



## INTRODUCTION

Since its inception in 1950, WorldSkills has built an impressive presence on the world stage of vocational education and training, demonstrating global excellence in skills through its biennial international skills competitions and promoting the importance of a strong skills system for every country or region.

The 21st century has seen an exceptional growth in the membership, capability, profile, and reach of WorldSkills, as Member numbers have grown to 75 Members, including all of the G20 countries, and the scale of the biennial competitions has grown dramatically. The rapid growth has raised the profile of WorldSkills, but also highlighted the need for WorldSkills Members to work together more closely towards shared standards of excellence for every Member.

In the same period, global political and development agencies have increasingly recognized the fundamental centrality to economic development and growth for all countries of having a strong national vocational education and training (VET) system – a recognition that is in no small part due to the efforts of WorldSkills and its constituent Members, and its Global Partners.

This places an increasing obligation on the Members of WorldSkills to work together to raise skills standards in both new and candidate countries and regions if the long-term ambitions of WorldSkills are to be met. Together with our Global Partners, WorldSkills should be leading a drive to raise skills standards around the world, to help create greater equality of economic opportunity for all countries and regions, organizations, and individuals.

The significant growth in membership over the last ten years has highlighted major differences in standards in different national VET systems, and is leading to major variations in Competitor performance between Members. Though Members come with different backgrounds, experiences, and expectations, their principal motivation in joining the WorldSkills movement is to improve the quality of their national VET systems through the competition framework and the experience of other Members.

WorldSkills can no longer be satisfied with just organizing international competitions to demonstrate excellence in skills. We must become the leading organization driving up the skills of the world – using the WorldSkills Competitions to help showcase excellence, demonstrate the power of the WorldSkills standards, and continually raising global benchmarks as our spearhead of international efforts to both help WorldSkills members improve their standards and to improve skills levels and opportunities for young people and their countries and regions globally.

*“Goals are only wishes unless you have a plan.”*  
**Melinda Gates, Davos, 2016**



## **WORLDSKILLS VISION**

*Improving our world with the power of skills.*

Collaborating around the central asset of its biennial skills competitions, WorldSkills and its Members work together to raise the profile of skills to young people, develop global skills standards, undertake shared research, exchange best practice, and promote the value of skills for economic growth and personal success.

## **WORLDSKILLS MISSION**

*To raise the profile and recognition of skilled people, and show how important skills are in achieving economic growth and personal success.*

The WorldSkills movement aims to transform the skills of the world – to improve individual understanding and opportunity, increase organizational performance and achievement, and help improve the economic competitiveness of all countries and regions. WorldSkills and its Members add value through collaborative projects and by working in partnership with other international agencies and bodies (e.g. UNESCO, UNIDO, ILO, World Bank, OECD and EU Commission) to support VET developments in all countries and regions which share their values and goals.

## **WORLDSKILLS POSITION**

*The global hub for skills excellence and development.*

## **WORLDSKILLS STRATEGIC GOALS FOR 2025**

WorldSkills has identified three broad strategic goals for its work in this Strategic Plan to 2025, specifically to:

1. Raise ambition and opportunity in VET for young people, employers, and societies;
2. Enhance the quality of VET provision through stronger connections to labour markets, employers, and economies; and
3. Help build the organizational capability of WorldSkills and the global competitiveness of its Members through skills.

## **WORLDSKILLS VALUES**

WorldSkills and its Members share a common set of six values which shape and underpin all their work:

*Excellence*

*Innovation*

*Partnership*

*Fairness*

*Integrity*

*Transparency*

## DELIVERING THE MISSION

### THE SIX STRATEGIC FOCUS AREAS

The Vision and Mission and Position, together with the strategic goals for 2025, will be achieved through activities and programmes in each of the six interconnected focus areas, all developed and delivered to the highest standards. The international organization and some individual WorldSkills Members will seek to undertake activities in all of six of these focus areas; other Members will be active in only some of them.



# 1. SKILLS COMPETITIONS

## CONTEXT

At the heart of the WorldSkills movement lies the organization and effective promotion of skills competitions at the international, regional, national, and subnational levels. Competitions provide the opportunity to promote skills, showcase skills standards and careers, demonstrate benchmarks of excellence in teaching and learning, and help persuade countries and regions, organizations, and individuals to invest more in skills development. Yet, because of differences in standards of national VET systems or arrangements, many new Members can find the international competitions an overwhelming and disappointing experience for their Competitors.

## STRATEGIC AIMS

1. To commission an immediate competition sustainability study to identify alternative competition structures that ensure the long term viability and dynamism of the international competitions (including options such as regional filtering, heats and finals, elimination tasks and greater efficiency in the use of physical resources) to be implemented over the 2019-2025 competitions.
2. To consult on and adopt new approaches to international competitions to improve the competition experience for newer Members whilst maintaining the highest standards of excellence in the final results.
3. To regularly review the mix of skills within, and inject dynamism into, the WorldSkills competitions portfolio, so that it keeps pace with industry best practice and evolving labour market requirements, whilst incorporating new and emerging skills alongside a balance of core and traditional skills.
4. To expand regional and national competitions as a mechanism for wider Member engagement, new Member development and to support and disseminate good practice in VET.
5. To work with key industry partners and international agencies to progressively develop the international competitions into the world's leading biennial skills event – to create the "Davos of skills".

## KEY OUTCOMES FOR 2025

By 2025, WorldSkills will have achieved the following outcomes in Skills Competitions:

- International competitions will showcase the highest standards in Skills by young people, at an affordable cost for all participants and the host country or region, whilst providing real opportunities for success and development for the teams from all Members;
- The WorldSkills movement will offer and promote a more inclusive programme of regional competitions and events annually, and generate wider participation and visibility for Members' national events; and
- The WorldSkills biennial competitions will be acknowledged by policy makers, agencies and leading industrial bodies as the premier "not to be missed" international skills event, comprising competitions, conferences for industry and policy makers, workshops, exhibitions, and press events.

## 2. EDUCATION AND TRAINING

### CONTEXT

Meeting the excellence standards required at WorldSkills Competitions depends primarily on the quality of each Member's national VET system, which in turn is shaped by the currency and quality of their VET curriculum, the capability of highly skilled teachers and trainers, and assessment methodologies that ensure reliable and consistent standards. WorldSkills is committed to work with new and candidate Members to help improve the quality and effectiveness of national VET systems to deliver to the WorldSkills Standards Specifications, and to develop and document best practice to help meet UNESCO's goals for the international recognition of qualifications.

### STRATEGIC AIMS

1. To work with Members to identify and capture models of best practice in VET system design including the embedding of skills competitions within national VET provision.
2. To gain global recognition and acceptance of the WorldSkills Standards Specifications, through continuous review and development, and utilize them as a benchmark for standards accreditation systems for VET qualifications and awarding organizations.
3. To identify, develop, and disseminate a portfolio of high quality WorldSkills professional development tools, publications, and other resources derived from Member experience and the WorldSkills Standards Specifications, potentially through a WorldSkills online library.
4. To develop and operate an accredited professional development and recognition framework for VET practitioners, including all WorldSkills Experts, in association with respected global organizations and accreditation systems.
5. To create a global VET professional organization and network to share expertise and innovation and support achievement of UNESCO's goals.

### KEY OUTCOMES FOR 2025

By 2025, WorldSkills will have achieved the following outcomes in Education and Training:

- Occupational data will be continuously tracked and updated biennially by WorldSkills, in consultation with leading industry, business and representative bodies, and incorporated into the WorldSkills Standards Specifications. They will be made available globally through the WorldSkills online library or equivalent facility;
- Fifty percent of the vocational qualifications and programmes of Members will be aligned to WorldSkills Standards Specifications, which will be endorsed by regional and global qualification frameworks; and
- All WorldSkills Technical Delegates, Experts, assessors and specialists will be accredited through the WorldSkills professional development and recognition framework, and work collaboratively through their network to help achieve UNESCO's goals.

## 3. CAREER BUILDING

### CONTEXT

The key target beneficiary for WorldSkills activity is the youth of the world – to help them aspire to, enter and succeed in vocational, technological and service careers that will build the world of tomorrow, and challenge them to become the best in the skill of their choice. No other international organization is as well placed as WorldSkills to help create, develop, and promote an international framework of career paths for young people across all industry sectors that could be tailored and adapted to meet the needs of countries and regions at different phases of economic development and growth.

### STRATEGIC AIMS

1. To capture and spread the stories of successful Competitors as role models to inspire the youth of the world to pursue careers in skills.
2. To develop a range of WorldSkills resources, tools, apps and a strong social media presence that draws young people of all countries and regions to WorldSkills competitions and relevant careers information and advice on skills.
3. To develop an international WorldSkills Competitor alumni network working as role models for careers in their skills, and support WorldSkills Champions to become ambassadors for change in national VET systems.
4. To underpin all WorldSkills activity and communications with a modern and confident understanding of the value of skills, which challenges stereotypes and negative VET perceptions
5. To support Members to develop their national careers information and advice services through appropriate resources and the identification and dissemination of best practice

### KEY OUTCOMES FOR 2025

By 2025, WorldSkills will have achieved the following outcomes in Career Building:

- WorldSkills will hold the largest collection of “young voices” promoting skills and careers in all WorldSkills areas of industry and occupations, accessed by millions of young people annually;
- WorldSkills will be the first choice of contact for the principal international and regional education and industry media on issues relating to youth and careers; and
- All WorldSkills full members will be actively working with their national skills organizations to raise the profile of VET, and increasing youth engagement levels.

