IVTO

International Vocational Training Organisation

HISTORY

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from 1950 to June 2000

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Acknowledgement

Paul Fraefel - Swiss Technical Delegate - 1955 - 1967

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

Table of Contents

This 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.

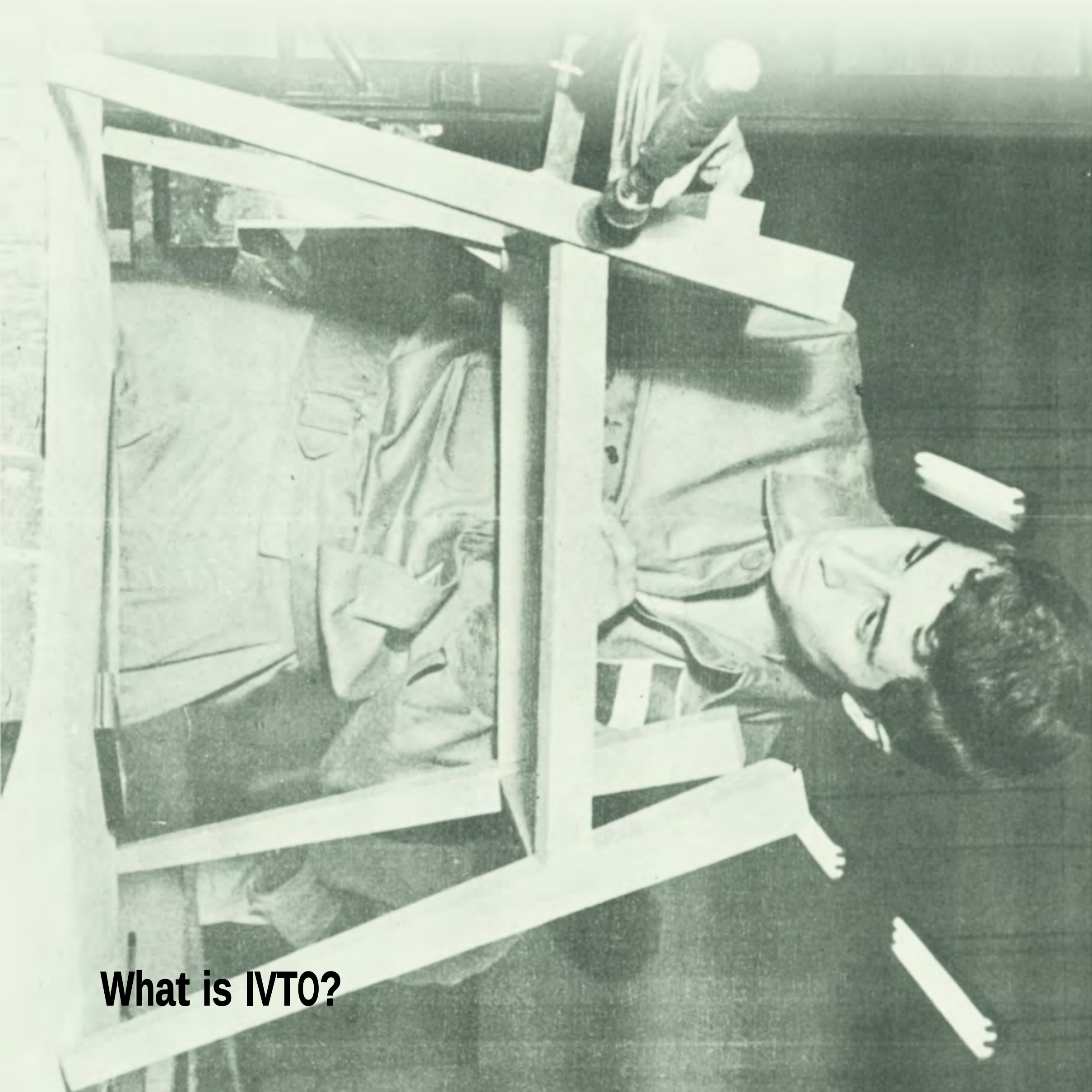
It is important to notice that the first proposal for this book was presented during a meeting on February 20th, 1997, in Zurich-Kloten, by Messrs Dusseldorp, Schropp, Tan, Gonçalves, Spada and myself.

We are sure that research has only begun. We have a long way ahead of us. But, with the co-operation of all people involved, we can continue our work and look for additional information.

This book intends to be the first milestone for the reconstruction of IVTO history.

We would like to thank Prof. José Manuel de Aguiar Martins, General Director of SENAI (Brazilian Service for Industrial Apprenticeship) and Dr Carlos Eduardo Moreira Ferreira, President of CNI (Brazilian Confederation of Industries), for the invaluable support in the development of this book.

Daniel Sommer
IVTO Secretary General



What is IVTO?

WHAT IS IVTO?

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 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 comunication 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 comparision of world-class competency standards in the industrial, building and service sectors of the global economy. The continued growth of IVTO attests to the fact that traditional trade and craft skills - along with the newer technology multiskilled vocations - make an essential 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; 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 particulary effective in the context of providing positive career role models for school-aged youngsters.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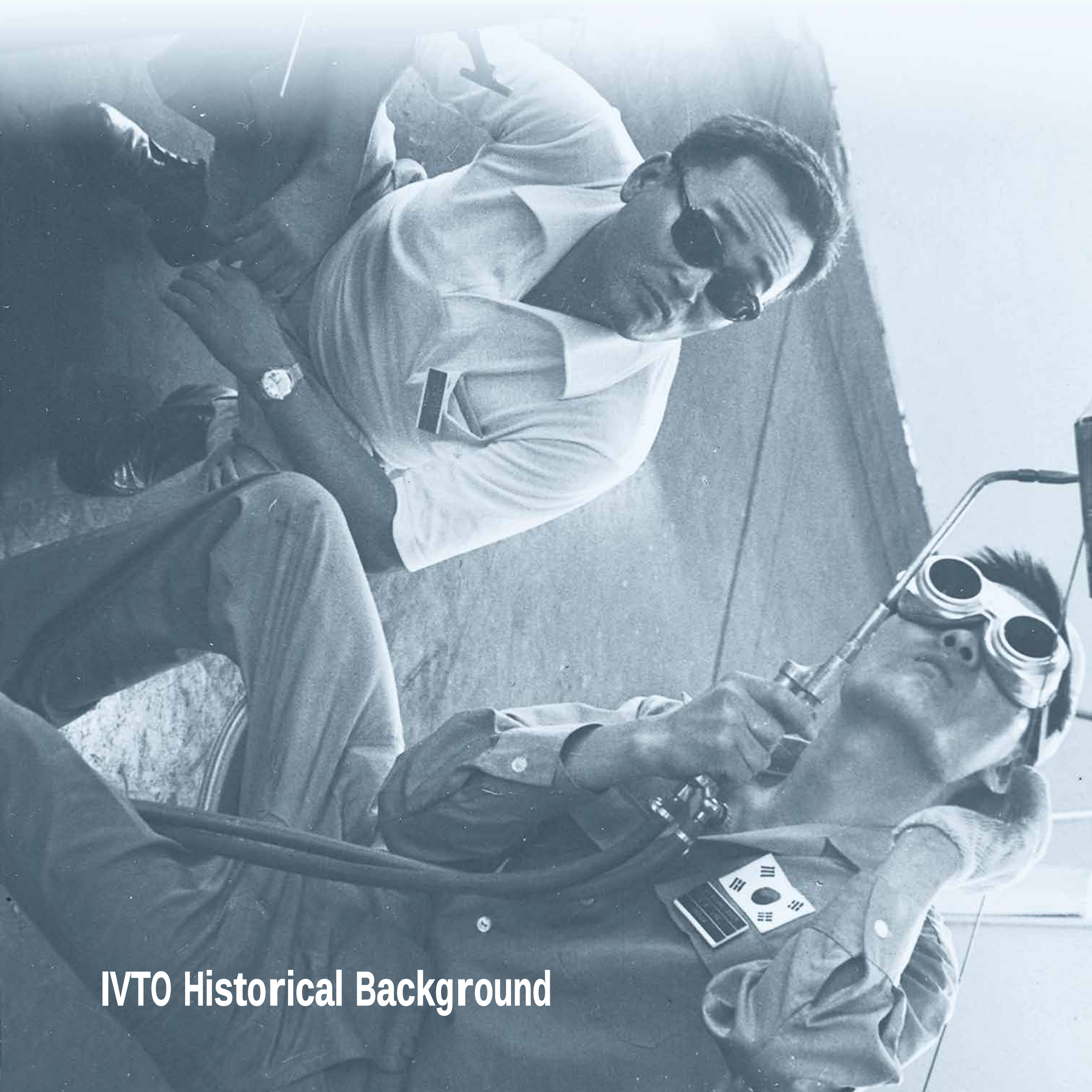


IVTO Historical Background

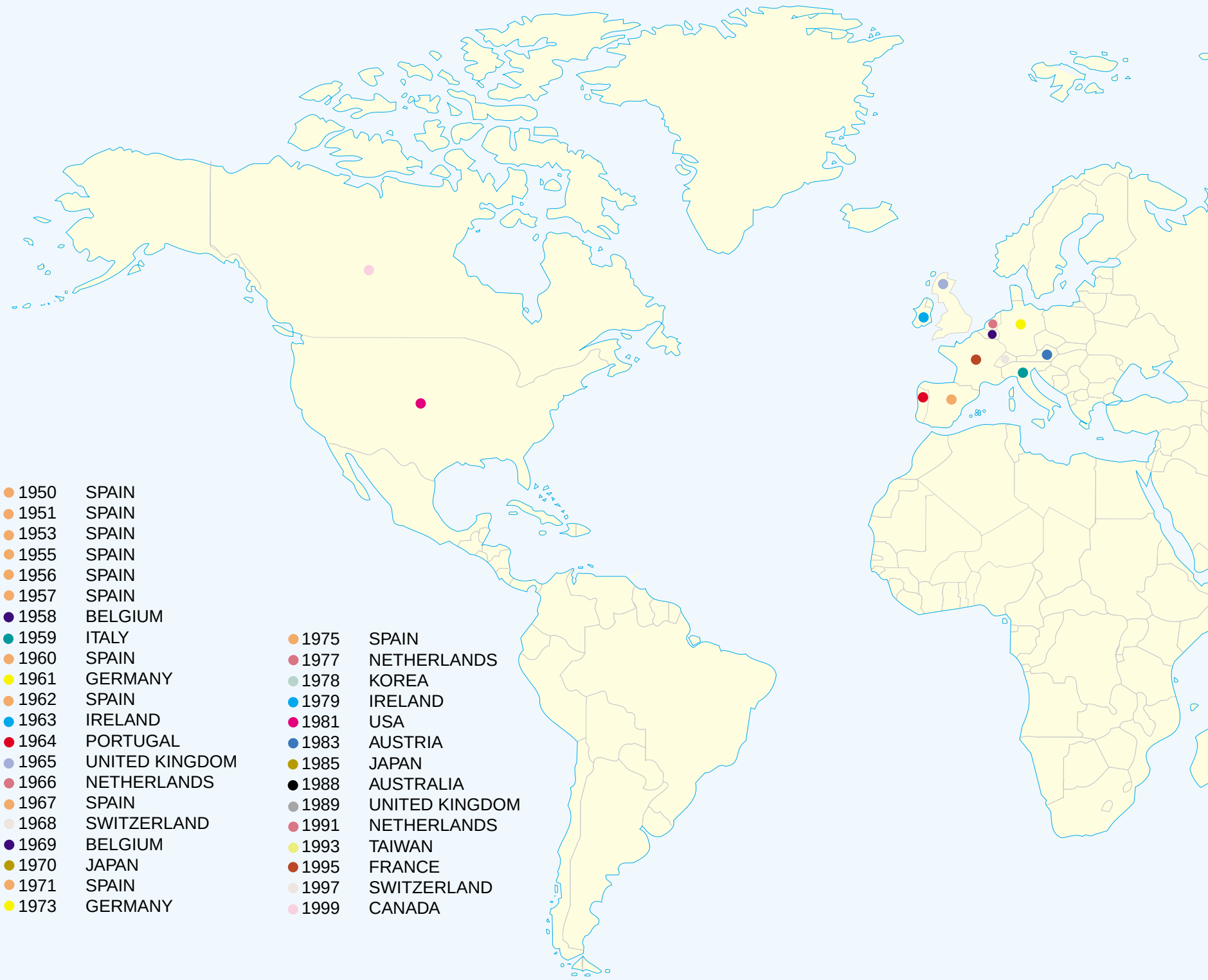
IVTO Historical Background

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


Mr F. Albert-Vidal

Mr Olaso chose then Francisco Albert-Vidal to further develop this idea together with Antonio Almagro Diaz and Faustino Ramos Diaz, who were on different occasions directors of the Work Centres. Dr Diómedes Palencia Albert, Director at that time of “Virgen de la Paloma” (the


Mr D. Palencia Albert



most important Spanish Training Centre), was appointed as technical adviser for the whole project.

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

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

Mr A. Almagro Diaz

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.

Mr F. Ramos Diaz

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.

"Virgen de la Paloma" Training Centre

Europe gets in

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

In June 1954, the first Organising Council - composed by official and technical representatives of the participating countries - was established to set the rules for international competitions.

The first Organising Council - 1954

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

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

A young English 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 IVTC was held in Brussels; one year later in Modena, Italy and, in 1970, the Organisation made a jump to Japan.

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

The idea proves to be successful

As the country that held IVTC for the first time, Spain is considered the founder of the International Organisation.

So far eleven Competitions have been held 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.

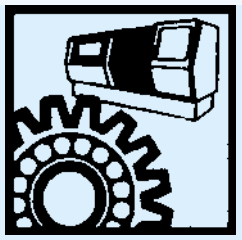
COMPETITIONS, YEARS, HOST COUNTRIES

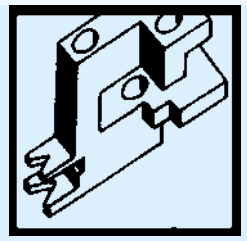
1st	1950: Madrid, Spain
2nd	1951: Madrid, Spain
3rd	1953: Madrid, Spain
4th	1955: Madrid, Spain
5th	1956: Madrid, Spain
6th	1957: Madrid, Spain
7th	1958: Brussels, Belgium
8th	1959: Modena, Italy
9th	1960: Barcelona, Spain
10th	1961: Duisburg, Germany
11th	1962: Gijón, Spain
12th	1963: Dublin, Ireland
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: Busan, 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, Republic of China
33rd	1995: Lyon, France
34th	1997: St. Gallen, Switzerland
35th	1999: Montreal, Canada

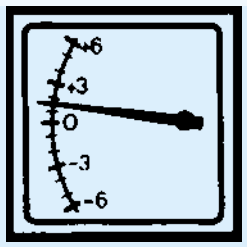
Promotion of Vocational Training

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.

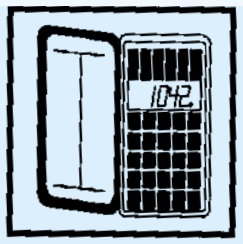
(These trades were developed in the 35th competition.)


1- Fitting

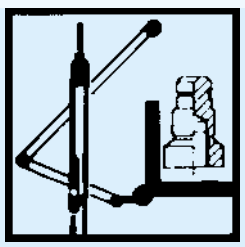

2- Press Tool Making



3- Instrument Making

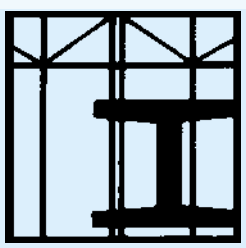


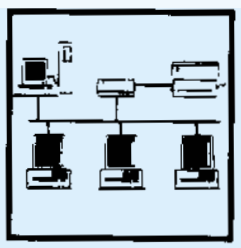
4- Mechatronics

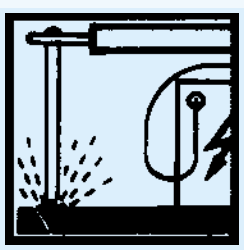

5- CAD Drafting

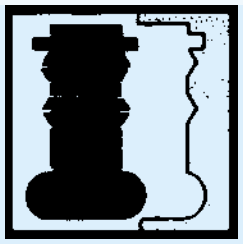
6- Turning / CNC

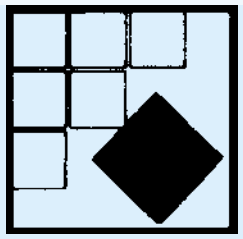
7- Milling / CNC

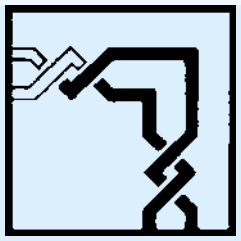

8- Construction Steel Work


9- Information Technology

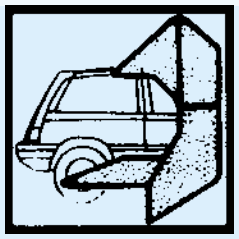

10- Welding


11- Pattern Making

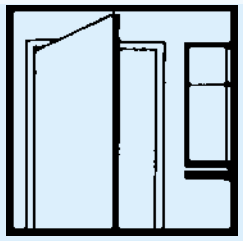

12- Wall & Floor Tiling


23 - Plastering


24 - Cabinet Making

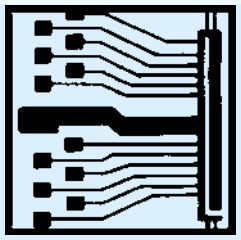

13 - Autobody Repair


14 - Sheet Metal Work


25 - Joinery

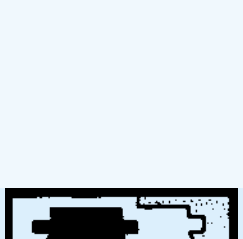

26 - Carpentry

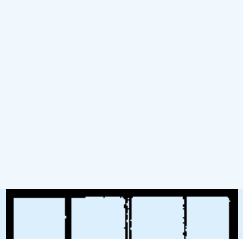

15 - Plumbing

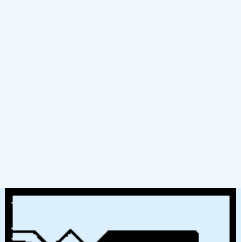

16 - Industrial Electronics

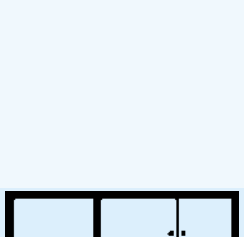

27- Jewellery

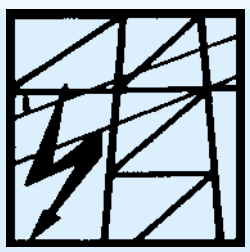

28- Floristry

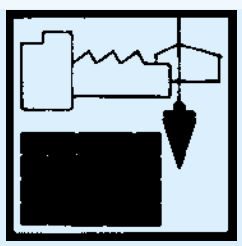

17 - Electronics Application

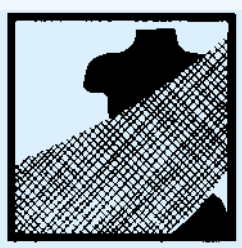

18 - Commercial Wiring


29 - Ladies' Hairdressing

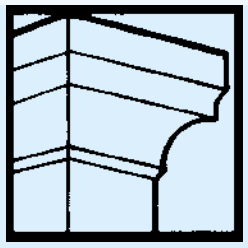

30- Men's Hairdressing


19 - Industrial Wiring


20 - Bricklaying


31 - Ladies' Dressmaking

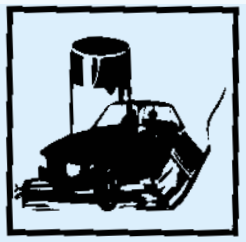

33 - Automobile Mechanics


21- Stonemasonry


22 - Painting and Decorating


34 - Cookery


35- Restaurant Service (Waiting)



36- Car Painting

38- Refrigeration Technology

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.
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 Vocational Training Competition.

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 Members and Year of Affiliation

1950: Portugal, Spain
1953: France, Germany, Switzerland, United Kingdom
1956: Ireland
1957: Luxembourg
1958: Austria
1961: Japan
1962: Netherlands
1966: Korea
1967: Malta
1968: Principality of Liechtenstein
1970: Chinese Taipei
1973: United States of America
1981: Australia, Brazil
1983: Bermuda, Macao, Venezuela
1985: New Zealand
1987: New Guinea
1988: Finland
1990: Canada, Gibraltar, Isle of Man, Norway, South Africa
1992: Malaysia
1993: India, Singapore, Thailand
1994: Philippines, Sweden
1995: Indonesia, South Tyrol Italy
1996: Tunisia
1997: Hong Kong, United Arab Emirates
1998: Belgium, Denmark, Morocco
1999: Iran

These countries do not belong to the IVTO any longer:

Bermuda, India, Indonesia, Isle of Man, Malta, New Guinea, Spain, Venezuela and Gibraltar.

IVTO President 1984 - 1992

Mr Francisco Albert-Vidal
1950 - 1983: IVTO Secretary General
1984 - 1992: IVTO President
Since 1993: IVTO Honorary Member

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

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

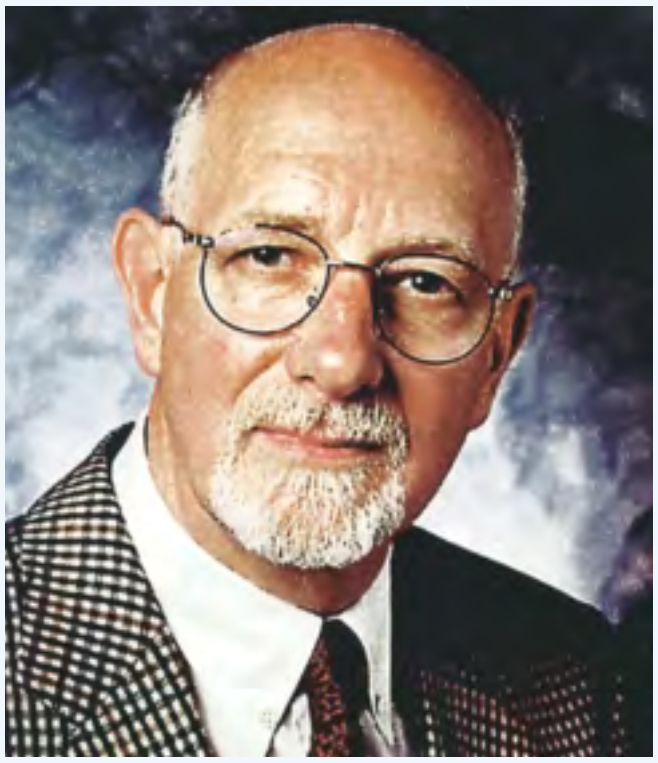
During thirty-one Skill Olympics, Francisco Albert-Vidal was responsible for the achievement of the original goals in a changing world: 33 years as un untiring promoter in his position as Secretary General and seven years as President of the International Organisation constantly presenting new ideas. The Vocational Training Competitions became his life’s work and the International Organisation was shaped into what it is today.

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

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

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

IVTO President 1992 - 1999



Dr Cees H. Beuk
1992 - 1999: IVTO President

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

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

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

He has been involved in the IVTO affairs since 1983, first as Technical Delegate and then as Vice-Chairman of the Technical Committee. In this period among others he designed the IVTO 500-mark system for benchmarking of competition results.

As third Vice-President, he was responsible for the organisation of the very successful 1991 World Skills Competition results (“Youth Skills Olympics”) in Amsterdam.

He was subsequently appointed the Netherlands Official Delegate.

When he was elected to the presidency of IVTO in 1992, he was temporarily and partly released from his function as Chief Inspector. He also conducted the affairs of the foundation Dutch Skills (sBN), which he has established together with leading figures in the employer’s federation, unions and government.

The sBN is a nationwide body that promotes skills and vocational training and stimulates skills competitions. It is the parallel organisation in the Netherlands to the national bodies concerned with skills competitions and the promotion of vocational training in the member-countries of IVTO.

In his terms of office, Cees Beuk was the driving force behind a spectacular growth of the Organisation and the IVTC, he saw as vital for the existence of the Organisation and the IVTC as a powerful lever for helping benchmark performance at the intended world class level, raising standards of skills in all member-countries and encouraging national commitment to training and development.

He secured the formal status of the Organisation by a legal constitution and a statutory home in Amsterdam and he established formal relations with other international organisations, such as the International Labour Organisation (ILO) and UNESCO. In partnership with the ILO and Japan, he supported the organisation of regional skill competitions in Asia and founded - in partnership with UK Skills - regional skill competitions in Europe.

In October 1995, Cees Beuk was reelected to preside IVTO for a second term of office of four years, in which he continued his strategies. Among others, he initiated preparations for a better marketing of the Competition and Organisation, including its new name World Skills and strategies for better publicity and other innovations.

IVTO EXECUTIVE BOARD

1995 - 1999

Cees H.
BEUK
President
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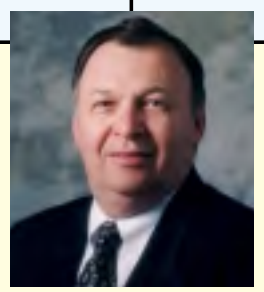

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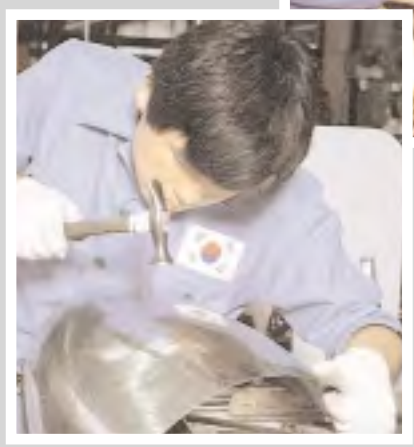

IVTO International Competitions

International Competitions

I
II
III
IV
V and VI
VII
VIII
IX
X
XI
XII
XIII
XIV
XV
XVI
XVII
XVIII
XIX
XX
XXI
XXII
XXIII
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XXV
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XXVII
XXVIII
XXIX
XXX
XXXI
XXXII
XXXIII
XXXIV
XXXV

I CONCURSO
INTERNACIONAL
DE FORMACIÓN
PROFESIONAL
MADRID - SPAIN - 1950

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

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

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

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

No logo was used for this competition.

II CONCURSO
INTERNACIONAL
DE FORMACIÓN
PROFESIONAL
MADRID - SPAIN - 1951

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

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

COUNTRIES	NUMBER OF COMPETITORS
Portugal	8
Spain	8
TOTAL	16

No logo was used for this competition.

III CONCURSO INTERNACIONAL DE FORMACIÓN PROFESIONAL

MADRID - SPAIN - 1953

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

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

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

No logo was used for this competition.

IV CONCURSO
INTERNACIONAL
DE FORMACIÓN
PROFESIONAL
MADRID - SPAIN - 1955

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

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

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

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

V CONCURSO
INTERNACIONAL
DE FORMACIÓN
PROFESIONAL
MADRID - SPAIN - 1956

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

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

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

VI CONCURSO INTERNACIONAL DE FORMACIÓN PROFESIONAL MADRID - SPAIN - 1957

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

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

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

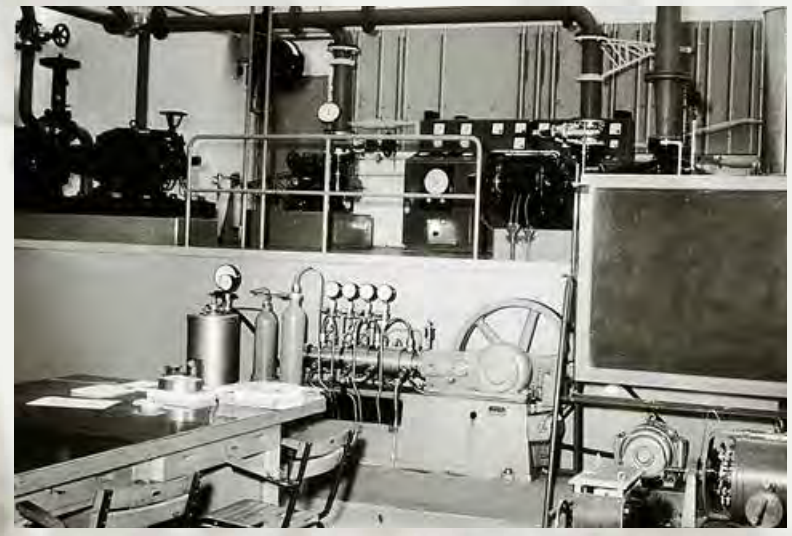
7e CONCOURS INTERNATIONAL DE FORMATION PROFESSIONNELLE BRUSSELS - BELGIUM - 1958

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

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

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

OLIMPIADI DEL LAVORO
8° CONCORSO
INTERNAZIONALE DI
FORMAZIONE PROFESSIONALE
MODENA - ITALY - 1959



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

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

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

IX CONCURSO
INTERNACIONAL
DE FORMACIÓN
PROFESIONAL
BARCELONA - SPAIN - 1960

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

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

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

10. INTERNATIONALER BERUFSWETTBEWERB DUISBURG - GERMANY - 1961

The10h International Vocational Training Competition took place at the “Rhein Stahl Wanheim” and “Huttenwerke Rheinhausen” workshops in Duisburg, Germany, from July 2nd to 14th 1961.

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

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

XI CONCURSO INTERNACIONAL DE FORMACIÓN PROFESIONAL GIJÓN - SPAIN - 1962

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

PARTICIPATING COUNTRIES AND RANKING

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

GAIRM
CHOMÓRTAS
IDIRNÁISIÚNTA
PRINTÍSEACHTA XII
DUBLIN - IRELAND - 1963

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

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

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

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

XIII CONCURSO INTERNACIONAL DE FORMAÇÃO PROFISSIONAL LISBON - PORTUGAL - 1964

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

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

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

Ranking	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
United Kingdom	8	5	2	4	3	2	4
Netherlands	3	2	–	3	2	3	1
Japan	12	4	–	–	1	–	–
Ireland	2	2	5	4	2	3	1
Italy	–	1	3	3	1	1	1
Luxembourg	1	2	–	–	–	2	1
Portugal	5	5	6	2	2	5	3
Switzerland	3	2	2	2	–	–	–
Spain	4	6	9	3	3	1	2

XIV INTERNATIONAL APPRENTICE COMPETITION GLASGOW - UNITED KINGDOM - 1965

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

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

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

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

XV INTERNATIONALE BEROEPENWEDSTRIJDEN UTRECHT - NETHERLANDS - 1966

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

PARTICIPATING COUNTRIES, NUMBER OF COMPETITORS AND RANKING

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

Ranking	1st	2nd	3rd	4th	5th	6th	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
United Kingdom	4	5	3	-	-	-	12
Luxembourg	-	-	-	-	-	-	-

XVI CONCURSO
INTERNACIONAL
DE FORMACIÓN PROFESIONAL
MADRID - SPAIN - 1967

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

PARTICIPATING COUNTRIES AND NUMBER OF COMPETITORS

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

17. INTERNATIONALER BERUFSWETTBEWERB BERN - SWITZERLAND - 1968

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

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

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

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

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

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

XIX INTERNATIONAL VOCATIONAL TRAINING COMPETITION TOKYO - JAPAN - 1970

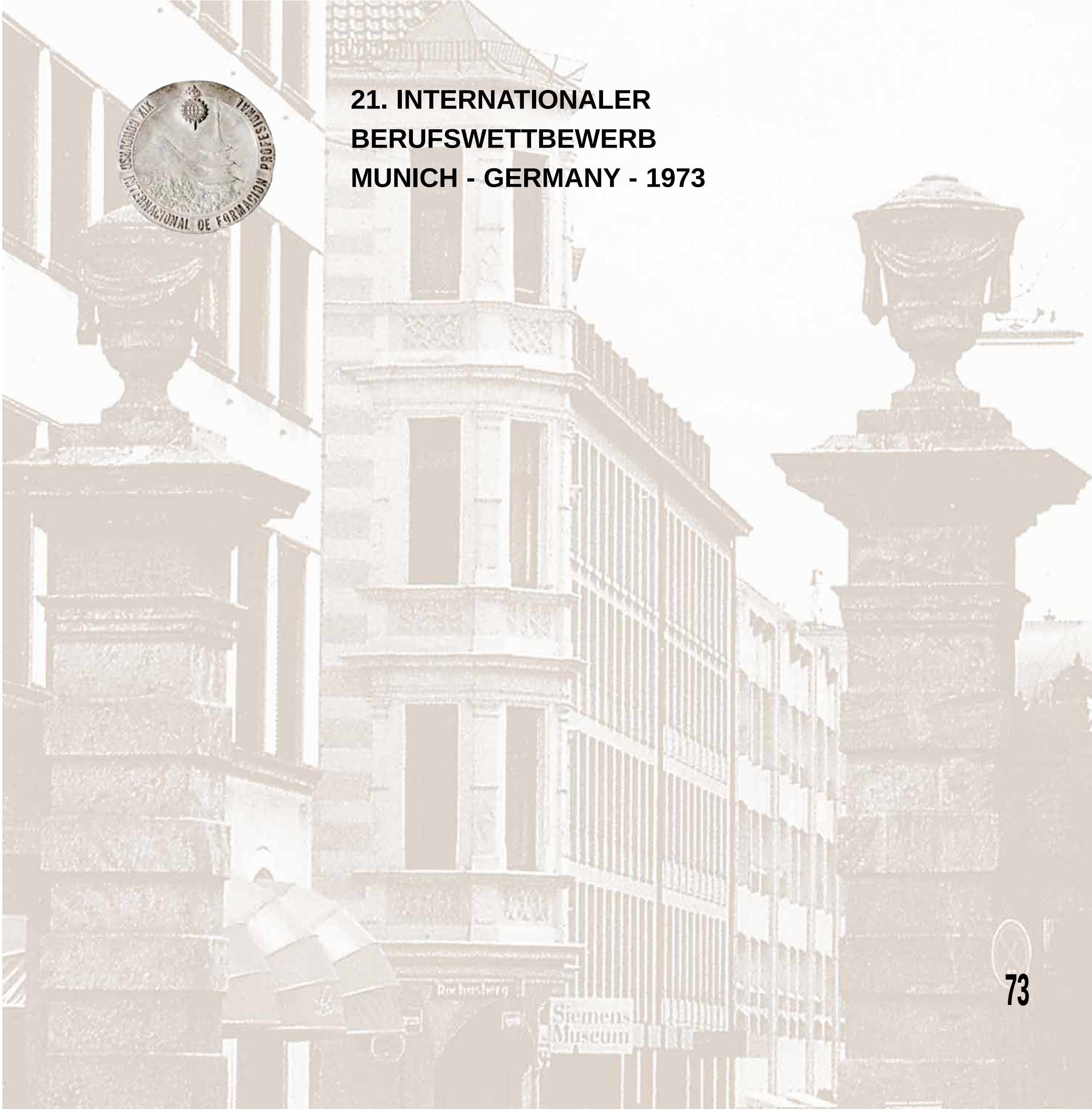
The 19th International Vocational Training Competition took place in Tokyo, Japan, from November 3rd to 19th 1970.

