



# WorldSkills 2005 Helsinki – World Championship Competition in Vocational Skills

Top excellence, success and learning together



Edited by Heikki Saarinen & Tuomas Eerola





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ISBN 978-951-784-473-4 (PDF)  
ISSN 1459-2150  
Skills-julkaisuja 1/2008

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PUBLISHER  
HAMK University of Applied Sciences  
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Translated by Eevi Kuisma  
Book layout: HAMK Publications  
Images: Skills Finland ry, unless otherwise stated.  
Cover images: Skills Finland ry

Printed in Finland: Saarijärven Offset Oy, Saarijärvi

Hämeenlinna, December 2007



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## WorldSkills 2005 Helsinki Competition

May 26.-29. 2005

- ◆ World Championship Competition in vocational skills for young people under the age of 23 held every second year
- ◆ The event was arranged by the hosting organization Skills Finland together with the WorldSkills organization which is responsible for the competition
- ◆ Altogether 118 000 visitors with the visitor record of the Helsinki Fair Centre on the Friday with 42 559 people
- ◆ 39 official skill categories (five of which were skill demonstrations)
- ◆ Three national skill demonstrations: practical nurse, decoration and forestry machinery
- ◆ Other skill demonstrations: plastering and road construction (France)
- ◆ 696 competitors and 636 experts, 38 member states + Estonia and Russia
- ◆ Finland in fourth place: four gold, one silver and 3 bronze medals, in addition 17 diplomas (Switzerland 5+7+6+10, Korea 3+8+5+15, Germany 4+4+2+11)



## Professionals – Creating the Future

The only way Finland can progress is with high level of skills and professionalism. The changes in working life have been rapid and the education system has developed through these changes. I believe in life-long learning. Therefore the employees' opportunities to update their skills and participate in further training must be secured. We must take care of the appreciation and attractiveness of vocational education in order to find new professionals.

The year 2005 has been the Year of a Professional in Finland and it has been an excellent opportunity to improve the awareness and appreciation of vocational education and skills.

The year culminated in the vocational skills competitions. The main event of the year was the WorldSkills 2005 Helsinki - World Championship competition held in the Helsinki Fair Centre May 25<sup>th</sup> – June 1<sup>st</sup> 2005. The competition was a showcase of vocational skills and provided the economic life an opportunity to market their own field to young professionals. Furthermore, the event was the largest ever arranged in the Helsinki Fair Centre. I was proud of all the young talent and I was particularly happy for the success of the young Finnish competitors.

Helsinki, September 5<sup>th</sup> 2005

Tuula Haatainen  
The Minister of Education and Science



*The Minister of Education and Science Tuula Haatainen.  
Picture: Kimmo Räisänen*





## To the Reader

WorldSkills 2005 Helsinki – World championship competition in vocational skills was a success in many ways. The vocational excellence of young people was well-presented, the competition arrangements proved successful and Team Finland reached the best result ever. Furthermore, cooperation between competition organisers grew substantially and international cooperation between various Skills officials increased and the development of the competition progressed in many areas. Even though the competition was undoubtedly a success we can find various areas and needs of development in arrangements and Team Finland coaching, education and international cooperation.

This publication consists of reports and evaluations of the WorldSkills 2005 Helsinki – competition arrangements and results by various people from the competition organisation and partners. It is an overview of the planning, implementation, cooperation and results of the entire mass event. The cooperation between the Finnish National Board of Education, education institutions, companies and labour market organisations is strongly presented as well as the participation of student organisations in the implementation of many areas. The competition was an excellent opportunity for the young people to take part in an international event of top excellence and according to the competitors' feedback it was an interesting and inspiring chance for learning and development.

These articles are a useful read for people arranging vocational skills competitions, vocational coaches, future competitors and all those interested in developing vocational skills and education.

The publisher of this book is HAMK University of Applied Sciences. It is also the administrator of the AKVA-project (the Improvement of Vocational Skills through Coaching and Competition, funded by the European Social Fund), the aim of which is to develop vocational skills competition and coaching activities. The book has been written in cooperation with Skills Finland.

I would like to thank all writers for the insightful reporting and evaluation of the WSC 2005 Helsinki competition. This publication contributes significantly to exploiting the experiences gained from the competition.

Hämeenlinna, September 2005

Heikki Saarinen  
Project Manager, AKVA-project





Timo Lankinen

## WorldSkills 2005 Helsinki

### - A World-class Vocational Skills Competition and a Great Success

#### **The WorldSkills Competition: the Leading Project of Finnish Vocational Training and the Main Event of the Year of a Professional 2005**

The planning and implementation of the world championship competition in vocation skills was the leading project in Finnish vocational training. The competition was held for the 38<sup>th</sup> time in the history of WorldSkills Organisation. The planning and implementation of the competition and the additional events required extensive and profound cooperation between education providers, companies, the WorldSkills Organisation and the member organisations of various countries. For Skills Finland, which was responsible for this competition in Finland, the entire 5-year-long project has been an immense and successful effort.

The world championship competition in vocational skills was the main event of the national Year of a Professional 2005 - a celebration of vocational skills. The year 2005 in Finland is a theme year of the vocational professional. During this year the appreciation and attraction of vocational education is enhanced by

- ◆ introducing the importance of vocational expertise to the society, working life and individuals
- ◆ making the diversity and hands-on approach of vocational education known
- ◆ making the reforms of education known

- ◆ promoting cooperation between education and economic life
- ◆ promoting the development of the quality and effectiveness of education

As society and working life change and become more international, the quality and appreciation of vocational education are given a special focus. A common view of the importance of vocational expertise in global competition and on the other hand in maintaining social cohesion has developed a deepening international cooperation in the field of vocational education. The European Union member states together seek ways to enhance the quality and appreciation of vocational education and to generate European labour markets. This is carried out within the Copenhagen process, which is a part of the Lisbon strategy and is carried out in the European Union. Another significant international cooperation forum is the WorldSkills Organisation and the world championship competition in vocational skills for young people held every second year.

#### **Description and Challenges of Vocational Education**

The Finnish vocational education is responsible for several tasks. Some essential tasks of vocational education are



- ◆ preparing individuals for transferring into the labour market or from one profession into another (vocational expertise according to the requirements of the working life)
- ◆ providing individuals with what they need in order to operate actively in work and in society (lifelong learning: updating and deepening of learning)
- ◆ improving the competitiveness and innovations of trades (area development: competitiveness, economic growth and employment)
- ◆ operating as a route to post-graduate studies, especially to polytechnics
- ◆ meeting the individual learning needs of students - from vocational top excellence to special education, from young to more mature individuals
- ◆ preventing social exclusion and enhancing the cohesion of society

In the near future vocational education will face great challenges due to changes in the operational environment. These challenges include meeting more individual skill requirements, increasing learning in the work place, deepening internationalisation, controlling technological changes and expanding prevention of social exclusion.

The most essential goals that have been set for developing vocational education are improving effectiveness and quality of education and correspondence between work place and education. During the recent years these have been emphasised by for example adding on-the-job training into the basic vocational education, expanding apprenticeship training, assuring expertise through a vocational skills demonstration, emphasising participation of working life parties and consolidating the steering system with performance-based financing. Decision-making power has also been transferred to the education providers so they will be able to take the needs of working-life into account better.

## **WorldSkills competition - A Global Stage for Young Top Performers**

The WorldSkills competition gathered in Helsinki the most committed and professionally perfection seeking young, under 23-year-old top performers. These young people from 38 different countries placed their knowledge, skills and know-how under careful evaluation - the competition measures skills in world's top-level. The standards have been set at an internationally high level in the technical descriptions and competition tasks of the WorldSkills Organisation to comply with the standardisations of industry and services. Thus the competition is fierce. In total almost 700 competitors attended the competition and world champion -titles were competed for in 39 trades.

## **Smooth cooperation - a Must between the Host Organisation and WorldSkills Organisation when Arranging the Competition**

Arranging the WorldSkills event successfully requires smooth cooperation between the host organisation and the WorldSkills Organisation. The hosting country cannot organise the competition alone. Skills Finland, who was the host, was responsible for building and equipping the competition sites and for materials and operations together with its partners. Organising the actual competition is the responsibility of the WorldSkills Organisation. Thus the main actors of the organisation are the volunteers (official and technical delegates and experts) sent by national member organisations, and the Secretary General of the WorldSkills Organisation together with a small secretariat.

The experts prepare execution plans in international drafting committees, they formulate the tasks and operate as judges in the competition. In addition to that they prepare changes in the technical descriptions required by development



of working life and competition, and prepare the tasks for the following competition. In the WorldSkills competition the experts make an exceptionally significant and demanding effort. During the two weeks they work in multicultural groups from dawn till dusk. On the other hand, there certainly is no better viewpoint and network for internationally developing a professional field and the skills required by it. The role of experts has also changed along with technical development: virtual working in the WorldSkills Organisation network of experts gives an opportunity for preparation tasks and developing the know-how of a field regardless of time or place. In Finland the role of an expert is becoming continuous; it is not specific to merely one competition. Special attention should be paid to the position and task of experts. I believe that in the future there will be competition over the tasks of experts as the position is a central vantage point. On the other hand it is important to expand the group of experts to such that in all fields there could be several people who can constitute the leading edge of vocational education and top excellence.

The technical committee of WorldSkills Organisation is responsible for implementing the competition and each member sets a technical delegate. In addition to being a member of the committee the technical delegates operate in the most essential tasks, for example as head of the panel of judges, in review bodies, in occupational safety bodies and as quality controllers. In the Helsinki WorldSkills competition the presidents of the technical committee were Liam Corcoran (IE) and Veijo Hintsanen (FI) who were selected for the tasks in a WorldSkills Organisation meeting in Hong Kong in May 2004. To develop the competition, both presidents put forth an exceptional effort during the year - an effort that from both of them demanded true WorldSkills spirit, commitment, enormous contribution of time and, above all, skills.

## **A Wide Range of Industry and Working Life on Display in the Skill Categories**

The competition categories represented many professions in the fields of industry and services. New competition skills were transport technology and telecommunications distribution technology. The skill categories were decided upon in the meetings of the organisation in Hong Kong in 2004. In the organisation's decision-making one of the central issues was determining which competition categories would be left out and which new categories would be included in the competition because increasing the number of categories in the competition was not financially possible. Naturally there is a vivid discussion about the competition categories and their content on a national level as well as in the drafting bodies of the organisation. The aim is that the categories would reflect the latest requirements of working life in professional fields. On the other hand we must take into consideration the differences in work and services in different member states and the fact that in most countries the competition is connected with the education system. In addition to the official competitions each WorldSkills competition has national and international skill demonstrations, and introductions of various professions and possible future skill categories. The national skill demonstrations in the Helsinki competition were decoration, forest machinery and practical nurse and the international demonstrations were road construction and plastering.

The WorldSkills competition gathers together thousands of specialists and decision-makers from the fields of education, executive committees and working- and economic life. They come from around the world and are all interested in professional skills and their development. Today together with this world-class event an expanding number of other events is organised. These are events that can support the achievement of the competition targets.

## The Additional Events Emphasise Mutual Learning on a Global Level

The Global Skills Village was organised in connection with the WorldSkills competition for the first time in Helsinki. The aim was to create an event concept that would bring together, and to a new kind of interaction, the teachers and workplace tutors following the competition, education providers and schools, employers, working life organisations and representatives of executive committees. This development was triggered off between the officials of UK Skills and Skills Finland. The Global Skills Village and the seminars, conferences (among others the WorldSkills Leader's Forum and close to 20 other international seminars), art- and other performances that were connected to it provided a new opportunity for sharing the knowledge and experiences of specialists, creating new networks, presenting useful conventions, in other words mutual learning on a global level. Skills Finland together with the member organisations of WorldSkills and the Finnish National Board of Education (FNBE) was responsible for planning the Global Skills Village event and the seminars. The FNBE provided the most essential contribution to the success of the Global Skills Village as its administration and specialists of vocational education were committed to carrying the responsibility of the functioning of this multinational village in connection with the events. Other additional events were the Education and Training Expo organised by Finnish vocational education providers, the Sponsor Village, the international research conference Youth and Work Culture 2005, Backstage (the youth event of economic life) and several visits, seminars and other events arranged by companies, education providers and embassies to their guests and interests groups.

## The Media Successfully Highlighted the Significance and Role of Professional Skills in Society

The WorldSkills 2005 competition significantly excited interest towards young professionals and vocational education. Vocational education and young vocational professionals were well acknowledged by media. Media highlighted the significance of vocational skills and the role of those skills in developing a modern society in many ways. Altogether 118 000 people followed the competition in the Helsinki Fair Centre and the event was the largest in the history of the Fair Centre. On two days the Fair Centre achieved new daily visitor records (42 000 visitors / day).

The most essential target was Finnish comprehensive school students making their own education- and career choices. All 8<sup>th</sup> and 9<sup>th</sup> grade students were informed of the vocational skills competitions, the Year of Vocational Professionals and the WorldSkills 2005 in a magazine called Amatillinen (Professional). The FNBE and vocational education providers provided information and communicated to the comprehensive school teachers in their local areas. The Opettaja (Teacher), a magazine published by the Trade Union of Education in Finland, marketed the event in several of its issues to teachers, student counsellors, schools and education providers. Other organisations that took part in communications were The Federation of Finnish Technology Industries, Backstage (Economic Life Youth Programme) with its SchoolCoaches (contact persons between schools and companies), some chambers of commerce, construction industry organisations and other working life organisations. All of these actors also financed visits of comprehensive school students, teachers and student counsellors to the event.



## Challenging Goals of Arranging the Competition were set in 2000 - Bringing the Appreciation of Professional Skills to a New Level

Finland as the first Nordic country was selected host of the 38<sup>th</sup> WorldSkills competition at the 50<sup>th</sup> General Assembly of the organisation in Lisbon in 2000. Finland's competitor was Japan who then was selected host of the 2007 competition. At the time we decided to set as our aim that the competition and preparing for it would

- ◆ increase the appreciation of vocational education and emphasise the importance of skills needed in working life
- ◆ improve the quality of vocational education, especially by enhancing the level of expertise and emphasising the significance of vocational top excellence
- ◆ renew and strengthen the system of international vocational competitions and their role as an increaser of the level of vocational education and expertise
- ◆ create new domestic and international networks of vocational skills to strengthen mutual learning and enhance the international functioning of vocational education actors.

The basis of our application was that our goal is to enhance the development of vocational skills competitions to a means with which the level and appreciation of vocational expertise can be increased. At the same time we will promote high quality vocational education and applying to it, secure the availability of qualified work force and prerequisites of entrepreneurship and furthermore, enhance the competitiveness of companies.

The foundations of succeeding in our goals are in the many projects that we have implemented in the years 2001-2005. The WorldSkills 2005 Helsinki -event has been much more than organising solely the competition event and the additional events in the Helsinki Fair Centre in May-June 2005.

## Vocational Skills Competitions as Enhancer of the Quality of Vocational Expertise and Presenter of Vocational Professionals

The national goal has been to promote the development of vocational skills competitions to a means with which the appreciation and level of vocational expertise can be enhanced. We have responded to this challenge by creating a family of national vocational skills competitions that increases the quality of vocational expertise and brings out the vocational professionals. The skills competitions have become significant events on a national level. The most important change has been achieved by bringing vocational expertise out in the open from educational institutions and workplaces.

When organising the Finnish national skills competition, FinnSkills, as many skill categories as possible are placed under the same roof usually in the largest fair centre in the area. The event is completed with an education fair and many skill demonstrations. The annual FinnSkills competition gathers hundreds of young people together in institution-, area- and field-specific qualifying and semi-final competitions. Based on the number of visitors the FinnSkills final competition as a 3-day event together with the education fair attracts the attention of 30 000 - 50 000 Finns each year. The local media's interest in vocational expertise has increased significantly due to these events. There is competition in the right to host the FinnSkills competition and the hosts of this competition are: Lahti 2001, Imatra 2002, Jyväskylä 2003, Seinäjoki 2004, Turku 2005, Tampere 2006, Joensuu 2007, Espoo 2008 and Vaasa 2009. The FinnSkills competitions develop vocational education in many ways, for example by developing the models of vocational skills demonstrations and vocational top excellence, as well as displaying the wide range of vocational skills to the help of comprehensive school students trying to make a choice of profession.



FinnSkills 9 is a light-hearted competition that was developed for ninth grade comprehensive school students to support their profession-choosing process and to strengthen the connection between education and working life. The national final of the competition is held each year together with the FinnSkills final competition.

HAMK University of Applied Sciences has trained vocational teachers, workplace tutors and other personnel to be specialists in the area of vocational skills competition activity and to the training of vocational top excellence. Altogether during this process more than 3000 people have attended the training.

We have developed a system of top coaching and compiled a national Skills coaching network from vocational institutes and coaching companies. The aim of the coaching is to create new training models to develop young vocational professionals through cooperation between education and working life. During the training the young people can complete an entire or a part of a post-graduate degree.

We have been able to encourage and strengthen the participations of Finns to international vocational skills competitions. The increasing success of Finnish participants in the WorldSkills competitions reflects improved preparation but also compares Finnish skills to those of the world's top level. In the global markets success often depends on skills. Even though in the competition in the spotlight are young professionals who know their professions to the core, we can also draw conclusions of the differences between education systems based on the success in the competitions. The competition demonstrates the outlooks of various countries on vocational expertise and its development. It also shows to Finns how hard we must work in order to remain in the group of top developed countries in the world and to secure our welfare.

We have been strongly involved in developing the WorldSkills Organisation by improving the competition activity

and the activity of the organisation as such. The organisation offers Finnish vocational teachers and especially to those working in the expert groups significant positions worldwide. New kinds of cooperation networks on domestic as well as international level are something that should not be underestimated. All teachers and workplace tutors interested in vocational skills and developing them should be able in their part to be involved in these networks. Networking provides many opportunities for developing professional expertise. Especially the international WorldSkills network is achieving new levels due to the new virtual working method. As a support and stimulus to versatile development of professional skills (including developing evaluation and skills demonstrations) there can be a global network of actors. This is a challenge and an opportunity for internationalisation for Finnish teachers and workplace tutors.

## **WorldSkills 2005 Helsinki -Competition and Additional Events - a Successful Mass Event**

We have succeeded in organising the WorldSkills 2005 Helsinki Competition and additional events in May-June 2005. The event was a celebration of young professionals - the main event of the Year of a Professional 2005. It was a mass event the arranging of which has been a great challenge to Skills Finland and all its member organisations and partners in cooperation. The WorldSkills event was also an exceptional organisational challenge. WorldSkills differs from other mass events because of its diversity. We needed expertise that combines the knowledge of vocational education, capability to arrange mass events, knowledge of Finnish and foreign production- and service companies and vocational competition activity. Building an over 90 000 m<sup>2</sup> production- and service company for 700 competitors and 1000 judges is an example of a unique challenge. The amount of machinery, equipment, software, networks and material is by far the record in Finland. In no other event have perfectly functional production- and service environments been built in this extent. In addition to that the number of visi-



tors (118 000, 8000 of which from overseas) is exceptionally great and the service requirements and constructions to serve all the visitors set great challenges.

A special challenge was also the participation of vocational education providers to the national development project. The implementation of the project joined the vocational education providers in an exceptionally large scale to work for a mutual implementation. The organisers of vocational education were, for the most part, responsible for implementing the skill categories in the Helsinki Fair Centre, for some services directed for delegations and also other services. Furthermore, they were to a great extent responsible for the production of the opening- and closing ceremonies. This strong group of vocational education providers met and exceeded all expectations that were set. Already when applying for the right to host the competition it was estimated that this strong group of education providers, that yearly invests significant amounts of money in machinery and equipment needed in education, would form a stabile ground to build on. The positive attitude of teachers and the teacher organisation has also had a positive influence on the success.

The Finnish economic life and the large audience were not all that familiar with the WorldSkills event beforehand. After the competition many eyes have been opened. As it has been experienced many times before, only what has been experienced with one's own eyes and ears matters. Now the number of those who have experienced WorldSkills is multiple compared to the past. Now the WorldSkills is no longer "The World's best kept secret". The participation of companies and economic life could have been better had they been familiar with the event and its nature better before. Now everything was up to marketing that could never replace first-hand experience. We could have had more marketing but to secure the finance we concentrated it mostly to the spring of 2005. Helsinki hosted another mass event that same summer, the World Championships in Athletics. That drew some of the attention of companies away from WorldSkills. However, we were able to create synergy ad-

vantages regarding some companies between the two mass events. Nevertheless we got a significant number of companies and economic life organisations to support the WorldSkills event.

I believe that the companies who took part in our event received advantages in various forms to market their products and services. Especially I see that these companies and economic life organisations enhanced the availability of professional work force in the future and improved the cooperation between education and working life. I hope that the relations between companies and education providers will develop in a positive direction as the essence of Finnish success is in the interaction and cooperation of these two actors.

The implementation of the WorldSkills event would not have been possible without a significant contribution to the designing, implementation and distribution of the event from the Ministry of Education and the Finnish Innovation Fund SITRA. In addition to direct funding the Ministry of Education has supported vocational education providers in their work to improve the attractiveness of vocational education.

### **WorldSkills Highlighted Professionalism and Vocational Top Excellence and their Significance in the Finnish Society**

In that way the WorldSkills 2005 project was a diverse development project of vocational skills and education. The goals of this project have been wide-stretched and challenging. Achieving the social aims is also up to how well we manage to implement different parts of the whole. In evaluating the implementation of the WorldSkills project it is fair to state that we have succeeded in most of our goals and implementations. Both international evaluations of the WorldSkills Organisation and national evaluations surely point out also problems and needs for improvement but it



is impossible to train this kind of a project in practice beforehand.

I would estimate that WorldSkills has highlighted vocational skills and vocational top excellence and their significance in the Finnish society and improved the attractiveness and appreciation of vocational education in our country. This matter provokes mutual and field-specific discussion and actions in the future. We have awoken to face the fact that Finland cannot succeed and secure its welfare merely by emphasising academic education and research - as significant as their strong development will be also in years to come. The important matter in improving vocational competence is to strengthen the entire chain of skills needed in the Finnish economic- and working life. We must implement the innovations of services and production and those innovations are also created in all levels of expertise.

WorldSkills has given us a display of extreme vocational top excellence. Based on international surveys there is a clear correlation between vocational skills competitions and success factors in professionalism. Vocational skills competitions promote high level of motivation and positive attitude and spirit towards competition. They also develop the ability to plan and organise work effectively, strengthen understanding and awareness of the significance of high quality and professionalism in a modern society, they develop the ability and stamina to work under pressure and improve social and communicational skills (From Competence to Excellence: achieving excellence in vocational skills. Learning and Skills Development Agency, 2002, UK). A syllabus of vocational excellence has been drafted based on the vocational skills competitions. In this case the effects of the competition activity would reach all vocational education more deeply. The examples emphasise the need to direct Finnish research and development towards vocational excellence and to use the examples to develop all education.

Vocational skills competitions are stages for vocational excellence. The competitions have multiple effects on education. Some essential challenges in the future include expanding Finnish research and development to the effects of vocational excellence on vocational education and professional growth. The question is about the effects of the competition on vocational education especially: how much can we learn from the competitions and preparing for them and from all vocational excellence in general in all vocational education?

WorldSkills has provided us with the framework to develop new domestic and international networks to improve vocational skills. The networks and mutual learning promote best the appreciation of vocational skills and spread the mission of the WorldSkills Organisation: to promote worldwide awareness of how central a position vocational skills and the level of vocational competence are in when pursuing economic success, person's individual growth and achieving of goals.

The meaning of the WorldSkills competition is in the exchanging of experiences, mutual learning, comparing of skills and young people's interest in competing in manual skills. Vocational skills competitions are an excellent way to combine many goals related to vocational skills and their improvement. The competition and preparing for it provides many advantages to all those interested in vocational skills and their improvement: individuals, employers, education providers, society. Furthermore, the competitions are a great way to promote vocational education and the appreciation of it on a national as well as international level, and to secure the need for employees and prerequisites for entrepreneurship in the years to come. The competition events are a versatile stage of vocational skills that provides knowledge and experiences for everyone.

The goal of the WorldSkills competition has been to improve Finnish vocational professionalism, to improve the



appreciation of vocational education and manual skills and to promote the attractiveness of vocational education. The innermost goal has naturally been to secure the availability of more competent, more motivated and professionally proud vocational experts in Finnish working life as employees and entrepreneurs. The actual competition event is always the tip of the iceberg - the high point of vocational skills, a showcase and a celebration. The preparation and making use of the gained experience afterwards is every bit as important as the actual competition.

### **International and National Competitions in Manual Skills and Preparing for them Provides Many Advantages for Everyone Interested in Vocational Skills and Their Development**

With vocational skills competitions we can

- ◆ make known the forms of vocational competence development in education and work and emphasise the value of vocational competence
  - ◆ form cooperation networks in the field of vocational education on an international and national level and between education institutions and companies
  - ◆ find ways to further develop vocational education, for example to improve teaching methods, teaching environments, learning at workplace and vocational skills demonstrations and to promote the internationalisation of education
  - ◆ offer young people a way to develop into experts in their own professions
  - ◆ offer everyone involved in the process a chance to develop their vocational competence and to operate in an international training network of top excellence
  - ◆ make use of the experience gained from training top performers in developing the teaching of other students and also special groups
- ◆ create in our country a national system of vocational competitions, create in our country a top training system of vocational skills by cooperation between vocational institutes and companies
  - ◆ offer to the organisations taking part an opportunity to indicate top excellence, product- and service innovations and to gain well-deserved appreciation and visibility to organisations and their products

### **WorldSkills 2007 in Japan and WorldSkills 2009 in Canada**

The preparations for the next WorldSkills competition in Shizuoka, Japan in 2007 were started already in the Helsinki competition. For example the expert groups formulated changes in the technical descriptions and prepared future competition tasks. After Japan the competition will be held in Calgary, Canada. The host country for the competition in 2011 will be decided in spring 2006 in the general assembly of the WorldSkills Organisation in Australia. At the moment it appears that the countries competing for the right to host the 2011 competition are Sweden, France, Germany and Great Britain.

### **Thank You to all those Involved in the Implementation of the WorldSkills Helsinki project and those who Contributed to the Success**

I would like to thank all the operators who contributed to the success of the WorldSkills 2005 Helsinki Competition and all the additional events. I hope that the spirit of Helsinki will remain in your hearts. I would also like to thank the WorldSkills Organisation, the experts, delegates, officials, competitors, vocational education providers, principals, teachers and other personnel, companies and organisations as sponsors, volunteers, personnel and executive committee of Skills Finland and the consultative committee of the WorldSkills 2005 project.

