



IVTO

International Vocational Training Organisation

HISTORY

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*We are very
much indebted
to Mr Paul
Fraefel, who
wrote - with his col-
laborators -
IVTO History
from 1955
till 1967.*

Acknowledgement

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This preliminary edition has two far-reaching objectives: to tell IVTO History from its very beginning to present day and to promote the exchange of ideas and experience in the vocational education area. In this first effort, we would like to motivate our colleagues at IVTO, as well as their predecessors, to continue the search for images and information of the past competitions. Besides, we have attempted to create a basic structure for writing IVTO 50th Anniversary Book, to be published in the year 2000.

It is important to notice that the first proposal for this book was presented during a meeting on February 20th, 1997, in Zurich-Kloten, by Messrs Dusseldorp, Schropp, Tan, Gonçalves, Spada and myself. We are sure that - so far - research has only begun. But, in the long run, with the cooperation of all people involved, we will be able to gather all the documentation we need to make it as complete as it can be.

Daniel Sommer
IVTO Secretary General

IVTO (International Vocational Training Organisation) is a non-profit membership association open to agencies or bodies which have a national responsibility for promoting vocational training in their respective countries. IVTO operates worldwide and is politically and denominationally neutral. IVTO's mission is to challenge young people, their teachers, trainers and employers to achieve world-class standards of competence in commerce, services and industry, and to promote vocational training. A further major concern of the IVTO is the exchange of experience among educational and training experts.

IVTO conducts the International Youth Skill Olympics every two years, and in this way: promotes the exchange of ideas and experience in vocational training through seminars, meetings and competitions; disseminates information on world-class standards of competence; motivates young people to pursue further education and training relevant to their careers; facilitates communication and contacts between vocational training organisations around the world; encourages the exchange of young professionals among the members; and promotes and markets the mission and goals of the Organisation.

IVTO provides a unique means of exchange and comparison of world-class competency standards in the industrial, building and service sectors of the global economy. The continued growth of the IVTO attests to the fact that traditional trade and craft skills along with the newer technology multiskilled vocations make an



lessential contribution to the economic and social well-being of peoples everywhere.

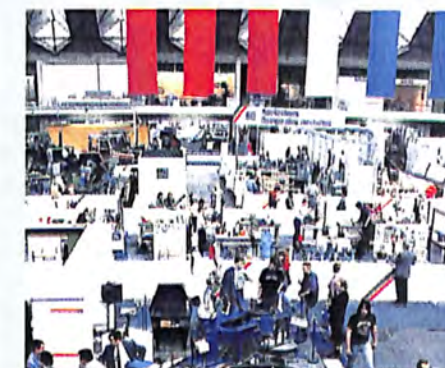
As a free standing, non-political organisation, IVTO provides a cost effective means for international government and industry cooperation in achieving higher standards and status for vocational training on a worldwide basis.

What are the International Youth Skill Olympics?

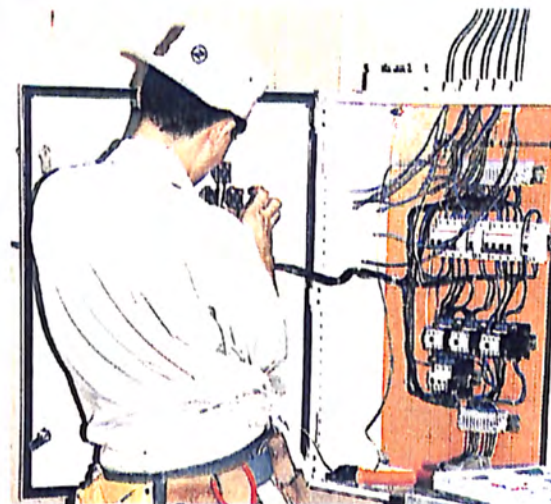
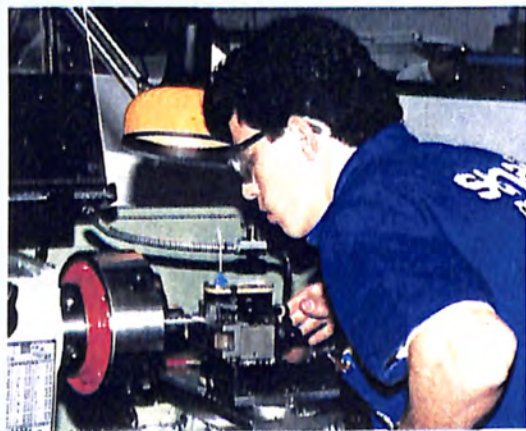
Over almost half a century, the "Skill Olympics" have come to symbolise the pinnacle of excellence in vocational training. Every two years hundreds of young skilled people from around the world, accompanied by their teachers and trainers, gather together to compete in the skills of their various peers drawn from regional and national skill competitions held in over 30 countries.

The experience and results of all the competitions provide valuable feedback both to the individuals and the systems and enterprises in which they are being trained. For some it is recognition for outstanding achievement, while for others it provides the motivation and knowledge to aspire to higher standards. The competitions are open to the public. Up to 200,000 visitors have already participated.

For the onlookers it is a revealing experience to see highly competent young tradespeople in action. The competitions are particularly effective in the context of providing positive career role models for school-aged youngsters.







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 Diomedes 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 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 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.

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.

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

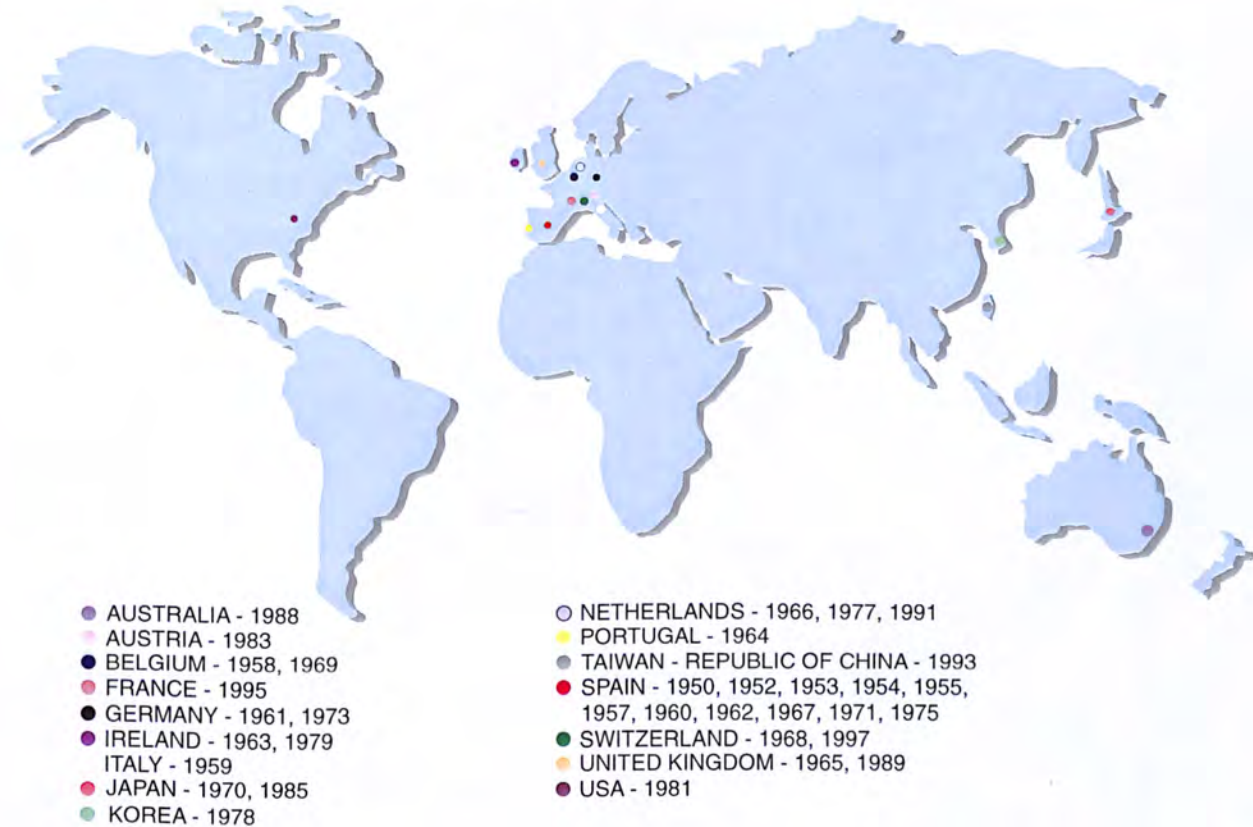
A young Frenchman read in a local newspaper that an International Vocational Training Competition would be held in Madrid. So, he travelled there at his own expenses and managed to join in.

A young English textile worker arrived with his father and was allowed to participate in the competition without previous registration. His work was highly praised by the organisers. Later on, Mr F. 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 International Vocational Training Competition was held in Brussels; one year later in Modena and, in 1970, the Organisation made a jump to Japan.



With the admission of Member-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 International Vocational Training Competitions for the first time, Spain is considered the founder of the International Organisation.

So far, eleven Competitions have been held 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 an International Vocational Training 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 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.

Competitions, Years, Host Countries

1st	1950:	Madrid, Spain
2nd	1952:	Madrid, Spain
3rd	1953:	Madrid, Spain
4th	1954:	Madrid, Spain
5th	1955:	Madrid, Spain
6th	1957:	Madrid, Spain
7th	1958:	Brussels, Belgium
8th	1959:	Modena, Italy
9th	1960:	Barcelona, Spain
10th	1961:	Duisburg, Germany
11th	1962:	Gijón, Spain
12th	1963:	Dublin, Ireland
13th	1964:	Lisbon, Portugal
14th	1965:	Glasgow, United Kingdom

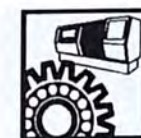
15th	1966:	Utrecht, Netherlands
16th	1967:	Madrid, Spain
17th	1968:	Bern, Switzerland
18th	1969:	Brussels, Belgium
19th	1970:	Tokyo, Japan
20th	1971:	Gijón, Spain
21st	1973:	Munich, Germany
22nd	1975:	Madrid, Spain
23rd	1977:	Utrecht, Netherlands
24th	1978:	Pusan, Korea
25th	1979:	Cork, Ireland
26th	1981:	Atlanta, USA
27th	1983:	Linz, Austria
28th	1985:	Osaka, Japan
29th	1988:	Sydney, Australia
30th	1989:	Birmingham, United Kingdom
31st	1991:	Amsterdam, Netherlands
32nd	1993:	Taipei, Taiwan (Republic of China)
33rd	1995:	Lyon, France
34th	1997:	St. Gallen, Switzerland

Promotion of Vocational Training

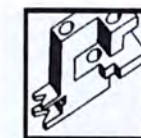
By taking part in International Vocational Training Competitions

across all continents, youngsters from different member-countries 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.

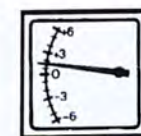
New techniques - as CAD and CNC - are continuously introduced in the competitions. The list of trades is now limited to 40, a number that can be easily handled. As a result of technical progress, some trades have disappeared and others have been included. Precise regulations make it possible to settle on a balanced policy for the future.



1- Fitting



2- Press Tool Making



3- Instrument Making



5- Engineering Drawing



6- Turning



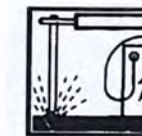
7- Milling



8- Constr. Steel Work



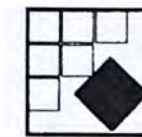
9- Gas Welding



10- Electric Welding



11- Wood Pattern Making



12- Wall & Floor Tiling



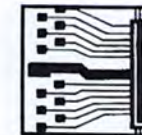
13- Autobody Repair



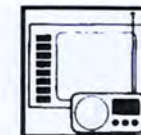
14- Sheet Metal Work



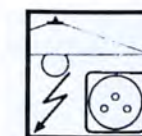
15- Plumbing



16- Industrial Electronics



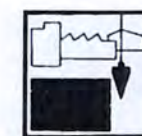
17- Consumer Electronics



18- House Wiring



19- Industrial Wiring



20- Bricklaying



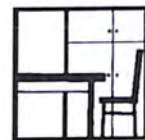
21- Stonemasonry



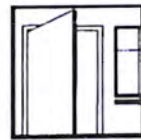
22- Painting and Decorating



23- Plastering



24 - Cabinet Making



25 - Joinery



26 - Carpentry



27 - Jewellery



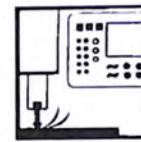
29 - Ladies' Hairdressing



30 - Men's Hairdressing



31 - Ladies' Dressmaking



32 - CNC Machining



33 - Automobile Mechanics



34 - Cookery



35 - Waiting



36 - Graphic design



37 - Agricultural Mechanics

By establishing well thought-out objective standards, new ideas are always cropping up in every competition. At the same time, lectures and visits are organised to help visitors to get acquainted with the host country's own vocational training system.

In 1986, a new approach was made. At SENAI's invitation, the IVTO had the pleasure to hold the 1st World Congress for Vocational Training in Rio de Janeiro. About 47 countries participated in a lively exchange of ideas and experience.

In 1987, the 2nd World Congress took place in Sydney in connection with the International Skill Olympics.

In Amsterdam, a three-day seminar - including visits to companies and schools - provided a general view of new developments in the light of the 1992 EEC.

Across all the different continents, member-countries have caused a lively exchange of young people who have participated in the competitions. In addition, some members - as Brazil - invited other countries to take part in their National Competitions in order to compare know-how and efficiency.

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

IVTO Executive Board



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

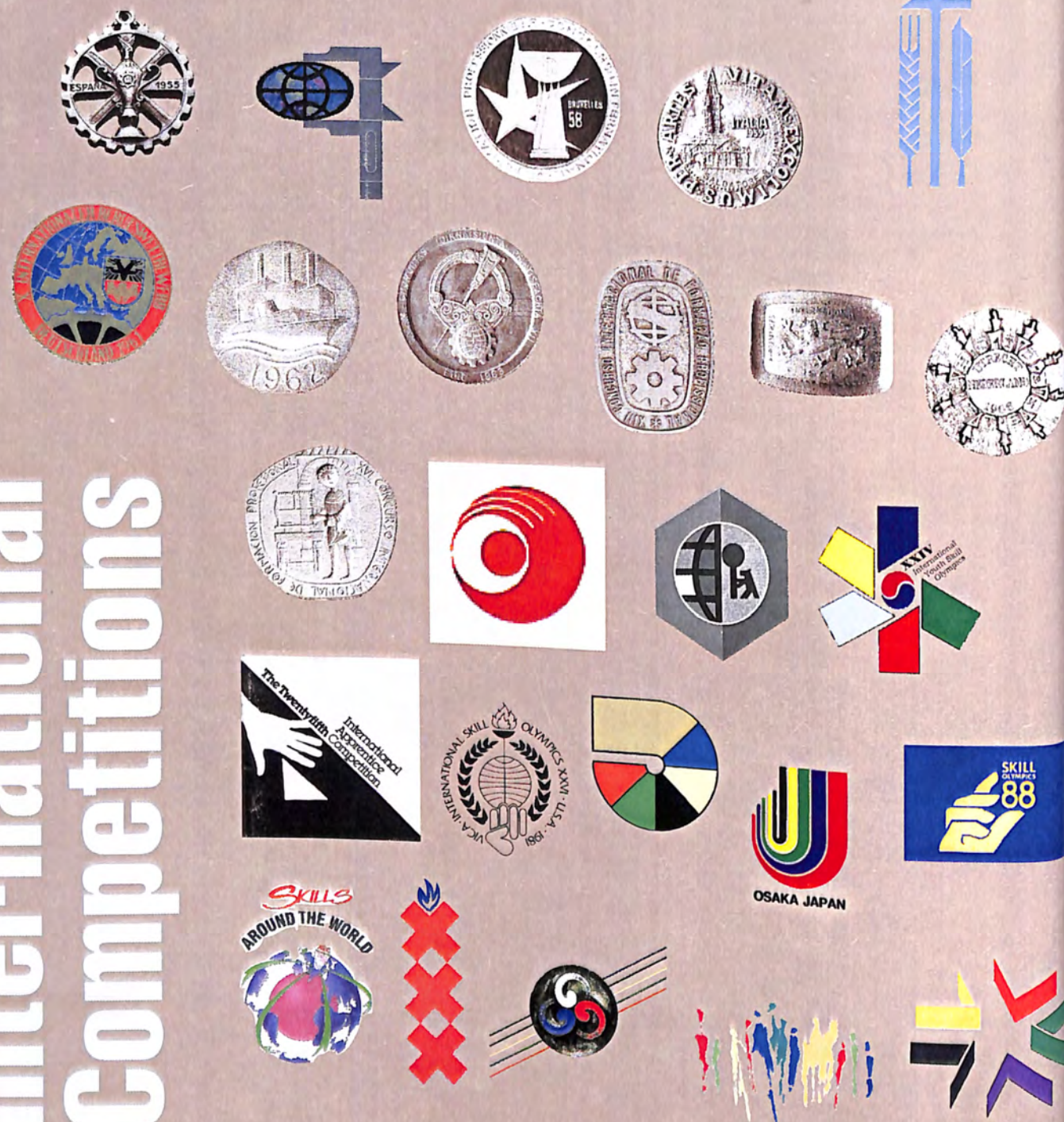


Nitasna THEERAVIT
Official Delegate
Vice-Chairwoman of the
Standing Committees
Thailand

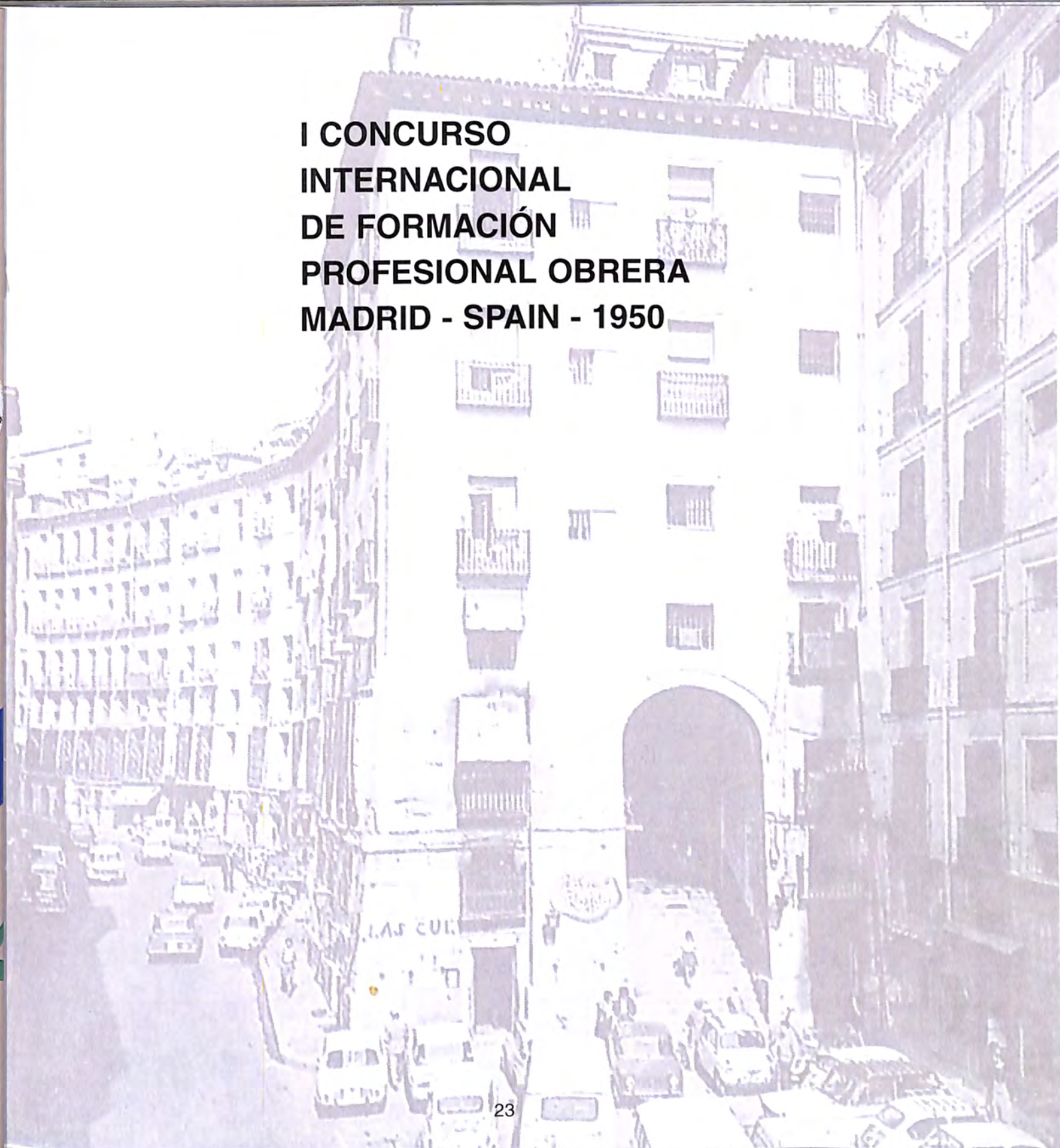


Don HATTON
Technical Delegate
Vice-Chairman of the
Standing Committees
USA

International Competitions



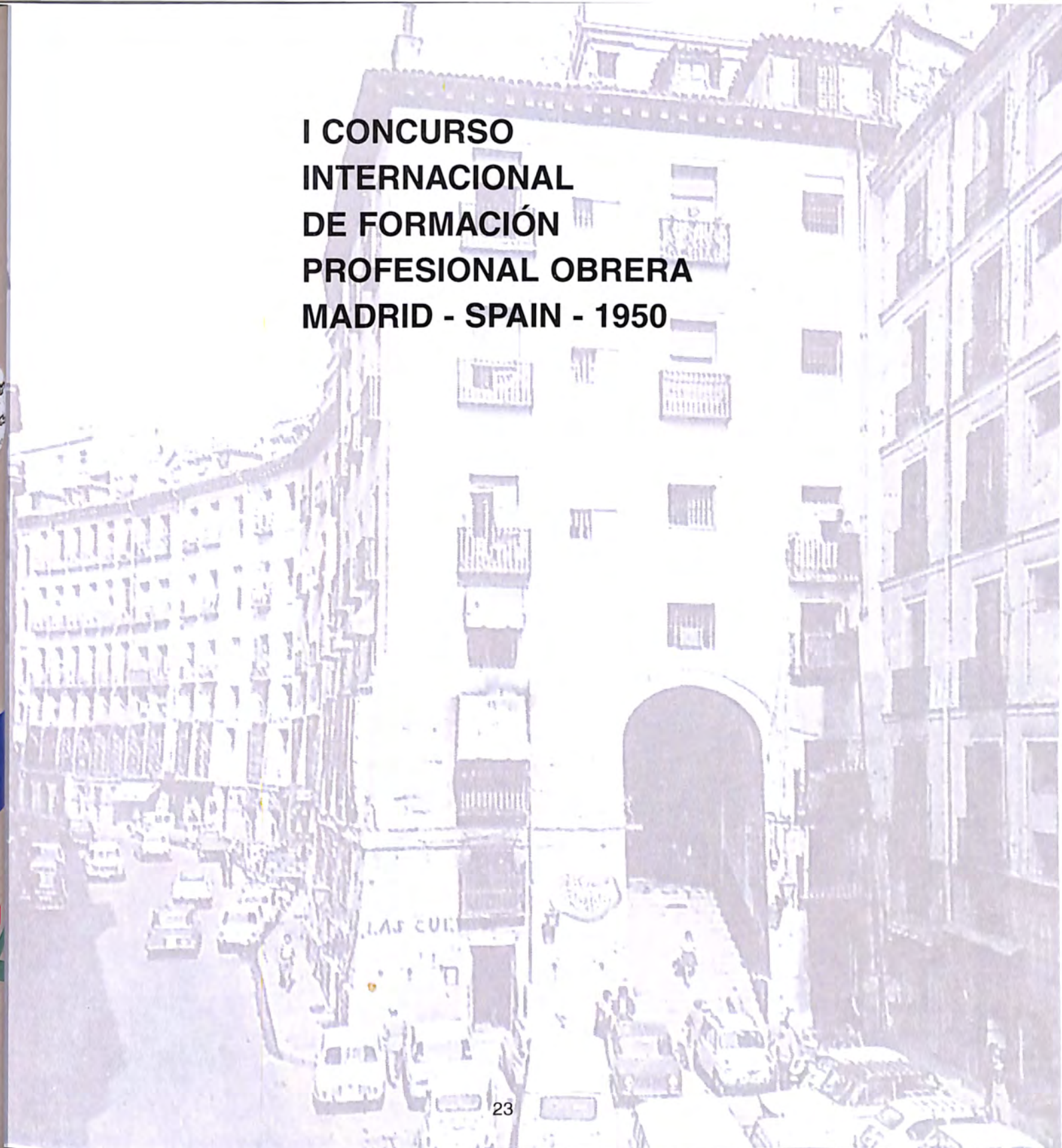
I CONCURSO INTERNACIONAL DE FORMACIÓN PROFESIONAL OBRERA MADRID - SPAIN - 1950



International Competitions



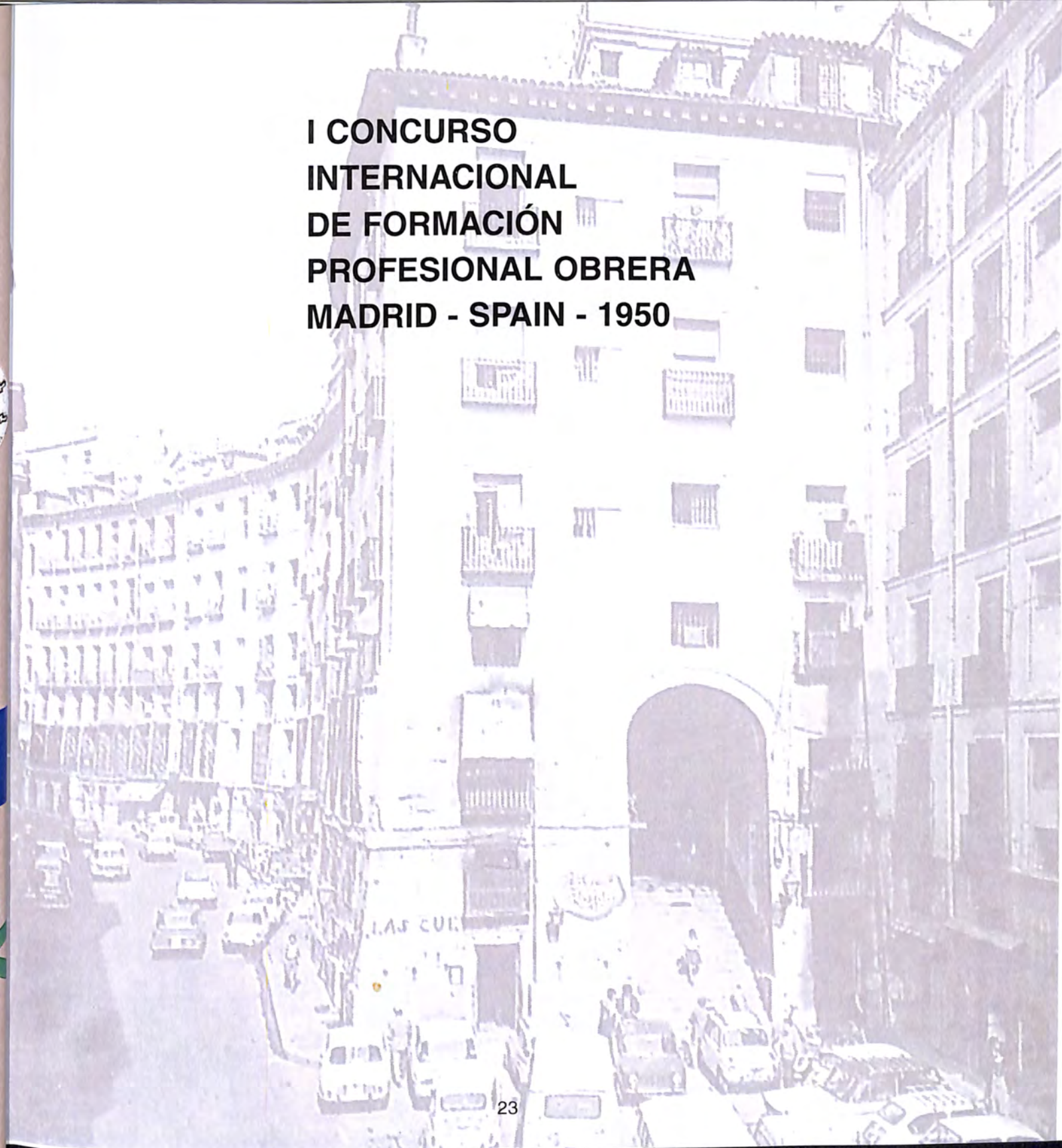
**I CONCURSO
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DE FORMACIÓN
PROFESIONAL OBRERA
MADRID - SPAIN - 1950**



