

Skills  
**CHANGE  
WORLDS**

# Impact stories

*How WorldSkills is helping  
young people make change happen*

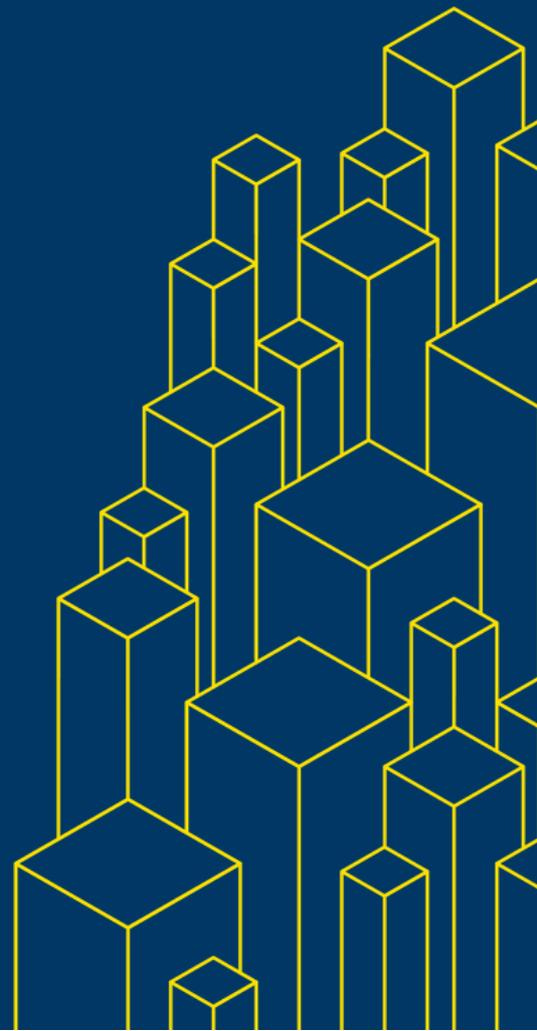


# Skills Change Worlds

We need skilled young people. Skilled young people will help us solve the challenges facing our people and our planet - using their skills to help restore economies; transform industries; tackle climate breakdown; alleviate poverty; and create equity.

The WorldSkills movement uses the power of skills to improve our world, and the worlds of our young people.

WorldSkills Members - which include government ministries and sector organizations from 85 countries and regions - are working hard to raise the standards of skills in a way that makes people feel included, represented, and valued.



# Why impact?

We believe it is time to evidence the impact we are having as WorldSkills - as individuals, as Members and as a movement.

This report highlights the positive changes we are making, the organizations changing their communities, and the people using skills to change their lives.

Through our commitment to Impact Reporting:

We intend to make our impact more relevant, more visible, easier to learn from, and easier to share. We're doing this to improve our ability to inspire and influence policy makers, employers, workers, teachers, parents, and young people from all walks of life. We also want to inspire each other.

By sharing our impact we hope to:

- illustrate to everyone the benefits of being part of our global movement
- validate the investment and support we receive from our partners and sponsors
- inspire more people to invest their time, funding, and specialist knowledge so we can skill-up more young people

Now, thanks to the findings of our biggest global survey of Members, we can share more of our impact with you.



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# Measuring our impact

In August 2021, we ran our first global Impact Survey. 53 WorldSkills Members shared data and stories about the collective impact we are having on the development of skilled young people.

The metrics and stories within the pages of this report may be early indications of our impact, but they are still powerful reminders of what we can achieve when we invest in vocational and technical skills.

And we won't stop there. We will continue to reach more young people and show them what's possible through skills. We will continue to raise standards higher than ever before. And we will continue to invest in evaluating our work, so we can provide more robust evidence of the impact we are having on young people, educators, industries, and countries.