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

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

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

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



21. INTERNATIONALER BERUFSWETTBEWERB MUNICH - GERMANY - 1973

The 21th International Vocational Training Competition took place at Munich Fairground, Buildings 18 and 19, in Munich, Germany, from August 5th to 15th 1973.

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

22 CONCURSO INTERNACIONAL DE FORMACIÓN PROFESIONAL MADRID - SPAIN - 1975

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

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

XXIII INTERNATIONALE BEROEPENWEDSTRIJDEN UTRECHT - NETHERLANDS - 1977

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

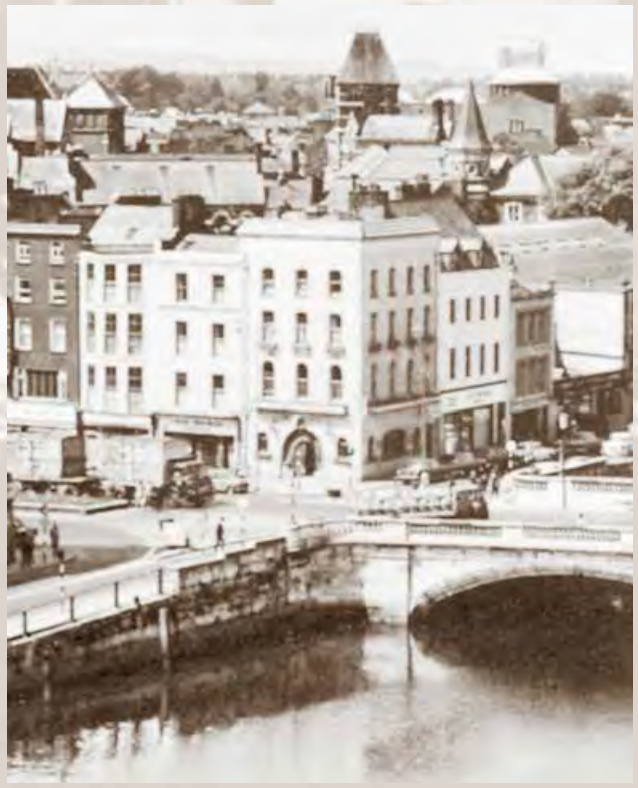
TRADES	Germany	Austria	Belgium	Korea	Denmark	Taiwan	Spain	USA	France	Netherlands	Iran	Ireland	Japan	Liechtenstein	Luxembourg	United Kingdom	Switzerland	TOTAL
1. Fitting	●			●		●	●			●	●	●	●	●	●	●	●	12
2. Press Tool Making	●	●		●			●			●		●	●	●			●	9
3. Instrument Making	●			●			●			●			●				●	6
4. Watch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

XXIV INTERNATIONAL YOUTH SKILL OLYMPICS BUSAN - KOREA - 1978

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

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

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



The 25th International Apprentice Competition took place in Cork, Ireland, from September 2nd to 17th 1979.

COMPETITORS FROM MEMBER-COUNTRIES - 1979

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

INTERNATIONAL
SKILL OLYMPICS XXVI
ATLANTA - USA - 1981

The 26th International Skill Olympics took place at VICA (Vocational Industrial Clubs of America) facilities in Atlanta, USA, from June 8th to 20th 1981.

COMPETITORS FROM MEMBER-COUNTRIES - 1981

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

27. INTERNATIONALER BERUFSWETTBEWERB LINZ - AUSTRIA - 1983

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

COMPETITORS FROM MEMBER-COUNTRIES - 1983

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

G - Gold
S - Silver
B - Bronze

LU - Certificate of Performance
EU - Certificate of Honour

OSAKA JAPAN

28th INTERNATIONAL VOCATIONAL TRAINING COMPETITION OSAKA - JAPAN - 1985

The 28th International Vocational Training Competition took place in Osaka, Japan, from October 10th to 27th 1985.

COMPETITION RESULTS - 1985

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

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

XXIX INTERNATIONAL
SKILL OLYMPICS
SYDNEY - AUSTRALIA - 1988

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

FINAL RESULTS SYDNEY - 1988

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

G - Gold S - Silver B - Bronze

30th INTERNATIONAL
YOUTH SKILL
OLYMPICS
BIRMINGHAM - UNITED KINGDOM - 1989

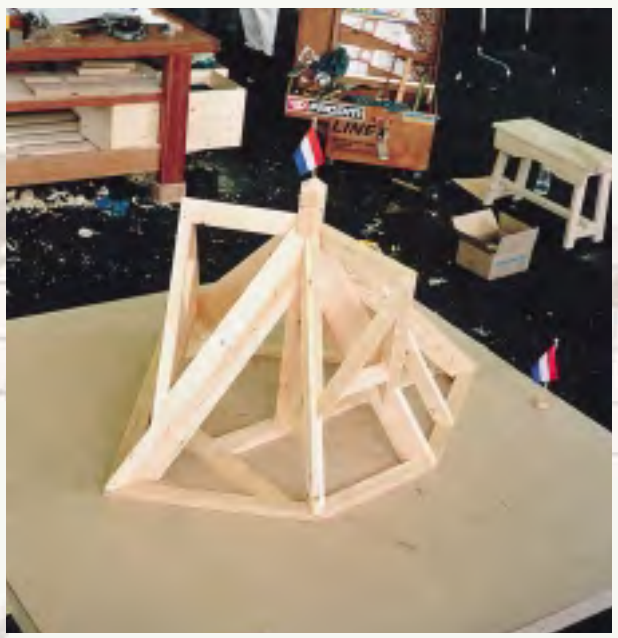
The 30th International Youth Skill Olympics took place at the National Exhibition Centre in Birmingham, United Kingdom, from August 19th to September 4th 1989.

FINAL RESULTS BIRMINGHAM - 1989

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

G - Gold S - Silver B - Bronze

31e INTERNATIONALE
BEROEPEN OLYMPIADE
AMSTERDAM - NETHERLANDS - 1991



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

FINAL RESULTS AMSTERDAM - 1991

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

G - Gold S - Silver B - Bronze

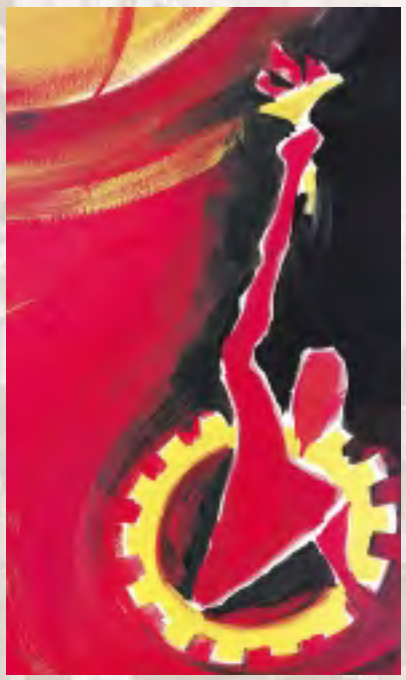
32nd INTERNATIONAL
VOCATIONAL TRAINING COMPETITIONS
TAIPEI - TAIWAN (REPUBLIC OF CHINA) - 1993

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

FINAL RESULTS TAIWAN - 1993

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

33es OLYMPIADES DES METIERS LYON - FRANCE - 1995



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

FINAL RESULTS LYON - 1995

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

G - Gold S - Silver B - Bronze

34. INTERNATIONALER BERUFSWETTBEWERB ST. GALLEN - SWITZERLAND - 1997

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

FINAL RESULTS ST. GALLEN - 1997

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

G - Gold S - Silver B - Bronze

35e MONDIAL DES METIERS
MONTREAL - CANADA - 1999

Montréal 99

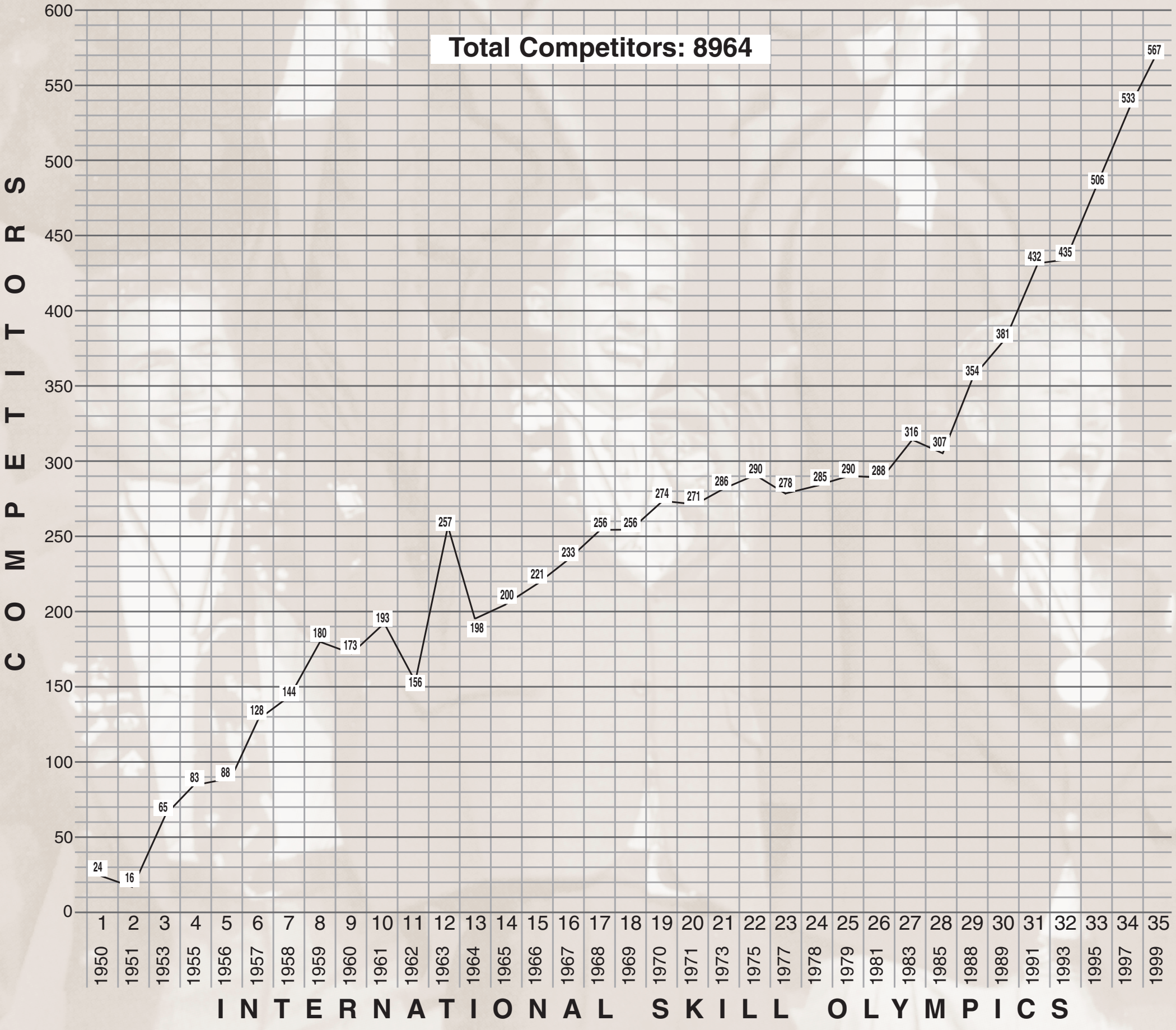
The 35th World Skills Competition took place at the Olympic Stadium in Montreal, Canada, from November 3rd to 17th 1999.

FINAL RESULTS MONTREAL - 1999

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

G - Gold S - Silver B - Bronze

NUMBER OF COMPETITORS PER COMPETITION*



*The total number of competitors in this table does not always coincide with the number shown in the individual competitions, because some participants in demonstration trades were not computed.

IVTO and World Celebrities

Infant Juan Carlos of Spain in the fifties

Italian Minister for Public Instruction - Modena - ITALY - 1959

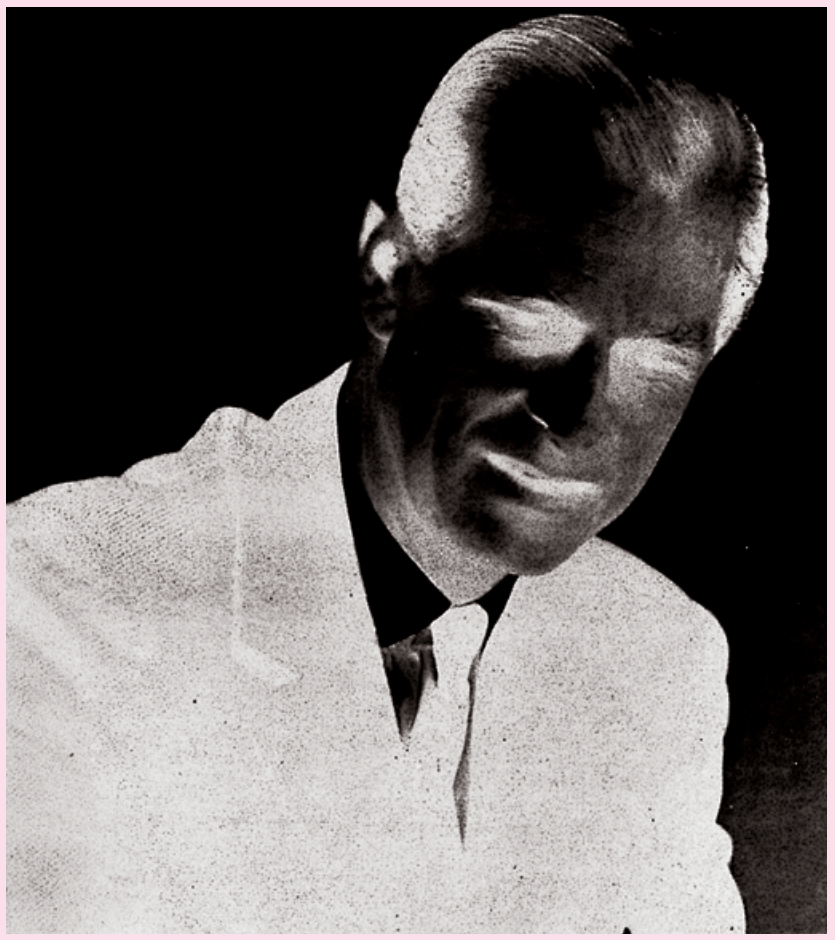
Italian Minister of the Labor - Modena - ITALY - 1959

Heinrich Lübke,
President of Germany - Duisburg -
GERMANY - 1961

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

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

Minister of Education of Ireland - Dublin - IRELAND - 1963



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

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

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

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

Queen Juliana of Netherlands - Utrecht - NETHERLANDS - 1966

Prince Claus von Amsberg - Utrecht - NETHERLANDS - 1966

Prince Juan Carlos of Spain - Madrid - SPAIN - 1967

General Francisco Franco - Madrid - SPAIN - 1967

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

King Juan Carlos of Spain - Madrid - SPAIN - 1975

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

President Park Chung Hee - Busan - KOREA - 1978

Prime Minister Kyun Ha, Choi - Busan - KOREA - 1978

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

Prince Franz Josef II of Liechtenstein - Linz - AUSTRIA - 1983

Emperor Hiroito of Japan - Osaka - JAPAN -1985

Pope John Paul II - Sydney - AUSTRALIA - 1988

Duke of the Edinburgh - Birmingham - UNITED KINGDOM - 1989

Prince Edward - Birmingham - UNITED KINGDOM - 1989

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

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

J. J. M. Ritzen - Dutch Minister for Education - Amsterdam - NETHERLANDS - 1991

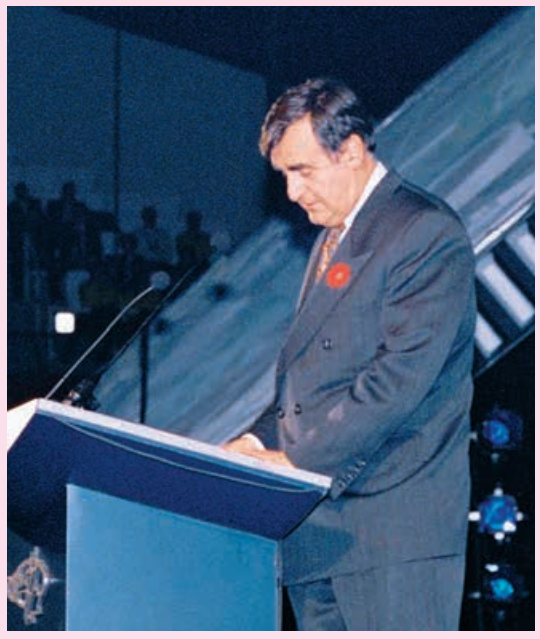
Dr. Lee, Teng-Hui, President of the Republic of China - Taipei - TAIWAN - 1993

Lee Kuo Tin, Advisor to the President of Taiwan - Taipei - TAIWAN - 1993

Jacques Chirac, President of France - Lyon - FRANCE - 1995

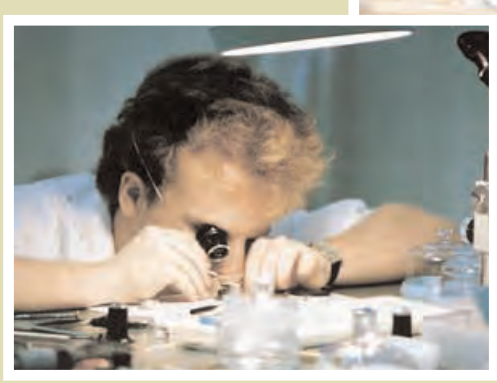
Dr. Heinz Christen - Mayor of the City of St. Gallen
Prince Hans-Adam II of Liechtenstein - St. Gallen - SWITZERLAND - 1997

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



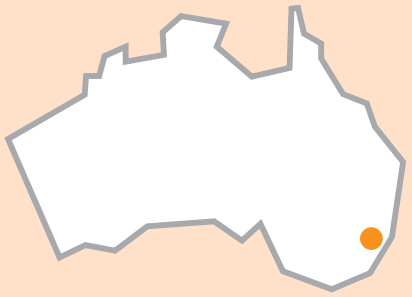
Lucien Bouchard - Quebec Premier - Montreal - CANADA - 1999

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



Education and Vocational Training Systems

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN AUSTRALIA



Official Name:
Commonwealth of Australia
Capital: Canberra
Area: 7,682,292 sq Km
Population: 18,7 million
Official Language: English
G.D.P.: US$ 393,5 billion
Currency: Australian Dollar

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 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.

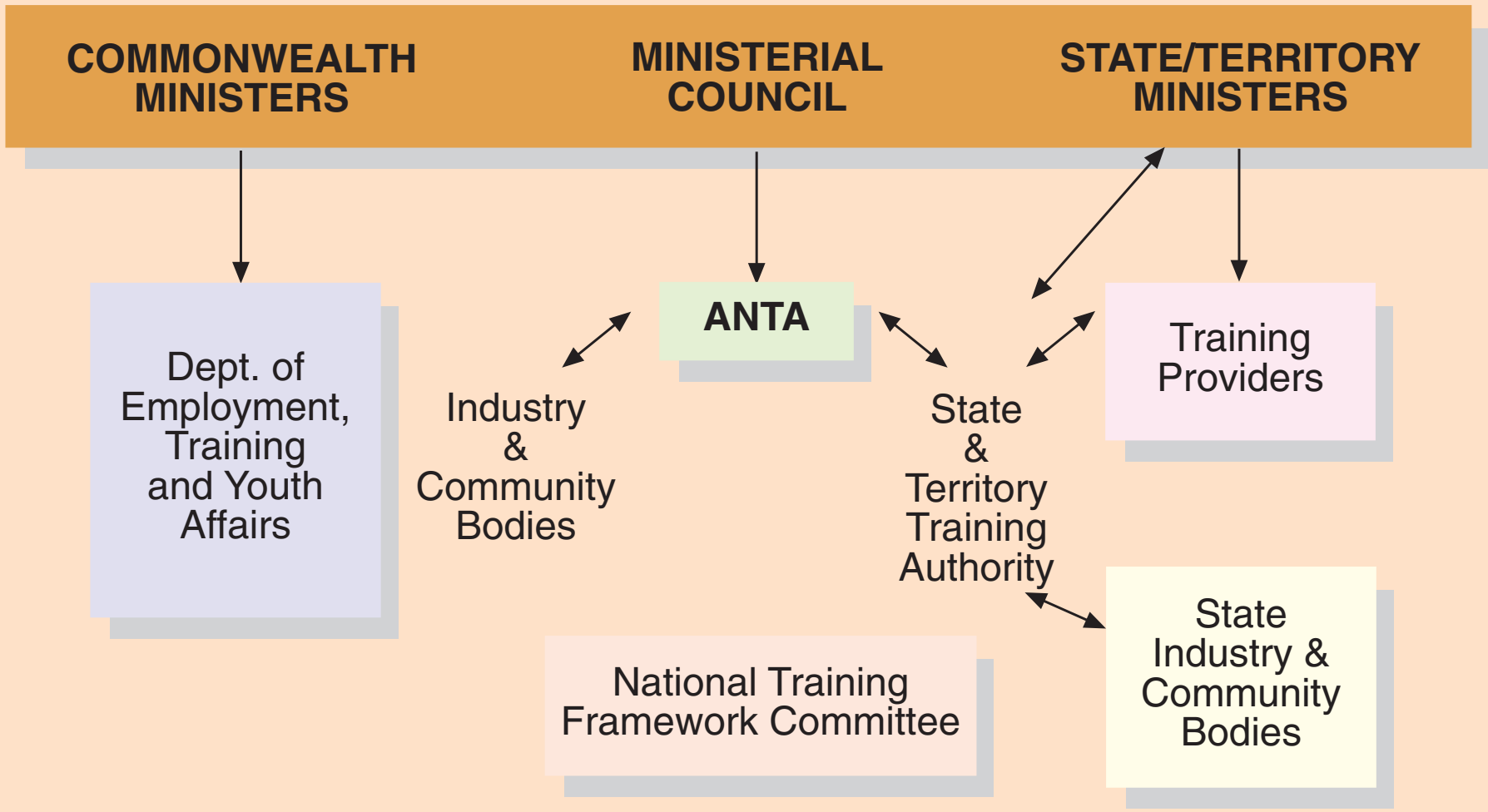
ANTA advises on the frameworks for national strategic directions and co-ordination. Key planning mechanisms are the National Strategy for Vocational Education and Training and the Vocational Education and Training Plans of individual States and Territories, all of which are endorsed by the Ministerial Council.

The National Training Framework provides a national system of vocational qualifications linked to nationally endorsed competency standards.

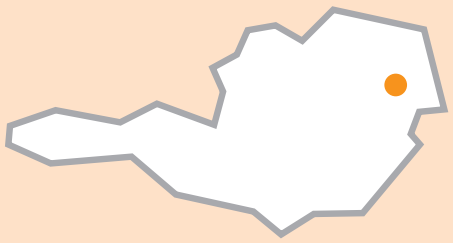
The Australian Recognition Framework provides a national system for the registration and quality assurance of training providers.

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

CRITICAL RELATIONSHIPS



EDUCATIONAL AND VOCATIONAL SYSTEMS IN AUSTRIA



Official Name: Republik Österreich
(Republic of Austria)
Capital: Vienna
Area: 83,959 sq Km
Population: 8,2 million
Official Language: German
G.D.P.: US$ 206,2 billion
Currency: Schilling

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).

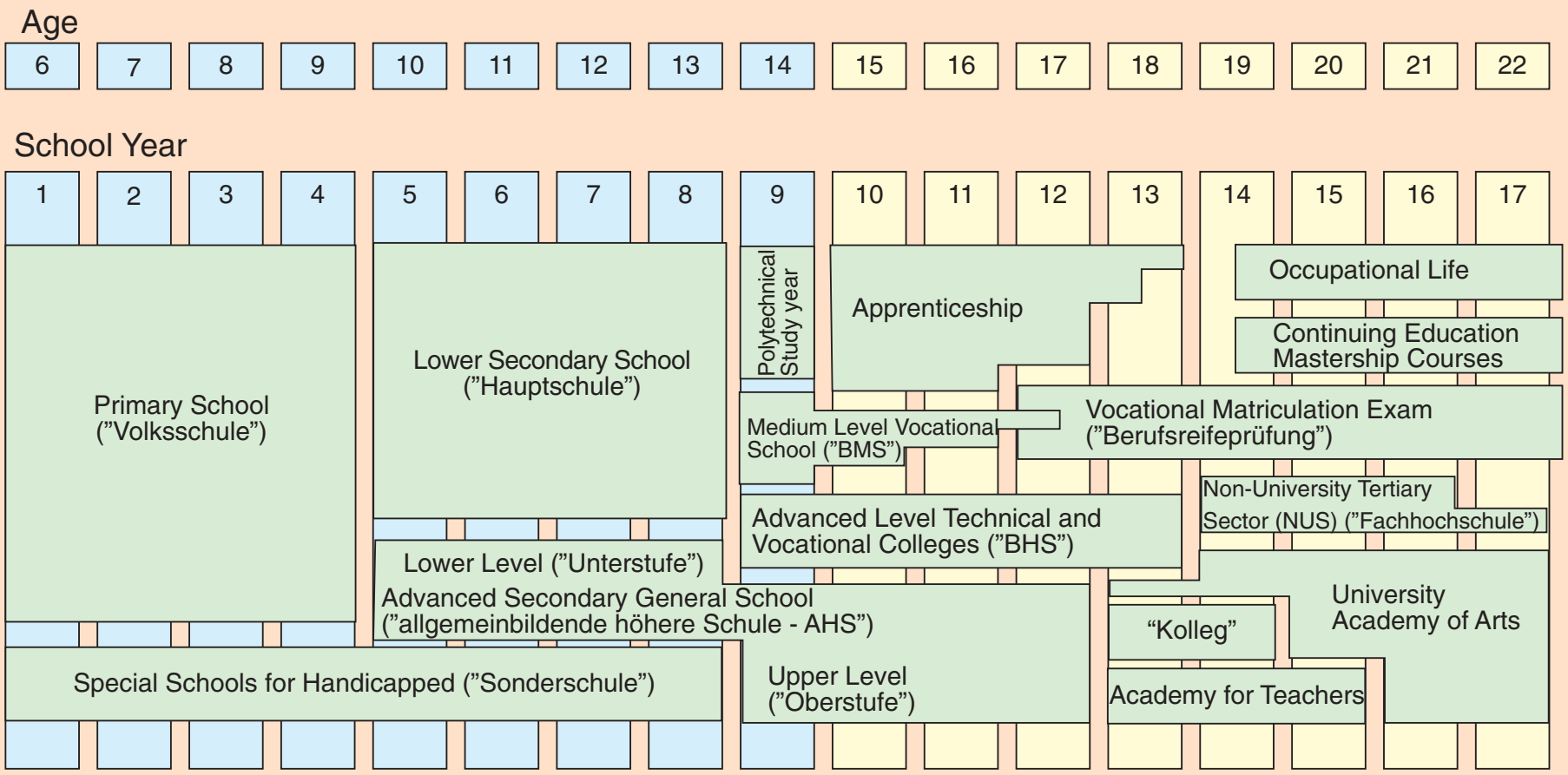
This course is based upon the principle of apprenticeship training. It connects educational and employment systems, but the vocational training will be completed by accompanied professional courses which the apprentice has to attend under obligation. Vocational

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



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN BELGIUM

Official Name: Kingdom of Belgium
Capital: Brussels
Area: 30,518 sq Km
Population: 10,2 million
Official Languages: French, Dutch, German
G.D.P.: US$ 242,5 billion
Currency: Belgian Franc

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

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

The objectives of the educational and vocational systems are:
• to permit the self-improvement of each pupil in society;
• to enable the construction of knowledge for an active participation in the economic life of the country;
• to make the youngsters accountable for their acts as citizens living in freedom in society.

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

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

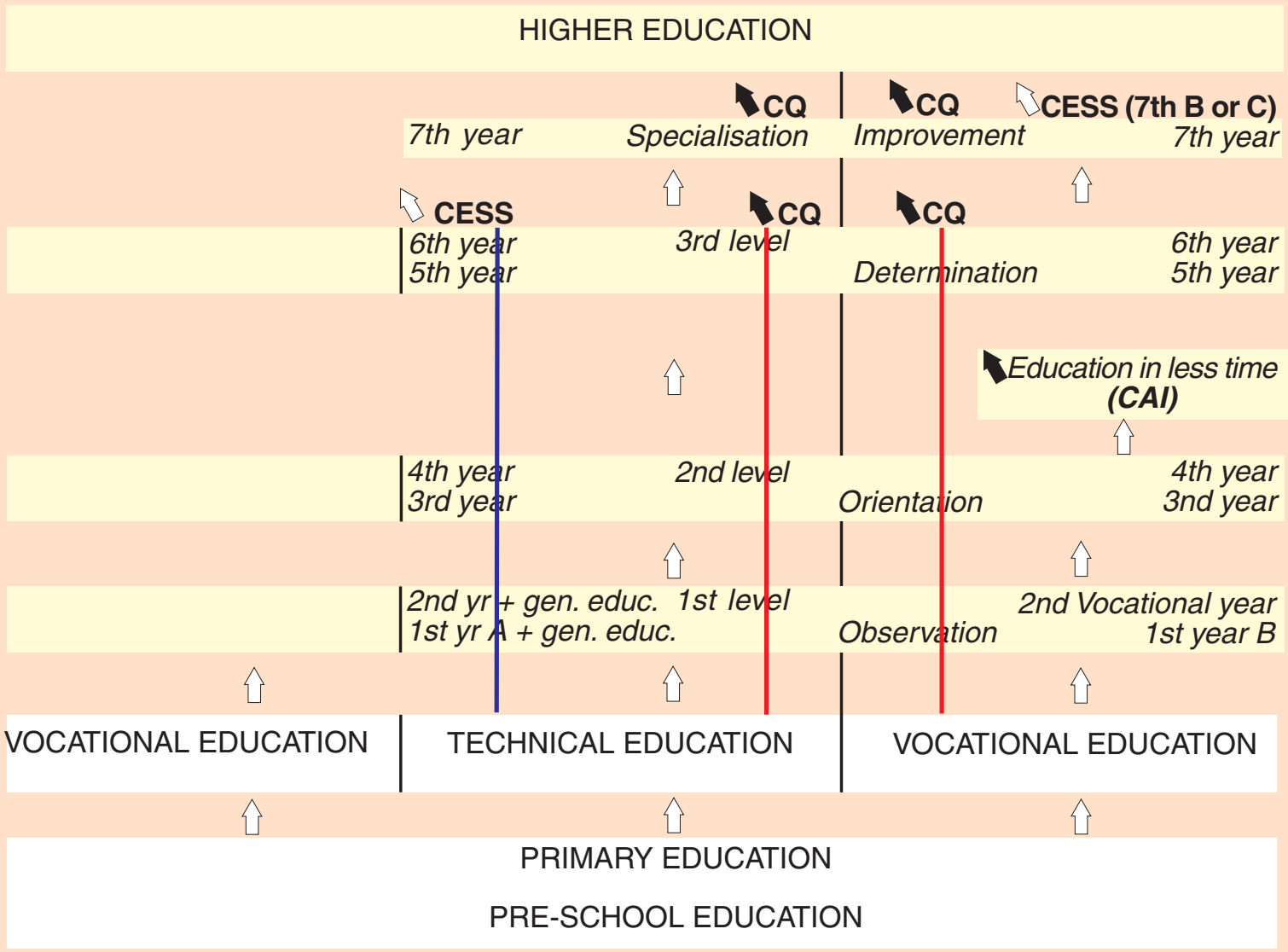
Secondary education is divided into three levels, each one with two years of duration, leading preferably to an optional training path:
• *observation* level;
• *orientation* level, where pupils are oriented according to their choices;
• *determination* level, where the subject matters from the previous level are studied in depth.

Besides, people can also have access to:
• non-compulsory higher education (university, colleges, “hautes écoles”, art and architecture schools,...);
• free-scheduled social promotion courses; and
• distance-learning programmes.

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

With 6 years of technical education or 7 years of vocational education of the **B & C** types (including at least 40% of general education), the pupil is entitled to a **CESS** (High Secondary Education Certificate) and is able to take a short-term higher education course. At the end of the technical/vocational education, or after the improvement/specialisation courses are over, the pupils take a qualification exam to test their aptitudes for work and are awarded a **CQ** (Qualification Certificate).

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



Passage to another level of education
Possibility to enter the labour market
Possibility to start higher education
TRANSITIONAL PATH
QUALIFICATION PATH

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN BRAZIL

Official Name: República Federativa do Brasil
(Federative Republic of Brazil)
Capital: Brasília
Area: 8,547,403,5 sq Km
Population: 164 million
Official Language: Portuguese
G.D.P.: US$ 777 billion
Currency: Real

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 co-ordinate 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:
• 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;

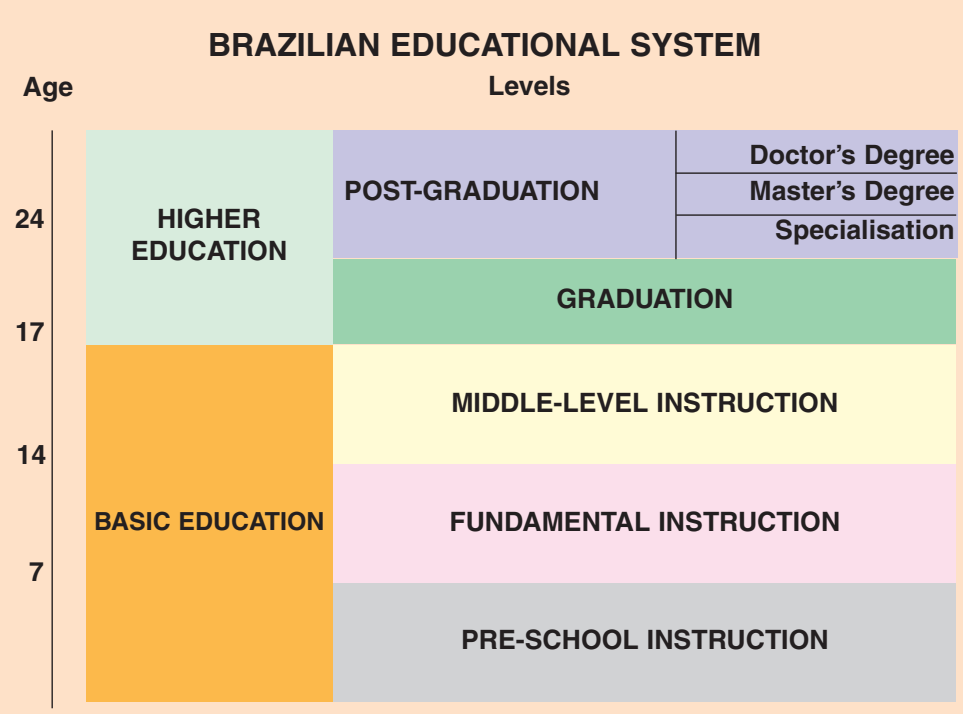
• to qualify, retrain or recycle youngsters and adult workers, regardless of schooling level, allowing them to enter the labour market or improve their work performance.

