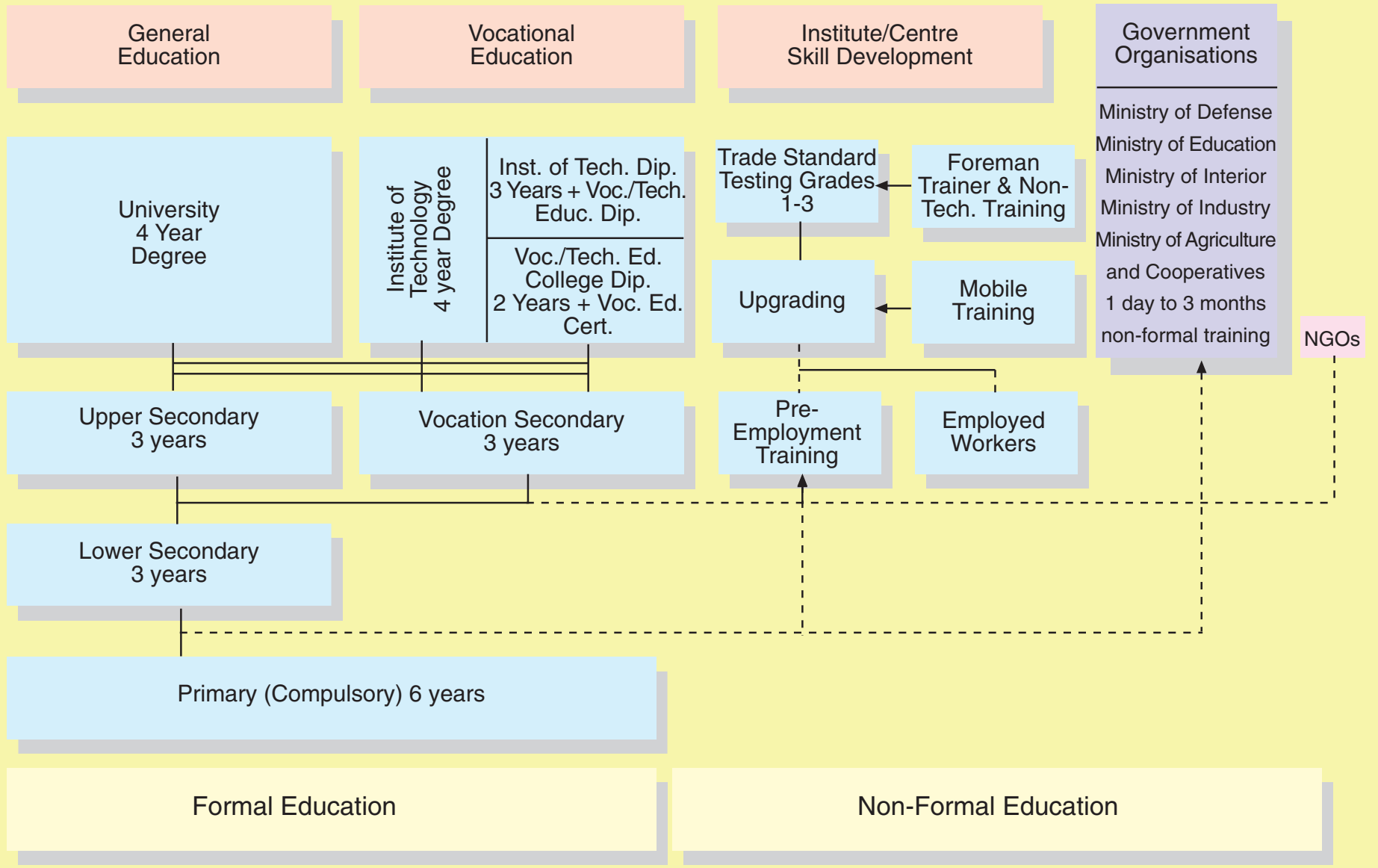
DOVE also provides, in its own Institution and in other facilities, short training programmes for the general public. They vary in duration, depending on the subject matter and the training requirements. Several of the courses are conducted at polytechnic colleges, locally known as Wittayalai Saraphatchang, which offer a wide range of programmes such as trade and industry, home economics, agriculture, arts and craftwork.

DSD is responsible for providing non-formal skill training for the labour market for many targets of labour: new labour, the labour in the market and also the people who are self-employed, with the high need in the technological knowledge and skill. These people have

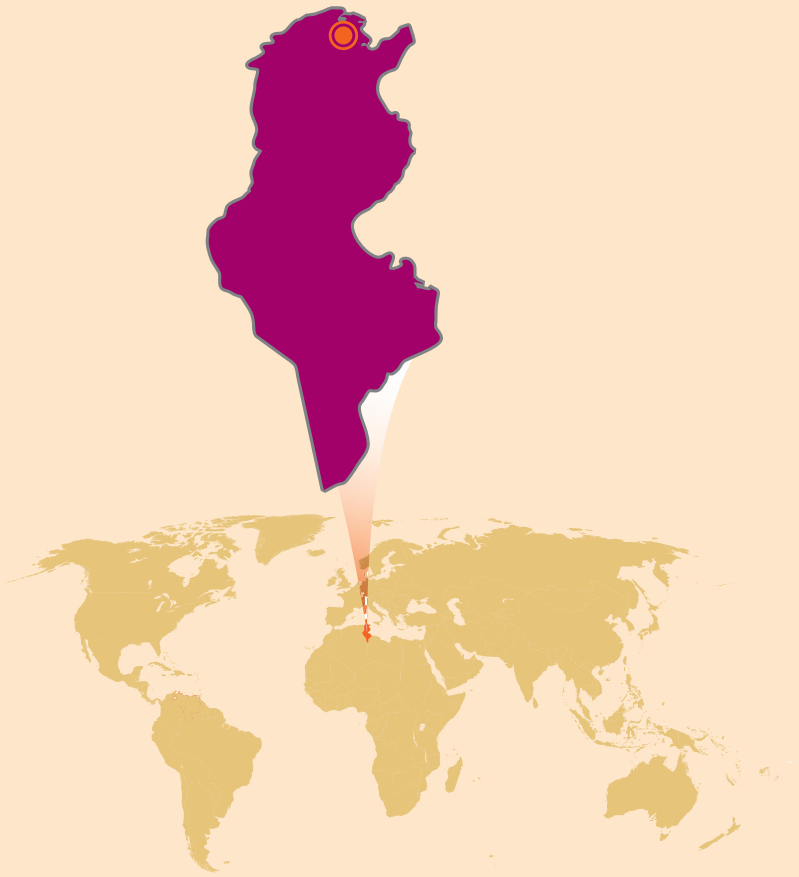
very less opportunity to attend any formal or non-formal education programme. **DSD** has a variety of courses for the people: pre-employment, upgrading and entrepreneurship courses for updating their skills to reach skill demands in many trades. **DSD** provides vocational training for all age groups according to their abilities and interest. **DSD** also helps private sector to train their workers to be skilled workers and good trainers with the close cooperation in organising the training programmes. Besides, as **ASEAN** will become the **ASEAN** Economic Community by 2015, **DSD** is tasked with training Thai workforce to cope with this new situation.

Furthermore, the **DSD** concerns the activities of **APSDEP/ILO** in the Skill Development Programmes. **DSD** is responsible for setting up the occupational skill standards in Thailand and arranging the skill competition in many levels. Skill labour can join easily skill standard testing and competition, which the **DSD** conducts, by applying through the Institutes and Centres of the **DSD**. **DSD** provides the national skill competition every two years. **DSD** also brings Thailand to the international skill development activities, as the members of the **APSDEP/ILO** and **WSI**, by sending the competitors and organising for the two-level programmes: **ASEAN** Skill Competition and WorldSkills Competition.

EDUCATION AND VOCATIONAL SYSTEMS IN THAILAND



Educational and Vocational Training Systems in Tunisia



Official Name: Al - Jumhuriya - Attunisya Republic of Tunisia
Country Code: TN
Capital: Tunis
Area: 163,610 sq Km
Population: 10.3 million (2009)
Official Language: Arabic
G.D.P: US$ 40.2 billion (2008)
Currency: Dinar

TUNISIA

Education and vocational training have known in Tunisia, since its independence, a spectacular development under the effect of the voluntary policy maintained furthermore by a strong social demand. The schooling of youngsters to the level of primary education has reached almost 100% with a very weak gap between boys and girls on the one hand and urban middle and rural middle on the other. Near 60% of the active population had in 1994 an educative level superior to that of the primary education.

This development has been accompanied by successive reform of which the most recent were the establishment of the compulsory basic education (9 years), the secondary education reform by the consolidation of general sections, and the enactment of the law for the orientation of professional training aiming at transforming the ancient fragmentary professional training system into a valorised and recognised national system of professional qualification.

Thereby, the national qualification system is presented currently as follows:

1 - A first compulsory period of 9 years, called basic education and composed of the first primary cycle (6 years) and the second or preparatory cycle developed in colleges. It is sanctioned by a national diploma. The first promotion of basic education was in June 1998.

2 - A 4-year cycle of general secondary education, sanctioned by the baccalaureate. This cycle prepares for higher education. It is subdivided in a two year- common core and a two-year cycle of meadow-specialisation. It is functional since the school year 94-95. The education system is supervised by the Ministry of Education (**ME**).

3 - The vocational training system has four level diplomas (Skills Certificate, Vocational aptitude certificate, Technician diploma and high Technician diploma).

The Ministry of Vocational training and Employment (**MFPE**) have adopted the quality approach as the main axis of his reform, and some vocational training centres are ISO9001 certificated.

• The training curricula are developed in accordance with the competence based approach.

• The training is done with the companies according to the dual system.

4 - Higher education constituted by universities managed by the Ministry of Higher Education and Research (**MESRS**).

5 - A continuous training system, manage three kinds of services to offer Professional Promotion, Social Promotion to workers.

The complementarity between the various components of the qualification system (basic education, secondary education, vocational training, and higher education) is to insure the quality of the training and to improve the employability.