**53  
STORIES  
SHARED**

**WorldSkills Members  
shared data and stories  
about the collective impact**

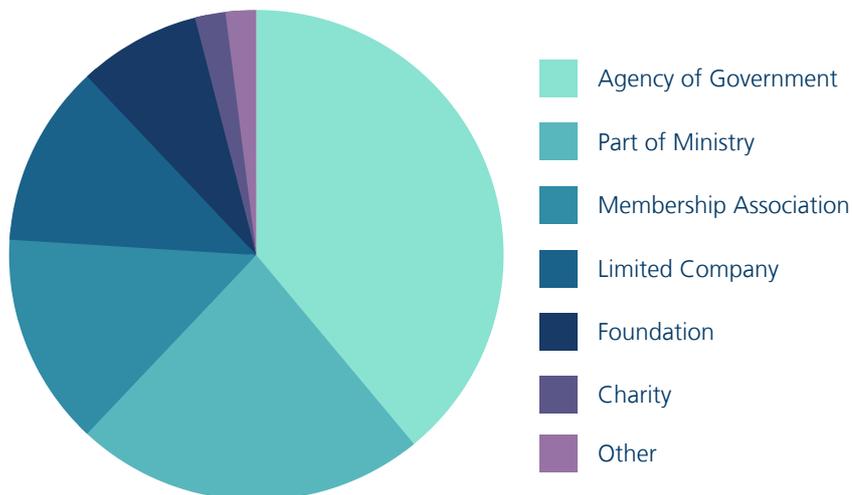
**What did  
we learn?**



# Our Member structure

The impact survey asked about the structure and funding of our Members.

We learned more about the broad range of organizations our Members represent. Each with different funding structures, reporting lines, and national or regional strategies for TVET. And in understanding our diversity, we are stronger.



# Our skills competitions

We asked Members to tell us about the competition-based skills training that they manage.

Did you know that over 60% of our Members host competitions at local levels (state, provincial, regional), and over 90% host them at a national level?

- Yes, we ran competitions at this level in 2018-2019
- No, but we have plans to run competitions at this level in the future
- No, and we have no plans to run competitions at this level in future



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# The change we are making

Stories and data from our Members show how WorldSkills helps young people reach further, by improving their access to skills and showing them what's possible.

We help young people, educators, industries, and governments raise the bar higher, by setting global standards that inspire everyone to excel at skills and be the best they can be.

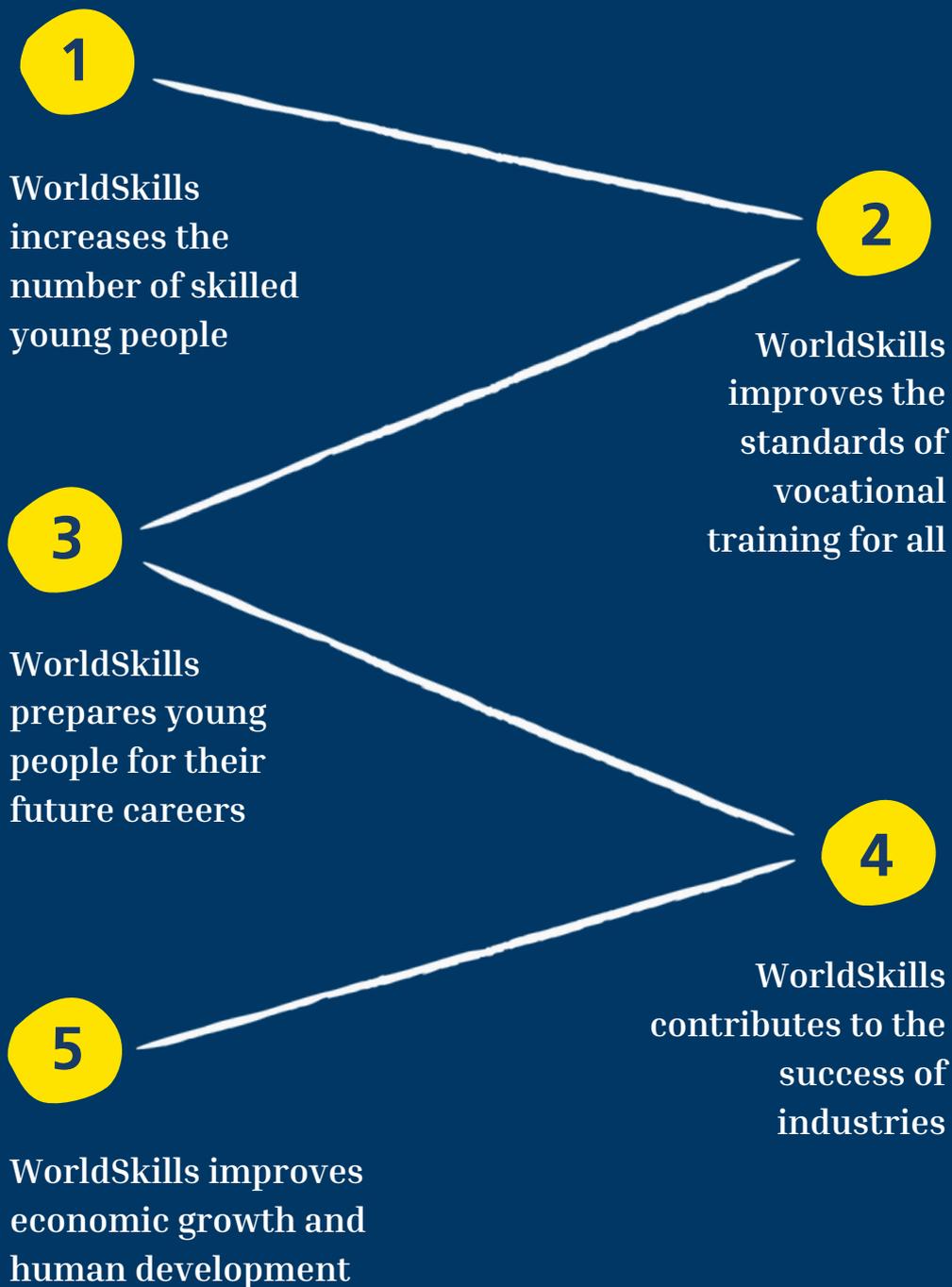
We return more for those who invest in skills - whether that investment is time, expertise, resources, or funding.