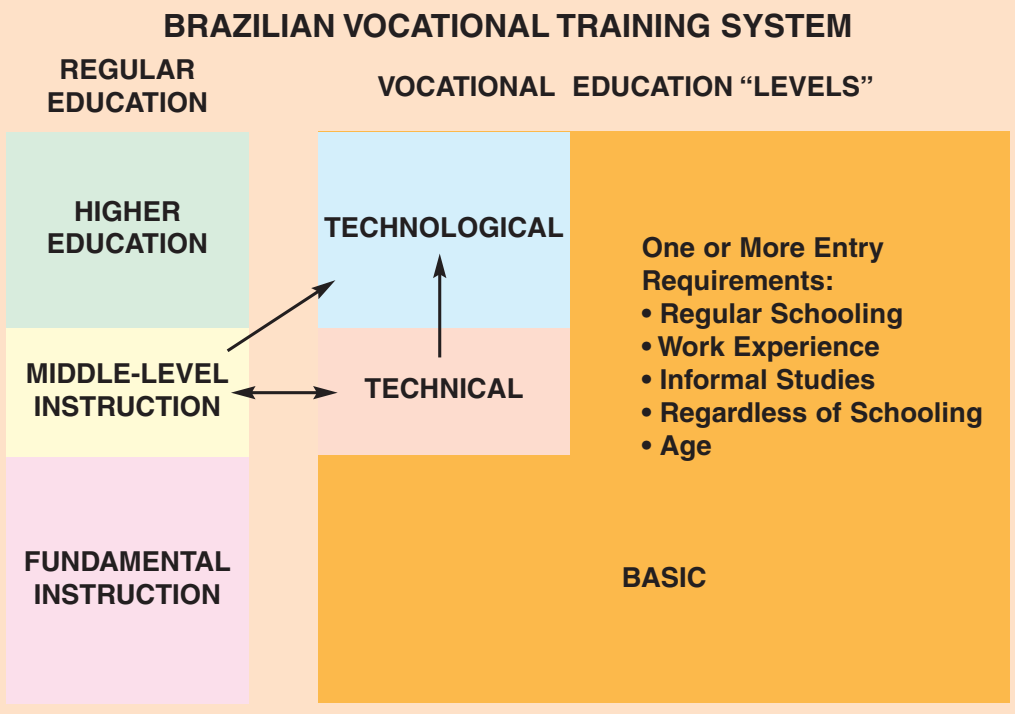
Vocational education will be developed - together with regular instruction or through a lifelong education scheme - in private and public schools, vocational training agencies (such as **SENAI**, **SENAC**, **SENAR**,...) or within the enterprises.

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.





EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN CANADA

Official Name: Canada
Capital: Ottawa
Area: 9,970,610 sq Km
Population: 30,9 million
Official languages: English and French
G.D.P.: US$ 607,7billion
Currency: Canadian Dollar

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

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

A provincial responsibility

Unlike many other industrialised countries, Canada has no federal educational system: the Constitution vested the exclusive responsibility for education in the provinces. Each provincial system, while similar to the others, reflects its particular region, history, and culture. The provincial departments of education - headed by and elected minister - set standards, draw up curriculums, and give grants to educational institutions.

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

Elementary and secondary schools

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

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

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

Other schools

For parents seeking alternatives to the public system, there are separate as well as private schools. Some provinces have legislation that permits the establishment of separate schools by religious groups. Mostly Roman

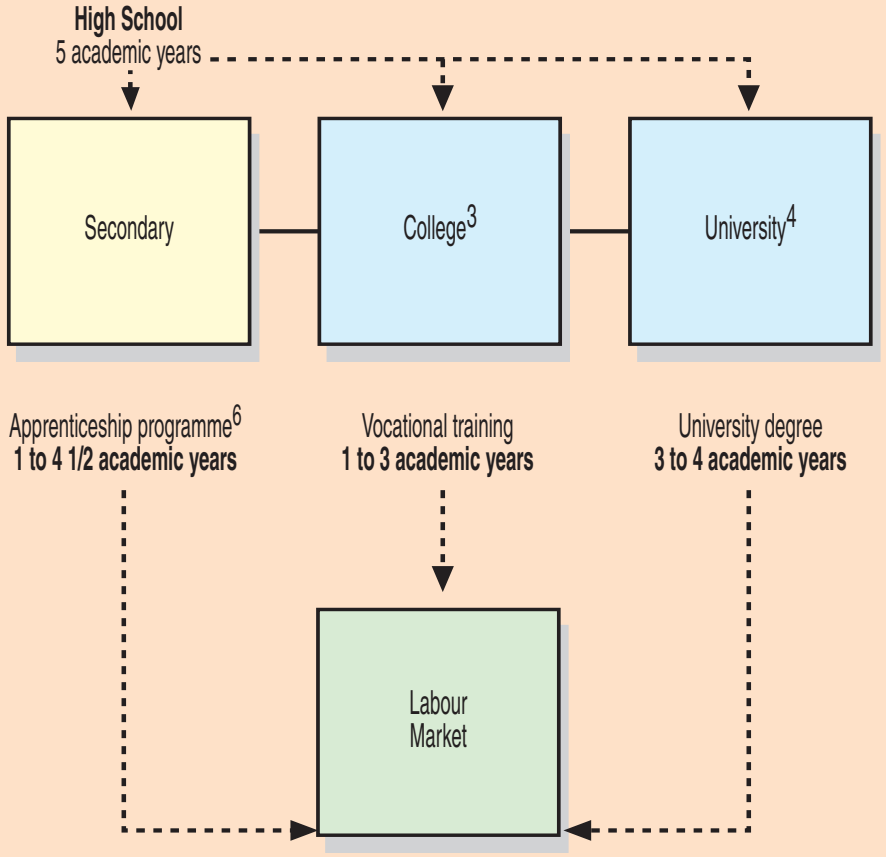
Catholic, separate schools, which in 1995 accounted for about one-fourth of Canada's public school enrolment, offer a complete parochial curriculum from kindergarten through the secondary level in some provinces.

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

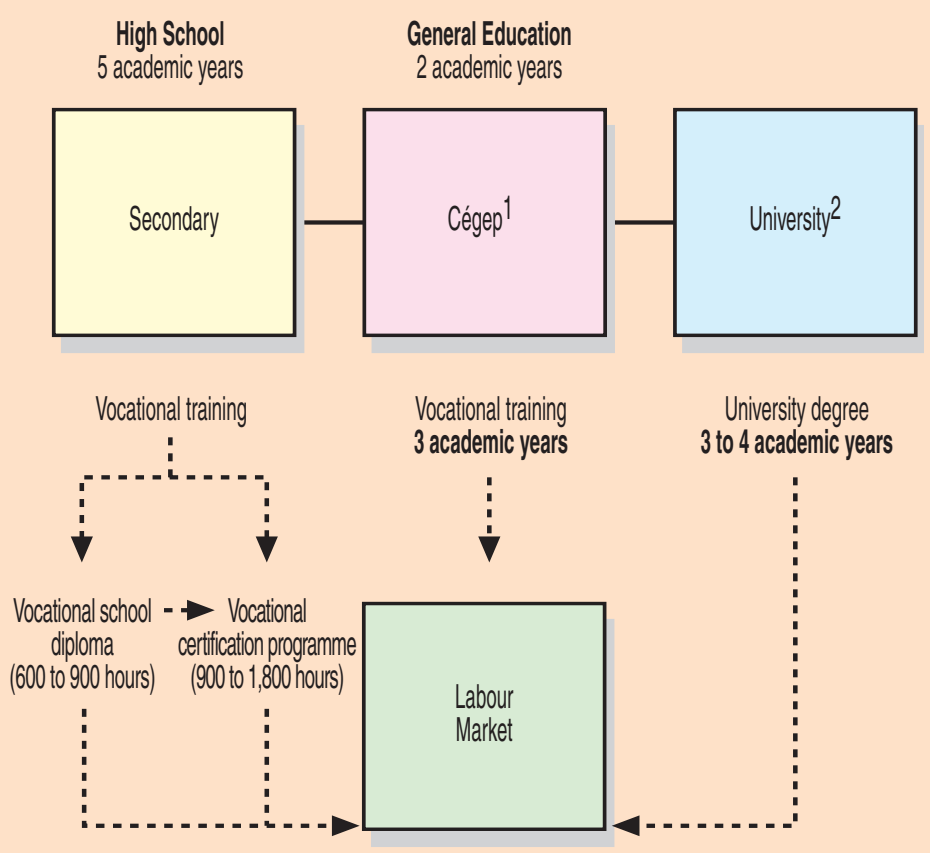
Post-secondary education
For most of Canada's history, post-secondary education rose sharply and enrolment mushroomed, systems of publicly operated post-secondary non-university institutions began to develop. Today in Canada, some 200 technical institutes and community colleges complement about 100 universities,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

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

EDUCATIONAL AND VOCATIONAL SYSTEM



QUEBEC EDUCATIONAL AND VOCATIONAL SYSTEM



1 The Cégep system is unique in that it offers students the choice between a preparatory programme leading to University or to job training leading to the labour market.
2The University training could be completed in a co-operative programme.
3 The college training could be alternated with a co-operative or an apprenticeship programme.
4 Minimum education necessary to enter is grade 10 (apprentices must be at least 16 years of age).
5 In a co-operative programme, employers hire students as apprentices and pay them a salary.
6. An apprenticeship is a training programme that combines on-the-job training and formal instruction in which individuals develop competency in an occupation.

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN DENMARK

Official Name: Kingdom of Denmark
Capital: Kopenhagen
Area: 43,093 sq Km
Population: 5,3 million
Official Language: Danish
G.D.P.: US$ 170 billion
Currency: Danish Crown

Education plays a central role in the Danish society. And here - on the threshold of the millennium - this is more important than ever, for the labour market is demanding more and more from the workforce in respect of qualifications; and in society as such knowledge and information are the keys to understanding and success in an ever more complex and changeable world.

The Danish government has therefore made it its target to ensure:
• *that* all young people complete a youth education programme,
• *that* as many as possible - and at least 90-95% - of an age group complete a qualifying education programme,
• *that* recurrent education becomes a natural part of people's lives and their participation in social life, and
• *that* the education system is flexible and develops steadily in step with society so that it can continue to ensure the vocational and personal qualifications which are needed in a modern high-technological society based on democratic principles.

The Structure of the Education System

The Danish education system consists of 3 levels: basic school, youth education and higher education, to which should be added the area of adult education.

The *basic school* is a 9-year comprehensive school. Prior to this, there is a voluntary pre-school class, and after there is a voluntary 10th school year.

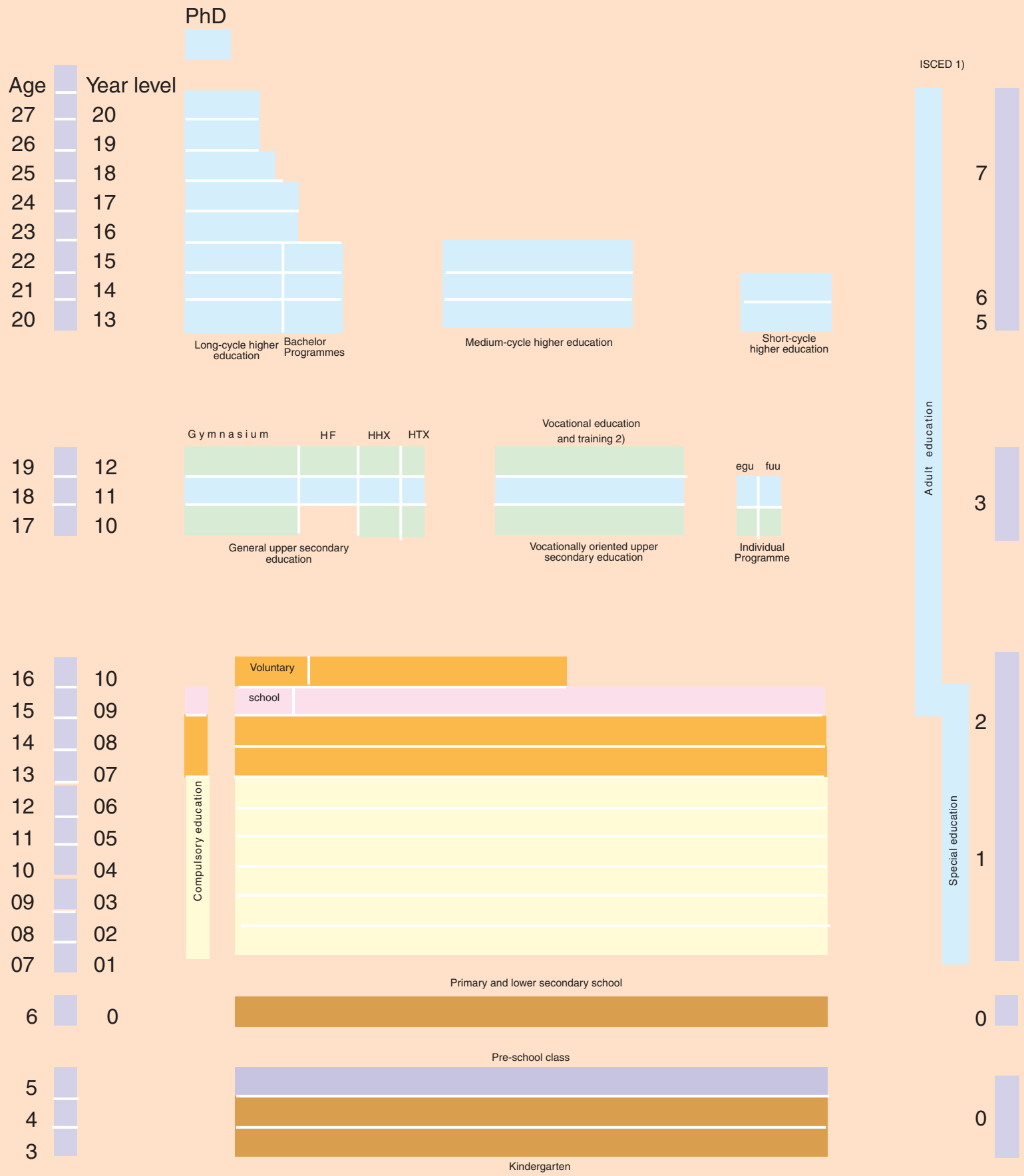
Youth education is primarily either academically oriented (general upper secondary education) or vocationally oriented (vocational education and training). The individual programmes: vocational basic training (egu) and free open education (fuu) have been established as an additional offer for young people. The youth education programmes are normally of a duration of approximately 3 years; their duration does however vary between 2 and 4 years.

Upon completion of youth education, it is possible to continue in *higher education*. Higher education can be divided into: short-cycle (1-3 years), medium-cycle (3-4 years) and long-cycle (5-6 years) higher education.

There is moreover a civil service training system for the staff of the police, the Danish State Railways, the postal service,... To this should be added programmes organised within the armed forces and within the private sector, i.e. banking, insurance and shipping.

In Denmark, there is a long and strong tradition of adult education. Major parts of the adult education area is government financed and regulated by law, but in addition to this there is a wide range of private offers which do not receive any government funding.
And last but not least, we must mention the area of "*folkeoplysning*" (liberal education): "*folkehøjskoler*" (folk high schools), courses provided in pursuance of the Act on "Folkeoplysning" (liberal education at day and evening schools), "efterskoler" (continuation schools), youth schools,... which all provide possibilities of personal and occupational development in a free school environment without leading to any actual vocational qualification.

The figure on the next page gives an outline of the formal education system:



1-) International Standard Classification of Education
2-) Incl. social and health training, agricultural, maritime,... education

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN FINLAND

Official Name: Republic of Finland
Capital: Helsinki
Area: 338,145 sq Km
Population: 5,2 million
Official Language: Finnish (13%) and Swedish (6%)
G.D.P.: US$ 119,8 billion
Currency: Markka

The main objective of the Finnish education policy is to offer all citizens equal opportunities to obtain an education, regardless of age, domicile, economic situation, sex or mother tongue.

Education is considered to be one of citizens' basic rights. Provisions concerning educational basic rights secure everyone's (not just Finnish citizens') right to free basic education; the provisions also prescribe compulsory education, which is stipulated in more detail in the Law on Comprehensive Schools. 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. If schooling is continued, a choice is usually made between general upper secondary school and vocational upper secondary education.

The scope of vocational upper secondary level degrees taken after compulsory education is 2-3 years.
The vocational schools [isced 3] 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 completed as apprenticeship training, which offers both the same qualifications as educational institutions and different qualifications.

After upper secondary education, the student can apply for higher education. Higher vocational education is provided by **AMK** institutions (polytechnics) and, until the end of 1998, by vocational colleges.

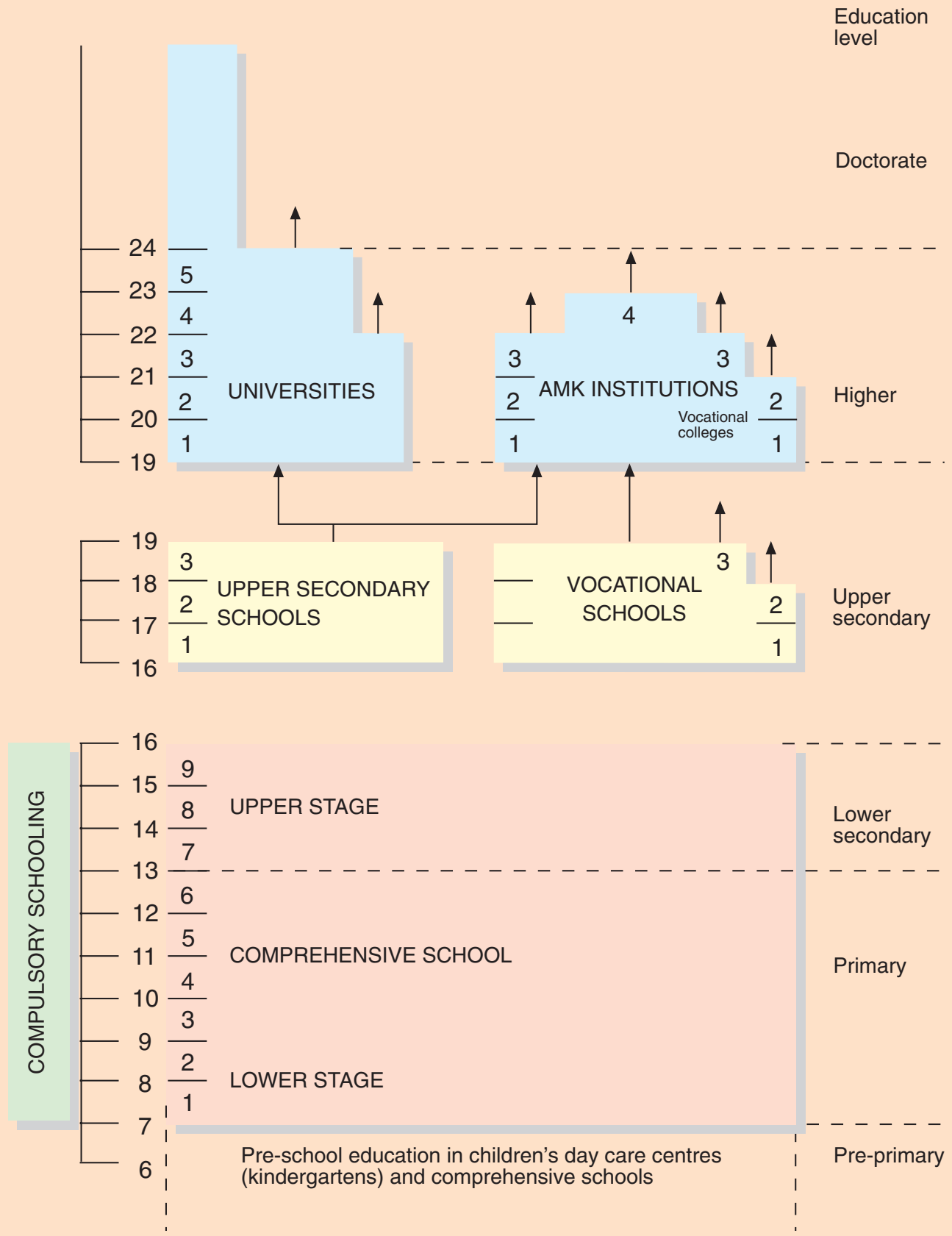
Vocational colleges [isced 5] give post-secondary level education to those who have completed secondary level education and are thus aged 19+. Post-secondary qualifications require 2 to 4.5 years of full-time study. The completed qualification gives general eligibility for higher education. This form 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) [isced 6] provide higher non-university vocational education in usually multidisciplinary surroundings for matriculated students and those with qualifications from secondary vocational education. The academic degree of the **AMK** institution takes 3.5 to 4 years to complete.

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 skills tests, which are skill-based examinations open to everyone, regardless of how he/she has acquired his/her professional skills.

VOCATIONAL EDUCATION AND TRAINING SYSTEM IN FINLAND*



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

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN FRANCE

Official Name: République Française (French Republic)
Capital: Paris
Area: 543,965 sq Km
Population: 58,9 million (1995)
Official Language: French
G.D.P: US$ 1,4 trillion (1993)
Currency: Franc

The French vocational education system is characterised by:

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

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

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

a) for enterprises with less than 10 employees: 0.15% of the gross payroll;

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

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

At present there are 4 main trends:

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

• a desire to be transparent in the regulation of financing procedures for vocational training;

• the research towards customised vocational training (personal training paths);

• development of vocational training in alternance (partly in the training centre and partly within the enterprise).

Nowadays, vocational training is no longer seen as a social expenditure, but as a strategical asset of the enterprises to be integrated to other variables (research, development, technological investment,...).

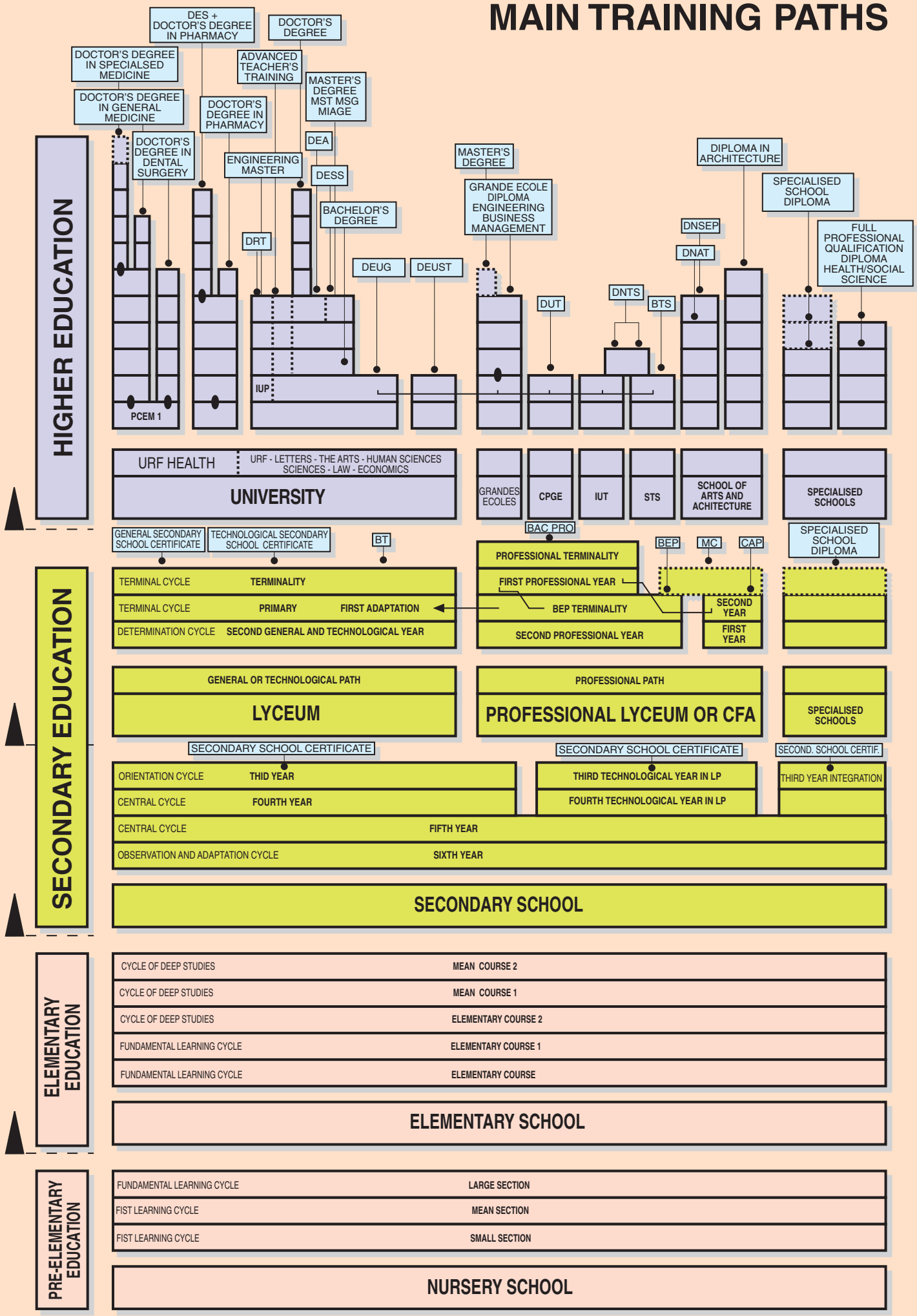
For unskilled young people who have already left school and for adults with outdated competencies, vocational training reinforces the policy of seeking and keeping a job.

For young people aged 16 to 25, training becomes a necessary investment:
• *Vocational training paths for young people*: the regions have increased their responsibility in this respect. For the ones who have left school without qualification and others who have difficulty entering the labour market, the government adopts a global employment policy, through customised vocational training paths.

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

• *Two modalities of alternance training*: apprenticeship contract (federal level) and alternance system job contract (created and managed by social partners). The government has adopted for over ten years an incentive policy for enterprises (fiscal incentives for job creation, training aids, exemption of social charges).

MAIN TRAINING PATHS



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

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

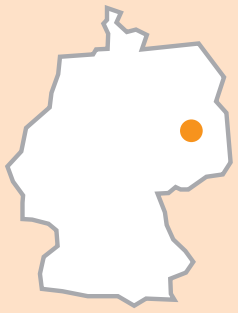
Competitive examinations ⬮

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 - Scientifical and Technical University Studies Diploma
DUT - University Technology Diploma
DNTS - National Specialised Technology Diploma
DRT - Technological Research Diploma
MIAGE - Master's Degree in Management - Applied Organisational Methods
MC - Complementary Commendation after CAP, BEP, B1, 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

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN GERMANY



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: 82,2 million
Official Language: German
G.D.P.: US$ 82,1 trillion
Currency: German Mark

Germany

The German education system is characterised by the federate structure of the Federal Republic of Germany. Generally speaking, the16 federal states (*Länder*) have the so-called “cultural autonomy”. Thus, the general school education and high school/university education are under the responsibility of the federal states.

The only federal-wide ruled sector of the education system is the vocational training based on the “dual system” model. The 380 recognised trade and industry training occupations/regulations are regulated by the Federal Ministry of Economics. This shows that it is the economy and not the state that is responsible for the vocational training. The regulations exist for the instruction in all branches of the economy: industry, commerce, banks, insurance companies, transportation, hotels and restaurants, tourism, different service sectors, agriculture, civil service, liberal professions like doctors, lawyers, household management, health occupations. In the preparation of these regulations the responsible federal minister is assisted by the Federal Institute of Vocational Training, which is advised by committees of experts representing the different occupational groups and appointed at the suggestion of the leading organisations of trade, industry and the unions principle of general consensus.

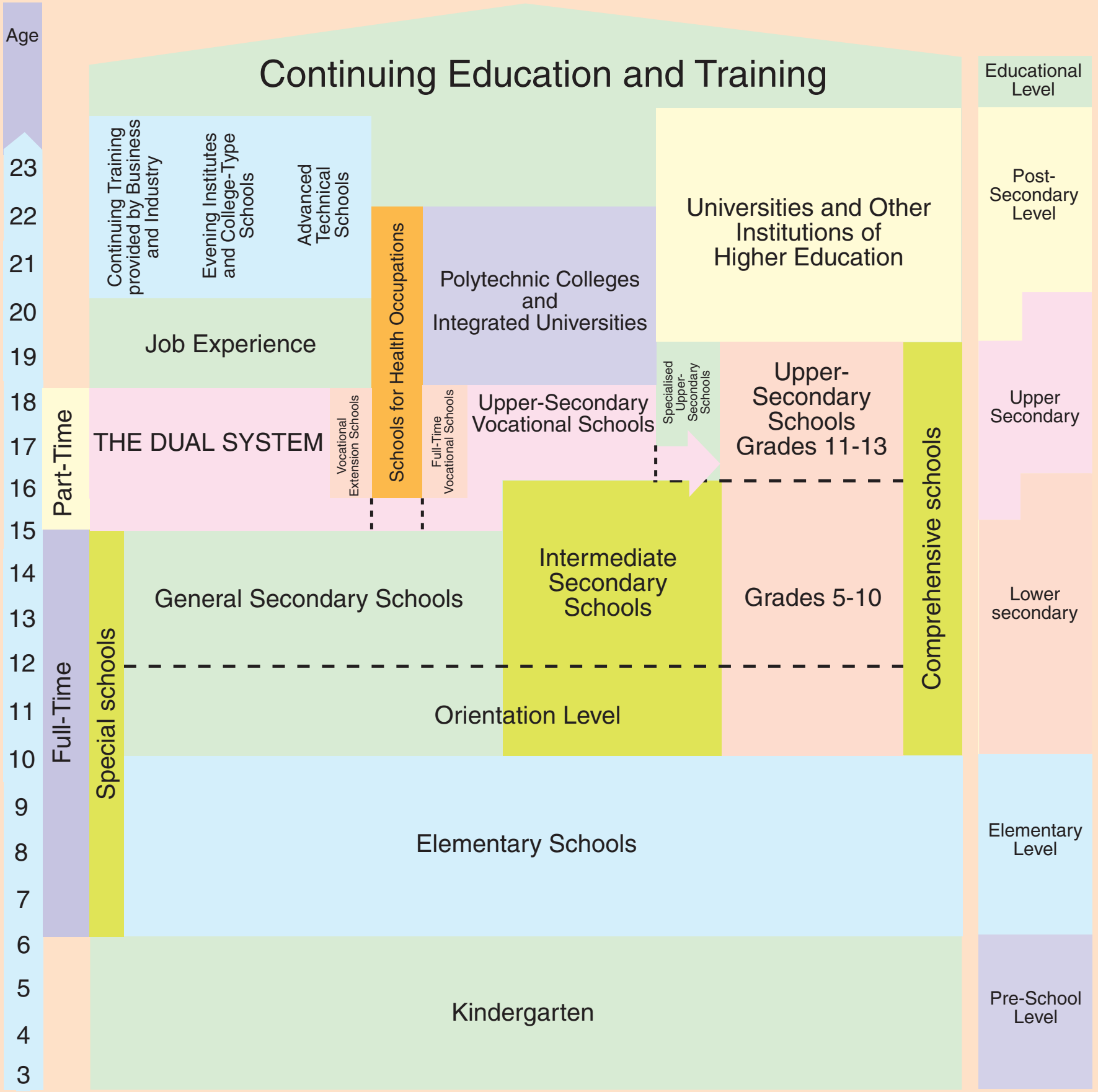
Typical of the dual system of vocational training is that the advisory services and the supervision of training programmes as well as examination and administration functions are not under the responsibility of the government, but are assigned to self-governing organisations of business and industry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

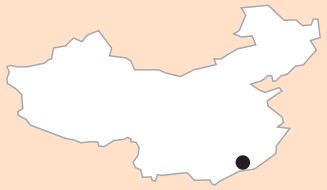
Training costs are very high. The average current cost per training place and year is about US$ 6,000. Net cost of training amounts to about US$ 15 billion. All this is financed by the firms themselves and there are not any tax of other incentives or benefits.

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

THE BASIC STRUCTURE OF THE GERMAN EDUCATION SYSTEM



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN HONG KONG



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 introduced in 1978 three years of free and compulsory universal secondary education (i.e. junior secondary) in either secondary grammar, secondary technical or pre-vocational schools. All junior secondary leavers 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 technician level at either a technical institute (2 years) or a technical college (3 years), or vocational education and training as part of a technician apprenticeship, or employment.

The seven universities under the aegis 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 technician level, the Vocational Training Council's two technical colleges, together with two of the universities, provide some 30,000 places. At the technician level, the Council's seven technician institutes provide some 51,000 places. The Council's 24 training centres offer some 45,000 training places.

Apprenticeship

Hong Kong government started to promote organised apprenticeship in 1969. In 1976 it enacted apprenticeship legislation. The legislation specifies the trades to be covered, the educational standards for entry into apprenticeship, the apprenticeship periods, the skills to be covered during training and the course of 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 enter into a contract of apprenticeship with him unless, of course, the youngster has already completed an apprenticeship in that trade.

More than 70,000 craftsmen have been trained through apprenticeship 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 measures needed 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 craft and technician and higher technician levels.