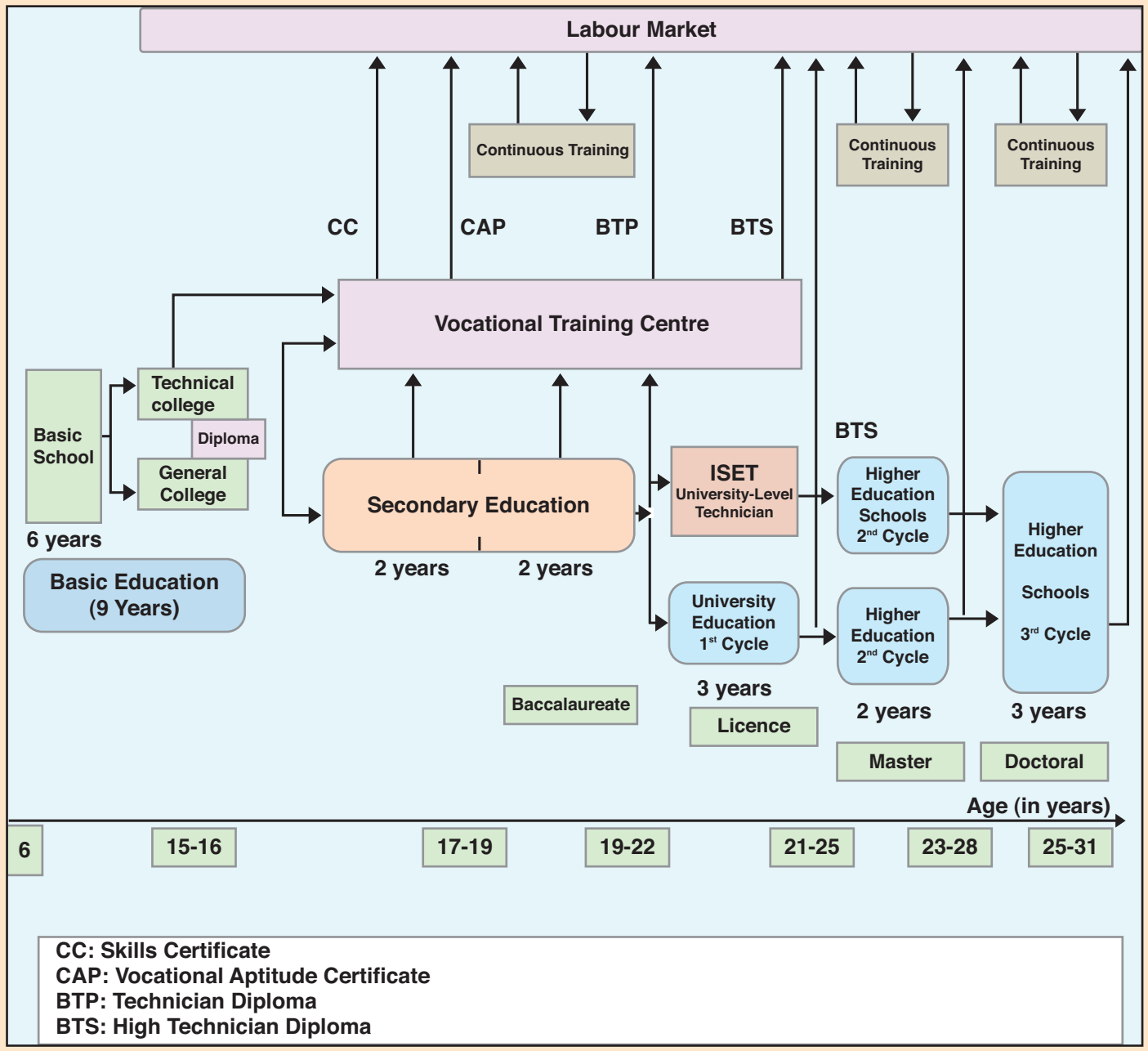
In the Tunisian system, after completion of Basic Education the free choice of youngsters between Secondary Education and Vocational Training is guaranteed and preserved, both as an ethical demand and gender equity for every one.

The Ministry of Vocational Training and Employment (**MFPE**) is constituted mainly by:

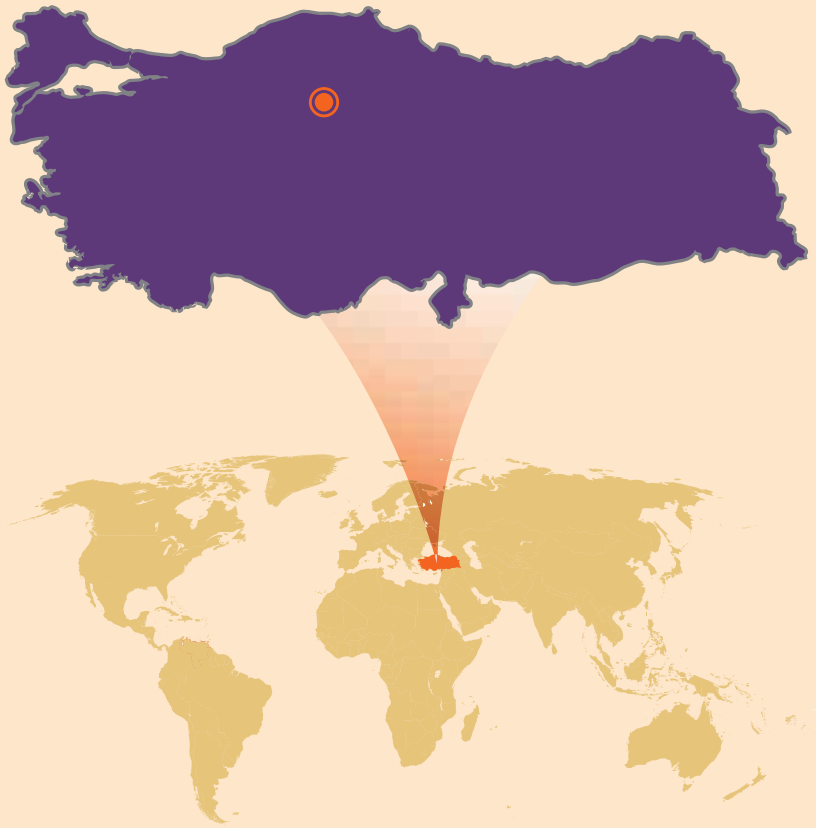
- The Tunisian Agency of Vocational Training (**ATFP**).
- The National Agency of Employment and Independent Job (**ANETI**).
- The National Centre of Continuous Training and Professional Promotion (**CNFCPP**).
- The National Centre for Trainers' Training and Training Engineering (**CENAFFIF**)

The **ATFP** is practically the main training operator in Tunisia.

The training is insured in 136 centres for 106,000 trainees in about 250 specialities and about 40,000 youngsters obtain their diplomas each year.



Educational and Vocational Training Systems in Turkey



Official Name: Türkiye Cumhuriyeti (Republic of Turkey)
Country Code: TR
Capital: Ankara
Area: 783,562 sq Km
Population: 74.8 million (2009)
Official Language: Turkish
GDP: US$ 794.3 billion (2008)
Currency: New Turkish Lira

TURKEY

The Turkish National Education is composed of Formal and Informal Education.

FORMAL EDUCATION
Formal Education is regular education given in the school system for individuals from a certain age group. It comprises preschool, primary, secondary, and higher education.

Preschool Education
Preschool education comprises optional education for children aged 3-5 years, not yet ready for compulsory primary education. It is supposed to ensure physical, mental and emotional development of children for the acquisition of good habits and to prepare them for primary education.

Primary Education
Primary education comprises children in the 6-14 age group, is compulsory for all Turkish citizens and given free of charge in public schools. It aims at ensuring that every Turkish child acquire basic knowledge, skills, behaviours and habits to become a good citizen, to be educated according to national ethics, and to be ready for secondary education. It leads to the obtention of a primary education diploma.

Secondary Education
Secondary Education comprises all four years of general, vocational and technical institutions after primary education. Its purpose is to give students a common general culture at a minimum level, to prepare them to take responsibility for the democratic society, to make them respectful of human rights and to make them ready either for higher education or professional life in the direction of their interests, abilities and capabilities. It is divided into:
- **General high school** for students aged 15-17 years who intend to follow higher studies.
- **Vocational and technical education high schools** for students aged 15-18 years who intend to enter the labour market.