## 4. RESEARCH

### CONTEXT

Whilst not aspiring to become a specialist research organization itself, research at WorldSkills will play a key part in both evaluating and enhancing WorldSkills own competitions and other work programmes, and in helping to identify and spread VET best practice internationally. Working in partnership with leading international institutions, collaborative research will both raise the profile of WorldSkills and strengthen the independent evidence base on the value of and returns from skills.

### STRATEGIC AIMS

1. To create a five-year strategic plan for WorldSkills research to evaluate and disseminate the evidence base that underpins and supports the WorldSkills Mission.
2. To develop long-term relationships with leading international research bodies as partners and establish a research advisory board to agree priorities and facilitate research funding.
3. To engage with Members and national skills research bodies to create a global VET research network that can influence and shape wider skills research priorities and investment.
4. To review, develop, and evaluate the WorldSkills Standards Specifications and assessment methodologies for all areas of VET, and support their use to advance UNESCO's goals for the international recognition of qualifications
5. To facilitate the use, with appropriate controls, of the WorldSkills competitions and member network as a testbed for positive and constructive skills research.

### KEY OUTCOMES FOR 2025

By 2025, WorldSkills will have achieved the following outcomes in Research:

- WorldSkills will have a powerful and supportive research advisory board of acknowledged leaders in their fields;
- WorldSkills will hold and provide access to a formidable evidence base that supports its overall strategic goals and advances international understanding of the value and contribution of VET; and
- WorldSkills will be internationally recognised as a key VET research partner and test bed for all areas of VET development.



## 5. INTERNATIONAL COOPERATION AND DEVELOPMENT

### CONTEXT

As the Member-led, global hub for skills excellence and development, WorldSkills has a core responsibility, to members and non-members alike, to help countries/regions improve their VET systems and raise their national benchmarks for skills excellence. WorldSkills now has the reputation, tools, industry partners and capable membership to work with international development organizations like the World Bank, UNESCO, the EU, global educational charities, and international industry sponsors, to design and deliver VET and skills development programmes in countries and regions seeking to improve economic opportunities for growth, with a particular focus to 2025 on Africa.

### STRATEGIC AIMS

1. To encourage and facilitate visits, best practice exchanges, collaborative projects, and partnership programmes between Members to improve national VET systems and competition performance.
2. To develop and offer a comprehensive candidate Member development programme, including mentoring from existing experienced Members, to all countries and regions at an appropriate stage of VET system development.
3. To establish a structured Member mentoring programme to ensure all new Members have access on admission to experience, advice, and support during their first three competition cycles.
4. To create and promote a globally accessible WorldSkills knowledge base of curriculum models, pedagogical approaches, assessment methodologies, research findings, and case studies in VET to help shape international policy and practice.
5. To collaborate with international education and aid agencies on the development and delivery of VET change programme built upon WorldSkills tools, models, and experience.

### KEY OUTCOMES FOR 2025

By 2025, WorldSkills will have achieved the following outcomes in International Cooperation and Development:

- WorldSkills and its Members will be the first choice partners of the World Bank, UNESCO and the EU on regional and international aid and development programmes for VET and skills, with a priority focus on Africa to 2025;
- All new WorldSkills Members will have gained productive and valuable opportunities for learning and participation in competitions and events within their first three competition cycles, and thereafter; and
- WorldSkills will have continued to grow its Membership numbers through its candidate Member development programme whilst maintaining Member satisfaction levels and organizational viability.

## 6. PROMOTING SKILLS

### CONTEXT

WorldSkills, and the value of skills excellence to countries and regions, organizations and individuals, remains one of the world's best kept secrets. WorldSkills must do more to highlight the contribution of skills, the effectiveness of skills standards, the importance of high quality teaching and learning, and the value of competitions to help all countries and regions, employers, and individuals understand the value of VET for opportunity and growth. Utilizing the latest and most effective media channels matched to key target audiences, WorldSkills and its Members should strive to become the leading voice for skills and VET at the global, regional, and national levels.

### STRATEGIC AIMS

- 1. For industry**  
To become a Global Partner of choice for all key Industries in setting, demonstrating, and promoting up-to-date standards of excellence in the skills required for industrial performance, economic success, and individual opportunity.
- 2. For politicians and policy makers**  
To develop, over the next four competition cycles, the biennial WorldSkills Competitions into the premier international skills event, an international congress of skills excellence, that becomes recognized as the "Davos of skills".
- 3. For young people**  
To build WorldSkills and its Members into the leading voices to young people on skills and careers, utilizing Champions and Competitors reaching out through social media, to transform youth attitudes to skills.
- 4. For VET practitioners**  
To become the standard setting and development partner of choice on the content, delivery and assessment of today's and tomorrow's priority industrial skills.
- 5. For WorldSkills Members**  
To be an excellent and high performing professional body committed to the continuous improvement and success of all its Members, learning from each other, leading change, and excelling in innovation.

### KEY OUTCOMES FOR 2025

By 2025, WorldSkills will have achieved the following outcomes in Promoting Skills:

- WorldSkills will be the first partner of choice for international industry on skills standards and skills development;
- WorldSkills will be widely acknowledged as the leading international influencer of young people's skills and career choices; and
- Member satisfaction levels with WorldSkills will be at an all-time high.

# MEMBERSHIP, GOVERNANCE, AND LEADERSHIP

## CONTEXT

The Vision 2025 strategic aims and outcomes outlined above raise significant challenges relating to the current membership model of WorldSkills, the relationships between Members themselves and with WorldSkills International, the governance of the evolving WorldSkills movement, its leadership and management over time, and the financial implications of these wider ambitions.

What sort of organization can deliver this new strategic direction? How do Members engage with and direct organizational change? How do they use WorldSkills to change themselves? To what extent do current governance and leadership arrangements make this possible? How can these ambitions be funded?

This section sets out the actions WorldSkills will take over the period to 2025 to address these issues and progress the strategy.

## A. MEMBERSHIP

WorldSkills Members bring different backgrounds, experiences, and expectations. Whilst existing members are primarily focused on assessing and demonstrating excellence, the principal motivation driving new Members to join the WorldSkills movement is to improve and develop the quality of their national VET systems through the competition framework and the experience of other Members.

The significant growth in membership over the last ten years has highlighted major differences in standards in different systems, and led to major variations in Competitor performance between Members. WorldSkills must seek to help new and developing members gain the best experience from their membership whilst protecting and enhancing its organizational commitment to innovation and excellence.

### STRATEGIC ACTION 1

By 2020, WorldSkills will have completed a comprehensive review of Membership conditions, requirements, and privileges to serve the strategic aims above, including consideration of, but not limited to:

- New requirements for, and a more progressive approach to, entry to membership over the first two to three Competition cycles;
- Differentiating membership by experience, by competition performance levels, by Member's levels of involvement in the six focus areas, or by other means;
- Whether and how membership conditions, responsibilities, and privileges (including fees and voting rights) vary by category of membership; and
- Development of a clear system of mutual accountability between the WorldSkills and its Members.

## B. BOARD AND COMMITTEE STRUCTURES, AND REGIONAL ORGANIZATIONS

Successful delivery of Vision 2025 will depend on strong governance through its Board, its committees, and from effective Member engagement. The wider reach and ambition of this strategy will place significantly greater demands on governance, direction, and oversight, from both elected Board members and from Members.

Are the current Board membership and election arrangements still fit for purpose under this new strategy? Are the current Committee arrangements still appropriate for the oversight of all six of the focus areas? Achievement of many of the new strategic aims would be significantly enhanced by the active engagement of individual

Members, and from mutual collaboration through stronger and more effective regional organizations. Yet regional structures are highly variable in capability and effectiveness.

## **STRATEGIC ACTION 2**

By 2019, WorldSkills will have completed a comprehensive review of governance, Board, committee responsibilities, and regional arrangements, including consideration of, but not limited to:

- The roles and responsibilities of the Board and Board members for strategic governance and oversight of WorldSkills;
- The structure, responsibilities, and membership of committees to help drive progress in the six focus areas;
- The contribution, structure, and remit of regional approaches for the delivery of Vision 2025; and
- The need for, and suitability of existing, mechanisms to manage finance, audit, risk, and the wider engagement of WorldSkills with the international community, including the potential use of professional advisers and non-executive directors.

## **C. LEADERSHIP AND MANAGEMENT**

WorldSkills current leadership and management has an exceptional track record for excellence, capability, commitment and delivery of WorldSkills work programmes, and has justifiably earned the admiration and respect of both Members and the myriad of external organizations with whom WorldSkills already works. But already, workloads at peak times can place unreasonable demands upon the existing executive team.

Vision 2025, and particularly the expansion of the non-competition focus areas, will grow the required workload substantially beyond anything that can reasonably be expected of the existing leadership and management team, and WorldSkills must respond to this challenge rapidly if this new strategy is to be achieved.

## **STRATEGIC ACTION 3**

By 2019, and in parallel with the governance review, WorldSkills will have completed a leadership and management review, including consideration of but not limited to:

- The design, responsibilities and organization of the leadership and management team required to deliver Vision 2025;
- The potential appointment, under the CEO, of directors for all, some, or combinations of, the six focus areas
- Strategic development programmes for all senior staff to help ensure the effective operation of new leadership and management arrangements; and
- The potential to tap into greater expertise, innovation, and talent from Members, regional organizations, partners, sponsors, and international agencies.