It is good to continue the efforts benefiting the Finnish vocational education on the way that as been lead by the WorldSkills project. It has been a great pleasure and honour to host the 38<sup>th</sup> WorldSkills 2005 Helsinki world championship competition in manual skills.



Veijo Hintsanen

## An International Specimen of Top Performers' Skills

The WorldSkills competition is the largest and most multi-field international competition in manual skills for young people. The International WorldSkills Organisation is responsible for the arrangements of the competition together with the hosting country. Finland was selected host of the 2005 competition in the general assembly of the organisation in Lisbon in the summer of 2000. That launched a multi-phased process both in Finland and in the WorldSkills Organisation that accelerated towards the end. In this article I will describe the role and tasks of the WorldSkills Organisation in the planning, preparation and implementation of the WorldSkills 2005 Helsinki (WSC 2005) event. Furthermore, I will evaluate the results and impacts regarding future.

The WorldSkills competition is held every second year. According to the rules the hosting country is selected at least five years before the competition year. This way every hosting country has the opportunity to get acquainted with the competition arrangements during the preparation period at least in one competition that is held before the country's own competition. Finland familiarised itself with the competition arrangements in St Gallen, Switzerland, who hosted the WSC 2003 competition with routine. After all, the 1997 competition had been arranged in the same place and for the most part by the same organisation. Switzerland got the 2003 competition with an exceptionally short notice after the original host country and the WorldSkills Organisation together agreed that the competition arrangements were not proceeding as hoped.

### **The Role and Tasks of the WorldSkills Organisation in the Planning- and Preparation Phase**

The WorldSkills Organisation makes decisions both of the rules of the competition and of the category-specific technical descriptions and directions that add to the rules. The WorldSkills Organisation was also responsible for the competition tasks and the competition organisation of the WSC. The Helsinki -process started by naming the groups responsible for the planning and the people in charge of those groups. This was done mainly with the decisions of the presiding officers after the competition in St Gallen. In the planning phase work was done mainly by using data network connections. After that the presentations were thoroughly dealt in the working division of the technical committee, which was in use for the first time in the preparation of the Helsinki competition as a new unofficial body. After the revisions and corrections the presentations were taken to the technical committee for their decision in the spring 2004. Depending on the nature of the issue some of them were taken also to the general assembly of the WorldSkills Organisation. The last official decisions of the competition organisation, the specific competition programme and the preparations of the competition tasks were made in the meeting of the WorldSkills technical committee in the autumn 2004.

As a whole the planning and preparation phase of the WSC 2005 was extremely challenging. The leaderships of the WorldSkills Organisation committees changed almost en-



tirely in the meetings held during the St Gallen competition. At the same time also the Secretary General of the organisation changed. With the new chairmen the entire competition preparation was organised in a new way. A new, more open and decentralised system replaced the old, closed and very concentrated system. In the new system exchanging information and active participation also in the years between competitions are valued. An exceptionally modern data administration system that serves the members in real time through internet became a part of this new system. In the middle of the most intense preparation period the main developer of the system also became the new Secretary General of the WorldSkills Organisation as the secretary who started at the time of the St Gallen competition had to resign after a long sick leave. It also transpired that we would not have a right to use the result service system that had been in use before. Amongst all other things we decided to prepare a new and more developed system, which was named CIS, Competition Information System. HAMK University of Applied Sciences with the guidance of WorldSkills specialists was responsible for producing the system.

After the St Gallen competition all competition rules, technical descriptions and skill category -specific instructions were readjusted. After this renewal there are only single versions of rules and instructions and they can be found in the website of WorldSkills. Skill category -specific discussion forums on the website also intensified preparation for the Helsinki competition. Unlike in the previous competitions the competition organisation was decided on in the meeting of the technical committee six months before the competition. This way the panel of judges and experts with leaderships for each skill category knew their tasks well in advance and they were able to prepare in a completely different way than for previous competitions. For the first time we also had a watertight disciplinary system, which we fortunately never tested in practice as the competition went so well. The disciplinary system is represented in the following figures.

Preparing the competition tasks was a multi-phased process which varied slightly depending on the skill category. This time the process was made that much more difficult due to the changing of the Secretary General at the end of the St Gallen competition and the information break that followed, due to which some of the documents formulated during the competition never arrived in the correct address. With the efforts of the presiding officers and the WorldSkills office we were able to update the preparation situation of the tasks and the deficiencies noticed were corrected mainly within the planned timeframe. However, again the diversity of planning software caused problems. Some of the competition tasks had to be adjusted in the last days before the competition to run in the commonly used planning software so that we were able to perform the changes required by rules before the competition started.

WorldSkills set high goals for the Helsinki competition. It was supposed to be the best competition of all times in both quality and fair play. Along with the new operations models and more thorough preparation described earlier we sought new solutions to the equality of competitors by the openness of the competition tasks and information given in all languages. As one of the new elements of developing the more open and equal system we released the competition task to all member states three months before the competition in more skill categories than before. However, in these skill categories we changed the task at least 30%, which is required by the rules, right before the start of the competition to test the competitors' skills in unpredictable tasks. Almost with no exception the experiences from this method were positive.

For the first time in the Helsinki competition we tested an arrangement where we allowed the competitors and experts



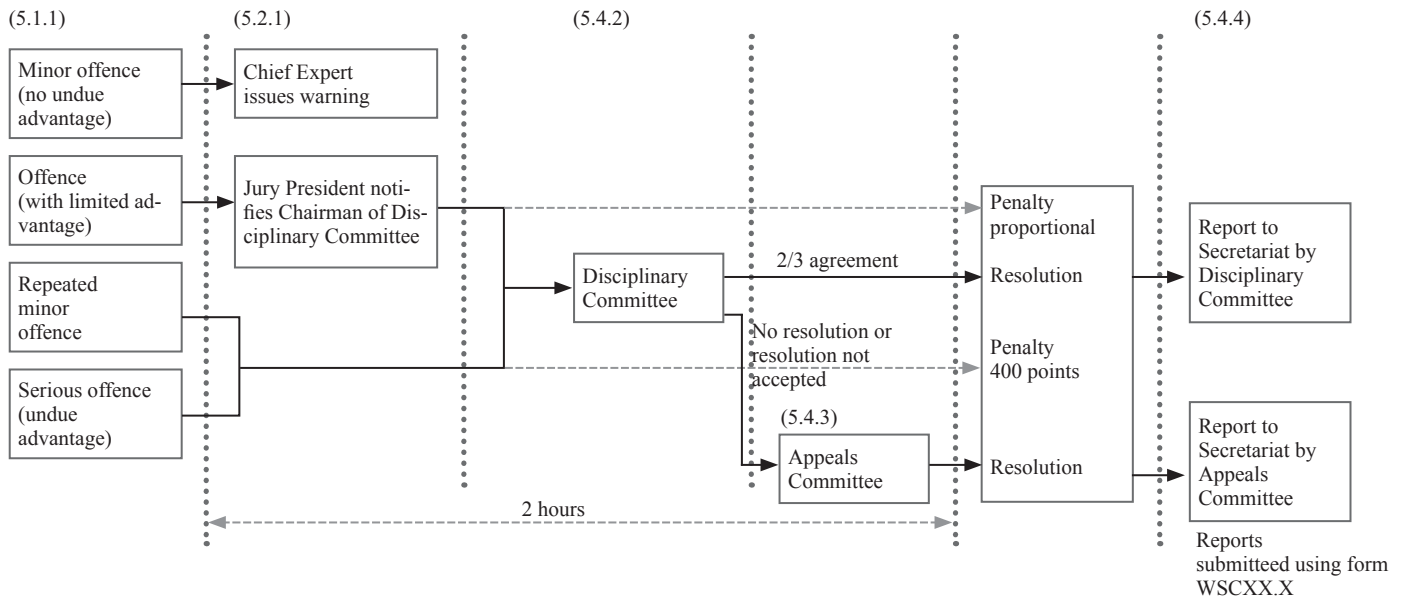


Figure 1. Disciplinary procedure - competitors





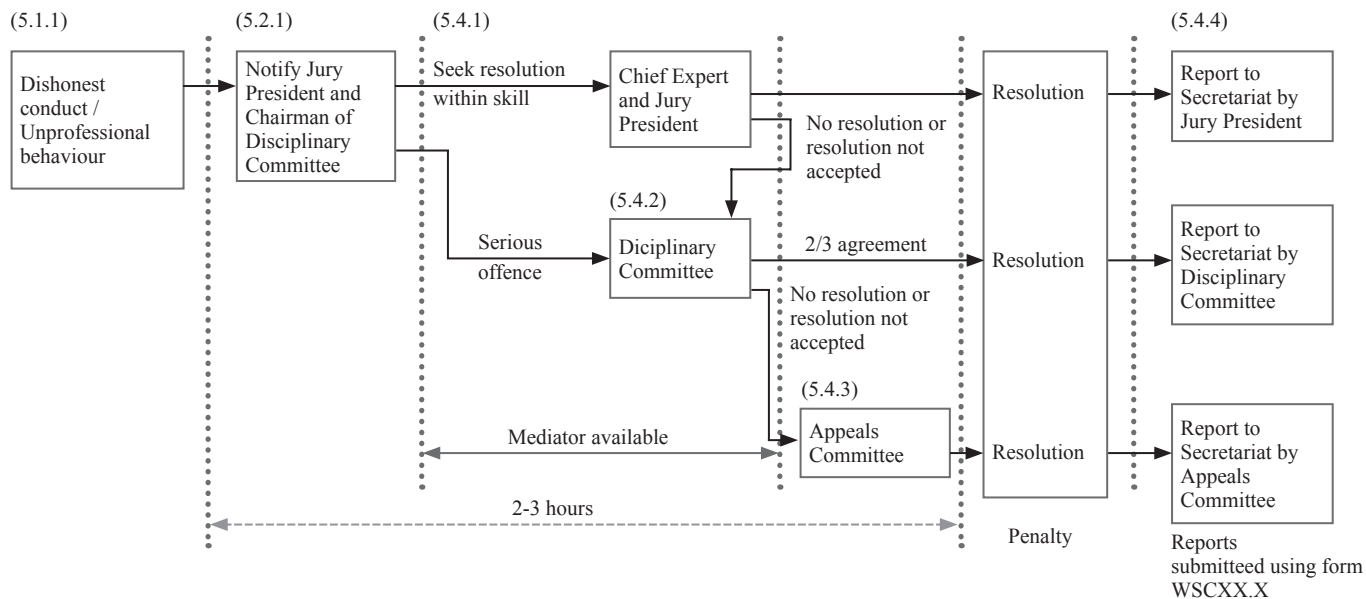


Figure 2. Disciplinary procedure - experts



Table 1. Competition Preparation Summary, CPS 2005

No	Skill	Test Project development for 2005	Responsibility for project for Helsinki	Modular test projects	Circulating test projects	Expert / Competitor communication	Jury President * refer to document WSC2005_02	Chief Expert Deputy Chief Expert	New?	Comment
1	Polymechanics/Automation	Experts	Coordination by Chief Experts	NO	YES		YES	Torsten Wolf DE Christoph Eicher CH	yes	
3	Manufacturing Team Challenge	Experts	Coordination by Chief Experts	NO	YES		NO	Geoffrey Ball AU Harm Nagels NL	yes yes	Teams of 3 – 25 yrs or under (must not turn 25 in 2005). 1st time official skill
4	Mechatronics	To be submitted by Festo	FESTO	YES	NO		NO	Benolt Maisonneuve CA Andrew Health AU Eckhard vaon Terzl DE – Project Manager		Teams of 2 – 25 yrs or under (must not turn 25 in 2005)
5	Mechanical Engineering CADD	Expert teams	Coordination by Chief Experts	YES	NO	YES	NO	Helmut Motter DE Gilles Petit FR	yes	
6	CNC Machining	Expert teams	Coordination by Chief Experts	YES	NO		NO	Hans Rudolf Zuecher CH (Jorge Mauricio PT & Denis Erte FR)	yes yes	
9	Information Technology Software Applications	Experts teams	Coordination by Chief Experts	YES	YES		NO	Della Suffling UK Raymond Wong HK		
10	Welding	No 1: CA/PT/CA/NZ No 2: AU/CA/NZ/CA No 3: PT/TW/TW/TW	Chief Experts	YES	YES	YES	NO	Paul Condran AU John Kroissenbrunner CA		
12	Wall & Floor Tiling	Project no 1: JP Project no 2: FI Project no 3: BR	JP	NO	YES		NO	Michel van Erkelens NL Venonl Denis FR	yes	
13	Auto body Repair	Experts teams	Coordination by Chief Experts	YES	YES	YES	NO	Guy Cassle CA Matti Ylönen FI	yes yes	
15	Plumbing	(voted) Project no 1: IE	IE	YES	YES		NO	John Smart IE Gilles Pornin FR	yes	
16	Industrial Electronics	Elected Experts bring modules	Coordination by Chief Experts	YES	NO		NO	Gareth Humpreys UK Stephane Balet CH	yes	

to openly communicate after the competition day. We came to the conclusion as it is somewhat impossible to supervise the communication in the evenings by mobile- and camera phones. It is a part of the fair play spirit to offer everyone an equal opportunity to exchange thoughts and information because some would do it in any case even if it were forbidden. I believe this will be the practice in all skill categories in the future competitions.

The following table will give some sort of a general picture of the category-specific planning and preparation phase (Competition Preparation Summary, CPS 2005). It was used as an instrument in the planning of decision making and as a means of communication to the member states and relevant people in charge. Here are included only some of the skill categories.

### **The Role and Tasks of the WorldSkills Organisation during the Competition**

The WSC 2005 competition arrangements which were a responsibility of the WorldSkills Organisation are in general terms evident in the following figure. The main responsibilities were defined and shared almost entirely six months before the competition. The goal was to share responsibilities to a larger portion of the member states and at the same time significantly increase the training of the people in charge for their tasks. In the beginning of the Helsinki competition we arranged more training for everyone involved in the competition organisation than in any previous competition. The readiness to handle the tasks was increased also with the Quality Manual for Experts that was given out in advance and with the category-specific Skill Management Tool Kit compiled for the chief experts. This arrangement proved very successful.

The skill categories form the core of the entire WSC event. The skill-specific organisation includes the experts who are specialists coming from the member states. They operate both as the instructors of the skills and as judges. The

work of the experts is led by the Chief Expert and the Deputy Chief Expert. In addition each skill category has a Jury President named by the technical committee. The Jury President is a member of the technical committee and is responsible for supervising that the rules of the category are followed. In the Helsinki competition we formed Skill Management Teams of these key people for each skill and those teams finalised the organisation of the expert work for each skill after the training phase. They also completed the implementation plans for each skill category in the competition. The number of experts in the Helsinki competition, which was approximately 650, gives an idea of the scale of the competition organisation and 40 of these operators were Chief Experts. Over 20 technical delegates operated as Jury Presidents.

Along with the skill-specific organising many quality assurance groups and special advisors were included in the WorldSkills competition organisation. Some of them are in the enclosed figure. In many cases these WorldSkills groups and specialists worked in close cooperation with the Finnish competition organisation. Especially the workshop supervisors in charge of skill-specific infrastructures (facility solutions, machinery, equipment, software, raw materials) are worth mentioning. They came mostly from vocational institutes. Moreover, it is fair to say that surprisingly many vocational education providers had truly invested time and effort for several years for the preparations placed under their responsibility. The result was outstanding. Never before has the international feedback of the competition arrangements been better. The compliments for that go both to the Finnish and the WorldSkills competition organisations and their skilful actors. Now we have witnessed a miracle where these two organisations can work together somewhat smoothly if and when there is will and skill.

The following table shows the composition and tasks of the Quality Assurance Management Council that appears in the organisation figure and the chairpersons of the audit teams managing these tasks in the Helsinki competition.



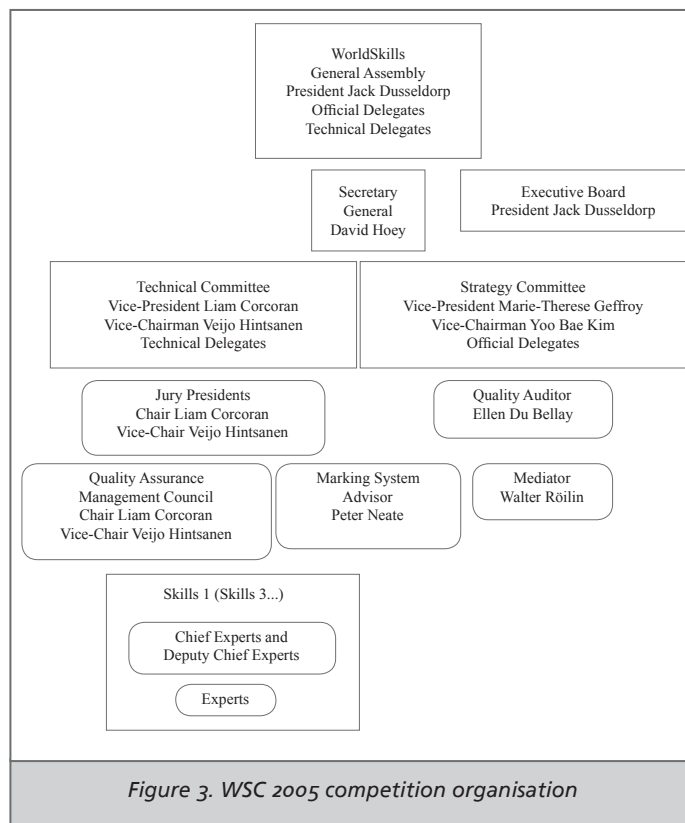


Figure 3. WSC 2005 competition organisation

Chairman (joint) Liam Corcoran IE and Veijo Hintsanen FI	
Areas of Responsibilities	Chairpersons of Audit Teams
Competitors and Team Leaders	Pia Hegner DK
Health and Safety	Andre Vermeulen ZA
Fairness and Transparency	Antonio Caldeiro PT
Discipline System	Jean-Marie Méan BE
Technical Documentation	Roberto Spada BR
Technical Descriptions	John Shiel AU
Evaluation and training of Jury Presidents	Don Hatton US

Evaluation and training of Experts	Graeme Hall UK
Evaluation and training of Translators and Interpreters	Santi Bumrungrunakorn TH
Quality Manual for Experts	Anders Plesner SE
Management of Test Projects	David Hoey WS
Marking System Advisor	Peter Neate WS
Mediator	Walter Röllin WS
Quality Auditor*	Ellen du Bellay WS

\*Independent consultant appointed by and responsible to the Executive Board of WorldSkills.

The significance of quality becomes evident in this extensive and versatile system in which we could find ideas for the development of the national FinnSkills competition.

The operating of the new CIS system in a multidimensional and hectic competition situation was one of our concerns in the implementation of the competition. We had finished the system only just before the competition so we did not have a full certainty of the functionality of its tested qualities. Also in this matter we took a giant leap forward as this system with several new qualities proved its functioning right on the first time. The system recorded individual information also of the work of the judges. This information had a positive influence also on the work of the judges. Calculations and favouring the competitors of one's own country decreased essentially as the fear of exposure became more tangible.

### **The Role and Tasks of the WorldSkills Organisation after the Competition**

There is plenty of information on documents and in an electronic format that has been filed of the WSC 2005 competition. This time the information is not lost. The starting point for the competition in Japan in 2007 is entirely different than it was in 2003. Now both the category-specific instructions and the preparation responsibilities of the competition tasks are in the know already at this point. Up-to-date information of all the central themes of the competition preparations can be found on the WorldSkills website. The working division of the technical committee has already started their preparations to build the 2007 competition organisation. The working division works through an information network and by gathering in meetings. So the information would not be available only to a small circle, the WorldSkills website will be opened more so everyone interested in the subject would have access to information. The category-specific descriptions and the competition tasks in Helsinki with the evaluation criteria will be available. However, all

individual evaluation information regarding both competitors and experts will not become available to all due to protection of individual privacy.

WorldSkills also produces outlined quality assessment of the competition. Quality Auditor makes an objective and detailed total evaluation of the competition that will be finished during fall 2005. In addition we will have summings-ups of the quality evaluations given both by competitors and by experts. The technical committee will have a feedback discussion based on this material and their individual experiences. Obviously the aim is to make use of the experience in the preparation of the next competition.

### **Cooperation and Evaluating the Result**

The host country of the competition is responsible for the infrastructure and logistics of the competition and also for the most part of the PR and marketing connected to the competition. For Finland's part the responsibilities extended to cover also the additional events and especially developing those events to a new level. The problems presented before regarding the WorldSkills Organisation crew laid more responsibility on Finland of the preparations and developing the additional events than before. Regardless of the occasional tense atmosphere the cooperation went smoothly throughout the entire process. It is worth mentioning that this was the first competition in which the hosting country and WorldSkills worked together in a planned and determined manner in all sectors. The final result was excellent. The international feedback that has been received has been very unanimous: the best competition of all time. For that we can thank all active officials.

For the point of view of the planning and preparation of the competition infrastructure and logistics it is vital to know well in advance which categories will take place and how many competitors will attend each category. This entirety has always been difficult to manage and so was the case with



the Helsinki 2005 competition. Several member states confirm their participation and choose their competitors quite late. The reason for this is usually a delay in sponsorship contracts or in other financing arrangements. At the end of the day we were able to solve this problem elegantly by combining strict margin terms and reasonable flexibility in applying them. At the same time several officials gained valuable information on the functioning of a multicultural and international organisation and the realities involved. As a whole it was a wonderful experience.

The figures in the article have been formulated based on the material produced by the WorldSkills Technical Committee and the preparation organisation of the WSC 2005.





Eija Alhojärvi

## WorldSkills 2005 Helsinki - the Aims, Implementation and Exploitation of the Project

The WorldSkills competition has been arranged since 1950. The competition in Helsinki was the 38th. The aim of the WorldSkills Organisation (WSO) that is behind the competition is to increase the quality and appreciation of skills in its member states through competition activity. Another aim is to raise global awareness of the significance of vocational skills to individuals, the economic life and the entire society. Every second year the best young vocational professionals of each WSO member state gather in the 4-day competition to see who is best. In Helsinki there were 39 official skill categories. In addition to the official categories there were three national skill demonstrations: Practical Nurse, Forestry Machinery and Decoration. The total number of competitors was 696, a new record, and the number of experts was 636. Together the competitors and experts represented 40 different countries.

In addition to the actual competition the event contains a great number of additional events that support the aims of the competition. The objective of Skills Finland was to make the competition a tremendous mass event of vocational skills. We wanted to present a setting of high quality for a fair game, offer information on vocational skills and professions in various ways and furthermore, provide extraordinary experiences to everyone involved.

### The Implementation and Organisation of the Competition

Organising the WorldSkills competition was a great national challenge for Finland. Never before had the compe-



*The visitor record of the Helsinki Fair Centre was made in the WorldSkills competition.*

tion been held in Finland or any other Nordic country for that matter, thus there was no model ready for organising the competition that would suit Finland. It was clear from the beginning that this competition would be the largest and most challenging event ever organised in the Helsinki Fair Centre. During the competition both the event- (almost 120 000) and day-specific (42 559) visitor records of the Fair Centre were made.

Skills Finland under the tutelage of the WorldSkills 2005 Helsinki consultative committee set by the Ministry of Ed-



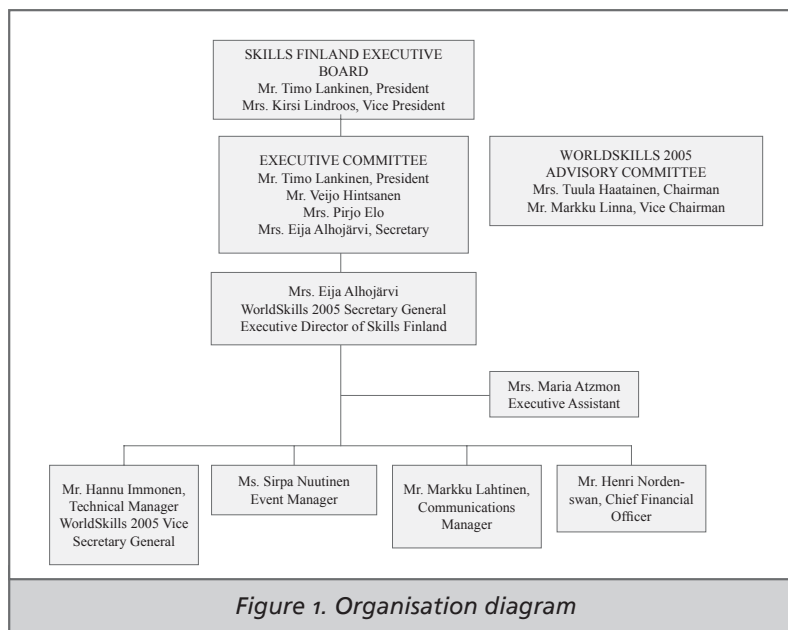


Figure 1. Organisation diagram

ucation carried the main responsibility of the arrangements of the competition.

With Skills Finland as the leader over 3000 hired and volunteer workers around the country were involved in the preparations and implementation of the competition. The actual competition organisation was mainly finished during the year 2004, as well as contracts with the major partners in cooperation who were involved in the implementation of the project. Planning and carrying out the orientation and training of all the volunteers and employees involved was a major challenge. For all central groups of officials we designed separate training programmes in cooperation with the AKVA project of HAMK University of Applied Sciences. The training was also carried out mainly as a team effort by Skills Finland and AKVA.

The preparations for the competition started already in 2000, immediately after the decision of the year 2005 host

had been made. A number of development projects were started to support the competition arrangements. In 2000 we launched two projects which were both funded by the European Social Fund: the HUVA project, administered by Skills Finland, in which young people undergo vocational training in companies, and the AKVA project (Improvement of Vocational Skills through Coaching and Competition) administered by HAMK University of Applied Sciences. The Occupational Health and Safety Excellence Project (2004-2005) was implemented in co-operation with the Finnish Institute of Occupational Health and it was funded by the Finnish Work Environment Fund and the Veto programme of the Ministry of Social Affairs and Health. Skills Finland also operated as a partner in the ECOMASS environment programme of the World Championships in athletics.