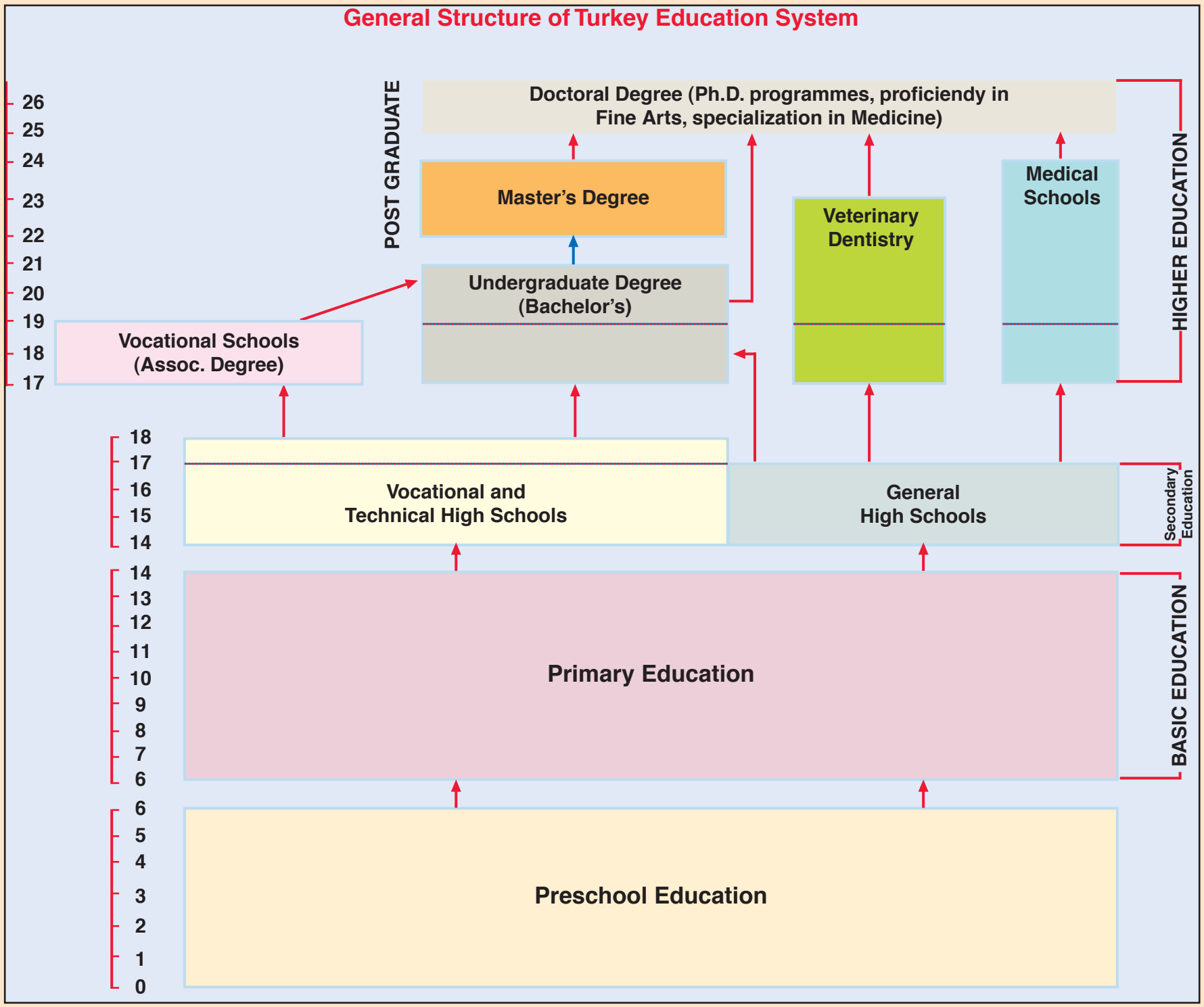
Higher Education
Higher Education includes all the educational institutions after secondary education. It trains students to fulfill the qualified manpower needs of the country at several levels or to conduct researches for the advancement of science and technology in society. It is provided in universities, faculties, institutes, higher education schools, conservatories, vocational higher education schools and centres of applied research.

INFORMAL EDUCATION
Informal education comprises all activities organised outside or alongside the school. Its purposes are:
- To improve the students' reading and writing skills with lifelong-learning purposes.
- To create educational opportunities so that students can keep up with the scientific, technological, economic, social and cultural development of the country.
- To widespread Turkey's cultural values.
- To prepare students to live, support, help and work collectively.
- To enable students to qualify for occupations in line with the

economic development and employment policies of the government.
• To teach people the knowledge and skills they need to improve their professional performance.
• To provide alternatives so that people can use their free time in a most useful way.

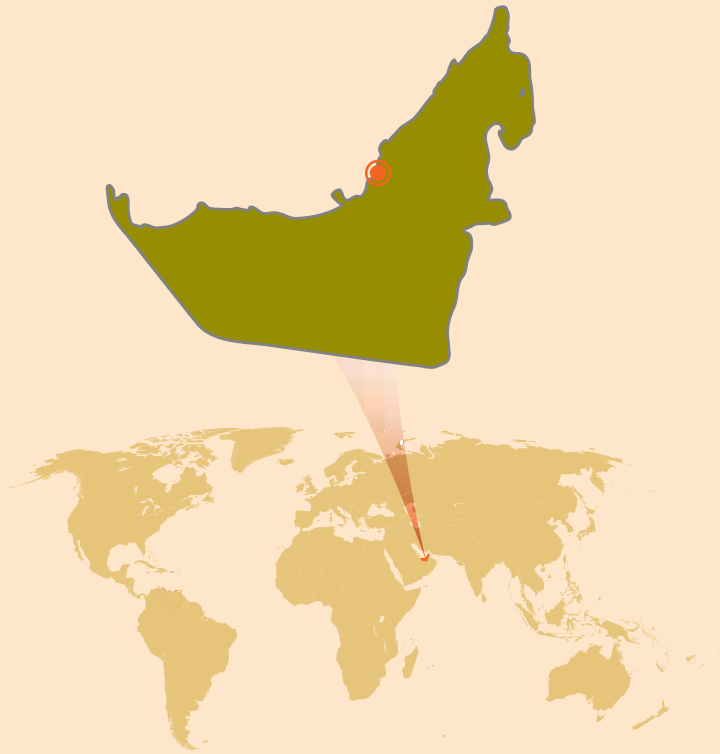
VOCATIONAL AND TECHNICAL EDUCATION IN TURKEY

Vocational and Technical Education is carried out by five main service units of the National Education Ministry. It is expressed as formal and informal vocational education activities organised for preparing young people for a specific vocational field. It is maintained through the principles of vocational education for overmen and foremen, with a view to increasing the educational levels of workers in business areas and providing students with vocational and technical education. It is a process that allows society to be socially and economically strong, to develop the competencies of individuals, so that they can gain knowledge, skills and behaviours in vocational fields such as: industry, agriculture, trade, tourism, communications, justice, hospitality, and health services.



Educational and Vocational Training Systems in United Arab Emirates

UNITED ARAB EMIRATES



Official Name: Al-Imararat al-Arabia al-Mutlahida (United Arab Emirates)
Country Code: AE
Capital: Abu Dhabi
Area: 83,600 sq Km
Population: 4.6 million (2009)
Official Language: Arabic
G.D.P.: US$ 163.3 billion (2008)
Currency: Dirham

After primary education, pupils have a choice between two types of school that last for four years each: These are the lower secondary school (*Hauptschule*) (4) and the lower cycle of secondary academic school (*allgemein bildende höhere Schule or **AHS** - Unterstufe*) (5). Lower secondary schools provide pupils with basic general education, preparing them for transfer to the upper secondary level and for working life.

Students have the choice between vocational education and training (**VET**) programmes and general education programmes. **VET** programmes are provided within the framework of apprenticeship training (dual system), at **VET** schools (**BMSs**) and **VET** colleges (**BHSs**). General education is imparted in the upper cycle of **AHS**.

VET programmes

Pupils who want to attend a **VET** programme in the dual system after lower secondary level are obliged to complete their ninth year of compulsory schooling first. This is in most cases done at a one-year prevocational school (*Polytechnische Schule*) (6). Subsequent apprenticeship training (*Lehrlingsausbildung*) is provided both at the training enterprise (*Lehrbetrieb*) (practical training, which makes up some 80% of the training period) and part-time vocational school (*Berufsschule*) (7). It is the task of these vocational schools to expand the trainees' general education and complement the specialist knowledge and skills they are taught in the training enterprises. Depending on the apprenticeship, training lasts between two and four years, mostly three years. At the end of the training, every apprentice can take an apprenticeship-leave examination (*Lehrabschlussprüfung*).

Young people with special educational needs, disabilities or reduced mobility have the possibility to attend an integrative **VET** programme (*integrative Berufsausbildung*). Another **VET** form of upper secondary level is **VET** school (*berufsbildende mittlere Schule or **BMS***) (8). **VET** schools aim to impart to students the subject-specific fundamental skills that enable graduates to exercise their occupation immediately upon completion. **VET** schools mostly last between three and four years, but there are also one-year and two-year forms.

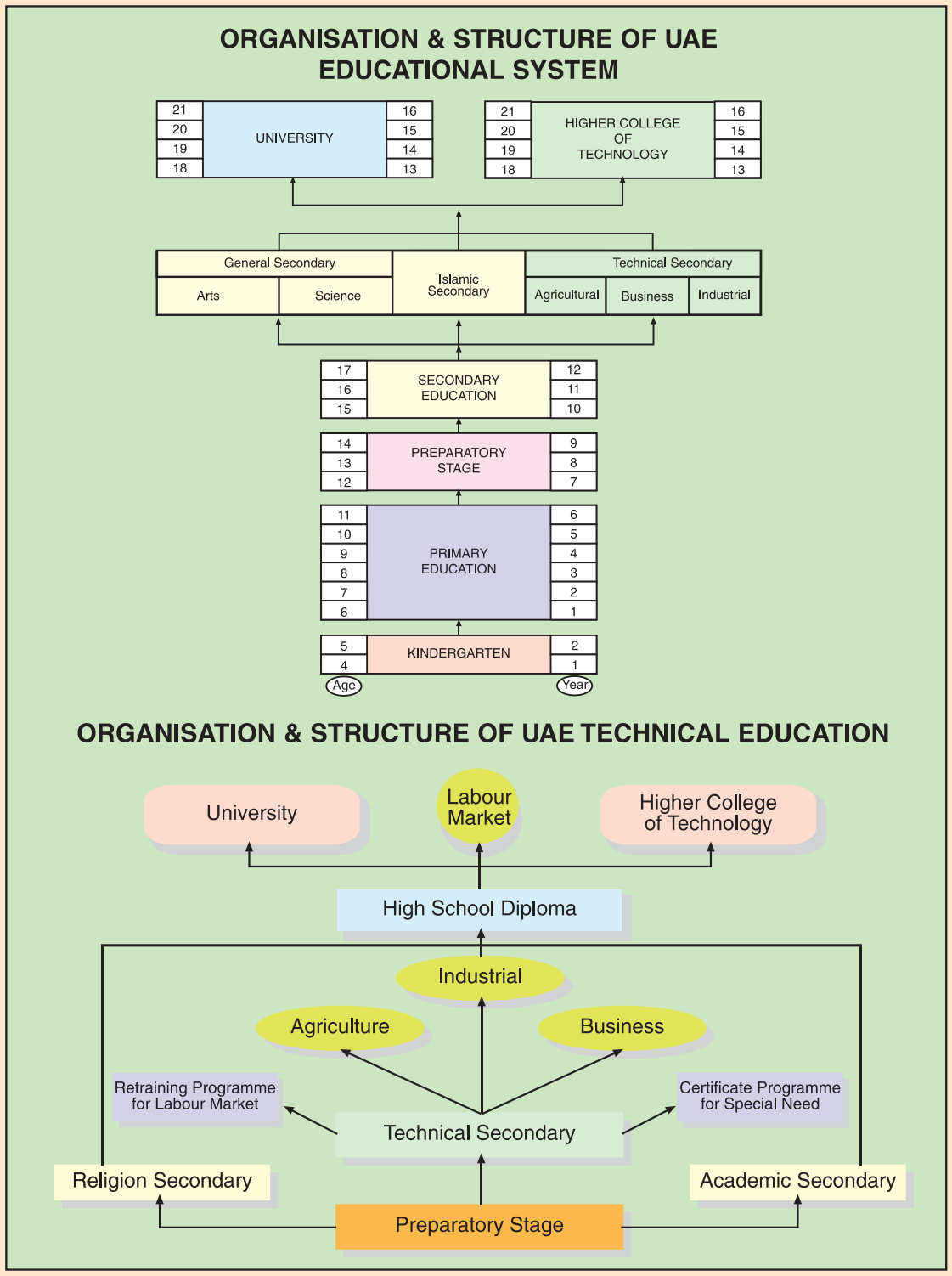
Since 1997, graduates of apprenticeship training, have had the possibility to take the so-called *Berufsreifeprüfung* (10) examination. Since 2008 it is also possible to make three exams during the apprenticeship. It comprises four partial exams (German, Mathematics, Modern Foreign Language, and Occupation-related Specialist Area) and entitles students to transfer to any post-secondary or tertiary establishment (higher education entrance qualification).