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# The impact we are having

Thanks to our first Impact Survey, and as a direct result of the hard work of all our Members, we can now say with confidence that:



# 1. WORLDSKILLS INCREASES THE NUMBER OF SKILLED YOUNG PEOPLE



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# WorldSkills Members are attracting more young people to skills

The number of young people interested in learning about TVET is going up. WorldSkills Members are sharing data that points to an overall increase in students considering a vocational or technical career path.



WorldSkills Sweden shared data from its 2016-2019 evaluation that showed how its effort to increase the attractiveness of TVET has increased the number of young people interested in vocational education. The number of ninth graders who consider taking a TVET education grew from

**55% IN 2016 TO  
62% IN 2019.**

In 2019, 72% of young people also said that vocational programs provide a good education.

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# WorldSkills Competitions are inspiring young people to get involved in skills

Members are capturing data that shows how young people who attend local, regional, and national competitions are inspired to get involved in skills training or technical careers.



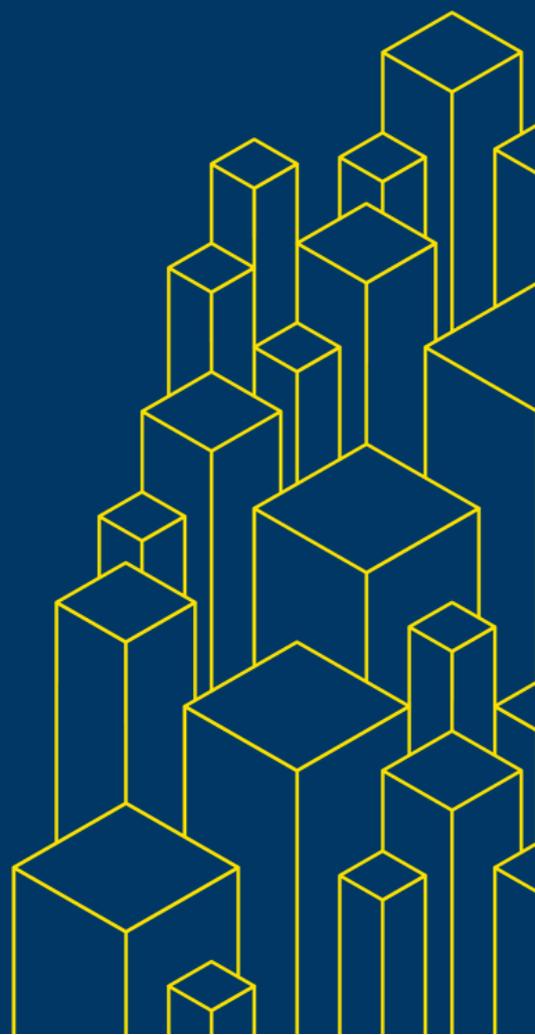
Skills Canada noticed the competition's impact on spectators. In 2019,

**68% OF VISITORS**

to the national competition said they learned new sources of information on how to pursue a career in Technical and Vocational Education and Training (TVET), and

**THREE-QUARTERS  
(76%)**

say they learned about new career options in TVET.