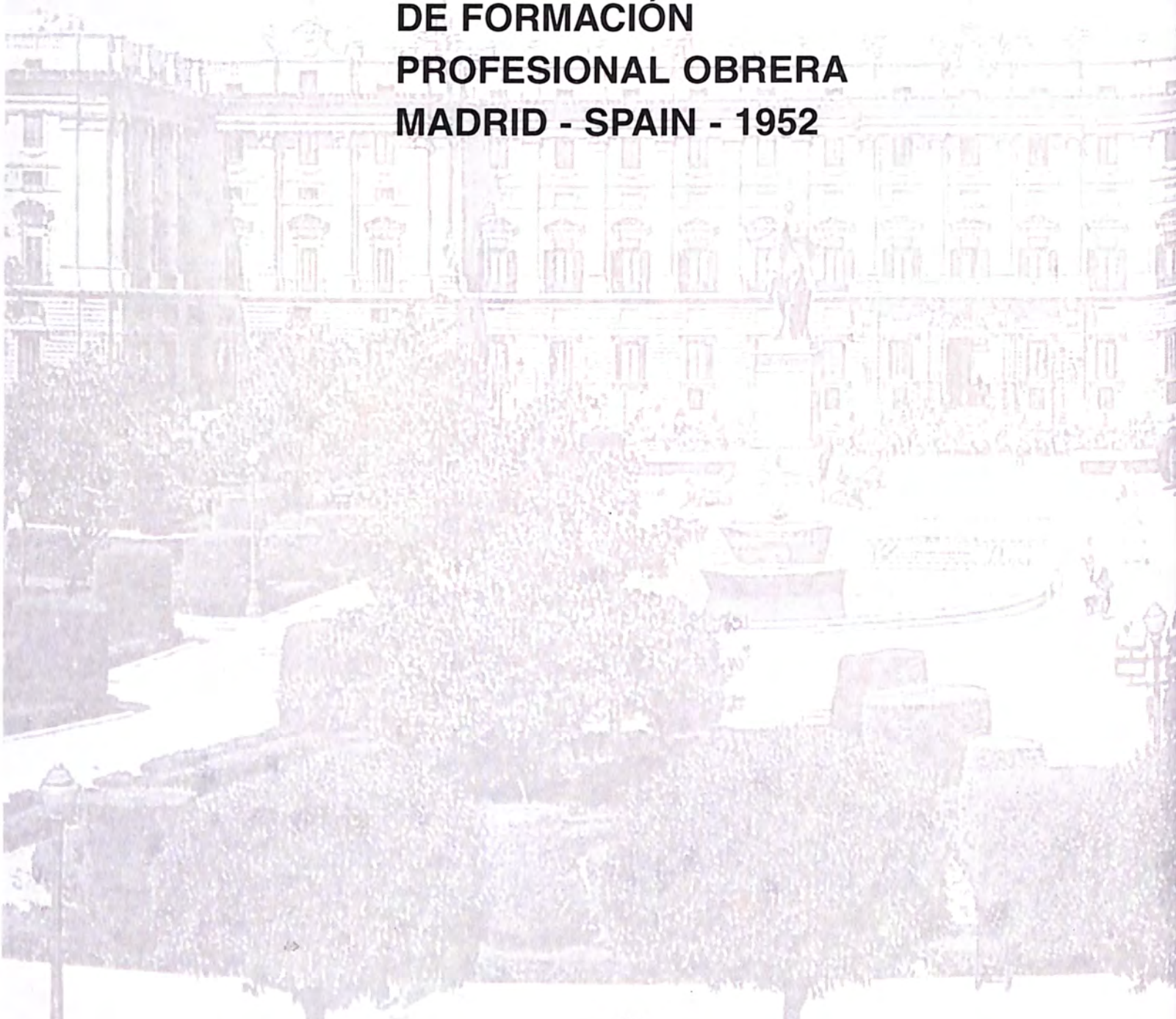
International Competitions



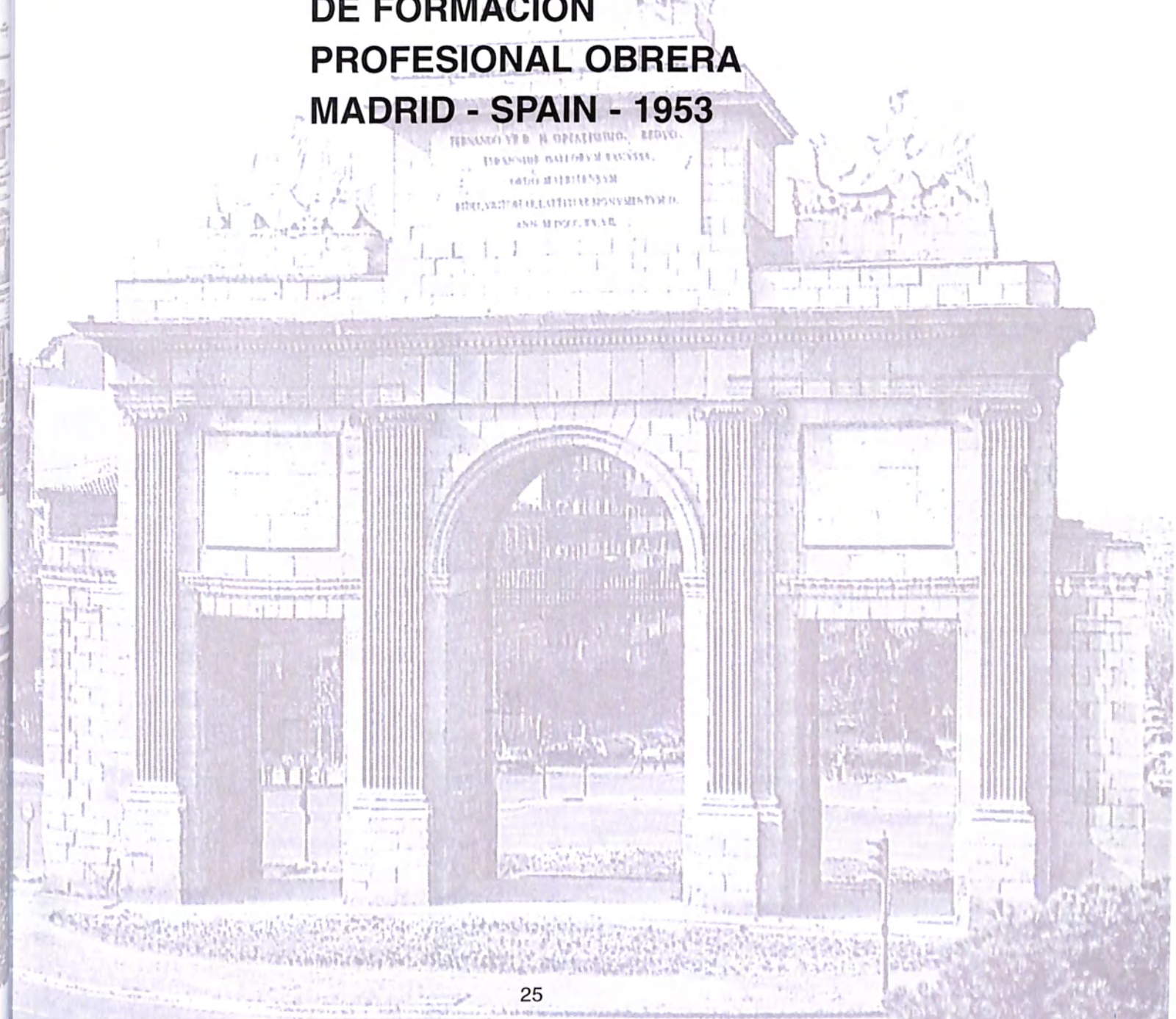
I CONCURSO INTERNACIONAL DE FORMACIÓN PROFESIONAL OBRERA MADRID - SPAIN - 1950



**II CONCURSO
INTERNACIONAL
DE FORMACIÓN
PROFESIONAL OBRERA
MADRID - SPAIN - 1952**



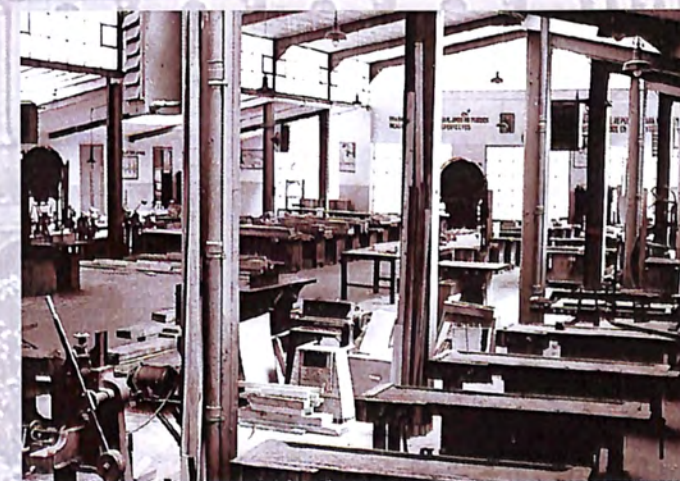
**III CONCURSO
INTERNACIONAL
DE FORMACIÓN
PROFESIONAL OBRERA
MADRID - SPAIN - 1953**



**IV CONCURSO
INTERNACIONAL
DE FORMACIÓN
PROFESIONAL OBRERA
MADRID - SPAIN - 1954**



**V CONCURSO
INTERNACIONAL
DE FORMACIÓN
PROFESIONAL OBRERA
MADRID - SPAIN - 1955**



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	2	—	2
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	—	—

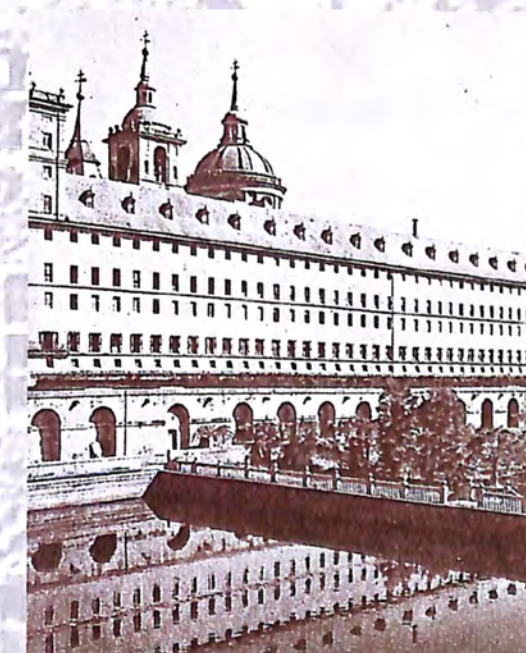
Swiss Competitors

1st place: Wood Pattern Making
 2nd place: Book Binder
 2nd place: Instrument Making
 2nd place: Jewellery
 3rd place: Typographer
 3rd place: Cabinet Making
 3rd place: Joinery
 4th place: Constr. Steel Work

Hans Rey, Birmensdorf AG.
 Heinz Kappeler, Baden AG.
 Georges Krebs, Genf GE.
 Peter Burri, Zurich ZH.
 Theo Wälti, Meilen ZH.
 Ernst Müller, Zurich ZH.
 Ulrich Frei Berneck SG.
 Ernst Matt, Zurich.

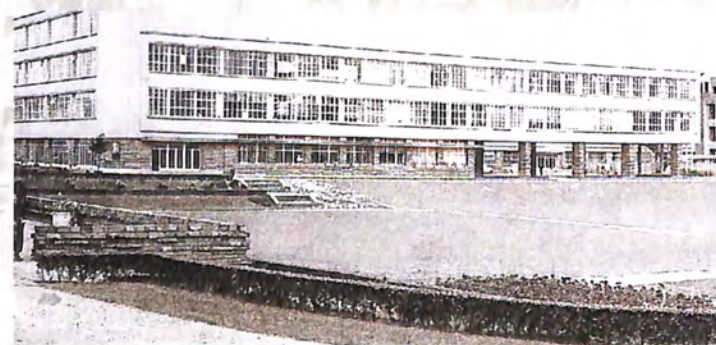


VI CONCURSO INTERNACIONAL DE FORMACIÓN PROFESIONAL OBRERA MADRID - SPAIN - 1957

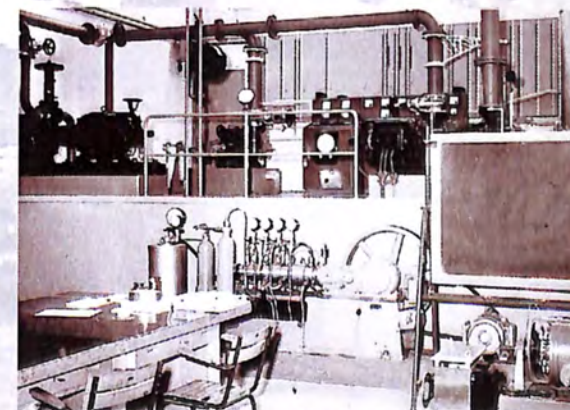
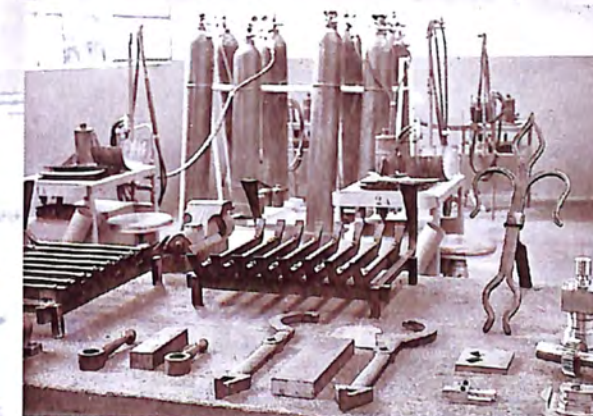




**7^e CONCOURS
INTERNATIONAL DE
FORMATION
PROFESSIONNELLE
BRUSSELS - BELGIUM - 1958**

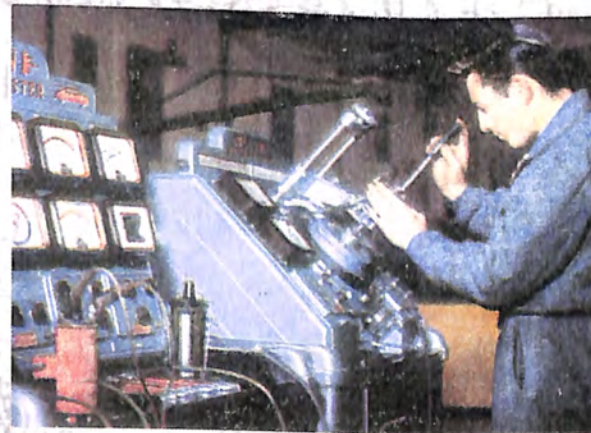


**OLIMPIADI DEL LAVORO
8^o CONCORSO
INTERNAZIONALE DI
FORMAZIONE PROFESSIONALE
MODENA - ITALY - 1959**

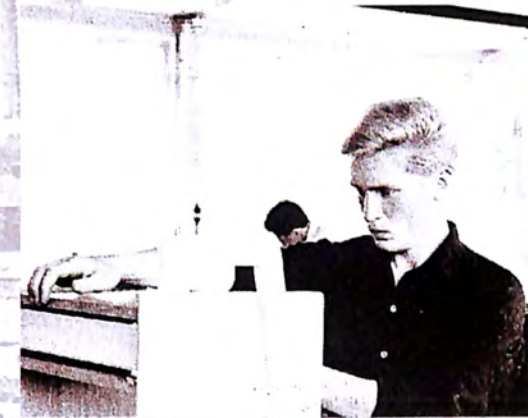




**IX CONCURSO
INTERNACIONAL
DE FORMACIÓN
PROFESIONAL OBRERA
BARCELONA - SPAIN - 1960**



**10. INTERNATIONALER
BERUFSWETTBEWERB
DUISBURG - GERMANY - 1961**



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

Ranking	1st	2nd	3rd	4th	5th	6th	7th
Belgium							
Germany							
England							
France							
Ireland							
Italy							
Luxembourg							
Austria							
Portugal							
Switzerland	4	2	3	1	1		
Spain							

Swiss Competitors

1st place (Gold medal):

Wehrli Peter, Wood Pattern Making, Baden AG.
Nüesch Paul, Cabinet Making Cat. B, Berneck SG.
Tannheimer Peter, Jewellery, St. Gallen SG.
Foellmi Hansruedi, Joinery, Schindellegi SZ.

2nd place (Silver medal):

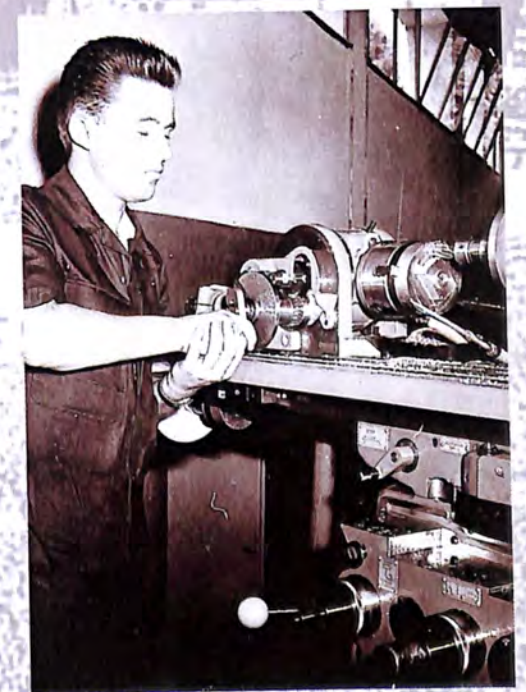
Scholl Werner, Fitting, Uzwil SG.
Thomann Adolf, Joinery Cat A, Flums SG.

3rd place (Bronze medal):

Grüning Hansulrich, Constr. Steel Work, Ringgisberg BE.
Scharpf Viktor, Jewellery, Turgi AG.
Bosshard Emil, Cabinet Making Cat A, Wettingen AG.



XI CONCURSO INTERNACIONAL DE FORMACIÓN PROFESIONAL GIJÓN - SPAIN - 1962



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
Great Britain	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

Swiss Medal Winners

1st place (Gold Medal):

Mörgeli Walter, Jewellery, Zurich..

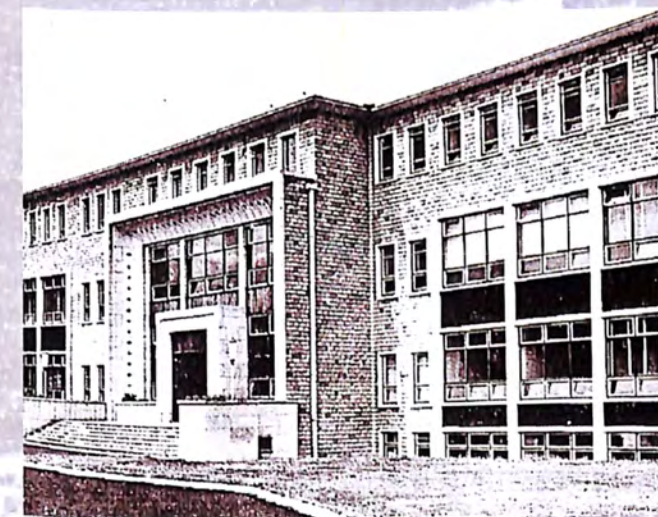
Kocher Peter, Stonemasonry, Bern.

2nd place (Silver Medal):

Hirsbrunner Peter, Cabinet Making, Bern.



GAIRM CHOMÓRTAS IDIRNÁISIÚNTA PRINTÍSEACHTA XII DUBLIN - IRELAND - 1963



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
England	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	1th	2th	3rd	4th	5th	6th	Total
Belgium	1	—	2				3
Denmark	1	—	1				2
Germany	5	3	7				15
England	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

Swiss Competitors

1st place (Gold medal):

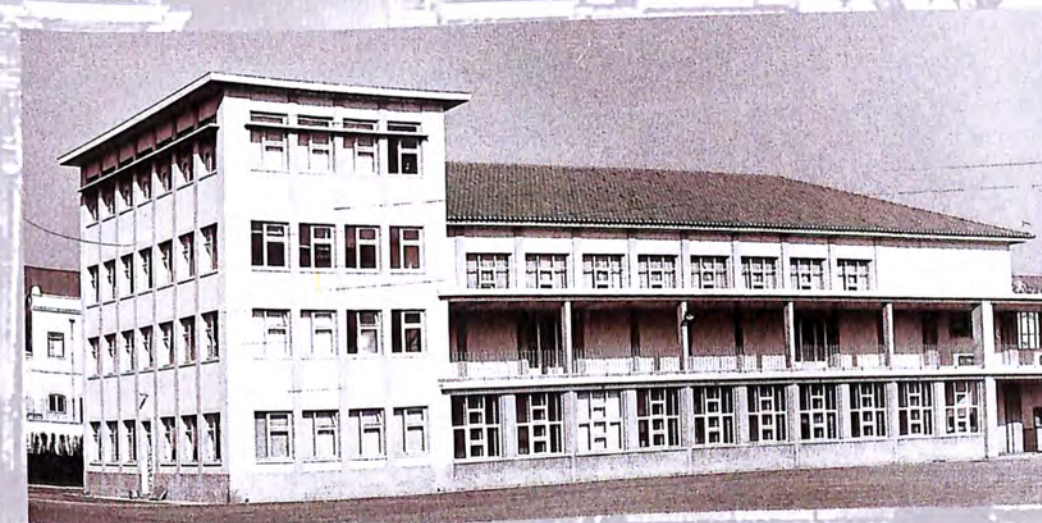
Etter Armin, Engineering Drawing, Bürglen, TG.
 Haeringer Martin, Jewellery, Zurich.
 Schmied Jakob, Cabinet Making Cat. A, Nesslau SG.

2nd place (Bronze medal):

Furler Viktor, Fitting Cat. A, Pratteln BL.
 Lüchinger Hans, Welding, Zurich.
 Waeber Paul, Bricklaying, Laupen BE.



XIII CONCURSO INTERNACIONAL DE FORMAÇÃO PROFISSIONAL LISBON - PORTUGAL - 1964



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
England	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	1th	2nd	3rd	4th	5th	6th	7th
Belgium	1	1	1	2	4	1	8
Denmark	—	—	—	—	—	1	—
Germany	2	2	7	3	2	3	1
England	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

Swiss Competitors

1st place (Gold medal):

Adolf Gucker, Cabinet Making Cat. A, Zurich.
Ferdinand Bossler, Joinery Cat. A, Zug.
Riethmann Alois, Jewellery, Zurich.

2nd place (Silver medal):

Niklaus Mäder, Jewellery Cat. A, St. Gallen.
Hanspeter Hostettler, Wood Pattern Making Cat. A, Bern.

3rd place (Bronze medal):

Jürg Schmied, Cabinet Making Cat. B, Zurich.
Buck Herbert, Engineering Drawing, Baden AG.

Certificate of Honour :

Gehrig Hansruedi, Bricklaying, Münsingen BE.
Schlachter Richard, Fitting Cat. A, Baden AG.



XIV INTERNATIONAL APPRENTICE COMPETITION GLASGOW - UNITED KINGDOM - 1965



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
England	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	7th
Belgium	1	2	1	—	—	—	4
Germany	3	5	8	—	—	—	16
England	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

Swiss Competitors

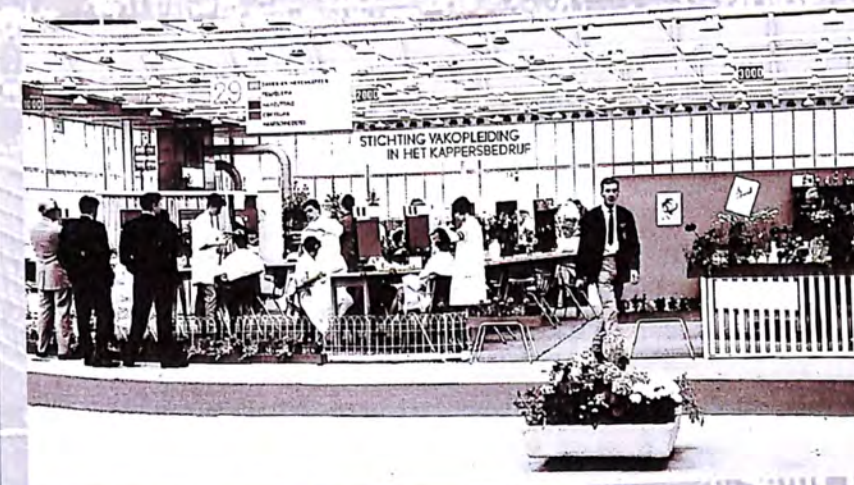
1st place (Gold medal): Suter Werner, Cabinet Making Cat. A, Wettswil ZH.
Betschart Anton, Joinery Cat. B, Landquart GR.

2nd place (Silver medal): Séchaud Daniel, Jewellery, Genf.
Stutz Willi, Joinery Cat. A, Berg TG.

3rd place (Bronze medal): Gläser Otto, Cabinet Making Cat. B, Baden AG.



XV INTERNATIONALE BEROEPENWEDSTRIJDEN UTRECHT - NETHERLANDS - 1966



NUMBER OF COMPETITORS			
Countries	Age Bracket A 19-21 years	Age Bracket B 17-19 years	Total
Belgium	14	-	14
Germany	27	-	27
Ireland	23	-	23
Italy	15	-	15
Japan	20	-	20
Netherlands	26	-	26
Portugal	14	-	14
Switzerland	18	-	18
Spain	26	-	26
England	27	-	27
Luxembourg	5	-	5

Ranking	1st	2nd	3rd	4th	5th	6th	7th
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
England	4	5	3	-	-	-	12
Luxembourg	-	-	-	-	-	-	-

Swiss Competitors

1st place (Gold medal):

2nd place (Silver medal):

3rd place (Bronze medal):

Ehrenurkunde

Shaffner Hanspeter, Jewellery, Aarau.
Tahnheimer Hanspeter, Jewellery, St. Gallen.
Bruni Werner, Constr. Steel Work, Amsoldingen.BE.
Cretton Bernhard, Instrument Making, L' Abbaye WD.
Hunziker Johannes, Stonemasonry, Degersheim SG.
Ryter Hermann, Plumbing, Fruttigen BE.
Walde Beat, Engineering Drawing, Wittnau AG.
Zbinden Alfred, Plastering, Scharzenburg BE.
Häfliger Hans, Cabinet Making, Büron LU.
Siegrist Kurt, Modelling, Staufeu AG.
Sollberger Paul, Cabinet Making, Bibrich SO.
Werren Arthur, Bricklaying, Gasel BE.
Mathe Kurt, Men's Hairdressing, Zürich.
Meile Albert, Joinery, Bazenhild. SG.



XVI CONCURSO INTERNACIONAL DE FORMACIÓN PROFESIONAL MADRID - SPAIN - 1967



SWISS MEDAL WINNERS AT THE XVI INTERNATIONAL VOCATIONAL TRAINING COMPETITION IN MADRID

1st place: Gold Medal

Räber Martin, Joinery, Kleinwangen LU.
Training Centre: Martin Räber sen. Kleinwangen LU.
Hautier Gerald, Instrument Making, Les Bioux VD.
Training Centre: Valjoux S. A. Le Sentier VD.
Hafner Rolf, Industrial Electronics, Mellingen AG.
Training Centre: Brown Boveri AG, Baden AG.
Tanner Peter, Engineering Drawing, Lausen BL.
Konrad Peter AG, Liestal BL.

2nd place: Silver Medal

Weber Theodor, House Wiring, Ostermundigen BE.
Training Centres of Bern.
Mächler Hugo, Plastering, Lachen SZ.
Training Centre: E. Gunthäuser & Sohn, Thalwil ZH.
Nater Karl, Jewellery, Hauptwil TG.
Training Centre: Bruno Bolli, St. Gallen.
Joliet Claudine, Ladies' Hairdressing, Geneve.
Training Centre: Berthe Eberlin, Geneve.

3rd place: Bronze Medal

Trachsel Thomas, Cabinet Making, Zurich.
Training Centres of Zurich.
Pfander Walter, Bricklaying, Helgisried BE.
Training Centre: Werner Schmied & Co., Bern.
Kühne Hans, Fitting, Bern.
Training Centre: Winkler Fallert & Co., Bern.
Kränenbühl Hansueli, Electric Welding, Oberdiesbach BE.
Training Centre: Gebrüder Sulzer AG, Winterthur SZ.
Horat Eduard, Press Tool Making, Rickenbach SZ.
Training Centre: Landis & Gyr AG, Zug.

A GENERAL VIEW OF INTERNATIONAL VOCATIONAL TRAINING COMPETITIONS FROM 1950 TO 1967

Countries	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	Total
	1950 Madrid	1952 Madrid	1953 Madrid	1955 Madrid	1956 Madrid	1957 Madrid	1958 Brussels	1959 Modena	1960 Barcelona	1961 Duisburg	1962 Gijón	1963 Dublin	1964 Lisbon	1965 Glasgow	1966 Utrecht	1967 Madrid	
Belgium	—	—	—	2	11	25	25	19	20	19	18	15	19	17	16	15	221
Denmark	—	—	—	—	—	—	—	—	—	—	—	11	1	—	—	—	12
Germany	—	—	18	19	5	13	13	16	25	32	24	23	19	26	28	32	293
England	—	—	1	—	7	12	20	23	31	31	28	31	28	28	27	26	293
France	—	—	1	3	10	6	10	—	—	5	—	—	—	—	—	—	35
Netherlands	—	—	—	—	—	—	—	—	—	—	8	13	14	16	30	25	106
Ireland	—	—	—	—	—	4	17	14	18	18	16	32	21	28	23	21	212
Italy	—	—	—	—	15	19	15	31	25	18	—	13	11	13	15	10	185
Japan	—	—	—	—	—	—	—	—	—	—	8	14	17	19	20	20	98
Korea	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	9	9
Luxembourg	—	—	—	—	—	—	4	4	—	8	—	9	6	—	4	—	35
Morocco	—	—	9	15	—	—	—	—	—	—	—	—	—	—	—	—	24
Austria	—	—	—	—	—	—	—	—	—	8	8	8	—	—	—	—	24
Portugal	12	8	8	10	9	14	8	12	17	12	16	20	28	18	13	19	224
Switzerland	—	—	4	8	3	—	2	3	—	11	5	9	9	9	18	18	99
Spain	12	8	24	26	28	35	30	28	37	30	25	27	26	26	26	38	426
Total	24	16	65	83	88	128	144	150	173	192	156	225	199	200	220	223	2296

17. INTERNATIONALER BERUFSWETTBEWERB BERN - SWITZERLAND - 1968



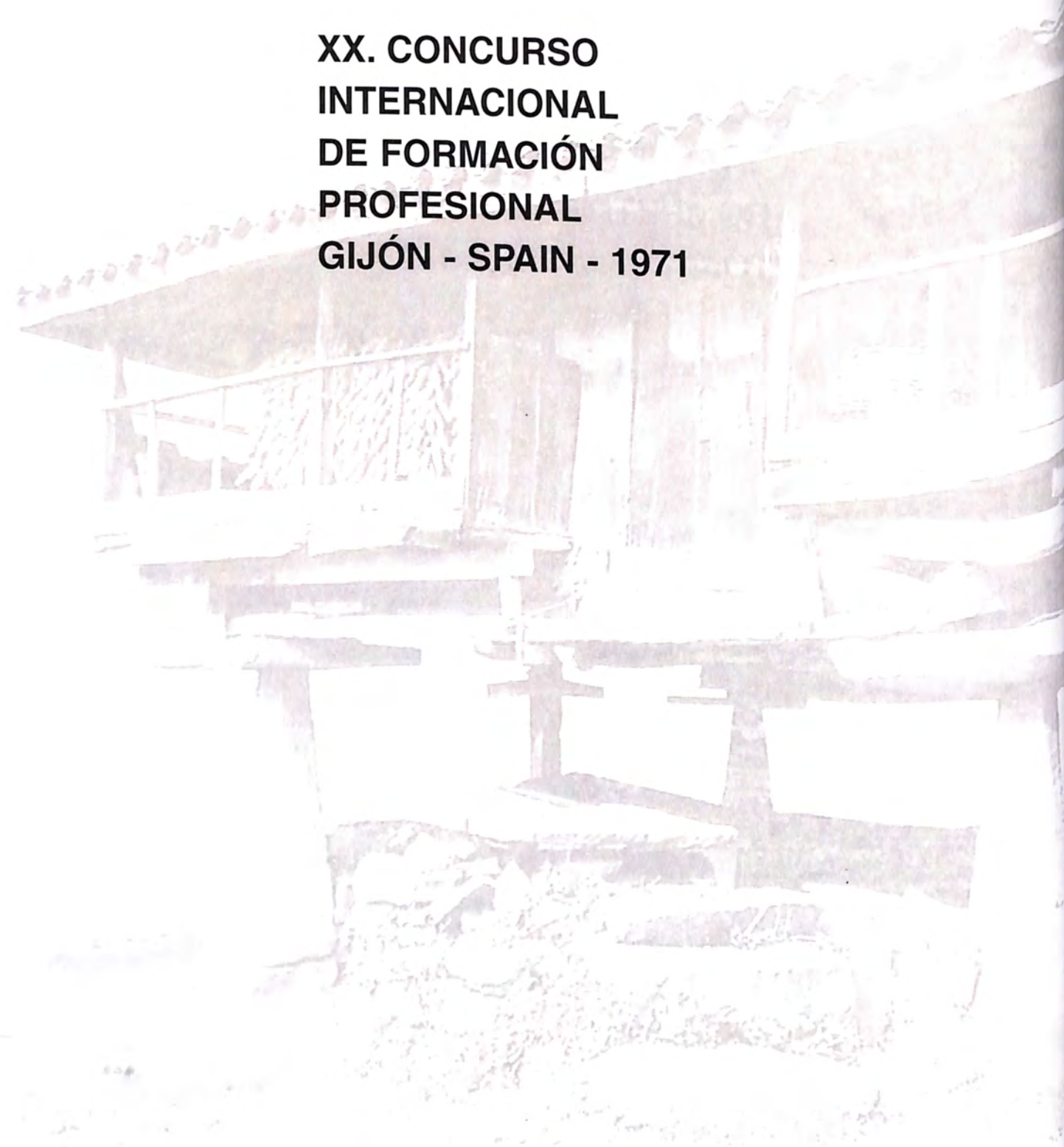
**18^e CONCOURS
INTERNATIONAL
DE FORMATION
PROFESSIONNELLE
BRUSSELS - BELGIUM - 1969**