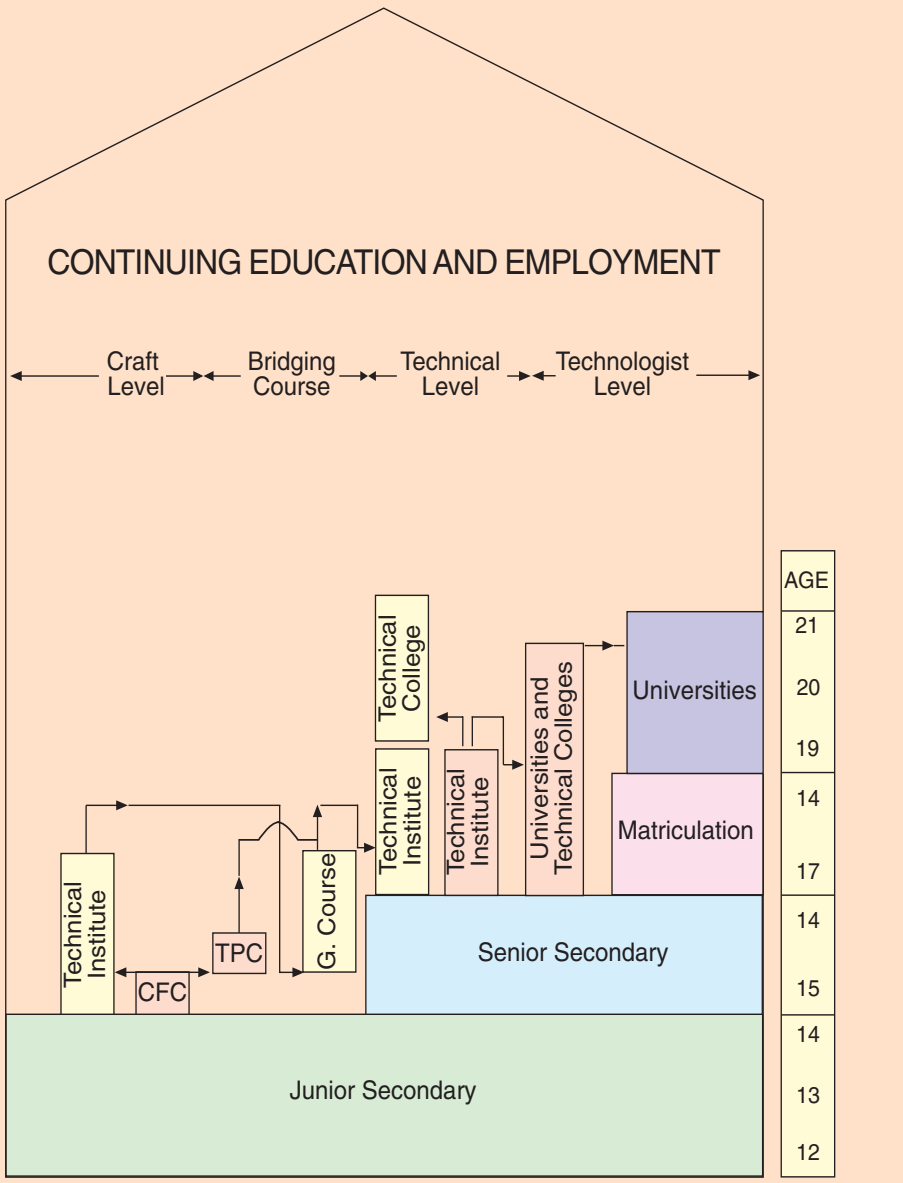
In essence, the **VTC**:
a) operates two technical colleges and seven technical institutes which together provide some 63,000 places at the higher technician, technician and craft levels;

b) operates 24 training centres which together provide some 45,000 places annually for both pre-employment and upgrading training;
c) assesses both sectorial and "national" manpower requirement by carrying out biennial manpower surveys on all the major economic sectors;
d) operates three Centres for the training of people with a disability for open employment;
e) administers the Apprenticeship Ordinance;
f) operates a Management Development Centre which does research and develops courses to meet the specific needs of Hong Kong managers;
g) operates training schemes such as:

• the Engineering Graduates Training Scheme for engineering students and graduates to complete their professional training as engineers; and
· the New Technology Training Scheme for providing 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 general 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

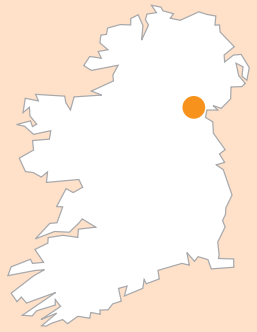


Part-time day for young people in apprenticeship
Part-time evening for workers
CFC = Craft Foundation Courses
G. Course = General Courses
TPC = Technician Preparatory Courses

The size of the rectangle in not proportional to the number of attendees.

1. About 85-90% of junior secondary school leavers attend senior secondary school.
2. About 5 % of junior secondary school leavers attend Craft Foundation Courses (CFC).
3. About 8% of senior secondary school leavers attend higher diploma or diploma courses.
4. About 50% of secondary school leavers attend universities.

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN IRELAND



Official Name: Republic of Ireland
Capital: Dublin
Area: 70,285 sq Km
Population: 3,7 million
Official Languages: Irish and English
G.D.P.: US$ 75 billion
Currency: Irish Pound

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.

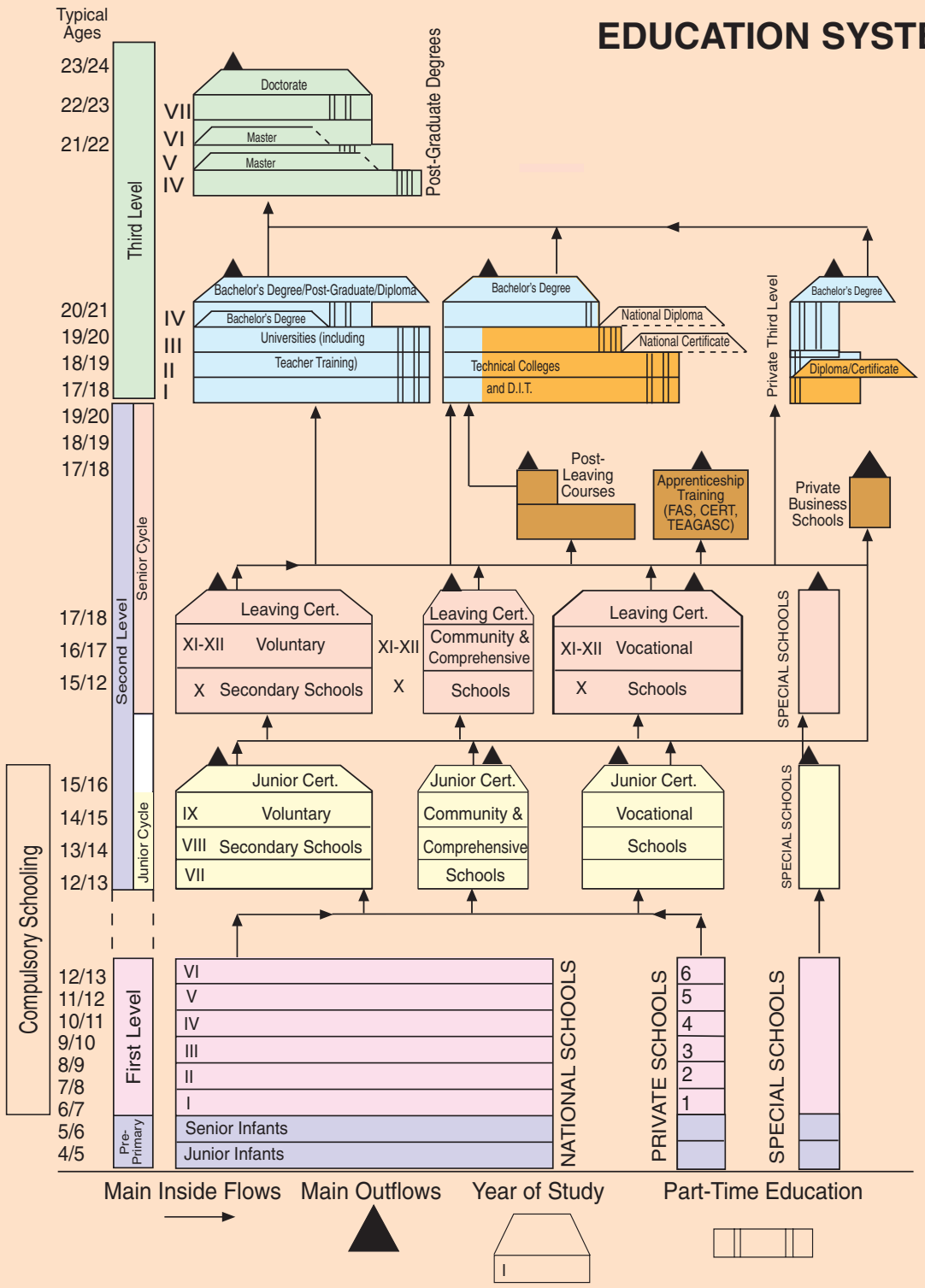
Apprenticeship

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



Pre-Primary Education (ISCED 0)
Primary Education (ISCED 1)
Junior Cycle of Secondary Level (ISCED 2)
Senior Cycle of Secondary Level (ISCED 3)
Further Education and Post-Secondary Level Courses (ISCED 3)
Third Level Certificate/Diploma Courses (ISCED 5)
University Degree including Post-Graduate Diploma (ISCED 6)
Post-Graduate University Degree (ISCED 7)

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

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN ITALY

Official Name: Repubblica Italiana
(Italian Republic)
Capital: Rome
Area: 301,302 sq Km
Population: 57,3 million
Official Language: Italian
G.D.P.: US$ 1,1 trillion
Currency: Lira

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 are more frequently private educational initiatives, which are supported by public funding.

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

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

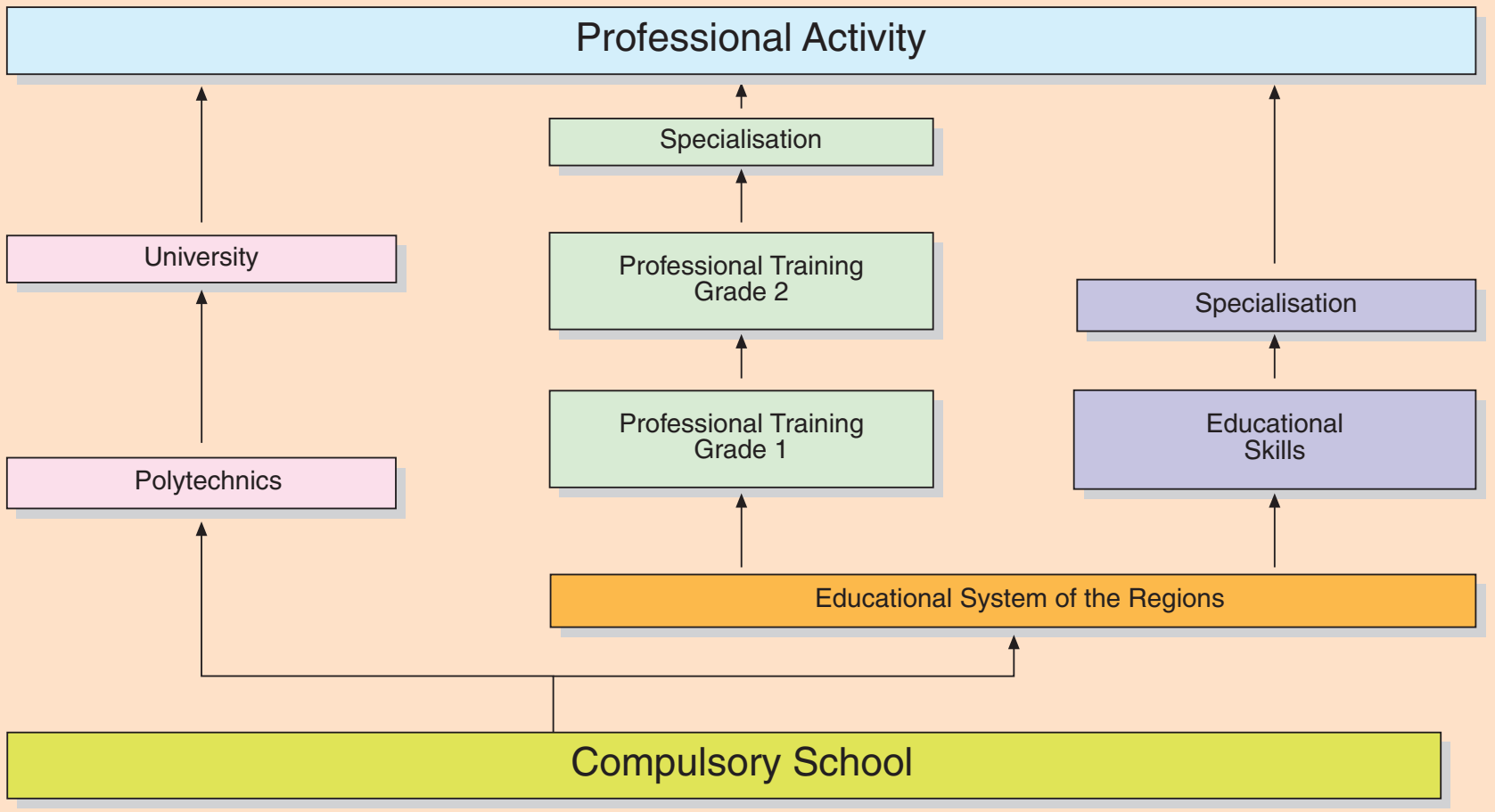
South Tyrol

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

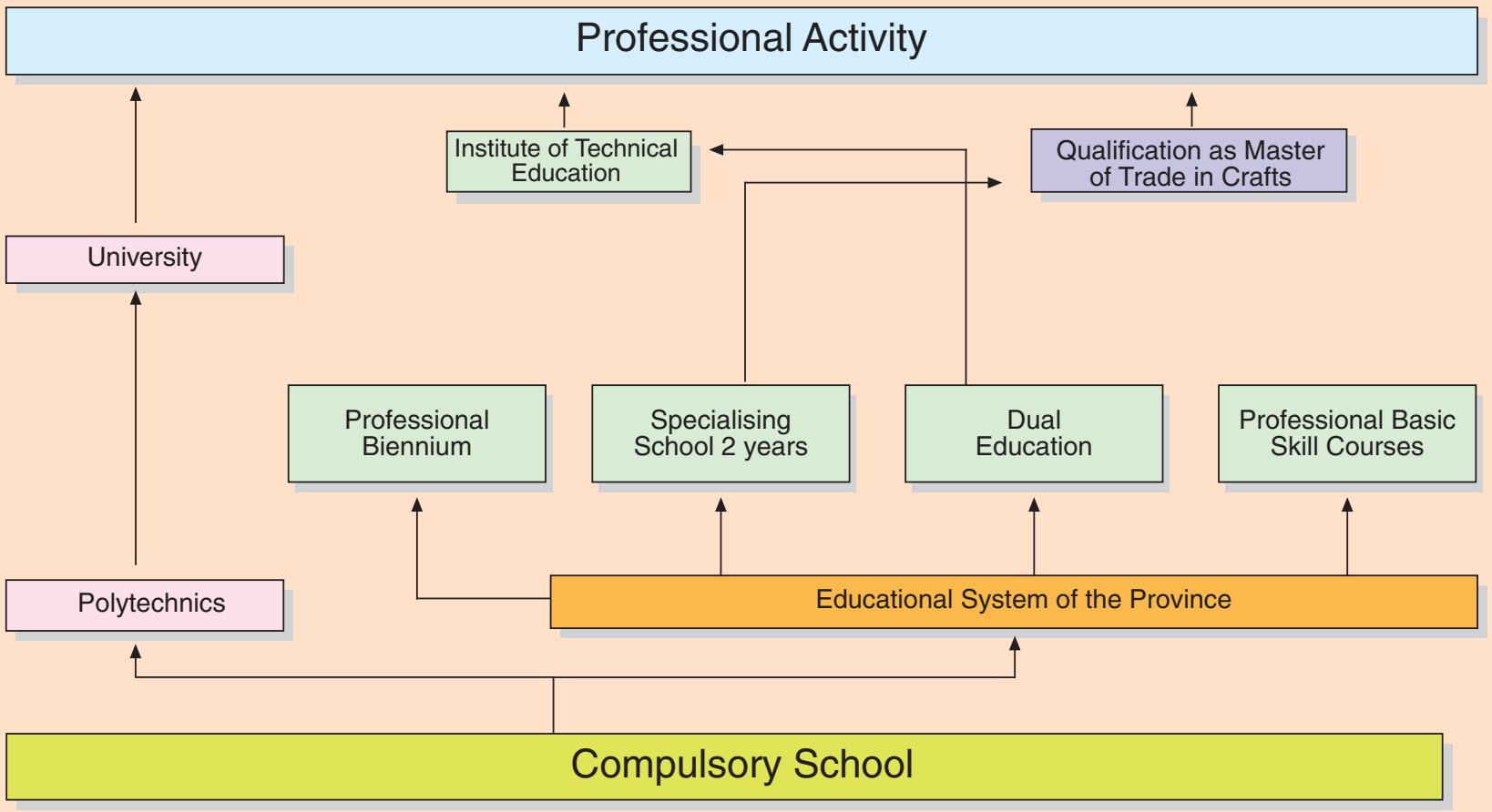
According to the country tradition, the dual educational system has a high standard. It is also due to this fact that the Province of South Tyrol has a very low youth unemployment rate.

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

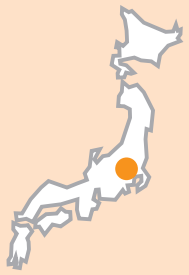
EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN ITALY



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN SOUTH TYROL



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN JAPAN



Official Name: Nihon Koku
(Land of the Rising Sun)
Capital: Tokyo
Area: 372,819 sq Km
Population: 126,5 million
Official Language: Japanese
G.D.P.: US$ 4,2 trillion
Currency: Yen

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.

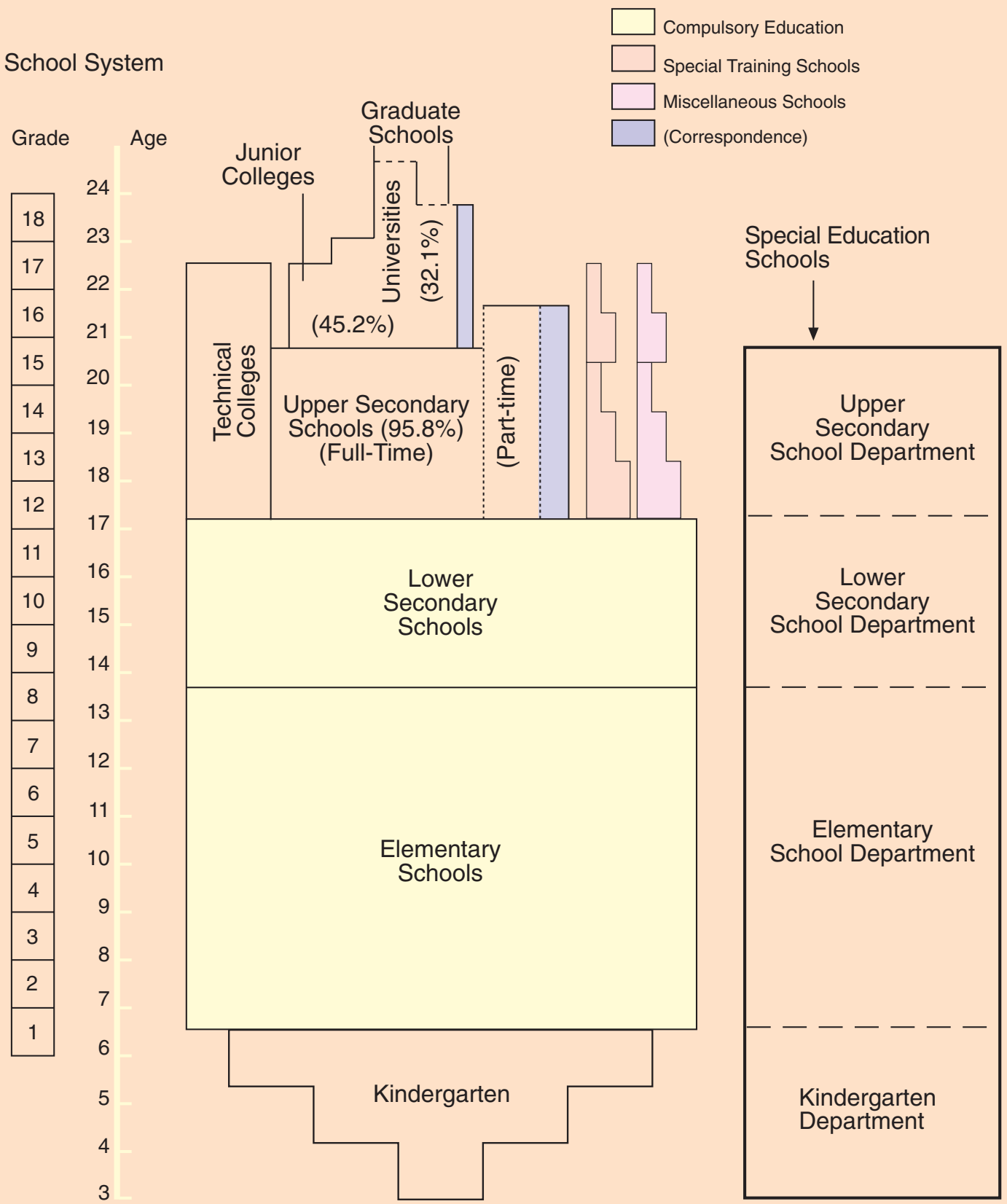
For small and medium-sized companies, the Government encourages such training programmes through the Lifelong Human Resources Development Grant Scheme which subsidises one third of the workers' wages (during the training period) and the cost of the training programme.

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



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN KOREA

Official Name: Taehan Min'guk (Republic of Korea)
Capital: Seoul
Area: 99,237 sq Km
Population: 46,5 million
Official Language: Korean
G.D.P.: US$ 442,5 billion
Currency: Won

Korean Educational System

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 least, and other education as prescribed by law.
3. Compulsory education is free of charge.
4. The state is required to promote lifelong education.

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 socioeconomic status". To attain this goal, the following types of institutions have been established:
• Elementary, middle and high school as well as colleges and universities;
• Teachers' Colleges and Colleges of Education;
• Junior College; Air & Correspondence University and Polytechnics;
• Trade Schools and Trade High Schools;
• Civic Schools and Civic High Schools;
• Kindergartens, special schools and miscellaneous schools.

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

Korean Vocational Training System

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.

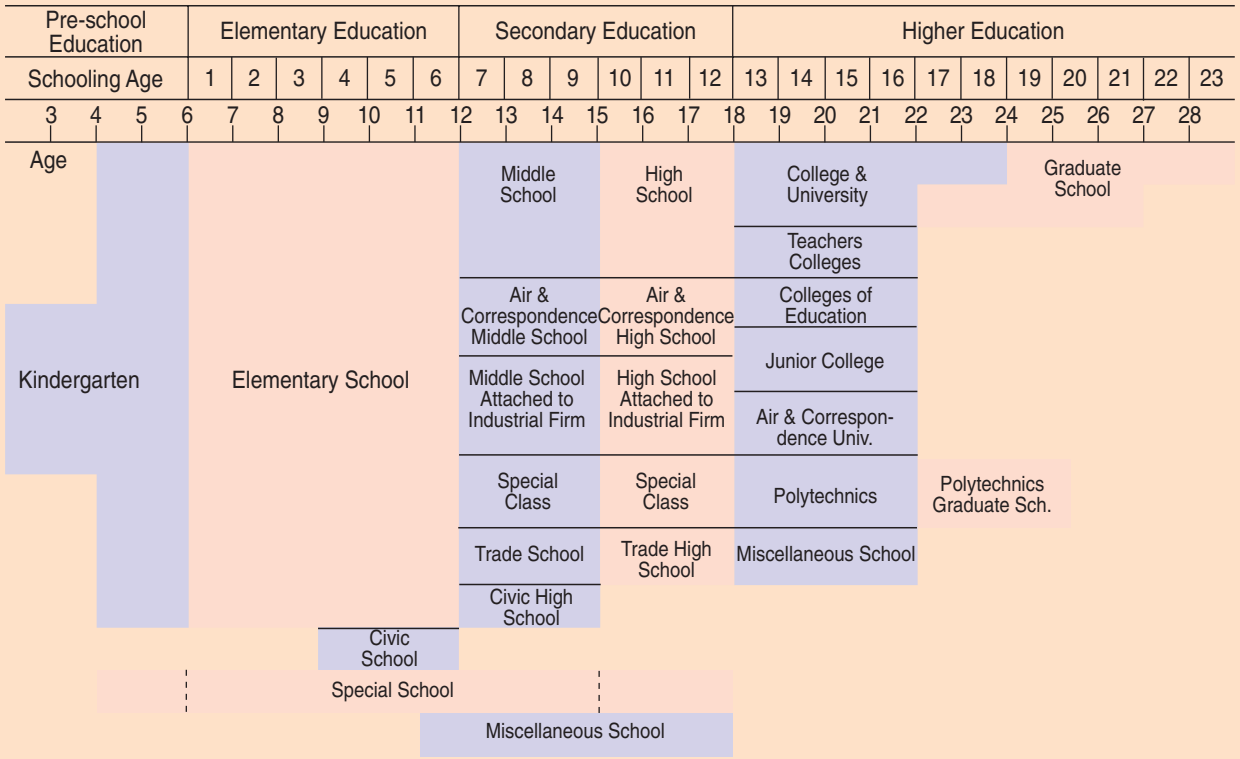
KOMA (Korea Manpower Agency), with 41 institutes, plays an important role in public vocational training such as running vocational training institutes, development of vocational training standards, development and distribution of vocational materials & media, supporting private vocational training and international co-operation in vocational training. **KOMA** also operates a Technological University (Korea University of Technology and Education) which is specialised in the training of vocational training instructors in four-year courses and Korea Foundation of Polytechnic Colleges, which provides various training programmes for master craftsmen, technicians,...

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

Korea Chamber of Commerce and Industry (8 institutes) provides training in machinery, electricity, electronics, information and communication, system control,... 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.

KOREAN EDUCATIONAL SYSTEM

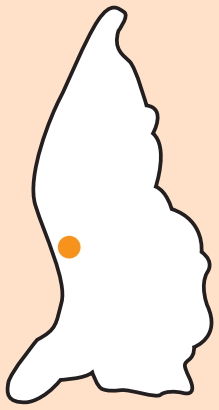


TRAINING PROGRAMMES OF KOMA AND KFPC

Retraining	Korea Univ. of Tech. & Educ. (4yrs)	Polytechnic Colleges			
Refresher Training		Master Craftsman (1-2yrs)	Technician (2yrs)	Upgrading Course (3 days or longer)	Correspondence Training (1-2yrs)
Further Training		Vocational Training Institutes			
		Craftsman (1yr)	Upgrading Course (3 days or longer)	Correspondence Training (1-2yrs)	
Initial Training		Mobile Training Unit (4-12 weeks)			

Training for the Foreign Technical Manpower			
Basic Training (4 weeks)	Advanced Technology (8 weeks)	Instructor Upgrading (14 weeks)	Other Specialised Courses (2-3 weeks)

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN LIECHTENSTEIN



Official Name: Fiirstentum Liechtenstein (Principality of Liechtenstein)
Capital: Vaduz
Area: 160 sq Km
Population: 33,000
Official Language: German
G.D.P.: US$ 1,592 billion
Currency: Swiss Franc

Liechtenstein

After World War II, the Principality of Liechtenstein - located on the Upper Rhine, south of Lake Constance, between Switzerland and Austria - has turned incredibly fast from a poor agricultural country into a modern centre of industry, trade and finance. A crucial pre-requisite for this development was the signing of a contract in 1924 with Switzerland for the unification of currency and customs, which subsisted after the entering of Liechtenstein into the European Economic Community in 1995: so nowadays the country takes part in two different economic communities.

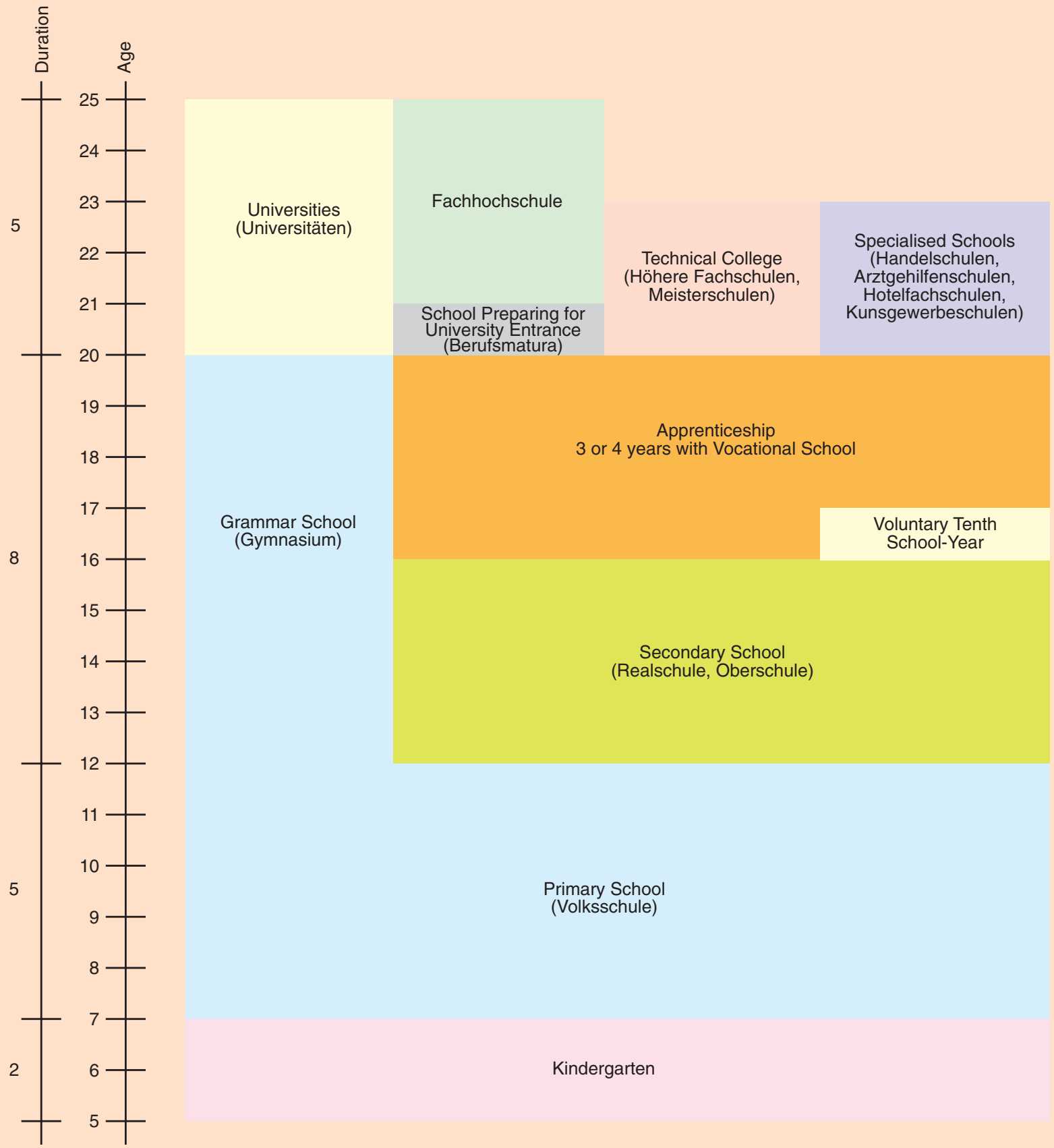
Vocational education has a long tradition in Liechtenstein. As early as 1936, it was consolidated by law that all apprentices should have not only practical but also theoretical education. For a population of 33,000, Liechtenstein offers approximately 24,000 workplaces.

Correspondingly high is the number of enterprises, 800 or so, offering vocational education in about 100 different trades. At the end of the compulsory schooling period, about 2/3 of the pupils will begin an apprenticeship in the dual ou 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 Swiss vocational training institutions: apprentices from Liechtenstein attend vocational schools and training centres in the neighbouring Swiss cantons, where they take also examinations to obtain the certificates of skills.

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

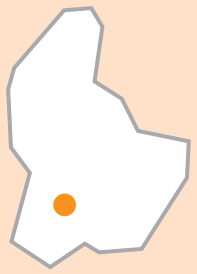
Vocational education is supported by the economy and the federal government. The latter spends about 3.5% yearly of the whole budget of the country on it.

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.

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN LUXEMBOURG



Official Name: Grand Duchy of Luxembourg
Capital: Luxemboury
Area: 2,586,4 sq Km
Population: 0,4 million
Official Languages: Luxembourgian, French and German
G.D.P.: US$ 17 billion
Currency: Luxembourgian Franc

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

a - The national level
The administration on that level is very centralised. All important decisions, taken on that level, especially concerning the laws and the regulations (*réglements grands ducaux*), are elaborated by the Ministry of Education.

Concerning vocational training, the Ministry of Education is not only competent for the part of the training organised at school, but also for the practical part organised by (private) firms. Private education institutions are subject to State inspection as are all the schools in the public sector. Students from private schools must sit public examinations to obtain official diplomas. Inspection is ministerial inspectors' responsibility (*inspecteurs de l'enseignement primaire*) together with the heads of the individual schools. Tasks include the monitoring of both curricula and textbooks which are centrally prescribed by the Ministry.

Research in the field of education is made by the Ministry of Education (*Institut Supérieur d'Etudes et de Recherches Pédagogiques* and *Service de Coordination de la Recherche et de l'Innovation Pédagogique et Technologique*).

b - The local level
The local level is particularly important for 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 parents' association;
• the higher council for education (*Conseil Supérieur de l'Education Nationale*), which is competent for all questions in the field of education;
• the Instruction Commissions ("*Commissions d'Instruction*"), which work at the level of primary education and gives advice in general questions concerning primary education;
• the Education Councils ("*Conseils d'Education*"), organised by Grand-Ducal regulation of May 23rd 1991. Every post-primary school has an Education Council. They comprise delegates of the direction and of the teachers of the schools and delegates of parents and students.

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

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*).