In the competition arrangements a central principle was co-operation. In carrying out the project we knowingly strived to create fresh and new cooperation networks. From the

beginning our goal was to involve in the arrangements as wide a range of vocational education providers around the country as possible. With this we wanted to make sure that the event can be easily and efficiently exploited in the development of vocational education. The education providers welcomed the challenge. All skill categories except one were implemented by a vocational education provider. Also a significant part of the additional events, such as the opening and closing ceremonies and official excursions, was under the responsibility of education providers. Altogether 30 vocational education providers and four polytechnics were involved in the project. The total number of companies that were partners in cooperation with Skills Finland was 40. In addition to that a great number of companies attended the category- and event preparations as partners of the education providers who were responsible for the arrangements.

Another leading principle was to offer as many young people as possible a chance to improve their own skills and professionalism by attending the competition arrangements. It was also considered important to highlight Finnish vocational skills diversely and extensively. In this aim we succeeded. Young Finnish top professionals had a central role in the implementation of the opening and closing ceremonies, in the arrangements of the official trips, running the competition TV and in the implementation of the diverse culture program. Vocational institution and senior high school students also operated in several tasks within skill category preparations, communications and information, guidance, catering services and meeting arrangements. The significant and noticeable contribution of education providers, especially teachers and students, drew well earned positive attention. Especially the WorldSkills Organisation and the representatives of its member states noted these efforts. The next competition will be held in Japan and their goal is to at least partly adapt in their own arrangements this “Helsinki model” that has proved successful.

## Achieving Goals Set for the Competition

Immediately after the project began in 2000 a number of national development goals regarding vocational education and vocational skills competitions were set for it. In addition to these development goals our aim was to ensure a quality setting for the competition and to cooperate with the WSO officials to successfully carry out the event. As the project progressed, a set of more ambitious goals were specified to develop the competition and the entire event. Particular targets of development were ensuring the quality of the event, viewer friendliness of the competition, exploiting the competition, international cooperation, safety at work and environmental issues of the event.

To achieve these goals we paid special attention to the training of everyone involved, the designing of the competition areas, the additional events and cooperation with WSO and its member states. Occupational safety and environment friendliness were improved with several development projects. Skills Finland together with its partners created in the competition event a set of completely new additional events and services. The most significant of these were the Global Skills Village, the study paths in the competition area, the competition TV and the CIS point calculation and information system.

Improving international cooperation was also one of our central aims. With intensifying the cooperation we pursued above all further development of the WorldSkills competition and distributing the benefits gained from it. Another aim was to make the competition activity known and marketing it. Furthermore an aim was to assist Finnish specialist of vocational skills in connecting in international networks. The most important forum for international cooperation was the Global Skills Village. Moreover, a meeting of the representatives of the Skills organisations in WSO member states was organised for the first time in Helsinki. In the affair we mapped the willingness of member states to cooperate, presented good conventions of different coun-



tries, for example the Finnish vocational coaching system, and sought possible forms and areas of cooperation. Especially cooperation to develop coaching activity and to spur research on the vocational competition activity was seen important. This cooperation that was started in Helsinki is now taken forward with the lead of the WSO. The tradition of cooperation between competition organisations that was started by the organisers of the St Gallen competition was continued in Helsinki for example by offering facilities to the representatives of Japan (2007) and Canada) in the Skills Finland offices in the Helsinki Fair Centre. In the future in the systemising of cooperation we will strive to make use of the national experience we have gained of the cooperation between the competition organisers of our national FinnSkills competition.

The competition event was marketed together with the WSO. Finland's task was especially PR towards the European Union and European non-EU states. The competition caught plenty of international attention. Russia sent a guest competitor and a guest expert to ladies'/men's hairdressing and Estonia to mechatronics. Official observers to the competition were accredited from Estonia, Hungary, India, Latvia, Lithuania, Mexico, Russia, Spain, Trinidad & Tobago and Vietnam. The European Commissioner for Education, Training and Culture 'Ján Figel' and several ministerial guests from nearly twenty countries visited the competition event. We had approximately 8000 visitors from abroad. Large groups of visitors came from Hungary, France, Sweden and the Netherlands. Due to the competition international awareness of Finnish vocational education has spread substantially as has the appreciation of Finns as specialists of vocational education and vocational skills competitions. This is a foundation on which it is much easier to build international cooperation in the future.

## Making Use of the Competition Event

The WSC 2005 Helsinki competition project will be finished and the competition organisation dissolved by the end of 2005. However, the development of vocational expertise and education based on making use of the competition project will continue for a long time after the end of the competition event and the actual project. With the competition project we have been able to raise awareness on vocational education and to improve the appreciation of it. We must exploit and further strengthen this grown interest.

A central national challenge of the coming years will be how well we are able to exploit in the future everything we have learnt from the competition project in order to promote Finnish vocational top excellence.

Above all the WSC 2005 project should be exploited to further develop international vocational competition activity, to improve the quality and increase the attraction of vocational education and to enhance the appreciation of vocational skills.

During the last six months of the competition project Skills Finland concentrates on the evaluation of the project, marketing communications, distributing good conventions and innovations and strengthening cooperation networks. Clarifications of the financial impacts and impressiveness will be launched during the autumn. Marketing and communication activities will be targeted mainly to comprehensive school students, teachers and student counsellors. Also a television advertisement will be launched in the fall in cooperation with the FinnSkills 2006 organisers to make the vocational skills competitions known and to strengthen the positive images of these competitions. Publication activity will be intensified to distribute good conventions. The HUVVA and AKVA projects that continue until the end of 2007 also have a central role. Through these projects good conventions will be brought both to Team Finland coaching and the training of competition specialists.



A final evaluation of the success of Finns in developing the WorldSkills competition can be made only after the competition in Japan in 2007. Together with the WSO we try to influence that the Global Skills Village and the study paths will have an even better future in Japan and after that in Canada. We have also promised the Japanese competition organisation all possible support we can give to allow the information on our competition arrangements to efficiently come across and help the arrangements of future competitions. The WorldSkills Organisation is responsible for adapting the Finnish CIS system to Japan. The implementation of the CIS system would be made more efficient if it were used also in the national Skills competitions of the WSO member states. The system was tested in the FinnSkills competition in Turku in 2005 and it will be used in all future FinnSkills competitions.

In the future various, mainly virtual, cooperation networks will more strongly form the basis of the operation of WSO. Due to successful competition arrangements, Finnish skills and the international appreciation of these skills have improved. This lays a solid foundation for our chances to influence the future of the entire WorldSkills activity. Thus it is important that those involved in the competition arrangements take an active role in the WSO cooperation.

The WorldSkills 2005 Helsinki project will be exploited in developing our national FinnSkills competitions. Our first task is to review the rules of FinnSkills with the aim of developing the quality system of the competition, the evaluation and formulating of the competition tasks according to the experience gained from the world championship competition. The training of top specialists will be intensified by launching international cooperation. The primary goals of this cooperation are exchanging knowledge and experiences among the WSO member states and starting research that supports training. Another goal is to establish a system that enables training periods overseas.

Japan will be the first country to host the WorldSkills competition and the international vocational skills competition for disabled persons, Abilympics, at the same time. The Executive Board of Skills Finland has decided that Skills Finland will become a member of the International Abilympics Federation (IAF) that organises the Abilympics. Together with vocational special education institutions we find out how the competition activity could be best exploited to enhance top excellence of special education institution students. In cooperation with the FinnSkills organisers we will also clarify how we can promote the attendance of special education institution students in the FinnSkills competitions. At the same time we are preparing to send the first Finnish competitors to the Abilympics in 2007.

When it comes to exploiting the competition project to develop vocational education, The FNBE and vocational education providers have key roles. Numerous excellent development projects were created around the competition project. Those development projects related to on-the-job learning, vocational skills demonstrations, developing teaching methods and internationalisation. The first step in the exploiting is bringing these good examples also to the knowledge of other education providers.

## **The Competition Project and the Future of Skills Finland**

The task of Skills Finland is to improve Finnish vocational excellence and the appreciation of it through vocational competitions. The founders and central officials of the association are the Ministry of Education, The Finnish National Board of Education, vocational education providers, central labour market organisations and teacher- and student organisations.

The greatest challenge of Skills Finland in the future is to develop the Finnish vocational skills competition system



together with its partners to even better serve our country's working life, vocational education and the entire society.

According to the decisions that have been made, the operations of the association will be developed with the aim of achieving a national and international status as a specialist organisation of vocational skills competitions. The core activities of the association have been specified as follows:

- ◆ Vocational skills competitions
  - Taitaja 9, 9-task competition in manual skills for 9<sup>th</sup> graders
  - FinnSkills
  - WorldSkills
  - Abilympics
- ◆ Advanced vocational coaching and Team Finland coaching
- ◆ Training of competition specialists
- ◆ Research-, development- and publication activities

During the years to come the areas of focus in developing our operations are exploiting the WorldSkills 2005 Helsinki Competition, cooperation in networks, internationality, research- and publication activity, producing information and electronic communication.

The 38<sup>th</sup> WorldSkills competition organised in Helsinki was a success and future activities will be easy to build on this foundation. For the success we should thank the partners of Skills Finland around the country. I believe that the skills and enthusiasm that sprang up during the arrangements will carry us long into the future. I hope that the cooperation networks that developed around the project will continue to function to develop vocational skills also in the future. Skills Finland will provide its own expertise to be used in this development work.



Hannu Immonen

## WorldSkills 2005 Helsinki - Competition Skills and their implementation

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### Skill categories

The official skill categories of the Helsinki competition were chosen in the general assembly of the WorldSkills Organisation in Hong Kong a year before the competition. During the assembly the member states made preliminary entries into the categories after which a proposition of 39 official skill categories by the technical committee of the organisation was accepted. Five of those categories were skill demonstrations which had never been seen in the WorldSkills competition before. The rules of the competition require that at least 12 member states must enter a category for the host of the competition to be responsible for the implementation of the skill. According to the rules at least six member states had to enter the skill categories which were included in the competition for the first time. Based on earlier competitions and the number of entered competitors there was a good feeling of which categories would definitely take place. After the general assembly the total number of participants in the confirmed categories was 701 competitors and 662 experts. The situation was a little more uncertain with the skill categories that were included for the first time, but as a total the final result was successful from the host organisation's point of view. Primarily, after the general assembly in Hong Kong an official decision of the skill categories was made and the preparations could be launched based on the number of competitors of the moment. Decisions of the official competition skills also provided the opportunity to decide upon the number of national skill demonstrations, which the host organisation can arrange to be held together with the competition within the limits of the organisation's own re-

sources. In our competition we had three of these national skill demonstrations. The skill categories and national skill demonstrations of the WorldSkills 2005 Helsinki competition are presented in the appendixes of this article. In addition to the official skills and national skill demonstrations the French had organised skill demonstrations in road construction and plastering in the competition area.

Regarding the skill categories another important check-point before the competition was a meeting of the technical committee in November, six months before the competition. Some of the countries had changed the entries they had made in the general assembly in the spring so the number of participants was not yet certain. The countries were required to make their final entries and check their competitors in the categories in the technical committee's meeting. Experiences from earlier competitions had shown that some movement in the entries would take place even after the technical committee's meeting and this was also the case in 2005. In February, three months before the competition, the number of competitors in each skill was fixed to the extent that after that point competitors could be added into the categories only with the consent of the competition organisers. The final number of competitors and experts in the official skill categories was 696 competitors and 636 experts. It is worth mentioning that three of the skill categories, mechatronics, landscape gardening and transport technology, were competitions where the competitors worked in pairs, and in manufacturing team challenge they worked in groups of three.



## Implementing the Competition Skills

Contracts were concluded with vocational education institutions to give them the responsibility of arranging the competition skills. Only exception was mechatronics as it was arranged by Festo, the main sponsor of the competition. Negotiations and conclusions of contracts were started immediately in the fall after the last competition in St Gallen in 2003. The experts who had been in St Gallen and especially the technical observers appointed for the competition had experience of arranging skill categories which provided a good basis for the negotiations. In fact many of these people ended up operating as skill organisers in the Helsinki 2005 competition. Thus we had experience from every skill category which was then tapped in the negotiations of organising the competitions with the vocational education providers. The experience proved useful also in the negotiations for machines and equipment with different companies. The organisation of each competition skill was arranged either by the vocational education institution alone or in cooperation with the competition organisers. The competition organisers arranged all technology, general equipment and fittings for each competition skill. 22 of the official competition skills and all national skill demonstrations were arranged by a vocational education provider alone. The Finnish National Board of Education supported the vocational education institutions involved in arranging competition skills with discretionary grants for the years 2003-2005. Depending on the expenses and how demanding the arranging of the competition skill was, the amount of the financial aid allocated to the skill organisers was between 60 000 € and 150 000 €.

The vocational education provider in charge of organising the competition skill appointed a supervisor, who was responsible for the specific skill, and also an assistant for the supervisor. The competition skill -specific planning was tied to the education provided by the AKVA project, which is a project funded by the European Social Fund and coordinated by the HAMK University of Applied Sciences. A more

intensive education and planning for the organising of the competition skills began in Seinäjoki in January 2004 when the FinnSkills competition, the Finnish national skills competition, was held. After this several trainings were held before the competition in Helsinki. An important intermediate stopping point was the FinnSkills-competition in Turku in January 2005 where we partly tested the machinery, technology and constructions that were later used in Helsinki. Furthermore, many of the Helsinki skill organisers also took part in the skill organisations of the FinnSkills 2005 -competition and many international competitors were seen in the skills preparing for the big competition in May. This way we got important practice in organising the competition skills in an international atmosphere. The vocational education institutions responsible for organising the official competition skills and skill demonstrations are introduced in the appendixes of this article.

## The Venue

The main venue of the competition was the Helsinki Fair Centre with over a 93 000 m<sup>2</sup> area and almost all of this area was in use during the competition. The six competition halls together formed an area of 43 000 m<sup>2</sup> in which most of the competition skills were placed. In addition to this we had approximately 100 000 m<sup>2</sup> of outdoor area in which some of the competition skills and the Sponsor Village were placed. The area solutions were designed as entities for each function which made the access control and functioning of different organisations much easier.

The congress wing of the Fair Centre served as a base for the facilities required by the WorldSkills Organisation. These included the facilities for the president of the WorldSkills Organisation and offices for delegates, interpreters, secretaries and experts preparing the tasks. In addition to these the Global Skills Village, the Education and Training Expo and all official meetings took place in the congress wing.



The planning and assessment work of the experts was made easier by renting facilities for meetings and negotiations right before and after the official competition days from the Haaga-Helia University of Applied Sciences situated next to the Fair Centre. This way we could also make sure that the skill organisers got the chance to build and dismantle the competition constructions without too much of a hurry even though the schedule was tight.

The third floor above the main entrance was in the office- and meeting use of the hosting organisation. In those same facilities were also rooms for the competition organisers of the following host countries, Japan and Canada.

## Building and Dismantling the Competition Area

The competition skill organisers started the building on Wednesday 11<sup>th</sup> May, 15 days before the start of the competition. The Fair Centre had started preparations on their part in the halls and outdoor areas in the beginning of May by measuring the designated areas for each competition based on our blueprints. They also set up some preparatory heating, plumbing, ventilation and electricity installations. We also began putting up tents provided by Lainapeite on Monday 9<sup>th</sup>, before the building of the competition skills. We had timetables for the building and dismantling of each skill and those timetables were adjusted to suit the schedules of the sponsors involved in the building. Are Oy was in charge of installing the heating, plumbing and ventilation and the Fair Centre together with Tekmanni Oy were responsible for installing the electricity. The general construction work which was not carried out by the skill organiser was done by The Fair Centre, the construction department of Turku Vocational Institute and Pirkanmaa College. The idea was that as much as possible of the general building and dismantling would be carried out by students. The authorities inspected the competition areas on Saturday the 21<sup>st</sup> when the areas were completed and tested regarding

the large machinery and equipment. We had scheduled two weeks for the building so the days would not get too long. That way we were also able to avoid any accidents due to excessive fatigue. This was important also because the manpower of the skill organisers consisted mostly of students to whom these types of projects are large.

On the Sunday immediately after the competition began the dismantling. According to the rental agreement the Fair Centre had to be emptied by Tuesday 31<sup>st</sup> May at midnight except for some office facilities. For the outdoor areas we had negotiated time until Friday for taking down the tents and paint chambers. The dismantling plan was based largely on the schedules of the outgoing logistics so we could get all the machinery and equipment out on time.

## Machinery, Equipment and Fittings

Skills Finland was either entirely or partly responsible for acquiring the machinery and equipment for 17 skills. There were three ways of acquiring the machinery and equipment. They were either arranged in a way that first the machinery and equipment would be used in the competition and after that they would go to vocational education institutions. Other alternatives were that the machinery was supplied by the sponsors of Skills or that it was arranged directly by the vocational education providers. The machinery and equipment had to fill the requirements of the WSO technical descriptions that were used in the competition. The makes and models of all the big machinery had to be known by every member state already in the general assembly a year before the competition. Hansel prepared the price competitions and supply contracts needed in arranging the machinery. In the job Hansel received help from groups of specialists with representatives from vocational education providers. The supervisors of each skill acted as specialists when Skills negotiated with the sponsors about purchasing, renting or sponsoring machinery or equipment. This way we were able to make sure the equipment would be suitable



for the competition. The biggest machinery and equipment suppliers in the competition were Electrolux, Festo, Volvo, Emco, Fastems, Machinery, Olsa, Teräskonttori, Autorobot, Kemppe, Huurre, Hewlett Packard, Sony and the Helsinki Education Department. The equipment and machinery that was not sponsored by companies or purchased by vocational education providers, was rented. The general fittings used in the competition were mainly rented from the Fair Center. This made the planning of logistics and dismantling the competition much easier.

## Material logistics

Material logistics in a project this large is an extremely challenging and intricate totality and it was crucial for the entire competition that it went smoothly. All the machinery, materials and equipment had to be in place in good time. Another large project was delivering and forwarding all the tools of the competitors to Finland and then back to their home countries. In order to provide quality logistics in this extent we needed partners for the delivering and logistics on site. As partners we chose Schenker Oy and Suomen Messulogistiikka Oy. The role of skill organisers was significant in the task. Close collaboration and the training of skill organisers for the task were crucial in order to succeed in the task and be able to keep to the schedules especially when dismantling the competition.

Schenker Oy was responsible for taking care of all the tools and materials coming from the participant states and helping the countries in all logistic problems. The company proved to be a very good choice because of their experience and worldwide network of connections. Schenker Fair Logistics Oy formulated terms of reference and named a contact person for each state from their worldwide network. This way everyone was served in their own mother tongue. All in all Schenker Oy delivered 96 tons of material from overseas. Some of the countries wanted to use their own partners or deliver the material themselves. The total amount

of material and tools brought by the competitors was close to 130 tons.

We also suggested partners that had already passed competitive bidding for the skill organisers. This way the competition organisers had a much simpler job formulating dismantling plans together with the partners.

Suomen Messulogistiikka Oy directed and booked incoming deliveries and reserved the hoisting machinery needed during the building and dismantling. In practice they manned all the entrance routes during the building and directed vehicles to their predetermined doors or to the fair field to wait for unloading. The total weight of machinery, equipment and material that went through Messulogistiikka was over 250 tons. Teollisuusmuutot Oy operated as a subcontractor to Messulogistiikka and was responsible for fork-lift services.

## The Competition for the Spectator

Our goal was to make it easier for the spectators to follow the competition and thus improve the viewer-friendliness from the previous competitions. This challenge was met by training vocational students to act as skill guides in the competition area. In addition to this students of decoration were used and the ESF-funded HUVA-project made leaflets with information of the skills to be handed out to the spectators. The competition areas were planned in a way that the competitors would be placed as close to the spectators as possible. Study paths and plasma display panels were placed next to the competition areas to give more information to the spectators and thus to make it easier to follow the competition. In some skills information points were set up together with suppliers. The skills were grouped in “skill families” which means that vocations in the same field were grouped together. In the planning stage the skills were placed in the competition halls according to these skill families and thus guidance and giving out information was much easier.



Passages between the skills were kept as wide as possible so there would be more room to move. In the AKVA-training for the skill organisers it was highlighted that the viewer-friendliness should be taken into account when organising the competitions. Due to technical descriptions of the skills, introducing all the tasks was not possible.

The WSO technical committee's decision of not showing the points or placings of the competitors to the public during the competition was a pity for the audience. Knowing the placings during the competition would have made the following of the skills even more interesting. The reasons that the technical committee gave for this decision were that the evaluation should be objective and the temporary placings should not be allowed to affect the evaluation of the following day.

### Safety at Work in the Competition

From the point of view of safety at work the competition went well. The goal and the working title for safety was Zero accidents. For the first time the experts and technical delegates of every country received health and safety directions supplied in all the WSO official languages before the competition. This was made as a part of the Top Excellence in Health and Safety at Work -project. Before the competition the main points of safety at work were gone through in the training sessions of experts and delegates. The experts were responsible for forwarding the information on to the competitors. All the international officials and competitors regarded the instructions with due respect and except for a few small cuts and one sprained ankle there were no accidents.

Industrial Safety Manager Jorma Sihvonen and Project Manager Riikka Ruotsala were responsible for industrial safety matters.



*Occupational safety was taken into account also in mechatronics. Competitor of Team Canada.*

The competition organiser produced safety documents together with the WSO health and safety group. On the last day a safety survey was made on all the competition areas. Before the competition when the competitors were training, we went through all the areas with inspectors from the industrial safety district and checked that the tools, mainly electric, filled the requirements of the Finnish regulations. Some tools or machines were prohibited in which cases the

skill organiser arranged substitutive tools if it was necessary for the task.

Before the competition the competitors were familiarised with the competition settings, machinery and equipment and also with the general safety directions. Supervisors and experts of each skill were responsible for familiarising the competitors of their skill with the machinery and equipment and with the safety directions of the competition site.

## General Safety in the Competition

The organisation of Skills Finland ry. carried the main responsibility of the event. The Secretary General and Vice Secretary General were in charge of the operating of the organisation. The Security Manager was responsible for coordinating the safety system and making sure of its functioning in various locations and events. The Helsinki Fair Centre and Helsinki ice-stadium were each responsible for following their own safety directions and emergency plans in these venues. However, the safety- and security systems, emergency plans and responsibility for operation of both of these real estates were combined with the organisation of the event.

For the event for experts and competitors in Porvoo we applied for a separate permission to arrange a public event. The organiser in charge of the event was Porvoo Vocational College Amisto, who was responsible for planning the event, necessary safety inspections and notifications.

In the arrangements and implementation of the event we followed safety- and emergency plans approved by the state authorities. Partners were Helsinki Fair Centre, Helsinki Police Department, Helsinki Rescue Department, Helsinki ice-stadium, Helsinki building Supervision Office, Uusimaa Industrial Safety District, Helsinki Environment Administration, the Finnish Red Cross and Porvoo Vocational College.

Trainings were held for the workshop supervisors in which the emergency plan, responsibilities and duties, safety issues, moving in the area, building and dismantling schedules and other issues involved in the event were discussed. Before building the competition sites, directions and, when needed, other handouts were given to the skill organisers.

The organisation of Skills Finland ry carried the overall responsibility of formulating the safety- and emergency plan for the WorldSkills-event. The planning took place in cooperation with skill organisers, Fair Centre operators and various authorities. The organising of tasks relating to safety during events was conducted in cooperation with the Fair Centre and personnel in the other venues according to a liability distribution plan. The Finnish Red Cross was responsible for first aid during the entire competition.

## WorldSkills 2005 Helsinki and National FinnSkills

The growth of the national FinnSkills competition from the year 2001 into the extent it is in today has been a strong indicator of skill and development in the vocational education. This development has also been a mainstay when building the WorldSkills 2005 Helsinki -competition. The national competition has definitely reached its limits in size and now it is important to focus on developing the quality. WorldSkills 2005 Helsinki -competition gives excellent tools for this job. Vocational skills competitions have at the latest now caught the attention of the business world. Therefore it is important that the cooperation between companies and competition organisers in the Helsinki competition continues in the national competitions. Recruitment of top performers, visibility, sales promotion and making good use of visiting customers are some of the benefits companies expect to get in return and on which we must concentrate in the future national skills competitions. This also deepens the cooperation of education institutions and companies in marketing. Regarding competitions the WSC 2005 Helsinki



brought new ideas into the planning, evaluating and judging of tasks in the national competitions. Furthermore, we should not forget the aspect of turning the competition more viewer-friendly which was already a focus in the Helsinki competition. We must now carry on this work consistently to the benefit of the FinnSkills competition with Skills Finland as the leader. This work requires us all - the one's who have already been involved in improving the status of vocational skills as well as new talents.

To the end I would like to thank all vocational education providers and their operators with whom I got to organise an unforgettable world Championship competition in vocational skills. Furthermore, I hope that you also feel that the job of developing skills competitions is not yet finished.