**XIX INTERNATIONAL
VOCATIONAL
TRAINING
COMPETITION
TOKYO - JAPAN - 1970**



**XX. CONCURSO
INTERNACIONAL
DE FORMACIÓN
PROFESIONAL
GIJÓN - SPAIN - 1971**

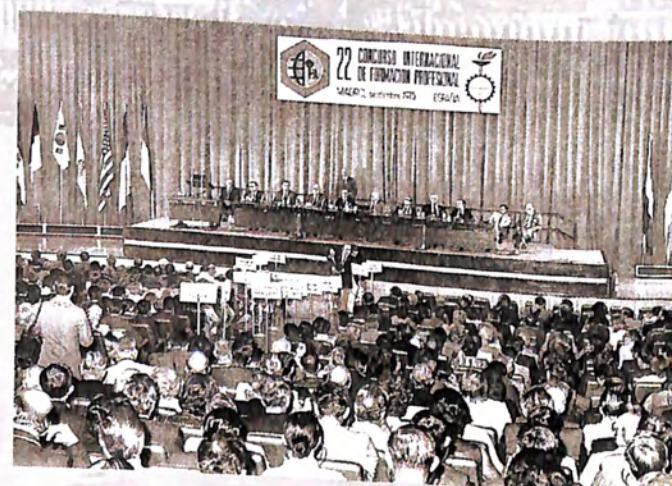


**21. INTERNATIONALER
BERUFSWETTBEWERB
MUNICH - GERMANY - 1973**





22 CONCURSO INTERNACIONAL DE FORMACIÓN PROFESIONAL MADRID - SPAIN - 1975



XXIII INTERNATIONALE BEROEPENWEDSTRIJDEN UTRECHT - NETHERLANDS - 1977

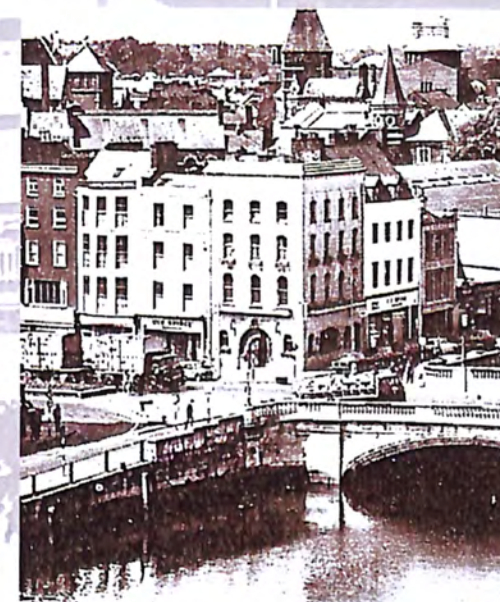




XXIV INTERNATIONAL YOUTH SKILL OLYMPICS PUSAN - KOREA - 1978



THE TWENTY-FIFTH INTERNATIONAL APPRENTICE COMPETITION CORK - IRELAND - 1979



COMPETITORS FROM MEMBER-COUNTRIES - 1979

		10	10	6	4	8	12	11	9	7	10	8	9	8	10	8	6	9	9	10	9	8	7	10	12	11	6	4	8	8	7	7	10	7	
31	Fitting	•	•	•		•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Germany
14	Press Tool Making	•	•					•	•																										Austria
13	Instrument Making	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Belgium
33	Watch and Clock Rep.	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Korea
24	Engineering Drawing	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Taiwan
15	Turning	•				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Spain
13	Miling					•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	USA
15	Construc. Steel Work	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	France
14	Gas Welding	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Netherlands
25	Electric Welding	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Ireland
28	Wood Pattern Making	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Japan
7	Panel Beating	•	•	•																															Liechtenstein
19	Sheet Metal Work	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	United Kingdom
27	Plumbing	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	Switzerland
Total 278	Indust. Electronics	•	•																																
	Radio and TV Repair	•	•																																
	House Wiring	•	•																																
	Industrial Wiring	•	•																																
	Bricklaying	•	•																																
	Stonemasonry	•	•																																
	Painting	•	•																																
	Plastering	•	•																																
	Cabinet Making	•	•																																
	Joinery	•	•																																
	Carpentry	•	•																																
	Jewellery	•	•																																
	Tailoring	•	•																																
	Ladies' Hairdressing	•	•																																
	Men's Hairdressing	•	•																																
	Ladies' Dressmaking	•	•																																
	Upholstery	•	•																																
	Auto. Mechanics	•	•																																
	Cookery	•	•																																

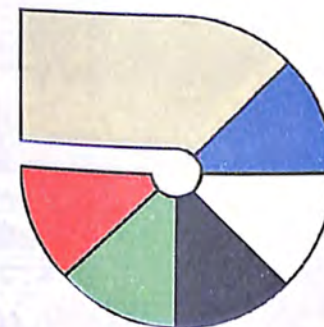


INTERNATIONAL SKILL OLYMPICS XXVI ATLANTA - USA - 1981



COMPETITORS FROM MEMBER-COUNTRIES - 1981

	Austria	Switzerland	Germany	Spain	Ireland	France	Liechtenstein	United Kingdom	Japan	Korea	Netherlands	Portugal	Taiwan	USA	
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
	11	24	31	20	18	17	9	16	30	31	14	10	27	16	274



27. INTERNATIONALER BERUFSWETTBEWERB LINZ - AUSTRIA - 1983



COMPETITION PARTICIPANTS
FROM MEMBER-COUNTRIES - 1983

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



COMPETITION RESULTS - 1985

		Australia	Austria	Bermudas	Brazil	China	Germany	France	Great Britain	Ireland	Japan	Korea	Liechtenstein	Macao	Netherlands	Portugal	Spain	Switzerland	USA
01	Fitting					G	B				G	B							
02	Press Tool Making		B								G	B							
03	Instrument Making					B					S	G							
04	Watch Making										G	S							
05	Engineering Drawing					B					G				B			S	
06	Turning										S	G	B					B	
07	Milling					B					G	G				O			
08	Constr. Steel Work				O	G					G	G							
09	Gas Welding					B					S	G							
10	Electric Welding					B					S	G							
11	Wood Pattern Making						G				S	B							
12	Roofing	S									S								
13	Panel Beating						S	B				G						S	
14	Sheet Metal Work					B					S	G						G	
15	Plumbing					S					S	G							
16	Industrial Electronics					B		S				G							
17	Radio & TV Repair						B				G	S							
18	House Wiring					B					S	G						O	
19	Industrial Wiring	S					S				G	S							B
20	Bricklaying	G									G								
21	Stonemasonry		B			B				O		S						B	
22	Painting										G								
23	Plastering					B						G						S	
24	Cabinet Making					G	G	S				B			S				
25	Joinery						B					S							
26	Carpentry		S			B						G						G	
27	Jewellery	B	B								B	G							
29	Ladies' Hairdressing	B							S		B	G						S	
30	Men's Hairdressing					S			G										
31	Ladies' Dressmaking			G			G				G								
33	Automobile Mechanics							S			B	S			B				
34	Cookery	B	S	O						B	G								
35	Waiting		G				B									B			
36	Graphic Arts						S					B		O	O			G	S

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



**XXIX INTERNATIONAL
SKILL OLYMPICS
SYDNEY - AUSTRALIA - 1988**



**FINAL RESULTS
SYDNEY - 1988**

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



**30TH INTERNATIONAL
YOUTH SKILL
OLYMPICS
BIRMINGHAM - UNITED KINGDOM - 1989**



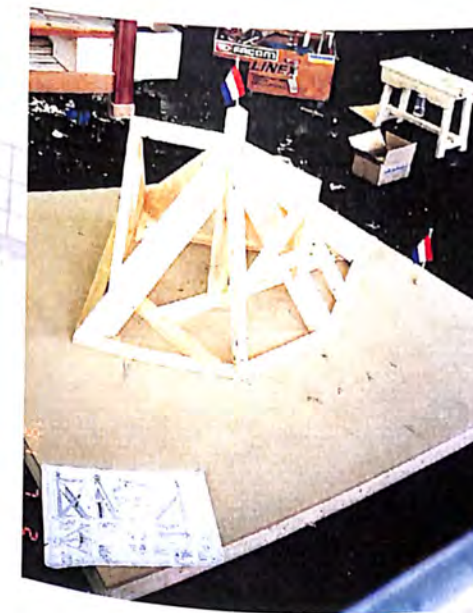
FINAL RESULTS BIRMINGHAM - 1989

COUNTRY		Austria	Australia	Bermudas	Brazil	Switzerland	Germany	Spain	Ireland	France	Liechtenstein	Japan	Korea	Macao	Netherlands	New Zealand	Portugal	New Guinea	Taiwan	Finland	United Kingdom	USA
TRADES																						
1	Fitting	•	•		•	•	•	•	•													
2	Press Tool Making	•	S		•	•	•	•	•			B	G		•	•	•		G		•	
3	Instrument Making				•	•	•	•	•			G	G		•	•	•		S		•	
5	Engineering Drawing				•	•	•	•	•		B	•	G		•	•	•		G		•	
6	Turning	S	•		S	•	•	•	•			•	G		•	•	•		•		•	
7	Milling				•	•	•	•	•			S	G		•	•	•		•		•	
8	Constr. Steel Work		•		•	•	•	•	•			G	G		•	•	•		•		•	
9	Gas Welding				•	•	B	•	S			G			•	•	•		B		•	
10	Electric Welding					•	•	•	S			G			•	•	•		B		•	
11	Wood Pattern Making			LU			•	•	•			LU					G					
13	Panel Beating	•	•		G		•	•	•			S	G		LU	B						
14	Sheet Metal Work	•	•			•	•	•	•			S	S						•		•	
15	Plumbing	•	B			•	•	•	•			S	B						G		•	
16	Industrial Electronics	•	S	•	•	•	G	•	G			•	•						G		•	
17	Consumer Electronics	•	B	•	•	•	G	•	•			S	•		•	•	•		S		•	
18	House Wiring	•	G	•	•	G		•	•			•	G		•	B	•	•	G		•	
19	Industrial Wiring	B	•		•	•	•	•	•			B	•		•	•	•	•	•		•	
20	Bricklaying	G	•		•	•	•	•	•			•	G		•	•	•	•	•		B	
21	Stonemasonry				B	G		•	S	S					•	•	•		G		•	
22	Painting and Decorating	G	•			•	B	•	•			B	S		•	•	•		•		S	
23	Plastering	•	•			•	•	•	•			•	S		•	•	•		•		•	
24	Cabinet Making	G	S	•		•	•	•	•			•	S		•	•	•		•		•	
25	Joinery	•	•	•		•	•	•	•			•	•		•	•	•		•		•	
26	Carpentry	•	•	•		•	G	•	•			•	•		•	•	•		•		•	
27	Jewellery	•	•		S	B		•	G			•	•		•	•	•		S		•	
29	Ladies' Hairdressing	S	•				•	•	•			•	B		•	•	•		B		•	
30	Men's Hairdressing	G	•			•	•	•	•			S	G		•	•	•		•		•	
31	Ladies' Dressmaking	S	•			•	•	•	•			•	•		•	•	•		•		•	
32	CNC Machinery	B	•			•	•	•	•			•	•		•	•	•		•		S	
33	Automotive Mechanics	S	•			•	•	•	•			•	•		•	•	•		G		G	
34	Cookery	S	•			•	•	•	•			•	B		•	•	•		•		•	
35	Waiting	G	•			•	•	•	•			G	•		•	•	•		•		•	
36	Graphic Design	G	•			•	•	•	•			•	•		•	•	•		•		S	
37	Agricultural Mechanics				•	•	•	•	•			•	•		•	•	•		•		•	
Total		20	30	7	10	19	28	11	23	11	8	27	32	4	31	17	12	1	30	7	34	14

G - Gold
S - Silver
B - Bronze



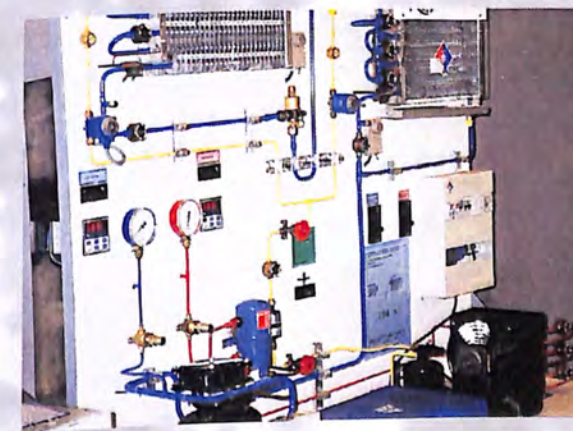
31^e INTERNATIONALE BEROEPEN OLYMPIADE AMSTERDAM - NETHERLANDS - 1991



FINAL RESULTS AMSTERDAM - 1991

COUNTRY		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	Taiwan	United Kingdom	USA
TRADE																										
1	Fitting	•	•		•		•	•		•					•	S	G					•	•	S	•	
2	Press Tool Making	B	•		•		•	B		•					•	S	G					•	•	S	•	
3	Instrument Making				•		•	B		•					•	G	G					•		•	•	
5	Engineering Drawing		•		•		•		•							B	G					•		•	G	
6	Turning	•	•		•		•							•	•	S	G			•			•	B		•
7	Milling				•		•				•			•	•	B	G					•	•	S	•	•
8	Constr. Steel Work		B				•			•	•					G	B					•	•	S	•	•
9	Gas Welding						•	•		•					•		G	•					•	G	•	•
10	Electric Welding		•		•		•								B		G					•		S		
11	Wood Pattern Making		•		•		S	B			•				•	•	S					•		G		
12	Wall & Floor Tiling		•				G	•		S						•	•					•		G		G
13	Autobody Repair		B				S			•											B		•	•		
14	Sheet Metal Work		•					•		•						•		•			G			•		•
15	Plumbing	G	•				•			•					•	G	B				G			•		•
16	Industrial Electronics	•	•		•		•	•		G			•		•		G					•	•	G	•	
17	Consumer Electronics		B				•	S							•	G	S	•				•		•	•	•
18	House Wiring		•		B		G		•								•					G			•	•
19	Industrial Wiring	•	•		•		S	G	•			B	•	•	•	•	G	•	•			•		S		•
20	Bricklaying	B	•				G	•				•			•	•	•					•		•	B	
21	Stonemasonry		•				G	•		•	B			•	•	•	•					•		S	•	
22	Painting and Decorating	G	•				•	•		G				•	•		B				•	G		•	•	•
23	Plastering						B			•	•	•			•	•	•					•		S	•	•
24	Cabinet Making	S	•		•		G		S						B	•	•				•	S		•	•	
25	Joinery	•	•	•			•	S		•		•			•	•	•					•		•	•	•
26	Carpentry		•				•	•	S						•	•	•					•		G	•	•
27	Jewellery		•				B		G	•	•					•	G					•		S	•	•
29	Ladies' Hairdressing		S													•	G					•		•	•	
30	Mens' Hairdressing	G	•	•				•				•				•	G					•		•	S	
31	Garment Production		•	•				G				•						•	•		•	B		•	S	•
32	CNC Machinery	S							•							•	•					•		•	S	•
33	Automobile Mechanics	G	•				•	S		•		•				•	•					•	B		•	S
34	Cookery	•	•					B	•		•	•					•			•		S		G		
35	Waiting	G	•	•			•	B							•	•	•				•	•		B	•	•
36	Graphic Design	G	S				•	•			•				•	•					•	S		G	S	•
37	Agricultural Mechanics			•	•					•					B		•			•		•	•	•	•	•
Total		18	31	08	14	01	G	29	06	B	21	S	09	02	•	21	26	G	32	06	05	09	35	18	35	28
															•	21	26					•		•	•	B

32nd INTERNATIONAL VOCATIONAL TRAINING COMPETITIONS TAIPEI - TAIWAN (REPUBLIC OF CHINA) - 1993



FINAL RESULTS
TAIWAN - 1993

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



33^{es} OLYMPIADES
DES METIERS
LYON - FRANCE - 1995



FINAL RESULTS
LYON - 1995

TRADE \ COUNTRY																														
		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	Taiwan	United Kingdom	USA	
1	Fitting	B	.	.			.																							
2	Press Tool Making	S	.	.			.	.				.	G	S	S	.	.	.			.							.	.	
3	Instrument Making			B			.	.		G			S	G			.								.		S			
4	Mechatronics		.		.		.	.	.				G	B				.		.		.					B			
5	Eng. Drafting CAD		.	.		.	.	.	.	.			.	S	G				.	.	.	.	.	.	B		G	.		
6	Turning/CNC	G	.	G	.		.	.	.	.		.	.	S	G				.	.	.	.				.	S		.	
7	Milling/CNC	B	.	.		.	.	.	.	.		.	.	S	G				.	.	.	.				.	S		.	
8	Constr. Steel Work		.	.		.	.	.	.	.		.	.	G	G			.		.	.	.		.	.		B		.	
9	Information Technology		B		.				.				G	.	B				.	.	.	.		.	.		S		.	
10	Welding		.	.	.		.	.	.		.			S						.	.	.	.				B	G		
11	Pattern Making		.			B	.	.	.			G	.	.			.	.	.		.	.	.				B		S	
12	Wall & Floor Tiling		.			G	B	.	G				G	.			.	.	.	.	.	.	.	.			S	.		
13	Autobody Repair		.			G	.	.	.				G	.			.	.	.	.	.	.	.	.			S	.		
14	Sheet Metal Work		.			.	.	.	.				G	.			.	.	.	.	.	.	.	.			.	.	.	
15	Plumbing		S		.		G	.	.			.	S	G				.	.	.	.	.	.	.			B		.	
16	Industrial Electronics		.	B		.	.	S	.	.		.	.	.			.	.	.	.	.	.	.	.			S			
17	Electronic Applications		.	.	.		.	S	.	.		.	.	.			.	.	.	.	.	.	.	.			.	B		
18	Commercial Wiring		.	.	.		.	.	.		.		S			.	.	.	.	.	.	.	.	.	G		.	.	.	
19	Industrial Wiring		.	.	G	.	.	S	.	G		.	.	.	G	.	.	.	.	.	.	.	.	.			G		S	
20	Bricklaying		.	.		.	.	S	.	.		.	.	.	G	.	.	.	B	.	.	.	.	.	.			.	.	
21	Stonemasonry		.		.	.	.	S	G	S	.	.	S		.	.	.	.	.	.	S	.	.	.	.		.	.	.	
22	Painting & Decorating		.			.	.	S	.			.	S		.	.	.	.	.	.	.	.	.	.			.	.	.	
23	Plastering	G	.				G	.	.	.			.	G				.	.	.	.	.	.	.			.	B		
24	Cabinet Making		.				G	.	.	.			.	.	.	.		.	.	.	.	.	.	.			.	.	.	
25	Joinery		.		.	.	.	.	.	.		.	.	.	.	.		.	.	.	.	.	.	.			.	.	.	
26	Carpentry		.			.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.			.	.	.	
27	Jewellery		.			.	.	S	.	.		.	.	.	S		.	.	.	.	.	.	.	.			G	S	.	
28	Floristry		.					.	.			.	B	G			.	.	.	.	.	.	.	.			G	.	.	
29	Ladies' Hairdressing						G	.	.	.			.	G				.	.	.	.	.	.	.			.	.	.	
30	Men's Hairdressing	.	.				.	.	.	.								.	.	.	B	.	.	.			S	.	.	
31	Ladies' Dressmaking	.	.				G	.	.	.			.	.	.	.	.	.	.	.	.	.	.	.			.	.	.	
33	Automotive Mechanics	B					.	.	.	.			.	.	.	.	.	.	.	G	.	.	.	.			S	.	.	
34	Cookery		S	.	.	.		G	.	.			.	.	G			.	.	.	.	B		.			.	.	.	
35	Waiting	B	.		.	S	.	.	.	.		.	.	.	S	.	.	.	.	.	B		.	.			B	.	.	
36	Car Painting	G	.			.	.	.	.	.		.	.	.	.	.	.	.	.	.	.	.	.	.			.	.	.	
37	Agricultural Mechanics		G			.	S	.	.	.		.	S		.	.	.	.	.	.	.	.	.	.			.	.	.	
38	Refrigeration Tech.	.				.	G	.	B						.	.	.	.	B	.	.	.	.	.			.	.	.	
Total		.	.		S	S		G							.					.	B			.			.	.	.	
		17	34	11	14	22	26	36	19	06	02	04	18	28	32	08	05	18	10	24	22	09	11	14	08	10	34	23	13	



34. INTERNATIONALER
BERUFSWETTBEWERB
ST. GALLEN - SWITZERLAND - 1997



**FINAL RESULTS
ST. GALLEN - 1997**

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



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

IVTO and World
Celebrities



Minister of Education of Ireland -
Dublin - IRELAND - 1963

President of Germany - Duisburg -
GERMANY - 1961



Eamon De Valera, President of
Ireland - Dublin - IRELAND - 1963



Queen Juliana of
Netherlands -
Utrecht -
NETHERLANDS -
1966



Prime Minister Willi Brandt from
Germany - Duisburg -
GERMANY - 1961



Prince Claus von Amsberg -
Utrecht - NETHERLANDS - 1966

Prince Don Juan Carlos of Spain - Madrid - SPAIN
- 1967



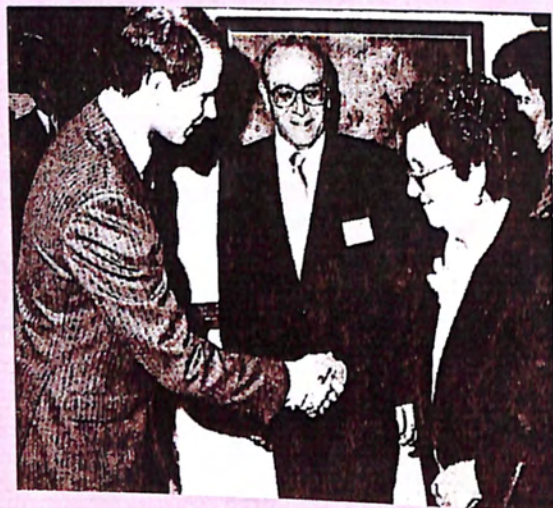
General Francisco Franco - Madrid - SPAIN -
1967



Pope John Paul II - Sydney - AUSTRALIA - 1988

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





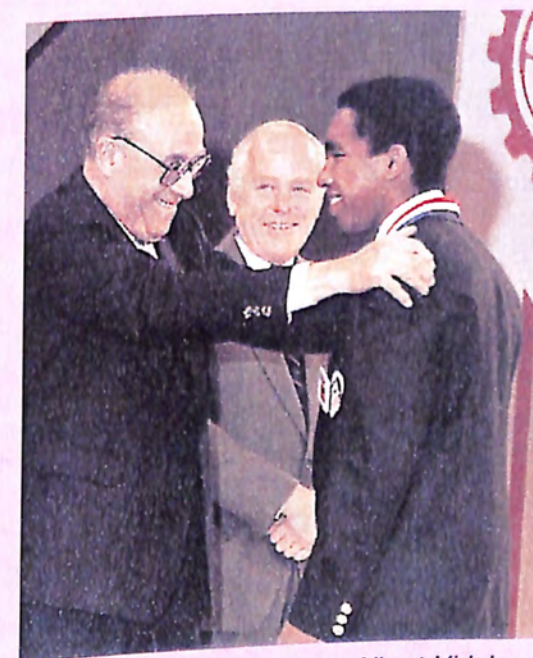
Prince Edward of England - Birmingham - UNITED KINGDOM - 1989



Prince Hiroito of Japan - Osaka - JAPAN - 1985



*Prime Minister
Margareth Thatcher
and IVTO President
Francisco Albert-Vidal
- Birmingham -
UNITED KINGDOM -
1989*



*IVTO President Francisco Albert-Vidal and
the first Brazilian Medal Winner -
Birmingham - UNITED KINGDOM - 1989*



Official Name:
Commonwealth of Australia
Capital: Canberra
Area: 7,682,292 sq Km
Population: 18,338 million
Official Language: English
G.D.P.: 331,990 billion
Currency: Australian Dollar

Australia

THE AUSTRALIAN VOCATIONAL EDUCATION AND TRAINING SYSTEM

and community education institutions that deliver vocational education and training; and private training providers (including commercial providers, community organisations, enterprises and industry bodies that deliver national recognised vocational programmes.

The Australian National Training Authority (ANTA) advises Ministers of the Commonwealth of Australia and of all States and Territories on policies and planning for the vocational education sector. ANTA is responsible to a Ministerial Council consisting of the relevant Commonwealth, State and Territory Ministers. Each State and Territory has its own State Training Authority to advise its own Minister within the framework of national agreements made by the Ministerial Council.

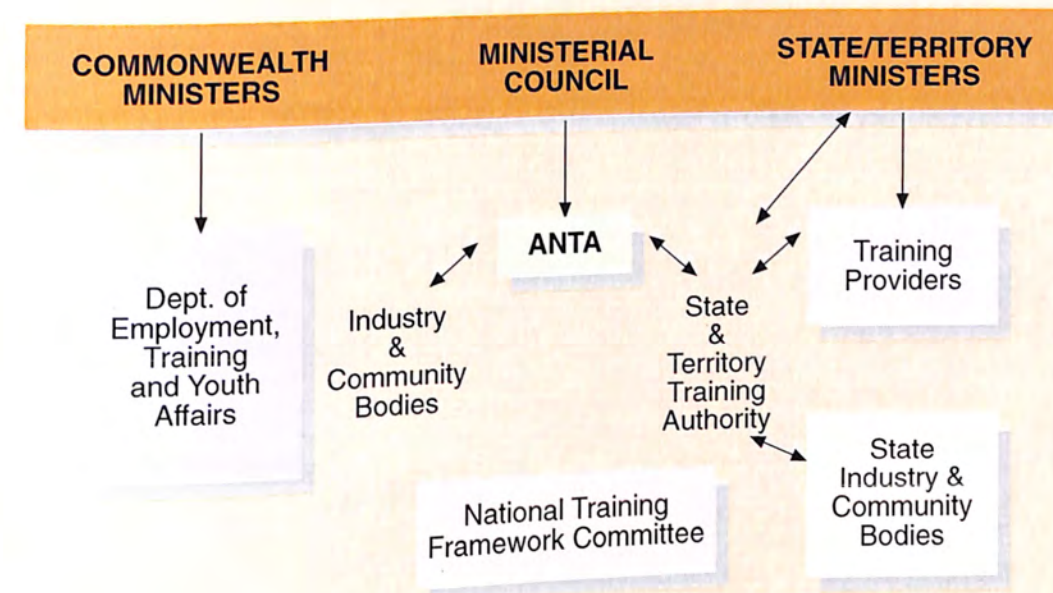
ANTA advises on the frameworks for national strategic directions and coordination. Key planning mechanisms are the National Strategy for Vocational Education and Training and the Vocational Education and Training Plans of individual States and Territories, all of which are endorsed by the Ministerial Council. The National Training Framework provides a national system of vocational qualifications linked to nationally endorsed competency standards. The Australian Recognition Framework provides a national system for the registration and quality assurance of training providers.

The National Training System and its key relationships can be represented as follows:

The goals of vocational education and training in Australia are to meet the needs of industry for skilled workers and of individuals for employment and career planning, as well as to have the capacity to respond flexibly and innovatively to emerging economic, technological and social forces for change.

The Australian vocational education and training sector consists of: public Technical and Further Education (TAFE) systems in each of Australia's six States and two Territories; adult

CRITICAL RELATIONSHIPS





Official Name: Republik Österreich
(Republic of Austria)
Capital: Vienna
Area: 83,959 sq Km
Population: 7,861 million
Official Language: German
G.D.P.: 196,546 billion
Currency: Schilling

Austria

EDUCATIONAL AND VOCATIONAL SYSTEMS IN AUSTRIA

According to its contents, the educational system in Austria is divided into general education, vocational education, teacher-training and educators' institutions; according to educational level, in elementary, secondary and academical schools. The general compulsory education (age 6 to 15) lasts 9 years in Austria.

The Primary School (*Volksschule*) provides a general elementary education in the first 4 schooling years. The Lower Secondary School (*Hauptschule*) supplies in the four years that follow a sufficient general education to complete the knowledge acquired in the *Volksschule* and prepares pupils for practical life and to enter the vocational schools. Special schools (*Sonderschulen*) for the physically and mentally handicapped provide instruction according to their developmental possibilities. The Polytechnical Study Year (which begins in the 9th schooling year) prepares students for life, mainly for their professional life. The students - according to their interest, taste, gift and skill - are qualified in the best possible way for entering vocational or teacher-training schools or prepared for lifelong education.

The Advanced Secondary General Schools (*allgemeinbildende höhere Schulen - AHS*) begin in the 4th schooling year and comprises 8 years, 4 lower level (*Unterstufe*) and 4 upper level (*Oberstufe*). These schools supply

pupils with a general deep and comprehensive education, finish with a Secondary-School Leaving Examination (*Matura*) and prepare them for the university.

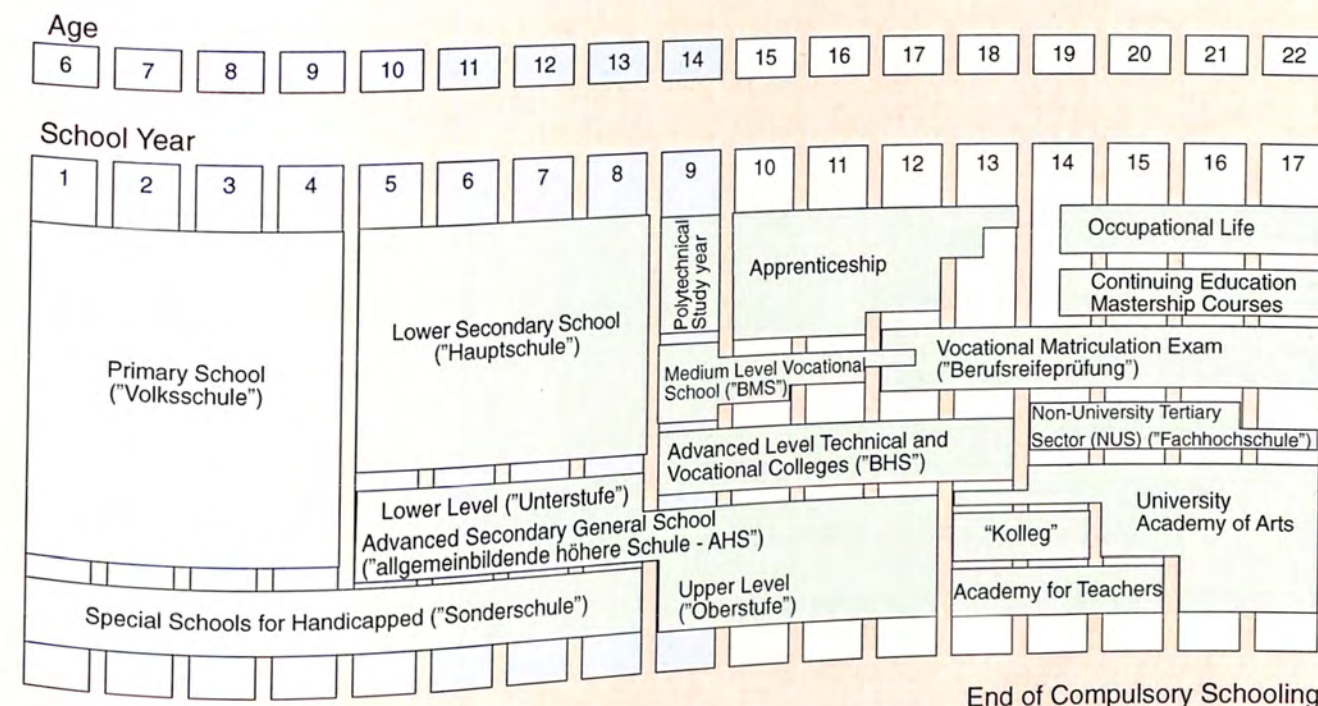
The Medium-Level Vocational Schools (*berufsbildende mittlere Schulen*) provide all technical knowledge and skills to prepare pupils directly for the occupation in the specific area they had chosen.