## **D. RELATIONSHIPS WITH THE EXTERNAL ENVIRONMENT**

WorldSkills will be able to make best progress on a number for the strategic aims under the non-competition focus areas (particularly in relation to Research and International Development) by working in collaboration with external partners, agencies, and specialists. As WorldSkills expands its work in Research, Education and Training, and Career Building, we will be increasingly drawn into joining or creating consultative or advisory structures and networks to maintain relationships, encourage engagement and widen communication.

Many of these partnerships will be informal or loosely structured, but in some cases, especially those involving funding, major collaborative work programmes will require more formal and even contractual arrangements. Collaborative partnership arrangements like these typically require shared formal coordination mechanisms for oversight, work allocation, progress monitoring, and evaluation, and potentially impact on governance and risk for WorldSkills.

#### **STRATEGIC ACTION 4**

As Vision 2025 develops, WorldSkills will explore the value of informal and formal structures to help coordinate its partnership and collaborative programmes, and in particular will consider the establishment of

- A research advisory committee, drawn from the wider world of respected VET research organizations, to help shape and guide its work in Research;
- An international development coordinating group – involving the key development organizations, especially UNESCO, UNIDO, ILO, World Bank, and the EU;
- A (wider) communications advisory group, drawing in specialists in communication, press relations and social media, to help spread and increase the reach and effectiveness of our work in Promoting Skills; and
- An education and careers advisory network of national and industry careers bodies, to help achieve the strategic aims in those two focus areas.

## **E. FINANCE**

Vision 2025 is an ambitious strategy designed to transform WorldSkills visibility and impact on the global stage, and to provide increasing opportunity for existing and new Members to collaborate and learn from each other.

WorldSkills and its Members are committed to delivering the strategy to the fullest extent possible, but fully recognize that it must always act within the scope of its available resources. WorldSkills must therefore seek to identify new sources of income, maximize access to grants and investment, utilize its resources to maximum efficiency and be innovative in both fund raising and delivery.

#### **STRATEGIC ACTION 5**

WorldSkills will launch from 2017 a fundamental review of its financial model to help achieve Vision 2025, including a review of:

- Membership models and fee levels;
- Greater access to grants and support from external foundations, development agencies, and similar organizations;
- New charged-for services to generate “commercial” income streams for WorldSkills; and
- Ways of working that can reduce “internal” costs and thus make more resources available for impact on the new strategic aims.



## GENERAL INFORMATION AND IMPACT

### SCOPE

WorldSkills showcases the value of skills and improves the recognition of skilled professionals worldwide. Skills are the foundation of modern life. Everything, from the homes we live in to the societies we create, are the result of the work of skilled professionals. These skilled professionals and the training systems they represent are the driving force behind successful careers, companies, thriving industries, and economies.

In a global economy such success is derived from social and economic sustainable development. The WorldSkills contribution is responsible action within six key areas of Research, Promoting Skills, Career Building, Education and Training, International Cooperation and Development, and Skills Competitions.

WorldSkills recognizes and upholds the special responsibility that Members, officers, officials, and partners must undertake in acting as role models for the students and young professionals we influence who come from many different cultural, social, and economic backgrounds. When becoming a Member, a partner, or entering into a cooperation with WorldSkills, all persons and organizations are expected to honour and practise the living values and policies that are collectively referred to as the WorldSkills Code of Ethics and Conduct.

- The Code of Ethics describes WorldSkills values and ethical foundations.
- The Code of Conduct describes how ethical behaviour is promoted and implemented in the everyday work of the organization.
- This code applies to all of the operations of WorldSkills, including internal and external dealings with colleagues, Members, and stakeholders, and sets out the minimum standards of behaviour expected by WorldSkills for any person who represents WorldSkills or the WorldSkills brand or appears to represent WorldSkills by association in any capacity.
- The work of WorldSkills occurs in six key areas each of which have specific action plans and timelines.

### IMPACT

When creating new documents, policies, procedures, or rules, including Competition Rules, developers must refer to this Code of Ethics and Conduct to ensure philosophical and operational compliance with all the standards herein.

### VISION

To Improve our world with the power of skills.

### MISSION

To raise the profile and recognition of skilled people, and show how important skills are in achieving economic growth and personal success.

### POSITION

The global hub for skills excellence and development.

## CODE OF ETHICS

WorldSkills values, ethical foundation, and to whom it is applicable.

### VALUES AND ETHICAL FOUNDATIONS

The core values of WorldSkills are excellence, fairness, innovation, integrity, partnership and transparency.

With over 65 years of history, WorldSkills, through its core business of competitions, has promoted excellence through a value driven performance culture to promote skills development and high standards of performance as achievement goals for all members of society. Consequently, such standards are now minimal expectations for all persons who support or represent the WorldSkills brand and identity.

### SCOPE

This code applies to all of the operations of WorldSkills, including internal and external dealings with colleagues, Members, and stakeholders, and sets out the minimum standards of behaviour expected by WorldSkills for any person who represents WorldSkills or the WorldSkills brand or appears to represent WorldSkills by association in any capacity. In general, this means any person who may be legitimately accredited to attend a WorldSkills General Assembly or Competition and includes, but is not limited to, the Board of Directors, Member delegates, Official Observers, Observers, sponsor and partner representatives, representatives of the WorldSkills Champions Trust, Experts, Team Leaders, Interpreters, trainers, Competitors, sponsors, partners, volunteers, Secretariat and extended Secretariat, Competition Organizers, members of bidding delegations, and trustees of the WorldSkills Foundation.

### COMMITMENT TO HUMAN RIGHTS

WorldSkills expects its Members and partners to respect the behaviours described in the following:

- Universal Declaration of Human Rights  
[www.un.org/en/universal-declaration-human-rights/](http://www.un.org/en/universal-declaration-human-rights/)
- The International Covenant on Civil and Political Rights  
[www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx)
- The International Covenant on Economic, Social and Cultural Rights  
[www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx)
- The ILO Declaration on Fundamental Principles and Rights at Work  
[www.ilo.org/declaration/thedeclaration/lang--en/](http://www.ilo.org/declaration/thedeclaration/lang--en/)
- The UN 2030 Agenda for Sustainable Development Goals  
<http://undocs.org/A/RES/70/1>
- The UN Women HeForShe campaign  
[www.heforshe.org/](http://www.heforshe.org/)



## **ENVIRONMENT**

A sustainable and healthy environment is critical for all human life. WorldSkills is committed to reducing environmental impact in all our conduct and operations and will integrate environmental values in our processes and relations when working in the six focus areas with Members and partners.

## **MEMBER OF THE GLOBAL COMMUNITY**

WorldSkills acknowledges that it is a member of an evolving global community and accepts its responsibilities with diligence and aforethought, but recognizes that it can only be accountable for areas over which it has total control. WorldSkills will strive to associate and partner with other organizations which embrace similar values and high standards, and will endeavour to influence others in all areas in which it operates.

## CODE OF CONDUCT

How we will promote and implement ethical behaviour in the organization's every day work.

### INTRODUCTION

This Code of Conduct provides firm descriptions of ethical behaviour for our global movement, taking into account the cultural, social, and economic diversity of the WorldSkills community.

### SCOPE

This code applies to all persons who represent WorldSkills or the WorldSkills brand or appears to represent WorldSkills by association in any capacity. It serves as a guide to the Board of Directors, Secretariat, Member representatives and staff in their day-to-day work, interactions, and decision making. All persons representing the brand and the movement must be committed to uphold the highest standards of integrity and accountability, to act according to the core values and ethical principles of WorldSkills and to promote and advocate for these values and principles. Members and their representatives must be aware that they have a special role to play in promoting the movement and its ideals to all stakeholders.

The code's value to the WorldSkills movement lies in its ability to create and guide an enhancing environment in which to grow a culture of integrity, transparency, fairness, partnership, and innovation.

### ETHICAL PRINCIPLES OF THE ORGANIZATION

As a membership organization, we will work co-operatively with all individuals, countries and regions, with for profit and not for profit corporations and organizations, and with governments and international bodies, subject only to the policies and priorities set by our governing bodies. Further:

- We undertake to be open, honest, and accountable in our relationships with everyone with whom we work and with each other.
- We will perform our duties honestly, faithfully, and efficiently, respecting the human, professional and privacy rights of our Members and of our colleagues.
- We will be politically non-partisan and non-sectarian in our work.
- We will resolve conflicts in a transparent, constructive manner while respecting the human, professional, and privacy rights of those affected and disclose details only where it is in the interest of the global movement.
- We will not tolerate harassment or sexual harassment in any of our activities.
- We will only accept funding that does not compromise our ability to address issues freely, thoroughly, objectively, and in the best interests of the brand.
- We will not tolerate bribery and corruption in any form. We will promote a value driven performance culture to cultivate and sustain a legacy of trust in all those with whom we interact.
- We will consult actively with Members who are directly impacted by the development and implementation of new policy.
- We will maintain the highest standards of integrity when making commitments for a programme or service delivery.

## PRACTICAL GUIDELINES

### BASIC STANDARDS OF CONDUCT

WorldSkills recognizes that people in different roles often behave differently. The following descriptions are the basic standards of behaviour that will be role modelled by members of the Board of Directors, members of the Secretariat, and accredited personnel. They may be translated by all other persons who represent WorldSkills or the WorldSkills brand into their WorldSkills role and circumstances and act as a guide for their own behaviour in similar situations. Members, stakeholders and partners are encouraged to use these standards of conduct to inform their own circumstances.