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# WorldSkills National Competitions increase the number of TVET students

Member data shows that WorldSkills national competitions can have a positive spill-over effect, motivating more young people to pursue training or a career in technical skills.



WorldSkills Sweden shared details from its work in Uppsala County, as a host for the national skills competition in 2018. After hosting the national skill competition in 2018, it saw a

**INCREASE  
IN STUDENTS  
TAKING PART  
IN VOCATIONAL  
PROGRAMMES**

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# WorldSkills Members are educating young people about skills in innovative ways

WorldSkills Members are teaching young people about career opportunities through skills. They are using innovative ways to reach them such as:

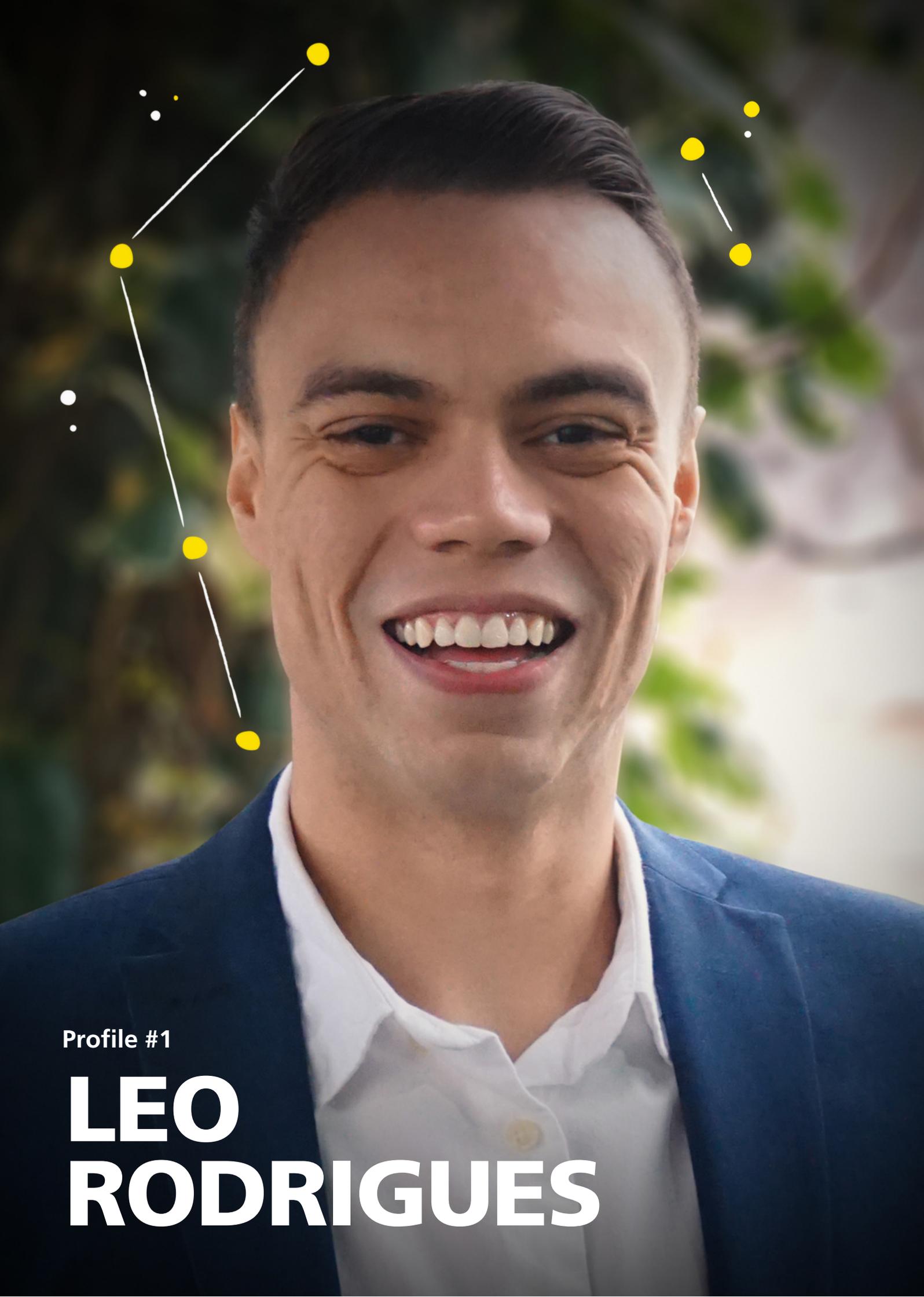
- WorldSkills Competitions
- Careers fairs
- Try-a-Skill events
- Student exhibitions
- International seminars
- Cultural product shows
- Live performances and demonstrations