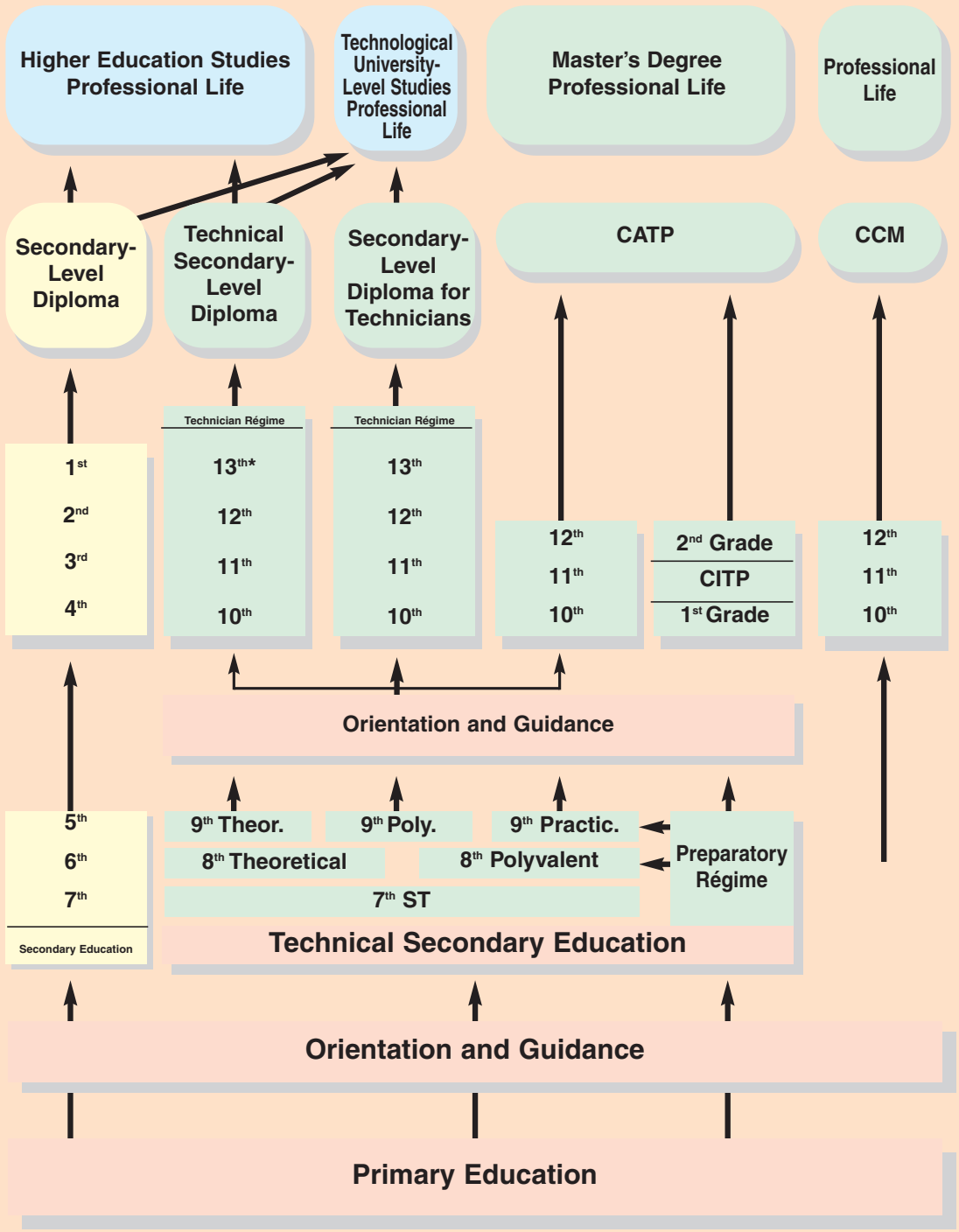
I - *The "Régime Préparatoire".* The creation of the "*Régime Préparatoire*" and its integration in the structures of the technical secondary education is based on a policy aiming to allow a broader qualification of young people.

II - Technical secondary education. Technical secondary education comprises 3 stages:
- inferior stage (*cycle inférieur*);
- intermediate stage (*cycle moyen*);
- upper stage (*cycle supérieur*).

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

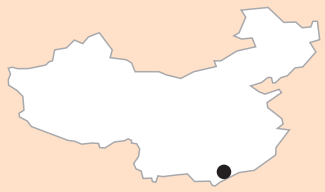
The intermediate stage, which lasts 2-3 years, consists in 3 separate sections:
- vocational section (apprenticeship);
- technician's training;
- technical section.

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN LUXEMBOURG



* 14th for the division of Health and Social occupations.

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN MACAO



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 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.

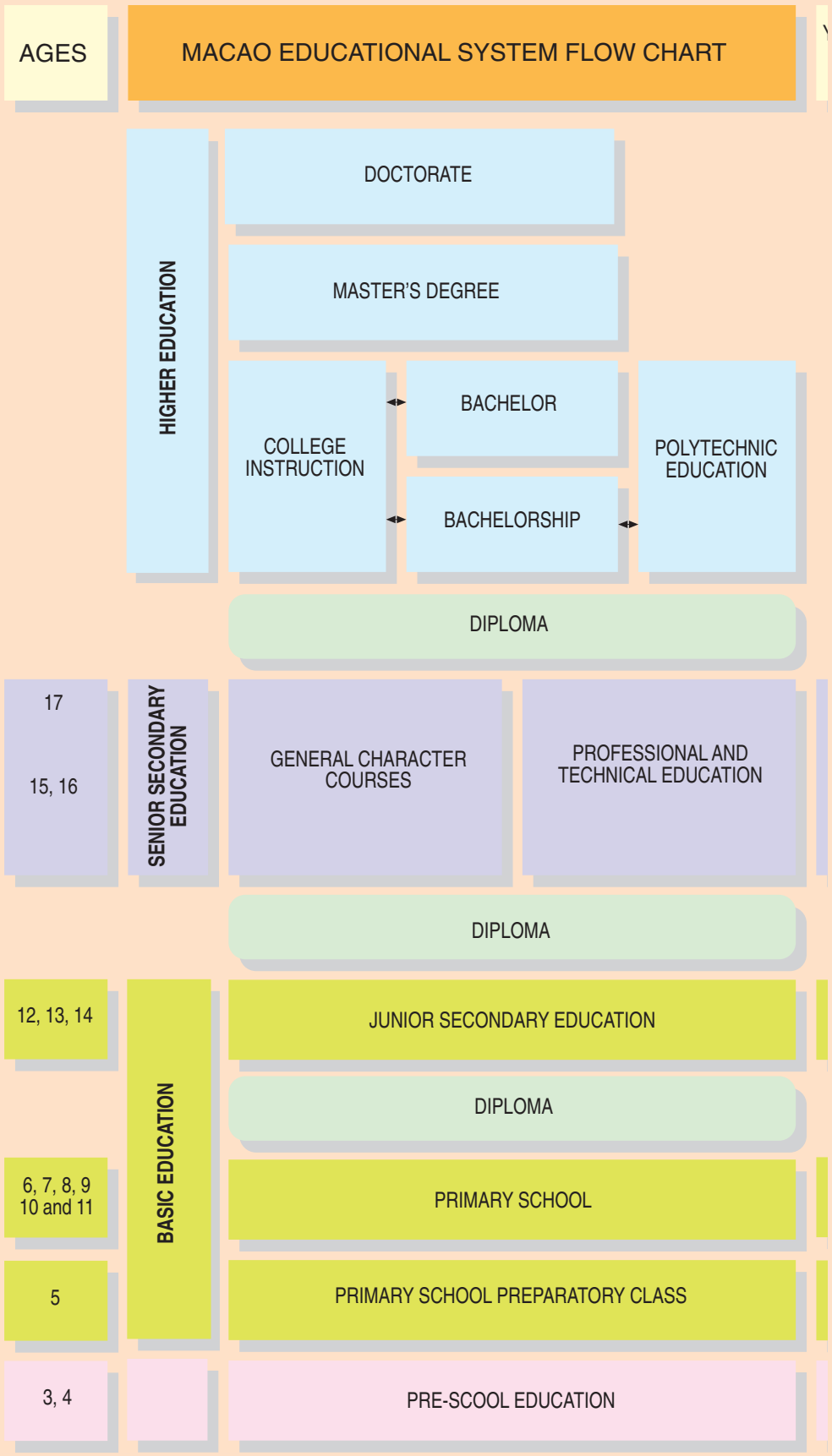
The private non-profit educational institutions integrated in the educational system benefit from the support of the Administration through the concession of regular and permanent subsidies.

Vocational Training System in Macao

Macao is a territory with an area of about 20 sq Km . The structure of its professional training is still under discussion towards the establishment of a systematic organisation. Recently, the Professional Training Co-ordinating 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 on the right page shows the structure of professional training as developed by the "Direcção de Serviços de Trabalho e Emprego" (Department of Labour and Employment Affairs), which is trying to meet the needs of the related industry in Macao.



Vocational Training System of Macao

Training Modes		Conditions of Access	Profiles of Exits
01	Apprenticeship	Age: 14 to 24 years Academic Qualification: 9th school year	Technician, with level III of professional qualification & 11th year School-Level equivalence
02	Initial Training	Age: 16 years Academic Qualification: 6th school year	Qualified worker with level II of Professional qualification
03	Professional Improvement	Exercise of the Profession/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		Technician of Automation
						02	Technician of Low-Tension
		01	Electronics and Telecommunications	01	General Electronics	02	Technician of General Electronics
				01	Potential Electronics and Telecommunications	02	Industrial Electronics Technician, Technician of Audio, Video and TV, Technician of Telecommunications
				01	Audio, Video and TV	02	Repairer of Audio, Video and TV
02	Repair and Maintenance of Vehicles	01	Mechanics Electricity	01	Car Mechanics	01	Car Mechanics
				01	Electromechanics of Cars	01	Car Electromechanics
					Painting/Panel Beating		Repairer of Automobile, Car Painter, Panel Repairer
02	Civil Construction		Drawings, Technical Studies and Projects		Civil Construction Drawings		Civil Construction Drafstman
					Measurement and Budget		Construction Budget Estimator
	Refrigeration and Air-Conditioning		Refrigeration and Air-Conditioning		Domestic and Industrial Refrigeration		Refrigeration Electromechanics
	Wood and Furniture		Industrial Wood and Furniture		Carpenter/Cabinet Making		Carpenter/Turning Mechanics, Construction Wood and Furniture Assembler
	Metallurgy and Metalmechanics		Metalmechanics		Mechanics Locksmith		Mechanics Locksmith, Mechanical Turner, Machine Worker, Construction Mechanical Locksmith
	Commercial Services and Community Service		Commercial		Stock Management/ Supply/Sales		Employee of counter
					Sales of Jewellery/ Goldsmith. Measure of Real State		Employee of Goldsmith/Jewellery, Agent of Real State
	Personal Services and Communication Services		Personal and Domestic Services		Domestic Wash and Cloth Starching		Clothes Washer and Starching Worker
					Hair-Dressing		Hair-Dressers
	Information/ Communication/ Documentation		Multimedia		Paging Communication		Operator of Pager
					Computer-Aided Drawing		Auto-Cad Draftsman
	Administration/ Management		Administrative Services and Accounting		General Accounting		Accountant/ Bookkeeper

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN MALAYSIA

Official Name: Persekutuan Tanah Malaysia (Federation of Malaysia)
Capital: Kuala Lumpur
Area: 329,758 sq Km
Population: 21,8 million
Official Language: Bahasa Malaysia
G.D.P.: US$ 98,5 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.

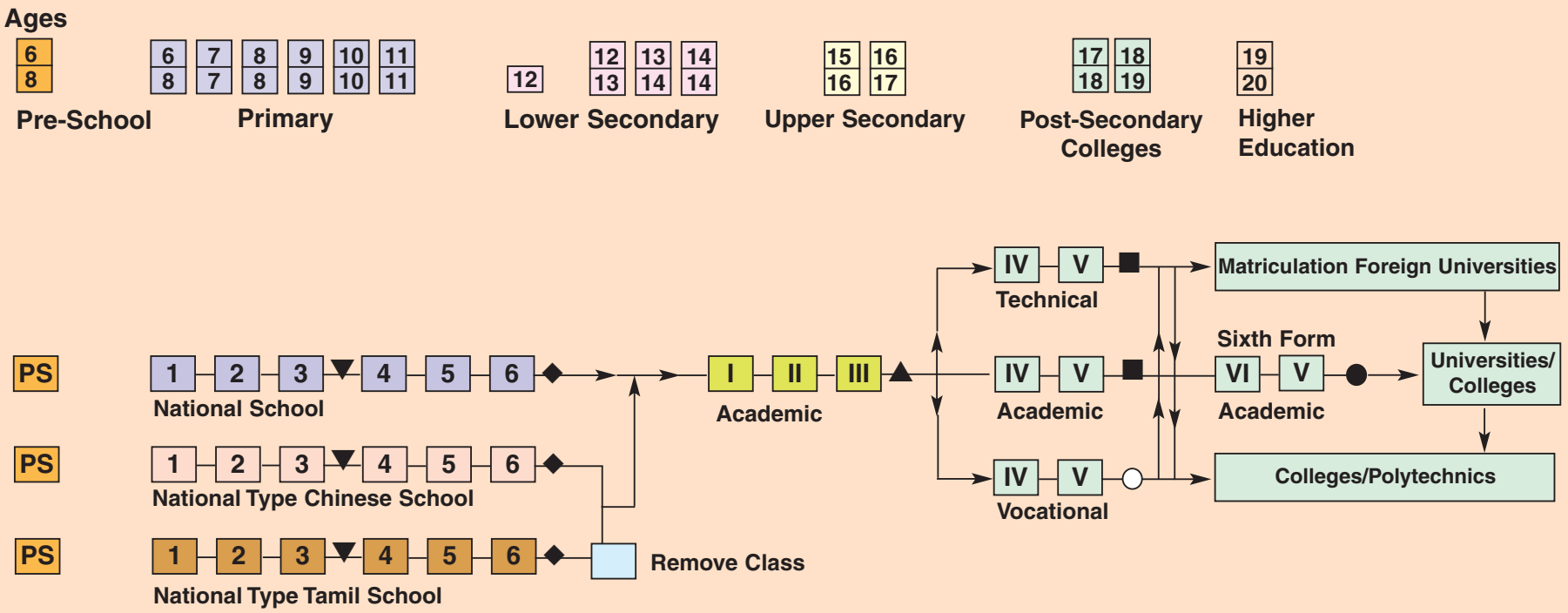
Primary and secondary education are free but not compulsory. The admission age for the first year of primary education is six. Students will sit for common public examination at the end of primary, lower secondary, upper secondary and six-form levels, before they proceed (if qualified) to higher education 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 youngsters for the open labour market. Normally youngsters at the age of 17, and above, follow these programmes after completing 11 years of education. The training leads towards the achievement of the Malaysian Skill Certificates, awarded by the National Vocational Training Council (**NVTC**).

To ensure co-ordination 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 developmentof a skilled and qualified workforce in the country. A revised certification system with five-levels of skill qualification has been implemented since 1993.

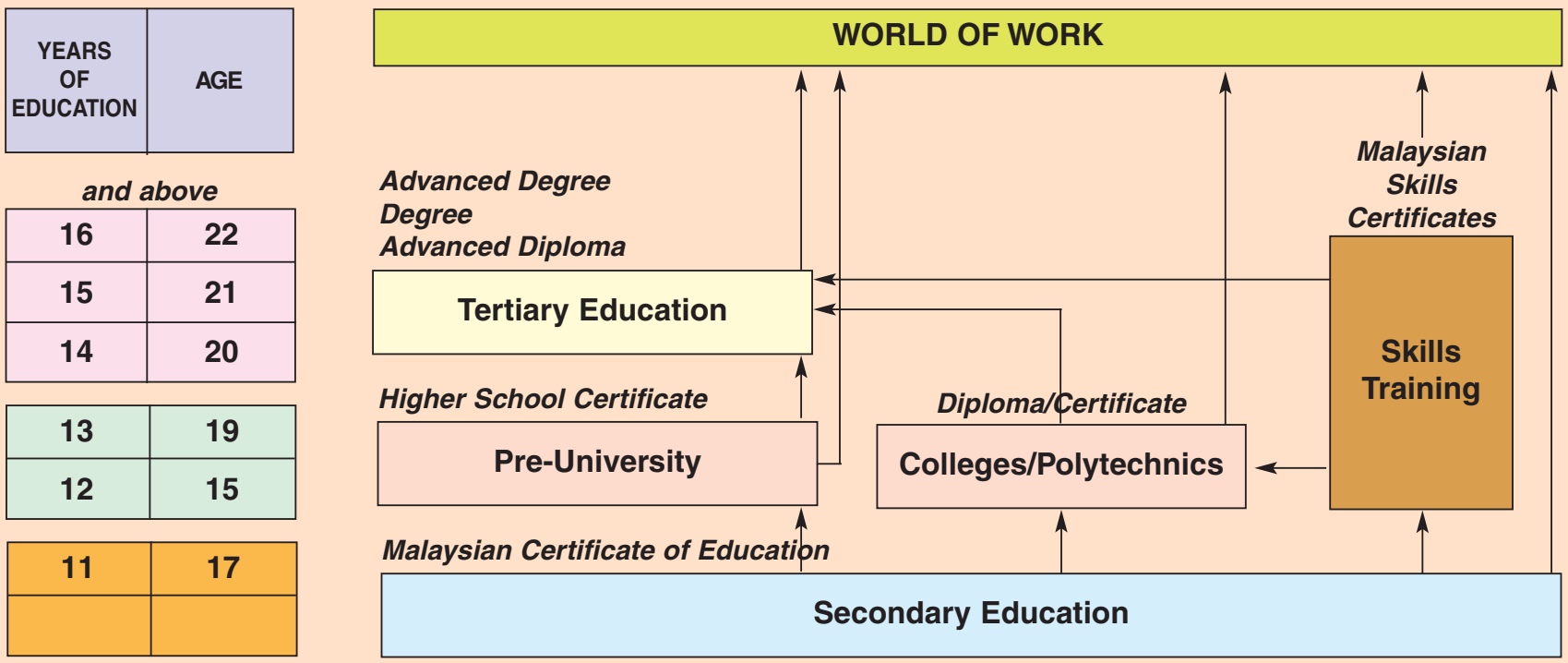
THE MALAYSIAN EDUCATION SYSTEM



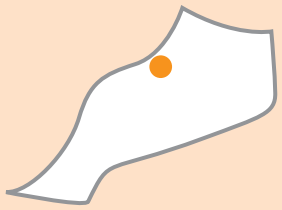
ASSESSMENT IN THE MALAYSIAN EDUCATION SYSTEM

- ▪ Continuous School-Based Assessment at AB Levels
- ▪ Common Public Examinations
- ▼ Level One Assessment (PTS)
- ◆ Primary-School Achievement Test (UPSR)
- ▲ Lower Secondary Assessment (PMR)
- ■ Malaysia Certificate of Education (SPM)
- ● Malaysia Higher School Certificate (BTPM)
- ○ Malaysia Certificate of Education (Vocational) (SPMV)

EDUCATION AND VOCATIONAL TRAINING IN MALAYSIA



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN MOROCCO



Official Name: Kingdom of Morocco
Capital: Rabat
Area: 710,850 sq Km
Population: 27,9 million
Official Language: Arabic
G.D.P.: US$ 33,5 billion
Currency: Dirham

MOROCCO

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

The vocation training system is organised in four levels:

• **Specialisation**: for pupils with 6 years of primary education;

• **Qualification**: for pupils with 9 years of primary and 2 years of secondary education;
• **Technician**: for pupils with 3 years of secondary education;

• **Specialised Technician**: for pupils with complete secondary education.

According to the chosen vocational path and levels, the training duration ranges from one to two years.

Inside the vocational training system, there are institutionalised internal bridges which enable prize-winning pupils from different levels to access upper levels of training.

Vocational training management is the responsibility of:

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

• **Articulation Instances**:

- At *federal level*: the **CNFP** (National Vocational Training Committee) - congregating training divisions, vocational chambers/organisations and social partners - takes part in the development, co-ordination and evaluation of general guidelines;

- At *State level*: the **CPFPs** (State Vocational Training Committees) - congregating local stakeholders - adapt the vocational training guidelines to the local reality and write recommendations for developing vocational training in each State without problems;

- At *school level*: the **CPs** (Improvement Councils) - formed by one or more vocational training centres and chaired by the employers - adapt technical and pedagogical contents of training programmes to local needs and assure their quality. They also encourage enterprises to join, implement and evaluate all activities related to the dual system.

• **Training agencies**:

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

- Public training agencies (20% of the employees) in several areas of activity (Agriculture, Tourism, Fishing, Equipment, Handicraft, Youth & Sports, National Support Service) and also in the Ministries of Internal Affairs, Justice, National

Education, High Board of Ancient Resistance Fighters and Vocational Chambers.

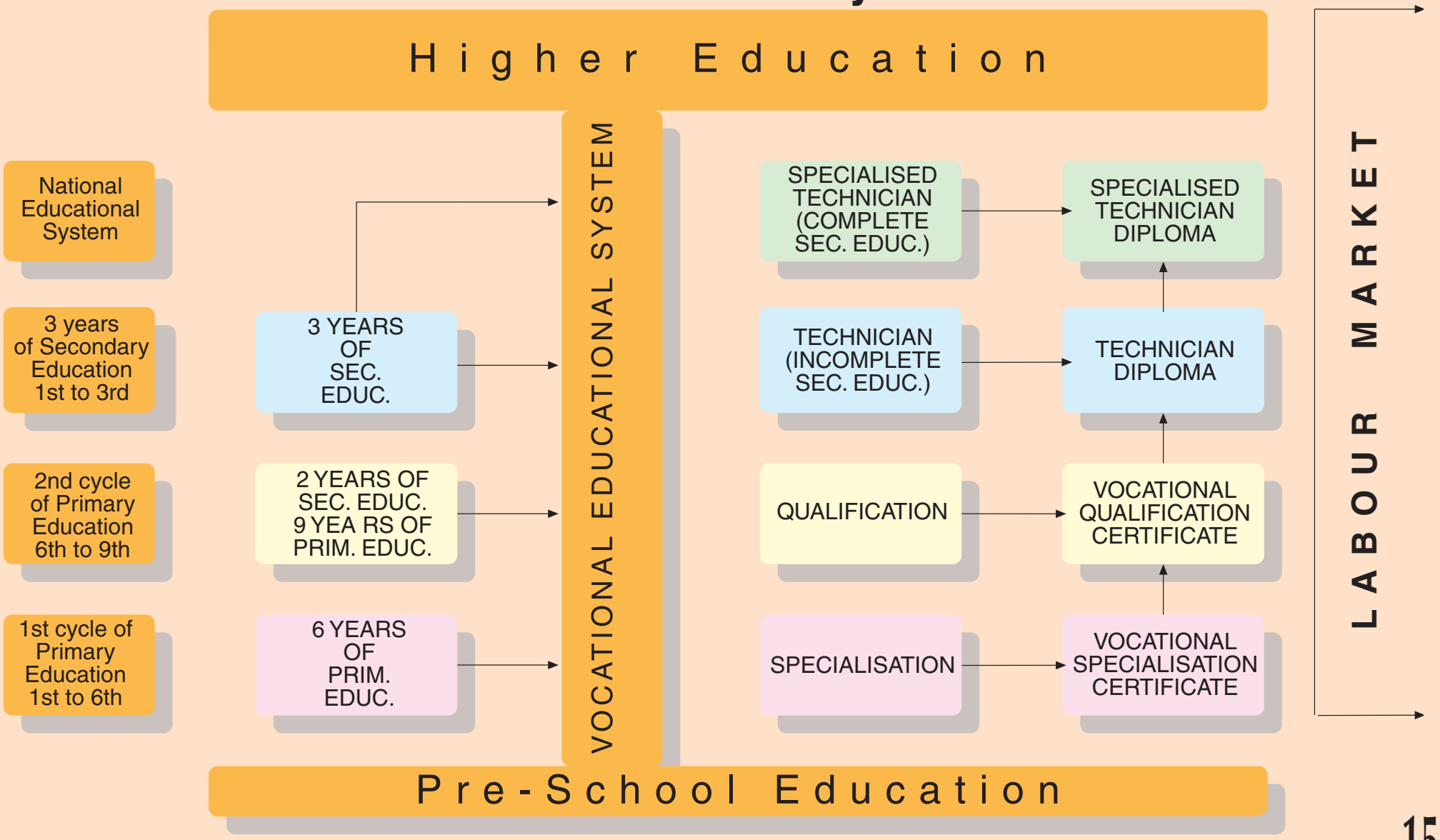
- **Private sector** (41% of the employees), with an ever increasing and outstanding role.

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

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

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

Educational and Vocational Systems in Morocco



EDUCATION AND TRAINING SYSTEMS IN THE NETHERLANDS

Official Name: Koninkrijk der Nederlanden
(Kingdom of the Netherlands)
Capital: Amsterdam
Area: 41,526 sq Km
Population: 15,7 million
Official Language: Dutch
G.D.P.: US$ 360,3 billion
Currency: Guilder (Gulden)

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.

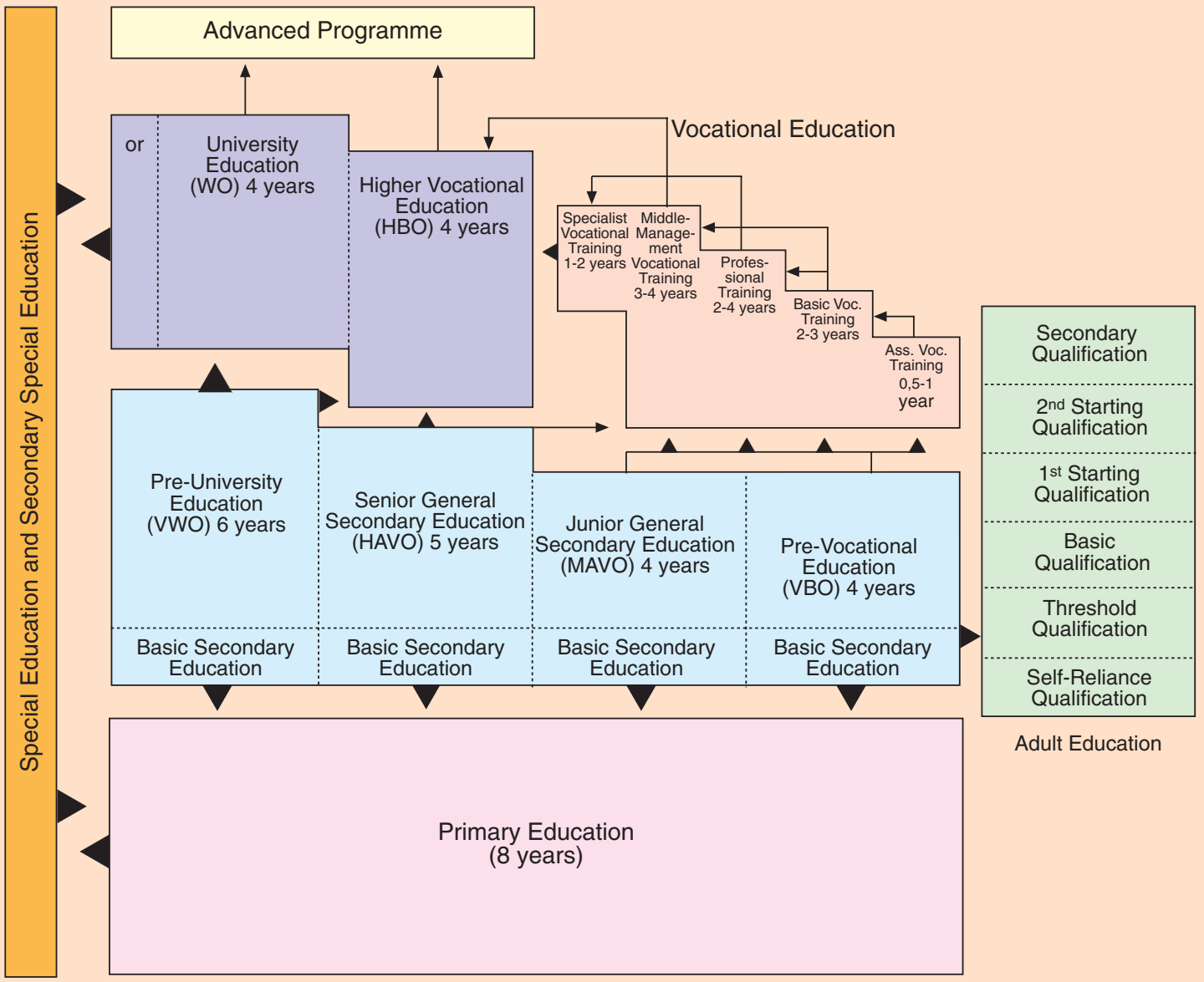
Senior secondary vocational education comprises four types of courses, which vary in length and duration:
1. the *assistant vocational education course* (max.1 year) prepares participants for simple operational work in an occupation;
2. the *basic vocational education course* (2-3 years) prepares participants 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



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN NEW ZEALAND

Official Name: Dominium of New Zealand (English)
Astearoa (Maori)
Capital: Wellington
Area: 270,534 sq Km
Population: 3,8 million
Official Languages: English and Maori
G.D.P.: US$ 64,6 billion
Currency: New Zealand Dollar

The New Zealand educational system for schools comprises 13 year levels.

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

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

Schools are funded by central government. State schools are fully funded.

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

There are three classifications used to describe stages of the school system: *Primary* (years 1 to 6 or 8), *Intermediate* (years 7 and 8), and *Secondary* (years 9 to 13). These terms are mainly historical as schools were formerly classified as primary, intermediate or secondary. Now, there is a variety of school types, each of which includes a particular range of year levels.

Entrance to university is obtained primarily through the year 13 national school examination. Universities may also grant entry based on a very high level of achievement at year 12. Entry and selection criteria for other tertiary programmes are established by the relevant education provider.

New Zealand Vocational Education and Training

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

study. Other vocational qualifications were provided by various enterprises, some of which had national coverage, but which often lacked portability to other qualifications.

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

Industry and school qualifications registered on the **NQF** incorporate common criteria and are expressed in a common format. The **NQF** allows greater access to qualifications, more flexible training possibilities and improved portability between different qualifications.

University and some other tertiary programmes have not, as yet, become part of the **NQF**.

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

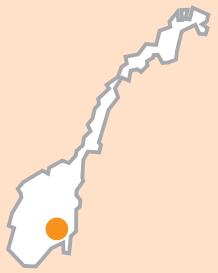
The **NQF** has an 8-level structure, shown in the following chart.

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

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

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

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN NORWAY



Official Name: Kongeri Ket Norge (Kingdom of Norway
Capital: Oslo
Area: 323,877 sq Km
Population: 4,4 million
Official Language: Norwegian
G.D.P.: US$ 153,4 billion
Currency: Norwegian Krone

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).

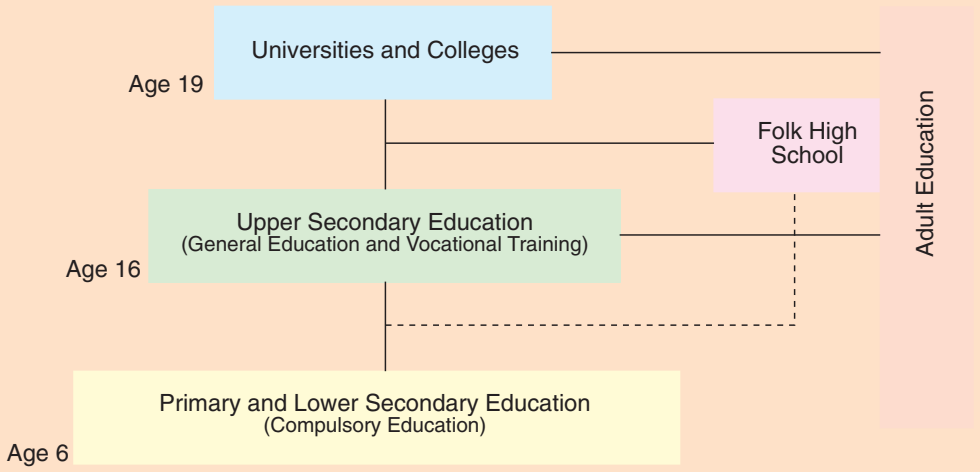
The final examination for journeymen consists of a theoretical part and a practical part, both being supervised by a special committee and being part of a **nation-wide unified qualification system for each trade**. A journeyman's final examination is the same whether the latter phase of training took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

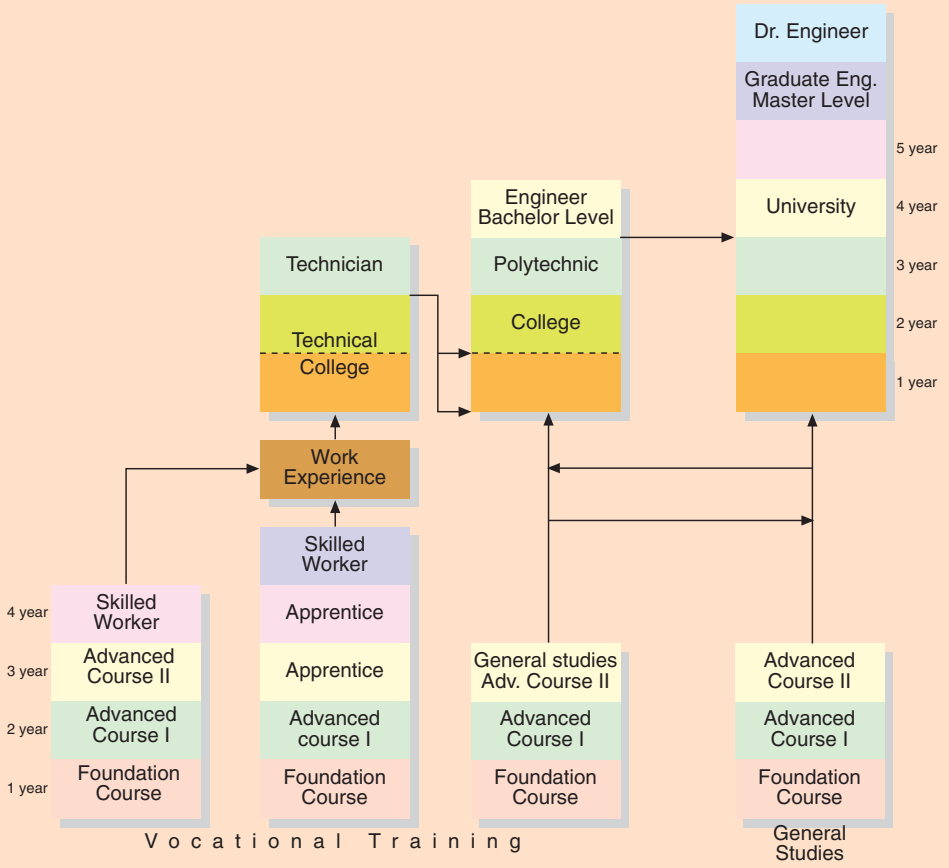
After completing the first year, the pupils may choose among about 100 *Advanced Courses I*. For the last two years, the training is done in companies. To obtain a contract with a company is the individual's own responsibility, although Regional Bodies for Vocational Education may assist.

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



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN THE PHILIPPINES

Official Name: Republika ng Pilipinas
(Republic of the Philippines)
Capital: Manila
Area: 300,000 sq Km
Population: 74,5 million
Official Languages: Filipino and English
G.D.P.: US$ 82,1 billion
Currency: Philippine Peso

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

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

The middle layer of this structure is the Technical Education and Skill Development Authority (**TESDA**), a 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 schools are private. Pre-school education, offered mostly by private organisations, is an optional requirement for entry to public schools but a number of private schools make it an admission requirement.