The **VET** college (*berufsbildende höhere Schule or **BHS***) (13), which provides higher vocational qualifications in different specialisations (e.g. tourism, mechanical engineering, electronic engineering, etc.) and well-founded general education. **VET** colleges last for five years and are completed with the *Reifeprüfung* and diploma examination. Students thus acquire professional qualifications and the general higher education entrance qualification (double qualification).

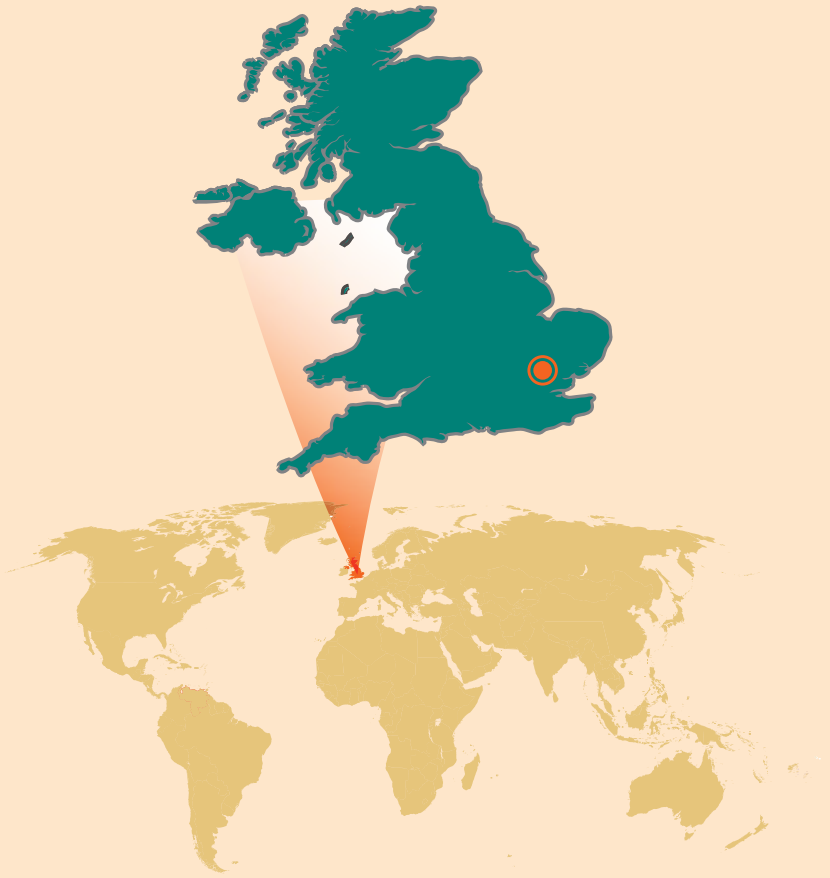
General education programmes

A general education is provided to students by the upper cycle of secondary academic school (*allgemein bildende höhere Schule or **AHS** – Oberstufe*) (14). These schools mainly prepare students for university-based education programmes. They last for four years and are completed with the *Reifeprüfung* examination.

Post-secondary **VET** colleges (15), which qualify graduates to exercise specific activities in the social services and healthcare sector, post-secondary **VET** courses (16), which are mainly oriented towards **AHS** graduates who want to obtain **BHS** qualifications, and university colleges of education (*pädagogische Hochschulen*) (17), where compulsory school teachers are trained. *Fachhochschulen* (18) and universities (19). - For both, the new higher education studies legislation provides for three-year Bachelor degree courses, on which basic Masters courses of at least two years may be attended. At both institutions, students may also enrol in diploma studies. Graduates of a Masters course or a diploma study are entitled to enrol in doctoral studies at universities.



Educational and Vocational Training Systems in United Kingdom



UNITED KINGDOM

Official Name: United Kingdom of Great Britain and Northem Ireland
Country Code: UK
Capital: London
Area: 244,100 sq Km
Population: 61.6 million (2009)
Official Language: English
G.D.P.: US$ 2.6 trillion (2008)
Currency: Pound Sterling

Initial education in the UK is divided into five main parts: nursery, primary, secondary, further and higher. By law children in the UK have to attend primary and secondary education which runs from about 5 years old until the student is 16 years old. (By 2015 the statutory leaving age will rise to 18 years.)

This system in the UK is split into "key stages", which break down as follows:

1. Key Stage 1 - 5 to 7 years old.
2. Key Stage 2 - 7 to 11 years old.
3. Key Stage 3 - 11 to 14 years old.
4. Key Stage 4 - 14 to 16 years old.

Generally key stages 1 and 2 are undertaken at primary school, and at 11 years a student will move onto secondary school to cover key stages 3 and 4. For some students there are opportunities to study both at school and college from the age of 14, in order to explore their vocational options.

Students are assessed at the end of each stage. The most important assessment occurs at age 16 when students pursue their General Certificate of Secondary Education (GCSEs). Once students complete their GCSEs they can choose to stay at school for a further two years of they may go into further education (FE) or into the world of work as apprentices or employees. Following another two or more years at school or FE they may be able to go into higher education (HE) either full-time or part-time. Students who become apprentices or who enter into work also have the opportunity to go on to HE.

State primary and secondary schools are largely non-selective on the grounds of ability and achievement; however, some grammar schools remain. Secondary schools vary markedly in the attainment of their students, with high attainment levels reflecting the relative social and economic advantage of their localities. There is a significant private education offer at both primary and secondary stages. Private education is seen to offer an advantage generally and in particular in accessing HE, which carries considerable status. Universities span both traditional subjects that underpin professions such as the law and public service, and more explicit vocational programmes. The UK honours degree remains a powerful brand.

Vocational education and training has many sources, ranging from the respected guilds with their apprenticeships to multiple initiatives designed to get closer to the needs of today's young people and labour markets. As with schools, vocational education and training falls under a highly structured and centralised regime for assessment and certification. The relationship between academic and vocational qualifications, and the merits of bringing these together in some way, are areas for continuing debate and development.

Following the devolution of powers to Northern Ireland, Scotland and Wales there are now significant differences in detail and substance between these three nations and England. These differences provide the UK as a whole with more opportunities for experimentation, reform and development.

Due to adults' comparatively low skills levels, coupled with an open labour market, there is a relatively strong demand for continuing education and training. This is met by further education, universities, employers and commercial training organisations.

<table>
<tr><th>AGE (years)</th><th colspan="3">PUBLIC STATE EDUCATION</th></tr>
<tr><td>2.5</td><td colspan="3" rowspan="3">Nursery</td></tr>
<tr><td>3</td></tr>
<tr><td>4</td></tr>
<tr><td rowspan="2">5</td><td>Primary (Infant) School</td><td>National Curriculum</td></tr>
<tr><td rowspan="2">Year 1</td><td rowspan="2">Key Stage 1</td></tr>
<tr><td>6</td><td>Year 2</td></tr>
<tr><td>7</td><td>Primary (Junior) School</td><td rowspan="5">Key Stage 2</td></tr>
<tr><td></td><td>Year 3</td></tr>
<tr><td>8</td><td>Year 4</td></tr>
<tr><td></td><td>Year 5</td></tr>
<tr><td>10</td><td>Year 6</td></tr>
<tr><td>11</td><td>Secondary School</td><td></td></tr>
<tr><td></td><td>Year 7</td><td colspan="2" rowspan="3">Key Stage 3</td></tr>
<tr><td>12</td><td>Year 8</td></tr>
<tr><td>13</td><td>Year 9</td></tr>
<tr><td>14</td><td>Year 10</td><td rowspan="2">Key Stage 4</td><td rowspan="2">Further Education
Pre-vocational Phase</td></tr>
<tr><td>15</td><td>Year 11</td></tr>
<tr><td></td><td>School Sixth Form</td><td rowspan="9">Apprenticeships</td><td rowspan="10">Further Education