SwissSkills uses its Inspiration Days to invite young people to ask questions of its Champions. In Autumn 2020,

**11,000 STUDENTS  
TOOK PART IN  
INSPIRATION DAYS,**

organized in three languages. Swiss Champions answered 4,800 questions, and the SwissSkills Connect website received 225,000 visits.



Profile #1

**LEO  
RODRIGUES**

# Leo Rodrigues



*“When I won a gold medal at WorldSkills São Paulo 2015, the world was seeing a boy that came from a place of social vulnerability, all because that boy had one opportunity to learn a skill that he fell in love with. My life was transformed because of WorldSkills. And I want everyone in the world to have the opportunity to do the same.”*

Leo Rodrigues,  
WorldSkills Champion

In Brazil, about 17.1 million people live in the favelas of Rio de Janeiro - that's 23% of the city's population, around 1.5 million people. It is a harsh reality that doesn't present young people with many opportunities to develop themselves. Leo Rodrigues grew up in this environment. But from a young age, Leo was a dreamer. He would look up at planes overhead and wish he was going wherever they were going.

His parents were supportive. They told him only he could take responsibility for making his dreams happen, that it would take hard work and ambition, and that they would always give him a safe place to come back to if it didn't work out. At that moment, Leo didn't know what he wanted to do, or even what he could do. It was an encounter with an apprentice training for WorldSkills that inspired Leo to strive to be the best he could be in a skill that would one day take him around the world.

As a 15 year-old, Leo was just like each one of the 15% of young people in Brazil who were unemployed. He went searching for work and handed his CV out to anyone and everyone, leading to a call back for an apprenticeship with HStern - a luxury jewelry maker. Curious, Leo accepted the apprenticeship. He was aware he didn't fit the typical profile of a jeweler and was told as much by others. He also knew nothing about the industry. But what he saw, he quickly fell in love with.

After noticing another jewelry student train to compete in the national WorldSkills competition, Leo was inspired. What he saw was someone entirely focused on their craft. He realized to be good at something he would have to put in the work. So, with the help of his WorldSkills trainer, Claudinei, he honed his talents. He trained 8 to 10 hours a day in the workshop working on technical skills like design, soldering, surface finishing, sawing and dimension control. The WorldSkills Brazil trainers also prepared Leo for other skills he'd need for the competition - such as resilience, time keeping and communication.

His success at the regional and national WorldSkills competitions saw Leo, a kid from the favelas, take center stage for Team Brazil at WorldSkills São Paulo 2015. He took home Gold for Jewelry - winning it for his country, his family and to show that a young person from a socially vulnerable background can be the best and can redefine what it means to be a skilled jeweler.