## **Appendix 1. WorldSkills 2005 Helsinki Official Competition Skills and National Skill Demonstrations**

1. Polymechanics / Automation
3. Manufacturing Team Challenge
4. Mechatronics
5. Mechanical Engineering CAD
6. CNC Machining
9. IT/ Software Applications
10. Welding
12. Wall and Floor Tiling
13. Autobody Repair
15. Plumbing
16. Industrial Electronics
17. Web Design
18. Electrical Installations
19. Industrial Control
20. Bricklaying
21. Stonemasonry
22. Painting and Decorating
24. Cabinetmaking
25. Joinery

26. Carpentry
27. Jewellery
28. Floristry
29. Ladies' / Mens' Hairdressing
30. Beauty Therapy
31. Ladies' Dressmaking
32. Confectioner / Pastry Cook
33. Automobile Technology
34. Cooking
35. Restaurant Service
36. Car Painting
37. Landscape Gardening
38. Refrigeration
39. IT/PC Network Support
40. Graphic Design Technology
- D43. Telecommunication Distribution Technology
- D44. Printing
- D46. Sheet Construction Steelwork
- D47. Tinsmith (Roofing)
- D48. Transport Technology

### *Skill demonstrations:*

- Forestry Machinery
- Practical Nurse
- Decoration

## Appendix 2.

- |                                       |   |
|---------------------------------------|---|
| 1. Polymechanics / Automation .....   | Turku Vocational Institute  |
| 3. Manufacturing Team Challenge.....  | The Oulu Region Joint Authority for Vocational Training, Oulu College of Culture and Technology |
| 4. Mechatronics.....                  | Festo Oy, official sponsor  |
| 5. Mechanical Engineering CAD.....    | Forssa Vocational Adult Education Centre  |
| 6. CNC Machining.....                 | Tampere College   |
| 9. IT/ Software Applications.....     | Finnish Business College  |
| 10. Welding.....                      | Vaasa Vocational Adult Education Centre   |
| 12. Wall and Floor Tiling.....        | Training Consortium of Central Uusimaa, Mänstälä College  |
| 13. Autobody Repair.....              | Savo Educational Federation of Municipalities, Savo Vocational College                          |
| 15. Plumbing.....                     | The Oulu Region Joint Authority for Vocational Training, Oulu College of Culture and Technology |
| 16. Industrial Electronics.....       | Turku Vocational Institute  |
| 17. Web Design.....                   | Finnish Business College  |
| 18. Electrical Installations.....     | North Karelia Educational Federation of Municipalities, North Karelia Vocational College        |
| 19. Industrial Control.....           | The Intermunicipal Federation of Vocational Education in Western Uusimaa                        |
| 20. Bricklaying.....                  | Training Consortium of Central Uusimaa, Mänstälä College  |
| 21. Stonemasonry.....                 | North Karelia Educational Federation of Municipalities, North Karelia Vocational College        |
| 22. Painting and Decorating.....      | TAO, Turku Federation of Vocational Institutes  |
| 24. Cabinetmaking.....                | Salpaus Further Education, Lahti Region Educational Consortium                                  |
| 25. Joinery.....                      | Salpaus Further Education, Lahti Region Educational Consortium                                  |
| 26. Carpentry.....                    | The Oulu Region Joint Authority for Vocational Training, Oulu College of Culture and Technology |
| 27. Jewellery.....                    | Salpaus Further Education, Lahti Region Educational Consortium                                  |
| 28. Floristry.....                    | The municipal union for Countryside College of Southwest Finland                                |
| 29. Ladies' / Mens' Hairdressing..... | Helsinki City College of Culinary Art, Fashion and Beauty                                       |
| 30. Beauty Therapy.....               | The Joint Authority of Education in Espoo Region, Espoo Institute of Health and Social Welfare  |
| 31. Ladies' Dressmaking.....          | Helsinki City College of Culinary Art, Fashion and Beauty                                       |
| 32. Confectioner / Pastry Cook.....   | The Municipal Federation of Education in the Jyväskylä District                                 |



33. Automobile Technology ..... Hämeenlinna Region Federation of Municipalities, Tavastia Further Education College
34. Cooking ..... Haaga Institute Foundation, Helsinki Culinary School
35. Restaurant Service ..... Haaga Institute Foundation, Helsinki Culinary School
36. Car Painting ..... The Oulu Region Joint Authority for Vocational Training, Oulu College of Culture and Technology, Haukipudas Vocational School
37. Landscape Gardening ..... Häme Polytechnic
38. Refrigeration ..... AEL Centre for Technical Training
39. IT/PC Network Support ..... Turku Vocational Institute
40. Graphic Design Technology ..... AEL Centre for Technical Training
- D43. Telecommunication Distribution Technology ..... Vaasa Vocational Institute
- D44. Printing ..... Jyväskylä Vocational Institute
- D46. Sheet Construction Steelwork ..... Kouvola Region Vocational College
- D47. Tinsmith (Roofing) ..... Turku Vocational Institute
- D48. Transport Technology ..... The Municipal Federation of Education in the Jyväskylä District

***Skill demonstrations:***

- Practical Nurse ..... The Joint Authority of Education in Espoo Region
- Decoration ..... Training Consortium of Central Uusimaa
- Forestry Machinery ..... Jämsä Region Education Centre





Pirjo Elo

## Finance of the WorldSkills 2005 Helsinki Project

### General

The financial goal from the beginning was that the proceeds would cover all expenses. The financing of the WorldSkills 2005 Helsinki extended over the time period of 2001-2006. The focus of the cash flow was of course in 2004-2005. The expenses and proceeds presented here have gone through the accounts of Skills Finland. In addition there will be those vocational education providers' expenses and proceeds that came from arranging various events. For these expenses the education providers had a chance to apply discretionary project funding, development funds for education, from the Finnish National Board of Education. During three years the funding altogether was approximately 4,5 million euros.

### The Proceeds and Expenses of the Project

The financial result of the project according to accounting information and evaluated future expenses and proceeds is as follows:

Expenses	
Personnel costs	1 678 000
Facility- and machinery rents	2 192 000
Overhead costs of management	703 000
Marketing and communications	1 795 000
Operation expenses	2 877 000
	9 245 000

Proceeds	
Ticket sales	560 000
Services	2 565 000
Company- and marketing cooperation	736 000
Cooperation compensations from education institutes	2 063 000
Other proceeds	66 000
Public project funding	3 740 000
	9 730 000

### Conclusion

Rather great risks in expenses, proceeds and liquidity stamped the finance of the project until the end. The participation of the Ministry of Education and a decision made by Sitra in 2003 to approve a million euro funding gave a basis on which Skills Finland could implement the project. However, the funding received through those channels would not have been enough to implement the project fully even with



the most modest concept. Therefore funding from companies and education providers and individual income-generating activities of the association were necessary.

Thanks to the active and determined work of the association and personnel most of the income and expenses based on contracts were clear already at the end of 2004. The actual competition days did not bring any great surprises either. The number of visitors (118 000) exceeded all budgeted expectations and no significant unexpected expenses appeared during the competition days.

The goal that was set of covering all expenses has been achieved and the event can be taken into its worthy end from a financial point of view. This is done by taking care of the distribution of experiences and material from the competi-

tion and additional events. Also we should take care of research and publication activities and promoting in various ways the goals of the association:

- ◆ The appreciation and awareness of vocational education in society
- ◆ Learning results in vocational education
- ◆ The interest of students in constant development of professionalism
- ◆ The interest of students in independent entrepreneurship.



Sirpa Nuutinen

## The Events in WorldSkills 2005 Helsinki

### **The Opening and Closing Ceremonies**

The official and impressive opening (May 25<sup>th</sup>) and closing (Jun 1<sup>st</sup>) ceremonies were held in the Helsinki ice-stadium. Both events had over 6000 spectators. The audience consisted of competition visitors who had bought a package trip, competition organisation, skill category organisers, partners and others interested in the event.

The theme of the opening and closing ceremonies was 'The Spirit of Helsinki'. Arts & Events Management Oy was responsible for producing the performances. Lassi Ikäheimo and Vesa Ruotonen were responsible for the script. Over 300 people were involved in carrying out the performances. The Finnish broadcasting company (YLE) televised the opening ceremony.

The content of the performances was mainly produced with the workforce of vocational institutes. Only the mechanics were outsourced from a professional in the area (RMC). The vocational institutes that were involved were the Pop & Jazz conservatory (the orchestra and the big choir), Oulu College of Culture and Technology, Pikisaari Unit (set and projection), Helsinki City College of Culinary Art, Fashion and Beauty, Roihuvuori Unit (costumes, make-up and hair), Espoo Institute of Health and Social Welfare, Matinkylä Unit (make-up and hair), Pirkanmaa College, School of Crafts and Design (stage decoration), Mäntsälä College (floristry), Tampere College, AV-unit (television and screen filming) and Savo Vocational College (transportation).

Preparing the opening and closing ceremonies in vocational institutes and in the management team of the event organisation was challenging but pleasant. A good team spirit and enthusiasm to work was present in all preparations. The competition organisations negotiated good contracts with schools and other key persons involved in the implementation. All of this was visible in the successful final results.

### **Package Trips and Accommodation**

The official travel agency of the competition organisation was Event Travel Finland Oy (ETF). ETF was responsible for marketing and selling both domestic and international package trips and other accommodation services of the event.

The cooperation proved successful. We also reached the selling target of package trips. The contact persons of all countries participating in the event were satisfied with the customer-oriented accommodation supply offered by the competition organisation.

During the event ETF accommodated competition visitors in altogether 24 hotels in the Helsinki-Vantaa area. Official package trips were sold 2 063 pieces. There were 28 252 accommodation days during the event, which is the accumulation from both official package trips and private sales.



## Guides

We negotiated an agreement with the City of Helsinki Education Department of training 500 upper secondary students to work as guides in the event. The training was arranged in cooperation with the Education Department, Skills Finland and the AKVA project. We also had top guides from Stadia, Helsinki Polytechnic, to lead different guide groups.

All guides that attended the training were grouped according to their wishes into 13 different area groups. The guides operated for example in the opening and closing ceremonies, at the airport, in hotels, information desks, accreditation, as skill guides and as team guides. Guide services were provided also to national and international competition organisations and VIP guests.

The organising of guide activity during the competition in practice was challenging. The total number of guides was great and the event itself was organised for the first time in Finland. The days' tasks and various problematic situations of the persons in charge of the Education Department guide training, the instructing teachers, top guides and competition guides were nevertheless handled well during the competition hassle. The competition organisation received many compliments on their brisk and young guides from both Finnish and international visitors.

## Catering

Fazer Amica was responsible for the lunches of competitors, experts and observers. The meals for the event were prepared with a theme Finnishness - Internationality. The



*The opening ceremony was in high spirits. In the picture Team Japan marching in.*



staggered lunch worked well. We managed to avoid major lines and congestions.

Fazer Amica was also responsible for the catering arrangements in the Partner Expo, the Global Skills Village, the Sponsor Village and the hospitality lounge.

Altogether 22 100 official competition lunches were had during the event. 15 000 ice cream cones were sold to the visitors and the coffee consumption was 30 000 cups.

The Helsinki City College of Culinary Art, Fashion and Beauty, Roihuvuori Unit, was in charge of distributing packed lunch to competitors and experts to the competition sites and of the Happy Hours serving which was arranged in the facilities of Helia University of Applied Sciences.

### **Official Excursions for Competitors and Experts**

The vocational institute of Porvoo successfully arranged excursions for competitors (May 30<sup>th</sup>) and experts and delegates (May 31<sup>st</sup>). Individual program in Porvoo was arranged for both groups.

The competitors were taken by buses and ferries to Porvoo Camping Kokkonniemi where they had the opportunity to enjoy the beautiful Finnish nature. Various kinds of activities for young people had been arranged on the camping site. The day was topped off with a pop concert that excited all the young people to have fun together.

Experts and other technical delegates got to experience the various sights in the old part of Porvoo. A church concert with a performance by a children's choir left an unforgettable print on many foreign visitors' memories.

### **Receptions of Experts and Competitors**

The experts' reception was held on May 20<sup>th</sup> in the Espoo Cultural Centre. The city of Espoo acted as the host. The city of Helsinki was responsible for the reception arrangements for students on May 23<sup>rd</sup>. This event was held at Hotel Kalastajatorppa.

### **Medals, Diplomas and Certificates of Participation**

The WorldSkills Organisation was responsible for distributing diplomas and certificates of participation for the competitors. Skills Finland was then responsible for the medals that would be given out in the competition: gold, silver and bronze for competitors in each skill, commemorative medals for those who got diplomas, medals for the best competitors in each nation and the Albert Vidal medal for the competitor who achieved the highest score of the entire competition. Furthermore, mementos were given to the best competitors in the skill demonstrations.

Lahti College of Arts and Crafts designed and made the official medals given in the competition.

### **Clothing and Accessories**

Topper Oy delivered the official uniforms of the competition organisation and Nanso delivered the competitors' leisurewear. Women's official scarves and ties were designed by architect Tanja Karpasto.

Other members of the competition organisation wore the licence clothing of the event which included a cap, a t-shirt, a piqué shirt and a fleece jacket.

All official participants of the event were given a competition briefcase with general competition material.

The competition organisation's memento for the participants was a belt die-cut with the event logo. The experts and competitors received mascots, scarves and ties as mementos.

## Logistics

The task of Transportation Manager was outsourced to Bussiring Oy. The Transportation Manager was in charge of the planning, organising and carrying out all passenger transport (including VIP transport).

The official participants were transported from the airport to hotels, official receptions and excursions. The competi-

tors were transported to the opening and closing ceremonies and every day from hotels to the competition site.

According to our contract with Helsinki City Transport all official participants received a Travel Card to be connected to the accreditation card for the duration of the event. The experts and official delegates used public transport every day to travel to the Fair Centre. Volvo provided 28 passenger cars for the competition organisation to use during the event. These vehicles were then used for VIP transport.

The total number of kilometres driven with buses and the VIP Volvos together was 154 000 km. The fuel consumption during the event was 35 000 litres. The number of personnel in transportation was approximately 100.



Markku Lahtinen

## Communications and Marketing in WorldSkills 2005 Helsinki

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### The Content of the Article

In this article I will discuss the marketing communications of the competition carried out by Skills Finland during December 2003 - August 2005.

### Background

The active marketing of the Helsinki world championship competition in vocational skills started in 2000 immediately after Finland had been appointed host of the 2005 competition. Persistent long-term marketing was complicated by the fact that the Secretary General and the Marketing Manager at the time transferred to other duties in fall 2003.

The task of the beginning of 2004 was to formulate a realistic marketing and communications budget and plan proportioned to the budget. Other tasks included recruiting communications personnel, finalise the graphic layout of the project and launch brochure and material production, organising a competition between advertising-, communications- and printing services and update the website to suit the purposes of Finnish and foreign organisers. We used the WorldSkills 2005 Helsinki logo and symbols extensively in all marketing communications targeted to companies, event organisers and interest groups to facilitate recognition.

WorldSkills 2005 Helsinki -Newsletter was created as the means of internal communication and it started coming out in March. This electronically distributed Newsletter pro-

vided a practical information channel for parties involved in the arrangements and it was particularly suitable for external marketing for the theme issues' part. During March 31<sup>st</sup> 2004 and June 10<sup>th</sup> 2005 altogether 17 Newsletters were published.

### The Goals of Marketing Communications

The goals set for the marketing and communications of the world championships in vocational skills were challenging as the competition was not familiar to people others than vocational education providers, vocational students and those interested in vocational skills competitions.

Already from the year 2004 it was clear that we would not be able to commit to larger media campaigns before the end of the project when we know how much we financial latitude. In advertising we focused on various forms of direct marketing and event marketing. The event had the possibility of carrying out extensive national media campaigns which would increase public awareness, for example with the assistance of event- and service partners. This is what we actively aimed for in the media choices that followed.

Skills Finland decided thus from the beginning of the year 2004 to focus more clearly on interest group communication with which we could more functionally, efficiently and believably reach large target groups. This way we could lay the groundwork for future marketing and advertising. The primary target groups were young students, teachers

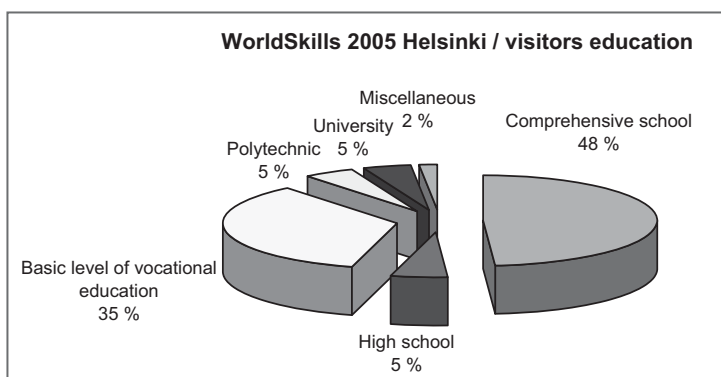
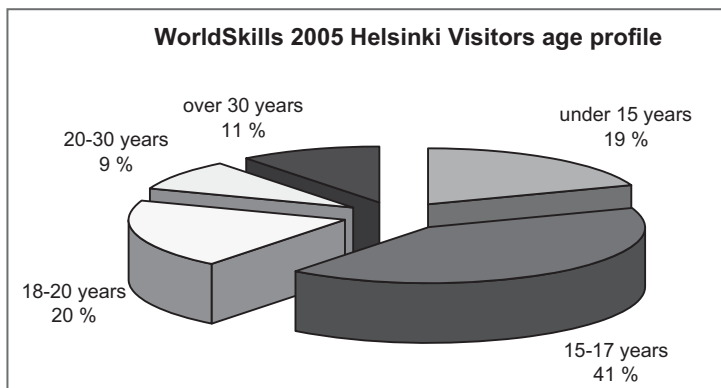


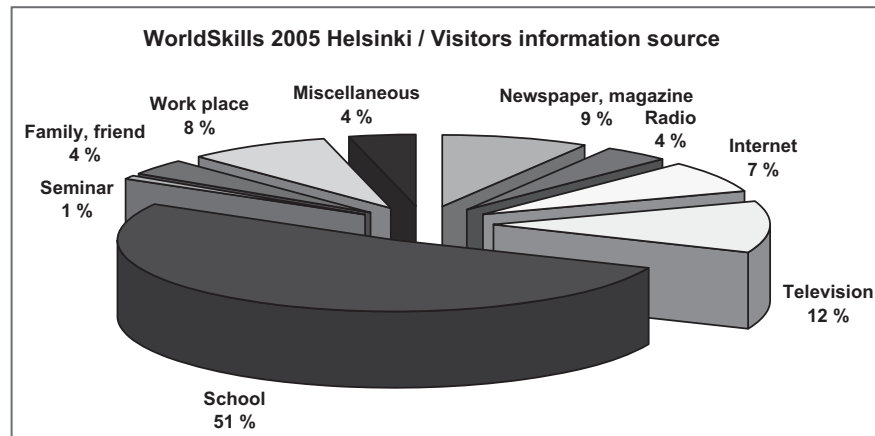
and education providers which had a key role considering our visitor aim. The starting point for media budget funds and partner contracts was that we would be able to reach as wide an appearance as possible and meet the visitor aim of 130 000 – 150 000.

The portion of young visitors in the total visitor aim had been set to 55 percent, the portion of teachers and educators to seven percent, overseas visitors to four percent, competitors and organisers to seven percent and the rest to 40 percent.

## The Central Goals of Marketing Communications

- ◆ to make the WorldSkills competition known to young people, working life organisations, economic life- and student organisations, education providers, Committee for Education and Culture and media
- ◆ to increase the awareness of vocational education and skills among young people, parents, decision-makers and business life





- ◆ to keep the partners and workers aware of the arrangements of the WorldSkills competition, create sense of community, produce a channel for interactive communication and create tools for marketing
- ◆ promote acquiring partners

## Communications and Advertising Partners

### *Media Partners*

Negotiations with the media of the Trade Union of Education in Finland started in spring 2004 and we reached an agreement that satisfied both parties in the summer. Among others the agreement included ten full-page advertisements in the media of the Trade Union of Education in Finland, an attachment in the Opettajien Retkiopas (Teacher's Excursion Guide) and an event attachment with which we were

able to reach all teachers before the competition. The Teacher magazine published several editorials on preparing for the WorldSkills competition, which deepened the conceptions of the target group on the significance of vocational skills competitions.

We selected JCDecaux's Abribus advertisements for the medium of national visibility. Skills Finland bought with a partner contract 3000 poster spots in 26 towns which were divided into three one week -periods in November 2004 (meeting of the WorldSkills Organisation technical committee in Helsinki), January 2005 (FinnSkills competition) and May, when the actual competition was held. Our goal was to increase the awareness of the WorldSkills competition among the general public and to offer visibility to partners. In local campaigns media space was given to the use of all willing partners with cost price. Furthermore, The Year of a Professional selected Abribus as one of their main forms of media.



Negotiations with Keski-Uusimaa concern had been started in fall 2004. The partnership was very important as with the newspapers of the Keski-Uusimaa concern we were able to efficiently reach all households in the Uusimaa region (region in Southern Finland) and increase the general visibility of the event. The contract included approximately 20 pages of advertisements and event announcements in seven newspapers of the concern.

### *Significant Advertisement Channels and Methods*

At the end of April we knew that the budget of the project would most likely allow for example a TV campaign. The options were MTV3 and Nelonen (Channel Four Finland). This advertising concept was offered mainly to the official sponsors of which Festo, Volvo and Technology Industries of Finland agreed to come along. The national campaign was realised on channel MTV3 in May 16<sup>th</sup> - May 29<sup>th</sup> 2005 with approximately 60 advertisements. The production schedule was quite challenging: the decision was made May 2<sup>nd</sup>, first production meeting was May 3<sup>rd</sup>, first preview of the advertisement on May 11<sup>th</sup> and the due date for MTV3 was May 12<sup>th</sup>.

We made a shared marketing plan together with the HUVA vocational training project in fall 2004 in which we could combine the goals of both projects and gain the best possible benefits from the resources that were available. Team Finland, which was on display all of spring 2005, together with vocational top training were leading the way. The HUVA project selected as their media channels the NYT supplement of the newspaper Helsingin Sanomat, Radio NRJ and Minimoi advertising cards. Their main target group was young people.

Due to the cooperation contract created around Team Finland and VR (State Railways) we were able to conduct an

impressive campaign of 300 posters in the VR commuter trains of the capital city area in May 2005. The event also occupied all bridge banner advertisement spaces in the city of Helsinki for two weeks.

The Finnish Broadcasting Company YLE was not all that interested in world championships in vocational skills after the competition in St Gallen. Finally a tentative agreement made in fall 2004 lead to an extra 30 minute -show on FinnSkills in Turku. Also the opening ceremony of WSC 2005 Helsinki was broadcasted on a national YLE-Teema channel on the second competition day. More exposure on the channels of YLE was gained in spring 2005 when the morning show of YLE presented vocational skills competitions and vocational expertise in seven episodes of its series Kuntotalkoot (Fitness bee).

### *Study Paths and Rucksack Package in Event Marketing*

The study path -idea for education institutions and young people was launched in Helsinki. It provided all those who were willing plenty of information on the skill categories and today's professions already before the competition. A special option available was a rucksack package with a one-day ticket to the competition, the official competition rucksack, a 25% discount on the entry to the Helsinki Zoo, Sealife Helsinki and science centre Heureka, parking for the buses of the groups at the Fair Centre and various instruction and preparation services. We had also mapped accommodation options for study trip groups. Even though in the end the demand of the rucksack package was smaller than we anticipated, it operated together with the study paths as an efficient means of marketing which made the competition more known within the most important target group.



### *The Priceless Role of Communications Partners*

It is fair to say that the Ministry of Education and the Finnish National Board of Education were our strategic communications partners. In the *Ammatillinen*-magazine of the Ministry of Education WorldSkills 2005 Helsinki got plenty of column inches and the cooperation will continue throughout the fall 2005 with the Year of a Professional. The FN-BE provided us with contact details of various education institutions and mailed on our behalf for example material about study- and field trips. Furthermore, the *Spetri*-magazine informed of the event actively.

A very important marketing channel has also been the annual FinnSkills competition. The skilled organisation and communication personnel of FinnSkills competition in Turku successfully highlighted the WorldSkills 2005 Helsinki Competition alongside vocational skills and professionalism. Especially the Finnish media began to show more unprompted interest towards vocational skills competitions. Starting from the FinnSkills competition in Turku we tried to use Team Finland in making the skills competitions more known by for example putting interviews with pictures of all the team members on the internet. Furthermore, lay descriptions of all skill categories became available on the internet.

The skill organisers and the organisers of the additional events, who were all strongly committed to the WSC competition, conducted very efficient PR work as a separate group. Among other things they were active advocates of study- and field trips in their own areas. A concrete evidence of this work is the reaching of the goal of the number of young visitors.

The communication network was indeed very broad and not forgetting any quarter, numerous industry- and economic life organisations and customer- and member magazines of partner companies were also significant promoters of the WorldSkills competition.

### **Communications during the Competition**

#### *Internet - the Number One Media*

The website of the event was maintained in five languages and for the duration of the event we opened a competition site in English and Finnish that had a separate picture bank with enough resources. Approximately 3000 pictures were taken at the event and copies of those pictures have been delivered to the WorldSkills Organisation. These pictures, as well as the files in the picture bank that can be downloaded, are all available for marketing vocational skills competitions.

During the competition the online broadcasts of the Competition TV were followed by more or less 10 000 people around the world. In May the website had 8 million hits and the number of visitors on the site was 82 000. In June the corresponding figures were 2 million and 35 000. The number of media hits (excluding radios) in May was 364 (altogether circulation 22,2 million) and in June 284 (altogether circulation 10,4 million).

#### *Competition TV as a "Skill Demonstration"*

The studio of the Competition TV was located at a prominent place in Hall 3. The activity in the studio and production control room continuously attracted viewers interested in television broadcasting. The broadcasts aired live on the internet. About 40 studio interviews were conducted. Broadcasts were aired six hours a day, one of which in English. In addition, a roundup of the day's news was produced each competition day in Finnish and in English.

The Competition TV was carried out as teamwork between Tampere College (coordinating and administration, mechanics), Jyväskylä Vocational Institute (mechanics) and Helsinki Business Polytechnic (editorial staff). The contract

included television broadcasts during the competition, internet distribution, a DVD roundup for the final report and filming the opening and closing ceremonies. Altogether 80 students and teachers were involved in the production of the Competition TV.

### *Press Centre - a Base for Media*

Our target was to offer especially foreign media technically and functionally equipped and secure facilities where they can get individual service and instructions, assistance for interview contacts and filming locations and background material of the competitions and of Finland. We had 456 accredited media representatives, 225 of which were from overseas. The number of overseas media personnel in St Gallen was 100 so based on the competition in Helsinki it is safe to say that the international interest towards skills competitions has increased significantly.

The press centre was located in the second floor of the Helsinki Fair Centre. The facilities included a Press room (144 m<sup>2</sup>), News centre which was in the usage of personnel (140 m<sup>2</sup>) and an auditorium that holds 100 people for press conferences and information sessions. The media had access to 15 work stations equipped with Windows XP Pro UK -programmes and a printer. In addition it was possible for them to log into the wireless network of the event with own portable computers. The press centre was open from May 24<sup>th</sup> to May 31<sup>st</sup> at 9 a.m. - 6 p.m. and on June 1<sup>st</sup> from 9 a.m to midnight.

About 50 employees of the event were working in the press centre. The operations had been divided into headquarters, news content providing, internet maintenance, translations, announcements, media services, photography and scheduling and briefing the interviewees of the Competition TV. In addition, the news studio and the editing points of the Competition TV operated in the facilities.

Altogether 12 press conferences and info sessions were arranged and 40 news releases were published in Finnish, English and partly Swedish during the event. Two Helsinki sightseeing tours and a reception of the Ministry for Foreign Affairs were arranged for overseas media.

### *Expressiveness with Licence Products*

With the official licence products we aimed to make the WorldSkills competition more known, create a feeling of community and a consistent overall appearance.

In the summer 2004 after competitive bidding we chose Newtop Oy to be the supplier of the licence products so they bought with a contract the rights for the licence products of the WorldSkills competition. Newtop was in charge of producing and selling the licence products they represented before and during the event. Thus they were responsible for selling the products to the distribution chains, partner companies and other partners and foreign parties.