General & Vocational Education & Training</td></tr>
<tr><td>16</td><td>Year 12</td></tr>
<tr><td>17</td><td>Year 13</td></tr>
<tr><td>18</td><td rowspan="9">Universities</td></tr>
<tr><td>19</td></tr>
<tr><td>20</td></tr>
<tr><td>21</td></tr>
<tr><td>22</td></tr>
<tr><td>23</td></tr>
<tr><td>24</td></tr>
<tr><td>25</td></tr>
<tr><td></td><td rowspan="2">Work Learning</td></tr>
<tr><td>All ages</td></tr>
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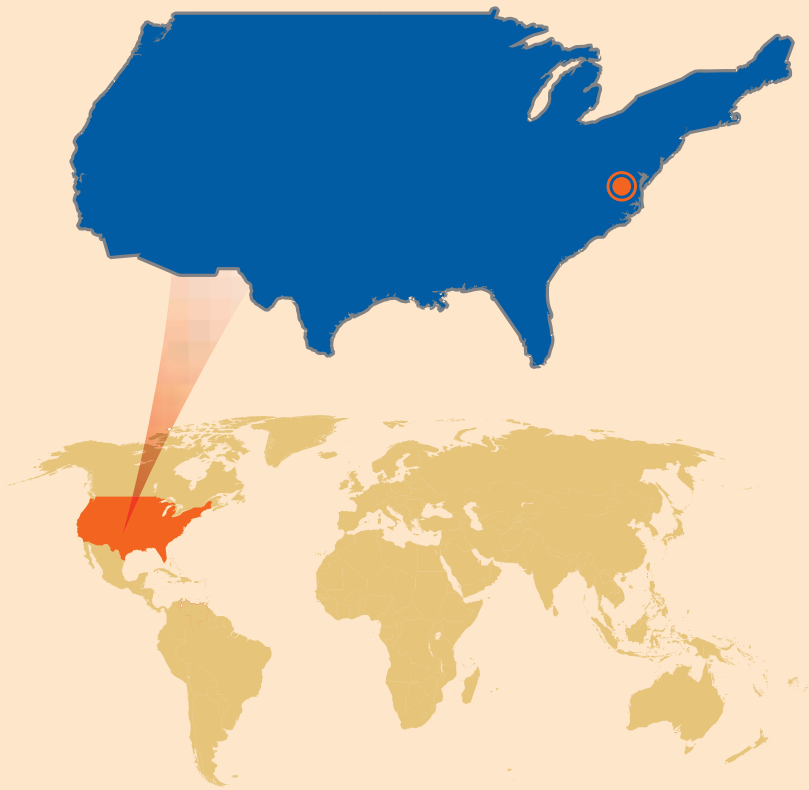
Educational and Vocational Training Systems in United States of America

UNITED STATES OF AMERICA



Official Name: United States of America
Capital: Washington, DC
Country Code: US
Area: 9,631,417 sq Km
Population: 314.7 million (2009)
Official Language: English
G.D.P.: US$ 14.2 trillion (2008)
Currency: American Dollar

In the United States, education can begin at the pre-primary level and continue through college and post-doctorate levels. The funding for public primary and secondary education in the United States is shared between local communities and the states, with the federal government contributing only about seven percent (7%) of the funding of public education. Local school districts rely primarily on local property taxes for their revenue base. 15,000 independent and locally elected school boards set educational and funding priorities. States have Departments of Education that coordinate and evaluate local programmes and distribute state and federal funds.

The U.S. system of public education is very decentralized in comparison to the public education systems of most countries.

Organised pre-primary education programmes involve private preschool and public kindergarten teaching learning and socialisation skills.

Students then typically attend elementary school through grade 5.

Middle schools are generally for students in grades 6, 7 and 8. Most students attend a comprehensive high school for grades 9-12 where students choose general, academic or vocational curricula. For high schools without a vocational programme, a regional career and technical school serves students from that school district or several nearby districts, and may be jointly funded by those school districts.

Education is compulsory in the United States though age 16. An increasing number of public charter, private academy and home schooling options exist in the U.S. for high school-age students. High school graduation requirements typically include demonstrated competency in English, mathematics, science and social studies (history and geography). Students usually study four years of English, 3 years of mathematics, 3 years of science and three years of social studies.

In the U.S., higher education is available to almost every student with a high school diploma. Many American students enter higher education without a well-defined, pre-determined occupational goal. There is great variety among the 3,000+ post-secondary education institutions in the U.S., including public and private four-year baccalaureate degree colleges and universities of varying sizes and admissions standards, two-year public associate degree and certificate-granting junior and community colleges, and private, proprietary career-based colleges granting degrees and certificates. The two-year colleges usually offer vocational programmes as well as academic curricula that often serve as a gateway to the baccalaureate universities. Both two-year and many four-year colleges also offer adult education and worker retraining.

Post-baccalaureate graduate education in the U.S. is widely considered the world's best, with masters and doctorate degrees offered at many four-year universities.

Vocational Education & Training in the United States

In the U.S., technical and career education is elective and does not formally begin before grade 9, with most students choosing

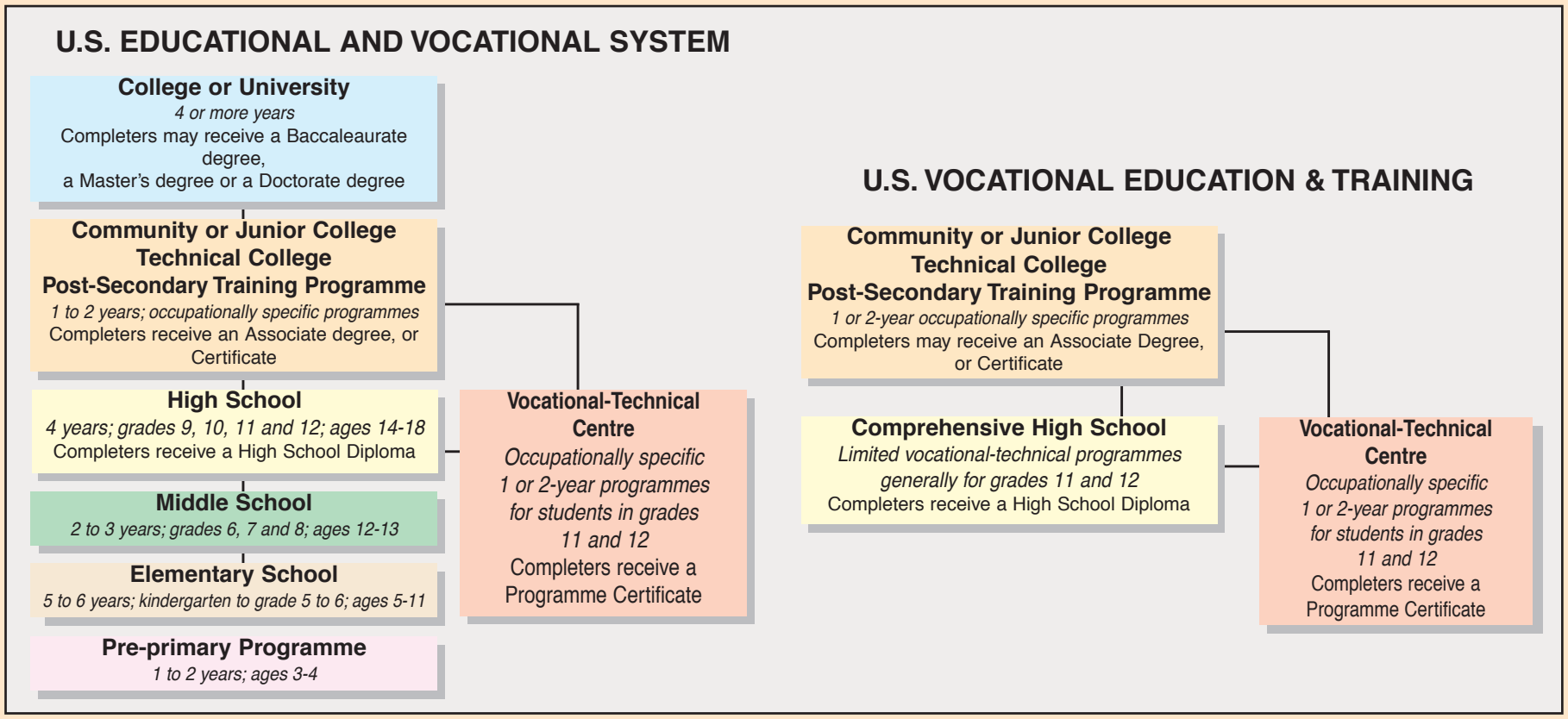
to begin career/technical studies in grade 11. Many public high schools offer a limited number of vocational courses, with one- or two-year occupational programmes taking place at regional career/technical centres. These career and technical centres often serve students from more than one high school in a district or from several school districts, with funding shared by participating school districts. Such students typically spend a half-day at the technical school in occupational training and a half-day at their home high school studying academic subjects.

The funding of secondary vocational education in the United States is primarily the responsibility of local school districts. Most states have an Office of Trade and Industrial Education operating within their Department of Education that coordinates and evaluates local vocational programmes and distributes supplemental state and federal funds to local school districts.

Two-year community and junior colleges offer certificates and associate degrees. These colleges are usually funded through state appropriations and through cooperative agreements among school districts. Few four-year colleges and universities offer courses in applied technology or trade skills.

Unions and many independent trade associations offer federally certified apprenticeship programmes, sometimes in cooperation with two-year colleges.

Hundreds of career and technical education programmes in agriculture, health occupations, home economics, marketing education, technical education and trade and industrial skills are offered in U.S. secondary and postsecondary institutions. SkillsUSA is the second largest of eight U.S. vocational student and teacher membership associations operating privately and independently to promote career and technical education, public awareness, high standards, and student leadership development. SkillsUSA and its fellow career and technical student organisations are endorsed by the U.S. Department of Education, but receive no direct federal appropriations.



Educational and Vocational Training Systems in Venezuela

VENEZUELA

Official name: República Bolivariana da Venezuela (Bolivarian Republic of Venezuela)
Country Code: VE
Capital: Caracas
Area: 916,445 sq Km
Population: 28.6 million (2009)
Official language: Spanish
G.D.P.: US$ 313.8 billion (2008)
Currency: Bolívar fuerte

As far as its structure is concerned, the Venezuelan Education System is a unitary system, as it presents a unique ascending way of studies.

According to article 16 of the Organic Law of Education (**L.O.E.**), the Venezuelan Education System includes levels and modalities. Education levels are: Early Childhood Education, Basic Education, Secondary-level Diversified and Vocational Education and Higher Education. Education modalities are: Special Education, Art Education, Education for Ministers of Worship, Adult Education and Extracurricular Education.

Educational levels

Early Childhood (Age under 7)
It is the first level of education. It includes the motherly stage (Age 0-3) and pre-compulsory school (Age 3-7).

Basic Education (Age 7-16)
It is the second level of compulsory education. It includes three cycles, each lasting three years.

Diversified Secondary Education (Age 16-18)
It is the third level of education. After approval, the student can go on to university or the labour market.

Higher Education (Age 18 and up)
It is the fourth level of education. It includes vocational training and graduation. Higher Education Schoools are: universities; teaching, polytechnical and technological university-level institutions & colleges.