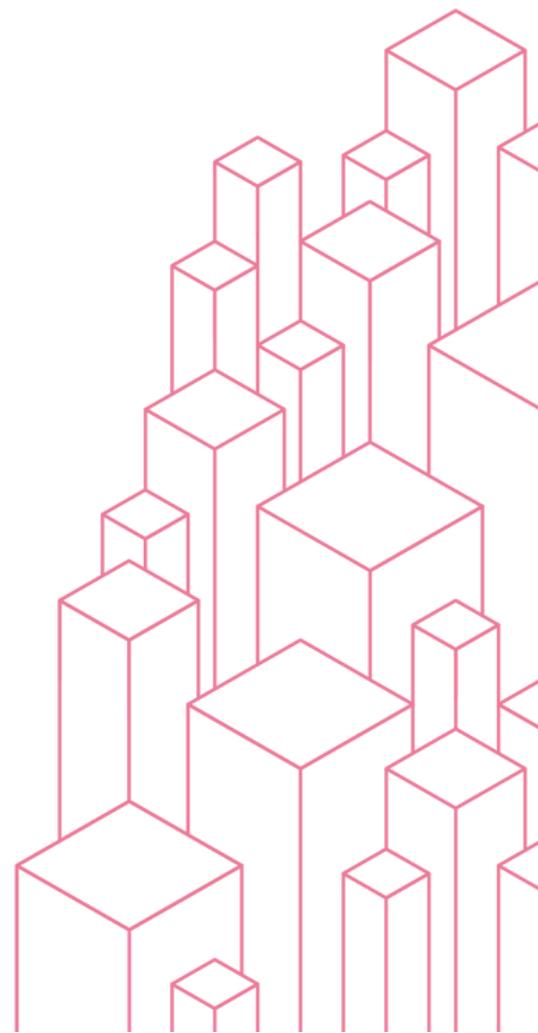
After becoming the best, Leo wanted to train the best. He travelled to India to train the 2019 candidate. "I could see in their life, how I saw in my own, that there are people who perhaps wouldn't usually have the opportunity to learn a profession and transform their lives, having their lives transformed because they were selected to train for the WorldSkills."

Suddenly opportunities opened for Leo and he decided to start his own jewelry business - not an easy decision in the middle of an economic crisis. The life of an entrepreneur in Brazil is tough with only 1 in every 5 companies succeeding after their first year of operations. He had to quickly learn how to do everything in his business from accounting to marketing. The perseverance and determination he gained from training and competing with WorldSkills helped him secure his first client - the famous Brazilian hairstyle entrepreneur Zica Assis who also grew up in the favelas and could relate to the struggles Leo had overcome.

Leo's success has all come from that initial opportunity to train with WorldSkills. "I have been able to build a business and create more jobs in my community. I love that my skills overflow and bless the lives of other people." One of these people who have been inspired by Leo is his own sister Larissa, who is also a jeweler, and training to try and win gold at WorldSkills Brazil. "She saw my story; she saw my pathway."

He reflects: "What if WorldSkills could reach even more young people? What would be the impact on our society if more people are higher educated and have a profession, a career they really like and are prepared for. What if they had hope to reach the sky like I did? They would receive higher income salaries, be able to support themselves and transform their reality for their families and their communities."

**The Impact? WorldSkills reaches young people who might not have equal access to education and training and shows them what's possible through skills. Through training, competitions, and its global network, WorldSkills helps young people be more ambitious and unlock opportunities to excel.**



# 2. WORLD SKILLS IMPROVES STANDARDS OF VOCATIONAL TRAINING FOR ALL



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# WorldSkills helps improve the standard of skills training

WorldSkills Members are hearing from educators that competition-based skills training is increasing standards within schools and colleges, and improving the learning experience for students.



WorldSkills UK reported that

**85% OF EDUCATORS**

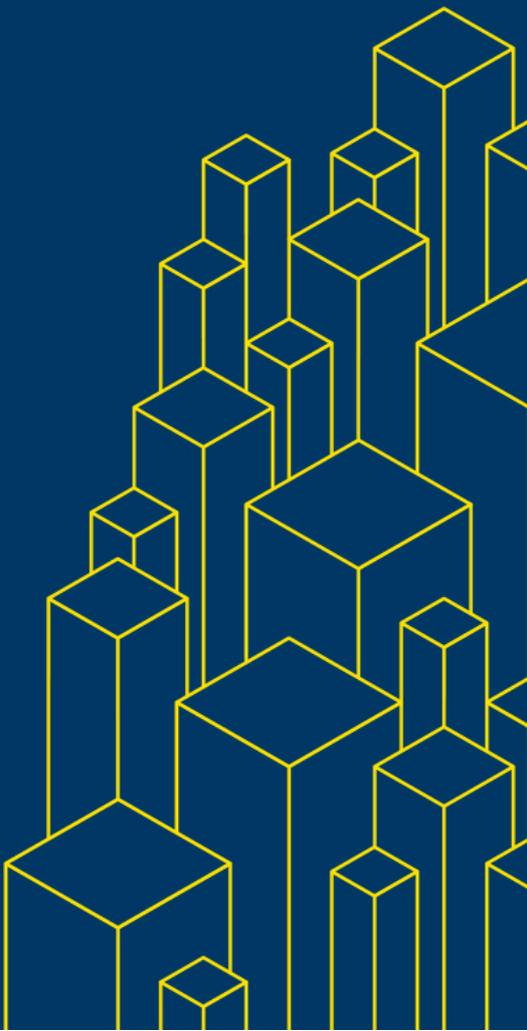
feel WorldSkills UK Competition programmes contribute to raising standards at their college;

**93% AGREED**

that competitions-based training extend learners' technical skills; and

**97% BELIEVE**

competition programmes are an enriching activity for learners.