The Advanced Level Technical and Vocational Colleges (*berufsbildende höhere Schulen*) supply the students with a higher general and technical education and allow them to continue their studies at the universities in the same or in a different area.

After 9 years of general compulsory education, it is possible to take an apprenticeship course (2 to 4 years). This course is based upon the principle of apprenticeship training. It connects educational and employment systems, but the vocational training will be completed by accompanied professional courses which the apprentice has to attend under obligation. Vocational training takes place predominantly in the company, while the theoretical and general education occur in the training centres and in vocational schools.

There is also the possibility for apprentices with a positive final examination, as well as for graduates of Medium-Level Vocational Schools, to take the Vocational Matriculation Exam. These are the entry requirements for a *Fachhochschule* (non-university tertiary sector) or university studies in Austria.

THE AUSTRIAN EDUCATIONAL SYSTEM





Official Name: República Federativa do Brasil
(Federative Republic of Brazil)
Capital: Brasília
Area: 8,547,403,5 sq Km
Population: 156,500 million
Official Language: Portuguese
G.D.P.: 862,4 billion
Currency: Real

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN BRAZIL

- basic education (pre-school, fundamental and middle-level instruction);
- higher education;
- and three educational modalities:
- education for youngsters and adults;
- vocational education;
- special education.

Pre-school instruction: aims at developing children physically, psychologically, intellectually and socially, by complementing the education provided in the families and communities.

Fundamental instruction: lasts eight years at least, is compulsory and free of charge in public schools and aims at providing basic general education for the citizen.

Middle-level instruction: lasts three years at least and aims at consolidating knowledge acquired in fundamental instruction and allowing further studies.

Education for youngsters and adults: is designed for those who had no previous access to fundamental and middle-level instruction at the proper age.

Vocational education: aims at developing aptitudes for the productive life, by integrating education, work, science and technology.

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

Special education: is preferably provided by the regular education network and aims at developing

people with special educational needs (visually and hearing impaired, physically handicapped, behavioural problems,...).

Vocational Education in Brazil

According to Decree nº 2.208/97, Brazilian vocational education has the following objectives:

- to fill the gap between schools and enterprises by training youngsters and adults for their productive activities;
- to give professional training at secondary, higher education and post-graduation levels;
- to specialise, improve and recycle workers in technological aspects;
- to qualify, retrain or recycle youngsters and adult workers, regardless of schooling level, allowing them to enter the labour market or improve their work performance.

Vocational education will be developed - together with regular instruction or through a lifelong education scheme - in private and public schools, vocational training agencies (such as SENAI, SENAC, SENAR,...) or within the enterprises.

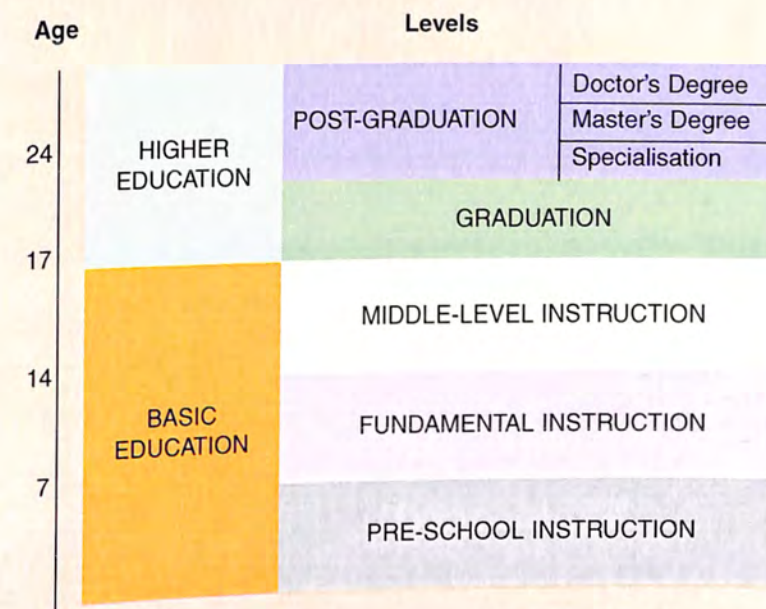
There are three levels:

- Basic: aims at qualifying, requalifying or retraining workers regardless of schooling level.

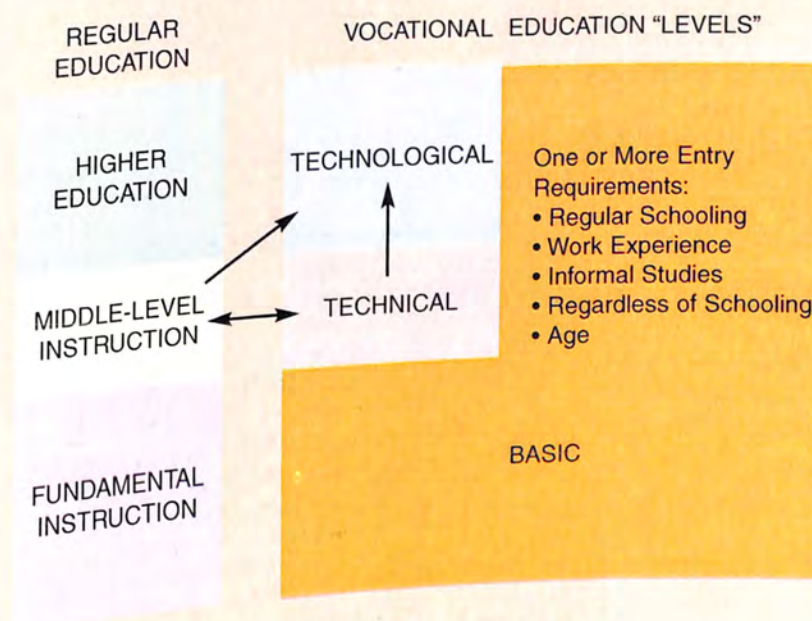
- Technical: aims at providing secondary-level vocational education.

- Technological: corresponds to university-level courses in technological areas.

BRAZILIAN EDUCATIONAL SYSTEM



BRAZILIAN VOCATIONAL TRAINING SYSTEM



Brazil

The Brazilian Educational System is ruled by Law nº 9.394/96, 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: it provides an articulation among the different levels and systems and acts as a ruling body that sets the standards for all educational levels.

By law, there are only two educational levels:



Official Name: Republic of Finland
Capital: Helsinki
Area: 338,145 sq Km
Population: 5,1 million
Official Language: Finnish (13%) and Swedish (6%)
G.D.P.: US\$ 97,961 billion
Currency: Markka

EDUCATION AND TRAINING SYSTEM IN FINLAND

The official authorities are also obliged to secure everyone equal opportunity to obtain other education besides basic education according to his/her abilities and special needs, and to develop him/herself regardless of his/her economic situation. In addition, the official authorities are obliged to take care of the educational needs of the Finnish and Swedish-speaking population according to the same criteria. As the highest administrative authority, the Ministry of Education is responsible for all publicly funded education in Finland. It is in charge of the preparatory stages in legislative work and Government decisions concerning the fields of education and research.

VOCATIONAL EDUCATION IN FINLAND

After comprehensive school, pupils can continue studying or enter working life. However it is not regarded as advisable to move to working life straight from the comprehensive school. Nearly 90% of pupils continue their studies after comprehensive school. When schooling is continued, a choice is usually made between general upper secondary and vocational upper secondary education.

The vocational upper secondary level degrees available after compulsory education take 2-3 years to be finished. The vocational schools provide initial vocational training in practically all occupational fields to pupils aged 16 to 19. Besides studying in vocational institutions, a qualification can also be achieved in the form of an

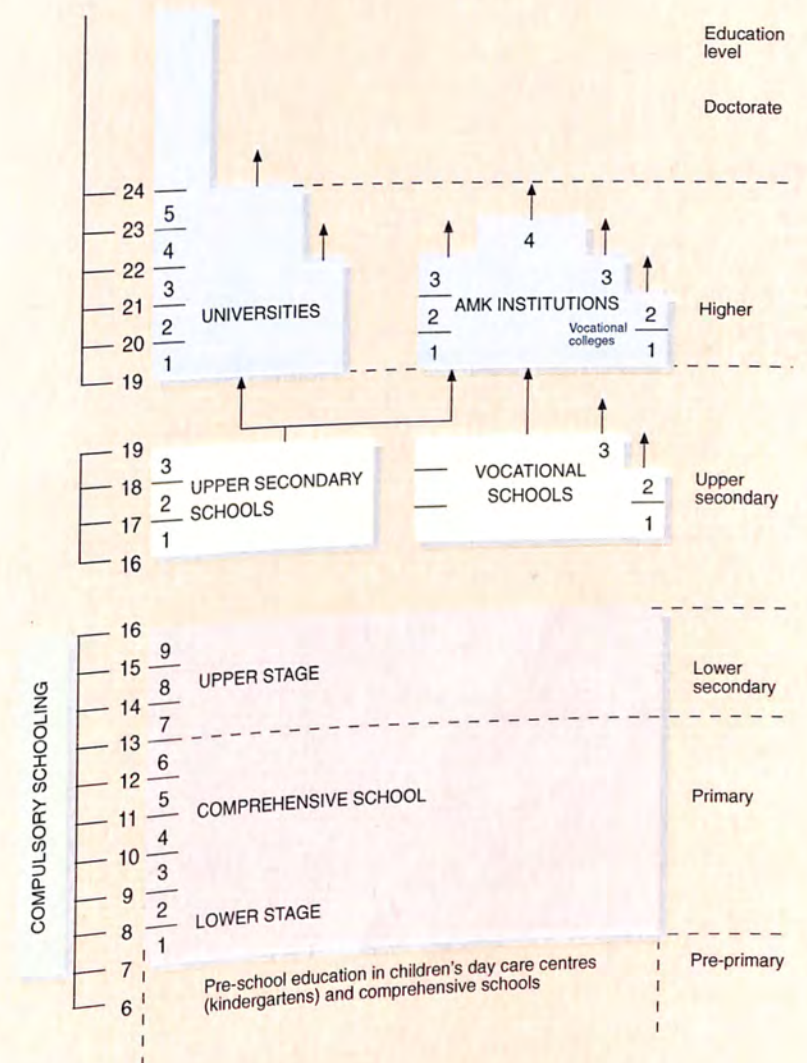
apprenticeship training, which offers both the same qualifications as educational institutions and different qualifications.

After upper secondary education, the student can apply for higher vocational education which is provided by AMK institutions (polytechnics) and, until the end of 1998, by vocational colleges. Vocational colleges give post-secondary level education to those who have completed secondary level education and are thus aged 19+. Post-secondary qualifications require 2 to 4.5 years of full-time study. The completed qualification gives general eligibility for higher education. This form of education will be dismantled by the end of the decade and for the most part developed to higher education in the AMK institutions.

AMK institutions (polytechnics) provide higher non-university vocational education in usually multidisciplinary surroundings for enrolled students and those with qualifications from secondary vocational education. The academic degree of the AMK institution takes 3.5 to 4 years to be completed.

All the vocational education and training described above is available also for adults for whom there are different types of institutions specialised in vocational adult education. In addition to vocational education and training given in institutions, there are vocational qualification and skill tests, which are skill-based examinations open to everyone, regardless of how she/he has acquired her/his professional skills.

VOCATIONAL EDUCATION AND TRAINING SYSTEM IN FINLAND*



* one credit is equivalent to about 40 hours of student's work.



Official Name: République Française (French Republic)
Capital: Paris
Area: 543,965 sq Km
Population: 58.1 million (1995)
Official Language: French
G.D.P: 1,25 trillion (1993)
Currency: Franc

VOCATIONAL EDUCATION IN FRANCE

(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 strategic

The French vocational education system is characterized by:

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

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

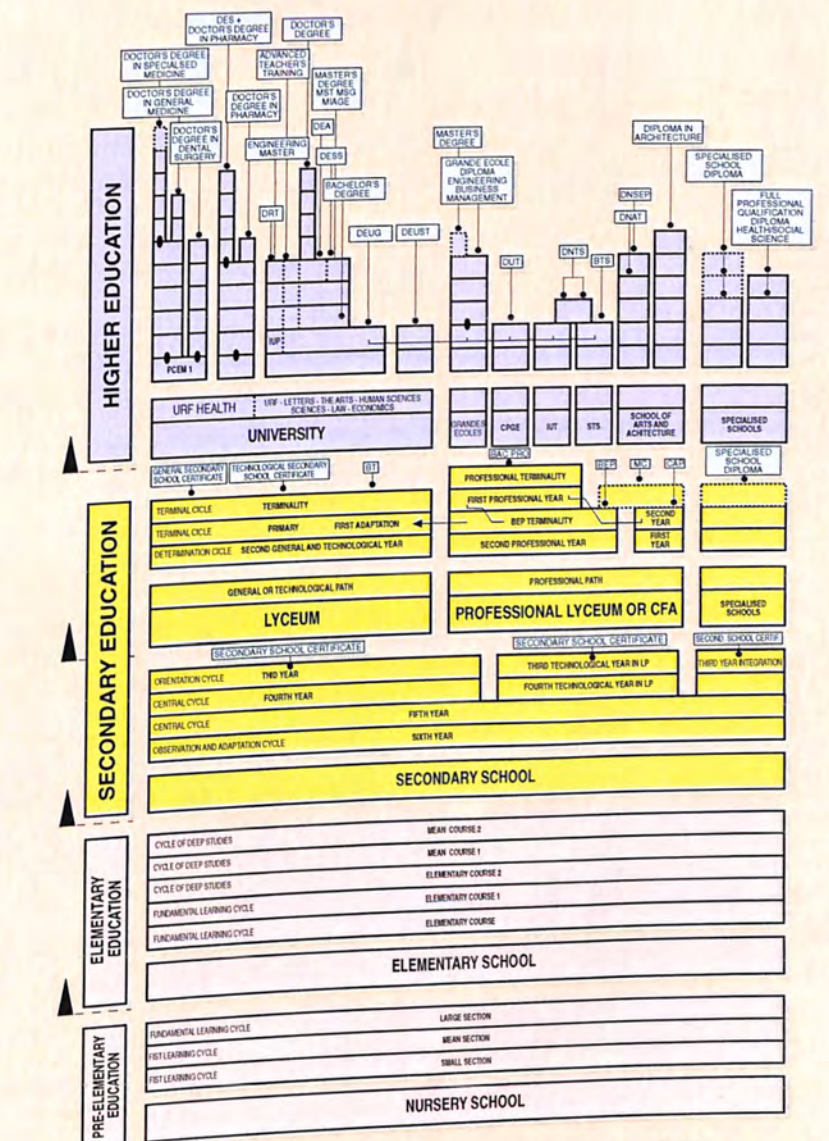
The regions have increased their responsibility in this respect. For the ones who have left school without qualification and others who have difficulty entering the labour market, the government adopts a global employment policy, through customised vocational training paths.

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: learning contract (federal level) and alternating 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).

MAIN TRAINING PATHS



Apprenticeship
 It is possible to prepare oneself via apprenticeship for technological and professional diplomas (from CAP to engineering diplomas).

Passage
 The training paths shown above provide general schemes of studies. The arrows indicate passage from one training type to another. Other passages are equally possible.

Competitive examinations

Diplomas
 BACPRO - Professional Secondary School Certificate
 BEP - Professional Studies Certificate
 BT - Middle-Level Technician Certificate
 BTS - University-Level Technician Certificate
 CAP - Professional Aptitude Certificate
 DEA - Deep Studies Diploma
 DES - Specialised Studies Diploma (Pharmacy)
 DESS - Specialised University Studies Diploma
 DEUG - General University Studies Diploma

DEUST - Scientific and Technical University Studies Diploma
DUT - University Technology Diploma
DNTS - National Specialised Technology Diploma
DRT - Technological Research Diploma
MAAGE - Master's Degree in Management - Applied Organizational Methods
MC - Complementary Commandation after CAP, BEP, BT, BACPRO...
MSG - Master's Degree in Management Sciences
MST - Master's Degree in Sciences and Techniques

Sections
 CPGE - Preparatory Courses for the Grandes Ecoles
 PCEM - First Cycle of Medical Studies
 STS - University-Level Technicians Section
 UFR - Unit of Training and Research

Institutions
 CFA - Apprenticeship Training Centre
 IUP - University Institute of Technology



Official Name: Bundesrepublik Deutschland
(Federal Republic of Germany)
Capital: Berlin, with some government offices remaining in the former West German capital of Bonn
Area: 356,733 sq Km
Population: 81,3 million
Official Language: German
G.D.P.: 1,71 trillion
Currency: Deutsche Mark

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN GERMANY

The German education system is characterised by the federate structure of the Federal Republic of Germany. Generally speaking, the 16 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 principle of general consensus.

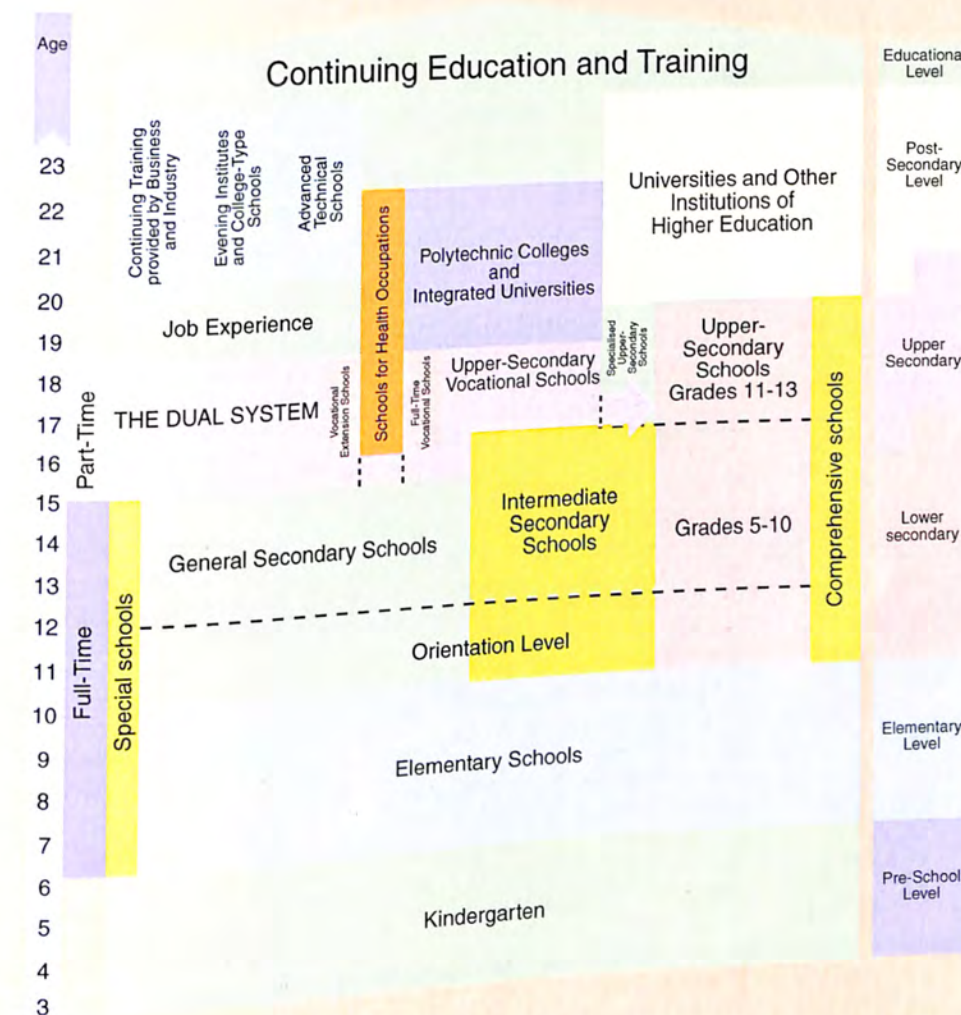
Typical of the dual system of vocational training is that the advisory services and the supervision of training programmes as well as examination and administration functions are not under the responsibility of the government, but are assigned to self-governing organisations of business and industry 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 15 billion dollars. 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 coordinate 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 SYSTEM





Official Name: The Hong Kong Special Administrative Region
Area: 1,095 sq Km
Population: 6,617 million
Official Languages: Chinese and English
G.D.P.: US\$ 26,400 per capita in 1997
Currency: Hong Kong Dollar

Hong Kong

EDUCATION AND TRAINING SYSTEMS IN HONG KONG

Hong Kong introduced in 1978 three years of free and compulsory universal secondary education (i.e. junior) in either secondary grammar, secondary technical or pre-vocational 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 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

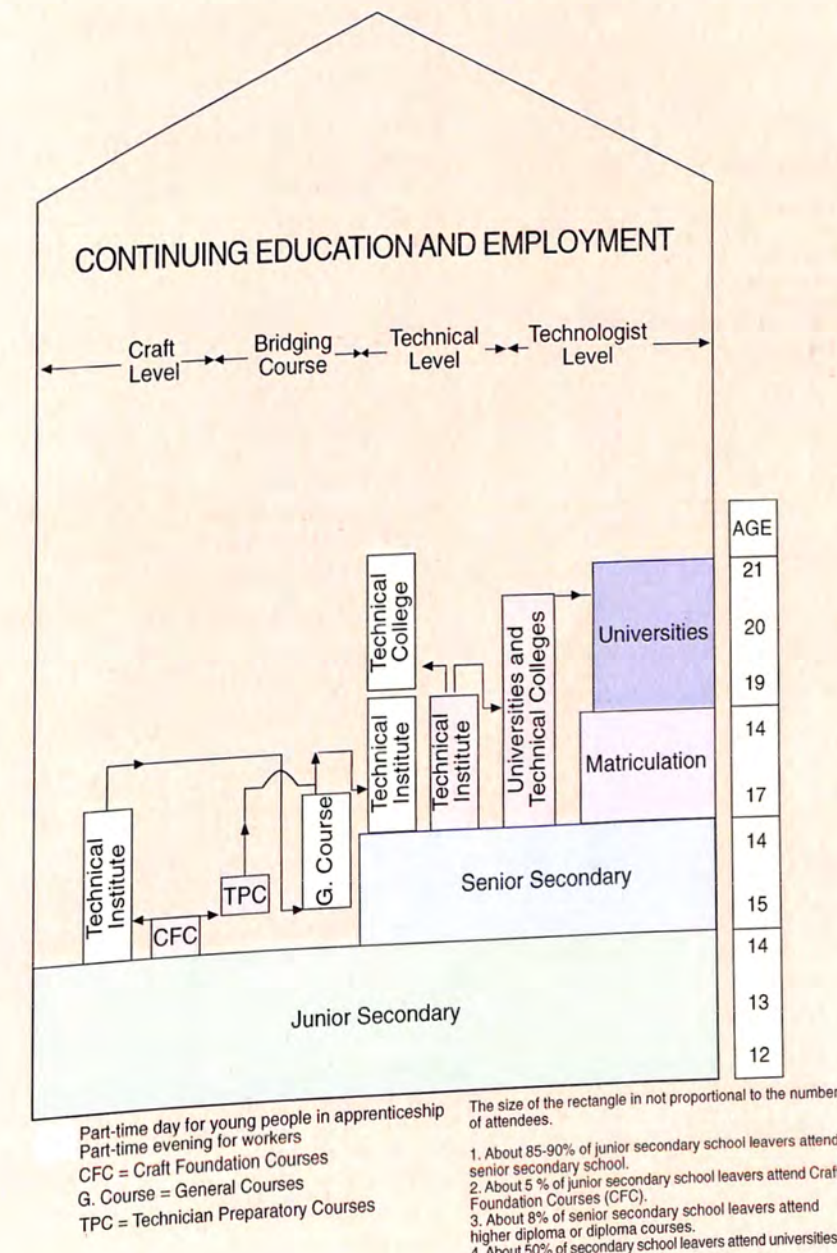
(technician) and higher level vocational training.

Thus, VTC:

- operates two technical colleges and seven technical institutes which provide around 63,000 places at the higher technician, technician and craftsmanship levels;
- operates 24 training centres which provide around 45,000 places annually for both pre-employment and upgrading training;
- assesses both sectional and "national" manpower necessities by carrying out biennial manpower surveys on all the major economic sectors;
- operates three centres for the training of people with a disability for open employment;
- administers the Apprenticeship Ordinance;
- operates a Management Development Centre which does research and develops courses to meet the specific needs of Hong Kong managers;
- 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 former are responsible for all training matters specific to their sectors and the latter for areas of training which cut across all sectors of the economy.

EDUCATION SYSTEM IN HONG KONG





Official Name: Republic of Ireland
Capital: Dublin
Area: 70,285 sq Km
Population: 3,6 million
Official Languages: Irish and English
G.D.P.: 52,060 billion
Currency: Irish pound

EDUCATION AND TRAINING SYSTEMS IN 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

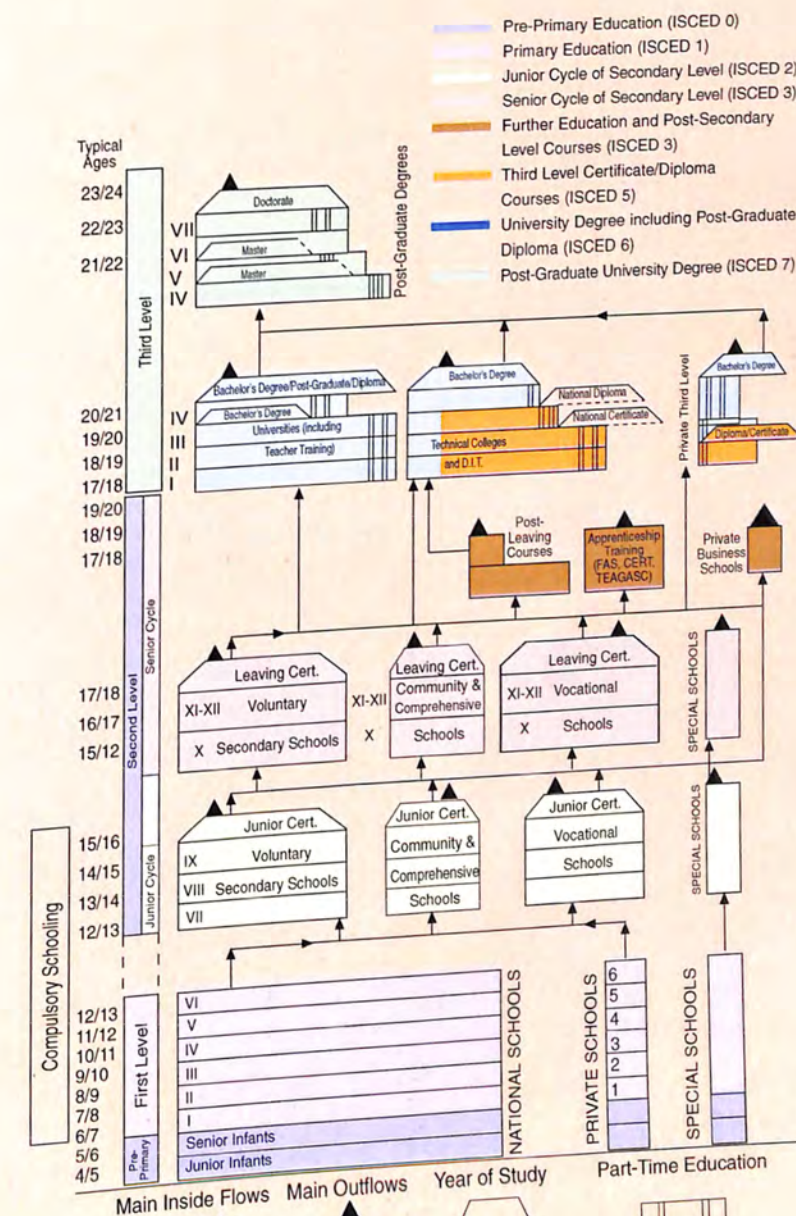
Together with the courses provided in third-level institutions,

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.

EDUCATION SYSTEM IN IRELAND



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



Official Name: Repubblica Italiana
(Italian Republic)
Capital: Rome
Area: 301,302 sq Km
Population: 57,9 million
Official Language: Italian
G.D.P.: 992,4 billion
Currency: Lira

italy

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN ITALY

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.

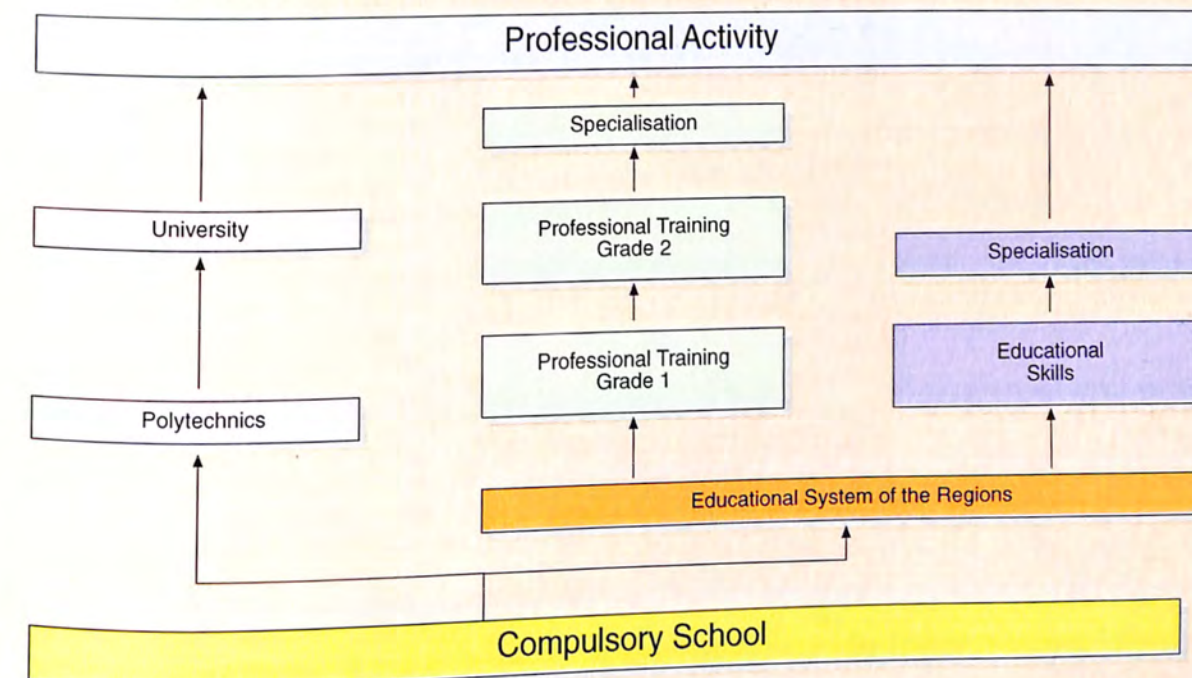
Unique for Italy is the qualification as master of trade in craftsmanship in accordance to the German speaking countries in Europe. A new feature is the technical education, based on apprenticeship or on Polytechnics.