Educational Modalitites

Special Education
Special Education aims at finding methods and specialised resources for children whose physical and intellectual characteristics prevent them from adapting to educational-level programmess: mental retardation, learning disabilities, hearing and visual impairments, language problems, physical impairment and autism.

Adult Education
Adult Education is designed for people over 15 who wish to acquire, expand, improve or upgrade their knowledge. It includes basic education and secondary-level diversified and vocational education, ensuring basic skills for integration into the labour market.
The student can choose between presence or distance learning.
Adult Basic Education is developed in 12 weeks, in two stages.

Art Education
This modality guides those whose vocation and interests are prone to Art. It ensures training for hands-on- practice in this area through various programmes and institutions.

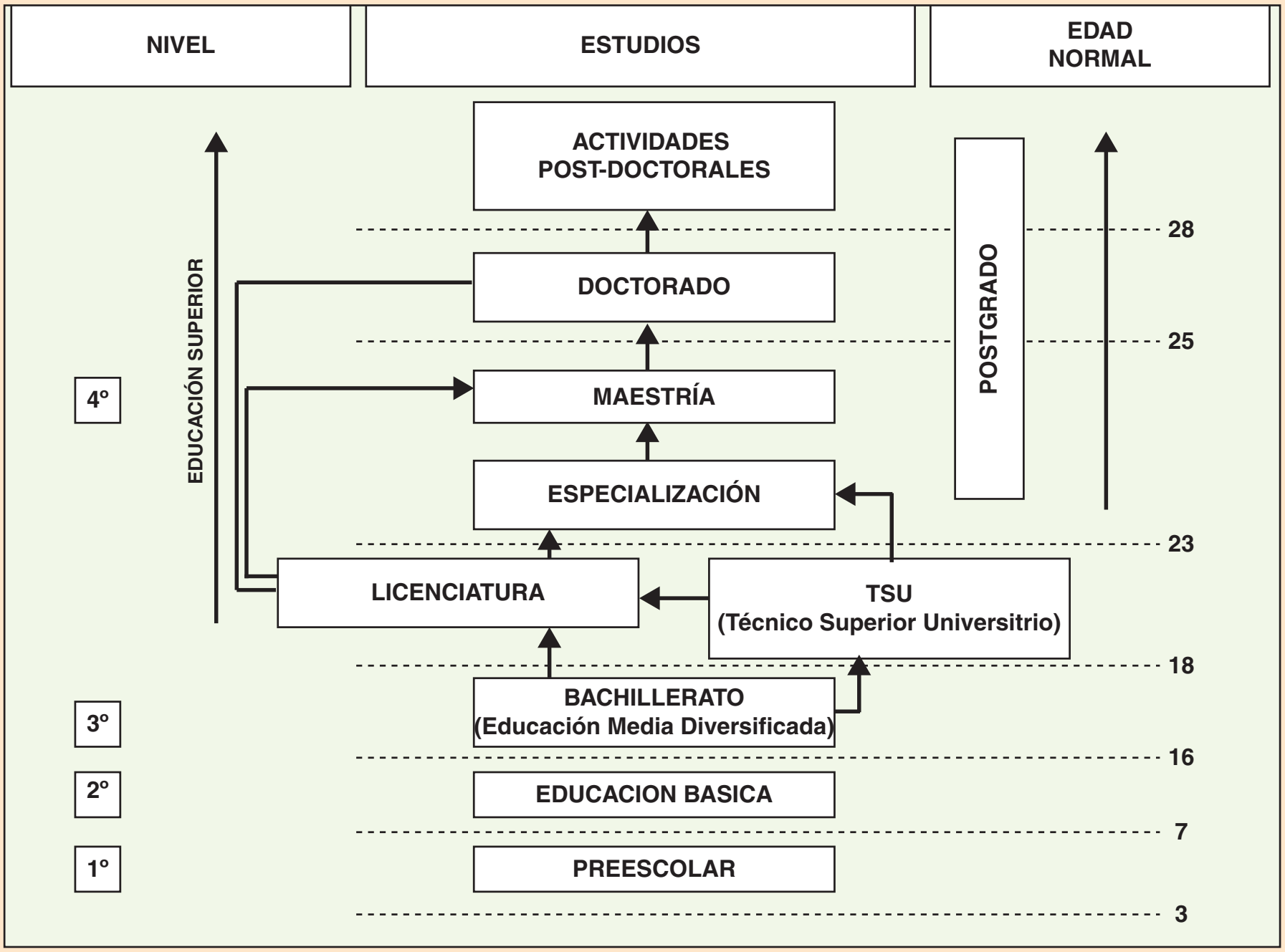
Military Education
Pre-Military Education is governed by special laws.

Education for Training Ministers of Worship
Education for Training Ministers of Worship is governed by the provisions of the Organic Education Law.

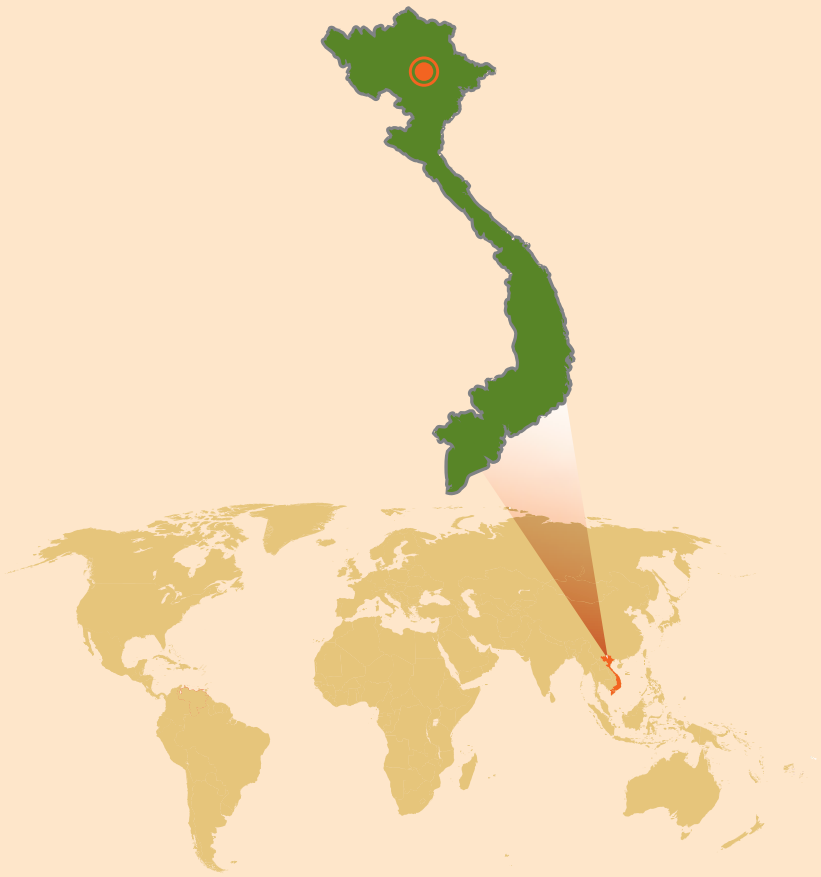
Extracurricular Education
Extracurricular Education provides people with knowledge and practices that enhance their cultural and artistic level.

Educational Administration and Management
The Venezuelan government directs and control education throughout the country. This control is focused on the MECD (Ministry of Education, Culture and Sports), that is responsible for planning and carrying out the orientation, management, coordination and evaluation of the National System of Education at both public and private levels.

Education Financing
Funding for public education in Venezuela is the responsibility of the State.



Educational and Vocational Training Systems in Vietnam



Official Name: Công hòa xã hôi chu' nghia Viêt Nam (Socialist Republic of Vietnam)
Country Code: VN
Capital: Hanoi
Area: 329,315 sq Km
Population: 88.1 million (2009)
Official Language: Vietnamese
G.D.P.: US$ 90.7 billion (2008)
Currency: Dong

VIETNAM

Vietnam's education system is divided into 5 categories: pre-primary, primary, lower secondary, upper secondary, and higher education.

Pre-primary education

Public nurseries and kindergartens usually admit children aged 18 months to 5 years. 4/5-year-old children are taught ABC and Basic Math.

Primary education

All children normally take their 5-year compulsory primary education (grades 1 to 5) at age level 6-10. Literacy in Vietnam is over 90% on average. Diploma awarded: Certificate of Primary Education.

Lower secondary education

Middle schools offer non-compulsory schooling to students from grade 6 to 9 at age level 11-15. Diploma awarded: Certificate of Secondary Education.

Upper secondary education

Students attend high school – which consists of grades 10, 11 and 12 – at age level 16-18. Diploma awarded: Certificate of High School).