Newtop designed together with the competition organiser a collection the main products of which were a fleece jacket, pique shirt, t-shirt, cap, rucksack and a mascot. The advance sale for education providers and companies was greater than expected and also the event sale succeeded.







Henri Nordenswan

## WorldSkills 2005 Helsinki - Accreditation

### Introduction

When it comes to event organisation accreditation is confirming the identities of the people taking part or otherwise involved in the event and, depending on the event, producing and distributing possible identity certificates. As an operation accreditation is a part of the security arrangements of an event. On the other hand, when necessary, a well arranged accreditation offers an excellent opportunity to carry out other control measures connected to masses of people.

### Planning

According to past experience gained from the WorldSkills competitions we knew that there was plenty of room for development in the planning and implementing of the accreditation. To prevent accreditation from being disregarded compared to other operations, we decided already in spring 2003 that it would form an individual operational entity unlike in the past. It was clear from the beginning that accreditation would serve also as a means of financial control and this is why the responsibility of this operation was concentrated on the Chief Financial Officer.

As accreditation had never been carried out in the WorldSkills competitions in the extent that we planned we decided to start the planning with a clean sheet. The most essential question to be answered was how to arrange this operation in practice. The most extreme options were employing a separate Accreditation Manager and obtaining the produc-

tion of identity cards, software and possible character description as an outsourcing service. Another option was to carry out the operation with existing resources and lean on the contribution of students of education institutions. Due to the uniqueness and lengthy time of presence of the staff we evaluated that using commercial software and service would probably not be the most optimal or cost-efficient solution. As the goals of the WorldSkills 2005 Helsinki Competition included creating networks and offering learning opportunities for students we decided to carry out the operation entirely by ourselves. We did not hire a separate Accreditation Manager but the Chief Financial Officer alongside with his other tasks was responsible as the Accreditation Manager for planning and implementing the operation.

In the planning phase for the first time in the history of the WorldSkills competitions an access matrix was made for the staff, volunteers and participants of the event in which we areas of the Fair Centre in which each person had access to. Along with the Helsinki event the matrix is essential in the development of future WorldSkills competitions. Already in Helsinki making the matrix helped both the competition organisation and the WSO personnel to pay attention to security and confidentiality issues more systematically and efficiently. The matrix created in Helsinki offers a good basis on which to develop the access control of the WorldSkills competition into a more appropriate and functional direction also in the future.



## Gathering Information

The next essential task was gather information of the people who would be accredited. The most crucial goal proved to be minimising the amount of manual work in gathering information. A former Finnish WorldSkills competitor succoured and coded a manageable SQL based database for information handling. The participants' information was compiled in this database as a mass data transmission from the WorldSkills Organisation database whereas the organisation staff information was compiled by the responsible managers into the project's person register from where it was converted into the accreditation database. In the end this solution proved flexible and it served the realisation well. Instead the information gathering and transferring it to accreditation use delayed several months from what was planned which caused pressure on the schedule and furthermore, we could not carry out all data transfers in an optimal manner.

## Functional Unit

We compiled a bipartite functional unit mainly of students for the realisation of the accreditation. The so-called recognition group operated directly under the Accreditation Manager and it consisted of the students of the education institutions of Helsinki. The strength of the group was two Subordinate Managers and eight accreditation attachés. There was also one interpreter shared with the press centre and an appointed IT person with the group. The task of the group was to identify the arriving people, together with the travel agent of the event confirm payments that were prerequisites for accreditation, distribute finished cards and solve possible problems in access rights. The second part of the operating unit was formed by a group of 30 people gathered from the students of photography in the Tampere College, Hervanta Institute. This group was lead by two teachers of photography. The group took care of photographing the visitors, image processing and printing, cutting and laminating the cards. Technically the process was carried out

by transforming the SQL database information into txt-format, which was then attached to the photographs and card templates with the Indesign -software.

## Accreditation Desk

The accreditation office was opened on May 11<sup>th</sup> and closed on May 29<sup>th</sup>. Depending on the day the groups worked in several shifts 8 to 18 hours a day. The amount of personnel and equipment was determined on the basis of our aim of being able to photograph each person in 30 seconds and spending a mere 2 minutes on each person for the entire process. We reached these time limits and those groups that did not have any problems in their basic information passed the accreditation process quickly and smoothly. There was some congestion every now and then since due to restrictions in working hours for students we could not keep them in full standby around the clock. Furthermore, even though the full capacity as such was appropriate in size it did not fully meet the demand at peak times. On the other hand, the feedback we received from for example larger groups who arrived after midnight was very positive. Therefore it is safe to say that the efficiency of the unit as a whole can be considered excellent and the sizing of the resources correct.

## Control Unit

Alongside distributing access cards a secondary task of the accreditation team was to operate as a control unit for the overseas visitors regarding cash flows in accommodation- and service packages. The aim of this was to prevent possible credit- and reservation loss. This goal was well achieved. The cooperation between the official travel agent of the event and the accreditation unit was smooth and in practice accreditation was not admitted unless all payments were taken care of. Therefore regarding accommodation- and service packages there was no reservation- or credit loss. The firm control was well acknowledged by many quarters. Based



on the comments by official participants, WSO representatives and other observers the accreditation worked firmly but also consistently and objectively.

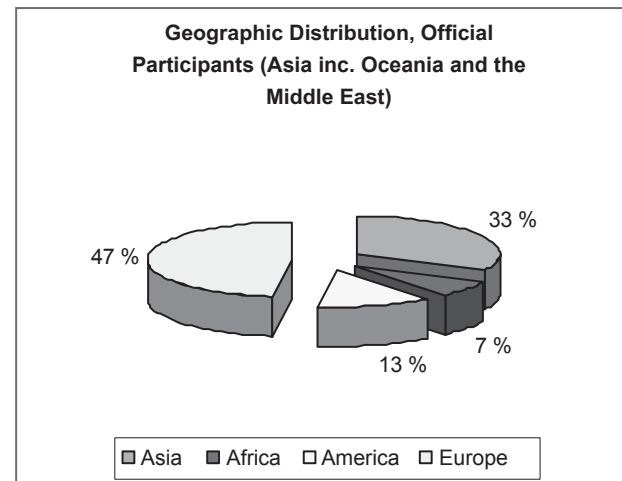
## Wide Accreditation

Altogether 2142 competitors, judges, members of the delegate, media representatives and other official participants were accredited to the event. In addition the accreditation was admitted to 375 unofficial observers. Excluding Finns and unofficial observers the most official visitors arrived from Japan (128), France (124) and South Korea (113). France had the largest team (44) after Finland (57). These figures include national skills demonstrations. Altogether 6592 people applied for and were admitted accreditation. The final accreditation was admitted to 6000 people, 238 of whom were representatives of sponsors and 450 representatives of exhibitors. There were 2371 overseas visitors representing 47 different nationalities. Thus including Finland we had participants from 48 countries. 504 people applied for media accreditation and 456 accredited media representatives arrived. Altogether 3251 volunteers and other representatives of the host organisation were accredited.

## An Excellent Learning Process

As a whole the accreditation operation of the WorldSkills 2005 Helsinki -competition went very well. The accreditation was an excellent learning process for everyone who contributed to it and was involved in it. The students who were involved in the accreditation unit got an excellent opportunity to participate in an international mass event and at the same time practice communication skills later needed in working life and test their own professional skills. The feedback received from both students and international visitors was for the most part very positive and many peo-

ple have admired the operation of the unit especially after hearing that the unit consisted of a group of amateurs put together especially for this project. A very significant role was played by the instructing teachers of the photographing group from Hervanta Institute and the Subordinate Managers of the identification group who without counting their working hours or saving their energy supported other members of the unit thus bringing energy into the group at times of congestion and chaos. On this foundation it is good for the Japan WorldSkills 2007 organisation to begin constructing the accreditation of their event.





## Appendix 1. Accredited Official Participants

Official Participants by their Nationalities	Total	Competitors	Experts	Team Leaders	Official Delegates	Technical Delegates	Official Observers	Translators	Media	Other official participants
<b>Total</b>	<b>2142</b>	<b>696</b>	<b>636</b>	<b>63</b>	<b>38</b>	<b>38</b>	<b>52</b>	<b>150</b>	<b>456</b>	<b>13</b>
Australia	54	25	21	2	1	1	2		2	
Austria	80	26	24	2	1	1	2		24	
Belgium	33	13	10	1	1	1			7	
Brazil	59	19	18	2	1	1	2	15	1	
Brunei	2				1	1				
Canada	62	28	26	2	1	1	1	1	2	
Denmark	35	10	10	1	1	1			12	
Estonia	9	4		2					3	
Finland	336	57	40	2	1	1	2	2	231	
France	124	44	33	2	1	1		14	29	
Germany	80	28	25	2	1	1			23	
Hong Kong	36	14	13	2	1	1	2	3		
Hungary	1									1
India	4									4
Indonesia	13	5	4	1	1	1	1			
Iran	62	15	25	2	1	1	2	14	2	
Ireland	56	20	22	2	1	1	2		8	
Italy	49	20	19	1	1	1	2	1	4	
Jamaica	16	4	5	2	1	1	3			
Japan	128	36	32	2	1	1	2	42	12	
Korea	113	39	35	2	1	1	2	28	5	
Latvia	1									1
Liechtenstein	17	6	6	1	1	1			2	
Lithuania	1									1



Official Participants by their Nationalities	Total	Competitors	Experts	Team Leaders	Official Delegates	Technical Delegates	Official Observers	Translators	Media	Other official participants
Luxembourg	18	5	5	1		1	2	1	3	
Macao SAR	20	8	8	1	1	1	1			
Malaysia	28	10	13	1	1	1	2			
Mexico	3									3
Morocco	8	3	2	1	1		1			
Netherlands	99	36	31	2	1	1	0	4	24	
New Zealand	33	15	13	1	1	1	1		1	
Norway	62	22	20	2	1	1	2		14	
Portugal	46	17	18	2	1	1	2	2	3	
Russia	3	1		1					1	
Saudi Arabia	11	4	3	1	1	1		1	0	
Singapore	30	11	10	2	1	1	2		3	
South Africa	13	4	4	1		1	2		1	
Spain	3				2	1			0	
Sweden	78	29	24	2	1	1	2		19	
Switzerland	84	36	34	2	1	1	1		9	
Chinese Taipei	88	34	31	2	1	1	2	15	2	
Thailand	47	15	14	2	1	1	2	6	6	
Trinidad and Tobago	2									2
Tunisia	13	5	5	1	1	1				
United Arab Emirates	11	3	5	2		1				
United Kingdom	50	18	22	2	1	1	2	1	3	
United States	20	7	6	1	2	1	3			
Vietnam	1									1



Hannele Marttiini and Immo Pylvänen

## Team Finland Coaching for WorldSkills 2005 Helsinki Competition

This article describes the forming and coaching of the Finnish national team for the WorldSkills 2005 Helsinki – World championship competition in vocational skills. Also, this article will discuss the role of Team Finland’s support group and their and the Team Leaders’ observations about the training successes and improvements needed for the 2007 Japan competition.

A three tier coaching model was implemented in the preparation for WSC 2005 Helsinki competition: basic coaching, advanced coaching and Team Finland coaching.

### **Basic Coaching Period**

Basic coaching period took place in the 2004 summer until mid-September in the coaching unit schools and companies. The coaching covered all 38 skills categories and the number of trainees varied in each skill, with a target minimum of six trainees in each skill. In the end of the period the top three qualified in elimination rounds for advanced coaching while the rest carried on to do their vocational qualifications or parts of it.

The basic coaching focused on practicing basic vocational skills and to preparing candidates for a successful transition to working life. Furthermore, the trainees were meant to master the basic skills during the coaching period so that the advanced training could focus on refining the work demonstrations to the level that is required in the competition.

Basic coaching urges trainees to orderly and tidy work and focuses early on in occupational health and safety and environmental issues. They are fundamental skills that will be valuable in the trainees’ work during the coaching but also during their working careers. Altogether nearly 200 young people participated in the basic coaching and half of them qualified to the next round.

### **Advanced Coaching Period**

This coaching period commenced in mid-September and culminated in the FinnSkills 2005 competition in January 2005. In the joined skills categories’ coaching events trainees competed against each other. These events were also qualifiers to the Finnish national team which was finally selected and announced in FinnSkills 2005.

The advanced coaching period focuses on refining basic vocational skills up to the requirement level of the world championships and it is based on areas of competence in specialist vocational qualifications. Coaching focuses on the improvement of the speed and quality of a routine work demonstration and also to the effective use of tools and materials. Occupational safety and effectiveness in decision-making are emphasised and coaching also focuses on performing tasks under emotionally and physically stressful, competition-like surroundings. Trainees are encouraged to creative and independent thinking and self-sufficiency in problem solving.



As the advanced coaching focuses increasingly on the upcoming competition, the significance of physical and psychological tools increases. This also affected the subject matter. For instance, fitness tests and training programs prepared by professionals became a part of coaching and competitions and demonstrations were arranged for training purposes to practice concentration skills and to boost self-confidence. The trainees were also encouraged to self-evaluation.

## Team Finland Coaching

The FinnSkills Turku 2005 competition culminated in the announcement of the Finnish vocational skills team. The coaching of Team Finland began immediately after the FinnSkills competition and lasted until the WorldSkills 2005 competition in May. Project Manager Kati Lundgren together with Team Leaders Hannele Marttiini and Immo Pylvänen were mainly responsible for managing and directing of coaching. Generally one competitor or competitor team was coached per skill category with possibly many coaches for one skill category. Three training camps were organized during Team Finland coaching: First one in the coastal city of Turku during week 3, second one in Joensuu, in the eastern part of Finland, during week 14 and third one Espoo, in the capital area, during week 18. The objective of these training events was to form a united, good-spirited and a motivated national team.

In the national team training phase, the skills already fulfill the requirement level of the world championship competition and the coaching mainly focuses on practicing precision, speed and overall organisation of work, and also selection of appropriate tools and work methods. The tools used in coaching were the tools also used in the world championship competition.

Team Finland training particularly emphasised occupational health and safety. Rushing during competition often leads to negligence of work safety and can cause accidents. Tidiness and good organisation of working environment can cut the risk of accidents but can also help finishing the task quicker.

Physical training concentrated on sustaining and improving endurance. For each trainee, a personal fitness program was drafted and the completion was monitored during the coaching period. Psychological coaching was also provided.

The Team Finland coaching was intensive during 2005 spring. Competition tasks and competition situation was rehearsed and general preparation for the event was done. In May 2005, the Team successfully represented Finland in the WorldSkills 2005 Helsinki competition. Finland, the host country, participated in all of the 39 skill categories.

In the FinnSkills 2005 competition, the coaching was already strongly orientated towards the next WorldSkills competition, which is hosted by Japan in 2007. The young vocational talents who succeed in the FinnSkills competition have a chance to take part in the vocational skills training and to compete in the WorldSkills 2007 competition for the world championship in their own skill category.

### Team Finland in WorldSkills 2005 Helsinki:

	Skill Category	Name	Year of Birth
1	Polymechanics	Juha Kelkka	1983
3	Manufacturing Team Challenge	Mika Aarmio	1982
		Riku Lambacka	1980
		Tuomo Fabritius	1981
4	Mechatronics	Janne Hurme	1984
		Jarkko Kyländer	1984
5	Mech. Eng. CAD design	Ville Kivelä	1984



6	CNC Machining	Mikko Vepsäläinen	1983
9	IT/Software Applications	Vesa Rankaviita	1985
10	Welding	Sami Ala-Varvi	1985
12	Wall & Floor Tiling	Anssi Lehti	1985
13	Autobody repair	Antti Kankaanpää	1986
15	Plumbing	Henri Koskinen	1985
16	Industrial Electronics	Toni Harju	1984
17	Web Design	Elmo Saukko	1985
18	Electrical Installations (Commercial Wiring)	Markus Roni	1983
19	Industrial Control	Petri Hämäläinen	1983
20	Bricklaying	Antti Iinatti	1983
21	Stonemasonry	Juha Nieminen	1984
22	Painting & Decorating	Karoliina Hytönen	1983
24	Cabinet making	Seppo Heilimo	1983
25	Joinery	Joonas Hänninen	1985
26	Carpentry	Marko Partanen	1985
27	Jewellery	Päivi Sohkanen	1983
28	Floristry	Birgitta Kulppi	1985
29	Ladies' / Men's Hairdressing	Saara Hyppänen	1985
30	Beauty Therapy	Ilona Väättänen	1985
31	Ladies' Dressmaking	Ria Tilsala	1985
32	Confectioner / Pastry Cook	Aini Kaikko	1983
33	Automobile Technology	Juuso Jukkala	1983
34	Cooking	Erik Mansikka	1985
35	Restaurant Services	Sina Siltanen	1984
36	Car Painting	Tuomo Tuohino	1985
37	Landscape Gardening	Tiina Nurmio	1984
		Ville Koskinen	1985
38	Refrigeration	Tufan Sami	1984
39	IT PC/Network Support	Tomi Miettunen	1983
40	Graphic Design Technology	Petra Niemi	1983

D43	Telecommunication Distribution Technology	Olli Laihinen	1983
D44	Printing	Henna-Riikka Ahlgren	1986
D46	Sheet-Construction Steelwork	Jarno Raitanen	1983
D47	Tinsmith	Janne Leppänen	1983
D48	Transport Technology	Jouni Ojanperä	1984
D48	Transport Technology	Pekka Anto	1983

## Team Finland's Support Team and its Duties

Team Finland had a support and maintenance team already in the St. Gallen 2003 competition, where the team took on various service tasks for the national team. Positive feedback encouraged the forming of a strengthened support team for the 2005 competition. The support team members for WorldSkills 2005 Helsinki were Juhani Ahonen (psychological coaching), Atte Airaksinen (competition priest), Katri Heikka (Seoul 2001 competitor), Kati Lundgren (Project Manager/Advanced coaching) and Alexander Strakh (Seoul 2001 competitor).



The objective of the support team in the coaching camps was to encourage the team to have a positive outlook and attitude. With their individual life experiences, they all gave different kind of input on how to prepare for the competition. Each Team Finland member could find an individual support person because the support team members were all in different stages of their lives. One of the support team's duties was to prevent stress and to help with any problematic situations.

The program on the national team training camps included competition exercises, psychological coaching, training in media and international relations, fitness tests and nutrition and hydration guidance. Team Finland was instructed in giving interviews and in general interaction with media representatives. Although the days of training were hard work, there was also time for having fun and relaxing together.

By their presence in the competition situation, the support team wanted to create a calm and encouraging atmosphere. Directly after the competition, together with Team Leaders, the support team analyzed the successes and the problematic situations during the competition. They also helped to maintain a positive fighting spirit all the way through.

The support and maintenance team looked after the physical well-being of the team, for instance, by providing appropriate refreshments and nutrition supplements on the competition days.

After the event they compiled feedback about the successes and disappointments of the competitors and if needed, also helped them in the transition back to 'normal' life.



## Team Feedback Camp in September 2005

In September, competitors with Team Leaders and the support team participated in a feedback camp in the beautiful surroundings of the town of Lepaa. Camp atmosphere was warm and wonderful, not least because of the competition success of all time: four gold medals, one silver and three bronzes and additionally, 17 diplomas. Team Finland finished fourth out all the countries.

The whole team concluded that the accomplishment was partly due to the good team spirit and a successful coaching period. Camp program included feedback of the competition and national team coaching from competitors and management, reminiscing about the competition, analysis of competitors' working methods and advice on the various possibilities to train and participate in future competition activities. A nature adventure track, refreshments and having fun together was also in the program.

## Assessments of Management and Support Team about the Choosing and Coaching of Team Finland

### *About choosing Team Finland*

The team for 2005 competition was chosen in January 2005, so all in all the time to coach the national team was short. Team Finland training camps were arranged three times, in January, April and May. However, individual training was pressed for time.

Although there was an attempt to find competitors close to the maximum age limit, there were some very young competitors in the team. It is rare that under 20-year-olds are professionally or otherwise mature enough for the world championship competition. For those FinnSkills or other



*The management and support team for Team Finland enjoying the laid back atmosphere in Lepaa: Hannele Marttiini, Atte Airaksinen, Alexander Strakh, Katri Heikka, Juhani Ahonen and Immo Pylvänen (Project manager Kati Lundgren not in the picture).*

competition participants, who will still be young enough to attend the next round, two years of further training will significantly improve their chances in the competition.

### *General Notes about Objectives and Methods*

The central objective of the Team Finland training camps was uniting the 2005 team. The objective was realised well and this played a significant role in the overall success of the team. It was achieved by, for example, different kinds of functional exercises. Common routines (morning exercises, for instance) were maintained in all camps and the program and scheduling worked very much like the schedule in the world championship competition. From the beginning, the team followed strict camp schedules and program (early to



rise, early to work etc.), which was fundamental in managing such a large group; keeping time, getting to the right place at the right time etc. There were a few incidents of individual interpretation of schedules but they didn't affect the situation on the whole. Furthermore, the support team was an integral part of Team Finland during coaching and also followed the same practices.

Same rules applied for everybody in the Team Finland meetings. The equal and just treatment of all competitors was written in the instructions of the Team Leaders and support team members, who were also authorized to keep order. Team morality and order was improved by the fact that discipline and rules were applied firmly from the beginning and no offences were tolerated, no matter how small. The good example of the support team and, when required by the situation, their common code of conduct was also important.

By the decision of the team management, during the camps and the competition applied a zero tolerance alcohol policy with the exception of special occasions. Every contestant committed to this policy by signing a statement.

The 2005 Team Finland camps were a success, and the feedback from the competitors was also positive. The number, length, objectives and program of the camps were appropriate. Due to the late forming of the national team, the camps had to be fitted in a limited period of time.

### *I Camp in Turku in January 2005*

The camp was organized as a short one-day camp directly after the FinnSkills 2005 competition. Some of the competitors were only chosen for the team during FinnSkills 2005 so the experience was especially long and exhaustive for them. A lot of practical matters were introduced during this camp but thanks to efficient scheduling, there was time for everything. The whole support team participated too, which was important.

### *II Camp in Joensuu in April 2005*

The Joensuu camp had a tight and compact schedule but it was good exercise for the competition. The team learned the importance of sticking to a schedule and also that the limited amount of time off should be used to rest.

The extended camp provided time for the support team to get to know the competitors, spot possible problem areas and refine their own methods. The Joensuu camp objectives for the competitors were achieved.

The trade managers had the main responsibility for the training tasks which were great exercise for the competitors and excellent assessment material to chart the competitors' development.

The experts, coaches and trade managers were all at the camp simultaneously and their roles weren't quite clear to everyone involved.

Some improvements were needed in the experts' commitment to the team, their role in relation to the competitors and also, their exemplary behaviour needed some perfecting. Furthermore, discussions between support team and experts about duties and methods were quite superficial.

### *III Camp in Espoo in May 2005*

The camp was scheduled well, taking place three weeks prior to the competition in the Hotel Meripuisto, Espoo. This was Team Finland's hotel also during the competition. All in all, the Espoo camp was a functional whole although the introductory tour in the Fair Centre competition site didn't quite fulfill all the goals, which was much due to the insufficient instructing of the supervisors.



The main objective of this last camp was the orientation for the competition, lifting team spirit and concentrating on psychological training.

During the camp, all the rules, schedules and codes of conduct in the competition were read through and it was made sure that everyone was familiar with them.

The best countries in the world championship competition were Switzerland (5 gold medals, 7 silver medals, 6 bronze medals and 10 diplomas), Korea (3+8+5+15), Germany (4+4+2+11) and Finland (4+1+3+17). Diplomas are awarded to contestants who score 500 out of 600 points.

The best competitor In WorldSkills 2005 Helsinki was the IT/PC Network Support skill category gold medalist Viridis Liew Mei Qi from Singapore with 571 out of 600 points. The Albert Vidal Award goes to the contestant who reaches the highest score.

There were 696 competitors and 636 experts in the competition. Finland participated in each one of the 39 skill categories and had 44 contestants in the national team. The total of accredited staff and volunteers was 6592 and 2372 out of the total number were foreigners. The next world championship competition is held in 2007 in Shizuoka, Japan.