### BOARD OF DIRECTORS AND CEO

Members of the Board of Directors and the CEO subscribe to the seven principles of public life, as they were defined by the Committee for Standards in Public Life<sup>1</sup>. The language has been adapted for WorldSkills purposes and are as follows:

1. **Selflessness**  
Members of the Board of Directors and the CEO will at all times act solely in terms of the interest of the WorldSkills brand and will not do anything in order to gain financial or other benefits for themselves, their family, or their friends.
2. **Integrity**  
Members of the Board of Directors and the CEO will not place themselves under any financial or other obligation to outside individuals or organizations that might seek to influence them in the performance of their official duties.
3. **Objectivity**  
Members of the Board of Directors and the CEO will make choices based on merit when conducting WorldSkills business, including making appointments, awarding contracts, and recommending individuals for rewards and benefits.
4. **Accountability**  
Members of the Board of Directors and the CEO are accountable for their decisions and actions to Members and stakeholders and will submit themselves to whatever scrutiny is appropriate to their office.
5. **Openness**  
Members of the Board of Directors and the CEO will be as open as possible about all the decisions and actions that they take. Reasons for decisions will normally be disclosed unless individual, Member, or stakeholder integrity or privacy could be compromised.
6. **Honesty**  
Members of the Board of Directors and the CEO will declare any private interests relating to their WorldSkills duties and will take steps to resolve any consequential conflicts in a way that protects the WorldSkills brand.
7. **Leadership**  
Members of the Board of Directors and the CEO will promote and support these principles by leadership and example.

### SECRETARIAT

- Members of the Secretariat will treat each other and those with whom they work with respect and consideration, being sensitive to the diversity of WorldSkills, including differences in cultural background, including gender, region, religion, disability, family status, and sexual orientation.
- Members of the Secretariat will communicate and consult with each other openly and collegially and in a manner that assists them to fulfil their duties and responsibilities faithfully and efficiently.

<sup>1</sup> known as the Nolan Principles: [www.gov.uk/government/publications/the-7-principles-of-public-life](http://www.gov.uk/government/publications/the-7-principles-of-public-life)

- Members of the Secretariat will respect the privacy and private lives of their colleagues when dealing with personal information.
- WorldSkills undertakes to ensure adequate consultation with any Secretariat member before making any decision which may impact that Secretariat member.

#### **ACCREDITED PERSONNEL**

WorldSkills recognizes that persons appointed to WorldSkills positions are selected by the Member primarily for their national responsibilities and team performance at a WorldSkills Competition. However, these persons must also fulfil responsibilities to WorldSkills by ensuring that the preparation and delivery of the skills competitions are carried out according to the Competition Rules and the Code of Ethics and Conduct which encompasses a duty of honesty, integrity, and care to every Competitor and their fellow accredited personnel – as symbolized by the Oaths.

Consequently, any appointed or accredited person who attempts by any means to influence or advantage the outcome in any competition by a breach of the Code of Ethics and Conduct or the Rules brings disrepute not only to themselves but to their team, their Member country/region and WorldSkills. The consequences of such behaviour may therefore have a serious impact on their participation and participation of the Member both currently and in the future. (Refer to Consequences, Sanctions, and Penalties).

## **OTHER ELEMENTS OF CONDUCT**

#### **COMPLIANCE WITH LAW**

WorldSkills will comply with the laws and regulations applicable wherever it holds its activities and ensure staff have appropriate training to minimize potential legal risk.

#### **BUSINESS INTEGRITY**

WorldSkills strives to be a good corporate citizen and to fulfil its responsibilities to the societies and communities in which it operates.

#### **FINANCIAL INDEPENDENCE**

WorldSkills will not accept funds that might impair the independence or reputation of the organization to pursue its mission. To this end, WorldSkills will:

- accept resources only from donors who share WorldSkills objectives and values;
- seek a balanced distribution between resources obtained from the public sector, private sector, foundations and charities, and contributions from individuals;
- seek a multitude of donors in any of the aforementioned categories; and
- not accept resources granted under a condition or structured such that WorldSkills refrains from independent action, pursues activities inconsistent with its mission, or refrains from pursuing activities consistent with its mission.

#### **HOSPITALITY, GIFTS, CULTURAL INTEGRITY, AND ANTI-CORRUPTION**

- WorldSkills recognizes that the terms hosting and hospitality mean different things and are used differently in many cultures. When hosting an event which is inclusive of receptions and meals WorldSkills respects the culture of the host but encourages planning with economical prudence and modesty.
- WorldSkills recognizes and applauds excellence in the performing arts as it mirrors the excellence we embrace in our own events and the effort of that achievement matches with the culture of hard work that we strive to cultivate. We promote the planning of such displays that highlights the talent and achievement of the performers rather than lavish or extravagant treatment of the audience.
- Similarly, WorldSkills recognizes that in many Member cultures the giving and receiving of gifts is an important aspect of establishing relationships and demonstrating respect for another party. Consequently,

WorldSkills will allow this practice providing the gift exchanges takes place during a personal exchange between individuals and is both modest in nature and reflective of the culture of the giver, e.g. the exchange of tokens of professional friendship between Experts in a workshop.

- The mass provision of gifts to large groups or meeting participants is actively discouraged.
- The provision of expensive gifts, lavish hospitality, meals, travel vouchers or promises, or accommodation which are designed, or may be perceived as, attempts to gain favour or influence decision making are expressly prohibited in all circumstances.
- WorldSkills requires integrity and fair practices in all aspects of its own activities through compliance with all elements of this Code of Ethics and Conduct and expects the same standards of those with whom we have relationships.
- WorldSkills does not tolerate corruption and prohibits bribery in any form, whether actual or perceived.

### **RISK MANAGEMENT AND DATA PROTECTION**

- WorldSkills will implement risk management strategies for all areas of operations and implement procedures to protect and uphold brand integrity and reputation.
- WorldSkills will establish its own standards of data integrity and comply with the relevant principles governing data protection in each country in which it holds activities.

## **CONSEQUENCES, SANCTIONS, AND PENALTIES**

A deliberate, premeditated or blatant breach of the standards of behaviour set forth herein by a WorldSkills representative may be subject to the imposition of a range of sanctions or penalties.

The Board of Directors, either directly or through its officials is authorized to determine the:

- sanction or penalty to be applied,
- the effective date or dates for the sanction or penalty, and
- the duration for the sanction or penalty.

In all cases officials will make judgements on the basis of "irrefutable evidence" and will be guided by these ethical principles and the principle(s) of natural justice and at all times strive to balance collective responsibility with individual justice.

There are of many and various kinds of sanctions or penalties that could be applied in any given situation. The range may include but is not restricted to

- a verbal or written reprimand,
- suspension of participation in a Competition, event or General Assembly,
- exclusion from a Competition, event or General Assembly,
- withdrawal of all or selective membership privileges,
- removal from a bidding process, or
- in extreme cases, a recommendation to the General Assembly for Member expulsion. (Reference: Constitution 4.6).

The Board of Directors may establish and delegate its authority for penalties or sanctions to an Ethics Committee or similarly named committee and determine the scope of that committee's authority along with its power to recommend.

### **CURRENT JURISDICTIONS**

(Alleged) breaches of the Rules associated with skills competitions are dealt with in the Competitions Committee.

(Alleged) breaches of the Code of Ethics and Conduct at the Competition related to skills competitions that are not covered by the Rules are dealt with by a Hearings Committee.



(Alleged) breaches of the Code of Ethics and Conduct (including at the Competition but not related to skills competitions) are dealt with by the Board and/or an Ethics Committee.

## **AMENDMENTS**

This document will be reviewed by the Board of Directors prior to each General Assembly to ensure currency and relevance. Recommended changes will be submitted to the General Assembly for ratification.

# THOUGHT PAPER: IMPLEMENTATION OF THE CODE OF ETHICS AND CONDUCT AND RELATED PENALTY SYSTEM

## ABOUT THIS PAPER

At the General Assembly meeting in 2015, WSI committed to reviewing and improving its Code of Ethics. This has been done and the new Code of Ethics and Conduct (CoEC) will be presented to the General Assembly in item 11.

The Board believes this is a major improvement over our previous version as it is more comprehensive and provides a much stronger, robust, and value-based code for WorldSkills.

A lot of research and work has gone into this new Code of Ethics and Conduct and therefore we have not planned to spend time at the GA trying to improve it. (Of course, any feedback and suggestions are welcome – we are referring to the best use of our limited time). The more important discussion for Members is how do we implement the CoEC and make judgements and decisions on alleged breaches of the code. An essential part of this discussion is what penalties should be applied for what breaches, and to whom should those penalties be applied.

## STRATEGY COMMITTEE WORKING GROUP

The Code of Ethics and Conduct is provided in the supporting documents for the GA and SC and will be presented to the General Assembly in item 11 on Monday, 3 October. It will be proposed for adoption at item 22.

The Strategy Committee will discuss and make recommendations on the implementation of the Code of Ethics and Conduct and the associated penalty system for breaches. This will be presented to the Strategy Committee at item 20 in the plenary session, and discussed in the Strategy Committee working groups in item 22.

The Strategy Committee will then make recommendations to the Board and the General Assembly on a proposed penalty system and how WorldSkills will monitor, manage, and enforce the Code of Ethics and Conduct.