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.

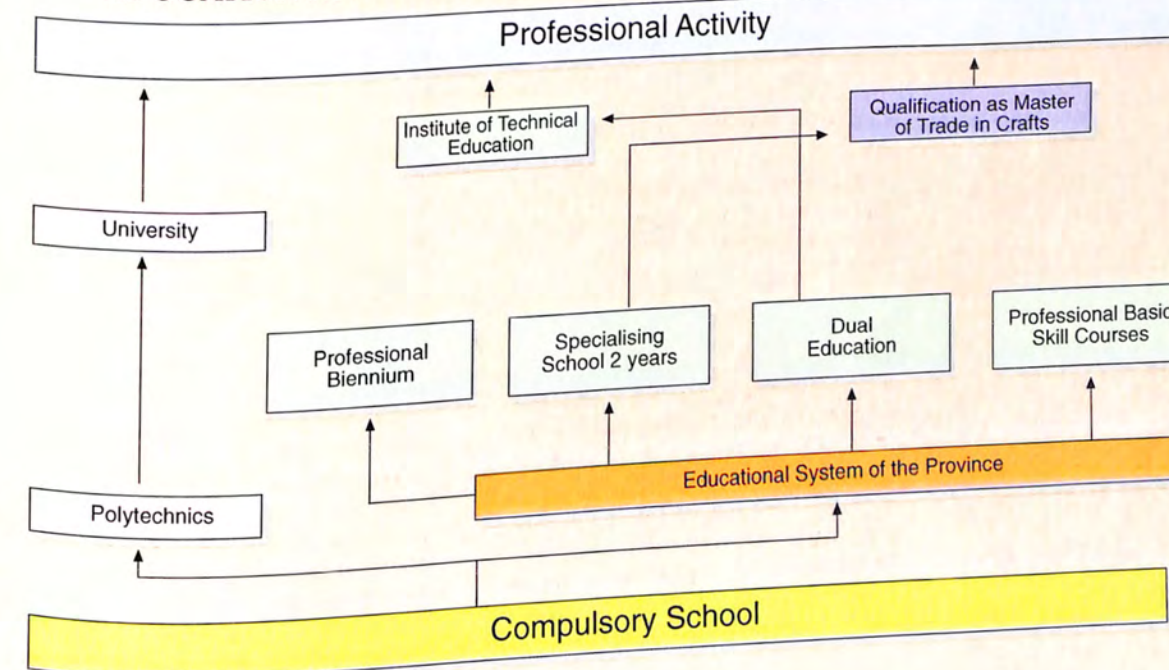
National public schools offer education which leads to A-level examination (high school) for commerce and trade.

Regions are in charge of the organisation of these courses and work closely together with employment agencies. Now there

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN ITALY



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN SOUTH TYROL





Official Name: Nihon Koku
(Land of the Rising Sun)
Capital: Tokyo
Area: 377,688 sq Km
Population: 125.9 million
Official Language: Japanese
G.D.P.: 4.6 trillion
Currency: Yen

EDUCATION AND VOCATION TRAINING SYSTEMS IN 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 the 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 pre-school 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 and less students interested to learn trade skills necessary for employment. Thus, it may be possible to say

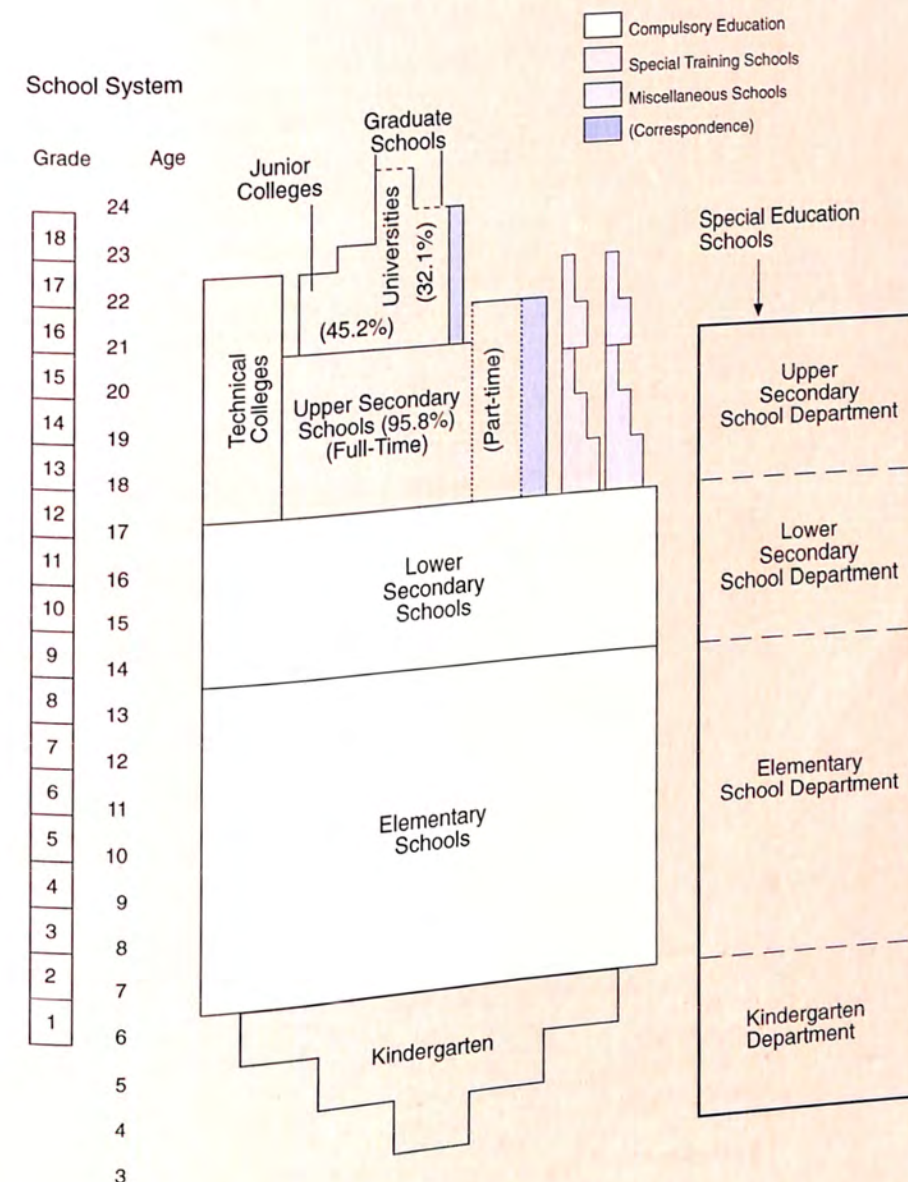
that, in due time, the educational system will be responsible for the fundamental scholastic knowledge and the vocational education and training will be provided by trade companies.

As a matter of fact, Japanese companies have been playing an increasing part in developing human resources: nearly nine out 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 one third of the workers' wages (during the training period) and the cost of the training programme.

At present nearly 400 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 133 different types of jobs. The number of successful applicants amounts to over 2 million so far.

JAPANESE EDUCATION SYSTEM



Japan

Korea

A linear school system of the 6-3-3-4 type was first adopted by the Education Law of 1949 and is currently in use. The Republic of Korea defines the constitutional principles of education as follows:

1. Every citizen is entitled to an equal opportunity to receive education within his or her capacity.
2. Every citizen is required to have his or her dependent children receive elementary education at

In addition, Article 81 of Education Law declares: "Every citizen is entitled to an equal opportunity to receive education regardless of his or her religion, sex or socio-economic status". To attain this goal, the following types of institutions have been established:

- These schools constitute the foundation of the linear school system of the 6-3-3-4 type.

Korean Vocational Training is divided into two categories: public and private vocational training. Public Vocational Training (Korea Manpower Agency, Korea Foundation of Polytechnic Colleges, Korea Employment Promotion Agency for the Disabled, Korea Chamber of Commerce and Industry) provides Vocational Training in areas which lack facilities or faculties in the private sector.

Pre-school Education	Elementary Education						Secondary Education						Higher Education															
Schooling Age	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
Kindergarten	Elementary School						Middle School						High School						College & University						Graduate School			
																			Teachers Colleges									
							Air & Correspondence Middle School						Air & Correspondence High School						Colleges of Education									
																			Junior College									
							Middle School Attached to Industrial Firm						High School Attached to Industrial Firm						Air & Correspondence Univ.									
							Special Class						Special Class						Polytechnics								Polytechnics Graduate Sch.	
							Trade School						Trade High School						Miscellaneous School									
							Civic High School																					
						Civic School																						
						Special School																						
						Miscellaneous School																						

Retraining	Korea Univ. & Tech. Educ. (4yrs)	Polytechnic Colleges			
		Master Craftsman (1-2yrs)	Technician (2yrs)	Upgrading Course (3 days or longer)	Correspondence Training (1-2yrs)
Refresher Training		Vocational Training Institutes			
		Craftsman (1yr)	Upgrading Course (3 days or longer)	Correspondence Training (1-2yrs)	
Further Training		Mobile Training Unit (4-12 weeks)			
Initial Training		Training for the Foreign Technical Manpower			
		Basic Training (4 weeks)	Advanced Technology (8 weeks)	Instructor Upgrading (14 weeks)	Other Specialised Courses (2-3 weeks)

Korea Employment Promotion Agency for the Disabled (1 institute) trains disabled people in trades like machinery, precious metal processing, fashion design etc.

Korea Chamber of Commerce and Industry (8 institutes) provides training in machinery, electricity, electronics, information and communication, system control etc. with partial financial support from enterprises.

Private Vocational Training is subdivided into two categories, In-plant Training and Authorised Training. In-plant trainings are obliged to develop skilled manpower for the companies' own needs. Authorised Training is carried out by corporations or individuals who are authorised by the Minister of Labour according to the Basic Vocational Training Act.



THE EDUCATION AND VOCATIONAL SYSTEMS IN LIECHTENSTEIN

Official Name: Fiirstentum Liechtenstein (Principality of Liechtenstein)
Capital: Vaduz
Area: 160 sq Km
Population: 31,000
Official Language: German
G.D.P.: US\$ 1,592 billion
Currency: Swiss Franc

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 industrial, commercial and financial economy. 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.

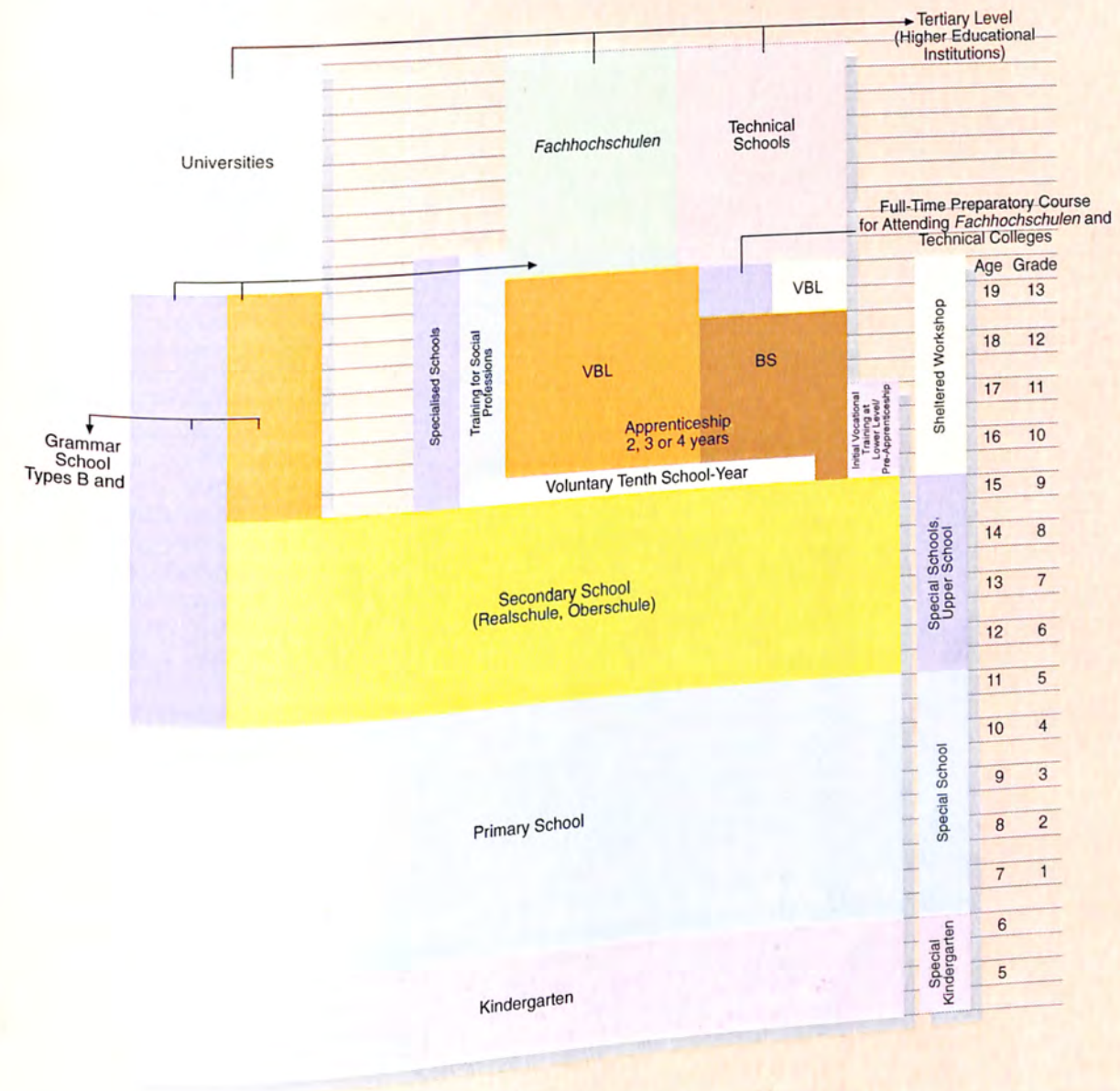
Vocational education has a long tradition in Liechtenstein. As early as 1936, it was consolidated by law that all apprentices should have not only a practical but also an academical education. For a population of 31,000 inhabitants, Liechtenstein offers approximately 21,000 workplaces.

Correspondingly high is the number of training centres in the enterprises, 800 or so, where about 100 trades are taught. At the end of the compulsory schooling period, about 2/3 of the pupils will begin an apprenticeship course in the dual or triadic system, the others will go to a *Gymnasium* (Grammar School) or a *Fachschule* (Specialised School). The effective dual or triadic system is developed in close cooperation with Liechtenstein's vocational institutions: male and female apprentices from Liechtenstein attend vocational schools and training centres in the neighbouring Swiss cantons, where they pass their examinations for expanding the certificates of skills they were awarded in Liechtenstein.

During the apprenticeship course, the apprentices who are specially diligent and gifted can attend the Vocational School at Higher Level and 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 latter spends about 3.5% yearly of the whole budget of the country.

THE STRUCTURE OF THE LIECHTENSTEIN EDUCATIONAL SYSTEM



BMS: Vocational School at Higher Level Preparing for Attending *Fachhochschulen* and Technical Colleges.
BS: Vocational School.
VBL: Preparatory Course for Attending *Fachhochschulen* and Technical Colleges.



Official Name: Grand Duchy of Luxembourg
Capital: Luxembourg
Area: 2,586 sq Km
Population: 0,4 million
Official Languages: Luxembourgian, French and German
G.D.P.: US\$ 11,848 billion
Currency: Luxembourgian Franc

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN LUXEMBOURG

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 Pédagogiques et Technologiques*).

b - The local level

The local level is particularly important for pre-school 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 parent's 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 which 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.

There are different kinds of educational streams after the basic primary education:

- I - the "Régime Préparatoire" of technical secondary education
- II - the technical secondary education (*Enseignement Secondaire Technique*)

I - 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 comprises 3 stages:

- inferior stage (*cycle inférieur*);
- intermediate stage (*cycle moyen*);
- upper stage (*cycle supérieur*).

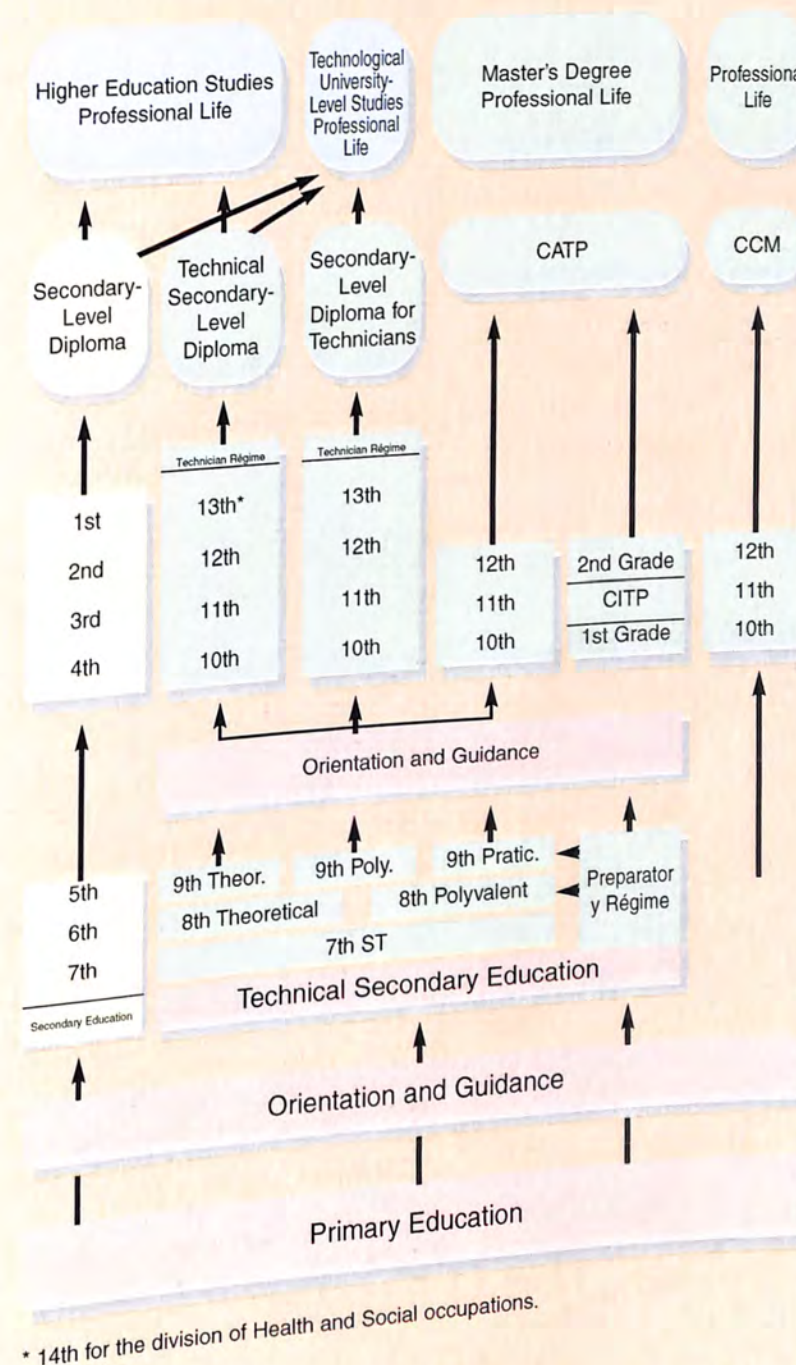
Intermediate and Upper Stage

The intermediate stage allows every student having accomplished his "9e" 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.

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN LUXEMBOURG





Official Name: Macao
(Territory of Portugal)
Capital: Macao
Area: 20,96 sq Km
Population: 484,000
Official Languages:
Portuguese and Chinese
Currency: Pataca

THE EDUCATIONAL SYSTEM OF MACAO

The Educational System of Macao is developed according to an organised group of structures, of diversified actions and on its own initiative and takes the responsibility of different public and private institutions (civil and religious). The coordination of the educational policies, independent of the institutions, which are combined to form the educational system, is of the responsibility of the administration.

The educational system consists of pre-school education, primary schools, secondary schools, post-secondary education, special

education, adults' education, technical and professional training.

The private educational institutions without lucrative ends integrated in the educational system benefit from the support of the Administration through the concession of regular and permanent subsidies.

VOCATIONAL TRAINING SYSTEM IN MACAO

Macao is a territory with an area of about 20 Km². The structure of its professional training is still under discussion towards an establishment of a systematic organisation. Recently the Professional Training Coordinating Committee was set up to discuss which form Macao professional training should take. As a matter of fact, there is no more agriculture in Macao. Instead, manufacture industry and service industry become Macao's economic life-blood.

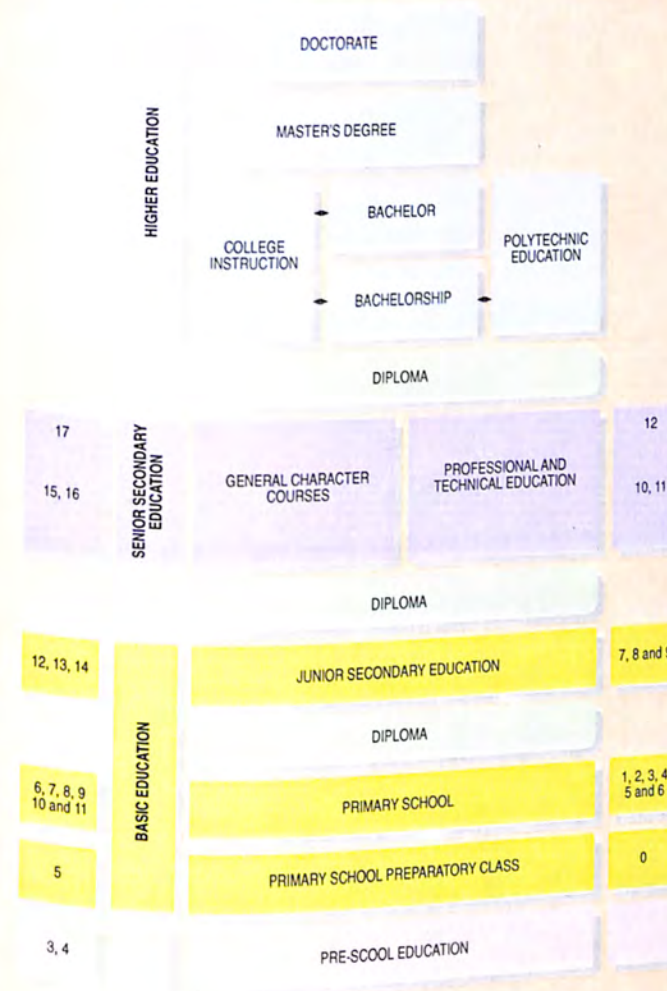
There are several institutions in public and private sectors that offer a certain number of short-term training courses at the moment. Higher education institutions in Macao like the University of Macao, Macao Polytechnic Institute and Institute of Tourism Education also perform training activities within the territory.

The table below shows the structure of professional training as developed by the "Direcção de Serviços de Trabalho e Emprego" (Department of Labour and Employment Affairs) that is trying to suit the needs of the related industry in Macao.

AGES

MACAO EDUCATIONAL SYSTEM FLOW CHART

YEARS OF SCHOOL AGE



Vocational Training System of Macao

Training Modes	Conditions of Access	Profiles of Exits
01 Apprenticeship	Age: 14 to 24 years Academic Qualification: 8th school year	Technician, with level II of professional qualification and 170h year School-level experience
02 Initial Training	Age: 18 years Academic Qualification: 8th school year	Qualification worker with level II of Professional qualification
03 Professional Improvement	Exercise of the Professional Activity	
04 Reconversion	Have exercised an activity	

Developed Activities			
Professional Areas	Professional Families	Training Courses	Professional Exits
01 Electricity, Electronics and Telecommunications	02 Electricity	02 Electricity Installation	01 Electrical Technician Industrial Installation Worker
		01 Low-Tension Electricity and Electromechanics	02 Technician of Automation
	01 Electronics and Telecommunications	01 General Electronics	02 Technician of Low-Tension
		01 Potential Electronics and Telecommunications	02 Technician of General Electronics
02 Repair and Maintenance of Vehicles	01 Mechanics Electricity	01 Audio, Video and TV	02 Industrial Electronics Technician, Technician of Audio, Video and TV, Technician of Telecommunications
		01 Car Mechanics	02 Repairer of Audio, Video and TV
02 Civil Construction	Drawings, Technical Studies and Projects	01 Car Electromechanics	01 Car Mechanics
		01 Painting/Panel Beating	01 Car Electromechanics
Refrigeration and Air-conditioning	Refrigeration and Air-conditioning	01 Civil Construction Drawings	01 Repairer of Automobile, Car Painter, Panel Repairer
		01 Measurement and Budget	01 Civil Construction Draftsman
Wood and Furniture	Industrial Wood and Furniture	01 Domestic and Industrial Refrigeration	01 Construction Budget Estimator
		01 Carpenter/Cabinet Making	01 Refrigeration Electromechanics
Metallurgy and Metalmechanics	Metalmechanics	01 Carpentry/Turning Mechanics, Construction Wood and Furniture Assembler	01 Carpenter/Turning Mechanics, Construction Wood and Furniture Assembler
		01 Mechanics Locksmith	01 Mechanics Locksmith, Mechanical Turner, Machine Worker, Construction Mechanical Locksmith
Commercial Services and Community Service	Commercial	01 Stock Management/Supply/Sales	01 Employee of counter
		01 Sales of Jewellery/ Goldsmith, Measure of Real State	01 Employee of Goldsmith/Jewellery, Agent of Real State
Personal Services and Communication Services	Personal and Domestic Services	01 Domestic Wash and Cloth Starching	01 Clothes Washer and Starching Worker
		01 Hair-Dressing	01 Hair-Dressers
Information/Communication/Documentation	Multimedia	01 Paging Communication	01 Operator of Pager
		01 Computer-Aided Drawing	01 Auto-Cad Draftsman
Administration/Management	Administrative Services and Accounting	01 General Accounting	01 Accountant/Bookkeeper



THE EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN MALAYSIA

Official Name: Persekutuan Tanah Malaysia (Federation of Malaysia)
Capital: Kuala Lumpur
Area: 329,758 sq Km
Population: 20.6 million
Official Language: Bahasa Malaysia
G.D.P.: 70,626 billion
Currency: Ringgit (or Malaysian Dollar)

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 pre-school 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

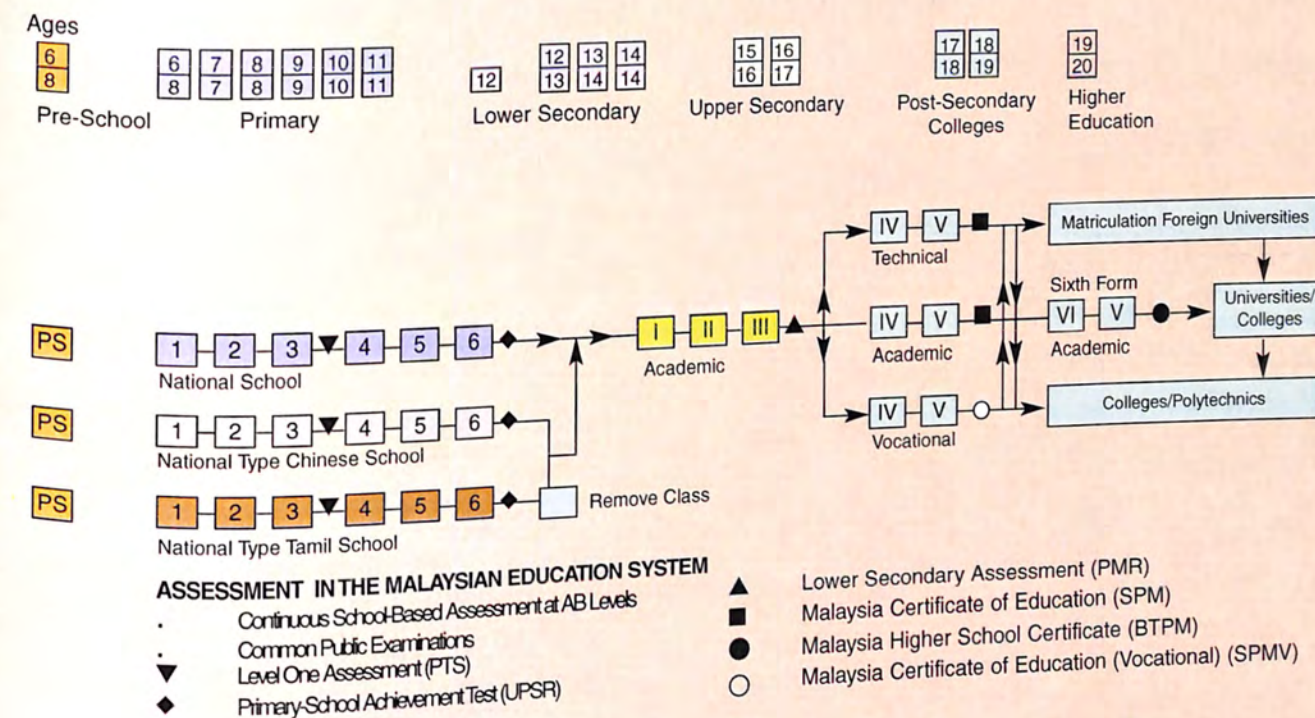
private institutions of higher education in Malaysia provide tertiary education in both the academic and professional fields.