## Appendix 1. – Team Finland's competition results

### Medals

Industrial Control Petri Hämäläinen, Anjalankoski	Gold
Floristry Birgitta Kulppi, Huittinen	Gold
Transport Technology (D) Pekka Anto, Uusikaupunki Jouni Ojanperä, Kittilä	Gold
Plumbing Henri Koskinen, Pyhäselkä	Gold
Painting & Decorating Karoliina Hytönen, Jyväskylä	Silver
Ladies' / Men's Hairdressing Saara Hyppänen, Luumäki	Bronze
IT PC/Network Support Tomi Miettunen, Oulu	Bronze
Electrical Installations (Commercial Wiring) Markus Roni, Luumäki	Bronze

### Diplomas

Manufacturing Team Challenge Mika Aarnio, Oulu Tuomo Fabritius, Oulu Riku Lambacka, Oulu
Mechatronics Janne Hurme, Vahto Jarkko Kylander, Turku
CNC Machining Mikko Vepsäläinen, Iisalmi
IT/Software Applications Vesa Rankaviita, Karijoki
Welding Sami Ala-Varvi, Laihia
Wall & Floor Tiling Antti Lehti, Mäntsälä
Web Design Elmo Saukko, Helsinki
Bricklaying Antti Iinatti, Pudasjärvi
Cabinet making Seppo Heilimo, Jurva
Joinery Joonas Hänninen, Salla



Jewellery

Päivi Sohkanen, Tammela

Beauty Therapy

Ilona Väättänen, Espoo

Confectioner / Pastry Cook

Aini Kaikko, Tampere

Automobile Technology

Juuso Jukkala, Lappeenranta

Refrigeration

Tufan Sami, Humppila

Graphic Design Technology

Petra Niemi, Vantaa

Printing

Henna-Riikka Ahlgren, Ylöjärvi



## Appendix 2.

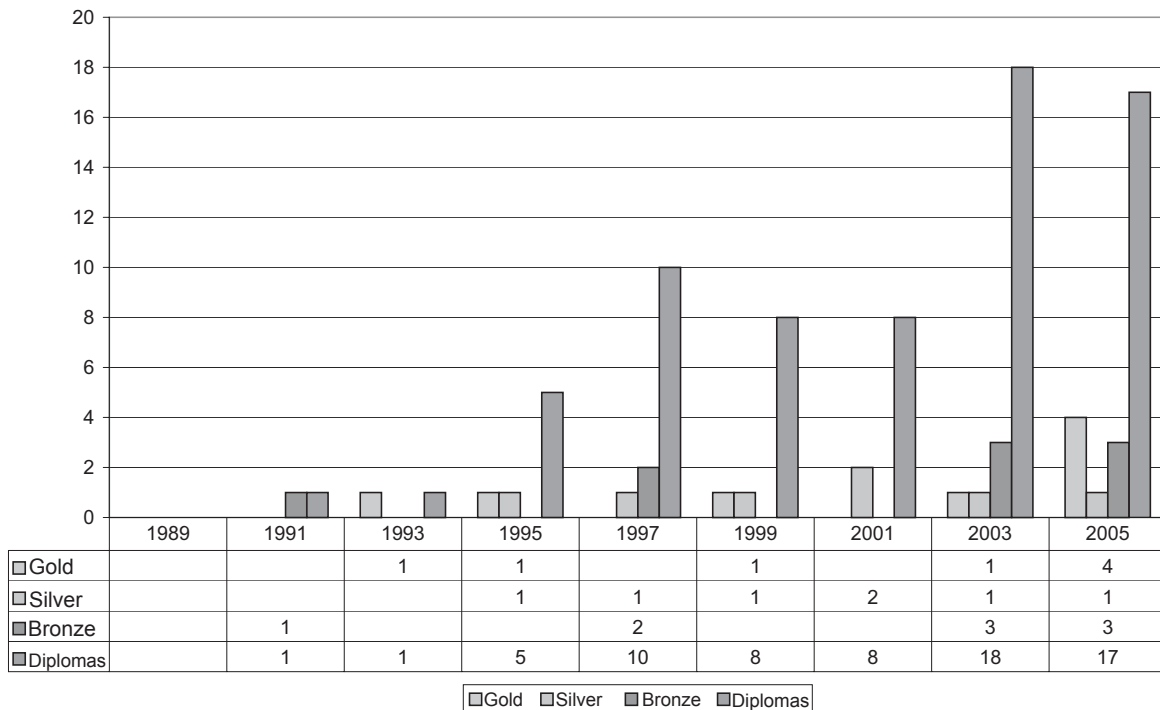
Member Results Comparison Comparison By Total Medals Won WSC 2005 Helsinki								
Position	Member	Total Medal Points	Average Score	Number of Competitors	GOLD	SILVER	BRONZE	Medallion
1	CH	63	519.18	34	5	7	6	10
2	KR	61	520.20	35	3	8	5	15
3	DE	43	516.08	25	4	4	2	11
4	FI	42	501.77	39	4	1	3	17
5	IT	37	519.61	18	5	1	5	4
6	JP	34	501.63	32	5	1	2	7
7	AT	33	511.54	24	3	2	1	13
8	TW	28	501.26	31	1	2	4	10
9	IE	26	509.60	20	3	1	1	9
9	AU	26	507.29	21	3	0	2	10
9	FR	26	500.47	34	2	1	2	11
12	CA	24	499.46	26	2	2	1	8
12	SE	24	495.09	23	1	3	1	9
14	NL	20	491.53	30	0	2	1	12
15	BR	18	509.88	16	0	2	3	6
16	UK	17	504.63	16	1	2	0	7
17	TH	15	505.50	14	1	1	1	6
18	SG	13	514.60	10	2	0	1	3
19	NO	12	486.90	20	1	1	0	5
20	BE	10	488.33	12	1	0	1	4
21	DK	9	501.56	9	0	2	0	3
22	LI	8	507.17	6	1	0	1	2
22	NZ	8	492.31	13	0	1	0	5
24	HK	6	475.38	13	1	0	0	2
25	PT	5	482.41	17	0	0	0	5
26	IR	4	479.00	15	0	0	0	4
27	LU	3	492.40	5	0	0	0	3



**Member Results Comparison  
Comparison By Total Medals Won  
WSC 2005 Helsinki**

<b>Position</b>	<b>Member</b>	<b>Total Medal Points</b>	<b>Average Score</b>	<b>Number of Competitors</b>	<b>GOLD</b>	<b>SILVER</b>	<b>BRONZE</b>	<b>Medallion</b>
27	MO	3	476.50	8	0	0	1	1
29	MY	2	484.67	9	0	0	0	2
29	US	2	484.50	6	0	0	0	2
31	SA	1	477.00	4	0	0	0	1
31	MA	1	473.50	2	0	0	0	1
31	TN	1	468.00	5	0	0	0	1
34	ZA	0	463.00	4	0	0	0	0
34	ID	0	455.50	4	0	0	0	0
34	JM	0	444.75	4	0	0	0	0
34	AE	0	429.00	4	0	0	0	0

### Appendix 3. Team Finland Competition Statistics 1989-2005



Sirkka-Liisa Kärki

## Vocational Skills Competitions Linked with Developing Education in Versatile Ways - The Finnish National Board of Education as an Operator in the WorldSkills 2005 Helsinki -competition

Improving the attraction and appreciation of vocational education is a central goal in the government platform of Prime Minister Vanhanen and also in the Education and Research 2003-2008 Development Plan confirmed by the Council of State. The Finnish National Board of Education (FNBE) has been unanimous that the most essential means of improving the attraction and appreciation of vocational education is to improve the actual education and its quality. The world championship competition in vocational skills provided a collective challenge and opportunity and we have been able to connect the development of education in the preparation, implementation and also further measures of this opportunity in versatile ways. Alongside vocational education, the measures of the FNBE have been directed at senior secondary education, adult education and polytechnic (especially vocational teacher education) students and institutions. Together with the Ministry of Education the FNBE has been closely involved in the actual competition arrangements. In the following article I will describe how the WorldSkills competition has been connected with developing education and how the FNBE as a national authority took part in the activity supporting the competition arrangements.

### **WorldSkills 2005 Helsinki - the Main Event of the Year of a Professional 2005**

The planning and implementing of the world championship competition in manual skills has been a cutting edge proj-

ect of the development of Finnish vocational education and the goals of this project have been to raise the appreciation of vocational skills and education, improve the quality of education and the learning results and promote the position of vocational professions. The evolvement of skills requirements, increase of the significance of work-based innovative activity and the labour shortage looming ahead emphasise the significance of vocational skills and vocational education. Even more duties require strong professional competence and the ability to develop one's own proficiency and work. The promoting of innovative activity that takes place in workplaces is one key factor of competitiveness in the future. The Finnish workforce will grey and the entire age structure of the society will change. Work needs to be done but where can we find professionals to do it?

This was the starting point from which the year 2005 was declared Year of a Professional, the main event of which was the 38<sup>th</sup> WorldSkills competition. The Year of a Professional 2005 was a theme year organised by the FNBE and the Ministry of Education and quarters that were interested in securing the future of professional skills for their part were invited to join the project. There were various forms in which to participate, for example by informing, acting and taking part in various events.

The goal of this theme year was to make the vocational education's hands-on approach, diversity, innovations, and opportunities for further studies known and distribute in-





formation on various professions and education leading to them. During this theme year we have together with education providers and work- and economic life promoted the significance of vocational education and professional skills to society, working life and individuals. Special attention has been paid on developing the cooperation of vocational education, companies and other employers and improving the effectiveness, quality and profitability of vocational education.

Most of the events of the theme year were arranged locally around Finland by for example technical colleges, organisations and companies. The target groups have been especially young people and their parents, but also student counsellors and teachers in comprehensive schools, upper secondary schools and vocational institutes and economic and other working life. Arranging these regional and local events has been supported nationally by both producing material and directing funding to the education providers who coordinated the arrangements of the events. Relating to the theme year, at the end of the year we will reward the professionals, vocational teachers and quality of vocational education promoters of the year.

### **Skills and Quality with Vocational Skills Competitions - the Central Contribution of Education Providers and Education Institutes**

It was considered crucial both from the development of education and competition arrangements point of view to get the vocational education providers and education institutes in the competition arrangements. To support this, the Ministry of Education set discretionary appropriation from the 2003-2005 budgets to the use of the FNBE to give funding to vocational education providers who then used it to increase the appreciation and improve the attraction of vocational education with vocational skills competitions. Our goal was to develop the learning of students and teaching by paying special attention to the level and appreciation of

vocational skills. The object was regarding the arrangement of vocational skills competitions to improve learning and direct attention to the quality of vocational skills by developing student works, on-the-job learning and skills demonstrations, by making the cooperation between education institutes and companies closer, improving the stock of equipment and machinery, strengthening the expertise and skills of teachers and education institutes and thus increasing the attraction of education institutes and fields.

The appropriation was granted to the projects of education providers in which they participated together with Skills Finland in implementing the WorldSkills competition by arranging a skill category, event connected with the competition or services needed in the competition. With this funding we could partly cover the costs of planning the competition, delivering the machinery, equipment and materials and arranging services.

The education providers, 29 altogether, accepted the challenge in a positive spirit and handled their share of the competition arrangements exemplarily. The education providers have reported on the implementation of the project plan annually. In addition they report separately by the end of the year 2005 on how the goals of improving the quality and attraction of vocational education have been achieved regarding the arrangements of the WorldSkills competition. Thus the picture of the impacts of the competition becomes more versatile for education institutes of various fields, their teachers and other personnel, students and partners from companies and working life widely participated in these education providers' projects. Alongside the success of the competition we can surely expect good messages from these projects on the results of the work done for the benefit of vocational education.



## **The Finnish National Board of Education Supporting the Competition in the Background and Actively Involved in the Competition Arrangements**

The FNBE and its personnel participated diversely both in the preliminary preparations and in the actual arrangements of the competition. Cooperation with Skills Finland was functional and participation in the arrangements benefited in many ways also the national development of education. Cooperation with Skills Finland was made official with a contract. The general director of FNBE was also the vice president of the executive committee of Skills Finland and she also operated as a member of the Helsinki 2005 consultative committee. The vocational education providers' field prepared and coordinated the work done in the FNBE. It was made sure in the management group that all fields and as many units will participate as possible. Altogether 100 FNBE employees were involved in the competition arrangements.

### **Field-specific quality assurance and information:**

The competition was a challenge especially to the field-specific specialists of vocational education. They were involved in the quality assurance of the arrangements of the skill category of their area of speciality and also in the Workshop Supervisor training. They distributed information on the competition and the Year of a Professional in trainings of various fields, training committees, by taking part in field-specific events and by writing articles into professional magazines. They also mapped out foreign networks in their own fields, sent them material for the competition and planned programmes for possible overseas visitors of their own field together with Skills Finland. Also the texts for the education field -specific brochures of skill categories were prepared in cooperation with the trade managers.

We produced and delivered information on the competition and vocational education to the students, teachers and student counsellors of comprehensive schools and upper sec-

ondary schools. Furthermore, they were encouraged in several ways to participate in the competition and the local Year of a Professional -events.

### **Global Skills Village and events connected to it:**

Together with WorldSkills and Skills Finland the extensive task of the FNBE was to implement the Global Skills Village (GSV) and Laders' Forum 2005 which is a seminar for specialists held in English and it is an interactive event and a great opportunity for networking. The FNBE together with Skills Finland formed a team that planned the implementation of the GSV. The representatives of the FNBE made a huge effort by operating s coordinators of both the seminar and the programme on stage. The Global Skills Village was arranged in connection with the competition and it was a fair-type international village that gathered together member states participating in the competition, vocational education specialists, teachers, economic life representatives and other quarters interested in vocational education. In the GSV people had the opportunity to receive information on education in different countries, listen to lectures and enjoy the cultural performances of various countries. At the same time they had a chance to exchange information and experiences, create networks, present good conventions and learn from each other. The visitors consisted of adult competition spectators and VIP guests from Finland and abroad.

The Finnish National Board of Education participated also in the planning of another additional event, the International Symposium on Youth and Work Culture 2005. The goal of this meeting of specialists was to offer a forum for sharing scientific information and discussion regarding safety at work among young people, safety of work- and study environments, know-how of safety at work and vocational top excellence. The language of the symposium was English and the organiser was the Finnish Institute of Occupational Health.

In Finland the aim was to improve the internalisation of teachers, and therefore the central target group of the seminars was vocational teachers.

**Introducing education and guided tours:** The FNBE produced a general brochure of vocational education in Finland and also field-specific brochures in Finnish, Swedish, English, German and French for presenting the Finnish education system and vocational education in Finland. Even though the brochures for all fields were not finished in time for the competition, we could nevertheless use the prepared material when introducing education to international guests. The FNBE was also responsible for reserved guided tours. The specialists of FNBE were receiving and guiding Finnish and overseas visitors in the competition and also informing them about the Finnish education system, vocational education and our country. At the same time it was possible to form international relationships. The guided tours will be discussed further in the following article.

**Evaluation of skill categories and competition arrangements:** It had been agreed with Skills Finland that the FNBE specialists will evaluate the succeeding of the competition regarding the preparations and implementation of the competition from the point of view of both all skill categories and general competition arrangements. Altogether 28 people from the FNBE took part in the evaluations.

During the construction the subjects of evaluation for skill categories were the participation of students in the construction of the competition site, the participation of teachers in the construction of the competition site, the planning and implementation of the constructing of the competition site, consideration of occupational safety, consideration of sustainable development, overall evaluation of the competition site of the skill category for all parts, the functioning of working life relations and sponsors. During the competition the subjects of evaluation were the functioning of the competition site as whole, space utilisation, lighting, ventilation and other environment, viewer-friendliness of the

skill category, presentation of the field, presentation of the evaluation/competition task, presentation of the competitors, arrangement and visibility of the competitors, operating of the trade guides, result information and the possibilities to follow it and releasing the results. In the dismantling phase the subjects of evaluation were participants, fluency and system of working, timing, occupational safety and sustainable development. In the overall evaluation the subjects were an overview of what went well/what did not go well, special observations and suggestions for development. In addition those who conducted the evaluation gave feedback for the development of education from the point of view of curricula, development of teaching and student evaluation, tasks and their evaluation, on-the-job leaning and skills demonstrations, working life relations, the work of a teacher and training of vocational teachers.

For the competition arrangements part the subjects of evaluation were the functioning and fluency of various services, willingness to be of service and cooperation of various officials, clarity of operating, customer-friendliness from the point of view of different customer groups, quality of services, customer satisfaction, occupational safety and sustainable development. In addition an overall evaluation of what worked well and what did not was requested.

A summary of the evaluations will be made which will then be dealt both in the FNBE and together with Skills Finland. There has also been some international interest in this feedback.

### **The Importance of Making Use of the Evaluations and Learning Experiences**

In addition to the evaluation summary of skill category and competition arrangements the FNBE will make a roundup of the education providers' reports in which it will be discussed how the funding directed to the education providers enhanced the appreciation and attraction of vocational ed-



ucation and how the quality of education and cooperation with working life were improved.

Already it is safe to say as a general estimate that the WorldSkills competition has in an excellent and diverse manner promoted the goals of education and especially developing vocational education that were set. The experiences and results from this competition can be made use of also in the future. The competition has also been a significant learning opportunity for the people of the FNBE. Being a part of it has been inspiring - participating in the arrangements of an international event and following the arrangements and implementation of the competition have given international targets of comparison and points of consideration from the point of view of Finland's vocational education. We must evaluate together how this experience can be made use of in the development of degrees, curricula, student evaluation and skills demonstrations, teaching and instructing, cooperation with working life and the training of teachers.

I consider especially important that the young people who have been involved in vocational skills competitions would act as ambassadors of vocational top excellence and as examples to other young people. The competitions were significant from the point of view of youth. In the world championship competition of vocational skills the young people got to test themselves and their skills in a competition of high international level. For each competitor the event was a unique learning event. Each skill category tested in addition to technical skills also every competitor's communication and team-work skills, knowledge of business and ability to work in a project. By making use of the experience many competitors will continue as ambassadors of their own trade thus promoting the top excellence of their own field in their own countries. Quite soon after the competition we have discovered in practice that the youth that participated in the competition have been an inspiration to other young people to move into a vocational trade. The number of applicants to those fields in which Finnish competitors were successful has increased.

Vocational skills competitions can also function as messengers of the expectations of working life and challenges of vocational skills. From the point of view of working life the WorldSkills 2005 Helsinki -event provided a unique opportunity to compare the skill requirements of industrial fields and the service sector on an international level. The constant growth of the WorldSkills competition indicates that traditional manual skills, mastering the latest technology and fields that require multiple skills are considered important factors of success for social welfare around the world. From the point of view of appreciation of vocational skills the competition communicated widely the significance and need for vocational education in society.





Marianne Pethman

## Guided Tours of the Finnish National Board of Education

During the WorldSkills 2005 Helsinki competition 23 specialist-guided tours by the Finnish National Board of Education were arranged and 20 of these tours took place on Thursday and Friday. With 800 visitors on the tours altogether, small groups were formed so that for each ten visitors there was at least one guide. Tours were arranged in Finnish and also, if necessary, in several other languages: English, German, French, Russian, Estonian, Hungarian and Scandinavian languages. Eight guided tours were conducted in English, one in Swedish, one in German and 13 in Finnish.

The guides operated according to a roster. Group tours could be booked beforehand but guides were also on duty daily between 1pm until 3 pm in case a group requested for a tour during the WorldSkills competition. A skill category guide or a former competitor accompanied the Finnish National Board of Education's own representative during some of these specialist-guided tours. In addition, the guides were able to interview the skill category guides on the skill competition areas. All in all, the duration of a guided tour was about an hour. The tours began by an overall description of the competition after which a tour through preferably each one of the fair centre halls took place. Guides were provided with material about the competition beforehand and they were able to plan the tours freely in advance.

Altogether 40 people signed up as guides for the tours. Resources were sufficient partly because the number of the specialist-guided tours was known well in advance and budgeted for. Although capacity for additional tours dur-

ing the competition was there, no requests were presented. Guides were flexible, motivated and content in their work. The Fair Centre got quite congested and slow on Thursday and Friday from 10am until 2pm so the small group size worked well in the crowds. Student guides went with each group to ensure they were kept together and during the rush hours this was especially important. Direct feedback to the guides was positive although no feedback was collected in any formal way.

### **Guided Tours of the Finnish National Board of Education in the WorldSkills Competition**

*Thursday, May 26<sup>th</sup>*

- ◆ Leaders Forum
- ◆ Foundation for Lifelong Learning Development
- ◆ Innove, Estonia
- ◆ K-group Shopkeeper's Union in Finland
- ◆ Finnish Association of People with Mobility Disabilities
- ◆ Turku Vocational Institute – Adult Education
- ◆ The Educational Municipal Federation of Kalajoki
- ◆ Hungarian guests
- ◆ Technology industry
- ◆ Ministry of Education, Culture and Science in the Netherlands



### *Friday, May 27<sup>th</sup>*

- ◆ Gullmarsgymnasiet (and the company Preemraff), Sweden
- ◆ Employment and Economic Development Centre for Southeastern Finland
- ◆ Jalas – International work and safety footwear manufacturer
- ◆ Electrolux
- ◆ Infront
- ◆ Rautaruukki – supplier to construction and mechanical engineering industries
- ◆ ProEduca
- ◆ The Leonardo da Vinci Programme
- ◆ Markantalo – Home appliance store
- ◆ Lügernish vocational education centre, Germany

### *Saturday, May 28<sup>th</sup>*

- ◆ Häme Polytechnic
- ◆ JKK-65

### *Sunday, May 29<sup>th</sup>*

- ◆ Youth and work culture 2005 (Finnish Institute of Occupational Health)
- ◆ Minister of Education of Malaysia and Malaysia Skills

It was possible to sign up for the guided tours one month prior to the competition. The tours weren't specifically promoted but anyone interested was informed of them. Global

Skills Village brochure had a mention of the tours but they were only distributed during the competition. Considering the availability of the resources, this solution was practical. Number of guides should be significantly increased and the target group specified should the guided tours be publicly marketed in the brochures and online.

In addition to the tours by the Finnish National Board of Education, most of the global WorldSkills members and their sponsors organised tours to accommodate their own VIP guests and interest groups, as did the Finnish vocational education providers and their sponsors.

Offering guided tours will be important in the future WorldSkills competitions, too.



Kati Lundgren

## Global Skills Village – Platform for International Networking

### Introduction

Global Skills Village was introduced for the first time in the World Skills competition in Finland. It functioned as an international platform for everyone involved in vocational training, skills competitions and vocational competence. The world championship competition in vocational skills brought together an international league of those interested in vocational skills, such as teachers, labour market organisations, representatives of industries and other labour market representatives. Global Skills Village was a unique place for networking with vocational skills specialists from all over the world.

The idea of Global Skills Village was formed in cooperation by Skills Finland and UK Skills in the 2004 spring. As the host of the competition, Finland had the challenging and interesting task of designing the whole concept from the beginning. The basic idea was to create and offer a forum for World Skills members and other parties to exchange and promote ideas and experiences. Moreover, Global Skills Village is meant to become a permanent feature in the competition.

### A Diverse Platform

Nearly 20 exhibitor stands were reserved in the International Village which became the heart of the competition. Representation was wide with exhibitors from places like South Korea, Malaysia and Jamaica. The Finnish Board of Edu-

cation and the European Commission had their own exhibitions too, where member countries introduced, for example, vocational education and skills competition activity in their respective countries. Visitors could go on an excursion to the exhibitions of the 17 member countries.

Also, altogether 17 seminars and discussion forums were arranged in four days. Most of them were held in English but a few seminars were arranged in Finnish or Swedish. Open to all public, these seminars compared methods of vocational education systems in different countries, introduced school and company collaboration projects and also described skill requirements of the ever-changing working life, among many other topics. Sustainable development and occupational health and safety were also discussed. Seminars attracted a fair crowd and resulted in genuine interaction. Altogether around 500 visitors attended these seminars.

Global Skills Village was a good resort not only to the professionals committed to vocational education, but to all audience. There was a stage in the International Village with daily entertainment organised primarily by students. Music and dance numbers, fashion shows, circus performances and a robotics skill demonstration guaranteed cultural experiences for the visitors.

### A Successful Event

Global Skills Village opened to the public on Thursday May 26<sup>th</sup>. European Commissioner Ján Figel', Finnish Minister



of Education and Science Tuula Haatainen, Director General of Finnish National Board of Education Kirsi Lindroos, and the President of WorldSkills organization Jack Düsseldorp all spoke at the opening.

President Jack Düsseldorp thanked all the partners and Finland for the well-organised event. “These competitions have taken place for 53 years already with a system of unofficial information exchange but now for the first time there is an official platform for the education providers, teachers, economic life and administration representatives to come together.” Director General of Finnish National Board of Education, Kirsi Lindroos, was delighted by the amount of participants. “We’re all working hard to make this a memorable and a valuable event for everyone” she said. European Commissioner Ján Figel emphasized the importance of education in his speech: “What the 21<sup>st</sup> century needs are hardworking young professionals.”

## International Village

The heart of the Global Skills Village was the International Village, which provided a platform for exchange of information and experiences for all participants. At this meeting point, the WorldSkills member countries and regions could exhibit their own vocational education and national skills competitions.

International Village was situated in the Fair Centre Congress Wing, Hall C1, where there were altogether 17 exhibitors from the WorldSkills member countries.

## The Stage

WorldSkills countries and other participants could perform on the stage in the International Village. The entertainment included:

- ◆ Award presentations for the skill demonstrations
- ◆ Music by Helsinki Pop & Jazz Conservatory
- ◆ A circus performance by Lahti College of Crafts and Design
- ◆ Music and dance performances by SAKU ry (Cultural and Sports Association of Finnish Vocational Education)
- ◆ Fashion shows by Helsinki City College of Culinary Art, Fashion and Beauty
- ◆ Dance performances by Keskuspuisto Vocational Institute
- ◆ Robotics demonstration by Skills Netherlands together with FESTO Finland

## Education and Training Expo

Exhibitors in the Partner and Training Expo were the Finnish vocational training providers. All the stands for exhibitors in the Fair Centre Ballroom were sold out.

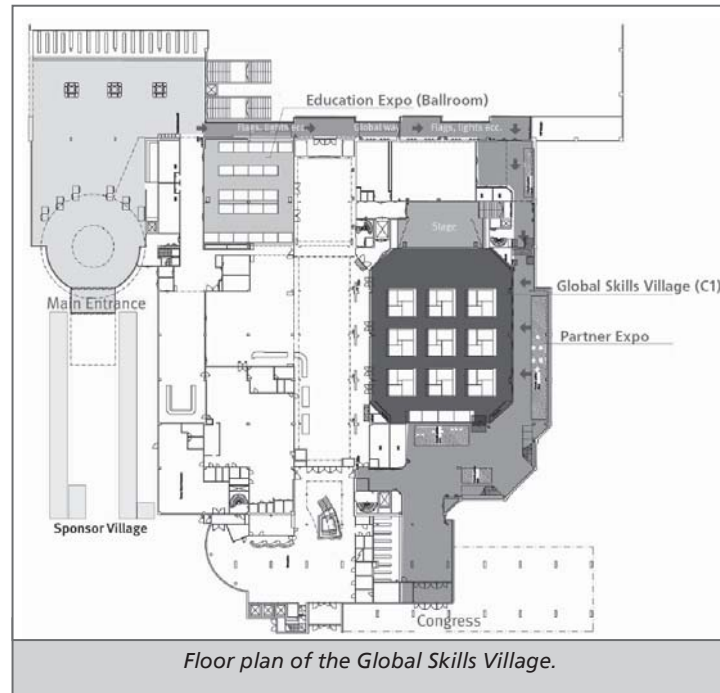
## Partner Expo

Service companies and unions were the target audience of the Partner Expo, which was set up in the close proximity of the Global Skills Village.

## Young Audiences Considered in Sponsor Village

To attract the attentions of young visitors, many sponsors of the WorldSkills competition set up their exhibition stands in the Sponsor Village close to the entrance of the Fair Centre. As sponsors knew that mere flyers wouldn’t draw the young crowds, they hoped celebrities, rotating cars, competitions and work demonstrations would. The Volvo showroom attracted the most visitors. There guests could try how it feels to sit inside a rolling vehicle. “On Thursday and Friday it seemed everyone came by, the queue stretched all the way





outside” says fair hostess Sari Heimsh. She was glad that so many young people after their simulator experience commented on the importance of seat belts.

Jalas, a manufacturer of work and safety footwear, brought four Finnish top athletes to the event. Ski jumper Janne Ahonen, skier Annmari Viljamaa and rally drivers Marcus Grönholm and Kosti Katajamäki all gave autographs and answered questions in the Jalas showroom during the weekend.

Mechatronics competition organiser Festo Oy introduced their latest industrial automation products in a company coach outside the Fair Centre. “Under sixteens were most interested in the accuracy and the transfer times of the machines” says Product Group Executive Jukka Kenttämies, referring to the equipment with accuracy level up to one hun-

dredth of a mill. The Festo coach didn’t only attract pupils, but also teachers and representatives of industries.