## FOCUS AND OUTCOMES OF WORKING GROUP DISCUSSIONS

The current jurisdictions for dealing with alleged breaches of the code are on page 8 of the CoEC. These are:

- Alleged breaches of the Rules associated with skills competitions are dealt with in the Competitions Committee.
- Alleged breaches of the Code of Ethics and Conduct at the Competition related to skills competitions that are not covered by the Rules are dealt with by a Hearings Committee.
- Alleged breaches of the Code of Ethics and Conduct (including at the Competition but not related to skills competitions) are dealt with by the Board and/or an Ethics Committee.

The Strategy Committee will focus on all aspects associated with these jurisdictions.

In order to stimulate the discussions, we have provided realistic scenarios along with a list of considerations.

The expected outcome from the Strategy Committee working groups are recommendations on a proposed penalty system and how WorldSkills will monitor, manage and enforce the Code of Ethics and Conduct.

## CONSIDERATIONS

1. What process should be followed to register an alleged breach?
2. Is it a breach? Can you prove the breach? Is it important to prove the breach?
3. Who is the accuser, who is the accused?
4. Who decides if there was a breach or not?
5. Who determines the penalty? What penalty should be applied? How do you decide the severity of the penalty? What reference system should be used?
6. To whom should the penalty be applied? Should penalties be applied to individuals or to the Member or both? How do you decide which one?
7. When should the penalty be applied?
8. What communications should be provided to Members, media, and the accused and accuser?
9. Should there be an appeal process if either party is not satisfied with the decision?
10. Do the proposed penalties fit within our values?

## SCENARIOS

### COMPULSORY DISCUSSION

The Competitions Working Group has made a recommendation to the Competitions Committee for GA2016 that, if there is a breach of the Competition Rules and/or skill-specific rules by an Expert, or a Competitor, or an Interpreter, then the penalty will be applied to each of the accredited personnel in that skill competition from that same Member – they are treated as one entity. (Refer CC supporting documents).

In other words, if the Expert from Member XX is guilty of breaching the rules, then the Competitor and Interpreter (if appointed) from Member XX will also receive a penalty. For example, an Expert tries to bribe another Expert to mark favourably. This means that the Expert would be removed from the competition and so would the Competitor and Interpreter.

The rationale is that the more severe the penalty is, the less chance for unprofessional behaviour by an E, C, or I. The goal is to avoid breaches of the Rules.

Does the Strategy Committee support this? Does this proposed rule and associated application of penalty fit within our values? Should innocent people have reputational damage for life? Has our principle of natural justice been applied?

The Strategy Committee Management Team offers a counter proposal to achieve the same goal but with only the individual who commits the breach being penalized and anyone who is not guilty is unpunished. This embodies our values and is our current system.

This counter proposal includes the addition of a severe penalty to the Member organization of the guilty individual. This emphasizes the responsibility of the Member to ensure their accredited personnel act according to our Code of Ethics and Conduct and our Rules. The penalty to the Member could include no participation in that skill competition at the next Competition and a financial penalty. This is a more severe penalty to achieve



the objective to deter as the Member suffers the reputational damage and we only apply penalties to persons who are guilty.

Within the Strategy Committee Working Group discuss and make a recommendation.

## OPTIONAL DISCUSSIONS

### BIDDING AND ELECTIONS

1. A bidding Member for the WSC visits Member countries and regions chasing support for their bid. As a thank-you for their time they provide personal gifts of significant value.
2. A bidding Member for the WSC offers to pay the Annual Fee for another Member who is currently inactive.
3. A bidding Member for the WSC proposes international collaboration projects involving knowledge transfer and development of skills with another Member.
4. Before the vote, a bidding Member for the WSC makes promises in its bid that are found to be inaccurate and not possible to achieve.
5. After the vote, the Member who wins the vote to host the WSC had made promises in its bid that are found to be inaccurate and not possible to achieve when the Secretariat starts working with them.
6. A Delegate who has nominated for a Board position, invites other Delegates to participate in a study tour to their country/region.
7. A bidding Member removes all the marketing material from another bidding Member from the Members post boxes ("pigeon holes" at the Competition).
8. A bidding Member is denied permission to do certain marketing activities and then proceeds to do them anyway.
9. A bidding Member does marketing activities in the candidate city of a competing bidding Member.
10. A bidding Member initiates a negative marketing campaign against a competing bidding Member.

### ORGANIZATION

1. A Delegate arrives at a General Assembly or other meeting under the influence of alcohol or drugs.
2. A person who is accredited to the Competition as part of a Member organization posts derogatory comments about
  - a Competitor,
  - an Expert, or
  - a Sponsoron social media sites.
3. A Secretariat member supports a Member's national skills competition and is offered a cash payment for their contribution.
4. A Delegate, or an Expert from another Member, supports a Member's national skills competition and is offered a cash payment for their contribution.

### SKILLS COMPETITIONS

1. An Expert offers another Expert a gift of significant value in return for favourable marking of their Competitor.
2. A Workshop Manager modifies the Test Projects of some Competitors at night.
3. A sanction is applied to a Member and the Official Delegate heavily criticizes WorldSkills in their national newspaper (picked up by the Secretariat in its global news monitoring).
4. An Expert deliberately enters incorrect marks into the CIS.
5. A non-accredited person outside the workshop spends a long time videoing a Competitor in the workshop.
6. An Expert utters threats or intimidates another Expert after being accused of cheating.



## NEW MEMBER AND NEW DELEGATES – UPDATED MEMBERSHIP CRITERIA

### PROPOSALS

1. Updated criteria for membership of WorldSkills – refer to proposed updates to Standing Orders 6.2, paragraphs 6.2.1 to 6.2.9 (on next page).
2. When an existing Member changes a Delegate, the new Delegate may be required to undertake the Delegate training programme (which is the same training done by new Delegates of new Members). Refer to proposed update to Standing Orders 6.2 paragraph 6.2.9 (on next page).

### BACKGROUND AND RATIONALE

The overarching aim is to ensure high quality skills competitions and active participation by all Members is required to do this.

1. These updated criteria clarify that there is a difference between the orientation visit and the training programme for an applying Member. They also ensure that the WorldSkills brand is adopted and implemented. This links to implementation of the brand strategy ratified at GA2014.
2. Sometimes new Delegates from existing Members do not have the skills, knowledge, and experience and therefore should do the Delegate training programme.

### NOTES:

The attached document <PROC6001\_New\_Members\_new\_delegates\_process\_sequence> provides the process, sequence, checklist and details for new Members joining WorldSkills and for new Delegates for an existing Members.

### UPDATES TO OFFICIAL DOCUMENTS

The Standing Orders will be updated accordingly if this policy is ratified by the General Assembly at GA2016.

## STANDING ORDERS – CRITERIA FOR MEMBERSHIP

(updates to Standing Orders to be ratified at GA2016 shown in track-changes)

### 6.2 CRITERIA FOR MEMBERSHIP (V3.6.1)

- 6.2.1 A prerequisite for membership and associate membership is acceptance of the Constitution, the Standing Orders, Code of Ethics and Conduct, and the Competition Rules.
- 6.2.2 Only one representative body per country/region will be recognized as a Member or Associate Member.
- 6.2.3 Applications for membership and associate membership must be made in writing and addressed to the Secretariat and be signed by the applying body's official representatives. The application must include:
- guarantee of payment of the Admission Fee (for Members) or Annual Fee (for Associate Members),
  - signed copies indicating acceptance of the Constitution, the Standing Orders, Code of Ethics, and Conduct, Competition Rules, and the roles and responsibilities of the Official Delegate and Technical Delegate,
  - acceptance of hosting a formal orientation visit and training programme (two different meetings at different stages of the membership sequence) by a Board member or the CEO. All costs are to be borne by the applying Member.
  - extensive information on the country/region's vocational education and training system and the body's position within this system,
  - names, positions and full contact details of the proposed Official and Technical Delegates,
  - details of the country/ region's flag to be used at WorldSkills events and on the WorldSkills website, and
  - acceptance of the creation of "WorldSkills XX" (where XX is the applicant Member's country/region) upon approval of Membership. This organization would become the Member organization to WorldSkills incorporating all the key stakeholders of VET in the country/region. The new Member must adopt the WorldSkills brand with immediate implementation.
- 6.2.4 The formal ~~training and orientation~~orientation visit and training programme ~~is-are~~ to ensure the applying Member is aware of its responsibilities and opportunities. ~~It includes~~They include training for the Official Delegate and Technical Delegate to assist with their selection and fulfilment of their roles and responsibilities with WorldSkills.
- 6.2.5 When an application is approved by the Board of Directors, the admission must be ratified at the next General Assembly meeting, and the new Member or Associate Member will have the opportunity of briefly presenting themselves and the vocational education and training system they represent.
- 6.2.6 Each new Member must pay an Admission Fee of EUR 30,000 (in 2016) which includes the Member's Annual Fee during the calendar year of admission. This amount must be transferred to the Secretariat four weeks after admission by the Board of Directors. In the event that a ratification does not take place, the Admission Fee will be refunded.
- 6.2.7 Admission by the General Assembly is confirmed by means of a Membership Certificate.
- 6.2.8 Associate Members will be given a good insight into the activities of WorldSkills International and gain experience that will help them to achieve full membership. Associate Members will pay an Annual Fee of EUR 3,200 (in 2016) - to be credited towards their full membership Admission Fee, to a maximum of EUR 9,600. This amount must be transferred to the Secretariat four weeks after admission by the Board of Directors. In the event that a ratification does not take place, the Annual Fee will be refunded.
- 6.2.9 When a Member changes their Official Delegate or Technical Delegate, their official notification letter must include signed copies indicating acceptance by the new Delegate of their roles and responsibilities. The Board may require the new Delegate to attend a formal ~~orientation and~~-training

programme (all costs borne by the Member). Non-completion of the training programme may affect a Member's participation at the WorldSkills Competition.