Vocational Training in Malaysia

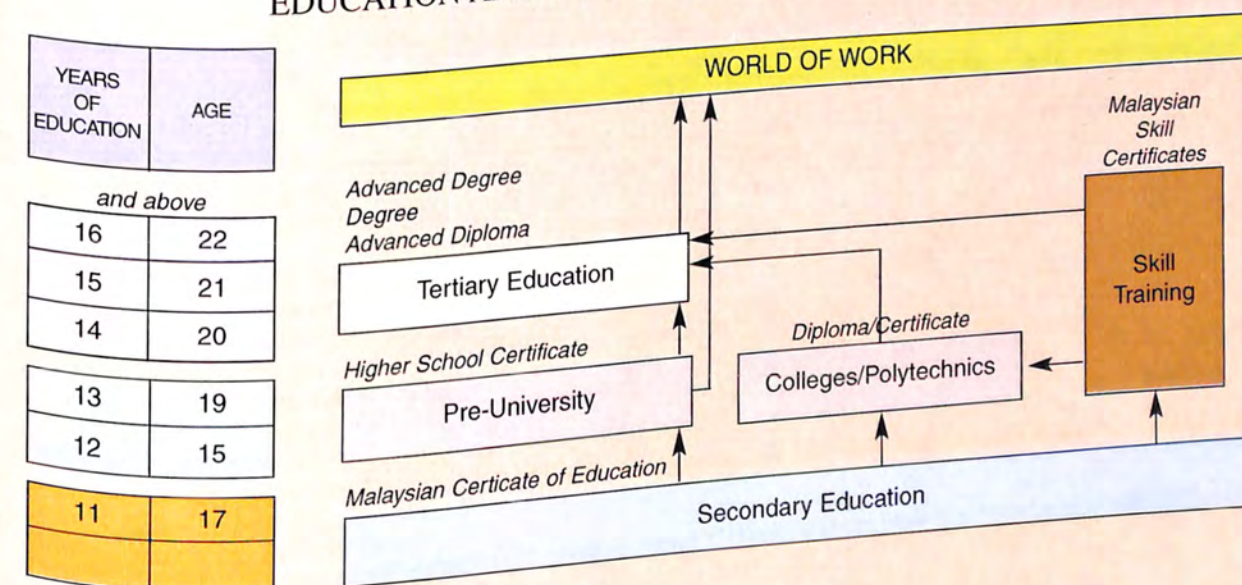
Vocational training in Malaysia is undertaken by various training agencies and institutions, both public and private. These agencies carry out pre-employment skill training programmes to prepare youths for the open labour market. Normally youths at the age of 17, and above, follow these programmes after 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





Official Name: Koninkrijk der Nederlanden
(Kingdom of the Netherlands)
Capital: Amsterdam
Area: 41,526 sq Km
Population: 15,6 million
Official Language: Dutch
G.D.P.: 330 billion
Currency: Guilder (Gulden)

EDUCATION AND TRAINING SYSTEMS IN THE NETHERLANDS

The Dutch education and training system comprises the following six components: primary education; special education; general secondary education; senior secondary vocational education and general adult education; vocational adult education; and higher education.

Education is compulsory for children between 5 and 16-years of age. The law requires 16-year-olds to attend part-time education.

Primary education is intended for children between 4 and 12 years of age and lasts eight consecutive years.

Special education is intended for children who require more support and guidance due to a mental, sensory or physical handicap. The admission age varies from 3 to 6 years, depending on the type of education required. Vocational education is open to pupils between the ages of 12 to 20.

General secondary education is intended for pupils between 12 and 18 years of age. In the initial phase (which lasts two or three years) pupils are taught a uniform programme of education (basic secondary education). In the second phase there are four different types of education:

1. *pre-university education (VWO)* lasts six years and prepares pupils for a course at university or higher vocational training.
2. *senior general secondary education (HAVO)* lasts five years

and prepares pupils for higher vocational education.

3. *junior general secondary education (MAVO)* lasts four years and prepares pupils for senior secondary vocational training.
4. *junior pre-vocational education (VBO)* lasts four years. The final years comprise subjects intended to prepare pupils for an occupation.

Pupils are prepared for follow-up courses in senior secondary vocational education.

Senior secondary vocational training is provided in two learning pathways: apprenticeship training and vocational training.

In the apprenticeship pathway, the apprentice spends more than 60% of his time in the so-called apprentice or traineeship company. In the vocational training pathway, the percentage varies between 20% and 60%.

Both pathways are integrated in the national qualification structure and offer equal opportunities with both sets of apprentices actually eligible for the same qualifications.

Senior secondary vocational education comprises four types of courses, which vary in length and duration:

1. *the assistant vocational education course* (max.1 year) prepares participants for simple operational work in an occupation.
2. *the basic vocational education course* (2-3 years) prepares participants for operational work.
3. *the advanced vocational education course* (3-4 years) prepares participants to work fully independently.

4. *the middle-management course* (4 years) is designed to train participants to be able to function independently and qualify them for all kinds of work.
5. *the specialist training course* (1-2 years) is open to graduates from the advanced vocational education course.

Vocational adult education is oriented to grown-up people from 18 years. The most important forms are:

- *Dutch as a foreign language*; for foreigners living in the Netherlands.

- *basic education* (language skills, numerical skills, social skills);

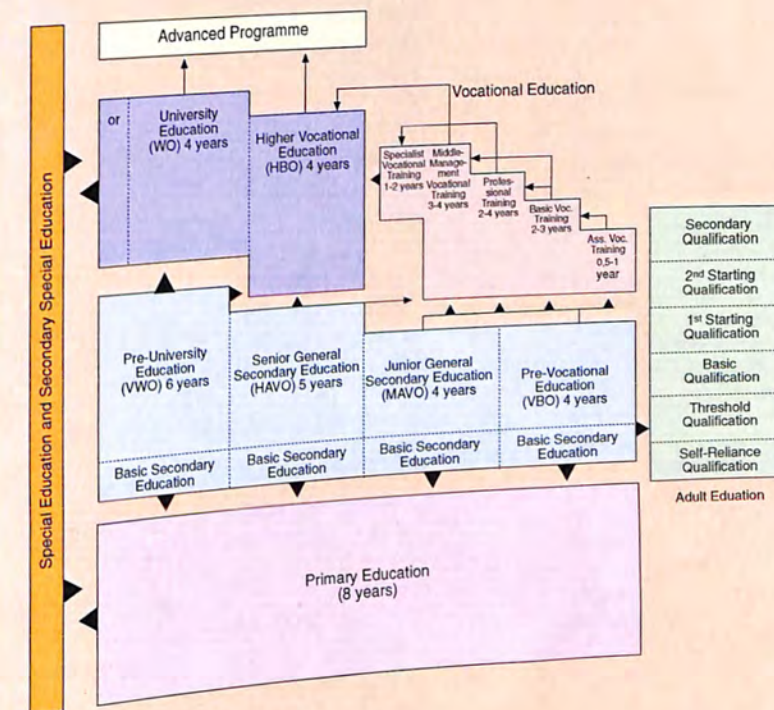
- *VAVO or secondary adult education*: allows many adults to acquire a diploma or course certificate at junior or senior general secondary level (MAVO, HAVO) or pre-university level (VWO);

- *Vocational courses*: broad range of training provisions;

- *Open university*: higher distance education accredited by the Minister of Education.

Higher education is comprised of schools of higher vocational education (HBO, age group 17-21) and university education (WO, age group 18-22). The identity of HBO is defined in relation to its focus on vocational practice; the identity of the university is intertwined with scientific research. University education has a two-phase structure. The first phase lasts four years. The second phase, which lasts 2 or 3 years is an advanced training programme for scientific research. It has limitations in capacity and admission.

EDUCATION AND TRAINING SYSTEMS IN THE NETHERLANDS





Official Name: Dominion of New Zealand (English)
Aotearoa (Maori)
Capital: Wellington
Area: 270,534 sq Km
Population: 3,6 million
Official Languages: English and Maori
G.D.P.: 50,8 billion
Currency: New Zealand Dollar

EDUCATION AND TRAINING SYSTEMS IN NEW ZEALAND

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 etc.) or study at polytechnics (mainly for technician level qualifications such as engineering, quantity surveying, business etc.). 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. The NQF allows greater access to qualifications, more flexible training possibilities and improved portability between different qualifications. University and some other tertiary programs 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 diagram.

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	National Certificates	Schools (year 13) Schools (year 13) Schools (year 12) Schools (year 11)
3		
2		
1		



Official Name: Kongeriket Norge
(Kingdom of Norway)
Capital: Oslo
Area: 323,877 sq Km
Population: 4.4 million
Official Language: Norwegian
G.D.P.: 109.6 billion
Currency: Norwegian Krone

EDUCATION AND TRAINING SYSTEM IN NORWAY

Education in Norway is a high political priority. One of the basic principles is that all children and young people have an equal right to education and training 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 **municipalities** are managing the compulsory primary and lower secondary education (6-15 years). The **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 and 19 are entitled by law to three years of upper secondary education, giving either university/polytechnic/college entrance qualifications, vocational competence or documented partial competence. The right applies equally for those choosing general studies as well as for those choosing vocational education.

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.

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).

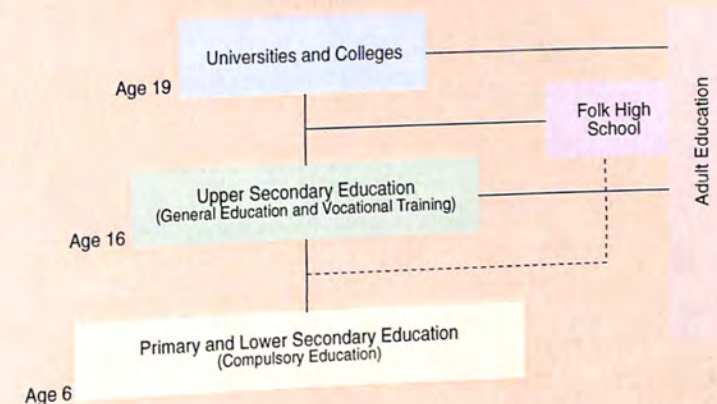
The final examination for journeymen consists of a theoretical part and a practical part, both being supervised by a special committee and being part of a **nation-wide unified qualification system for each trade**. A journeyman's final examination is the same whether the latter phase of training took place on-the-job in a company or 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.

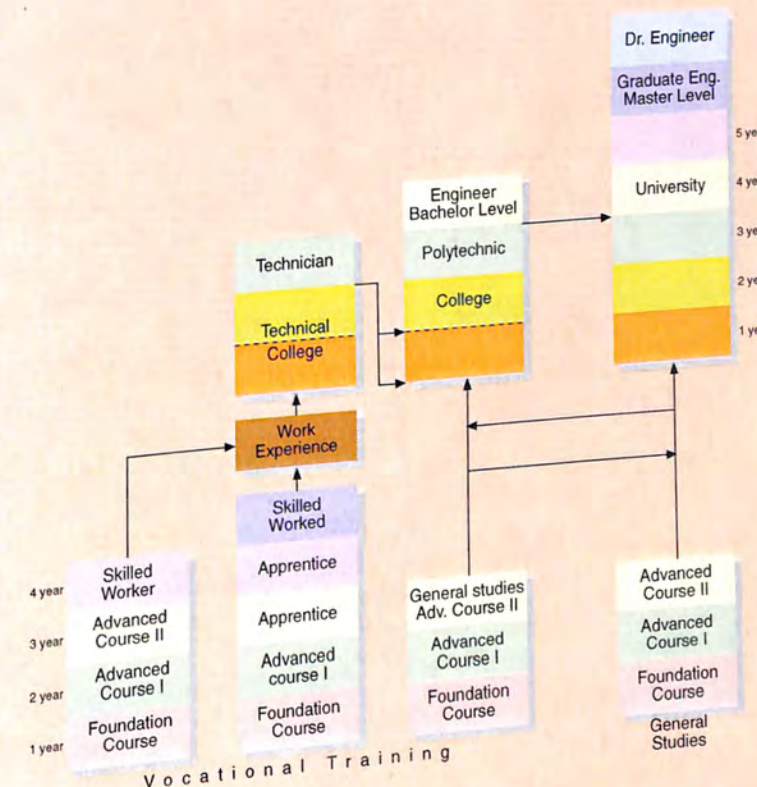
After completing the first year, the pupils may choose among about 100 **Advanced Courses I**. For the last two years, the training is done in companies. To obtain a contract with a company is the individual's own responsibility, although Regional Bodies for Vocational Education may assist.

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

THE NORWEGIAN SYSTEM OF EDUCATION



THE VOCATIONAL TRAINING SYSTEM IN NORWAY





Official Name: Republika ng Pilipinas
(Republic of the Philippines)
Capital: Manila
Area: 300,000 sq Km
Population: 69 million
Official Languages: Filipino and English
G.D.P.: 64.2 billion
Currency: Philippine Peso

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN THE PHILIPPINES

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 multi-sectoral 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 education, offered mostly by private organisations, is an optional requirement for entry to public schools but a number of private schools make it as 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 which 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 systemmes 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 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.

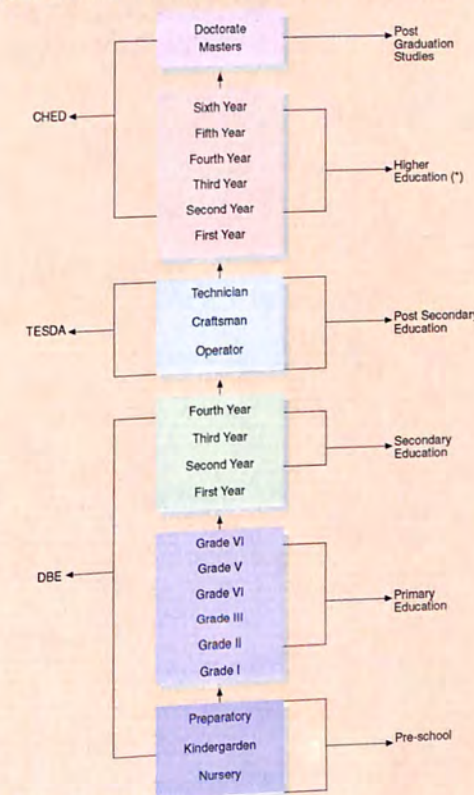
Aside from financial assistance and training subsidy, TESDA has been administering other incentive schemes to encourage state-run and private institutions to conduct high quality training programmes.

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.

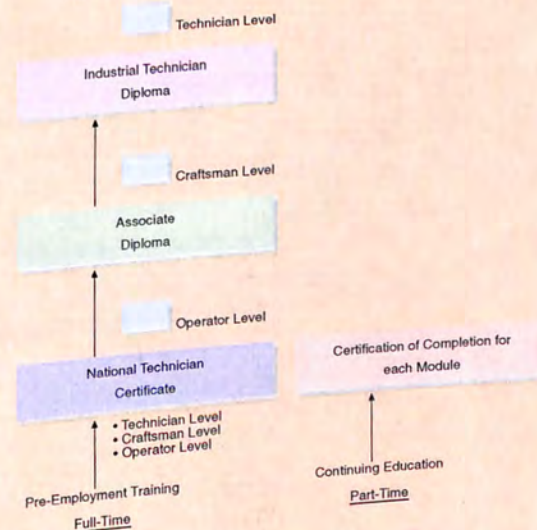
The technician level is the present highest exit level. Desirable in a fully integrated system will be articulation possibilities for graduates at this level to continue their studies at the University. The technician qualification would be accredited towards this and would make the techvoc system more 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





Official Name: Portugal
Capital: Lisbon
Area: 92,082 sq Km
Population: 9,8 million
Official Language: Portuguese
G.D.P.: 87,3 billion
Currency: Escudo

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN PORTUGAL

The education system in Portugal consists of two branches: standard education and vocational training education.

The standard education branch consists of basic, secondary and higher education.

The basic education, which corresponds to the present compulsory schooling, lasts nine years and consists of three cycles:

1. the 1st cycle begins at the age of 6 and covers 4 years of general education;
2. the 2nd cycle corresponds to the 5th and 6th year of schooling, with teaching organised into interdisciplinary areas;
3. the 3rd cycle lasts 3 years and the teaching is organised according to a unified curriculum plan, including various vocational areas; it corresponds to either the final stage of compulsory schooling or to the transition to secondary school.

Secondary education is aimed, as a rule, at youngsters between 15 and 17 years of age, and corresponds to the 10th, 11th and 12th years of schooling.

Higher education covers university education and polytechnic education and takes place in public and private institutions.

In the university higher education there are courses for licentiate's degree, lasting 4 to 6 years; master's degree lasting 1 to 2 years, and specialisation and updating courses. Doctor's degrees are also awarded within this system.

The polytechnic higher education consists of higher education institutes for education and technology, and areas such as journalism and health. The courses last 2 or 3 years and lead to bachelor's degrees.

Adult Education and Vocational Training System

The vocational training system in Portugal consists of training alternatives to standard education. It serves as educational second chances to complete basic compulsory education and it comprises:

- Apprenticeship programme, under the responsibility of the Ministry of Labour and Solidarity in close association with the Ministry of Education. It is intended mainly for young people between the ages of 14 and 24 and who have completed compulsory education. The courses last 4 years and are supervised by the National Apprenticeship Commission, operating under the support of the IEFP (Institute for Employment and Vocational Training).
- Pre-apprenticeship: social cultural as well as vocational

training in a specific area (1,500 hours/35 hours per week). It allows young people to have contact with a real job and awards the participant a level-1 certificate, equivalent to the 6th year of schooling. It grants the student the right to continue training in the education system or to enter the apprenticeship programme.

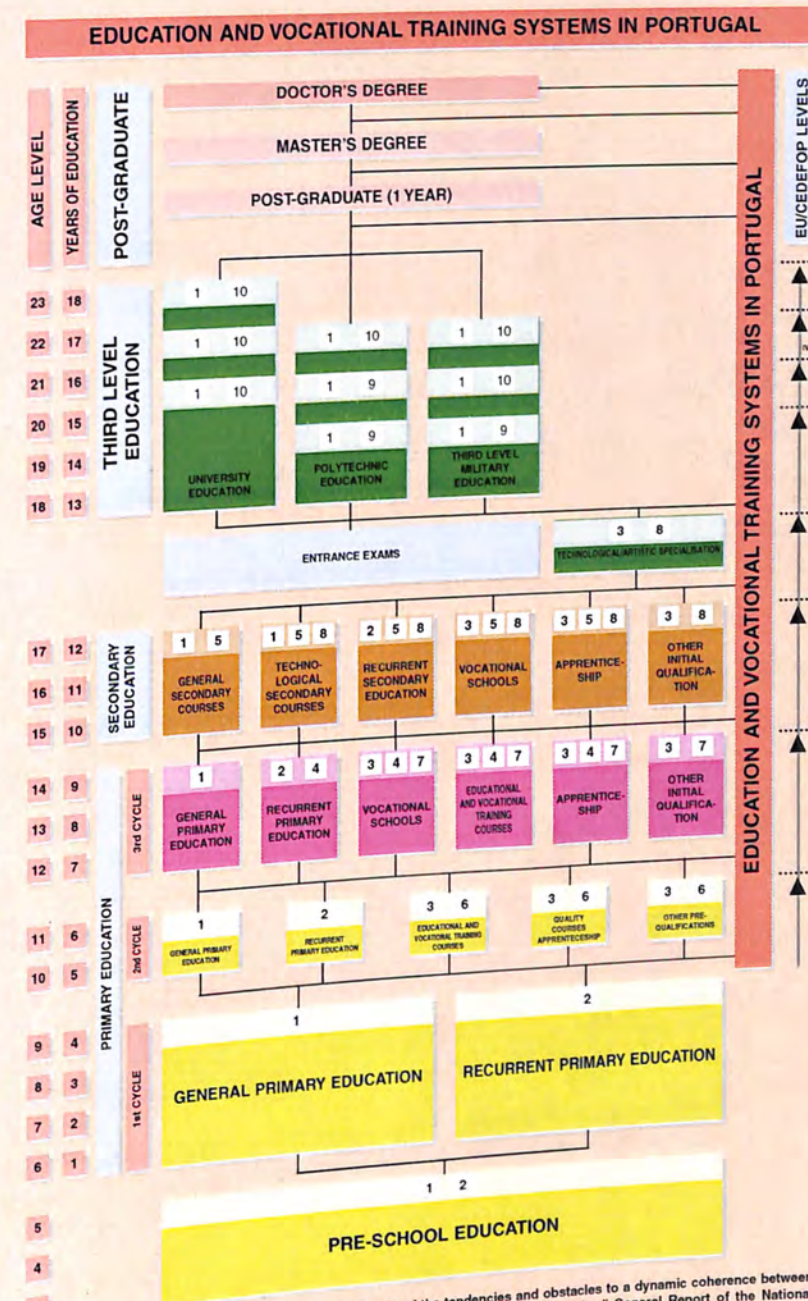
· Vocational schools allow access to qualification levels II and III, with recognised equivalence in the education system (9th and 12th years). They are privately managed and may be funded from various origins. They are characterised by flexibility and diversity, offering modular courses of a technological or artistic nature.

· Adult education is aimed at adults and allow them to complete the three cycles of the basic education system. It does not offer vocational training.

· Vocational training centres are either directly managed by the Institute for Employment and Vocational Training or under joint management of a partner (business associations, trade unions or professional associations) and IEFP, which gives financial, technical and training support.

The Portuguese training system also includes specialised technological or artistic diplomas granted by Specialised Technological or Artistic Courses, located somewhere between secondary and higher education, lasting 2 to 4 semesters and including vocational traineeship in a work context.

The following chart summarises the educational system in Portugal.



Adapted from the study by Luís Imaginário (1995) "Analysis of the tendencies and obstacles to a dynamic coherence between the Systems of Education, Vocational Training Needs and Socio-Educational Partnerships." General Report of the National Council for Education.

(1) General Education or Normal Code of School Education or Systematic and General Training (2) General Evening Education or Special Mode of School Education or Systematic but Non-General Training (3) Special Mode of School Education (Vocational Training within the Educational System) or Systematic but Non-General Education or Recurrent Education (Vocational Training within the Educational System) (4) Primary Education Diploma (5) Secondary Education Diploma (6) Level and/or Vocational within the Labour Market (7) Level-II Vocational Qualification Certificate (8) Level-III Vocational Qualification Certificate (9) Bachelor's Degree (10) Licentiate's Degree



Official Name: Republic of Singapore
Capital: Singapore
Area: 640 sq Km
Population: 3,1 million
Official Language: Malay, Chinese (Mandarin), Tamil, English
G.D.P.: 143 billion (Singapore Dollars)
Currency: Singapore Dollar

EDUCATION AND TRAINING SYSTEMS IN SINGAPORE

40% will go to the polytechnic and 25% to the technical institutes of ITE. The average number of students completing schools is of about 40,000.

Technical Training System

Technical training in Singapore is provided by the polytechnics and the Institute of Technical Education (ITE). The technical training system is illustrated below.

ITE is a post-secondary institution which provides secondary school graduates and working adults with technical skills and knowledge to meet the manpower needs of the various sectors of industry. ITE provides full-time institutional training and apprenticeship programmes for school graduates as well as lifelong education and training programmes for workers.

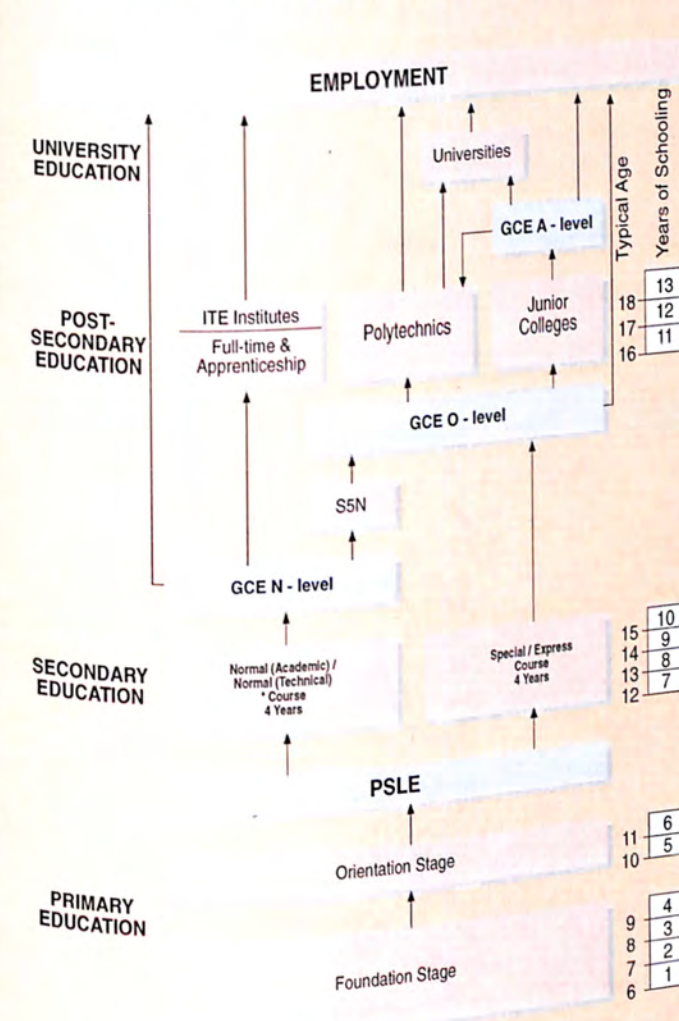
Full-time institutional training is the mainstay of the pre-employment technical training system in ITE which offers a range of engineering, business studies and technical skill courses in its 11 technical institutes. Apprenticeships modelled on German dual system constitute about 10% of the intake. The technical skills are classified under the 3-Level National Technical Certificate (NTC) system with NTC-1 being the highest level of attainment, NTC-2 the skilled level and NTC-3 the basic skill level.

The 4 polytechnics offer 3 years full-time diploma courses at higher technician levels in commerce, applied arts and engineering.

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

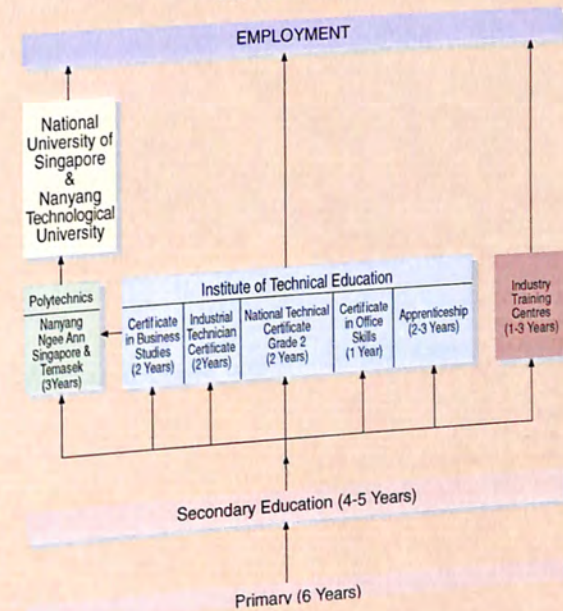
As the national objective is to maximise the potential of all Singaporeans, the system provides streaming in schools and the opportunity for progressing depends on individual interests, aptitudes and potentials. According to national targets, about 25% of school leavers will proceed to junior colleges after completing secondary schooling;

EDUCATION SYSTEM IN SINGAPORE



National Examination
 PSLE Primary School Leaving Exam
 GCE General Certificate of Education
 N Normal Level
 O Ordinary Level

TECHNICAL TRAINING SYSTEM IN SINGAPORE





Official Name: Republic of South Africa
Capital: Pretoria
Area: 1,223,201
Population: 42,8 million
Official Language: English, Afrikaans and nine other African Languages
G.D.P.: 121,9 billion
Currency: Rand

EDUCATION/VOCATIONAL TRAINING SYSTEMS IN SOUTH AFRICA (Under Development)

The South African Qualifications Authority (SAQA) Act, passed in October 1995, enabled South Africa to develop its own National Qualifications Framework (NQF). The 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:

- create an integrated national framework for learning achievements;
- facilitate access to, and mobility and progression within education
- training and career paths;
- enhance the quality of education and training;
- accelerate the redress of the past unfair discrimination in education, training and employment opportunities;
- contribute to the full personal development of each learner and the social and economic development of the nation at large.

An eight-level framework with three identified bands was adapted:

- Level 1 - General Education and Training (recognised to have two distinct sectors - formal schooling and Adult Basic Education and Training);
- Levels 2-4 - Further Education and Training;
- Levels 5-8 - Higher Education and Training.

General Education and Training Band			
Level 1			
Types of Qualifications and Certificates			
Std 1/Grd 4 ABET - Level 1	Std 3/Grd 5 ABET - Level 2	Std 5/Grd 7 ABET - Level 3	Std 7/Grd 9 ABET - Level 4
Locations of Learning for Units and Qualifications			
Formal School (Urban/Rural/Farm/Special), Occupational/Workbased Training, RDP, Labour Market Schemes, Upliftment/Community Programmes, NGOs, Churches, Night Schools, ABET Programmes, Private Providers, Industry Training Boards, Union, Workplace etc.			

Further Education and Training Band		
Level 2		Level 4
Types of Qualifications and Certificates		
School, College, Trade Certificates, of Mix of Units from all		
Locations of Learning for Units and Qualifications		
Formal High School, Private/State Schools, Technical/Community Police/Nursing and Private Colleges RDP and Labour Market Schemes, Industry Training Boards, Union, Workplace etc.		

Higher Education and Training Band			
Level 5		Level 6	Level 7
Types of Qualifications and Certificates			
Diplomas, Occupational Certificates	First Degrees, Higher Diplomas	Higher Degrees, Professional Qualifications	Doctorates, Further Research Degrees
Locations of Learning for Units and Qualifications			
Universities, Technikons, Colleges, Private/Professional Institutions, Workplace etc.		Tertiary, Research, Professional Institutions	

Official name: Kungariket Sverige
(Kingdom of Sweden)
Capital: Stockholm
Area: 449,964 sq km
Population: 8,8 million
Official language: Swedish
G.D.P.: 196,5 billion
Currency: Krona (Swedish Crown)

EDUCATIONAL AND VOCATIONAL TRAINING SYSTEMS IN SWEDEN

Overall responsibility for education in Sweden is borne by the Parliament and the Government. Education in Sweden has traditionally been organised within the public sector but opportunities have recently been opened up for private school organisers.

The state lays down nation-wide goals and guidelines but it is up to the municipalities to implement it. Parliament makes general policy decisions on objectives, time schedules and marking systems. The government decides on curriculum, the syllabi for the compulsory school and on the core subjects of upper secondary school and public adult education. The National Agency for Education decides on all the other syllabi. Every syllabus expresses the knowledge the pupils shall have on completion of their studies.

Special remarks concerning the Swedish Vocational Education

Approximately 50% of the pupils* attend the 13 vocational oriented and special designed programmes in upper secondary school.

*An age group consists for the moment (1997/98) of approximately 100,000 pupils.

Within the framework of the upper secondary school, a new type of education is being created for apprentices. A small scale pilot project with two years in upper secondary school followed by two years company training has just started.

Cooperation between school and working life

In the compulsory school there are no longer any national regulations concerning the scope of work experience programmes. It is up to the municipality and the school itself to determine in detail how these schemes can best be incorporated into the school's total activities.

Companies and other workplaces are expected to play an important role in education at the upper secondary level by offering part of vocational training even though the main part takes place in the school. Through this training pupils come into direct contact with working life.

Qualified Vocational Education - QVE

Over the next few years, a pilot project involving QVE is being carried out. QVE is a new form of post-secondary studies in which one-third of the time is based on advanced application of theoretical knowledge at a working place - active work-place learning 10,000 students are in the year 1998 involved in the project which covers most branches. Today, the employment market demands for skilled labour.

To be attractive on the labour market, a person must have not only traditional knowledge and skills but also wide-ranging proficiency. This includes flexibility, social skills, a capacity to see both the overall picture and processes, and an ability to solve production problems in an activity. The project ends in the year 2001.

THE SWEDISH EDUCATIONAL SYSTEM

Age Zone	TYPE OF STUDIES				
26-36	Doctorate				
20-30	University Diploma 2-5,5 years*				
		Master 4 years*			
			Bachelor 3 years*		
	Professional Degrees	General Degrees			
	Higher Education, Universities and University Colleges				
	Upper Secondary School**				
16-19	Compulsory School				
7-16	Voluntary Early School Start				
6-7	Pre-School Education, Day Nursery, Part-Time Groups, Open Pre-Schools				

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.