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

Non-formal education is an alternative delivery system 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 systems for systematising technical vocational education and training (**TVET**) in the Philippines. The creation of **TESDA** has not merely integrated and merged all **TVET** efforts under one body but it has also placed them in the hands of the private sector.

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

Enterprise or firm-based training has adopted the dual training system (**DTS**) and the apprenticeship and learnership programmes. The **DTS** approach has long been incorporated in such programmes as apprenticeship, on-the-job training, supervised industry training, practicum and internship. The apprenticeship and learnership 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.

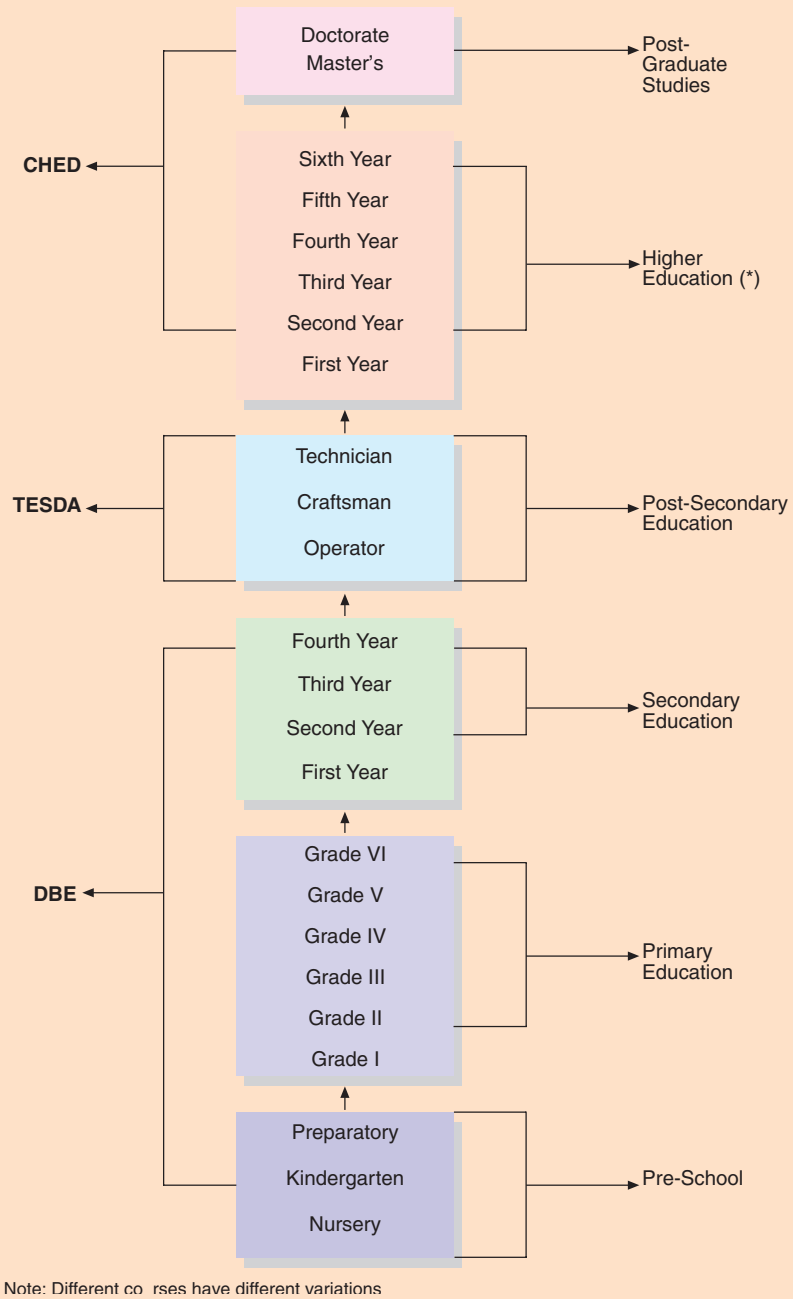
Aside from financial assistance and training subsidy, **TESDA** has been administering other incentive schemes to encourage state-run and private institutions to conduct high quality training programmes.

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.

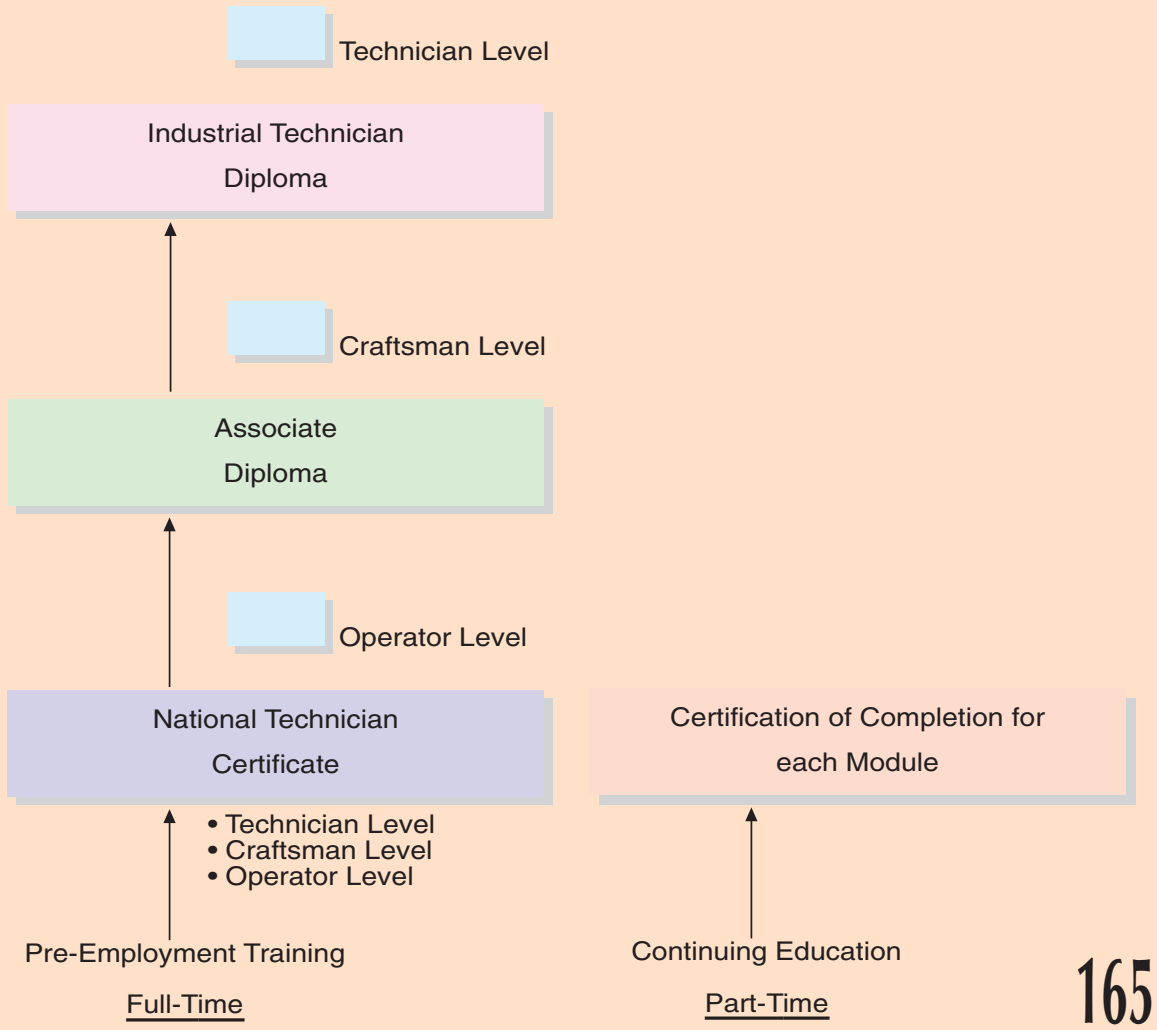
The technician level is the present highest exit level. Desirable in a fully integrated system will be articulation possibilities for graduates at this level to continue their studies at the University. The technician qualification would be accredited towards this and would make the techvoc system more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

ORGANISATION AND STRUCTURE OF THE EDUCATION SYSTEM

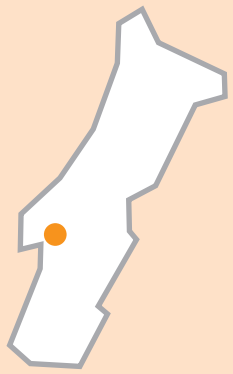


Note: Different co rses have different variations

"FORMAL" TECHVOC SYSTEM



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN PORTUGAL



Official Name: Portugal
Capital: Lisbon
Area: 91,985 sq Km
Population: 9,9 million
Official Language: Portuguese
G.D.P.: US$ 102 billion
Currency: Escudo

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

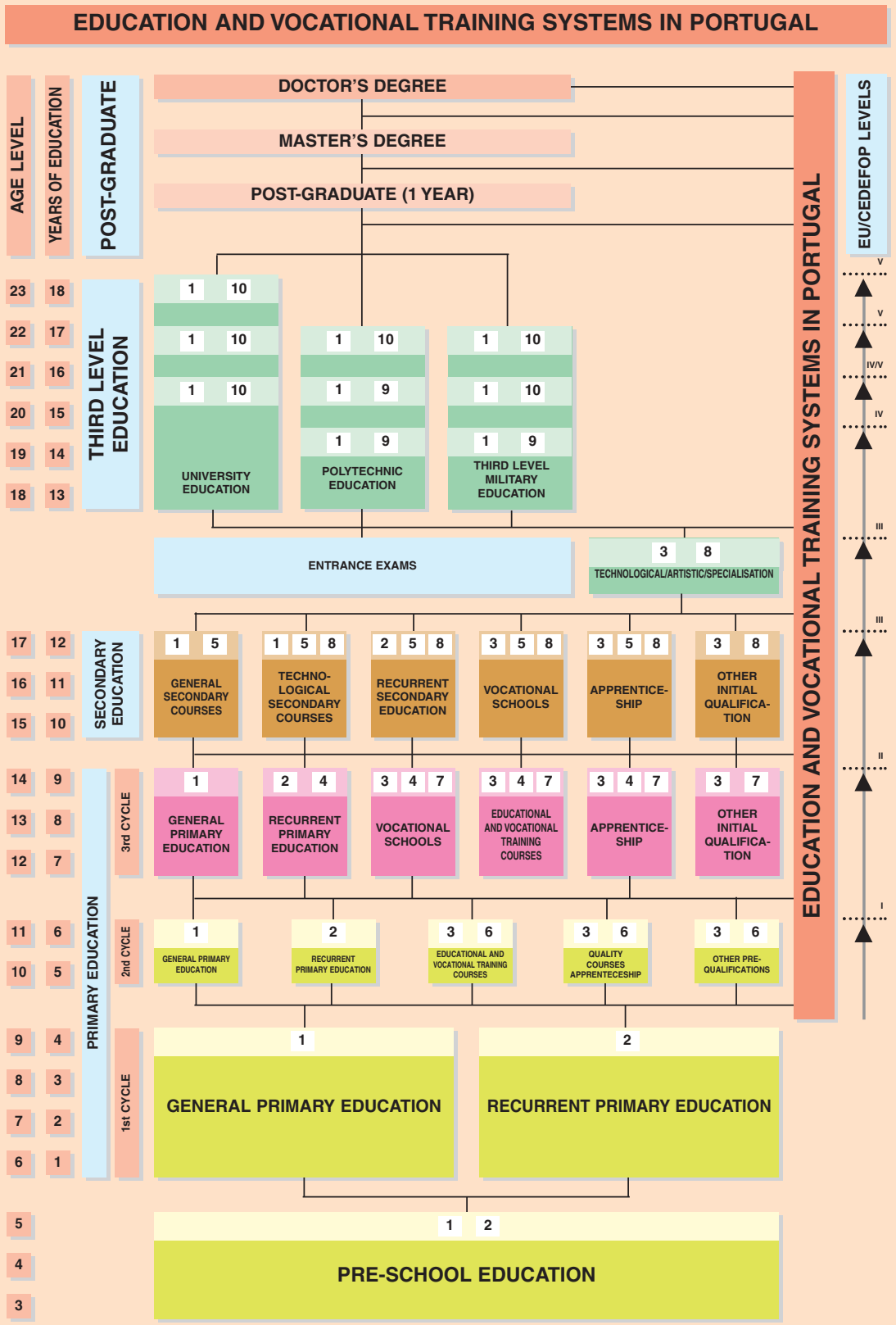
characterised by flexibility and diversity, offering modular courses of a technological or artistic nature.

• *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 Recurrent 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 and/or Vocational within the Labour Market

(4) Primary Education Diploma

(5) Secondary Education Diploma

(6) Level-I Vocational Qualification Certificate

(7) Level-II Vocational Qualification Certificate

(8) Level-III Vocational Qualification Certificate

(9) Bachelor's Degree

(10) Licentiate's Degree

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN SINGAPORE

Official Name: Republic of Singapore
Capital: Singapore
Area: 641 sq Km
Population: 3,5 million
Official Languages: Malay, Chinese (Mandarin), Tamil, English
G.D.P.: US$ 96,3 billion
Currency: Singapore Dollar

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; 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

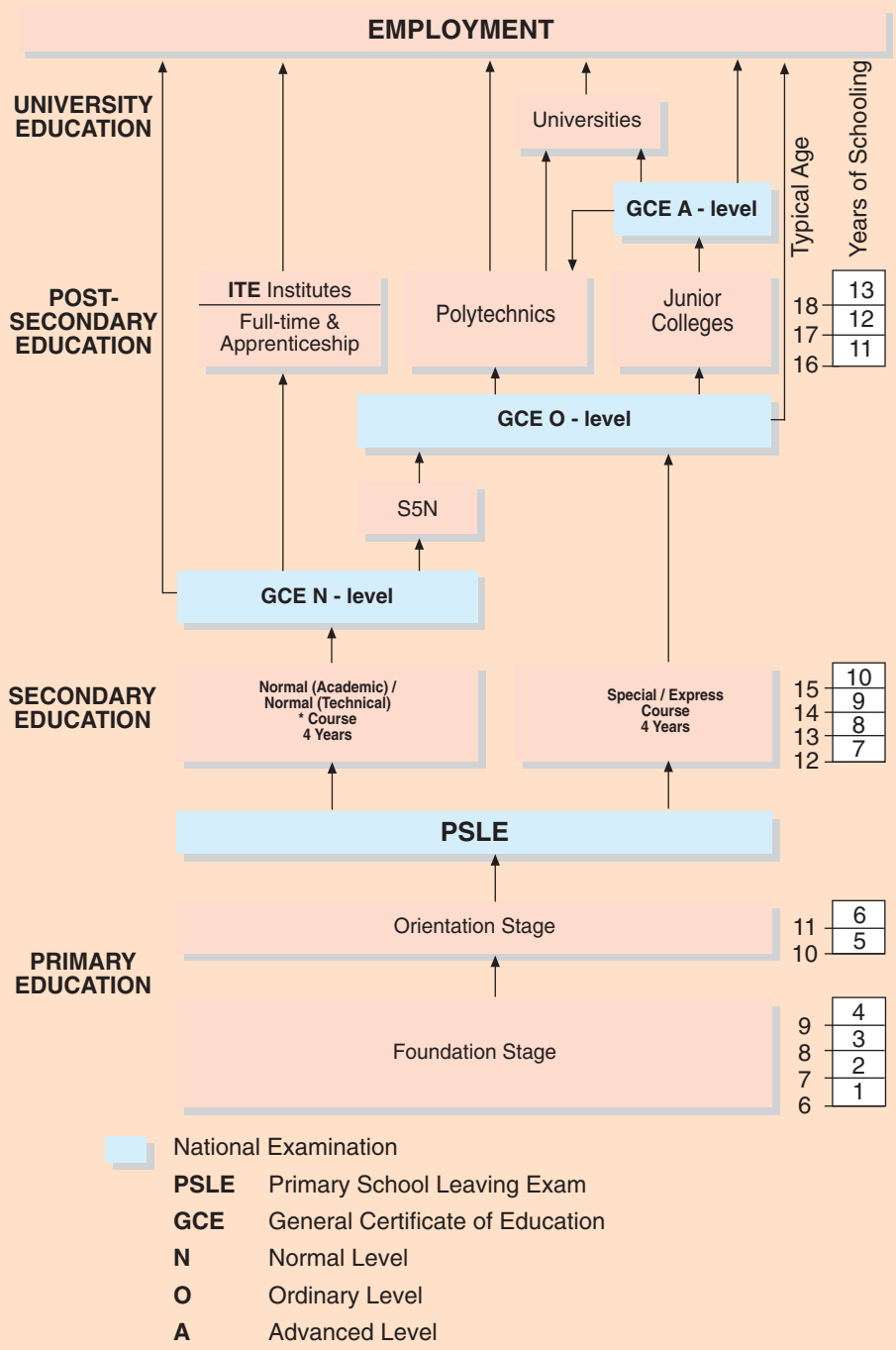
Technical training in Singapore is provided by the polytechnics and the Institute of Technical Education (**ITE**). The technical training system is illustrated below.

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-year full-time diploma courses at higher technician levels in commerce, applied arts and engineering

EDUCATION SYSTEM IN SINGAPORE



National Examination

PSLE Primary School Leaving Exam

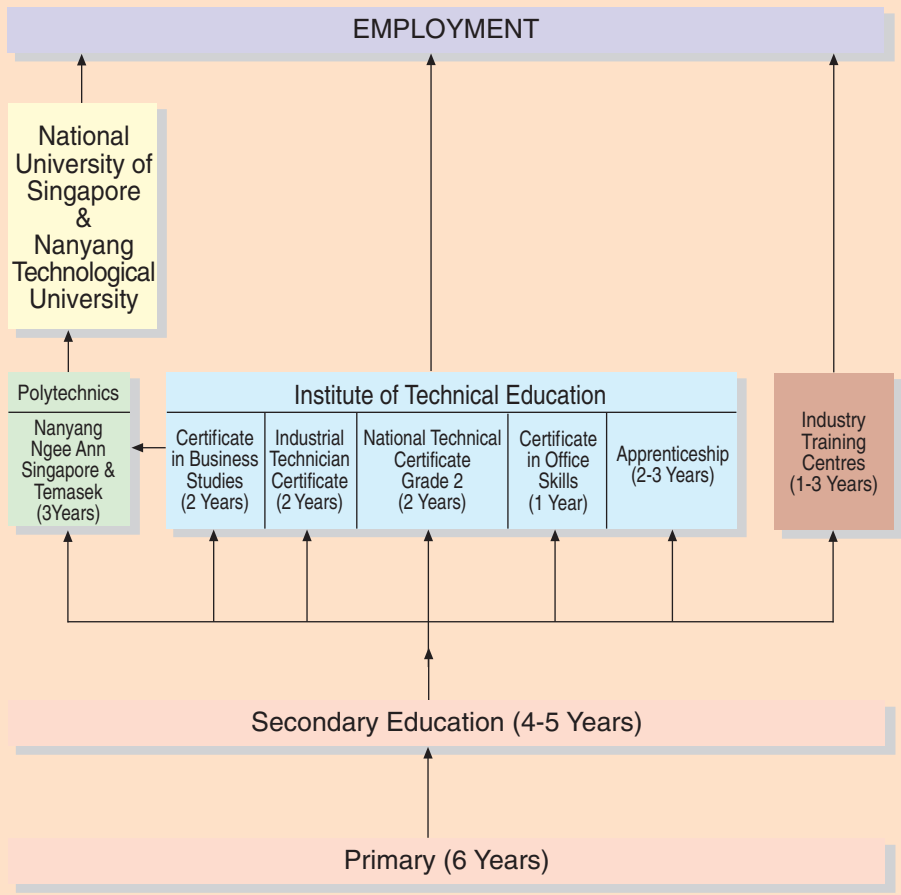
GCE General Certificate of Education

N Normal Level

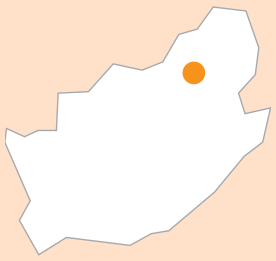
O Ordinary Level

A Advanced Level

TECHNICAL TRAINING SYSTEM IN SINGAPORE



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



Official Name: Republic of South Africa
Capital: Pretoria
Area: 1,223,201 sq Km
Population: 39,9 million
Official Languages: English, Afrikaans and nine other African Languages
G.D.P.: US$ 129,1 billion
Currency: Rand

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:

a) create an integrated national framework for learning achievements;

b) facilitate access to, and mobility and progression within education;

c) develop training and career paths;

d) enhance the quality of education and training;

e) accelerate the redress of the past unfair discrimination in education, training and employment opportunities;

f) 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*.

EDUCATION AND VOCATIONAL SYSTEMS IN SOUTH AFRICA

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,...			

Further Education and Training Band		
Level 2	Level 3	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,...		

Higher Education and Training Band			
Level 5	Level 6	Level 7	Level 8
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,...		Tertiary, Research, Professional Institutions	

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN SWEDEN

Official name: Kungariket Sverige (Kingdom of Sweden)
Capital: Stockholm
Area: 449,964 sq km
Population: 8,9 million
Official language: Swedish
G.D.P.: US$ 227,6 billion
Currency: Krona (Swedish Crown)

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 vocationally-oriented and specially 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-year company training has just started.

Cooperation between school and working life

In the compulsory school there areno longer any national regulations concerning the scope of work experience programmes. It is up tothe 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

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

13 NATIONAL VOCATIONALLY-ORIENTED PROGRAMMES

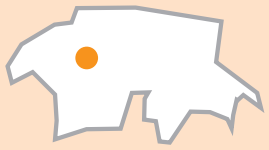
Programmes	Branches
Building and Construction	Building and Heavy Engineering, House Painting
Business and Administration	
Child Recreation	
Electrical Engineering	Automation, Electronics Installation
Energy	Energy, Heating, Ventilation and Plumbing, Shipping Technology
Food	Baking and Pastry Making,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

Legend:

** Minimum requirements*

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

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN SWITZERLAND



Official Name: Schweizerische Eidgenossenschaft
(Swiss Confederation)
Capital: Bern
Area: 41,285 sq Km
Population: 7,3 million
Official Languages: German, French, Italian and Romansh
G.D.P.: US$ 255,3 billion
Currency: Swiss Franc

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 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.

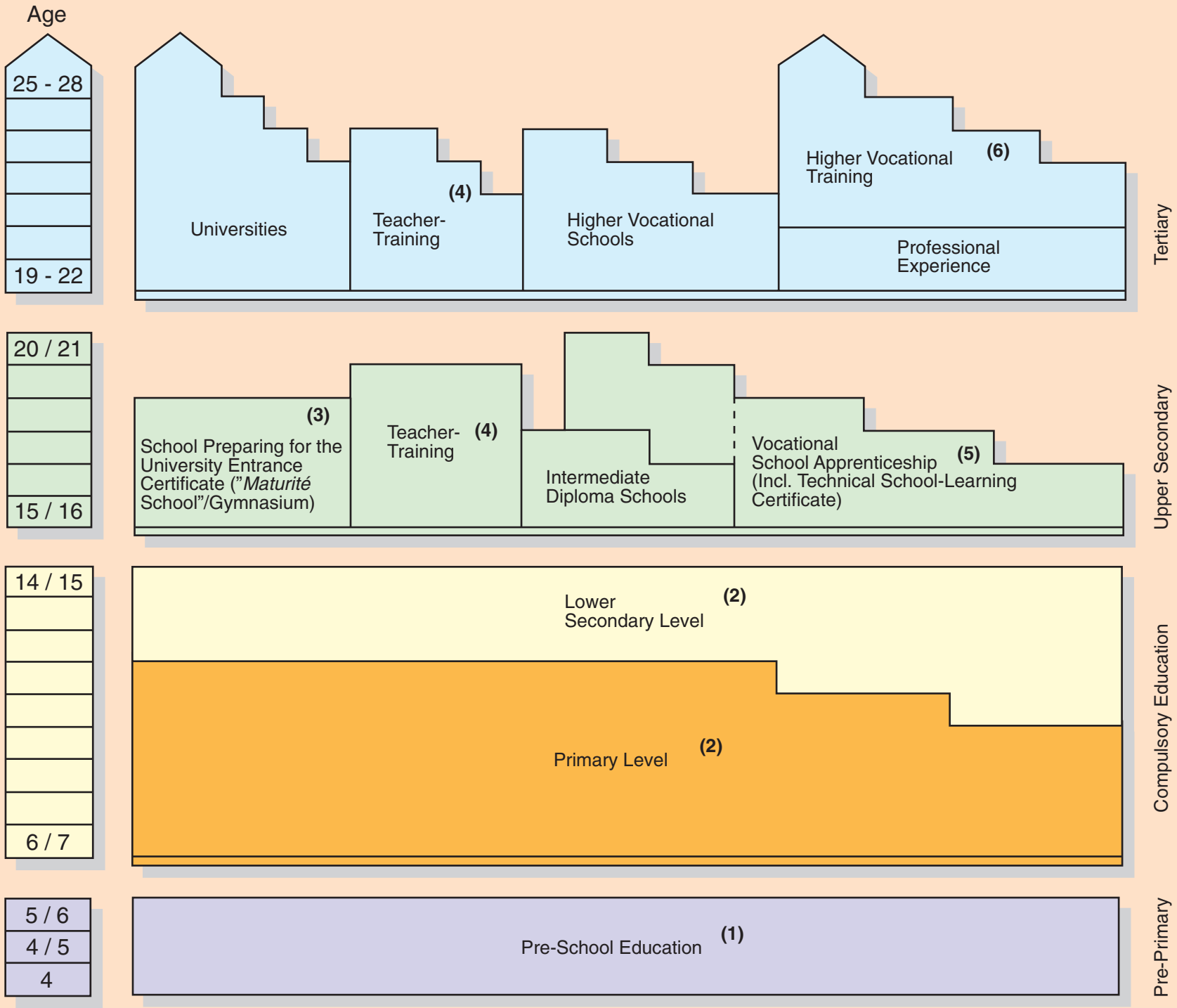
6. The entrance in higher vocational training schemes requires at least two years of practical professional experience following the Federal Qualification Certificate.

The following chart 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 chart 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 chart as well.

THE SWISS EDUCATIONAL SYSTEM



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN TAIWAN

Official Name: Taiwan, Republic of China
Capital: Taipei
Area: 36,202 sq Km
Population: 21,9 million
Official Language: Mandarin
G.D.P.: US$ 261,6 billion
Currency: New Taiwan Dollar

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 chart) or to enter 3-year or 2-year junior college, or to enter job market or to 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.

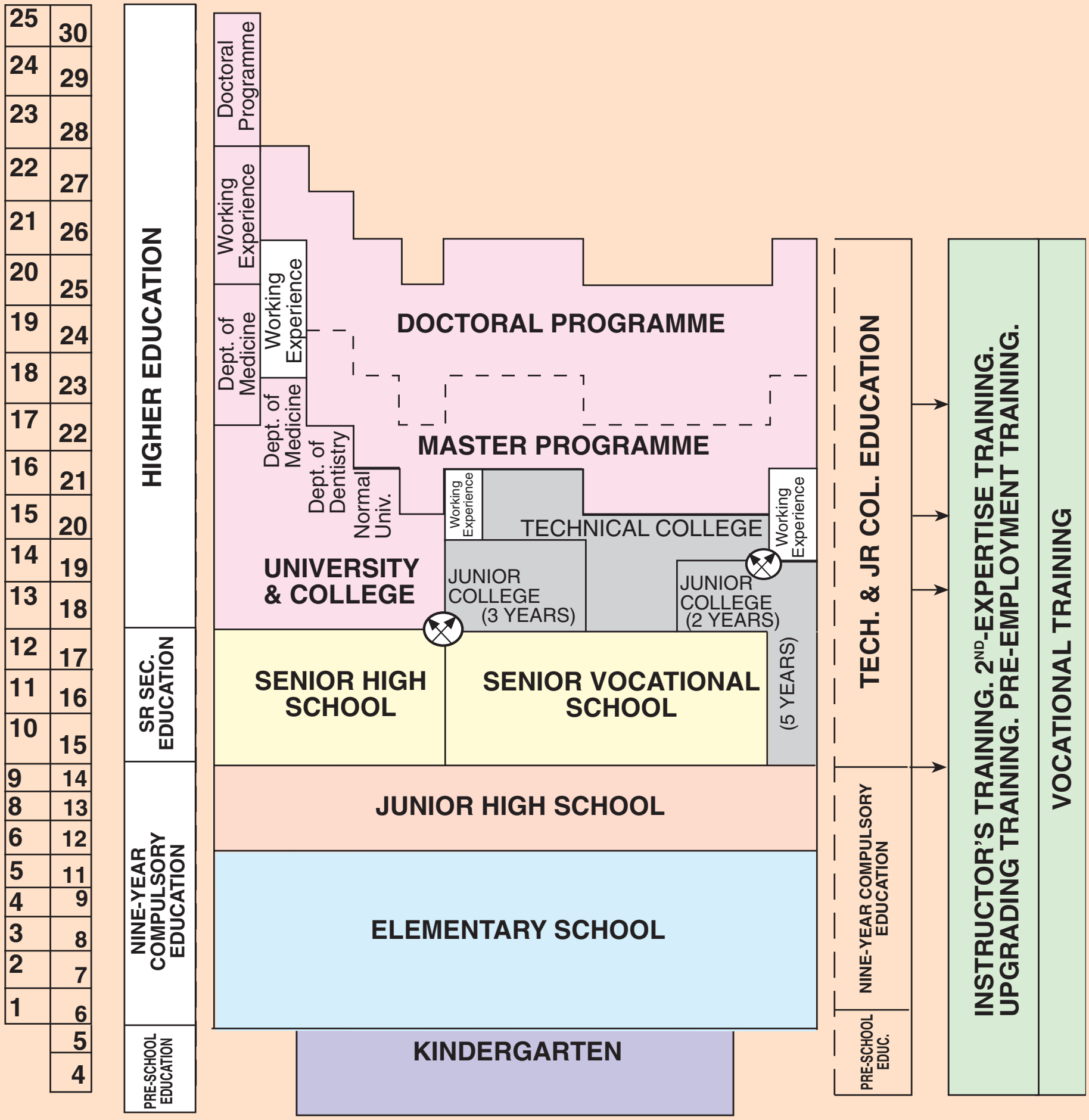
Pre-employment training programmes usually last for one year, some offer six months or 3 years of training, depending on the trades and pre-requisite levels of trainees.

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



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN THAILAND

Official Name: Prathet Thai Kingdom of Thailand
Capital: Bangkok
Area: 513,115 sq Km
Population: 60,9 million
Official Language: Thai
G.D.P.: US$ 153,9 billion
Currency: Baht

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.

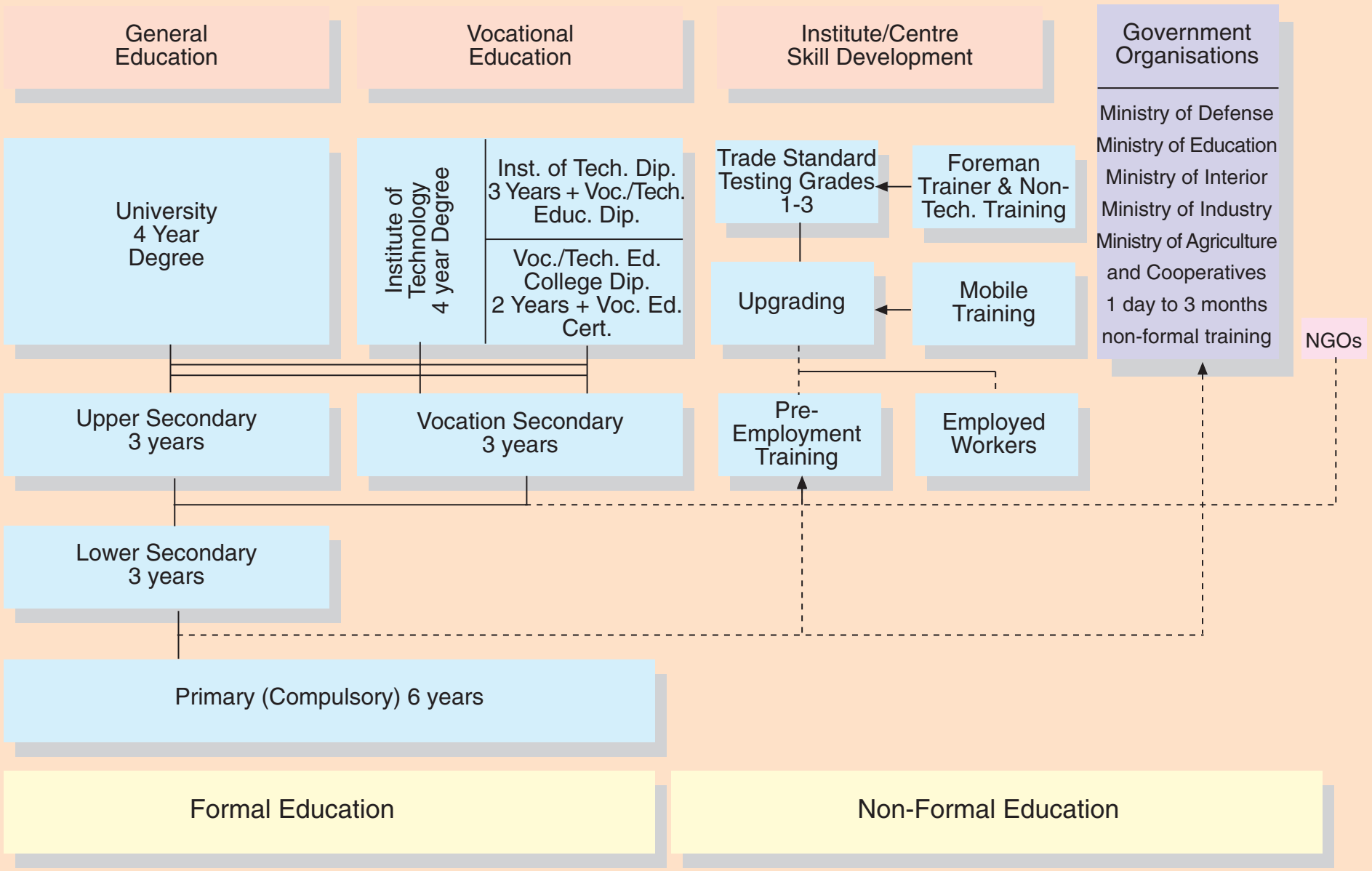
DSD is responsible for providing skill training for the labour market for many targets of labour: new labour, the labour in the market and also the people who are self-employed, with the high need in the technological knowledge and skill. These people have very less opportunity to attend any formal or non-formal education programme. **DSD** has a variety of courses for the

people: pre-employment, upgrading and entrepreneurship courses for updating their skills to reach skill demands in many trades. **DSD** provides vocational training for all age groups according to their abilities and interest. **DSD** also helps private sector to train their workers to be skilled workers and good trainers with the close co-operation in organising the training programmes.