# NEW MEMBERS AND NEW DELEGATES

## NEW MEMBER PROCESS

To become a Member of WorldSkills International, an application must be submitted in writing, on the applicant body's official letterhead, addressed to the WorldSkills Chief Executive Officer and signed by the body's official representatives. (See sample application documents A, B, C, D, E, F, and G)

The application must include:

- A detailed description of the applicant body's position within the country/region's vocational education and training system (Sample A).
- A letter of support from the Ministry that is responsible for vocational education and training in the country/region (Sample B). Note this must be on official letterhead, in English and signed by the relevant Minister.

(Members of WorldSkills are agencies or bodies that have responsibility for promoting vocational education and training in their respective country/region. An "agency representing a training system" can be an NGO that is established with the purpose of being the Member organization of WorldSkills International. In such an instance, there would need to be evidence that the NGO has the support of the key stakeholders of that country/region's training system (e.g. government and industry). Therefore, we require an official letter from the relevant ministry, on official letterhead in English, confirming that they appoint the applicant body as the official Member of WorldSkills International).

- The names, positions, and contact addresses of the proposed Official and Technical Delegates to WorldSkills (Sample C).
- A letter confirming the hosting of an orientation visit and a training programme (two different meetings at different stages of the membership sequence) by WorldSkills with all costs borne by the applicant body (Sample D).
- A guarantee of payment of the Admission Fee within 28 days of written acceptance of the application. In case of associate membership, there is no Admission Fee, just the Annual Fee (Sample D).
- A letter confirming the creation or commitment to create "WorldSkills XX" (where XX is the applicant Member's country/region) upon approval of Membership. This organization would become the Member organization to WorldSkills International incorporating all the key stakeholders of VET in the country/region. The new Member must register the WorldSkills trademark in that country/region and adopt the WorldSkills brand with immediate implementation. WorldSkills will provide an official logo set and assist with the development of a customised brand (Sample D).
- An additional letter confirming the registration of the WorldSkills trademark in that country/region as per the conditions in sample document E.
- Signed copies of the:
  - Constitution,
  - Standing Orders,
  - Code of Ethics and Conduct,
  - Competition Rules, and
  - Roles and Responsibilities of the Official Delegate and Technical Delegate.

These documents can be downloaded from our Official Documents page:

[www.worldskills.org/officialdocuments](http://www.worldskills.org/officialdocuments) (Sample F)

- Details of the country/region's flag to be used at WorldSkills events and on the WorldSkills website (Sample G).

## NEW MEMBER SEQUENCE

The following is the sequence of key activities leading to Membership of WorldSkills International.

1. A representative from a country/ region that is interested in joining WorldSkills contacts the Secretariat (Member Services) and is given help and advice regarding becoming a Member (Full or Associate).
2. During the application process, and prior to the submission of the complete application for membership, the applicant body will host an orientation visit by the President or CEO of WorldSkills International in order to discuss membership with representatives (including Government) of the applicant's country/region, advising on membership responsibilities and opportunities and explaining the roles and responsibilities of the Official and Technical Delegates. This visit will always be in the applicant's country/region and the costs of the visit will be met by the applicant.

These face-to-face meetings will:

- Ensure that the applying Member understands their responsibilities and opportunities of membership and ensuring that the applying Member selects the most appropriate Official and Technical Delegate.
  - Provide training and guidance on the roles and responsibilities of the new Official and Technical Delegate
  - Allow sharing of our knowledge and experience about optimizing Membership including how to structure national skills competitions, organizations, etc.
  - Provide a communications and marketing/PR opportunity for the applying Member with the opportunity to set-up meetings with key stakeholders from government, education and industry.
3. Following this visit the applicant may submit their complete application to WorldSkills confirming the Member organization, and nominating their Official Delegate and Technical Delegate.
  4. The application will be reviewed by the CEO of WorldSkills International, and if it complies with all requirements including support for the Member Organization and nominated Official Delegate and Technical Delegate, the CEO will make a recommendation to the Board of Directors.
  5. The WorldSkills Board of Directors will consider the application and if approved, the applicant body will be accepted into Membership subject to completion of the required Official and Technical Delegates' training programme and ratification by the next General Assembly. At this time the applicant will be given its Membership number and certificate.
  6. The training of Official and Technical Delegates is mandatory and may be carried out in the applicant country/region, at a specially arranged training event or at another WorldSkills event. The cost of this training is to be borne by the applicant country/region.
  7. At the first General Assembly following this training programme being completed the membership will be ratified, together with the appointment of the nominated Official and Technical Delegates.
  8. The new Member will now have the opportunity to participate in all WorldSkills activities subject only to their membership status and any other criteria for participation specified by WorldSkills.

## PROGRESS CHECKLIST

MEMBER	WSI	TASK	
1	<input type="checkbox"/>	A representative from a country/region contacts the Secretariat (Member Services) and discusses membership and associated process.	
2	<input type="checkbox"/>	<input type="checkbox"/>	Applicant body hosts an orientation visit by the President or CEO of WorldSkills International to discuss membership and the roles and responsibilities of the Official and Technical Delegates.
3	<input type="checkbox"/>	Complete application submitted to WorldSkills.	
4		<input type="checkbox"/>	Application reviewed by CEO followed by recommendation to the Board of Directors.
5	<input type="checkbox"/>	Board of Directors approve membership subject to completion of the required Official and Technical Delegates' training programme and ratification by the next General Assembly.	
6	<input type="checkbox"/>	<input type="checkbox"/>	Training of Official Delegate and Technical Delegate completed.
7		<input type="checkbox"/>	Membership ratification at General Assembly.
8	<input type="checkbox"/>		Registration of trademark, development of Brand Book, implementation of Brand, confirmation to WorldSkills International re use of trademark in the country/region.  Official participation at WorldSkills events as Member.

# ORIENTATION VISIT AND DELEGATE TRAINING PROGRAMME

## NEW MEMBERS

For new Members, refer to Standing Orders 6.2.3 bullet point 3 and 6.2.4.

The orientation visit by the President or CEO of WorldSkills International must be made prior to the applicant body submitting their complete application for membership. This step is very important as one of the main objectives of the visit is to discuss and ensure the right organization is applying, to ensure a sustainable and strong Member and to ensure the correct selection of the Member's Official and Technical Delegates. These are critical outcomes from the orientation visit.

Experience has shown that the training of the Official and Technical Delegates is best done in two stages so this is now a requirement of membership. These stages are:

1. An orientation visit overview focussing on the selection of the right individuals to be Delegates, understanding the opportunities and responsibilities of membership of WorldSkills, the structuring and development of a national skills organization, the structuring and development of national skills competitions, WorldSkills Competition preparation, and an understanding of WorldSkills. This is done during the orientation visit by the President or CEO during the application process.
2. A training programme giving specific guidance on the roles and responsibilities of the Official and Technical Delegates once they have been selected and they have started fulfilling the requirements of their positions. This training is best done at a large national or regional competition or at a WorldSkills Competition (without the applying Member competing), or just prior to a WorldSkills event (e.g. just prior to a WorldSkills General Assembly or Competition Preparation Week). If this is not possible then this training can be done in the applicant body's country/region.

At the end of the training the Delegates will be required to sign both a copy of the relevant Delegates Guide and the Code of Ethics and Conduct, then they will be entered on a register of Delegates who have undertaken the required training, will be issued a certificate recognizing their participation in the required training.

As per the Standing Orders, the applicant Member is responsible for covering their own costs in regard to this training and the costs (business class airfare, visas, transfers, accommodation, and meals) of the WorldSkills trainer(s). WorldSkills does not charge for any consulting or time.

The training of Delegates will be carried out by the President, or the CEO, or a member of the Strategy Committee Management Team, or a member of the Competition Management Team, or any other individual approved by the Board as appropriate.

## REPLACEMENT DELEGATE(S) (FROM CURRENT MEMBERS)

For new Delegate(s) of current Members, refer to Standing Orders 6.2.9.

Providing the Member has completed the orientation programme (refer to part 1 of the section above), then training for a replacement Delegate is the same as that referred to in part 2 of the section above.

When a current Member advises the Secretariat of a change to their Official and/or Technical Delegate then the Member Services department will liaise with the WorldSkills President, the CEO, the Strategy Committee Management Team, and the Competition Management Team as to whether, depending on the skills, knowledge, and experience of the new Official or Technical Delegate, such training is required. Factors such as whether the proposed new Delegate has previously attended Competitions, and if so, how many and in what



capacity, whether the proposed new Technical Delegate has been a Technical Delegate Assistant, etc. will be taken into account. To assist this process, replacement Delegates are to complete a form that is available from the Secretariat.

This training is specific guidance focusing on the roles and responsibilities of an Official Delegate and Technical Delegate fulfilling the requirements of their position. This training is best done at a large National or Regional Competition or at a WorldSkills Competition, or just prior to a WorldSkills event (e.g. just prior to a WorldSkills General Assembly or Competition Preparation Week). If this is not possible then this training can be done in the Member's country/region. Please note the specific requirements of the Technical Delegate appointment as this may affect a Member's participation at the WorldSkills Competition.