13 NATIONAL VOCATIONAL-ORIENTED PROGRAMMES

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



Official Name:
Schweizerische
Eidgenossenschaft
(Swiss Confederation)
Capital: Bern
Area: 41,288 sq Km
Population: 7,3 million
Official Languages: German,
French, Italian and Romansh
G.D.P.: 260,4 billion
Currency: Swiss Franc

THE EDUCATIONAL AND VOCATIONAL TRAINING SYSTEMS IN SWITZERLAND

categories of requirements, according to the canton.
3. The upper secondary schools give access to institutions of higher education.
4. In certain cantons, teacher training for the pre-school, primary and lower secondary level takes place in the upper secondary level. Teachers for the upper secondary level are trained in higher education institutions in all the cantons.
5. Apprenticeship combines practical training in the enterprise with theoretical knowledge transmitted by vocational schools (dual system). This form of full-time vocational training takes two, three or four years.
6. The entrance in higher vocational training schemes requires at least two years of practical professional experience following the Federal Qualification Certificate.

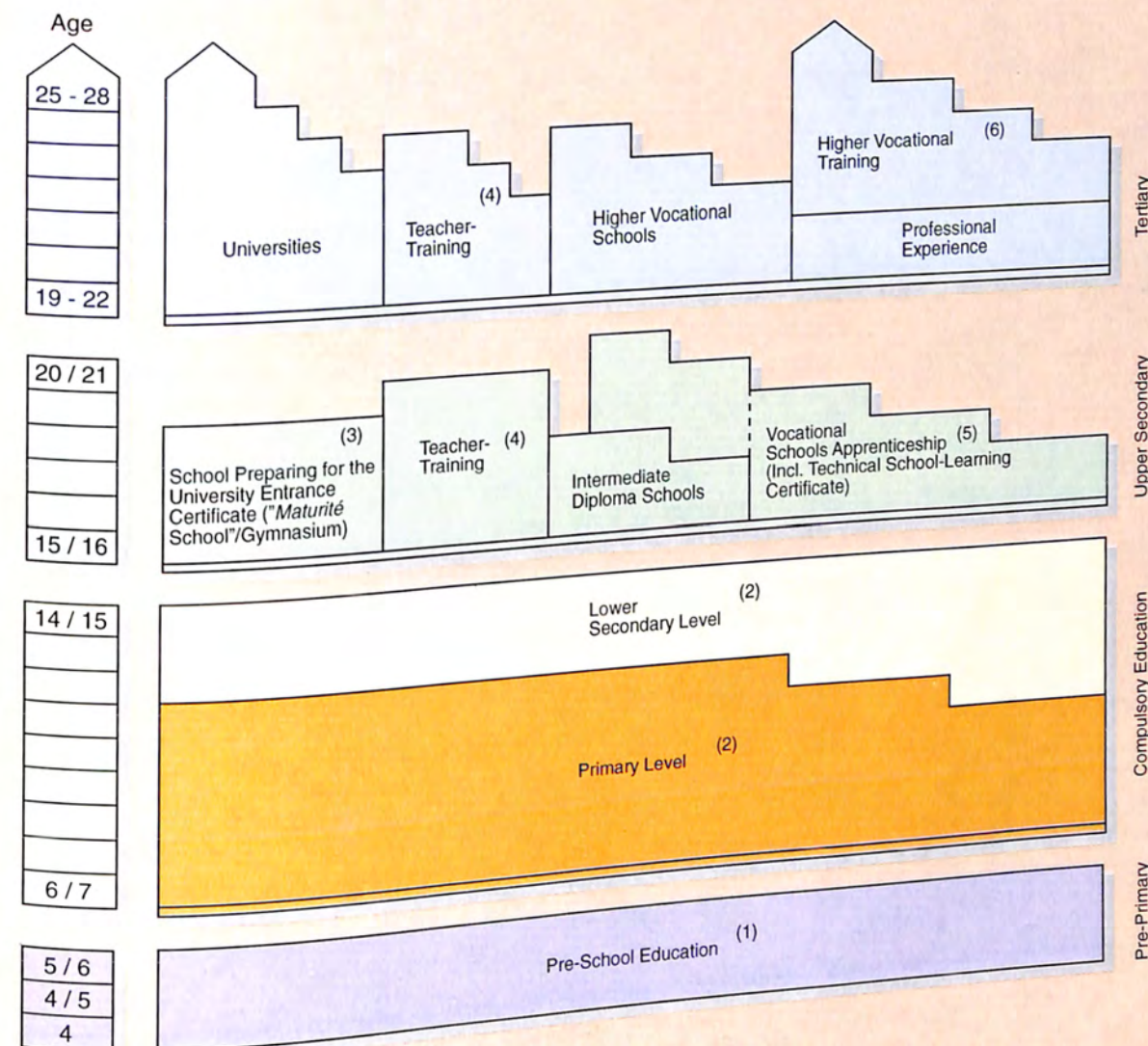
The following diagram presents a simplified picture of the present state of formal education and training. It does not take into account the important reforms under way with regard to the "polytechnics" (*Fachhochschulen*) and does not show the numerous structures and categories which exist in secondary and higher education levels.

The diagram does not illustrate the steadily growing variety of educational programmes in the areas of general culture, vocational training and further education, which are often offered by and in private enterprises.

Schools with specialised programmes are not represented in this diagram as well.

1. Kindergarten is not compulsory (duration between 1 and 3 years).
2. Compulsory education is divided into two-time periods: depending on the canton, primary education varies between 4 and 6 years, and lower secondary education between 3 and 5 years. Lower secondary education is divided into 2 or 3 different

THE SWISS EDUCATIONAL SYSTEM





Official Name: Taiwan, Republic of China
Capital: Taipei
Area: 36,202 sq Km
Population: 21,3 million
Official Language: Mandarin
G.D.P.: US\$ 214,2 billion
Currency: New Taiwan Dollar

VOCATIONAL EDUCATION AND TRAINING IN TAIWAN

Compulsory education in Taiwan 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 diagram) Or to enter 3-year or 2-year junior college, or enter job market or participate in vocational training programmes for employment.

Vocational training in Taiwan can be divided into two areas: public training and enterprise training. Public training is given through public vocational training institutions established or

supported by the government. Enterprise training refers to training programmes offered by enterprises.

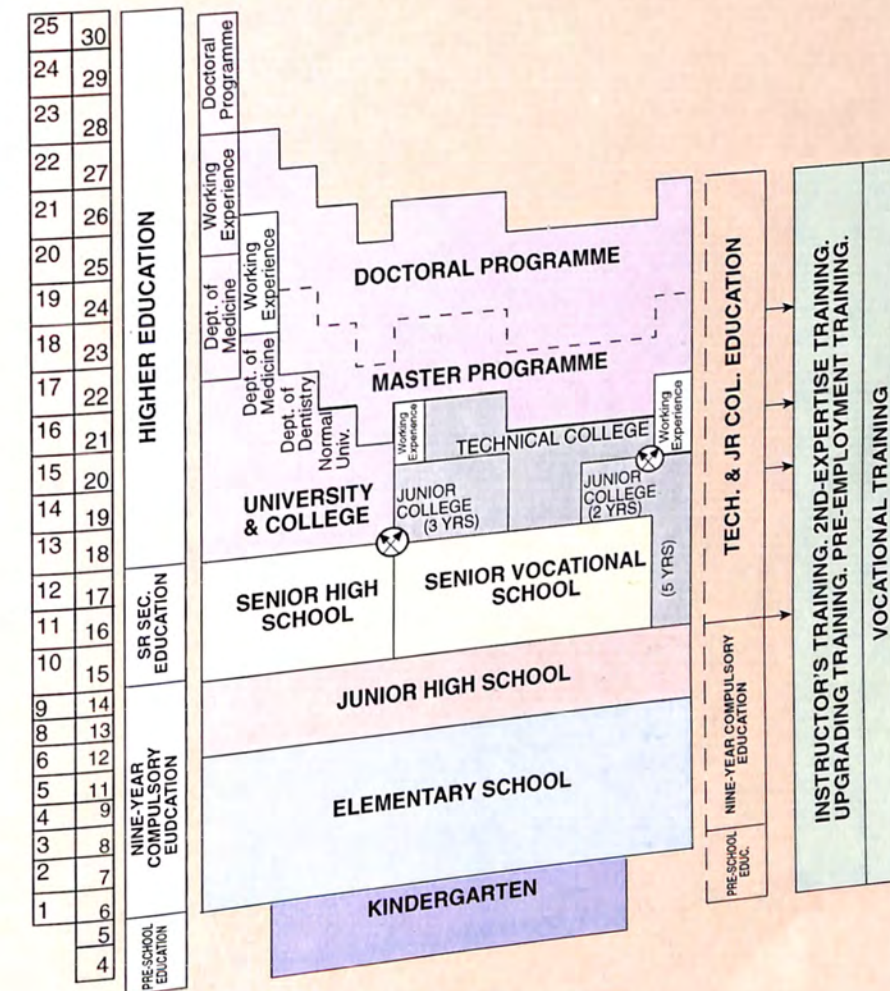
Pre-employment training programmes usually last for one year, some offer six months or 3 years of training, depending on the trades and pre-requisite levels of trainees.

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 engineering, commerce, agriculture, home economics, arts, maritime and marine product, medicare and nursery. Based on 1996 figures, enrolment ratio of senior high schools and senior vocational schools was 32:68. Many of the vocational school graduates also take vocational training programmes before they seek employment.

In Taiwan, R.O.C, 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 Employment and Vocational Training Administration of CLA is responsible for national vocational training employment services and skill testing and certification.

THE CURRENT EDUCATION & TRAINING SYSTEM IN TAIWAN, REPUBLIC OF CHINA





Official Name: Prathet Thai
Kingdom of Thailand
Capital: Bangkok
Area: 513,115 sq Km
Population: 59.4 million
Official Language: Thai
G.D.P.: 143.3 billion
Currency: Baht

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN 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 which 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. Pre-school 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 (Non-formal System)

There are two significant government agencies which 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 and Social Welfare.

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.

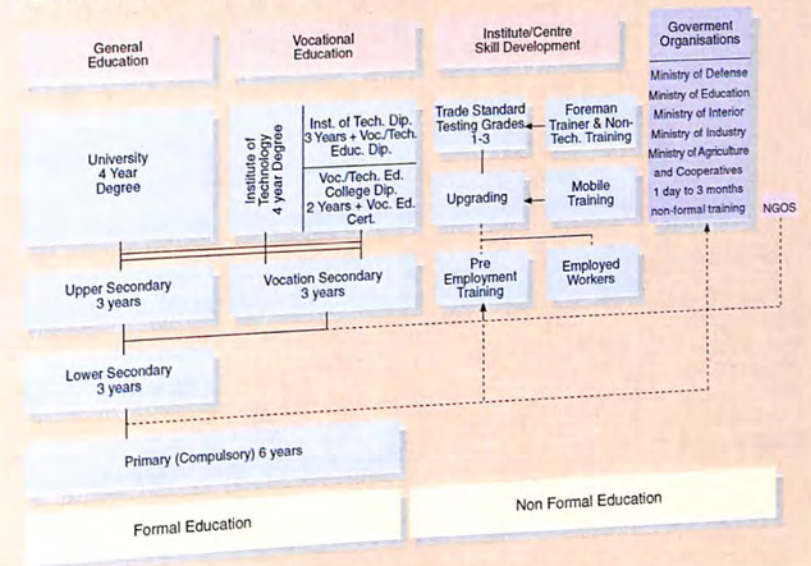
As DOVE is responsible for vocational institutes throughout Thailand, colleges are able to tailor their programmes to meet the needs of local communities. The programmes which are offered comprise the vocational certificate level (three-year programme), vocational diploma level (two-year programme) and higher diploma level (two-year programme). In addition to these formal training programmes, DOVE offers skill training (one-year 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 craft work.

DSD is responsible for providing 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 course for the people: pre-employment, upgrading and entrepreneurship courses for up-to-date 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.

Furthermore, the DSD concerns the activities of APSDEP/ILO in the Skill Development Programmes. DSD is responsible for setting up the occupational skill standard 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 IVTO, by sending the competitors and organising for the two-level programmes; ASEAN Skill Competition and International Youth Skill Competition.

EDUCATION AND VOCATIONAL SYSTEMS IN THAILAND





Official Name: Al-Jumhuriya-at-Tunisiya
 Republic of Tunisia
Capital: Tunis
Area: 163,610 sq Km
Population: 9,1 million
Official Language: Arabic
G.D.P.: 15,8 billion
Currency: Dinar

EDUCATIVE AND PROFESSIONAL TRAINING SYSTEM IN TUNISIA

The education and training have known in Tunisia, since its independence, a spectacular development under the effect of a voluntary policy maintained furthermore by a strong social demand. The schooling of youths 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 reforms 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 a second, or preparatory, cycle developed in colleges. It is sanctioned by a national diploma. The first promotion of basic education will be in June 1998.

2 - A 4-year cycle of general secondary education, sanctioned by the Baccalaureat. 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 scholastic year 94-95.

3 - A professional training system of three levels of qualification (Professional Aptitude Certificate, Middle-Level Technician Certificate, University-Level Technician Certificate). This organisation is implemented in the new professional training centre and is gradually generalised to the ancient public and private centres by means of an approval of diplomas.

4 - Higher education constituted by establishments fastened to sectorial or regional universities on the one hand and establishments managed directly by the Ministry of Higher Education on the other.

5 - A continuous training system, awarding certificates or not, which in spite of its modest importance, has been responsible for three essential tasks: Professional Promotion, Social Promotion and Professional Worker Reconversion.

The complementarity between the various components of the system of qualification (basic education, secondary education, professional

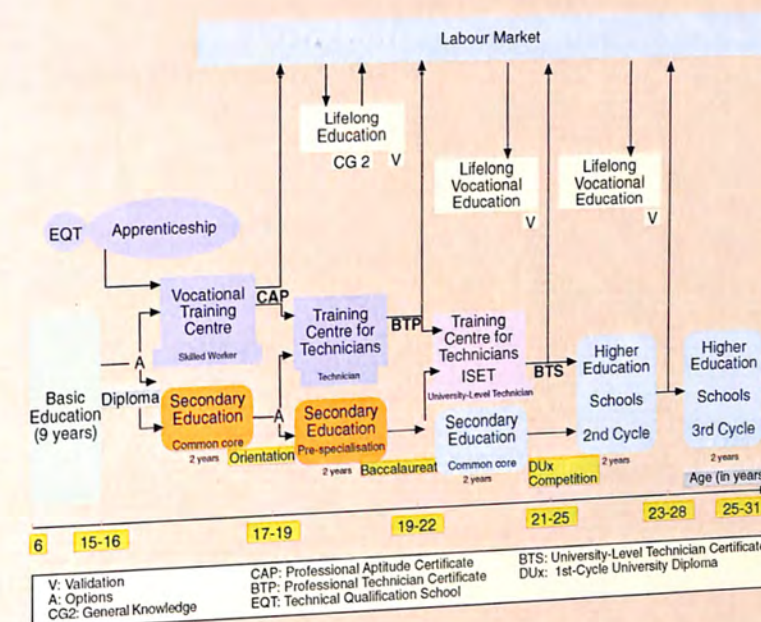
training, higher education) is of nature to insure the quality of the training and to reduce the cost of Education & Training.

In the new system, after completion of Basic Education, the free choice of youths between Secondary Education and Professional Training is guaranteed and preserved, both as an ethical demand and equity and as a condition of norm installation of quality in the professional training system. A new situation has thus been created which breaks with the ancient articulation by the failure between the educative system and the professional training.

The former Office for Professional Training and Employment (OFPE) has been dissolved and replaced by four agencies placed under the tutelage of the Ministry of Professional Training and Employment (MFPE):

- the Tunisian Agency for Professional Training (ATFP);
- the Tunisian Employment Agency (ATE);
- the National Centre for Continuous Training and Professional Promotion (CNFPP);
- the National Centre for Teacher's Training and Training Engineering (CENAFFIF).

The MFPE is practically the only industrial training operator to the level of qualified workers and technicians in Tunisia. The training is insured in near 80 centres of two types: polyvalent and sectorial centres. About 10,000 youths from private training institutions obtain their diplomas each year.





EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN THE UNITED ARAB EMIRATES

Official Name: Al-Imarat al-Arabia al-Mutlahida (United Arab Emirates)
Capital: Abu Dhabi
Area: 77,700 sq Km
Population: 1.9 million
Official Language: Arabic
G.D.P.: 35,405 billion
Currency: Dirham

United Arab Emirates

The UAE Educational system is governed by a specific Article incorporated in the constitution of the country. It is compulsory in the Primary stage and is free and accessible for all the citizens at all stages and in all the seven Emirates.

The Ministry of Education and Youth is responsible for the coordination of the national educational policy and act as a ruling body in different levels and systems prevailing in the country. The Government provides various levels of education mainly through their schools in all the seven Emirates which constitute the Federation: (a) Kindergarten, (b) Primary, (c) Secondary.

The Ministry of Education and Youth also supervises the private educational institutions run by the private sector and individual Emirates.

The Ministry of Higher Education and Scientific Research assumes the responsibility of providing post-secondary and higher education, both academic and technical, within the country and abroad.

The Vocational Education in the United Arab Emirates

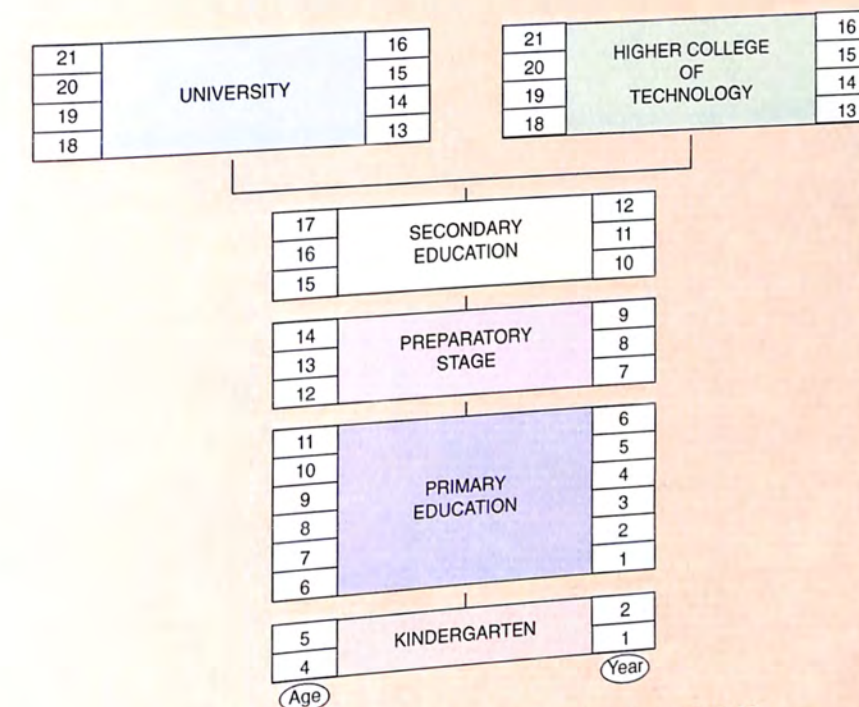
The Vocational Education System in the UAE has witnessed a lot of changes which are in keeping with needs of the country as it progresses in its efforts to diversify the country's economy and to cater for the needs of the various industries which have sprung up in the country in the last decade.

The Department of Technical Education has been formed within the Ministry of Education and Youth to develop Secondary Technical Education to meet the Local Labour Market demand for skilled manpower. National students are admitted into the Technical Education System after successfully completing nine years of education and have an option of choosing one of three types of schools: Industrial, Business or Agriculture.

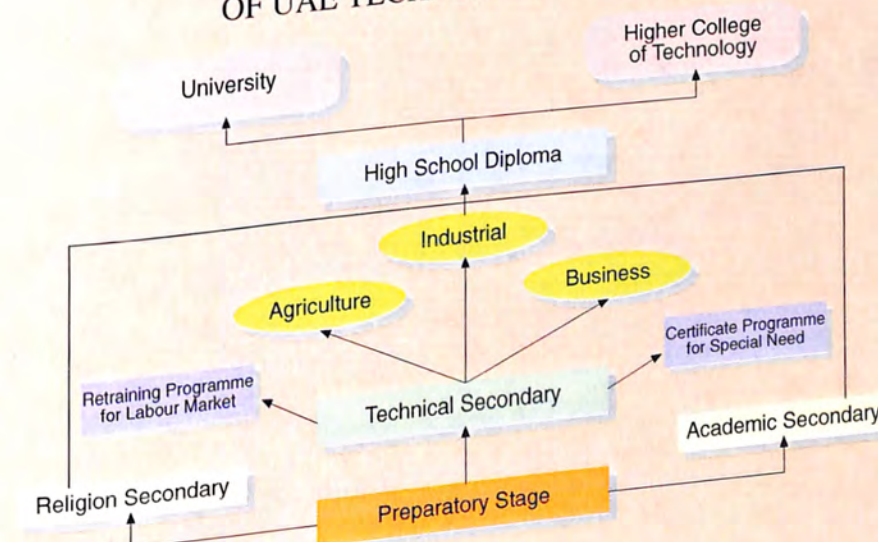
Graduates from these schools are readily available for labour market in the country or opt to continue their college or university education either locally or abroad.

Besides being responsible for regular technical education, the Department of Technical Education organises Retraining and Specific Certificate Programme to meet the special needs of other Government Institutions.

ORGANISATION & STRUCTURE OF UNITED ARAB EMIRATES EDUCATIONAL SYSTEM



THE ORGANISATION & STRUCTURE OF UAE TECHNICAL EDUCATION





Official Name: United Kingdom of Great Britain and Northern Ireland
Capital: London
Area: 244,111 sq Km
Population: 58,093 million
Official Language: English
G.D.P.: 940,9 billion
Currency: Pound Sterling

United Kingdom

EDUCATION AND TRAINING SYSTEMS IN UNITED KINGDOM

Education and training in the United Kingdom is aimed at providing young people with a firm and broad foundation for their working careers by enabling them to achieve their full potential and develop the skills needed by the economy. Although there are some differences between the systems operating in England, Scotland, Wales and Northern Ireland, the main principles are common to the whole country.

Compulsory schooling, from age 5 to age 16, is largely governed by the National Curriculum and school-leavers should normally have obtained a General Certificate of Secondary Education (GCSE) or combination of elements from both. Students intending to proceed to higher education, both academic and vocational, may stay in full or part-time education to study for advanced ("A") Levels or GNVQ Advanced before proceeding to university or an institute of higher education to study for a degree or higher national diploma (HND).

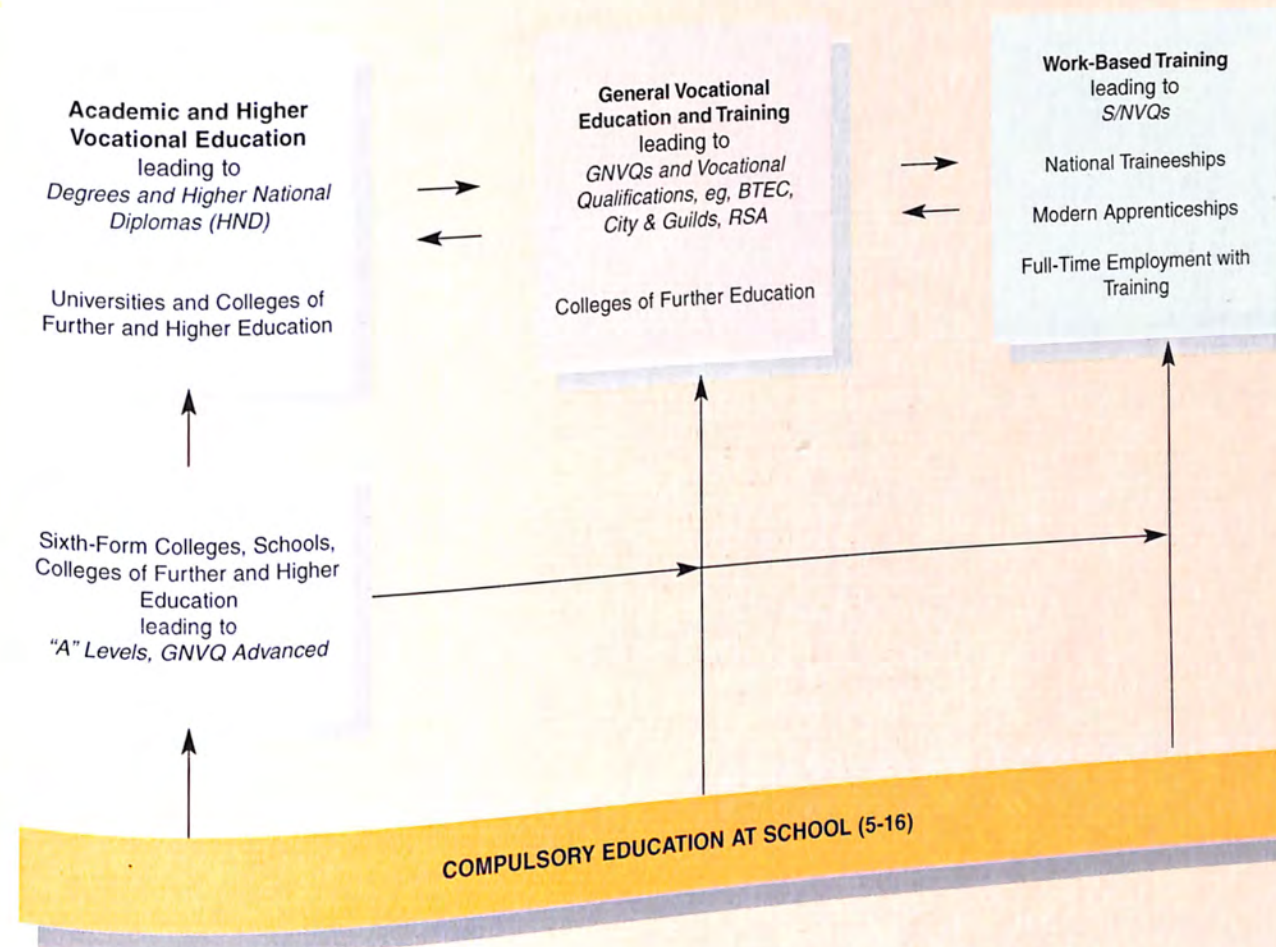
In addition, all in compulsory education compile a National Record of Achievement (NRA) in which they can record their experience and achievements - academic, vocational, hobbies, voluntary work etc. The NRA can be used later to record subsequent studies and a record of employment.

Post-16, opportunities exist for further education which provides a wide range of academic and vocational courses leading to GCSE, GNVQ Advanced or vocational certificates awarded by a national examining body such as BTEC, City & Guilds or RSA. Many of these vocational courses may be taken either full-time, part-time or as "sandwich" courses.

National Vocational Qualifications (NVQ) and Scottish Vocational Qualification (SVQ) at levels 1-5, are designed to establish competence to do a certain job or range of jobs. They are based on standards of skills and knowledge required which have been set by employers. S/NVQ are intended primarily for those already in work and are an integral part of the training provided by employers.

A new option for young people is a National Traineeship, a structured programme linked to an employer and which focuses on S/NVQ level 2. After this, a trainee could move on to a modern Apprenticeship, on which many young people are already undergoing training. A modern Apprenticeship is a non-time constrained training programme culminating in the attainment of at least an S/NVQ level 3.

MAIN ROUTES IN EDUCATION AND TRAINING FOR YOUNG PEOPLE AT AGE 16



CONSTITUTION OF THE "INTERNATIONAL VOCATIONAL TRAINING ORGANISATION"

I NAME, SEAT AND DURATION

Art. 1

1.1. Name

The Organisation will be known as "International Vocational Training Organisation".

The Organisation operates worldwide and is politically and denominationally neutral and shall not seek to make a profit.

1.2. Seat

The Organisation is registered in Amsterdam.

II MISSION, GOAL AND OBJECTIVES

Art. 2

2.1. Mission

The Organisation's mission is to challenge young people, their teachers, trainers and employers to achieve world-class standards of competence in commerce, services and industry, and to promote the status of vocational training.

2.2. Goal and objectives

To achieve its mission, the Organisation conducts the International Youth Skills Competition every odd year, and also:

- promotes the exchange of ideas and experience in vocational training through seminars, meetings and competitions;

- disseminates information on world-class standards of competence;
- motivates young people to pursue further education and training relevant to their careers;
- facilitates communication and contacts between vocational training organisations around the world;
- encourages the exchange of young professionals among the Members;
- promotes and markets the mission and goals of the Organisation.

III GOVERNING BODIES, STANDING COMMITTEES AND OFFICERS

Art. 3

3.1. Governing Bodies

The Organisation's Governing Bodies are:

- the General Assembly;
- the Executive Board.

3.2. Standing Committees

The Organisation's Standing Committees are:

- the Administrative Committee;
- the Technical Committee.

3.3. Officers

1) The Organisation's Officers are:

- the President, elected by the General Assembly;
- a Vice-President for Special Affairs, elected by the General Assembly;
- a Vice-President for Administrative Affairs, elected by the General Assembly;
- a Vice-President for Technical Affairs, elected by the General Assembly;
- the Vice-Chairmen of the Standing Committees, elected by the

Standing Committees concerned;

- the Secretary General.

2) The President and Vice-Presidents are elected by secret ballot for a term of office of four years. They stand down after their term of office and are eligible for re-election at each position. Substitute officers serve for the remainder of the term of office.

3) The terms and conditions of service of the Secretary General shall be agreed between the Executive Board and the Secretary General in a contract which is subject to approval by the General Assembly.

3.4. General Assembly

1) The General Assembly is the highest authority.

The General Assembly consists of the Official Delegates and Technical Delegates, representing the Members of the Organisation. Each Member has one vote to be cast by one of both delegates.

2) The General Assembly shall meet on the invitation from the President once every year. It is chaired by the President. A special meeting of the General Assembly may be convened at any time by resolution of the Executive Board or at the request of 1/3 of the Members.

3) All meetings will be convened by letter or fax with an indication of the items to be dealt with at least six weeks before the meeting.

4) The powers of the General Assembly include:

- a) Election of the President and the Vice-Presidents of the

- Organisation;
- b) Approval of the annual audited accounts;
- c) Resolutions on reports and proposals from the Executive Board;
- d) Decisions about future Competitions;
- e) Ratification of the admission of Members;
- f) Expulsion of Members;
- g) Appointment of Honorary Members or Honorary President;
- h) Resolutions concerning awards;
- i) Approval of awards to competitors on proposal of the Technical Committee;
- k) Approval of the budget and the annual fees;
- l) Approval on the Standing Orders and the Competition Rules and Regulations on the proposal of the Executive Board;
- m) Approval on changes to the Constitution on the proposal of the Executive Board;
- n) Approval of the Secretary General's contract;
- o) Dissolution of the Organisation.

3.5. Executive Board

1) The Executive Board consists of the President, the Vice-Presidents and the Vice-Chairmen of the Standing Committees. The Executive Board conducts the Organisation's business and reports to the General Assembly.

2) The Executive Board shall meet on the invitation from the President at least twice a year. It is chaired by the President. The Secretary General participates in the meetings for advice. A special meeting of the Executive Board may be convened at any time by resolution of the Executive Board or at the request of the

majority of the members. The agenda for all meetings will be circulated at least six weeks before a meeting.