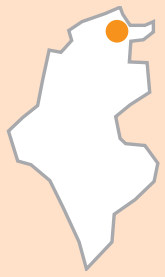
Furthermore, the **DSD** concerns the activities of **APSDEP/ILO** in the Skill Development Programmes.

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



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN TUNISIA



Official Name: Al-Jumhuriya-at-Tunisiya
Republic of Tunisia
Capital: Tunis
Area: 163,610 sq Km
Population: 9,5 million
Official Language: Arabic
G.D.P.: US$ 818,9 billion
Currency: Dinar

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 youngsters to the level of primary education has reached almost 100% with a very weak gap between boys and girls on the one hand and urban middle and rural middle on the other. Near 60% of the active population had in 1994 an educative level superior to that of the primary education.

This development has been accompanied by successive 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 was in June 1998.
2 - A 4-year cycle of *general secondary education*, sanctioned by the Baccalaureate. This cycle prepares for higher education. It is subdivided in a two-year common core and a two-year cycle of meadow-specialisation. It is functional since the 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 youngsters 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

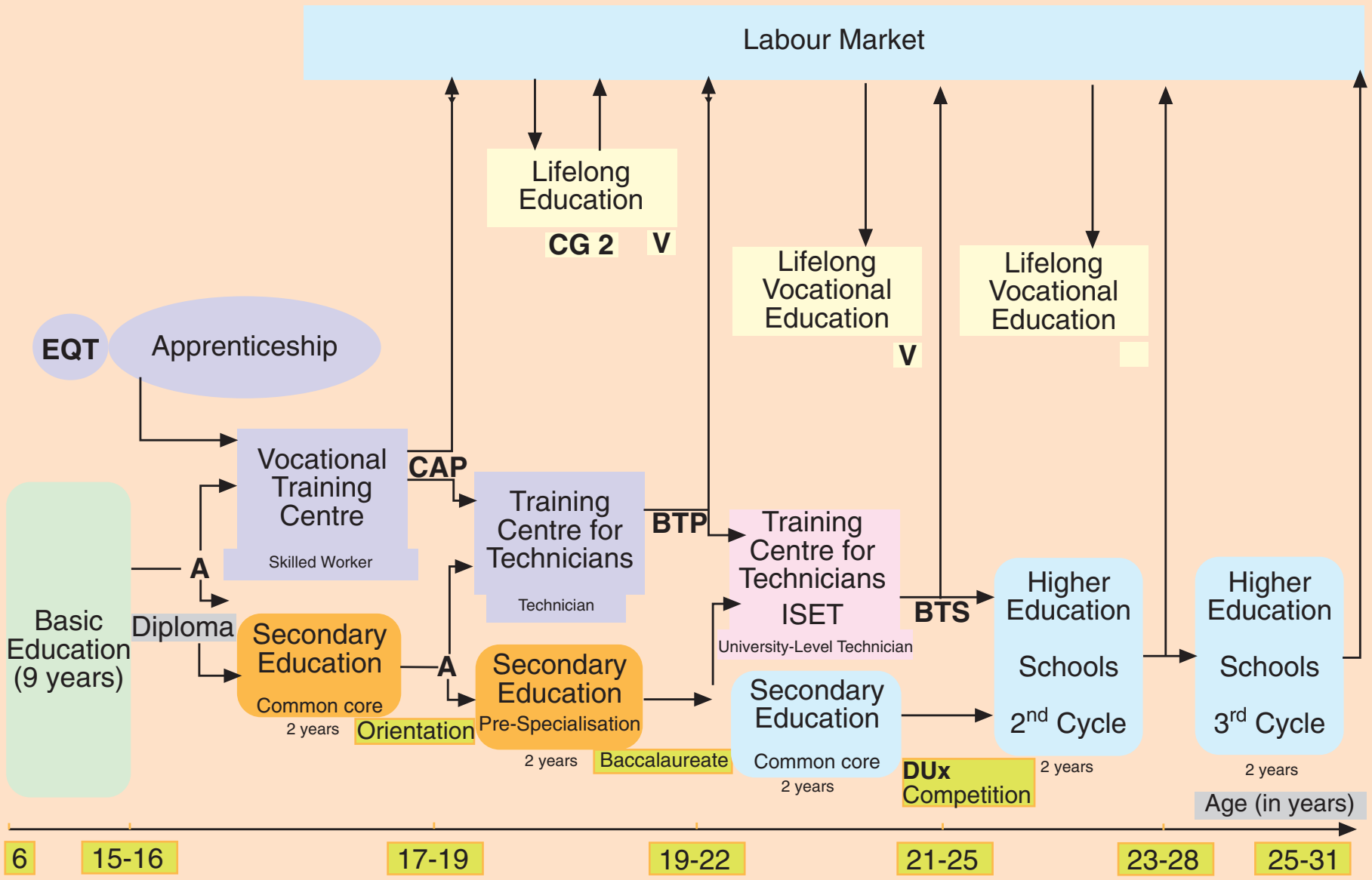
been created which breaks with the ancient articulation by the failure between the educative system and the professional training.

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 youngsters from private training institutions obtain their diplomas each year.

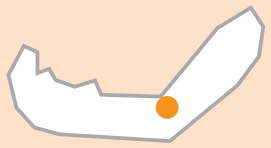
EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN TUNISIA



V: Validation
A: Options
CG2: General Knowledge
CAP: Professional Aptitude Certificate
BTP: Professional Technician Certificate
EQT: Technical Qualification School
BTS: University-Level Technician Certificate
DUx: 1st-Cycle University Diploma

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN THE UNITED ARAB EMIRATES

United Arab Emirates



Official Name: Al-Imararat al-Arabia al-Mutlahida (United Arab Emirates)
Capital: Abu Dhabi
Area: 83,600 sq Km
Population: 2,4 million
Official Language: Arabic
G.D.P.: US$ 39,1billion
Currency: Dirham

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 it 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 co-ordinating the national educational policy and acts as a ruling body in different levels and systems prevailing in the country. The Government, through their schools in all the seven Emirates which constitute the Federation, provides various levels of education, mainly:

a) *Kindergarten*;
b) *Primary*;
c) *Preparatory*; and
d) *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 UAE Technical Education

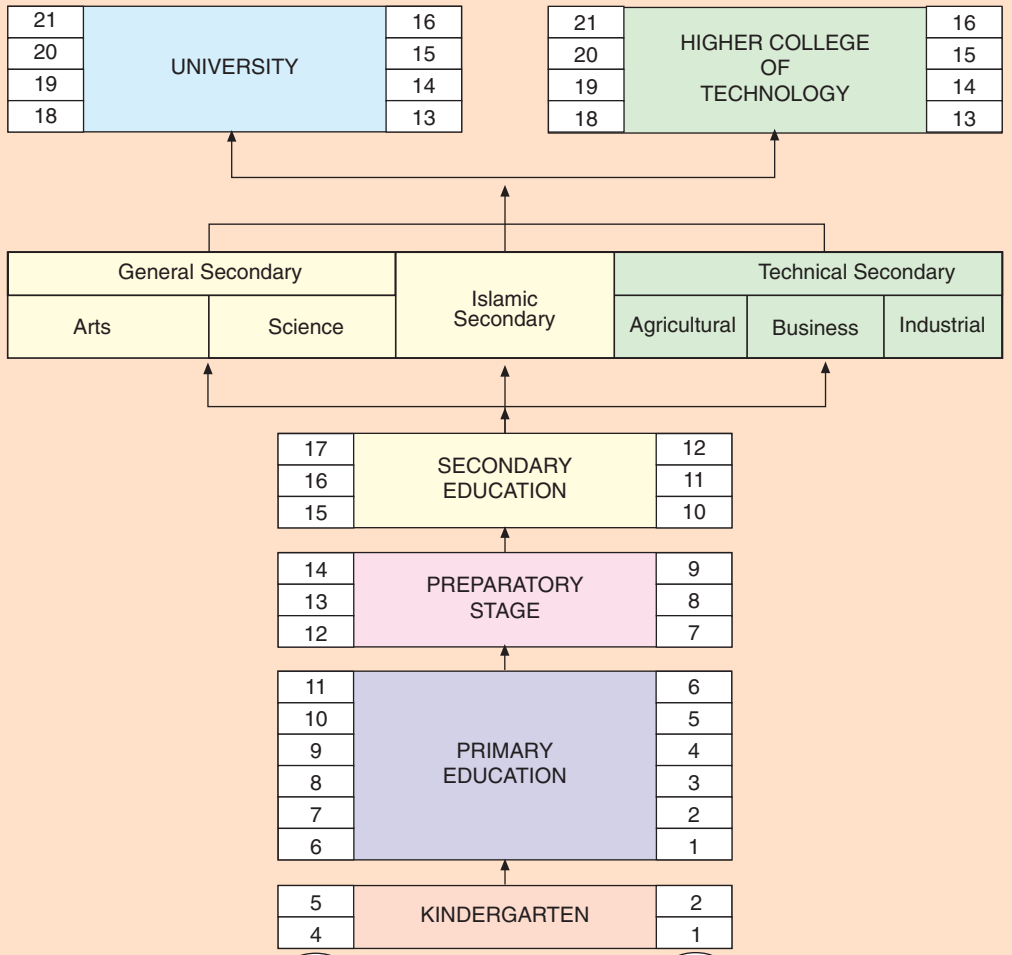
The Technical Education System in the UAE has witnessed a lot of changes which are in keeping with needs of the country as it progresses in its efforts to diversify the country's economy, and to cater for the needs of the various industries which have sprung up in the country in the last decade.

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 successfully completing nine years of education and have the chance of choosing one of three types of schools - *Industrial*, *Business* or *Agriculture*.

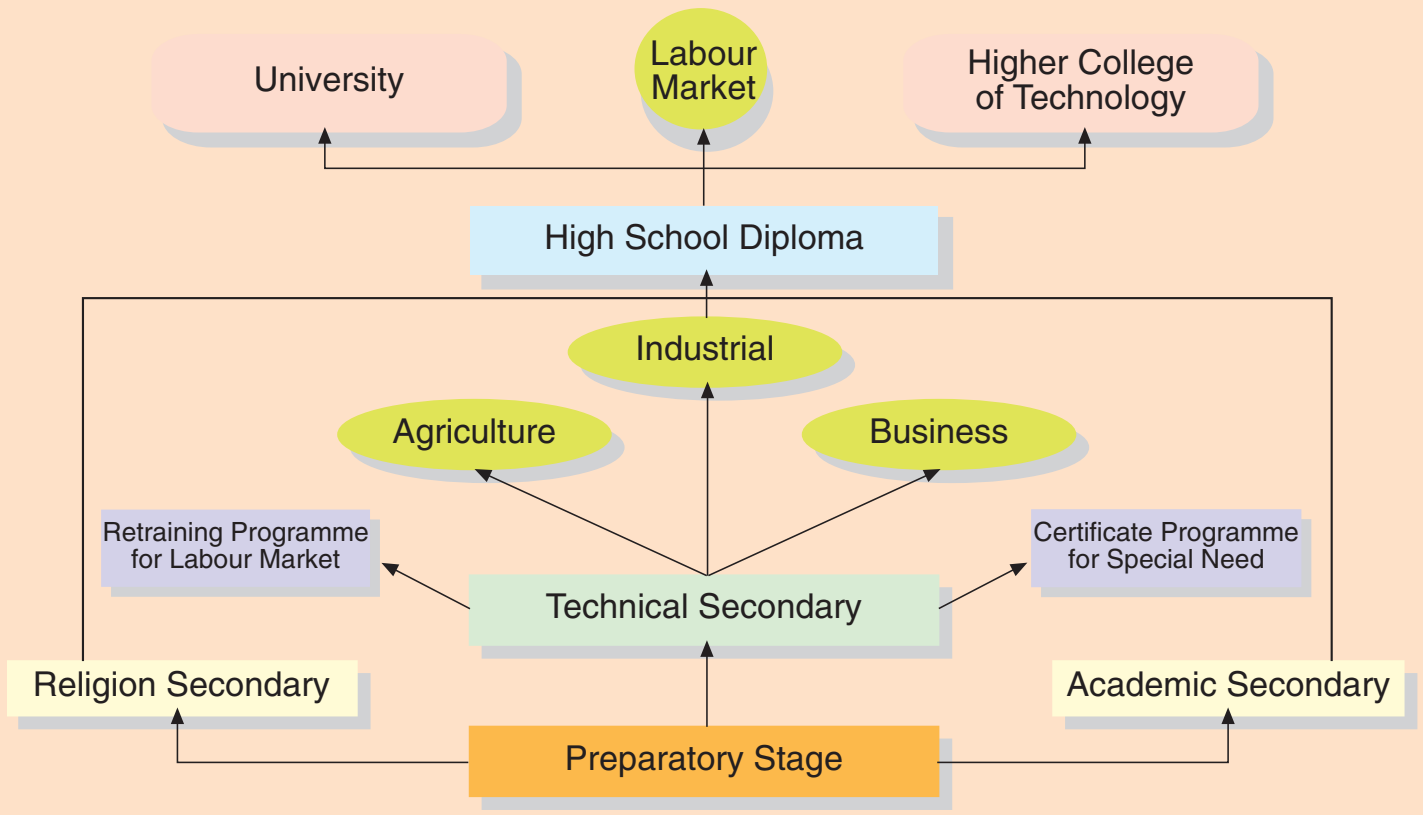
Graduates from these schools are readily available for labour market in the country or opt to continue their college or university education either locally or abroad.

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 UAE EDUCATIONAL SYSTEM



ORGANISATION & STRUCTURE OF UAE TECHNICAL EDUCATION



EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN THE UNITED KINGDOM

Official Name: United Kingdom of Great Britain and Northem Ireland
Capital: London
Area: 244,100 sq Km
Population: 58,7 million
Official Language: English
G.D.P.: US$ 1,3 trillion
Currency: Pound Sterling

United Kingdo

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.

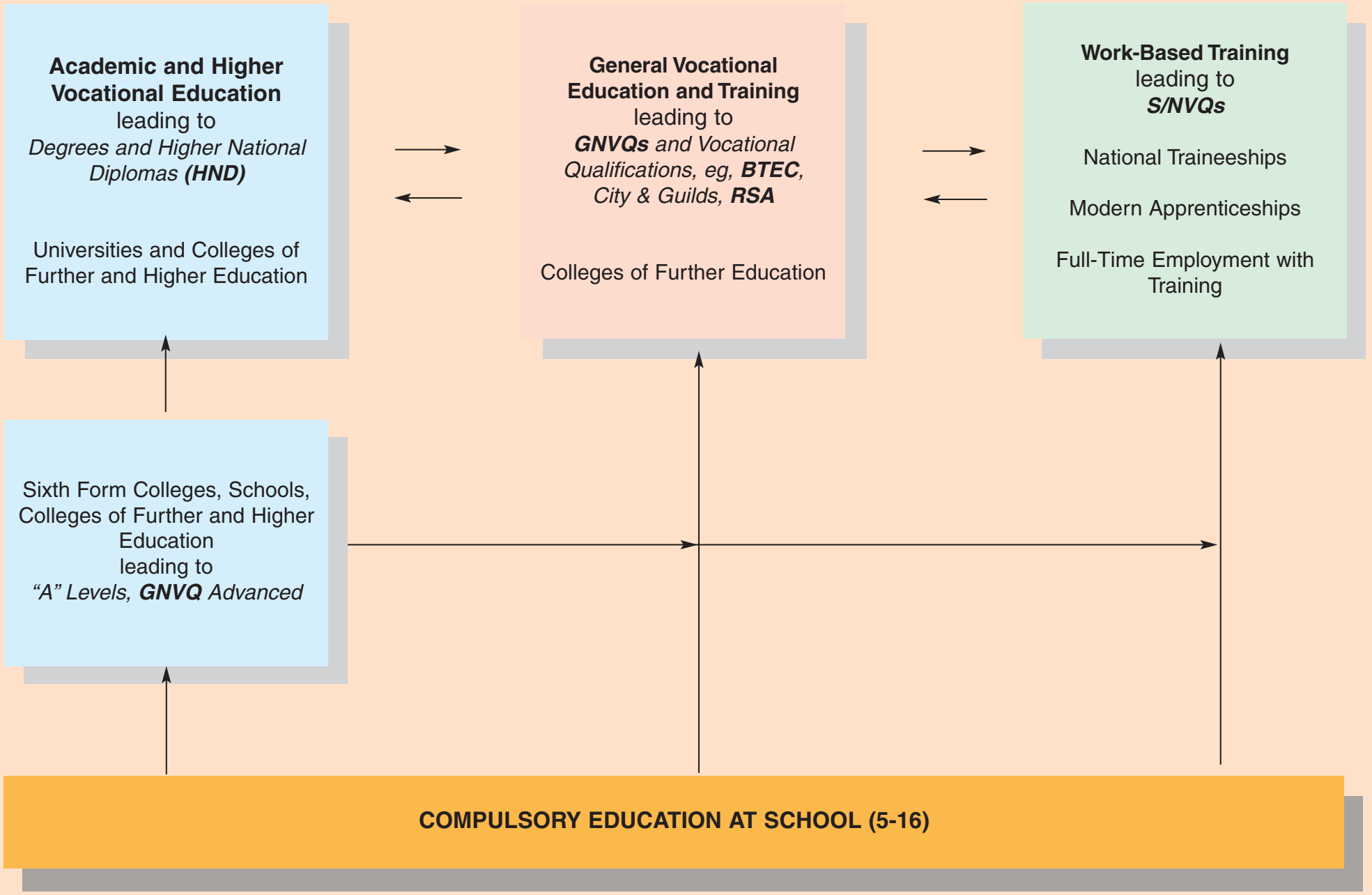
Compulsory schooling, from age 5 to age 16, is largely governed by the National Curriculum and school-leavers should normally have obtained a General Certificate of Secondary Education (**GCSE**), a General National Vocational Qualification (**GNVQ**) or combination of elements from both. Students intending 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,... 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.

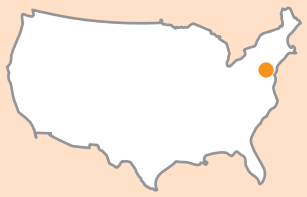
A new option for young people is a National Traineeship, a structured programme linked to an employer and which focuses on **S/NVQ** level 2. After this, a trainee could move on to a Modern Apprenticeship, on which many young people are already undergoing training. A Modern Apprenticeship is a non-time 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



United States of America

EDUCATION AND VOCATIONAL TRAINING SYSTEMS IN THE UNITED STATES



Official Name: United States of America
Capital: Washington
Area: 9,372,614 sq Km
Population: 276,2 million
Official Language: English
G.D.P.: US$ 7,8 trillion
Currency: American Dollar

In the United States, education can begin at the pre-primary level and continue to college and beyond. The funding for education in the U.S. is primarily the responsibility of local school districts, with local property taxes serving as the principal source of revenue. Locally-elected school boards set educational and funding priorities. States have Departments of Education that are responsible for co-ordinating and evaluating local programmes, and distributing state and federal funds.

Organised pre-primary education programmes, such as pre-school or pre-kindergarten prepare children for school by teaching learning and socialisation skills. Students attend elementary school from kindergarten through grade five or six. Middle school programmes are generally for students in grades six, seven and eight.

Most students attend a comprehensive high school for grade nine through twelve. These schools offer a general curriculum, rather than one intended to prepare students for specific occupation or types of higher education. Students within a comprehensive high school may choose specific courses related to their interests, but must also complete a basic number of credit hours and requirements in order to graduate. Typical requirements include demonstrated competency in English, mathematics, science and social studies (history and geography). Students usually study four years of English, 3 years of mathematics, 3 years of science, and 3 years of social studies. Education is compulsory through age 16.

In the U.S., higher education is available to almost any high school graduate. Many American students enter higher education without focusing on a particular career. Students can continue on to higher education facing relatively little competition for the chance to study at the higher education level. Most states have a well-developed system of non-university higher education that facilitates part-time study. Community and junior colleges offer certificates or associate degrees. These two-year colleges serve some students as gateways to university education. While offering other students specialised training in trade and industrial skills that will prepare them to directly enter the work force. Community colleges also provide programmes for adult workers seeking retraining for new careers. Four-year universities offer liberal arts and science baccalaureate, masters and doctorate degrees.

Vocational Education & Training in the United States

In the U. S., technical and career education is elective and does not formally begin before grade nine. In most schools, technical students enroll during grades eleven and twelve, or the last two years of their secondary education.

Many public high schools offer a limited number of vocational training classes, while one-year and two-year training programmes take place at regional vocational-technical centres. These regional centres draw students from several high schools within a school district, or from multiple school districts with co-operative programme. Students who attend an area vocational school usually split their school day between academic classes at their high school and vocational training classes at the regional technical centre.

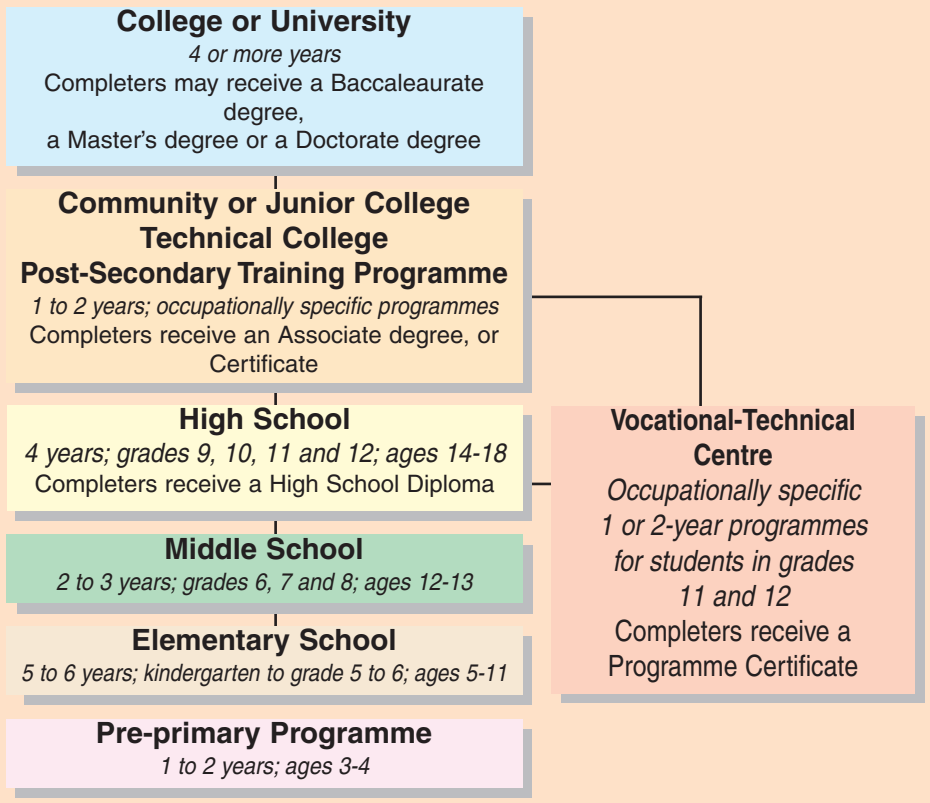
The funding of secondary vocational education in the United States is primarily the responsibility of local school districts, with local property taxes serving as the principal source of revenue. Locally-elected school boards set educational and

funding priorities. Most states have an Office of Trade and Industrial Education operating within their Department of Education that co-ordinates and evaluates local vocational programmes and distributes supplemental state and federal funds to local programmes.

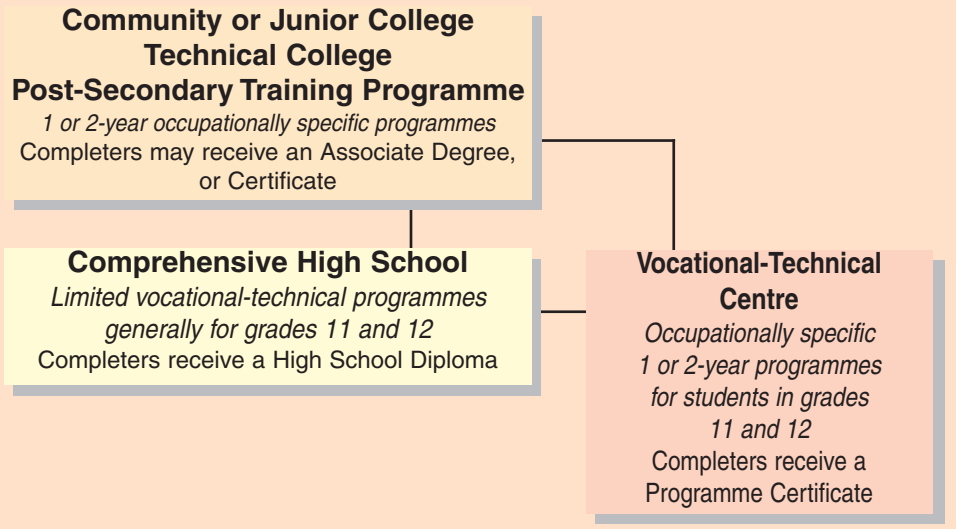
Community and junior colleges offer certificates or associate degrees. These two-year colleges serve some students as gateways to university education, while offering other students specialised training in trade and industrial skills that will prepare them to directly enter the work force. Community colleges also provide programmes for adult workers seeking retraining for new careers. Community colleges are usually funded through co-operation of local school districts and state subsidies. Four-year universities offer liberal arts and science baccalaureate, masters and doctorate degrees, but very few universities offer courses in applied technology or trade skills.

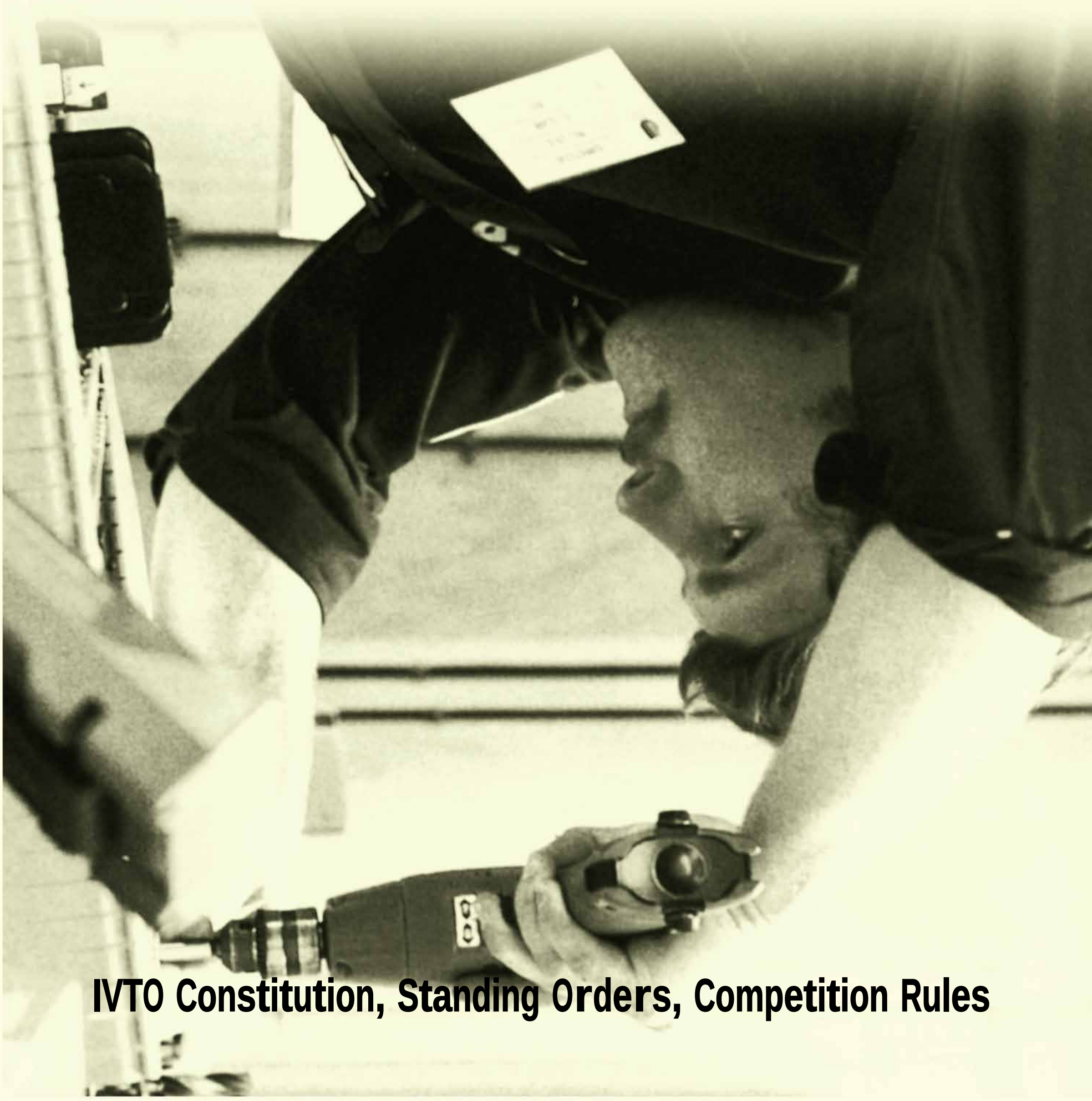
Secondary and post-secondary institutions in the U.S. offer hundreds of programmes of vocational training in agriculture, health occupations, home economics, marketing education, technical education, and trade and industrial skills. Skills **USA–VICA** is one of 10 vocational student organisations. These organisations operate independently as national associations of students and teachers who seek to promote public awareness and standards in vocational education. Vocational student organisations are endorsed by the federal government, but receive no appropriated funding.

U.S. EDUCATIONAL AND VOCATIONAL SYSTEM



U.S. VOCATIONAL EDUCATION & TRAINING





IVTO Constitution, Standing Orders, Competition Rules

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 an 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;
- Co ordination of the Committee meetings;
- Discussion of proposals from the Committees;
- Co ordination 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;
- Co ordination 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 its intention to do so at least six months beforehand.

2) At the end of its membership, the Member must have discharged 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 3/4 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 0rganisation 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 Honorary Members or Honorary President respectively. 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.

Art. 9
Gender
Words implying masculine gender only shall include the feminine gender.

VII FINAL PROVISIONS

Art. 10
10.1. Amendments
The Constitution may be amended by the General Assembly provided that 2/3 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 3/4 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 all rulings hitherto in force and come into effect on 11 October 1995.

Cornelis Hubertus Beuk
President

Daniel Sommer
Secretary General

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 2/3 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 2/3 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.

4.3. Honorary President, Honorary Members
Any Member may submit written proposals to the Secretary General nominating distinguished Delegates for Honorary Membership or for appointment of the President of the Organisation as Honorary President. Said proposals to be presented for consideration by the Executive Board and approval of the General Assembly.

4.4. Certificates of Merit
Once a year, the Secretary General shal invite Members to submit written proposals nominating distinguished individuals for the award of a Certificate of Merit for consideration by the Executive Board and approval by the General Assembly..

V INTERNATIONAL YOUTH SKILLS 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 CHF 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 skills competitions.

VI ADMISSION OF MEMBERS

6.1. Grades of Membership
1. There shall be two grades of Membership: Members and Associate Members.

2. Associate Members shall have all the privileges of membership, except for the right to vote or stand for election and the right to enter a team for the biennial Competition.
3. The entry fee and the annual subscription for Associate Members shall be determined by the Executive Board and ratified by the General Assembly.

6.1. Criteria for membership
1) A pre-requisite for membership and associate 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 or associate member.

3) Applications for membership and associate 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 or associate 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 CHF 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.

8) Associate Members. Associate Members must comply with the rules laid down in Art. 4.1 of the Constitution and will enjoy a special observer status although they are neither entitled to vote nor to participate with competitiors in the Competitions. They will receive the same information as the active Members. Associate Members should be given a good insight into the IVTO's activities and gain experience which will help them to achieve active membership. Associate Members will pay an annual fee of CHF 3'000.- to be deducted from the final active membership fee, to a maximum of CHF 10'000.-.

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 CHF 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 CHF 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 CHF 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 Committees'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 skills 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 skills 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.

9.7. Secretary General
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 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.

9.8. Contracts
No Officer will enter into separate contracts of service for the Organisation with:
a) the Organisation's Officers or family relatives of the Officers;
b) companies employing family relatives of the Officers;
c) companies in which Officers or their family relatives have a financial interest;
except when approved by a unanimous vote of the Executive Board.

X TRANSLATIONS

10.1. 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

XI FINAL RULING

11.1. 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.

11.2. Gender
Words implying masculine gender only shall include the feminine gender.

11.3. 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
Revised and adapted in several points at the 1988 General Assembly in Sao Paulo, as well as by a vote in writing - adopted by the Executive Board - at the end of February 1999.

Montreal, 2 May 1999

Cornelis Hubertus Beuk
The President

Daniel Sommer
The Secretary General

COMPETITION RULES
FOR THE ORGANISATION AND EXECUTION OF WORLD SKILLS COMPETITIONS OF
30 APRIL 1999

Scope
This document is part of the Standing Orders and encompasses resolutions which are valid for the organisation and execution of the WORLD SKILLS 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 a WORLD SKILLS 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 promoter 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, and the concept must be approved by the Executive Board. 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,...).
2) The Competition organiser provides an optimal infrastructure for the Competition, as set out in the technical descriptions and the checklist; 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;
- 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;
- 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. 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

co-operation with the Secretary General, he organises 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 hours, spread over a period of four days.
2) The chief expert prepares a work schedule for all four days of the competition taking into account the daily working hours allocated. He ensures that work will continue on the fourth day of the competition until the end of the official working time. The work schedule must be approved by the Technical Committee Chairman before the commencement of the Competition. Later changes must also be approved by the Technical Committee Chairman.

3) 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.

4) 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.

5) 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 and will be called demonstration trade.

3) For the admission of a demonstration trade at least six Members must be definitely registered. If less than six members participate in the trade, only one medal will be awarded

4) The Member organising a Skills 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 Skills Competition. In this case, the decision will be effective at the next-but-one Skills Competition.

5) The Member organising a Skills Competition may, on his own responsibility, present other trades in order to provide the corresponding trade information. These trade presentations are not subject to Competition Rules and will not be officially assessed. No IVTO-medals, diplomas or certificates of participation will be awarded. The host organisation may invite other members to participate in the presentation.

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) The IVTO list of installations, machines and material will be adapted by the host organisation to local conditions and circulated to all Technical Delegates 18 months prior to the Competition, to be used for the preparation of test projects.

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 WORLD SKILLS 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 co-operation 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 Skills 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.)