At the end of the training the Delegate(s) will be required to sign both a copy of the relevant Delegates Guide and the Code of Ethics and Conduct, then they will be entered on a register of Delegates who have undertaken the required training, will be issued a certificate recognising their participation in the required training.

As per the Standing Orders, the Member is responsible for covering their own costs in regard to this training and the costs (business class airfare, visas, transfers, accommodation, and meals) of the WorldSkills trainer(s). WorldSkills does not charge for any consulting or time.

#### **DELEGATE(S) FROM INACTIVE MEMBERS "RE-JOINING" WORLDSKILLS**

When an inactive Member becomes active again, the criteria for new Members will apply. In other words, the Board and CEO will determine whether an orientation visit and/or a training programme will be required before the Member can officially participate in events.

# NEW MEMBER JOINING AND VOTING IN THE GENERAL ASSEMBLY

## PROPOSAL

New Members are not eligible to vote on any item at the General Assembly until they have participated\* in at least one General Assembly or a WorldSkills Competition (including the General Assembly meetings).

(\*this means OD and TD attending all sessions of all WorldSkills meetings i.e. CC, SC, GA plenary and working groups).

## BACKGROUND AND RATIONALE

Currently the ratification of a new Member occurs in the first session of the General Assembly at the first GA meeting after the Board has approved their admission.

In order to make intelligent and informed decisions on organizational matters, a Member needs to have participated fully in one set of GA meetings and gained other knowledge and experience over the (nominal) 12 months between their ratification and being able to vote.

For example, it is unrealistic for a new Member who has only just joined WorldSkills to be able to select a Competition host, a General Assembly host or a Board Member without having been in WorldSkills for at least 12 months and without having participated in one set of official meetings.

### NOTES:

WorldSkills will continue to ratify new Members at the first session of the GA so that new Members can participate (but not vote) from that moment on as a Member according to our statutes.

Update/s to our Constitution and Standing Orders. The following principle is for decision. It will be a proposal to the GA from the Board and not for discussion.

Eligible Members can vote, even if a replacement delegate is in attendance, provided the Member has undergone the orientation visit and delegate training programme as one of the criteria for Membership.

## UPDATES TO OFFICIAL DOCUMENTS

The Constitution and Standing Orders will be updated accordingly if this policy is ratified by the General Assembly at GA2016.

# CPW PARTICIPATION AS REQUIREMENT FOR WSC PARTICIPATION

## PROPOSAL

If a Member does not participate at the Competition Preparation Week (CPW), then their participation at the WorldSkills Competition will be limited to participation in three skills competitions. The final decision will be at the discretion of the Board after they have consulted the Competition Management Team and considered the Members' circumstances.

## BACKGROUND AND RATIONALE

The overarching aim is to ensure high quality skills competitions and active participation by all Members is required to do this.

It is critical that any Member who sends Competitors to the WorldSkills Competition participates<sup>1</sup> in the CPW to ensure that they can work with their Experts, Competitors, and Team Leaders to ensure a professional preparation. If Members do not participate in the CPW then there is too much time spent by the Secretariat, the Competition Organizer, the Competitions Committee, and fellow Delegates and Experts helping that Member. Members must commit to helping themselves first!

The Board discussed other penalties such as a financial penalty to cover costs of an additional personnel to cover the roles and responsibilities of the TD and no medals for the Competitors. It was agreed to limit the participation to three skills competitions for WSC2017 and review this policy after WSC2017.

The final decision should be at the discretion of the Board after they have consulted the Competition Management Team.

## UPDATES TO OFFICIAL DOCUMENTS

The Standing Orders and/or Competition Rules will be updated accordingly if this policy is ratified by the General Assembly at GA2016.

If a Member does not participate at the Competition Preparation Week, then their participation at the WorldSkills Competition will be limited to three skills competitions. The final decision should be at the discretion of the Board after they have consulted the Competition Management Team and considered the Members' circumstances.

---

<sup>1</sup> Participates, as a minimum, means attendance at all plenary and working groups sessions

## OPEN VOTING FOR HOST SELECTION

### PROPOSAL (FROM THE MEMBERSHIP)

The proposal is that the vote for the selection of the Host Member for the WorldSkills Competition be a public vote where the vote cast by each Member can be seen and by all.

If adopted by the GA, the first open vote would be for selection of the host of WorldSkills Competition 2021 to be conducted at WorldSkills Abu Dhabi 2017 and then all votes for future hosts of the General Assembly and WorldSkills Competition would be done by a public vote.

The Board member election and would remain as a secret ballot.

### BACKGROUND AND RATIONALE

Currently voting for Board members and future hosts of the General Assembly and WorldSkills Competition is conducted by secret ballot. All other voting is done by a show of hands "for", "against", or "abstention".

One of the bidding Members for WSC2019 strongly believes that voting for the hosts of the WorldSkills events should be open voting, because transparency is one of our values.

This is not a Board proposal as the Board believes there are risks associated with open voting of this nature. However, acknowledging the significant investment made by a bidding Member, the Board recognizes that, GA is the final authority for decisions of this nature and will let the Members decide. Consequently, a GA vote will be held on this proposal during GA2016.

### UPDATES TO OFFICIAL DOCUMENTS

The Standing Orders will be updated accordingly if this proposal is adopted at GA2016.



# CEO NSO WORKING GROUP TERMS OF REFERENCE

The terms of reference for the CEOs of the National Skills Organizations (CEO NSO) working group were established as follows:

## 1 MANDATE

The primary role of the working group will be to do the following.

- Share best practices amongst WS member organizations.
- Share relevant information.
- Develop new collaborative initiatives and tools.
- Raise points and issues for recommendation to the WorldSkills Board.

## 2 COMPOSITION AND MEMBERSHIP

- The working group will be made up of representatives (CEOs, Executives or Director General, Leads of Skills Organizations) from each WorldSkills Member. An invitation will be sent to all WorldSkills Members. The group wants someone present who has the authority to make decisions.

## 3 REPORTING RELATIONSHIPS, DECISION MAKING, AND ADVISORY CAPACITY

- The working group will be known as the CEO NSO Working Group.
- The CEOs and/or the working group would be part of the Strategy Committee working groups.
- Committee members can play an advisory role to the WorldSkills Board of Directors.
- Decisions will be reached by consensus.

## 4 FREQUENCY OF MEETINGS

- The frequency of meetings will be held at least one meeting annually face to face.
- Other meetings may be held via teleconference, videoconference, or face to face sessions as required.

## 5 SECRETARIAT, FEES, AND COSTS

- The secretarial function may be provided by the WorldSkills Secretariat.
- Meeting rooms and infrastructure support would be part of the WorldSkills meeting (arrangement with meeting host and WSI).
- Members and stakeholders will be responsible for the costs of travel, meals, and accommodation incurred to attend the working group meetings.



# IDEAS FOR FUTURE SKILLS COMPETITIONS

## INTRODUCTION

WorldSkills aims to position itself as the global hub of skills excellence. Therefore, the WorldSkills Competition should be the largest showcase and promotion of how important skills are, reflecting current and future skills demand and career opportunities, as well as our skills competitions. This document aims to stimulate the discussion about the integration of “future skills” or “future technologies” into the WorldSkills Competition and other events.

## BACKGROUND

After WorldSkills Leipzig 2013 and throughout the preparation for WorldSkills São Paulo 2015 a discussion started on revamping WorldSkills Competitions. The focus has been the introduction of new/future skill competitions, new technologies, as well as following current industry trends (Industry 4.0) and future (industry) needs in the vocational education and training sector. Some international stakeholders have noted in the past that certain skills competitions in WorldSkills are “outdated and/or old fashioned” and they have proposed that WorldSkills find a way of “including” innovations, trends, new technologies, and new skills to meet industry demands. The aim of WorldSkills is to further transition the WorldSkills Competition from a “competition only” (with currently ~50 skills competitions), into a “skills festival/event” that includes, among the current official skills, future skills, future trends, innovations, hands-on activities, digital information, etc. Thus, a “skills festival/event” where ~60% of the overall event are official skills competitions, and 40% are showcasing, presenting, explaining, future skills and trends and interactive engagements for the youth and visitors.

The WorldSkills Secretariat has had discussions with several international stakeholders (including: future Competition Organizers, Member countries and regions, and Global Partners) to gather ideas and thoughts on how to best include such new trends and new skills in different areas of the overall event. This paper summarizes these discussions. It also builds the basis for (further) ideas about how to approach and include these new skills and technologies, as well as the areas to start with and/or focus on.

## POTENTIAL IMPLEMENTATION OF “FUTURE SKILLS”

- Showcasing future skills in a dedicated space (“Future Skills Area”) at the event. In this area international brands, Global Partners, industry associations, chambers, etc. would showcase future trends in their industry sectors, informing the WorldSkills community about the future requirements of vocational occupations and professions in their business areas. By showcasing future skills, the WorldSkills community and visitors will see the latest innovations of international industry and get an insight into what is required in the (near) future. This will assist in an assessment of current national VET provision and if necessary help Members to adapt their VET environments. “Showcasing” can mean displaying, demonstrating, presenting, or explaining a new skill (or trend).
- Future skills as “Exhibition Skills”. Future skills and trends could also be showcased and included at the WorldSkills event by implementing them as “Exhibition Skills”. Here, the future skills would be treated in a similar way to official skills in WorldSkills, including the development of a Technical Description including a WorldSkills Standards Specification and completion of a Test Project and assessment, but not officially being recognized and awarded. As an example, Aquatronics was implemented as an “Exhibition Skill” in São Paulo to gain interest among Members before being taken to the next level as a “Demonstration Skill” for WSC2017. In parallel discussions, Members have started promoting the value and the importance of an “Aquatronics occupation/profession” in their own countries and regions. These Members have started to



work together with WorldSkills on the next steps of including Aquatronics into the portfolio of skills competitions, while simultaneously developing the relevant VET pathways in their own countries.