3) The powers of the Executive Board include:

- Preparing of Standing Orders;
- Preparation of an operating plan;
- Monitoring the quality of the Competition;
- Coordination of the Committee meetings;
- Discussion of proposals from the Committees;
- Coordination of the results from Committee meetings and report to the General Assembly;
- Nomination of the Secretary General;
- Decision on special tasks to be undertaken by the members of the Executive Board;
- Approval of the Organisation's annual report
- Appointment of a qualified public accountant;
- Decision on the annual accounts;
- Contacts with other organisations;
- Admission of new Members;
- Analysis of competition results, possible initiatives for basic training;
- Coordination of Competition venues and proposals to the General Assembly;
- Establishment of working groups.

3.6. Administrative Committee
The Administrative Committee consists of the Official Delegates. It is chaired by the Vice-President for Administrative Affairs and meets on his invitation, and deals with the Organisation's administrative, organisational

and financial tasks within the scope of the objectives.

3.7. Technical Committee

The Technical Committee consists of the Technical Delegates. It is chaired by the Vice-President for Technical Affairs and meets on his invitation, and deals with all technical and organisational matters relating to the Competition.

IV MEMBERSHIP

Art. 4

4.1. Definition

The term Member as a rule means a body representing a vocational training system in a country's commerce, services and industry and recognised as such by the Organisation.

4.2. Admission

The admission of Members falls within the competence of the Executive Board and must be approved by the General Assembly (the admission procedure is governed by the Organisation's Standing Orders).

4.3. Delegates

A Member is represented by an Official and a Technical Delegate.

4.4. Resignation

1) A Member may resign at the end of a calendar year provided that it notifies the Secretary General in writing of his intention to do so at least six months beforehand.

2) At the end of its membership, the Member must be discharged of its obligations to the Organisation.

4.5. Information

Every Member has the obligation to notify the Executive Board without delay of any material changes within its body which could affect its Membership.

4.6. Expulsion

1) A Member may be expelled by the General Assembly for serious, repeated breaches of the Constitution, the aims of the Organisation or the neglect of financial commitments, provided that three-quarters of the Members which are represented at the meeting and entitled to vote agree.

2) The General Assembly shall vote on a proposal from the Executive Board after satisfying the requirements of due process.

V FINANCES

Art. 5

5.1. Financial year

The Organisation's financial year is from 1 January up to and including 31 December.

5.2. Income

The income of the Organisation includes:

- 1) Membership admission fees;
- 2) annual Membership fees;
- 3) income from professional services;
- 4) the sale of technical descriptions, literature, analyses, or income from conferences;
- 5) voluntary donations.

5.3. Annual fee

On the recommendation of the Executive Board, the General Assembly sets the annual fee in accordance with the budget.

5.4. Remuneration

Members of the Organisation and their Delegates are not remunerated for their services.

5.5. Liability

1) Any commitments will be covered by the Organisation's assets.

2) Members who resign or who are expelled from the Organisation by resolution of the General Assembly have no claim to the Organisation's assets.

5.6. Auditing

The accounts and a statement of the Organisation's assets and liabilities shall be audited by a certified public accountant before ratification by the General Assembly.

VI GENERAL PROVISIONS

Art. 6

Honorary President, Honorary Members

On the resolution of the General Assembly, Delegates or the President of the Organisation may be nominated, respectively, Honorary Members or Honorary President. A 3/4 majority of Delegates entitled to vote is required.

Art. 7

Standing Orders

The Executive Board shall prepare Standing Orders as necessary to regulate the conduct of the Organisation's affairs and to define the rules and responsibilities of the Organisation's officers and committees. All such Standing Orders shall be submitted to the General Assembly for approval.

Art. 8*Interpretation*

For interpretation of the Constitution and all legal matters the English language stands.

all rulings hitherto in force and come into effect on 11 October 1995.

Lyon, 11 October 1995

Art. 9*Gender*

Words implying masculine gender only shall include the feminine gender.

Cornelis Hubertus Beuk
The President

Daniel Sommer
The Secretary General

VII FINAL PROVISIONS**Art. 10***10.1. Amendments*

The Constitution may be amended by the General Assembly provided that two-thirds of the Members represented at the meeting and entitled to vote agree.

10.2. Dissolution

The Organisation may be dissolved by the General Assembly provided that three-quarters of the Members represented at the meeting and entitled to vote agree.

In the event of a dissolution the assets of the Organisation shall be returned to Members in proportion to their latest annual Membership fee.

10.3. Representation

The Executive Board, or the President and a Vice-President, or the President together with the Secretary General are entitled to represent the Organisation.

10.4. Effective Date

This Constitution was ratified at the General Assembly of 11 October 1995 in Lyon. It replaces the Constitution approved in Osaka on 20 October 1985 and

STANDING ORDERS OF THE "INTERNATIONAL VOCATIONAL TRAINING ORGANISATION"

I MEETINGS*1.1. Participants*

The following persons are entitled to attend the meetings:

- Official and Technical Delegates;
- Honorary Presidents and Honorary Members;
- Consultants;
- Clerical staff from member bodies;
- Interpreters;
- Staff from the organising committees of future Competitions;
- Official observers;
- Official representatives from the Member's country hosting a meeting or the Competition;
- Guests invited by the Chairman.

1.2. Meeting venue

1) Members wishing to host a meeting in their country should notify the Secretary General for the attention of the Executive Board.

2) If no Member is prepared to sponsor a meeting, the Executive Board will take the necessary steps to organise the meetings at a place of its choice and as economically as possible.

3) Travel costs, accommodation and board are borne by the participants at the meeting. The costs of interpretation during the meetings is the responsibility of the Organisation except when they do coincide with the Competitions.

4) The infrastructure for meetings, translations, excursions or visits is provided by the host.

II VOTING*2.1. Procedure*

1) Delegates may stand for election and cast a vote for the Member they represent if the Member has fulfilled its financial obligations towards the Organisation.

2) In all meeting bodies votes will be open, unless otherwise required by the Constitution.

3) A request for a secret ballot will be accepted, if two-thirds of the Members represented at the meeting and entitled to vote agree.

4) If a Chairman is also a Delegate, he is entitled to vote.

5) A Member whose Delegate is chairman of a committee of the Organisation may appoint a substitute delegate if the chairman does not wish to fulfil both functions.

6) If a Delegate cannot attend a given meeting, the Member is entitled to appoint a replacement to the meeting.

7) Votes may not be cast on behalf of absent Members.

8) A quorum is achieved when at least two-thirds of the Members are represented at the meeting.

9) A simple majority of votes will decide unless otherwise required by the Constitution.

2.2. Scrutineers

The participants at a meeting appoint scrutineers among the persons who are entitled to vote. The scrutineers also have the right to vote.

2.3. Tie

In case of a tie, the Chairman shall have a casting vote.

III ELECTIONS

3.1. Procedure

1) Five months prior to the General Assembly meeting at which an officer or officers will complete their term(s) of office, the Secretary General will invite Members to submit nominations for the election of candidates up to three months before the next General Assembly meeting.

2) At the latest one month before the General Assembly meeting, the Secretary General will notify the Members of the candidates for election.

3) The Executive Board should be reasonably representative of the different continents and total membership.

In particular, the President and a Vice-President may not come from the same Member.

4) If there are several candidates for one office, an absolute majority of votes will be needed on the first ballot. If this is not obtained, a second ballot will be held and a simple majority will decide the election.

3.2. Rotation of office

1) The President and the Vice-

Chairmen of the Standing Committees take up their duties in the year of the competition. The three Vice Presidents take up their duties in the subsequent year.

2) The office period starts on completion of the meeting at which elected.

IV PROPOSALS

4.1. Oral proposals

Any Delegate is entitled to put forward oral proposals for the agenda.

4.2. Written proposals

Any Member is entitled to submit written proposals in an official language to the Secretary General. The proposals will be acknowledged by the Executive Board and put on the agenda for the next meeting of the appropriate committee. The proposer is entitled to explain or justify his proposal orally at the meeting.

V INTERNATIONAL YOUTH SKILL COMPETITION

5.1. Principles

1) A Member may apply to the Executive Board to hold a Competition in its country. Applications must be made at least five years before the proposed event.

2) The Member hosting the Competition must confirm the correct running of the Competition by signing the checklist. In addition, one year after the allocation of a Competition by the General

Assembly, the Member hosting the Competition must agree to transfer SFr. 75 000.- to the Organisation over four years on a sliding scale.

3) The Member hosting the Competition will be responsible for all costs arising from the organisation of a Competition, (including interpreter's costs for Committee meetings and the General Assembly and the costs of travel, accommodation and board for the General Secretariat and the President), other than the costs of travel, accommodation and board of the competitors and delegations.

4) Full details of the procedure to be followed are indicated in the "Checklist for holding International Skill Competitions", the "Competition Rules and Regulations" and the "Technical Descriptions" for the respective skill competitions.

VI ADMISSION OF MEMBERS

6.1. *Criteria for membership*
1) A pre-requisite for membership is acceptance of the Constitution, the Standing Orders and the Competition Rules and Regulations.

2) Normally only one body per country will be recognised as a Member.

3) Applications for membership must be made in writing and addressed to the General Secretariat and be signed by the body's official representatives. The application must include:

- guarantee of payment of the admission fee;
- signed copies of the Constitution, the Standing Orders and the Competition Rules and Regulations;
- extensive information on the country's educational system and the body's position within this system;
- names and addresses of the proposed Official and Technical Delegates.

4) The Executive Board will examine the documents and invite a representative of the applicant body to a meeting to explain the body's position and answer all questions concerning possible future cooperation.

5) When an application is accepted by the Executive Board, all Members will be informed in writing. The admission must be formally approved at the next General Assembly meeting, and the new Member will have the opportunity of briefly presenting its body and the training system it represents.

6) Each new Member must pay an admission fee of SFr. 30 000.-, which includes the Member's annual fee during the calendar year of admission. This amount must be transferred to the General Secretariat four weeks after admission by the Executive Board. In the event that a formal approval does not take place, the admission fee must be refunded.

7) Admission by the General Assembly is confirmed by means of a Certificate of Membership.

VII FINANCES

7.1. Budget

1) The Executive Board shall produce an annual budget which will provide the basis for determining Member's annual fees. These are calculated using a module factor that takes into account the population size (up to a maximum of 100 million) of a Member's country and the number of competitors and experts who participated in the previous four Competitions and with a minimum fee of SFr. 6 000.-.

2) The draft budget shall be distributed by the Secretary General with the papers for the meeting of the General Assembly at which a resolution to approve the budget is on the agenda.

7.2. Accounting

1) The Executive Board must contain expenditure within the approved budget and approve payments made on behalf of the Organisation by the Secretary General.

2) By 30 June, the Executive Board shall submit the audited accounts for the preceding financial year to the Members.

7.3. Due dates

1) The annual fee shall be payable by 31 March of the financial year.

2) Fees are calculated in Swiss francs and must be transferred in this currency.

7.4. Interest on arrears

If a fee has not been remitted, a reminder is sent 45 days after the due-date or arrears will be charged at the rate of 8% on the

amount owing until the date on which payment is received.

7.5. Working capital

In order to meet current obligations, the Secretary General will maintain a working capital which may not exceed SFr. 75 000.-.

VIII POWERS AND DUTIES OF THE GOVERNING BODIES AND STANDING COMMITTEES

8.1. General Assembly

The powers of the General Assembly are specified in the Constitution.

8.2. Executive Board

1) The powers of the Executive Board are specified in the Constitution.

2) The Executive Board may spend up to a total of SFr. 10 000.- for extraordinary situations.

3) The Executive Board may set up working groups and establish their terms of reference and membership. The work will be supported by the Secretary General in agreement with the Committee Chairmen.

4) Correspondence from the Executive Board relating to basic documents and all papers concerning finance must be signed by the President and the Secretary General.

8.3. Administrative Committee

The Administrative Committee's basic terms of reference are:

- Election of the Vice-Chairman for a term of office of four years;
- Solving administrative and

organisational matters;

- Reports from the Executive Board; proposals to the Executive Board;

- Tasks requested by the Executive Board;
- The furthering of youth exchange;
- Advising on changes to the Constitution, the Standing Orders and changes in the Checklist for holding a Competition;
- Advising on budget, finances, accounts and cost distribution;
- Advising on marketing and PR;
- Activities to strengthen the Organisation;
- Recommendation on honours.

8.4. Technical Committee
The Technical Committee's basic terms of reference are:

- Election of the Vice-Chairman for a term of office of four years;
- Solving technical questions concerning the organisation of the Competitions;
- Advising on changes to the Competition Rules and Regulations;
- Reports from the Executive Board, proposals to the Executive Board;
- Tasks requested by the Executive Board;
- Appointment of (senior) jury chairman and chief experts at the Competitions;
- Drawing up uniform, informative technical descriptions for the respective skill competitions;
- Setting up uniform marking criteria at the Competitions;
- Setting up uniform admission criteria for competitors and experts;
- Proposals on distinctions and awards for competitors;
- Decisions on admission or cancelling of skill competitions;
- Recommendation on honours.

IX POWERS AND DUTIES OF THE PRESIDENT, THE VICE-PRESIDENTS AND THE VICE-CHAIRMEN OF COMMITTEES

9.1. President of the Organisation
The President's overriding task is to be outward looking, ascertaining and assessing the environment within which the Organisation operates and identifying new opportunities for activity by the Organisation.

9.2. Vice-President for Special Affairs
As a member of the Executive Board, he has a particular responsibility for new developments in cooperation with the President.

9.3. Vice-President for Administrative Affairs
As a member of the Executive Board, he has a particular responsibility for organisational and financial matters in cooperation with the Vice-Chairman of the Administrative Committee.

9.4. Vice-President for Technical Affairs
As a member of the Executive Board, he has a particular responsibility for technical development and skill competence standards in cooperation with the Vice-Chairman of the Technical Committee.

9.5. Vice-Chairmen
They have additional tasks to their Chairmen in Committees in specific areas of interest and are members of the Executive Board.

9.6. Deputies
1) If the President of the Organisation is unable to assume

office, in accordance with the Executive Board one of the Vice-Presidents shall deputise for him.

2) If the Chairman of any of the Committees is absent, the Vice-Chairman shall deputise for him.

3) If no Vice-Chairman is available, the Committee appoints an interim Chairman.

X SECRETARY GENERAL

10.1. The Secretary General is accountable to the Executive Board. His primary responsibility is to provide efficient and cost-effective administrative and financial services for the proper conduct of the Organisation's affairs. In consultation with the President he:

- prepares and arranges meetings of the governing bodies, standing committees and such other committees, as directed, including the provision of interpreters as required;
- produces and circulates Agendas and supporting documents prior to the meetings;
- attends the meetings, produces and circulates minutes as soon as possible thereafter and takes action on implementing agreed proposals;
- maintains the Organisation's books and accounts and prepares the annual accounts for audit;
- writes the annual report;
- sends invoices and reminders and checks payments;
- advises the Member hosting a Competition on all organisational matters.

XI TRANSLATIONS

11.1. Languages

1) The Organisation may recognise no more than three official languages. For a language to become an official language it must be the spoken language of at least three Members, used in their countries as an official language and be approved by the General Assembly.

2) At present the official languages are English, French and German.

XII FINAL RULING

12.1. Discipline

1) A breach of the rules and provisions of the Constitution or the Standing Orders will be penalised. The following disciplinary measures apply:

- warning;
- reprimand;
- expulsion.

2) Disciplinary punishments will be determined by the Executive Board. In serious cases, the General Assembly may be convened in extraordinary session.

12.2. Gender

Words implying masculine gender only shall include the feminine gender.

12.3. Effective Date

These Standing Orders were ratified at the General Assembly meeting of 11 October 1995 in Lyon. They replace all rulings hitherto in force and come into effect on 11 October 1995.

Lyon, 11 October 1995

Cornelis Hubertus Beuk
The President

Daniel Sommer
The Secretary General

COMPETITION RULES OF THE INTERNATIONAL VOCATIONAL TRAINING ORGANISATION FOR THE ORGANISATION AND EXECUTION OF INTERNATIONAL YOUTH SKILL COMPETITIONS OF 9 OCTOBER 1996

Scope

This document is part of the Standing Orders and encompasses resolutions which are valid for the organisation and execution of the International Youth Skill Competitions as well as for the corresponding host country. Lists of duties and checklists are an integral part of the regulations and set out in appendix.

Basic principles

The execution of an International Youth Skill Competition is assigned to a Member of the IVTO by decision of the General Assembly, after careful consideration by the Executive Board. The Member is the organiser responsible for the Competition. The IVTO is the promotor with all rights, including approval of all PR and publicity during the Competition.

In the event that the Member assigns the organisation of the Competition to a national committee or any other body, the Member's responsibility towards the IVTO remains the same. The corresponding relations with the IVTO must be ensured and any contracts must be presented to the Executive Board for inspection.

I ORGANISATION

1.1. Duties of the Competition organiser

1) The Competition organiser of the Member in whose country a Competition is held, is responsible for providing suitable central workshop accommodation and equipment, in accordance with technical descriptions. Twelve months before the Competition, the Competition organiser supplies all Technical Delegates with detailed documentation on current machines and equipment, and tools and samples of the material in accordance with the decision of the Technical Committee, and he informs on special regulations prevailing in the country (power supplies, prevention of accidents etc.).

2) The Competition organiser provides an optimal infrastructure for the Competition, as set out in the technical descriptions and appendix 6; particularly

- a permanent meeting room for the Technical Committee;
- a permanent meeting room for the Official Delegates;
- offices and technical equipment for the General Secretariat as set out in appendix 6;
- an office each for the President of the IVTO, the three Vice-Presidents and a joint office for the two deputies of the Vice-Presidents;
- an office for eight interpreters with the technical equipment set out in appendix 6;
- a meeting room for the team leaders;
- permanent contact persons for the team leaders.

3) In liaison with the Executive

Board, the Competition organiser prepares an overall Competition programme and accommodation and board for all participants, as set out in appendix 6. Particularly, the definitive procedure for the opening and closing ceremonies, including the farewell party, is to be approved by the Executive Board six months prior to the event.

4) At least 12 months before the Competition, the Competition organiser publishes an indicative price per participant, including all excursions and receptions. He undertakes to accept as participants all Members and their guests, with no restrictions, provided that the overall costs invoiced were duly paid for.

5) The organiser sees to it that participants have an opportunity of obtaining the widest possible insight into the vocational training system in his country. In cooperation with the Secretary General, he organizes the appropriate seminars and visits to training centres and industries, for the benefit of all participating in the Competition.

6) The Competition organiser assists the Secretary General in providing information to the competitors on their work at the end of the Competition.

1.2. Duration

1) A test project takes 22 to 24 hours spread over a period of four days.

2) In addition, one hour is to be allowed for the introduction of test projects. At the end of the competitors' work, one hour is to

be allowed for a general exchange of experience before packing tools.

3) 18 hours are allowed for test project assessment and the updating of technical descriptions, to start directly after the end of the Competition. The updated technical descriptions in the three official languages and three completed test project proposals for the next Competition are to be handed over to the General Secretariat together with the assessments. Exceptions must be agreed previously with the Secretary General.

4) Disassembly of the workshops and installations may not start before all assessments have been completed.

1.3. Number of trades

1) The number of trades is limited to 40. Once this limit is reached, an existing trade must be withdrawn before a new trade may be admitted.

2) The Technical Committee decides on the admission of new trades. For this purpose, a technical description in the three official languages must have been presented. In addition, the new trade must be tested during an IVTO Competition under current competition conditions.

3) For the admission of a demonstration trade at least six Members must be definitely registered.

4) The Member organising a Skill Competition may refuse to allow a demonstration trade to be carried out should the definitive

resolutions have been made less than 12 months before the Skill Competition. In this case, the decision will be effective at the next-but-one Skill Competition.

1.4. Technical descriptions

1) The technical descriptions, available for Members in the three official languages, are updated regularly by the jury panels or other experts outside the jury panels to include the latest technical advances, and are submitted to the General Secretariat.

2) On receipt of comments, the Secretary General sends a revised version to all Technical Delegates for approval at the next Technical Committee meeting.

3) Decisions and recommendations concerning technical descriptions must be circulated to Members at least one year before they are implemented.

1.5. Test projects

1) The bases for the preparation of test projects are the technical descriptions and the experts' test projects resulting from the two last Competitions.

2) The test projects are prepared by impartial persons in ISO A and ISO E under the supervision of the Technical Committee Chairman and his deputy and in liaison with the Secretary General. The accompanying texts are drawn up in the three official languages.

3) A list of the available material must be sent by the host organisation to the Technical

Delegates at least 5 months before the Competition.

4) The corresponding material lists / parts lists are handed over to the Competition organiser at least two months before the Competition.

5) The test project prepared is handed over to the juries at the beginning of their work. The experts study the test project and the assessment criteria and translate the pertinent texts into the languages of the corresponding competitors. If necessary, the General Secretariat may assist by providing translators.

6) The Technical Committee determines in which trades which Members' experts are to bring along, for the Competition to be held after the next one, a complete test project in ISO A and ISO E, in accordance with the technical description. It is left to the Technical Delegates to demand preparation of a test project from all their experts.

7) The expert is to participate actively in the preparation and execution of the Competition as well as in the selection of the test project for the next Competition. For each assessment item, small groups (3 experts) are formed. Exceptions require the approval of the Technical Committee.

8) Copies of test projects from previous years may be obtained at cost price from the General Secretariat if available.

9) Test projects both selected and declared suitable for a

Competition by the jury-panel, are kept by the General Secretariat.

II PARTIES CONCERNED

2.1. Competitors

1) Each Member may enter one competitor per trade set out in the trade list.

2) Competitors must not be older than 22 in the year of the Competition. Any exception must be agreed upon by the General Assembly 18 months before the Competition.

3) A competitor may compete in one International Skill Competition only.

4) All competitors must be supplied with the relevant technical description and the "Guidelines for Competitors" (appendix 1). Six months before the Competition, they must be informed of safety rules and regulations all applicable for the prevention of accidents currently in force in the host country.

2.2. Disabled persons

1) The IVTO promotes cooperation with the International Organisation for Competitions for the Disabled.

2) Disabled persons may participate in the Competition as long as, basically, their impediment does not prevent them from carrying out the test projects within the time-limit set. On the other hand, more time may be provided for work preparation and installation of the workplace.

3) The test project is assessed in accordance with the IVTO guidelines.

4) Exceptions concerning maximum age limit are dealt with benevolently by the General Assembly.

5) The Competition organiser may carry out, simultaneously with the IVTO Skill Competition, a special competition for disabled persons using different guidelines. In this case, test projects will be assessed following different rules, and the awards will be handed out at the official closing ceremony following the handing out of the awards of the IVTO trades.

2.3. Minimum number of competitors per trade

1) A minimum of eight competitors must be entered for a trade if it is to be included in a Competition, and at least seven must compete. If less than seven competitors are entered for a trade, it will be eliminated from the Competition. The General Assembly will decide on a complete withdrawal from the trade list following a proposal from the Technical Committee.

2.4. Jury panels

1) A jury panel comprising the jury-president (a Technical Delegate appointed by the Technical Committee), the chief expert and the experts is established for each trade to supervise all matters related to that trade. Details are laid down in the list of duties for the jury panels (appendix 2).

2) A Technical Delegate may chair more than one jury panel. He must be able to communicate in

English or German. (Members are reserved the right to call in an interpreter.)

2.5. Experts

1) Each Member may nominate one expert per trade. The Member registers the experts by means of presenting a special form to the General Secretariat four months before the Competition.

2) Experts must have skill-related experience and be active in their skill area. Experience in national competitions or in skill testing is essential.

3) Basically, the expert must be objective, fair and prepared to cooperate. Any information on the test project is forbidden.

4) The expert is familiarised with his work by the chief expert. The relevant technical description, test project requirements and lists of duties (appendices 2, 3 and 4) are binding.

5) Every Member has the duty to inform his chief experts and experts in detail on their tasks and hand over the corresponding technical description, Competition Rules and lists of duties.

2.6. Chief experts

1) The chief expert is appointed by the Technical Committee at least half a year before the Competition.

2) The chief expert must be able to communicate in English or German and should have experience as an expert of at least two Competitions. (Members are reserved the right to call in an interpreter).

3) Chief experts play a crucial role as managers in the planning and overseeing of the experts' work and are responsible for:

- the careful selection, revision and translation of test projects and the handing over of these to the competitors in the competitors' mother tongue, together with instructions on all details and assessment criteria;
- ensuring that at the start of the Competition all necessary machines, tools and materials are available;
- completion of assessment forms;
- signing of Competition results;
- compliance with safety standards;
- ensuring that no unauthorized contacts take place;
- requesting any changes in the timing of adjustments related to machines or material;
- the assessments, by establishing small groups of experts for each position;
- revision of the technical descriptions in liaison with the jury panel;
- validating with their signature the correct input of the scores into the BIC systems;

4) Chief experts may have direct contact with the Technical Committee Chairman, his deputy or the General Secretariat on matters relating to the preparation of test projects and their translation. They may be asked to attend meetings of the Technical Committee.

5) For those trades in which there is no expert with experience of two Competitions, the Technical Committee appoints the chief expert on the proposal of the jury president.

6) The responsibilities of a chief expert are laid down in the list of duties for the chief experts (appendix 3).

2.7. Team Leaders

1) Team Leaders attend special coordination sessions which must be prepared by the Competition organiser. A room must be made available for them throughout the whole Competition.

2) Team Leaders take care that no unauthorised contacts take place between competitors and experts before and outside the Competition.

3) During the Competition, team leaders have unlimited access to their competitors, but no exchange of technical information or possible solutions may take place.

4) A team with more than 15 competitors is entitled to two team leaders.

5) In the event of accidents, the team leader must be notified without delay. He ensures that his delegates are informed.

2.8. Workshop supervisors

1) The Competition organiser makes available for each trade a qualified workshop supervisor on the first day after the experts' arrival, to assist the experts in their duties. The workshop supervisor is responsible for workshop installations, preparation of materials, security and general tidiness and neatness and supports the experts in their work. The appointment of an assistant is permitted.

2) The workshop supervisor may not influence the assessment

procedure. His behaviour towards the Competition must be neutral.

3) The responsibilities of the workshop supervisor are laid down in the list of duties for the workshop supervisor (appendix 5).

2.9. Access to workplaces

1) Members of the Executive Board, Official Delegates, Technical Delegates, team leaders and the Secretary General and his assistants have permanent access to all workplaces of the competitors.

2) Official observers have access to a workplace only in the presence of an expert, a Technical Delegate, an Official Delegate or the team leader of another member.

2.10. Observers

1) Continual contacts among the observers, official observers and experts for an exchange of ideas and experiences are desirable.

III THE COMPETITION

3.1. Registration

1) Competitors, experts, observers and guests are registered in three stages:

- some 18 months before the Competition, the Technical Committee announces the numbers estimated;
- 8 to 12 months before the Competition, the estimated numbers are updated and amended;
- some 3 months before the opening of the Competition, participants are registered definitely on a special form under their name.

2) The Secretary General is responsible for the coordination of the schedule, the necessary documentation and information, in liaison with the Competition organiser. Details are laid out in the checklist (appendix 6).

3) The Competition organiser and the General Secretariat must ensure that qualified translators are available. Experts or Technical Delegates may be called upon to help with translations. Members whose mother tongue is none of the official languages, may appoint for every three competitors a translator who translates the test projects. During this period of time, they report to the Secretary General. Competitors may not receive information as a result of the translation work, and any translators and competitors violating this rule are excluded, by decision of the Technical Committee.

4) Competitors receive detailed information in their mother tongue on the test projects, assessment criteria and safety standards.

3.2. Assessment

1) The completed Competition test projects are assessed in accordance with the IVTO's assessment system and on the basis of pre-determined assessment criteria as laid down in the technical descriptions. The assessment criteria may not be changed without permission from the Technical Committee.

The juries are distributed in such a way that for each position to be assessed, small groups (3 experts) are assigned.

2) Marks awarded on a 1-10 scale by the experts for each part of the test project, may be rounded to a maximum of two decimal places. Numbers up to 0.5 resp. 0.05 are rounded down and from 0.5 resp. 0.05 rounded up.

3) In all trades, test projects are assessed following set criteria (technical descriptions) and converted by computer to a 400-600 scale. A score of 500 or more indicates "World-Class Standard".

4) The jury panel must use the appropriate forms and procedures which are part of the Organisation's assessment system.

3.3. IVTO medals and awards
Gold, silver and bronze medals are awarded to the competitors coming first, second and third respectively. The medals are produced by the Competition organiser following indications from the IVTO.

If the difference between competitors is no more than 2 points, then ex-aequo medals will be awarded, as follows:

for gold:

- two gold medals, no silver medal, one or more bronze medals;
- three or more gold medals, no silver or bronze medals.

for silver:

- one gold medal, two or more silver medals, no bronze medal.

for bronze:

- one gold medal, one silver medal, two or more bronze medals.

2) Competitors gaining a score of 500 or more, are awarded the Diploma of Excellence in the event they have not yet received a medal.

3) As a rule, the competitor who gains the highest classified medal amongst medal winners of his country and also has the highest score, will be awarded the "Best of the Nation" medal. In case of doubt, the corresponding Member's Technical Delegate takes the relevant decision.

4) The female competitor with the highest score in a male-dominated trade receives a special award. Before the Competition, the Technical Committee determines the "male-dominated trades".

5) The competitors with the highest score receive the Vidal award.

6) Each competitor who has not obtained either a medal or a special award, receives a Certificate of Participation.

7) By approving the ranking lists, the General Assembly validates the results. There is no right of appeal.

3.4 Public Relations

1) The Competition organiser is in charge of providing information to the local media. All documents must mention the Competition organiser and the promoter of the Competition, following the directives of the IVTO.

2) Detailed and continual information must be provided on the preparation of the Competition, the host country, its educational system, industry and culture, in order to instruct the delegations before the Competition.

3) Public relations in individual

member countries are left to the discretion of the Members themselves. The Competition organiser supports by every possible means the other Members' PR work in all areas. The most modern equipment is necessary.

4) Access to the Competition should be made possible for the media provided they do not disturb work progress. Movie and video filming in the workshops without supervision before commencement of the Competition is forbidden.

5) Movie and video filming at the work stations during the Competition is subject to the approval of the chief expert responsible for the trade in question, in agreement with the Technical Committee Chairman or the Secretary General.

6) It is not allowed to film or photograph test projects or project components during the Competition and discuss these with the competitors before the end of the Competition.

3.5. General Secretariat
The General Secretariat is responsible for an efficient administration of the Competition, in close collaboration with the Competition organiser and the Committee chairmen. Access to the General Secretariat is restricted to duly authorised persons.

IV RESPONSIBILITY

1) The Technical Delegates are responsible for the information on

the current Competition Rules, the guidelines for their Member's competitors and the lists of duties for the experts reporting to them. They provide detailed information two months before the Competition.

2) Any remarks from competitors or experts that they were not informed in detail, cannot be taken into consideration during the Competition.

3) With regard to all matters not mentioned in these Competition Rules, the Technical Committee will decide with the approval of the Executive Board.

Johannesburg, 1996-10-09

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THE DOCUMENT COMPANY

XEROX

Printed in DC70 XEROX Process



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Telling 50 years of IVTO History is not an easy task. So, we need your help to complement our data. If you have material (photos, logos, booklets,...) from past competitions, please, send your originals to:

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Thanks a lot!