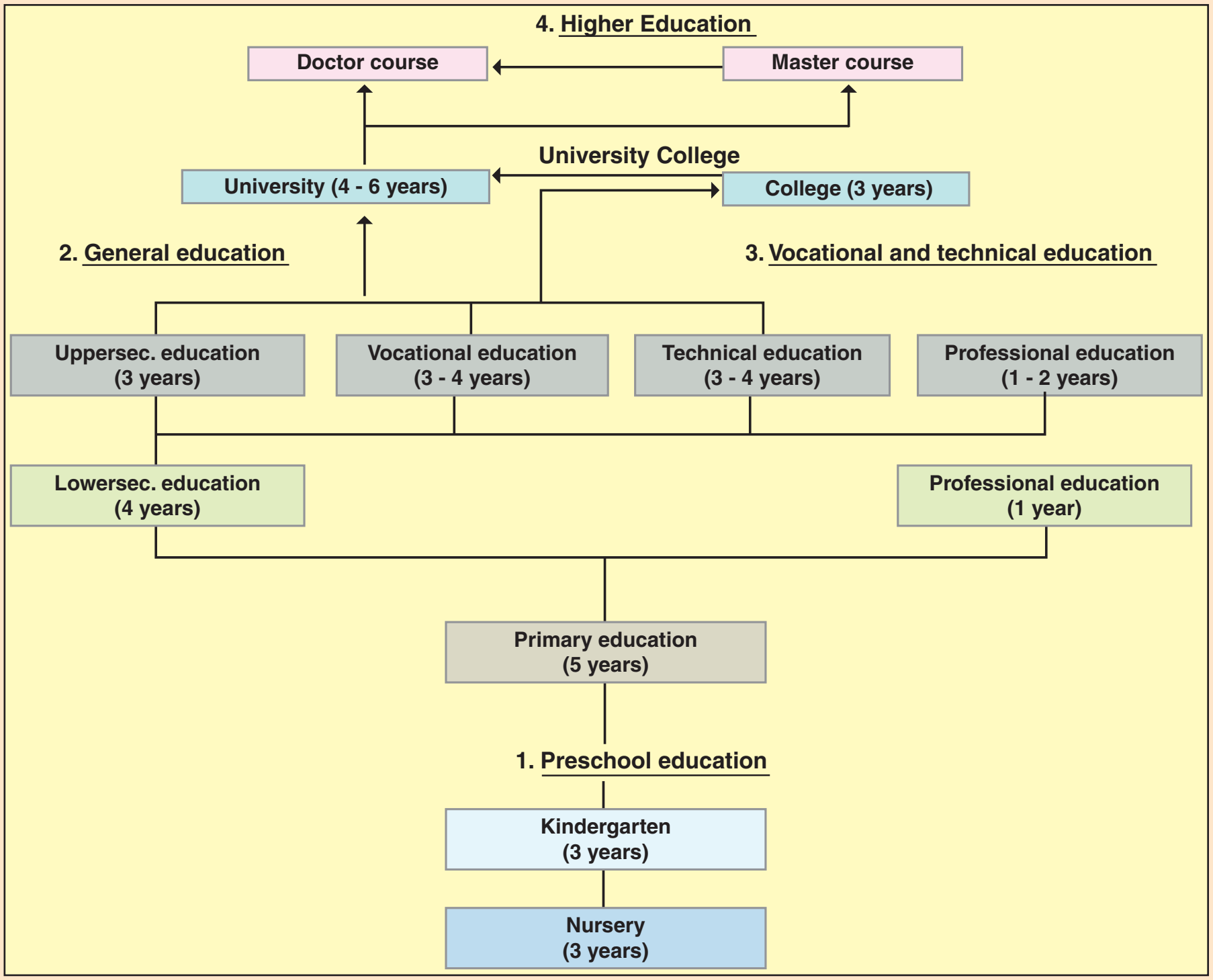
Higher education

Students enter universities and higher institutions after 12 years of education at age eighteen and attend 4/5/6-year courses. Degree awarded: Bachelor's degree.

Most of Vietnam's universities also offer Master (2 years) and Doctor (4 years) degrees.

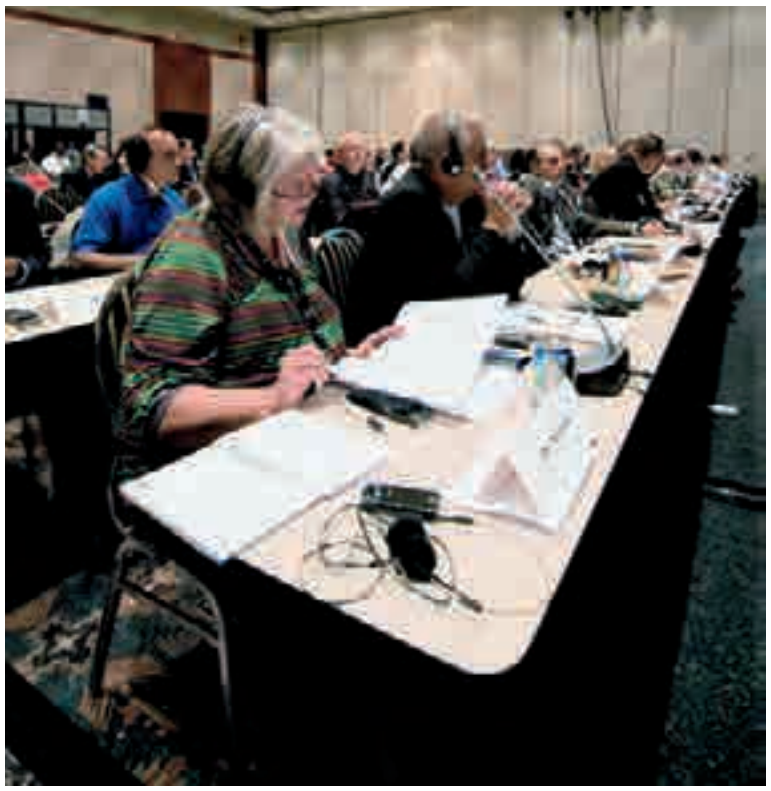
Some Universities also offer Master's degree (2 years) or Doctorate (4 years).

In addition to universities, there are community colleges, art and technology institutes, professional secondary schools, and vocational schools which offers degrees/certificates from a-few-month to 2-year courses.

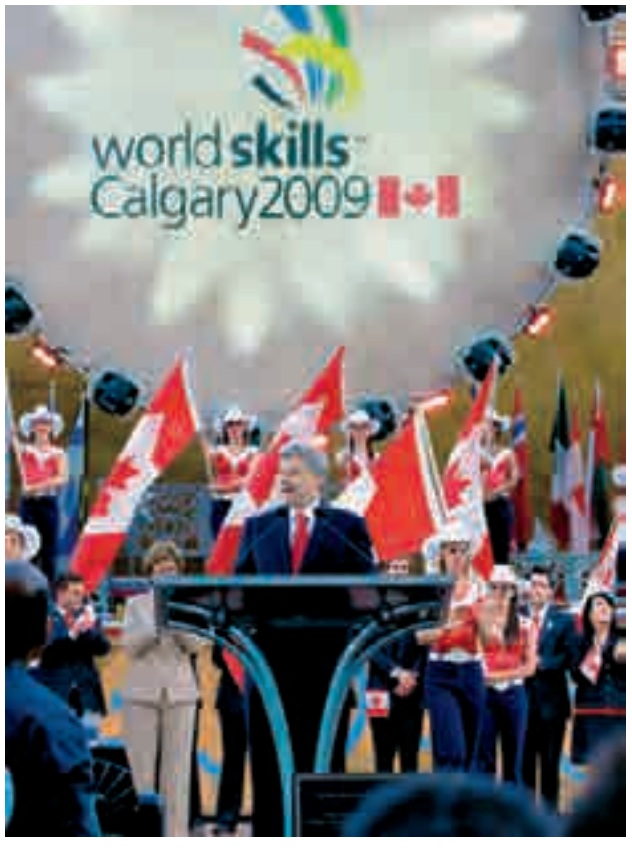

4. Higher Education
Doctor course
Master course
University College
University (4 - 6 years)
College (3 years)
2. General education
3. Vocational and technical education
Uppersec. education (3 years)
Vocational education (3 - 4 years)
Technical education (3 - 4 years)
Professional education (1 - 2 years)
Lowersec. education (4 years)
Professional education (1 year)
Primary education (5 years)
1. Preschool education
Kindergarten (3 years)
Nursery (3 years)

WSI PHOTO PANEL

GENERAL ASSEMBLY



HIGHLIGHTS


world skills
Calgary2009

COMMITTEES AND DELEGATES

EXPERTS

WorldSkills CHAMPIONS

WORDS FROM WSI CEO

Since the first international Competition in Spain in 1950 with participants from both Spain and Portugal, WorldSkills International has grown to a Membership of over 50 Member countries/regions, and now conducts international competitions in over 45 skills. Our most recent Competition – WorldSkills Calgary 2009, which was the 40th such event, attracting over 850 skilled Competitors from around the world and more than 150,000 visitors.

Each of these Competitors experience the joy and exhilaration of representing their country/region in their chosen skill, and of competing to be the named the best in the world. They not only achieve a stunning skill level, using leading edge technologies in their fields of excellence, but they make lifelong friends – and in almost all cases discover the amazing feats of which they are capable, and the confidence to bring their dreams to life.

Each of the Member Organisations that participate take home with them a squad of very marketable instant heroes - youth ambassadors for the skills movement, and have created opportunities for their Experts, educators and other stakeholders to benchmark, dialogue and partner together with other WSI personnel in promoting skills.

And for each of our Hosts the Competitions serve as a powerful tool to enlighten and encourage their young people, their teachers and their families about the benefits of Vocational Education and Training (VET). Metrics from previous hosts show a clear statistical increase in entry to VET streams in the period following a WorldSkills Competition.

WSI has recently adopted a much stronger focus on international Marketing and Communications, with media engagement a high priority for recent and future Competitions. Social media and web technologies are also being utilised to engage not only with Members and Stakeholders – but also directly with young people and their communities.

Towards the future, WorldSkills International is working to address the need for an integrated approach across the areas of competition, education and advocacy to enhance our brand awareness and impact.

Achieving 60 years and growing as an organisation is a great achievement and we honour the past – everyone and every organisation that has played a part in achieving the level of success we enjoy today. At the same time we launch our future with our 2020 Vision. A vision where the WorldSkills brand will be recognised as the global hub for skills development and a common resource for Members and other partners to cooperate in increasing quality in VET (Vocational Education and Training), raise the status of VET and communicate the importance of skills for economic growth and prosperity.