- As a next step, future skills could be included as Demonstration Skills or Official Skills, in accordance with the official WorldSkills process of including new skill competitions. This is currently accomplished through a “bottom-up strategy”, where only the Members may propose and admit the new skill into the Competition. However, industries (demand side) rather than Members’ VET institutions/VET sectors (supply side) are generally the drivers of skills development, skills trends, future technologies and innovations. So it may be worthwhile to think about a “top-down strategy” where WorldSkills industry partners are allowed (and actively asked) to suggest new skills competitions (in accordance with their trends and demands), to be directly implemented as Demonstration or Official Skills at the Competitions – bypassing the current lengthy “bottom-up process”. This would allow the opportunity to get new technologies, innovations, and trends into the Competition directly in a timely manner. Potentially it would also lead to a frequent and healthy variation in skills – in full accordance with industry demand.

## OTHER AREAS OF POTENTIAL IMPLEMENTATION

- Another current discussion is about the age limit of WorldSkills Competitors, as well as the age groups that may be inspired by WorldSkills activities throughout the Competition/event. In some Member countries and regions (and in countries of future Competition Organizers) activities have started to approach younger target groups (8 to 14-year-olds) by introducing “Junior Skills Competitions” – in several different skills areas. This first happened in WorldSkills alongside WorldSkills São Paulo 2015 with the implementation of a Junior Robotics Competition, organized by First Lego League in cooperation with SENAI/SESI. The WorldSkills Secretariat has been approached by a robotics company to discuss introducing an “own” Junior Robotics Skill Competition at WorldSkills Abu Dhabi 2017 and beyond. This would broaden the appeal of WorldSkills to our key target group (the youth) at a much younger age – exploring STEM related concepts, and ultimately inspiring them to pursue a career in the STEM field which links to our focus. A number of Members (RU, NO, NL, CH, FI, AE) have been discussing junior skills competitions at the international level as they, and a number of other Members run national competitions focussed on this age group.
- Connecting different skills from the same/close industry sectors, e.g. IT, and creating an innovative format of competition or demonstration to increase the attractiveness of skills and reflect how these skills work together in the real world. For example: WorldSkills Digital Challenge at WorldSkills São Paulo 2015.
- Future skills also present many opportunities for engaging and effective “Visitor Experience” at a Competition. This may include showcasing, presenting, implementing, and explaining future skills, trends, and innovations. The Strategy Committee working group is asked to come up with other/additional ideas on how best to integrate future skills and trends into the overall event environment – under the heading of “Visitor Experience”. In the past, the Visitor Experience activities were clustered in three different areas:
  1. Hands-on activities: “Try-a-Skill”
  2. Educational activities: “career guidance” and links to educational pathways (skills ambassadors, classroom style sessions, face-to-face explanations, etc.)
  3. Explanatory activities: “translation” from “what is happening within the workshop area” to “what is the respective profession all about” (educational videos, skills ambassadors, A New Look at Skills, etc.)

## OTHER AREAS WITH CROSS-LINKS TO FUTURE SKILLS IN WORLDSKILLS

It is important to note that the WorldSkills Conference Programme has Future Skills, Future Trends, Skills Development, Innovation, Industry 4.0 on the radar and targeted sessions will cover those topics from a debate, discussion, and outcome focused angle as well. So the direct link from theory to practice and policy to implementation will be discussed.



## VISION 2025 STRATEGY PAPER

Finally, the Vision 2025 Draft defines the inclusion of future skills, trends, innovations, new technologies, etc. as strategic aims within the three focus areas: Skills Competitions, Promoting Skills, and Education and Training.

### QUESTIONS

- What should the WorldSkills Competition look like in 2025?
- Why should we implement future skills, trends, technologies, innovations in WorldSkills events?
- How do we best implement these across WorldSkills events?
- What are the areas of importance? Where should we focus to start and why?
- How do we best engage visitors and students from the host country/region in future skills for enlarging impact at WorldSkills events?
- How do we harness the power of future skills digitally to assist in the marketing of the event and VET globally?
- Other...

### PROMOTION AND MARKETING

Not to forget the question on how promotion and marketing activities can help to support the change in attractiveness of skills, skills competitions, professions and/or the awareness of a skill, skill competition, or profession.

- Can skills be presented and/or promoted differently in order to help change their perception?
- Can additional, complementary skills, or skill sets help to change the perception?
- Are existing skills required to change in how they are presented and promoted in order to change perception?
- Can the existing portfolio see exchange of outdated skills competitions with "new" skills (further developed skills) in order to be up-to-date and increase attractiveness?
- What other promotion and marketing measures can help change perception of being "out-dated/old fashioned"?

The Strategy Committee should consider all of the above in its discussions and to provide ideas and guidance on what WorldSkills needs to focus on for showcasing of future skills.





# WORLD SKILLS CHAMPIONS TRUST

## ABOUT THIS PAPER

At the General Assembly (GA) meeting in 2014, WorldSkills Champions Forum participants presented their idea of forming the WorldSkills Champions Trust (WSCT). Leading up to the GA meeting in 2015, six Champions worked together to create the foundation for the group. During the GA in 2015 the WSCT was officially put forward as an official WorldSkills activity.

Beginning in November 2015 a new group of representatives were appointed to the WSCT. The primary focus of this group has been to establish relationships with the Champion community around the world. A lot of work has gone into contacting Member organizations and any established Champion networks.

## STRATEGY COMMITTEE WORKING GROUP

The Strategy Committee (SC) will discuss and make recommendations on strategies for using the WSCT and the individual representatives both internationally and nationally.

The SC will then make recommendations to the Board of Directors and the General Assembly on strengthening the relationship between individual Member organizations and the WSCT.

## FOCUS AND OUTCOMES OF WORKING GROUP DISCUSSIONS

The focus of this Working Group is to discuss current and future ways of engaging Champions around the world through the WSCT.

The expected outcome from the SC Working Group is to develop recommendations on how Members can better connect the WSCT with the national Champion networks.

## CONSIDERATIONS

- How do you (as Members) keep your Champions engaged currently?
- What benefit does this bring your organization?
- How can the WSCT integrate into a current engagement strategy?
- Do you feel the current WSCT structure is representative of the global Champion community (representatives are 2 Americas, 3 Europe, 2 Asia, 1 Oceania and ASEAN, 1 Africa)?
- What technology, social media, and other tools would be useful to connect the Champions?
- How can the WSCT help your organization in general?
- What do you think the benefits are to having a national Champion represented on the WSCT?
- What should the role of the WSCT be at official WorldSkills events (e.g. WSC, GA, CPW)?
- Who should cover the costs of WSCT representatives attending events?
- What should the WSCT offer to all Champions?
- What kind of events is your organization involved in that could benefit from the Champion voice?
- How can the WSCT support Vision 2025?



# RESEARCH ON VOCATIONAL INTERESTS

## LEARNING ABOUT VOCATIONAL INTERESTS OF WORLD SKILLS COMPETITORS AND COMPETITIONS

A team of work/vocational psychologists from Foster Workforce Development Institute is interested in measuring the vocational interests of people involved in skills competitions as part of an applied research programme that could provide valuable insight for WorldSkills Members.

### BACKGROUND

Vocational interests are people's work "personalities" – they are commonly measured by estimating the degree to which someone likes six different types of activities, those activity types are:

- **Realistic:** practical and hands-on activities
- **Investigative:** working with ideas and searching for answers to problems
- **Artistic:** self-expression and working with forms, designs, and patterns
- **Social:** working with, communicating, and/or teaching people
- **Enterprising:** starting up and carrying out projects
- **Conventional:** working with data and following set procedures

Schools and vocational counsellors use people's vocational interests to provide career guidance to youth and adults about what occupations they might be a good match for.

The research team recently created a vocational interest survey with Time Magazine that is a good example of what we could do for WorldSkills. See the survey here: <http://time.com/4343767/job-personality-work/>

### OVERVIEW OF PROPOSED PROJECT

Instead of just matching people to occupations, the research team hopes to match people to skills competitions on national and international levels (i.e. WorldSkills Competition). More specifically, we hope to survey Competitors for national skills competitions, WorldSkills Competitors, and WorldSkills Champions in order to discover the vocational interests of people involved in different competitions and in different countries. This information can be used for a wide variety of purposes including to:

- Understand the vocational interests of people currently involved with Member countries/regions for future planning (for example, the adoption of new competitions);
- Provide useful career guidance to people who take the survey;
- Understand whether successful Competitors have different vocational interests than novices – which might yield further insight into education and training;
- Make recommendations to website visitors or members of the public as to which skill competitions they might be a good fit for;
- Create a quick and fun online survey that can be shared on social media (for example, Facebook or Twitter).

**For more information, contact Alex Gloss at:** [alexandergloss@gmail.com](mailto:alexandergloss@gmail.com)

*Alex is part of the Foster Workforce Development Institute (FWD Institute <http://www.fwdi.org/aboutus>), a not-for-profit organization devoted to assisting workforce development around the world through the use of work psychology and technology. To accomplish the goals, a passionate team of researchers work across disciplines and institutions to address critical obstacles to human development.*