3) During the Competition, the jury-presidents will meet daily under the guidance of the Chairman and Deputy Chairman of the Technical Committee. The jury-presidents participate in these meetings in their capacity as presidents of the juries but not as Technical Delegates. They present proposals or requests made by the juries. Details are set out in the list of duties (appendix 2). Subsequent to the Jury-presidents-meeting the Technical Committee will meet.

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 skills-related experience and be active in their skills area. Experience in national competitions or in skill testing is essential.

3) Basically, the expert must be objective, fair and prepared to co-operate. It is prohibited to pass on any information on the test project.

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 6 months 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 unauthorised 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 ICS 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 co-ordination 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 Competitors 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. Observers

1) Every Member is entitled to invite, at his own expense, two official observers and any number of observers to a Competition.

2) Official observers are important persons from the member's country and have access to the meetings of the IVTO and special events of the host-organisation.

3) Observers are interested specialists who watch the Competition as spectators. They don't enjoy a special status.

4) Continual contacts among the observers, official observers and experts to exchange ideas and experiences away from the workplaces are desirable.

5) Just as the experts and delegates, the official observers and observers must be registered if they wish to have access to the official events and accommodation.

2.10. Translators

Every Member is entitled to bring, at his own expense, translators for interpreting or explaining test projects. After the official commencement of the competition these translators have to leave the workplaces. They must not have direct contact to the candidates.

At all meetings, delegates, official observers and chief experts may be accompanied by their translators.

Just as all other participants, translators must be registered in time, stating which trades they will be assigned to. Non-registered translators will have no access.

2.11. Access to workplaces

1) Only people with respective name tags have access to the workplaces.

2) Members of the Executive Board, Official Delegates, Technical Delegates, team leaders and the Secretary General and his staff members have access to all workplaces of the competitors at any time. They are not entitled to contact their compatriot competitors unless they are accompanied by a chief expert or an expert from another member.

3) Official observers, observers and their translators are not permitted direct access to the workplaces.

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 co-ordination 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 own language on the test project work. In particular:
- information on the assessment criteria;
- information on safety regulations, including measures concerning non-compliance;
- advice that the competitor is responsible for the safety of all machines and auxiliary material brought by him/her;
- detailed information on which auxiliary material may be used and which not (templates, drawings/prints, patterns, gauges,...);
- before commencement of the competition, the experts must make sure by sampling whether any unallowed auxiliary material is on hand or available in the drawers;
- information on the earliest possible time for the competitors to enter or leave the workplace and under what conditions;
- information on how and at what time the machines may be tested;
- detailed information on all consequences which may result from unallowed acts.

3.2. Assessment

1) The completed Competition test projects are assessed in accordance with the IVTO's assessment system and on the basis of predetermined 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 or 0.05 are rounded down and from 0.5 or 0.05 rounded up.

3) In all trades, test projects are assessed following set

criteria (technical descriptions). The experts establish the results within the different trades which will be converted to a medium score of 500 points. Competitors coming first, second and third will be awarded a gold, silver and bronze medal, respectively. Competitors who have not received a medal but have gained a score of 500 or more, are awarded the Diploma of Excellence (World Skills Standard). The information on the performances (number of competitors, total points, number of medals and diplomas) will be given in a list of members in alphabetical order.

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

5) All completed test projects must be locked up until the end of the meeting of the General Assembly which is approving the results. If this is impossible for technical reasons, in addition to the assessment papers, pictures should be taken under supervision of the Jury-presidents which in case of doubt may prove that the assessment was correct. These pictures must be locked in a safe place.

6) Forms 5, 5A and 6 must be verified and signed by all experts. All corrections must additionally be signed by two independent experts. The General Secretariat will return any forms to the chief expert which have not been properly dealt with. After the experts' signature, the results are valid and no modifications may be requested. If doubts arise after delivery of the forms, the matter should be discussed with the corresponding jury president who will consult the experts, if necessary. To ensure the accuracy of the results, they will be entered and processed in two computers at the same time. The chief expert will check the input of the results in the computers and sign the print-outs, provided they are correct.

3.3. IVTO medals and awards

1) 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 Albert-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.

V DISCIPLINARY MEASURES

1. Principle

Any person in a competition (officers, delegates, jury-presidents, chief-experts, experts, workshop supervisors, competitors, team leaders, official observers, observers, translators and interpreters) who are found guilty of dishonest conduct will face disciplinary measures.

2. Procedure

1. Any person who becomes aware of conduct in breach of the rules or likely to bring the IVTO into disrepute should report the matter to the jury president in charge or in special cases go directly to the Chairman of the Technical Committee.

3. Person making the accusation/Accused

At all stages the persons involved must be heard. They may be accompanied by his/her technical or official delegate and may call witnesses.

4. Competence

4.1 Jury
The jury panel will immediately study the case and pass a proposal (procedure, disciplinary actions) to the Chairman of the Technical Committee. In the event that not all jury members agree with the proposal, the minority proposal will also be submitted.

4.2 Chairman and Vice-Chairman of the Technical Committee
The Chairman and Vice-Chairman of the Technical

Committee together with the Jury-president will discuss the case and further procedures.

- If the jury agrees and the accused accepts the proposal, it will be enforced and the Jury-presidents-panel will be informed at the earliest possible time.
- In the event of disagreement, the case together with all documents will be presented to the Jury-presidents-panel for discussion.

4.3. Jury-presidents-panel
The chairman of the Technical Committee will state the case, the jury-president involved and if need be an agent of the minority proposal, will add their comments. Each party must be heard.

The jury-presidents present will judge the case acting as a jury and not as Technical Delegates.

If 2/3 of the members represented at the jury-presidents-meeting (jury-presidents, presidents and vice-presidents of the Technical Committee) can agree on the solution of the case, the decision will be enforced immediately.

4.4. Appeal Committee
If no agreement can be reached at the jury-presidents-meeting, the case will be presented to the appeal committee for the final decision. The committee makes its decision based on available facts and documents and listens to all parties involved. The final majority decision will be enforced immediately.

The appeal committee consists of:

- 2 representatives of the Administrative Committee;
- 2 representatives of the Technical Committee;
- 1 representative of the Organisation Committee hosting the competition;
- Chairman and Vice-Chairman of the Technical Committee (no vote).

The representatives from the Administrative Committee should not be from the same member as those chosen from the Technical Committee.

One year prior to the competition, the General Assembly elects the Appeal Committee for the duration of the competition. The term of office is terminated once the General Assembly validates the results on the last day of the competition.

In addition, both the Administrative and the Technical Committee should elect a replacement in case the person reporting a misconduct or the person accused of misconduct come from the same country as one of the members of the appeal committee.

4.5. Minutes and files
The Secretary General records the decisions in all phases of the negotiations and ensures that the corresponding files will be preserved for the duration of one year.

4.6. Procedure

4.7. Disciplinary measures
Participants who are found guilty of dishonest conduct, or refuse to comply with rules and regulations, or bring the IVTO into disrepute through their conduct, will be penalised.

The disciplinary measures may be as follows:
- reprimand (less severe cases);
- exclusion of the expert from assessment;
- order to leave the workplaces;
- exclusion of competitor from assessment.

Additional measures may be taken and will be determined by the appeals committee.

Appendix 1

Guidelines for Competitors

1. Preparations before departing for the Competition
The competitors shall receive from their national

organisation the “Competition Rules” and the technical description. They shall be briefed on the tools and auxiliary material to be taken, the general assessment criteria and the manners and customs of the host country.

2. Preparations immediately before the Competition

1. On the day before the Competition starts, at least 8 hours will be available to the competitor in which to prepare the workplace (by drawing lots), to check tools and, under the guidance of experts and workshop supervisors, become familiar with machines and auxiliary material. The competitor’s attention will be drawn to the rules for accident prevention.

2. The competitor has the right to ask questions and, by the end of the preparation period, he/she must confirm verbally that he/she is familiar with everything. On this occasion, the jury panels will be checking personal details against passports or identity cards, which must be kept available for inspection. In addition, the language in which the competitor has to receive documentation will be checked.

3. Immediately before the start of the Competition, the competitor will be handed over his test project, explanatory material and instructions on the assessment system. One hour, which is not included in the Competition time, is allowed in which to study these and to ask questions.

4. Before the start of the Competition, the competitor is informed on the detailed running of the Competition, the maximum score obtainable and the weighing factors.

3. Preparations during the Competition

1. The competitor is responsible for his tools, instruments and auxiliary materials.

2. If anything is found to be missing, contact must be made with the chief expert who will arrange for the provision of a substitute from what is available locally.

3. Measuring instruments must be compared with those of the jury panel in order to avoid errors.

4. Each competitor will be given a personal number, which must be used in the test project and papers submitted for assessment at the end.

5. The competitor must wait for the chief expert to give the order to start and finish work.

6. No contact may be made with other competitors or guests during the work periods without the permission of the chief expert. Moreover, no contact may be made with the compatriot expert in the period immediately before or at any time during the Competition without the presence of a non-compatriot expert; the use of mobile phones or any other electronic equipment for exchanging information is prohibited;

7. The competitor may ask for substitute material to be provided if what was originally provided has been lost or damaged, but this may lead to a reduction in the marks awarded. The jury-panels determine the scale before the Competition.

8. All safety and protection standards laid down in the technical description or by the experts must be followed exactly. Any defect in machines or equipment must be reported immediately. Safety goggles must be used in all material removing operations. Shoes and clothing must comply with safety standards.

9. The chief expert must be told immediately if any competitor becomes ill. The jury panel will decide whether or not time lost can be made up.

10. Competitors who are found guilty of dishonest conduct, or refuse to comply with the regulations or the directions of the Organisation’s officers, or behave in a manner prejudicial to the proper conduct of the Competition, will be disqualified from the Competition.

4. Duties after the Competition

1. When the Competition is over, competitors will have an opportunity to exchange views and experiences with other competitors and with the experts. This exchange of

views should be confined to methods, tools, machines,... and must not relate to the test project itself.

2. The chief expert will give instructions for the packing of tools and equipment and the workplace must be left neat and tidy.

5. Information
All information about the progress of the Competition away from the workplace will be given through the team leader.

Appendix 2

List of duties for
- **Jury-Presidents and**
- Jury-Panels

Explanation

Jury-president:

Chief responsible for one or several trades.

Jury-presidents-meetings:

The committee is responsible for all trades during the competition.

Jury:

Responsible for one trade (Jury-president, Chief-expert, Experts).

Jury-presidents

The jury-president reports to the Technical Committee Chairman and may delegate technical duties related to the trade to the chief expert.

The jury-president is appointed by the Technical Committee and, as chief of one or several juries, is responsible for implementation of the decisions made by the Technical Committee or at the meetings of the jury-presidents-meeting, respectively. He is familiar with all details of the Competition Rules, the technical descriptions for his trades and the assessment system of the trades assigned to him.
The jury-president chairs the meetings of his jury as neutral supervisor. His instructions are to be complied with.

Jury-presidents-meetings

All questions and problems, which cannot be solved by the jury, are presented by the jury-president during the daily meetings of the jury-presidents. In particular cases, he may be accompanied at these meetings by the chief expert and, if necessary, by an interpreter.

Jury

A Jury will be appointed for each trade. The jury is responsible for the adequate preparation and running of the Competition in their trade, for compliance with the guidelines, implementation of the decisions made by the Technical Committee or decisions at the meetings of the jury, respectively. The jury assesses the test projects.

In liaison with the members of the jury-panel, the jury-president controls the correct enforcement of the lists of duties for chief experts, experts and workshop supervisors.

Duties of the Jury:

- Ensuring that the working time is approved before commencement of the Competition, in accordance with art. 1.2.1. of the competition rules.
- Checking, in liaison with the chief expert and before commencement of the Competition, the installations, machines, tools, materials and instruments prepared by the Competition organiser.
- Study of the test project, assessment criteria and instructions for competitors.
- Ensuring that the only materials used are the ones supplied by the host country.
- Working with the translators to ensure that competitors have all the information in their own language at the start of the Competition.

- Making sure, in liaison with the chief expert, that all necessary materials, tools and machines are available before commencement of the competition.
- Preparing the necessary instruments for assessing the work test projects done. Competitors should be given enough time to calibrate their instruments with those of the jury.
- Making sure that the test projects are explained in detail to the competitors in their own language, in particular:
- explaining the assessment criteria;
- informing on safety regulations, including measures concerning non-compliance;
- informing the competitor that he/she is responsible for the safety of all machines and auxiliary material brought by him/her;
- informing in detail which auxiliary material may be used and which not (templates, drawings/prints, patterns, gauges,...);
- before commencement of the competition, the juries must make sure by sampling whether any unallowed auxiliary material is on hand or available in the drawers;
- fixing the earliest daily time for the competitors to enter or leave the workplaces and under which conditions this can be done;
- determining how and at what time the machines may be tested;
- informing in detail on all consequences which may result from unallowed acts.
- Making sure that all technical data required by the competitors is transmitted only by him. No competitor may receive technical information that is not made available to others.
-Making sure that all contacts with the competitors take place only through the chief expert or the jury president.
- Noting the working time of all competitors and informing them of the working time still left.
- Handing over substitution material and noting it down for the assessment.
- Preventing any conversation with unauthorised persons during the Competition.
- Keeping the results of the assessment secret.
- 18 hours are allowed for test project assessment, to commence 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 must be handed over to the General Secretariat together with the assessments. Exceptions must be agreed in good time with the Secretary General.
- In case of disciplinary action, art. V will apply.

Appendix 3

List of duties for chief experts

The chief expert reports to the jury president. The chief expert plans the experts' tasks in the phases of preparation, execution and making. He ensures compliance with guidelines and assessment criteria. In liaison with the experts, he regularly updates technical descriptions to include the latest technical advances. The chief expert must be provided with the Competition Rules and technical description.

Duties:

- To check, in liaison with the workshop supervisor and before the Competition begins the installations, machines, tools, materials, equipment and instruments prepared by the Competition organiser.
- To check, in liaison with the jury panels and before the Competition begins, the correctness of the competitors' registration forms as regards date of birth, nationality, name and language.
- To make sure, in liaison with the workshop supervisor, that all necessary material is available.
- To assign, by drawing lots, workplaces, machines and equipment to the competitors.
- To make sure that the competitors have enough time for testing materials, machines, equipment and instruments.
- To make sure that competitors have enough time for calibrating their instruments against those of the jury panels.
- To transmit all technical data to the competitors and

make sure that no competitor receives technical information that is not made available to others.
- To check constantly that all contacts with competitors take place only through him or the jury presidents.
- To make sure that the working time of all competitors is properly noted down and to inform them of the working time still left.
- To hand out substitution material and note it down for the assessment.
- Revision and updating of the technical descriptions by the experts during the competition.
- To assign the experts in small groups (3 experts) per assessment position.
- To make sure that competitors have no contacts with unauthorised persons during the Competition.
- To make sure that results of the assessment are kept secret.
- To hand over to the General Secretariat the assessment results of the jury panels in the prescribed form and validate with his signature the correct input into the ICS system.
- 18 hours are allowed for test project assessment, to start directly after the end of the Competition. The updated technical descriptions in the three official languages and three completed test projects proposals for the next Competition are to be handed over to the General Secretariat together with the assessments. Exceptions are to be agreed previously with the Secretary General.
- Chief experts who are found guilty of dishonest conduct, or refuse to comply with the regulations or the directions of the Organisation's officers, or behave in a manner prejudicial to the proper conduct of the Competition, will be disqualified from the Competition.

Appendix 4

List of duties for experts
Duties:

The experts report to the chief expert. The expert is expected to be objective, fair and prepared to co-operate. Communication with a compatriot competitor is not permitted except in the presence of a non-compatriot expert.

- Experts must be provided with the Competition Rules and the technical description.
- Experts must make sure that competitors comply with Competition rules and regulations. Non-compliance may lead to disqualification.
- Experts assess test projects in an objective and fair way following instructions from the chief expert and the jury president. Disregard of this regulation may lead to exclusion from the jury.
- Experts are not allowed to assess compatriot competitors.
- Experts are not allowed to assess test projects of the competitor in his/her presence. Results must be reported to the chief expert only.
- Experts are not allowed to give any help to competitors in the interpretation of the test project. If any questions arise, they must be referred to the jury president or the chief expert for decision.
- Experts are responsible for the completeness of all documents.
- The jury president must be informed if a competitor becomes ill.
- Experts make sure that moving parts and dangerous areas of machines are properly protected. Any defects in machines, protective devices, equipment or installations must be corrected.
- Experts must make sure that all competitors are aware of the need to comply with accident prevention standards.
- Experts may be requested that they prepare a test project for the next-but-one Competition.
- Experts are responsible for updating the technical descriptions under the guidance of the chief expert.
- Experts who are found guilty of dishonest conduct, or refuse to comply with the regulations or the directions of the Organisation's officers, or behave in a manner prejudicial to the proper conduct of the Competition, will be disqualified from the Competition.

Appendix 5

List of duties for workshop supervisors

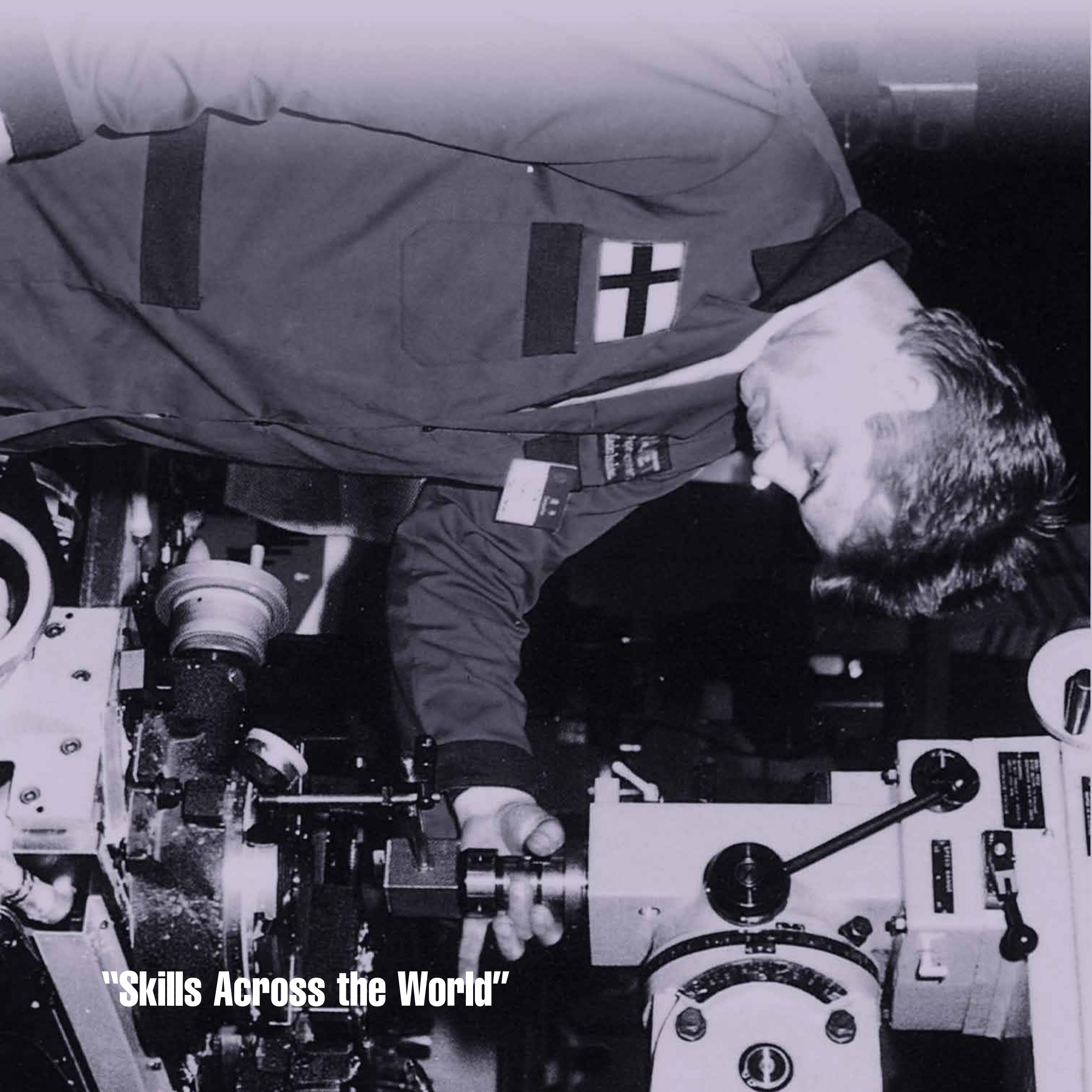
The Competition organiser appoints one workshop supervisor per trade who will start work on the first day after the experts' arrival.

Duties:

- Workshop supervisors report to the Competition organiser. During a seminar, they will be briefed by the Technical Committee Chairman and the Secretary General on special circumstances and the procedure of the Competition.
- In agreement with the jury panel, the Competition organiser may appoint an assistant who has to comply with the same rules. If necessary, the Competition organiser may appoint co-ordinators for skills categories encompassing various trades. These co-ordinators have free access to the corresponding workplaces.
- Workshop supervisors may participate as so called "technical observers" in the previous Competition in order to gain experience.
- Workshop supervisors report concerning all technical matters to the jury president.
- Workshop supervisors must ensure that enough room is available for machines and workplaces. Workplaces must be properly lit by natural or artificial light, suitable for industry and the particular type of work to be done.
- The workshop supervisors' behaviour towards competitors must be neutral. They are not to participate in the discussions on test project selection and assessments. Nevertheless, the jury panel may consult workshop supervisors as the occasion arises.

Specific duties include:

- Responsibility for all workshop installations, machines, tools, electrical and water connections, and all special items mentioned in the technical description.
- Organisation of test project material in accordance with the decisions of the jury panels.
- Responsibility for maintaining order and tidiness in the workshops.
- Instructions on safety measures and their application.
- Facilities for locking up test project papers and drawings.
- Preparation of instruments and equipment for the assessments.
- Workshop supervisors who are found guilty of dishonest conduct, or refuse to comply with the regulations or the directions of the Organisation's officers, or behave in a manner prejudicial to the proper conduct of the Competition, will be disqualified from the Competition.



"Skills Across the World"

MISSION STATEMENT

Working and Living together to achieve growth
through the sharing of Skills and Culture

INTERNATIONAL VOCATIONAL TRAINING ORGANISATION (IVTO)
WORKSKILL AUTRALIA

Background

Commenced in 1989, the Skills across the World (**SAW**) initiative calls on Skill Olympians to volunteer to work in small groups with communities and young people in selected development sites around the world.

Drawing on the potential within the WorldSkills movement, the project supports development and addresses in small stages the social and economic difficulties facing communities in developing nations. Current projects in Zimbabwe have centered around revitalising schools, building classrooms, repairing and constructing furniture and building toilet. Each project responds to the building and construction needs identified by local communities with the materials funded through aid and volunteer organisations and assistance from local communities, which make bricks and supply labour. In Liechtenstein, SAW has been working on the construction of demountable, transportable housing with Kosovo refugees.

Meeting Needs – community volunteers

A key purpose for the project is skills transfer with each community being required to nominate a number of people to work and learn alongside the international volunteers for the entire period of the project. This strategy has proved a recognisable benefit of **SAW** projects and community members have the opportunity to progress from a trainee status to that of a mentor.

In the two years of operation, more than 69 community members have been trained by 19 volunteers laying the foundation skills in bricklaying, carpentry and related building areas. Each community is left with enough tools to repair and maintain the work undertaken and to embark on additional projects when the **SAW** team departs.

Meeting Needs – SAW volunteers

It is also a requirement that the experience clearly meets the needs expressed by the young volunteers within the WorldSkills movement. The 13 **SAW** volunteers in Zimbabwe were asked at the beginning of their involvement to identify a range of benefits that they hoped to gain from their experience in Zimbabwe. At a review session at the end of their stay, the overall level of group satisfaction expressed in terms of achieving their stated goals and meeting expectations was a very convincing 84%.

Where it all Started

In 1998, the first International Skill Volunteers Project took place in Makwe Village, a remote rural community in Southern Zimbabwe.

The team was made up of five volunteers, two carpenters, a bricklayer, a plumber and health worker from Canada, Liechtenstein, New Zealand and Australia. They were joined by 7 volunteers from the Makwe community.

With the support of scores of Makwe residents, they built a new classroom, built tables and 60 benches for students who previously worked on the floor, and built a block of 12 squat toilets.

The project was a great success and, with some improvements based on experience in the field, was expanded in 1999 to encompass three new initiatives including a partnership project with **PLAN**, a major international aid organisation.

Skills Across the World Project 1998
Makwe Primary School

People and Places
1 Community
5 Skills Across the World Volunteers
4 Countries
7 Community (Makwe) Volunteers

Products
1 classroom built
12 toilets built
30 school tables built
60 school benches

Skills Across the World Projects 1999

People and Places
8 Communities
14 Skills Across the World Volunteers
5 Countries
4 Makwe Volunteers
58 Community Volunteers (Zimbabwe)
8 Kosovo Volunteers (Liechtenstein)

Products
3 classrooms built
8 classrooms repaired
3 cottages for refugees built
2 storerooms
14 toilets
169 school tables built
53 school tables repaired
253 school desks repaired
238 new school benches built
35 school benches repaired
45 school stools repaired

SKILLS ACROSS THE WORLD 2000

This year, the projects in Zimbabwe will be expanded but will still have the same focus of supporting community development through the upgrade and repair of schools and school furniture. Skills Across the World will again partner with Plan International in the Tsholotsho region, with the New Zealand High Commission in Bakutu and with the Community Foundation of Western Zimbabwe in the Gwanda region. All the partners will be identifying specific projects and providing the resources, and introductions to local communities.

Volunteers are being sourced from World Skills member-countries and sponsorship is needed for their airfares and a living allowance. There will be two intakes in

2000. The first in March/April and the second in June/July but there will be some flexibility with this according to the projects.

In order to get the best from the experience both from the community point of view and from the participants, perspective volunteers should be prepared to stay for at least four months, depending on the project.

Qualifications

Well qualified, highly skilled young people with skills in building and construction are being recruited along with a

smaller number of other young people who can value add the project by bringing skills in the metal industry, communication, music, teaching, health work. Of equal importance is their attitude, flexibility and desire to work closely with the other international volunteers as part of a team and with the host community, particularly in the development of skills in the local young people. A first aid qualification is desirable and sporting and musical skills and attributes will be put to good use.

How are the Teams chosen?

Applicants will be interviewed by their WorldSkills organisation. Multinational, multiskilled groups will be matched up according to the project needs and the mix of skills and interests among the volunteers. Teams of 3-5 people are led by an experienced volunteer.

Volunteers are required to sign an agreement that will cover issues such as roles and responsibilities, health and safety issues, team responsibilities prior to their being accepted into the programme.

Health requirements and Insurance

Volunteers are required to be fully immunised, should be fit and healthy prior to departure and have no existing condition that would require limitations being put on their involvement. Precautions should also be taken against malaria in African countries. It is also a requirement that volunteers have full cover for illness, accident and luggage and evidence of this must be produced before departure.

Travel and accommodation?

Will be organised for all participants and each IVTO member country is responsible for the cost of return economy air travel. Volunteers are met and accommodated, along with other team members, as guests of the local community in which they are working. Accommodation is basic and volunteers are required to bring sleeping bags and mats, a torch, Swiss army knife, music, books, basic eating utensils. They are expected to share the meal preparation, laundry, shopping and the house/camp maintenance with the other volunteers and will be eating the local food.

Tools?

SAW volunteers are expected to take their own basic tool kit and additional tools (maybe second hand) for community volunteers to use and to leave with the local communities.

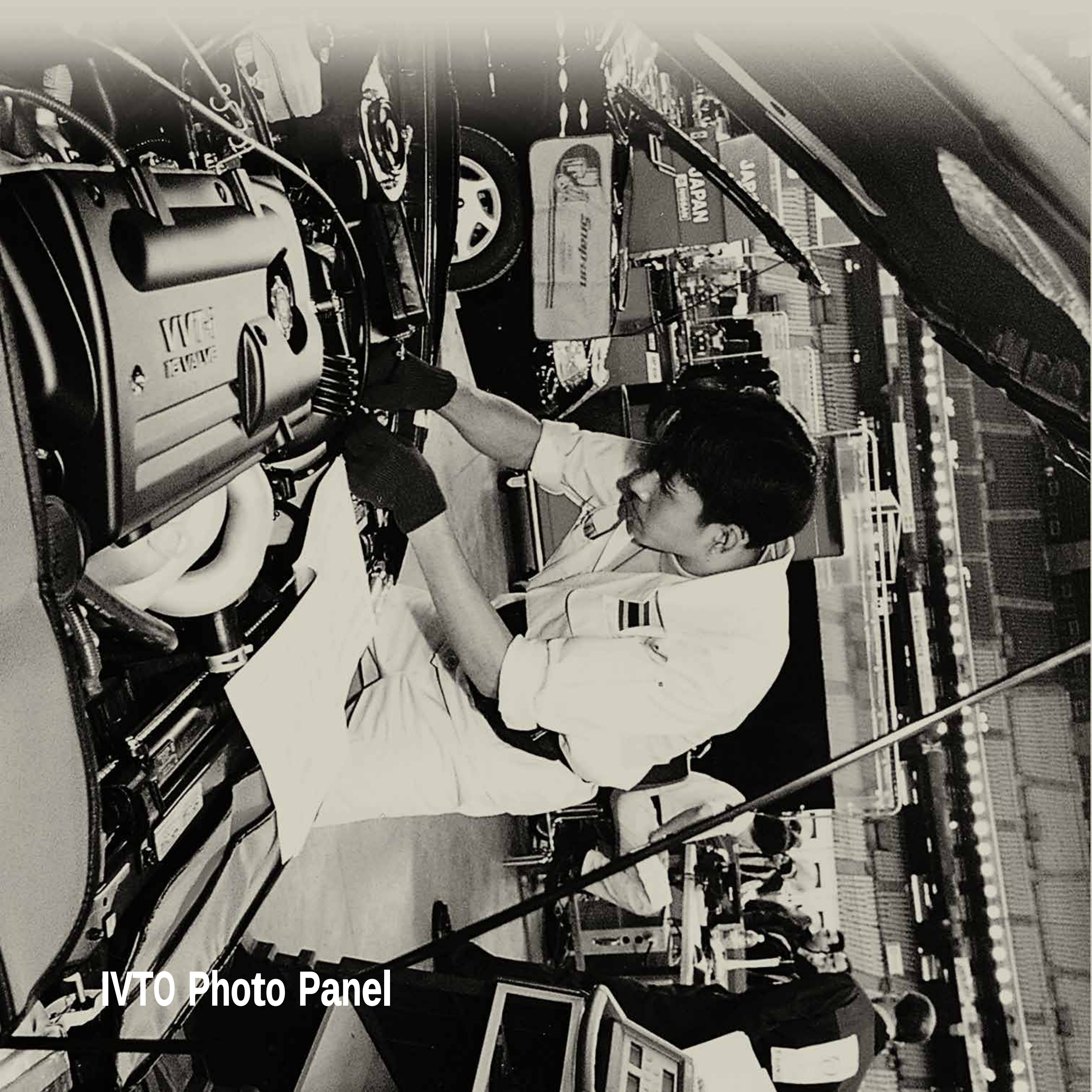
How do Teams operate in the Community?

Day-to-day responsibility resides with the nominated team leader in each group and the team will be responsible to the team leader onsite. The team works closely with a committee from the local community who make decisions regarding the direction of the project. The team leader documents the project's progress and involves the rest of the group in collaborative decision making processes and is also responsible for the general conduct of the group.

Daily Living

Most places have no electricity or running water. Water is drawn from local bores.
Local transport is unreliable and some of the teams have access to a project vehicle which is managed by the team leaders and can be utilised on a negotiated basis on

weekends. There are nominated drivers and a code of conduct is applied regarding use of the vehicle .Each participant is provided with a living allowance negotiated by their IVTO member organisation. This will provide enough money to purchase food, have the occasional weekend outing .



IVTO Photo Panel

General Assembly


General Assembly


IVTO
International Vocational Training Or
General Assemb

International Conference

International Conference


INTERNATIONAL CONFERENCE
BRAZIL98


CONGRESSO INTERNACIONAL
BRASIL98
INTERNATIONAL CONFER
BRAZIL98


BRAZIL


22 CONCURSO INTERNACIONAL
DE FORMACION PROFESIONAL
MADRID, septiembre 1975
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INSTITUTO DO EMPREGO
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Youth Skill Olympics


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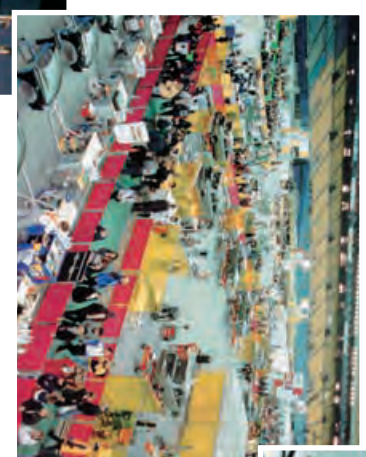
Words from the President of IVTO



"Shaping the IVTO's future is in our own hands"

Our future is always built from the experiences of our past. So, our past victories give us the necessary strength to improve our performance in the present and also to anticipate a future of great accomplishments. This book – which was made possible through the joint efforts of all IVTO Official and Technical Delegates and the support of SENAI and some major enterprises – is a first step towards documenting IVTO's success story.

As a matter of fact, it is a product to improve IVTO's image in the world. And still much has to be done along these lines. In 1997, for example, when I was IVTO Vice-President for Special Affairs, a Marketing Committee was formed by Messrs John Cassels, Antonio Caldeira, Miguel dos Santos, Youngil Cho, Kurt Kern, Roberto Monteiro Spada, Tadao Sugama, J. Laurent Thibault, Daniel Sommer and myself to modernise and align IVTO approaches in several matters. In October 1999, the IVTO General Assembly Meeting in Montreal approved a proposal for utilising WorldSkills as the new brand identity for the Organisation and implementing a seven point action plan:

1. Market WorldSkills by drawing on the global efforts of the member organisations;

2. Position the WorlSkills Competition as the premier world event for skills recognition and advancement;

3. Develop a new modern identity and a flexible structure to support the global activities of WorldSkills;

4. Develop strategic partnerships with selected corporate, government and non-government organisations to further WorldSkills;

5. Disseminate information and share knowledge about skill standards and WorldSkills performance benchmarks, especially via the world wide web;

6. Facilitate networking among WorldSkills experts to develop new opportunities for skills development and innovation;

7. Encourage the transfer of skills, knowledge and cultural exchange between WorldSkills and other young people across the world. From 1950 to 2000, the world has changed a lot. But, as anyone can see, IVTO has been accompanying all this progress and demonstrating the truth in the words:

"Great ideas come from the heart".

Tjerk Dusseldorp
***IVTO** President.*

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