## Feedback and Assessment

All in all, the set-up was functional and the wide participation and input from different membership countries and organizations was encouraging. Visitors found their way to the Global Skills Village fairly well. The only negative feedback was given for the awkward location of the stage at the end of a long hallway where it was difficult for visitors to find. But the entertainment on-stage received much thanks, as did the vibrant and international atmosphere in the Global Skills Village. Judging by this experience, the scheduling of seminars and on-stage activities must be paid close attention to. Program shouldn’t start too early in the morn-

ing or last until very late into the evening but instead event organisers should to anticipate visitors' schedules and live accordingly. Altogether, the organisation and job allocation during the competition worked efficiently.

### Future Development Needs

The marketing of Global Skills Village should be developed in the future and more responsibility of the marketing allocated to the seminar organisers. Taking into account the resources, there could be fewer seminars held. Furthermore, increased advance communication with the seminar organisers would enable earlier marketing of seminars to members. Experience also showed that marketing of on-stage happenings during the event should be expanded. Maintenance of the continuity of networks and contacts after the competition also requires attention.



*Visitors could try on a kimono in the Global Skills Village.*



Tarja Hämäläinen and Nina Marinos

## WorldSkills 2005 Helsinki

### - Official Excursions to Porvoo for Competitors and Experts

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#### Introduction

The Porvoo Vocational College, Amisto, of the Intermunicipal Federation of Vocational Education in Western Uusimaa is a modern, vibrant and a versatile educational institution with schools in five different locations: Askola, Loviisa, Porvoo, Sipoo and Vantaa. One of Porvoo's units, Pomo-building is a Skills top coaching unit.

#### Official Excursions in Porvoo

Porvoo Vocational College arranged the official day trips of WorldSkills 2005 to Porvoo. The project was named "Skills-Tours in Porvoo" with Tarja Hämäläinen from Amisto as the project coordinator. Financing came from the Ministry of Education and Science and Skills Finland ry and the trips were arranged in cooperation with 250 students, 100 teachers and staff members and with the participation of other collaborators.

The guests experienced a wonderful, tranquil ferry trip to the idyllic Porvoo, which is the second oldest city in Finland, situated about 50 kilometers east of Helsinki. During the voyage, guests could enjoy the surrounding nature, good food and lighthearted entertainment. In the destination the day of the visitors consisted of various activities in the nature by the banks of river Porvoo. All in all, there were 800 visitors.

On their day trip, the experts first had lunch in the old 18<sup>th</sup> century Kiiiala Manor and afterwards attended a themed tour called 'Four Seasons' in Porvoo's Old Town. Altogether there were about 700 guests.

The objectives were to integrate the project into education and bring in students and teachers alike to the preparation process. Above all, we wanted to do our part of working life collaboration in helping the nation-wide project to succeed.

#### Integration into Education and Internal Networking in Amisto

The whole project was made a part of Amisto's teaching in the planning stages of 2004 and in the spring of 2005. Every syllabus featured a minimum of one credit of WorldSkills 2005 and this included attending the competition in Helsinki, completing the advance assignments and feedback reports after the event.

For some of the students, involvement in the arrangements of the excursions was a part of their vocational, optional and free subject courses. Skills credits could consist of product design, customer services, banquet and catering services, program services production and restaurant services and food production courses. Under the instruction of teachers, students planned the programs for the day trips and also tested their functionality.



The students of degree program in Tourism together with adult students of Program Services gave a demonstration of their skills by composing and implementing the programs on the ferry trips and reporting about their project afterwards.

Teachers, students and other staff (janitors, cleaners, stock keepers etc.) in various Amisto units participated in the event arrangements in various ways, for example by building, filming the events, transport and logistics, catering and general preparations.

Taking part in the project increased collaboration between the separate units and study fields in Amisto.

All in all, nearly 500 people participated in the planning, implementation and the general arrangements after the day trips.

## Planning and Implementation of the Project

The duration of the project stretched over three years. Two first years, 2003 and 2004 were spent planning, negotiating, testing schemes and sending out tender requests, acquiring and preparing material. However, most of the financial investments were naturally made in the spring 2005.

An extra course in customer service English was arranged for students and staff with Colum Mac Oireachtaigh, Nina Marinos and Marika Englund as instructors.

The trip programs were put on trial by testing the functionality of different sections in the program multiple times. The boat trip with on-board entertainment was tried out three times with four Amisto teachers and their students as the test audience. On September 16<sup>th</sup> 2004 around 80 participants, among them Sirpa Nuutinen from Skills Finland ry, boarded on the ferry Natalia of the Royal Line for a cruise of an hour and a half. This event was also an information

and orientation session for the students and it was reported in the Skills Newsletter.

The trial run of the day trip in Porvoo took place on September 29<sup>th</sup> 2004 with altogether 300 Amisto students and staff members as customers and Sirpa Nuutinen and Yrjö Iskala as guests from Skills. The event was developed further on the basis of their experience.

### *Monday, May 30<sup>th</sup> 2005, competitors*

The day trip took place in Kokkonniemi in Porvoo, in the beautiful outdoor recreation area situated by the river Porvoo. Five Royal Line ferries and ten Lehtimäki coaches transported the competitors to the site. There was lighthearted entertainment on board the ferries for the young participants and in Kokkonniemi they could put their skills to good use trying out basket climbing, trapeze jumping, stilt walking and snow shoe walking among other sports. Traditional Finnish delicacies were offered for lunch and competitors could also grill sausages on an open fire, which turned out to be a very popular activity. A Porvoo band Rhino Horns Soul Section ended the day with a rock concert.

### *Tuesday, May 31<sup>st</sup> 2005, experts*

Six ships and 12 buses took the experts to Porvoo to have lunch in the Kiiala Manor and then transported them to the Old Town in Porvoo, where a tour with the theme of Four Seasons in Finland began. The setting of the spring theme was the Porvoo Church, where a choir of 70 children from the Finnish Lutheran Church of Porvoo performed, in the direction of cantor Minna Wesslund. The summer event was held in Maari by the river Porvoo, where guests enjoyed a Finnish mid-summer nights' idyll with sauna and sausages. The autumn theme took them to the old Town Hall Square where they experienced the hustle and bustle of a market



place and demonstrations of traditional handiwork set up by the students of Western Uusimaa Education Centre.

Area of responsibilities and persons in charge	Classes	Tasks
Program planning Anneli Sagulin, Tuula Tallbacka	Pomo: Tourism Activities Organiser Students	Maps, programs, area maintenance and decoration
Program Implementation, Anneli Sagulin, Tuula Tallbacka	Pomo: Tourism Activities Organiser Students Pomo, Katri Heikka: Hairdresser students  Pomo, Anita Ritalahti: Travel counselor students	Guiding visitors in locations  Receiving and guiding customers  Decoration etc.
Meals  Mika Eskola, Yrjö Mensola	Pomo, Jouni Paasilta: Meal Production and Waitering students Pmt, Sirpa Harju/ Irja Ketonen: Catering students	Preparing and serving food, area decoration
Waitering, beverages Sirpa Välimäki	Outi Järvenpää, Leena Kuusmanen, Anu Laitinen, Sari Maunula. Meal Production and Waitering students	
Ferries, program Henna Hyttinen, Maaria Piukkala	Annankatu: Tourism Activities Organiser students	Planning and implementation of on-board entertainment, decoration of ferry interiors
Ferries, light snacks  Mika Eskola, Yrjö Mensola	Loviisa, Arto Helminen:  Catering students	Baking/Snacks on-board

Area of responsibilities and persons in charge	Classes	Tasks
Coaches, ushering of vehicles, program Sirpa Muhos, Alex Kostov	Annankatu: Travel counselor students	Planning and implementation of guiding, materials, safety
STOP-tents Tarja Hämäläinen	Hyökki: Askola Jaakko Builder students	Setting up tents, building of stage

### COMPETITORS 30th May 2005, Kokkonniemi

Area of responsibilities and persons in charge	Locations, teachers and classes	Tasks
Coaches, ushering of vehicles, program Sirpa Muhos, Alex Kostov	Annankatu: Travel counselor students	Guiding the coaches
Ferries, program Henna Hyttinen, Maaria Piukkala	Annankatu: Tourism Activities Organiser Students	Planning and implementation of on-board entertainment, decoration of ferry interiors
Ferries, light snacks Mika Eskola, Yrjö Mensola, Sirpa Välimäki	Loviisa: Arto Helminen Catering students	Baking/light snacks for ferry trip

Area of responsibilities and persons in charge	Locations, teachers and classes	Tasks
Program in Old Town Iina Pälväjärvi, Tarja Hämäläinen, Anita Ritalahti	Pomo: Tourism students: Travel counselor students, Tourism Activities Organiser Students	Planning and implementation
	French Horn player Keijo Liski with his family	Greeting and guiding visitors
Waitering Sirpa Välimäki	Marketplace singer Marjut Ståhl	Waitering in Maari and the Christmas Granary
	Pomo: Kati Heikka Hairdresser students	
	Pomo: Outi Järvenpää, Leena Kuismanen, Sirpa Kytölä, Leena Salin Meal Production and Waitering students	Gathering and displaying of winter related material in granary by the shore
	Askola: Pekka Virpi Information Technology Services and Marketing students	
Askola: Jaakko Hyökki Builder students	Building of dance floor and milk bay in Maari	
Kiiiala, lunch Sirpa Välimäki, Mika Eskola, Yrjö Mensola	Pmt, Askola, Pomo: Catering and Customer Services students, Cooks, Waiters, Catering	Assisting Kiiiala Manor staff
Entertainment	Drama group TopTie	

## COMPETITORS AND EXPERTS

Area of responsibilities and persons in charge	Classes	Tasks
Electricity Tuomo Kälviäinen	Perämiehentie: Timo Suuronen, Timo Lehmusvuori Electronics Assembler students	Electricity supplies in Kokkonniemi and Maari, sound engineering, also lighting where needed
Building Jaakko Hyökki	Askola: Builder students	Stage, setting up and dismantling of tents, milk bay etc.
Photography and filming	Askola: Pekka Virpi, Kaarina Laitinen Information Technology Services and Marketing students	Christmas video, recording of events of May 30th and 31st
Light snacks on board Arto Helminen	Loviisa: Arto Helminen Catering students	Baking
Transport Mika Eskola	Perämiehentie: Arto Talander, Sirpa Roivainen, Asko Eerola Vehicle mechanic and driver students	Directing traffic, transport, logistics of food, equipment etc.
PR, press Mia Lagström	Nina Marinos	PR planning and press release, Greeting and guiding press on May 30th and 31st
Safety Anneli Sagulin, Tuula Tallbacka	Tourism Activities Organiser students Company Markku Korhonen	Security planning Doormen/Kokkonniemi



Area of responsibilities and persons in charge	Classes	Tasks
Autumn Tarja Hämäläinen	Artex workshop, Anne Kyyhkynen Western Uusimaa Education Centre, Aulis Hyry, Ari Toivonen, Tellervo Hiirikoski	Providing program in Town Hall Square, circus Providing program in Town Hall Square, handicraft demonstrations: metal forgery, fabric making, dyeing, felting
Summer Iina Pälväjärvi	Porvoo Dancing Association Petri Simander Music, Bo Träskelin	Midsummer's Dance in Maari Doormen: Hannu Rantala, Sami Ulmanen, Tom Korkkolainen
First aid Pirkko Lehtovaara Iina Pälväjärvi	Porvoo Health Care Institute Health Care Institute students	First aid on May 30th and 31st
Spring church concert Minna Wesslund, Päivi Järvinen	Finnish Lutheran Church of Porvoo Childrens' choirs	Church Concerts/ Minna Choreography/Päivi
Information collaboration Annika Palmgren, Anita Ritalahti	Porvoo City travel agency	Planning of routes and guiding in collaboration with Amisto teachers

## Feedback and overview

After the event, input was requested from the students in groups. We asked them to point out

- ◆ what were the successes
- ◆ what are the development needs
- ◆ what was learned
- ◆ individual comments and feelings

Students had their say in a joint feedback session right before the end of the semester.

Mostly the feedback was positive.

- ◆ courage to interact with foreign customers increased and language skills were activated
- ◆ increase in study motivation as there was an opportunity to put theory into practice
- ◆ organizing events was hard work but a lot of fun
- ◆ a realistic picture of the own line of work was formed (long hours and hard work)

There was some cause for criticism, too:

- ◆ some of the students felt that the planning process was long and frustrating
- ◆ days of implementation of plans were long and tiring
- ◆ unclear instructions at times

On the whole, Amisto gained a great, amazing and an unforgettable experience of arranging a large international event. Participating in WorldSkills 2005 in this way increased the motivation, togetherness and confidence of teachers, students and all of the staff.

Initially an enormous challenge for Amisto, this event also became an enormous success.





*During the Porvoo excursions competitors needed different kinds of skills than in the Fair Centre.*



Markku Lahtinen, Jukka Lerkkanen and Ritva Sopanen

## Introducing Vocational Opportunities - Study Paths from St. Gallen to Helsinki

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This article will describe the Study Path project that was part of a larger school collaboration plan prepared for the WorldSkills 2005 Helsinki World championships in vocational skills. These plans were presented, among other occasions, in the Espoo congress centre Dipoli on November 30<sup>th</sup> 2004 in a conference fittingly titled “Whole life all about learning”.

### Brainstorming for Ideas

Among the crowds in the St. Gallen World championships in vocational skills in Switzerland, under the scorching sun, there were four curious observers from the Teacher Education College of Jyväskylä University of Applied Sciences. These four lecturers were on a study trip with specific goals. They attended the competition events from the opening until the final day and after some days, the large competition area began to take form, special interests areas stand out and a few pedagogical questions arise: How can the visitors take in everything this massive event has to offer in a matter of few hours? How can the extraordinary demonstrations of vocational skill inspire someone into planning a vocational future? How can the tools for vocational and career planning be made more inspiring? One of the numerous notes and comments written in trip report was the following: “Special attention should be paid to the guidance of young participants. Furthermore, this world championship competition is an especially significant and an eye-opening event for teachers and career counselors; everyone should get a glimpse of this!”

The WorldSkills 2005 Helsinki organisation understood the significance of the idea of possible involvement of pedagogical and career counseling in the WorldSkills event. A school collaboration plan was set up to develop this idea for the competition and outlined their objectives as follows:

- ◆ providing information for young people about vocations and working life
- ◆ providing teachers with a functional way to introduce vocational know-how and education to pupils
- ◆ providing tools for career counselors to present working life aspects
- ◆ inspiration for cooperation of schools and companies
- ◆ enjoying socialising and activities together
- ◆ marketing the world championship competitions to young people and education providers

A directive team for the school collaboration plan was formed to support this planning process. In addition to participation of the event organisers and representatives of Jyväskylä University of Applied Sciences, The Finnish National Board of Education, Economic Information Office (TAT), City of Helsinki and the Helsinki Chamber of Commerce also joined in the project. This school collaboration plan included the study path project and the concept of the rucksack package as a way to provide students and school children with reliable, well-prepared supportive material to get the most out of the competition and additional events. The rucksack project partners were Sealife Helsinki in the Linnanmäki Amusement Park, the Finnish Science Center Heureka, the Helsinki Zoo and the Economic Informa-



tion Office (TAT). In addition, many companies across the country sponsored local schools in their rucksack purchases. The directive team played an important part in marketing the world championship competition to young people, education providers and organizations.

TAT coordinated an additional youth event Backstage 2005 in the Helsinki Icehall during the competition on May 26<sup>th</sup> and May 27<sup>th</sup> in 2005. The event significantly supported the world championship competitions' goals in terms of content and number of visitors. Visitor quota for Backstage 2005 was 14000 youths (with end result of 13000 visitors) and 1000 teachers and representatives of companies (1500 visitors). To back Skills Finland and TAT collaboration, a shared form was added to the Helsinki competition's webpage ([www.wsc2005helsinki.com](http://www.wsc2005helsinki.com)) for the sign-up and bookings for the Backstage event and parking spaces, for rucksack package orders and booking of additional events offered in the rucksack package. This simple solution made further marketing and information sharing to schools and partners easier.

## Study Path Project Supporting Education and Vocational Career Choices and Counseling

Information that is provided to support education and career choices is widely available but the problem is how to process this information into real knowledge. Young people's conceptions of professions and the respective education is surprisingly rarely realistic (Lerikkanen 2002). Therefore, vocational skills competitions can offer an excellent chance to acquire information based on experiences to back career choices.

The objectives of the project can be separated into pedagogical objectives and objectives concerning the implementation of content. First one of the **pedagogical objectives**

was supporting the increase and expansion of vocational knowledge especially among comprehensive school pupils, their career counselors and teachers.

The second objective was to develop and diversify the implementation of career counseling, which in several occasions has been deemed insufficient (Numminen et al. 2002). Prior to this, the vocational skills competitions have never been used as a platform for career counseling.

The third objective was specific to the Helsinki competition: paying attention to the special needs students in counseling. Services for them were considered in planning, material preparing and also in the implementation of services during the event.

The **content implementation objective** of the project was to produce inspiring material and assignments concerning the vocations in the skill competitions and demonstrations for the use of students, teachers, career counselors and all those interested.

In the autumn of 2004, the study path project was made a part of the curriculum of study counselor and special needs teacher students and internationally oriented teacher students in Jyväskylä and the students were informed of this project already during their application period. Therefore, since preparation was done and objectives set beforehand, the practical implementation of the project could start as soon as the students began their studies. The study counselor students carried out the main overall preparation stage, worked on the suggestion of five separate study paths and prepared the material content for both students and their teachers and career counselors. For special needs groups the special needs teacher students produced a corresponding, simplified material and the internationally oriented teacher students prepared for their competition guiding duties in several different languages.



## Implementation of Study Paths

With altogether 39 skill categories and additional international skill demonstrations, good preparation of excursions by groups of school children and students was vital. On average, groups would spend only around two hours in the event, which is a short time for each one of the participants to seek out their own interests and become inspired about their own vocational future. Therefore, the large range of skill categories were separated into five study path themes:

1. Service Path
2. Formula Path
3. Aesthetics Safari
4. City Path
5. Techno Path

Each one of the paths included four to six vocational trades. During the event the project information desks and study paths were marked with a foot print logo, the same logo that appeared in the uniforms of the study path guides and also in all of the printed marketing and guidance materials of the project. All the study path participants – and any of the other visitors willing to attend – were given a map of the study path that was useful in keeping on the right track.

The objective was that the study path participants would, beforehand, acquaint themselves with advance assignments and information material that was available online from January 2005 according to their specific vocational interests. The assignments analyses different lines of work with questions like: What career options does the line of work include? What skills and qualities are necessary? What kinds of jobs are offered? What is the employment situation? What is the starting salary? On the competition site the young participants could get acquainted with the vocations according to their interests by following the allocated paths or creating a path of their own. This way the students were provided with practical demonstrations of the chosen vocations and in addition, while watching the competitors' performances,

they could write down on their assignment sheets what are the qualities the vocation seems to require.

After the competition, the assignment was to chart different educational possibilities concerning the vocations of interest. For this the assignment, support material was provided online to help both the student and the counselor to ask the right questions and to find links to the versatile information available.

## Theoretical Background

Developing decision-making skills in education and career choices has served as the theoretical background in the directive services of the study path process. Decision-making skills are thought to develop alongside the cognitive processes. The stages of this development are recognizing the youth's difficulties in choosing during target-setting, drafting of an education and career plan, making use of relevant material and following up on the realisation of the process of choosing (Sampson & Reardon 1998).

The decision-making process in education and career choices often develops through several stages (Sampson et al. 1996, Lerkkanen 2002). The first stage is recognising that a certain phase of life requires making choices about the direction of a future vocation. Inspiring factors in this choosing process can be a possibility for self-expression, high wages, or demand for workforce in a particular occupation. Additionally, other sources of inspiration for education and career choices can be found, for instance, in interviews of competitors of the vocational skills competitions or following up on the competitors' results.

The second phase of the decision-making process is analysis, meaning improving self-knowledge as well as sparking interest towards education and vocations. To reach better self-knowledge, individual values, interests, skills and vocational interests must be thought over. At this stage of the process,

searching for information about vocations can be limited to simple choices between ‘these are the things I want and don’t want from my future education/occupation’.

The third phase of the decision-making process is inspiring interest to find additional information about education and vocations. This phase is based on the realisation of all the available options, which can happen by finding advertisements for open positions from newspapers or employment administration webpages.

The fourth phase of the decision-making process is synthesis: either finding different options or rounding up similar varieties. In this case, it can mean creating a study path in the event instead of following one. On the other hand, synthesis can also mean summarizing by recognizing differences between similar skill categories and mirroring the vocations against one’s own qualities. However, both are meant to locate a few vocations and education options for closer examining.

The next phase of the decision-making process is evaluation by rating the options by their appeal. This process of rating begins by assessing the variables and with them in mind, analysing the gained experiences. It is desirable that both positive and negative variables are identified for each point-of-view. In addition, the objective is to find a first and a second option.

The second last phase of the decision-making process is implementation which means planning and making a decision. The last phase is the deepening of understanding which aims to assess the choice that was made.

With this project, we attempted to create new options in the use of information that supports decision-making. This is a learning experience in itself. To promote learning, information must be sufficiently chosen, located, classified and applied (Sampson et al. 2004). For these purposes, web pag-

es and a 3D model of the study paths were developed during the project.

Choosing information is the starting point of learning. To make the choice easier, we created five study paths, described above, to structure the learning process. Locating means finding information that corresponds to the needs of an individual and for this purpose, the young participants were offered assignments that helped them to relate to all the information in the event on a personal level. Classifying means obtaining information that maximizes an individual’s learning potential and in this case, classifying was implemented through advance assignments and assignments during the event. Applying career information means reading, listening and skimming through information according to instructions.

Previously mentioned online and event assignments supported spontaneous counseling. Participants must have the option to receive personal support, if necessary, in order to achieve efficiency in spontaneous counseling practices (Moitus et al. 2001, 39). During the event, the group guidance services and information offered on the study paths provided personal support for the special needs groups.

## Project Assessment and Future Advantages

The project was assessed in three different ways: by quantitative objectives, by feedback material gathered by students and by an external evaluation by The Finnish National Board of Education. At the time of writing this article, the only results available of the assessment material are the quantitative objectives results. Nevertheless, in feedback sessions with the event organisers it became clear that the objectives mentioned in the agreement between organisers and Jyväskylä University of Applied Sciences were realised. Approximately hundred students from the Teacher Education College of Jyväskylä University of Applied Sciences and the Training Officers of participating teams worked in



the project, and its implementation was integrated into the training of these groups. Financial support was received from a separate fund of the Ministry of Education and Science and this funding enabled the practical participation in the production of services for the competition. During the autumn 2005, students will hand in project reports which will be compiled into a publication in the series of Jyväskylän University of Applied Sciences publications. Participation in this project gave the students of the Teacher Education College an opportunity to work in a significant international event and also provided them with plenty of experience for producing similar services in other events.

The target of the study trips and excursions in the world championships competition was to bring 65 000 youths into the Fair Centre, with 50 000 of these comprehensive school pupils from 13 to 16 years of age, 10 000 vocational school students and 5 000 senior high students. The total amount of visitors in the Fair Centre was 18 000 and judging by the ticket sales statistics our school collaboration plan objectives were achieved: a whole generation came to the venue.

The study path idea and the prepared material can be easily used and developed in the future FinnSkills competitions as a concept supporting career choices and guidance of pupils and students. After the event, materials of the project will be available on the server of the Ministry of Education and Science and they can be used in many ways as a supportive tool for career decision-making and counseling.

For future reference, the cooperation between different guide groups and guides and overall activity coordination should be paid attention to early on in the preparative stages. This will enable better support between different quarters and tasks. During the WorldSkills 2005 Helsinki competition the service providers faced some difficulties in planning, information flow and operations. These were shortcomings nobody could sufficiently foresee. Also, the visibility of the study paths must be ensured. Although the paths were marked with the foot print logo and could also be identified

by the uniforms of the guides, visibility was limited among the large crowds. Similarly, the visibility of some skill categories should be taken into account, also.

The combining of the vocational skills competition and education and career choices counseling was functional and both the President of the WorldSkills organization, Jack Düsseldorp and the Secretary General David Hoyer complimented the project. In a press conference on May 27<sup>th</sup> 2005 David Hoyer concluded that the aspect of career choices in the competition had come to stay.

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*The foot print logo marked the study paths. Study counselor student Minna Sillanpää on duty in the starting point with Project Manager Ritva Sopenen on the background.  
Photo by Heikki Saarinen*

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Lasse Seppänen

## WorldSkills 2005 Helsinki Competition Results Calculated with a System Developed by Students of HAMK University of Applied Sciences

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### Background

Tapio Niemelä, Janne Ostrovski and Tommi Saarinen, students of Business Information Technology in HAMK University of Applied Sciences, accepted the challenge the WorldSkills Organisation (WSO) presented them with and programmed a functional CIS (Competition Information System) scoring system for the world championship competition in vocational skills. Also, a group of HAMK students joined in as a CIS support team for the competition experts.

The developing of the CIS system began in March 2004 and lasted for a year and a half. Its predecessor was the Taituri-scoring system that was structured by Janne and Tommi for the FinnSkills competition of 2004 by the request of the AKVA project of the Vocational Teacher Education College at the Häme Polytechnic. HAMK and WSO made an agreement about structuring the new scoring system and a result calculation method for the Helsinki competition in June 2004. There was no room for error in the new scoring system so the challenge was taunting. The previous software WSO had used encountered major difficulties before, resulting in wrong competitors receiving medals, for instance.

A change in the evaluation rules between the 2003 and 2005 competitions presented an additional challenge to the programmers. The scoring system was changed into a system of two scoring methods: objective and subjective criterion. Objective criterion consists of measurable qualities and subjective criterion reflects the personal opinions of the expert.

In this system, subjective points are calculated similarly to ski jumping competitions: five judges give points and the lowest and the highest scores are left out of the final score. The new assessment rules consisted of various details like these that all had to be integrated in the final software.

The software was developed in close collaboration with the WorldSkills Organisation and was analysed during a Business Information Technology course in software testing in the autumn of 2004. It was first used in the national FinnSkills 2005 competition in January, where it was already functioning well. Some further development was implemented to meet all the requirements of the world championships.