David Hoey
WSI CEO

WorldSkills International Members

ISO	Country/ Region	Joined	Organisation
AE	United Arab Emirates	1997	Emirates Skills www.emirates-skills.org Instituteo of Applied Technology "Directorate" PO Box 92559 Dubai UNITED ARAB EMIRATES
AT	Austria	1958	Skills Austria www.worldskills.at Wiedner Hauptstrasse 63 1045 Wien AUSTRIA
AU	Australia	1981	WorldSkills Australia www.worldskills.org.au Level 3, 92-94 Elizabeth Street Melbourne VIC 3000 AUSTRALIA
BE	Belgium	1998	Skills Belgium www.skillsbelgium.be Square Masson, 1/15 B-5000 Namur BELGIUM
BN	Brunei Darussalam	2004	Ministry of Education (Dept of Technical Education) www.dte.edu.bn Simpang 347, Jalan Pasar Baharu Gadong BE 1310 BRUNEI DARUSSALAM
BR	Brazil	1981	SENAI www.senai.br Av. Paulista, 1313 - 1º Andar 01311-923 Cerqueira César São Paulo - SP BRAZIL
CA	Canada	1990	Skills/Compétences Canada www.skillscanada.com Suite 205 260 Boulevard St. Raymond Gatineau, Quebec CANADA
CH	Switzerland	1953	Swiss Skills www.swiss-skills.ch Bahnhofstrasse 7 b 6210 Sursee SWITZERLAND
CO	Colombia	2008	SENA www.wscolombia.org Calle 57 # 8 – 69 Bogota COLOMBIA
DE	Germany	1953	SkillsGermany www.skillsgermany.de Rechbergstraße 3 DE-73770 Denkendorf GERMANY
DK	Denmark	1998	Skills Denmark www.skillsdenmark.dk Flæsketorvet 60 1711 København V DENMARK
EC	Ecuador	2006	Techna San Javier N. 26 - 52 Quito ECUADOR
EE	Estonia	2006	Innove www.innove.ee Lõõtsa 4, 11415 Tallinn ESTONIA
ES	Spain	1950	Ministry of Education and Science www.mec.es Subdirección General de Orientación y Formación Profesional Los Madrazo, 15-17 28071 Madrid SPAIN

ISO	Country/ Region	Joined	Organisation
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FR	France	1953	WorldSkills France www.worldskills-france.org 7, rue d'Argout 75002 Paris FRANCE
HK	Hong Kong, China	1997	Vocational Training Council www.vtc.edu.hk HQ2, 20/F Skyline Tower 39 Wang Kwong Road Kowloon Bay HONG KONG, CHINA
HR	Croatia	2006	Croatia Skills www.croatiaskills.hr Getaldiceva 4 10000 Zagreb CROATIA
HU	Hungary	2006	National Institute of Vocational Education www.skillshungary.hu Baross str. 52. H-1085 Budapest HUNGARY
ID	Indonesia	2004	Ministry of National Education www.depdiknas.go.id Direktorat pembinaan SMK Jl. Jenderal Sudirman-SEnayan Depdiknas Gedung E, Lantai 12-13, Jl. Jenderal Sudirman Senayan, Jakarta 10270 INDONESIA
IE	Ireland	1956	Department of Education and Science, National Skills Competition www.education.ie Block 3, Marlborough Street Dublin 2 IRELAND
IN	India	2006	Confederation of Indian Industry www.cii-skillsdevelopment.in CII Skills Development 249 F, Udyog Vihar, Phase IV Sector – 18, GURGAON – 122 015 Haryana INDIA
IR	Iran	2000	Technical & Vocational Training Organisation TVTO www.irantvto.ir Azadi Avenue Kosh Crossing TVTO HQ Building 5th Floor, Tehran IRAN
IS	Iceland	2007	Iðnmennt ses skillsiceland.is Brautarholt 8 105 Reykjavik ICELAND
IT	South Tyrol, Italy	1995	Landesverband der Handwerker LVH www.worldskills.it Mitterweg 7 39100 Bozen SOUTH TYROL, ITALY
JM	Jamaica	2004	Vocational Training Development Institute www.worldskillsjamaica.org 6B Oxford Road Kingston 5 JAMAICA
JP	Japan	1961	JAVADA www.javada.or.jp 4-1, 1 Chome Koishikawa, Bunkyo-ku Tokyo 112-8503 JAPAN

ISO	Country/ Region	Joined	Organisation
KR	Korea	1966	Human Resources Development Services http://skill.hrdkorea.or.kr #370-4, Gongduck-dong Mapo-gu Postal Code : 121-757 SEOUL KOREA
LI	Principality of Liechtenstein	1968	WorldSkills Liechtenstein www.worldskills.li Postplatz 2 B.O. 22 FL-9494 Schaan Principality of LIECHTENSTEIN
LU	Luxembourg	1957	Centre National de Formation Professionnelle Continue CNFPC www.men.lu 22, rue Henri Koch B.P. 371 Esch-sur-Alzette 4004 LUXEMBOURG
MA	Morocco	1998	Ministere de la Formation Professionnelle www.dfp.ac.ma BP:1382 DERB GHALLEF Casablanca Marrakech MOROCCO
MO	Macao, China	1983	Labour Affairs Bureau (Vocational Training Department) www.dsal.gov.mo Rua do DR Francisco Vieira Machado No. 221 a 279, Edificio "Advance Plaza" MACAO, CHINA
MX	Mexico	2005	General Directorate of Vocational Training Centres www.dgcft.sems.gob.mx Boulevard Felipe Ángeles No. 301, Col. Venta Prieta, C.P. 42080, Pachuca de Soto, Hidalgo. MEXICO
MY	Malaysia	1992	Ministry of Works Malaysia, Corporate Management and Planning Division (BPPK) www.kkr.gov.my Agency Monitoring and Skills Division Ministry of Works Level 3, Blok A, Kompleks Kerja Raya Jalan Sultan Salahuddin, 50580 Kuala Lumpur MALAYSIA
NL	Netherlands	1962	Skills Netherlands www.skills-netherlands.nl Frankrijklaan 8a 2391 PX Hazerswoude-dorp NETHERLANDS
NO	Norway	1990	WorldSkills Norway www.worldskills.no Middeltunsgate 27 0368 Oslo NORWAY
NZ	New Zealand	1985	WorldSkills NewZealand www.worldskills.org.nz PBB Building 75 South Street Fielding 4740 Auckland 6 NEW ZEALAND
OM	Oman	2009	Ministry of Manpower www.manpower.gov.om P.O. Box 413 Muscat Postal Code 100 Muscat OMAN
PH	Philippines	1994	TESDA www.tesda.gov.ph TESDA Complex, East Service Road South Superhighway, Taguig, Metro Manila 1630 PHILIPPINES
PT	Portugal	1950	Instituto do Emprego e Formação Profissional IEFP www.iefp.pt Av. José Malhoa, 11 1099-018 Lisboa PORTUGAL

ISO	Country/ Region	Joined	Organisation
SA	Saudi Arabia	2001	Technical and Vocational Training Corporation (TVTC) www.tvtc.gov.sa P.O. Box 22870 Riyadh 11416 SAUDI ARABIA
SE	Sweden	1994	Youth Skills Sweden AB www.skillssweden.com Kungsbroplan 3A Stockholm SWEDEN
SG	Singapore	1993	Institute of Technical Education www.ite.edu.sg 10 Dover Drive SINGAPORE 138683
TH	Thailand	1993	Department of Skill Development www.dsd.go.th Mit Maitri Road, floor 7 Din Daeng Bangkok 10400 THAILAND
TN	Tunisia	1996	Agence Tunisienne de la Formation Professionnelle www.atfp.edunet.tn KM 2, GP1 Dubosville 1009 TUNISIA
TR	Turkey	2009	Skills Turkey www.skillsturkey.com Teknik Egitim Fakultesi Metal Egitimi Bolumu Malzeme A.B.D.06500 Teknikokullar-Ankara TURKEY
TW	Chinese Taipei	1970	EVTA www.evta.gov.tw 7th Fl. No.501 Sec.2, Liming Rd. Taichung City TAIWAN
UK	United Kingdom	1953	UK Skills www.ukskills.org.uk 3rd Floor 36 Queen Street London EC4R 1BN UNITED KINGDOM
US	United States of America	1973	SkillsUSA www.skillsusa.org 14001 Skillsusa Way Leesburg, Va 20176 UNITED STATES OF AMERICA
VE	Venezuela	2002	INCE www.ince.gov.ve Av. Nueva Granada Edificio INCE, Urbanizacion Prado de Maria Caracas VENEZUELA
VN	Vietnam	2006	Ministry of Labour, Invalids and Social Affairs www.molisa.gov.vn 37B Nguyen Binh Khiem Hanoi Vietnam VIETNAM
ZA	South Africa	1990	WorldSkills South Africa www.worldskills.org.za 665 Hofmeyr Street Wingate Park, Pretoria 153 Gauteng SOUTH AFRICA

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Mr Yu Jae Soub
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"As Global Partners we are already individually involved in education and training initiatives in our various markets. This affords us the opportunity to get feedback from our customers, industry partners, associations, labour organisations and educators on what is needed in workplace skills. It also allows us to provide feedback to government and education on industry trends, practices and technology that might impact curriculum and the facilities and equipment needed. And what we are seeing is a gap between the traditional skills and those that are needed today.

There is a transformation happening in the traditional skills and a development of many new skills plus the merging of the two together. Then there are developing countries and the emerging markets such as China, India and Eastern Europe. They are a unique challenge since the technologies and infrastructure being deployed often leapfrogs the current main stream technologies and requires new skill sets, training personnel and locally trained workers.

Many of the skill sets and types of workers needed are also influenced by corporate productivity, sustainability and investment goals and the need to think lean, green and have a 'team' approach. This is also creating a global problem that goes beyond just skilled labour shortages and the right training from traditional college programmes. It is not only an issue of bringing fresh young workers into the job market, but retraining and 'reskilling' the current workforce as well, who are often not ready for the new way of doing things.

Collectively, as Global Partners, we see WorldSkills International as our so-called 'portal ' into the world that is establishing a value for skills as the global currency, and building the international skilled workforce with many of the traits mentioned. We can have a much greater impact through the development of best practices and standards that can be leveraged around the world in all industry sectors. Our future economic health is dependent on the skilled workforce and that's why we are here: simply put, there is no economy without skilled workers."

- WorldSkills International Global Industry Partners

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As part of the National Confederation of Industry (CNI System), SENAI is closely linked to those that demand its services.

The Organisation covers some 28 technological areas, offering a wide range of services at all levels of vocational education, laboratory services, mobile schools, training some 2 million Brazilian workers per year.

SENAI currently maintains partnership and joint programmes with some 74 countries and International Organisations and is very active in the international scenario.

Over its 68 years of existence, SENAI has become the main vocational training organisation in Latin America and one of the largest in the world.

SENAI feels honoured to contribute to the preparation of the WorldSkills 60th Anniversary Book.

Congratulations, WorldSkills International, for the outstanding work you have done around the world by promoting vocational training and skills.

José Manuel de Aguiar Martins
Director General of SENAI