### HAMK Students as a Support Team for Experts

In addition to development of software, the three programmers also trained both Finnish and foreign experts to use the new program. Previously, experts had to count the points themselves and enter the results into the system. Now for the first time in the history of the world championship competition, experts could simply enter the points and let the CIS do all the counting for them. A group of HAMK students was trained to assist experts in all technical matters and, if necessary, to help in entering the scoring criterion and points into the system.





For the duration of the competition, Niemelä, Ostrovski and Saarinen were given their own work space where experts weren't directly admitted into. Instead, the support team, organised by Tea Vehkakoski, worked primarily with the experts. Students Dima Bijuts, Elina Dauchy, Jukka Kuosmanen, Kirsti Korve, Kirsi Norolahti, Markku Nyblom, Sami Rytönen, Antti Saira, Tero Siivola, Maarit Töyssy, Eero Varjus, Kirsi Voutilainen ja Essi Ylönen all worked in their allocated skill categories under the supervision of teacher Lasse Seppänen.

On the background Mika Kujanen ensured that the HAMK-provided server computers worked, backup functioned and that no outsiders meddled with the computers, which, in any case, were offline. The support team closely co-operated with the WorldSkills representative Peter Neate, who was responsible for the scoring system on behalf of the organisation. Sunday, the last day of the competition, was the last day of work for support team also. However, on Monday it was realised that some skill categories hadn't entered their points into the system yet. Keyboards virtually on fire, the three programmers rushed to help. The support team would've been needed then, too.

The support team faced and solved many situations and problems along the way. In the beginning the problems concerned the general data system: for whatever reason, the computers didn't work, printer cables were missing, or login to the CIS system just wouldn't function. After these tasks, entering the criterion data into the system was a lengthy process due to the considerable differences between skill categories. Once the competition got underway, points needed entering, copier paper fetching and assistance was needed even with the plasma screen TVs that served as an information system.

After the initial apprehension, the students enjoyed their helpdesk work and felt that it was beneficial to them in an operational way as well as a way to improve language skills. Some even reported having learned anger management

skills! Luckily Tapio, Janne and Tommi were always nearby to assist if the team found themselves at a dead end.

## Modern Technical Solutions in the Competition Information System

The basis for the development of CIS system was to use Apache web server, MySQL database and PHP scripting language on Linux operating system. All of these are an open source code systems, which naturally means that there is a possibility of information security breaches. However, knowing this, the database of the whole competition was built so that there were no real threats.

The scoring system became a vast program that can manage several simultaneous competitions with different settings for an international or a national competition. All the information about competitors, judges, assessment criterion and points are stored in the system and results are calculated accordingly. Then results can be printed out for the experts to sign. Moreover, each skill can do all of this independently on their own computers and printers. However, just to be on the safe side, internet access is prevented on these computers.

Two Dell Power Edge 2650 servers calculated the results. The other one had a www-application server for the experts and it used the databank on the other server. The data security was heightened with no access to additional services. Also, all events were carefully recorded in logs and the access rights for the servers were at a minimum. Naturally, there were no internet connections from the servers.



## Competition Information System Functioned as well as Expected

During the world championship competition CIS proved to be all it was hoped to be: reliable and easy to use. Even the new rules of subjective criterion fitted well into the system. The programmers received many thanks for the extensive work they did to achieve this success. WorldSkills intends to use the system in the future national and international competitions, too. Next vocational world championship competition will take place in Numazu, Japan in 2007.



*Tommi Saarinen (on the left) and Janne Ostrovski.  
Photo by Heikki Saarinen.*



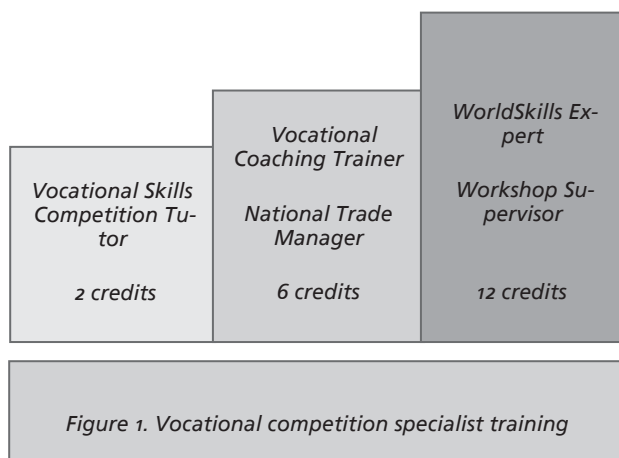


Heikki Saarinen

## WorldSkills 2005 - Competition Officials' Training and Research Projects

When Finland made Helsinki a host city candidate for the 2005 world championships in vocational skills, a related project of training and development was launched simultaneously. From 2000 till 2005 this project, "Improvement of Vocational Skills through Coaching and Competition" (AKVA), has coordinated the training of around 3000 people in the competition specialist training program to participate in the organisation of the competition and coaching the young competitors. Funded by the European Social Fund, this project was implemented by Vocational Teacher Education College at the Häme Polytechnic. The structure of the vocational competition specialist training is shown in the figure below. (Saarinen H. et al. 2004)

The training in the running up to the WSC 2005 Helsinki competition began in late 2002 when a group of 20 train-



ees entered a **Technical Observer training program** (12 credits). The participation in the building and implementation of the 2003 world championships in St. Gallen, under the good instruction of the Swiss, was a significant part of their training. In addition to the trainees, there were 200 other Finns visiting the St. Gallen competition and also working in various competition officials' duties.

Also in late 2002, a **Workshop Supervisor/Assistant training program** (12credits) began with 95 participants responsible for skill category arrangements. This training commenced with detailed descriptions about the organisation of the St. Gallen competition from Swiss colleagues Edvin Naefin, Armin Muehlematter and Ester Sybille Aepl. Altogether, the training consisted of 15 work seminars and planning, structuring, implementing and assessing of the competition. Subject areas in the training were machinery, equipment and materials; layout design; technology, safety and environmental issues; sponsoring and financing; logistics; project administration and management; cooperation with companies; marketing, PR and internationality. The training actively participated in the organisation of the competition and provided an excellent platform for exchange of new information and experiences, functionality evaluation and cooperational development. The main responsibility for the planning of this training was with Hannu Immonen, the Technical Manager of the competition.

40 experts were chosen for the competition and they all attended the Helsinki 2005 Expert –training (12 credits). The

following study units were included in the program (Saarinen, H. et al. 2004):

- I. Developing vocational skills and improving appreciation and attraction of vocational education
- II. Managing of WorldSkills competition events
- III. Operating in the international WSC group
- IV. Expert tasks

Several participating experts had already gained experience in many international competitions. However, about a third of the experts were first-timers in this challenging international task and they received special training in the basics of expert duties. As a part of the training, they participated in the national FinnSkills competitions and coaching camps of Team Finland. In addition to expert training for the WorldSkills 2005 Helsinki, AKVA project also provided in 2004-2005 initial expert training for a group of fifteen teachers under the instruction of Training Officer Pirjo Sillman from Tampere Vocational Adult Education Centre.

The training program for Vocational Coaching Trainers (6 credits) was structured according to the training needs assessment that was drafted in the St. Gallen WorldSkills 2003 competition. The training included basics of vocational skills coaching, developing as a coach, vocational skills competitions, planning of coaching, guidance and follow-up, physical and psychological coaching and organising and managing of coaching. This new training program for coaches has been attended by 150 teachers and workplace representatives, including former WSC competitors aiming for coaching positions. Training has been implemented by nationwide programs and also locally, in Oulu and in Savo, for instance. Training Consultant Tuija Kuisma and Project Manager Heikki Saarinen from the AKVA project have had the overall responsibility for the training.

In addition to these extensive training programs, **shorter orientation courses** were organised for different groups of competition officers. The approximately 500 guides were given an introductory guides' course (1-3 credits), combined with their area of studies, and arranged by City of Helsinki Education Department, Skills Finland ry and HAMK University of Applied Sciences. It covered the competition event on the whole and their work as guides. Furthermore, training events were arranged for these following groups: communication and meeting assistants (100 people), competition film and photography crew (70), organisers of experts' and competitors' excursions (200), competition study path coordinators (100), skill competition area decorators (60) and logistics team (60). For other groups, training was provided while primed to their duties. Additionally, information sessions were arranged for participating students, teachers and other staff in many skill organiser schools.

All Helsinki 2005 training by AKVA project has been implemented in close contact with the planning, organization and assessment of the competition and it provided significant support to the success of overall arrangements. The general guideline in the training process has been the idea of situational learning which means learning with clear objectives in an environment that is as relevant as possible (Ruohotie, P. & Honka, J. 2003, 33).

## World Skills 2005 Helsinki Competition and Related Research Projects

WSC 2005 Helsinki competition provided excellent research opportunities for many Finnish and international participants. Research topics could include, for example, young peoples' international top level skills, competition situations and methods, skills assessment, profile of vocational skills and education, cooperation of educational institutions in the competition arrangements and the various learning experiences of competition officers and participants. The follow-





*AKVA project members enjoying the event opening atmosphere. From left: Tomi Karvinen, Heikki Saarinen, Tuija Kuisma, Elisa Tuominen and Seija Ras-ku (Ministry of Education and Science). Photo by Tuomas Eerola*

ing paragraphs will introduce three of these projects, results of which should be available by late 2005.

Principal Lecturer and Educationalist Kari Kiviniemi's research was published in the competition. He conducted a research on the work of Finnish competitors in the WorldSkills 2003 St. Gallen and their insights on the significance of the competition to their own development. Analysis focused on how the commanding of the context and the competition tasks, emotional composure and social skills become apparent in the competing situation. The report also compiles young Finnish competitors' estimates on how their participation in the vocational skills competition has improved their competence for working life. A teacher of Oulu School of Vocational Teacher Education, Kari Kiviniemi's research report concentrates on the vocational skills competition in relation to working life skills. The book was published in

the Skills-series by HAMK University of Applied Sciences publications (Kiviniemi, K. 2005). After the WSC 2005 Helsinki, we hope to compare Team Finland's competition experiences in Kari Kiviniemi's research results.

Teachers of Vocational Teacher Education College at the Häme Polytechnic assessed altogether 19 skill categories in the Helsinki competition together with a group of vocational teachers in competence-based qualifications specialist education. The aim was to evaluate the competition tasks and methods of skill evaluation by observing the competitions but also by looking through a vast amount of photo and video material. Both content and criterion for competence of the tasks were evaluated. The research objective was to define how well the tasks and methods correspond to the level of competence required in working life in the respective trades. General measuring scale of expertise and its theo-

retical background and the outlines of qualifications from basic to vocational qualifications and up to specialist vocational qualifications (Helakorpi, S. 2005a) were the background for this research.

The objectives of the research project can be described as follows:

The research report will be published by HAMK University of Applied Sciences in the Skills-series publications in the end of 2005. Furthermore, the vast video material will be compiled into teaching materials for coaching purposes and for use in coach and teacher training. The research is supervised, compiled and reported by Seppo Helakorpi and Tauno Tertsunen, Principal Lecturers at the Vocational Teacher Education College of Häme Polytechnic.

WorldSkills 2005 Helsinki, Vocational Teacher Education College at Jyväskylä University of Applied Sciences implemented a development project which promoted educational and career counseling orientated aspects in the WorldSkills competition. The article 'Introducing Vocational Opportunities - Study Paths from St. Gallen to Helsinki' explains the objectives, theoretical background, implementation and assessment of this project, supervised by Head of Training Division Ritva Sapanen and Principal Lecturer Jukka Lerkkanen. During autumn 2005 several reports from participating students will be published together in a series of Jyväskylä Polytechnic of Applied Sciences publications.

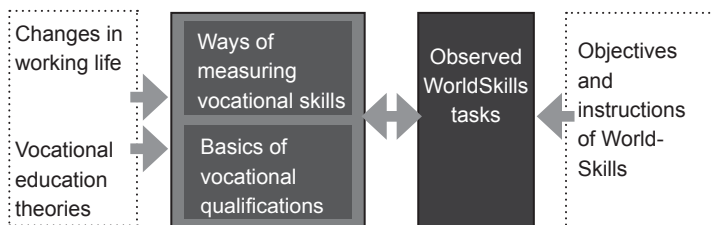


Figure 2. Research setting

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Pertti Myllyselkä

## WorldSkills Competition as Developer of Vocational Education

### Introduction

The Oulu Region Joint Authority for Vocational Education carefully considered about taking part in the largest education and competition event of all time in Finland. As the largest Joint Authority for Education we naturally felt responsibility over the development of national and international vocational education.

In the end, our common long term strategy became the deciding factor. We were determined to be the best vocational and higher vocational education provider in 2010. In relation to this development plan, we had to determine our willingness commit to the process.

We evaluated the benefits of active participation and decided that the risk was one worth taking. In the end, we made a huge commitment in both the investments and also the preparation of the competition. Fortunately, our Region Joint Authority has an innovative upper management and an open-minded administrative board, both of which believed in the possibilities of developing higher education.

Since the 1980s, the Oulu region in the northwestern Finland has experienced an internationally as well as nationally significant development of high technology. This boom began when a joint decision was made to lift the level of technology to that of the rest of the world. Initially, apart from the people in Oulu, hardly anyone believed in the possibility of this kind of development, since it was thought that such things would only happen in places like the USA and

Japan. Whoever spoke of these visions outside Oulu got some curious looks.

But it was thanks to these visions that Oulu realized the impossible: Oulu became an internationally esteemed centre for technology that was an example for places such as Silicon Valley and Japan. The world's largest newspapers and magazines, including the most prestigious financial publications, wrote admiringly about the 'Oulu Miracle'. Economics Faculties around the world use the unique development of Oulu as study material. Furthermore, this progress has created tens of thousands of jobs to the region and has also played a significant part in the making of Nokia into an internationally recognised and valued brand.

This environment has taught policymakers and high officials that unique and open-minded risk-taking can produce unexpected results.

Thinking back at the WorldSkills 2005 Helsinki competition, has our open-mindedness resulted in progress in the sectors that we were hoping to influence?

### Developing Appreciation for Vocational Education

Finland's competition organisers managed to bring national and international attention to the developing of appreciation for vocational education. The Oulu's target was to raise regional awareness of vocational education, which proved





to be a success: regional newspapers actively followed our own trainees' journeys to the top of the world and their successes were widely reported also.

The Oulu students' success was no coincidence: we chose our trainees already two years prior to the competition and created a top coaching program designed to better their chances for success among the best in the world. Both skill category and psychological coaching was included in the program. Nevertheless, from the beginning we made sure that the trainees would also have the time to enjoy an ordinary student's life and we also ensured that outside pressures wouldn't interfere with their individual development.

In interviews after the event, the participants say that these two years have granted them with an irreplaceable experience, close new friendships across the globe and above all, an opportunity to realise their aspirations by training to join the best in the world in their respective trades. These young people have received job offers from all over the world.

The local companies that have hired these young talents feel that their success provides the company not only with an excellent employee but name for the companies themselves. Following the success, the Region Joint Authority awarded the competitors with scholarships up to 2000 euros in value. For a young student, it may feel like a big sum but we think it is reasonable compensation for all the brilliant training and work that was done.

The dedication and success of these competitors also had an impact on other students' professional self-respect. The students of different trades noticed the appreciation toward the trades in the region and in the media and as a result, their study motivation improved. This is now obvious in the graduation ceremonies in the Region Joint Authority's vocational education institutions: previously students would wear jeans but last spring many wore suits as a demonstration of the increased appreciation of their qualifications and their professional competence.

As the junior high school pupils in our local area face choices about their future education, we actively promote the appreciation of vocational education for them, too. We financed the trip for 15 busloads of 14-15-year-olds from Oulu to the world championship competition in Helsinki. These young people got a unique opportunity to see the various possibilities that vocational education offers in an environment that was in every way encouraging the appreciation of different trades. We are certain that the event benefited the study advisors, also, by bringing up to date their conception about education opportunities and encouraging them to promote vocational education as a valid career path.

## Improvement of the Level of Education

Development of the teachers' skills was also necessary in the participation and coaching for the world championships in vocational education. We were lucky enough to find teachers of different trades willing to devote themselves to coaching these young talents to even better professionals. The two years' of coaching and teaching, on top of their daytime work, was an enormous undertaking but after the final competition event they estimated it worthwhile. Their own professionalism was brought to a whole new level and they became to appreciate their own trades even more. The participating teachers have become among best in their trade which will also encourage other teachers to self-development and will raise the level of education everywhere in the Region Joint Authority.

Highly qualified teachers are the crucial resources in achieving and maintaining top level education. It is recognized in Finland that the good PISA results have much to do with the contribution of these professionals. Basic and vocational education are, however, not directly comparable because of the expensive, top of the range equipment that is needed by vocational teachers in order to provide top level education.



The Oulu Region Joint Authority for Vocational Education was the single largest skill organiser in the WorldSkills competition and its investments in the project amounted to millions. Yet these investments continued to pay back even after the final competition week. We also invested in top of the range equipment which was handed over to vocational education units for teaching purposes after the competition. Thus we were able to acquire teaching equipment that is among the best in the world and we are making good use of it by generating more vocational education that is globally on the highest level.

### **The Oulu Miracle in Vocational Education**

As mentioned above, the Region Joint Authority carefully evaluated the scale of commitment before beginning preparations for the WorldSkills competition. Nevertheless, the innovative eccentricity that is so typical in the region of Oulu and the traditional spirit of group effort lead the directors and the policymakers to make a decision which I feel would be possible in no other kind of environment. We invested time and money in an event in the Fair Centre that on the surface lasted only for a week. But the risk paid off. With this investment, we have increased the appreciation and improved vocational education in a matter of few years. These developments will enable us to elevate the level of our vocational education to an international top level. Oulu eccentricity means results.





Elisa Helavuori

## Electrolux: Co-operation to Continue after Competition

As an official sponsor of WorldSkills 2005 Helsinki competition, Electrolux was closely involved with three skill categories: Confectioner/Pastry Cook, Cooking and Restaurant Services. Providing the best kitchens and workspaces for the competitors' use was a positive challenge for the sponsor. The grateful young competitors were the reward for this large scale construction and installation work and Electrolux is looking forward to working with these competitors even after the competition.

"I'm very pleased; WorldSkills was an incredibly fine event. The interest in our skill categories among the nearly 120,000 visitors was great" comments the Electrolux Professional Profit Centre Director Jarmo Huuhtanen.

The event showcased the vocational skills of the competitors but also offered a platform for new innovations and development in the industry.

"To me, the greatest result in this competition was the improvement of vocational skills and practical testing of new innovations. At the same time we've created an even closer relationship between the vocational institutions and the importers of industrial kitchen equipment, which is essential in developing the equipment and its production processes." said Huuhtanen.

A functional partnership delivers results: "Partnership is about developing skills, production processes and innovations together. The students are trained in the correct use

of the equipment and the company receives feedback from top professionals."

### **Success on a Large Scale**

Electrolux was the main sponsor for Confectioner/Pastry Cook, Cooking and Restaurant Services skill categories. "The decision of a large scale involvement was good. I believe Electrolux, as a provider of kitchen equipment for both professional and domestic use, got valuable brand visibility and promotion among the national and international competitors and visitors" says Huuhtanen.

A functional working environment was a crucial part in the success of the event. "For the technical part, also, the competition was a success for us. We made the young people happy by providing a functional competition setting."

### **Positive Teamwork Spirit**

WorldSkills was a lot of effort also for the main sponsors. Alongside with the 21 kitchens for the competition, Electrolux built the pastry kitchens, backstage facilities and a kitchen to serve a 300-cover restaurant. "Numerous trucks transported all the equipment that was then installed on the venue, as was water and electricity. All in all, it was a huge installation operation but everything went well. Considering the scale of WorldSkills, it was well organised. Unlike



in an average event construction project, everyone here participated gladly and nobody was here just to make money” says Huuhtanen.

“Skill organisers of the Cooking skill category Simo Kangas, Jari Hämäläinen and Mervi Vilen-Peltoniemi are also largely to thank for the success, not forgetting the students of the Helsinki Culinary School and the Helsinki City College of Culinary Art, Fashion and Beauty who also helped us with the arrangements.”

Positive spirit was also present among the competitors. “They seemed to be at ease with each other, with a healthy competitive spirit. Everything went nicely, although the few straight days of competing must’ve been hard.”

## Further Co-operation

Electrolux will support young competitors in the FinnSkills competition next year, too.

A former chef himself, Huuhtanen wants to participate in the effort to increase the numbers of vocational students. He says that the audience can also encourage the young people to choose a vocational career path:

“The young people must be reminded that higher education isn’t the only option. The world championship competition in vocational skills is an excellent way to encourage them to develop vocational competence, but also, it is a valuable platform in advising others to choose vocational careers, too. Many young people in the audience will be encouraged to exactly that” says Huuhtanen.



*Aini Kaikko competed in the Confectioner/Pastry Cook skill category.*



Mikael Malmsten

## Any Loose Screws?

The scale of WorldSkills 2005 Helsinki - World championship competition in vocational skills exceeded all events to date in the Helsinki Fair Centre and people from around the world came to experience the wonderful atmosphere. A crowd of young people enjoyed the entertainment features that were set up outside, including a Volvo simulator where passengers could experience rolling over in a car. The average age of a participant was around twenty, which was also obvious inside. Dressed in blue, dozens of volunteers bustled about guiding visitors.

But it was all about the competition in the Fair Centre: young professionals went head to head in 39 different skill categories ranging from floristry to mechatronics. They performed various tasks during the four days of competition and the keys to success were precision, speed and accuracy in following instructions but creativity was also important especially in the art skill categories. All in all, there were 700 competitors from 38 different countries. The Finnish national team consisted of 44 competitors.

### **A Mechanic with Nerves of Steel**

Juuso Jukkala from Lappeenranta looked focused as he kept turning around a metal box, every once in a while looking through some visual instructions on the screen. Despite the rush, his expression remained calm during the fourth task of the skill category in Automobile Technology: Locate and fix a problem in the gearbox.

Although Juuso seemed oblivious to the rush, it is nevertheless an element of the competition. Above the working area, a clock ticks on mercilessly. The neighbouring Norwegian competitor had trouble with his gearbox and he had to go on extra time whilst battling to locate the problem.

Finally the Norwegian realised that he had left a minuscule part outside the assembled gearbox. Juuso had to take some steps back, too. Fitting back the gearbox shell was difficult but even harder was getting the parts to click back into place. It was almost like trying to solve a Rubik's cube or an interlocking puzzle, which was the official competition logo.

The time ran out and Juuso shook hands with the hawk-eyed expert, who had closely watched his performance. Juuso came very close to finishing the task. "Someone else can struggle with those forks now" he noted to his supporters who were waiting on the other side of the barrier. The machinery and panel-beating make noise levels rise and although talking to the competitors during the tasks was out of bounds, the audience did exchange opinions amongst each other. With all these distractions, concentration abilities are really put to the test.

How did Juuso Jukkala feel at the end of the second day of competing? "I'm feeling ok. The gear selector forks didn't really want to fit but it wasn't far off." Despite a long day's work, he looked energetic. "We did ABS brakes and motor engineering yesterday; today we diagnosed diesel start up problems and worked on transmission. The tasks do feel a bit artificial, though" said the experienced competitor.



Competitions took place from 10 am until about 5 pm with a one-hour break in between. While examining car parts, competitors spend a lot of time in crouching positions and therefore, muscle strain is inevitable. “It’s hard on the physique and you do break a sweat, but fortunately we have a masseuse back at the hotel” said Juuso with a grin on his face. He is happy with his performance so far: “The gears and the engine were the trickiest to work on but it did go quite well yesterday. Today I ran out of time although I made no mistakes. My neighbouring competitors from Sweden and Norway had to take their work apart quite a few times, so in comparison I did well.”

Competitors from different countries formed groups that took on the same task simultaneously. “The worst rivals were allocated in the same groups. We Scandinavians formed our own group and so did the Asians, for example. It was probably done to increase competition,” said Juuso, grinning. By now he had gotten to know the other competitors so rivalry was of friendly nature.

World Skills 2007 competition will take place in Japan. Was Juuso disappointed to represent Finland in Finland? “Not one bit! Competing on my own turf is quite an advantage. Any equipment I need I can request from Jouni Kiviranta, who looks after my tool chest. He is a representative of Wihuri Autola, a technical tool and equipment importer. Also, I’ve worked with Volvos at Auto-Kilta car dealership for nearly two years now and without the experience of the make of car, I wouldn’t be here.”

Juuso was planning on having a relaxing evening back at the hotel and go over assembly diagrams and other instructions for upcoming tasks. He made a careful estimate of his position. “Somewhere between fifth and tenth place at least, but of course I’m aiming for the top three.”

## Investment in the Future

In the Volvo VIP room Volvo representatives Erkki Lehtimäki and Tapio Kontkanen enjoyed the view into the Car Painting, Autobody Repair and Automobile Technology competition areas which were bustling with action. All the car parts and bodies, now carefully studied, fixed, painted and welded, came from the factories of Volvo, an official sponsor of the event.

Several truck loads of material was transported to the venue, including 20 stripped car bodies and engines and 10 gearboxes. Tools, smaller car parts and spares were also provided. After the event the material was passed on to educational purposes. “We want to invest in the future professionals. Our customers will need professional services and carefree kilometers in the future, too” said Kontkanen.

In addition to the main hall, Volvo was also present in the outdoor facilities where a Transport Technology skill demonstration took place. “We’ve worked for this for three and a half years and now I can say that it was worth it. Our participation is a demonstration of our willingness to invest in education. This work will bear fruit for many years to come” said Lehtinen. He was very pleased with the event, as was Kontkanen: “This is an excellent opportunity to present today’s vehicle engineering. Here all the advances in technology become apparent. Some things really are better left with the professionals.”

According to them, many representatives of other car companies were clearly envious for the visibility of Volvo. “Perhaps the value of the WorldSkills Competition has been underestimated. I’ve told our suppliers to come and have a look for themselves and they’ve been quite blown away by it all. I haven’t got the words to describe this amazing atmosphere and the excitement among these young people!”



The rotating car was used to promote safety for all the young people who took a ride and the message went through even for the toughest. “We give special treatment for the tough guys; we stop the car upside down for a while. They have the widest smiles on their faces when they step out of the car after that!” said Lehtimäki and Kontkanen, both chuckling.

The WorldSkills competition in May was a success for Finland. It was a well-organized event and in addition, the Finnish competitors did better than ever. Juuso Jukkala finished as the fourth best in Automobile Technology and was the champion of Scandinavia. “This competition has been an excellent experience and I want to thank everyone who was somehow involved.”



*Rolling car simulator gave visitors a lift outside the Helsinki Fair Centre.*







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