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# WorldSkills is helping lift the ambitions of students

Once young people show an interest in a career in skills, WorldSkills helps encourage them to set more ambitious goals for themselves.



WorldSkills Netherland Competitor, Jeroen Peeters took silver medal in Floristry at WorldSkills Helsinki 2005. He says,

**“THE COMPETITIONS ARE AN INCENTIVE TO IMPROVE YOURSELF. THAT WAS THE REASON WHY, AFTER ENCOURAGEMENT FROM MY SCHOOL, I DECIDED TO JOIN.”**

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# Members are setting up Centres of Excellence to increase the standard of skills

WorldSkills Members are setting up regional and national Centres of Excellence. The hope for these Centres is that they will take the high standards of skills training seen at Competitions and cascade them out further, to reach even more students and educators.



WorldSkills Belgium is working closely with trade partners and sponsors to turn their existing training Centres into WorldSkills Belgium Training Centres, each supported by a Skills Committee.

**THE AMBITION  
IS TO CREATE  
A SPECIALIST  
SKILLS COMMITTEE  
FOR EVERY SKILL  
BY 2023.**

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# WorldSkills gives educators more confidence in their own skills expertise

The work that WorldSkills Members do within colleges is helping educators feel more equipped, experienced and confident to teach these technical skills.



In a recent evaluation of its Centre of Excellence programme, the UK reported that:

**80%**

of educators agreed that their knowledge had increased

**THREE QUARTERS**

thought that the programme had given them more confidence in teaching their subject or skill

**88%**

said the programme had already had some impact on their teaching practice.

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# WorldSkills Members are helping raise national standards around TVET

There is a noticeable cascade effect happening. Investment in TVET through Member countries and regions is now shaping national TVET strategies and standards.



WorldSkills Costa Rica is working to

## **EMBED COMPETITION- BASED TRAINING**

into the day-to-day work of the National Learning Institute and support the continuous improvement of education services, curricula and teaching.

The new model is designed to have

## **A PERMANENT AND SUSTAINABLE IMPACT**

on TVET and the National Qualifications Framework.





Profile #2

# WORLD SKILLS AUSTRALIA

# WorldSkills Australia

*“WorldSkills is a great connector to an international skills community and no other organization in Australia has the same kind of reach. So if we can connect our experts and teachers to more skilled people across the country, and across the world, then we can raise the standard of skills and attract more young people to skilled professions.”*

WorldSkills Australia CEO  
Trevor Schwenke

WorldSkills Australia CEO Trevor Schwenke has been part of the WorldSkills community for decades now and has seen young participants - affectionately known as Skillaroos - turn into confident Competitors, successful medal winners, and go on to be exceptional business people who are proving day after day that skills are vital to Australia's economy.

The reach of WorldSkills Australia goes far - 100,000 young Australians have participated in WorldSkills Australia events, representing more than 60 industries. Yet Trevor feels that so many more young people could benefit. He says, “WorldSkills is about letting people know that skills are important - that they are a real career choice for students, not a secondary choice. It's about saying it's OK to aspire to be a tradesperson and showcase those skills. Ultimately, it's about showing that skills are vital to our country's recovery.”

When you learn about the success that past Champions like Dougal King and Alex Halls have had, then it's not difficult to connect investment in skills with economic growth. These two landscape gardeners were trained by WorldSkills Expert, Michael Blasch who got them ready to take on the world's best at WorldSkills Abu Dhabi 2017. They took gold nationally and the Medallion for Excellence internationally and have since joined forces to set up their own business Cool Climate Landscaping designing climate-friendly environments for clients in Canberra. They are now training up their own apprentices, growing their business and giving back to the economy. “Choosing a skilled trade over university was the best decision I ever made,” says Alex.

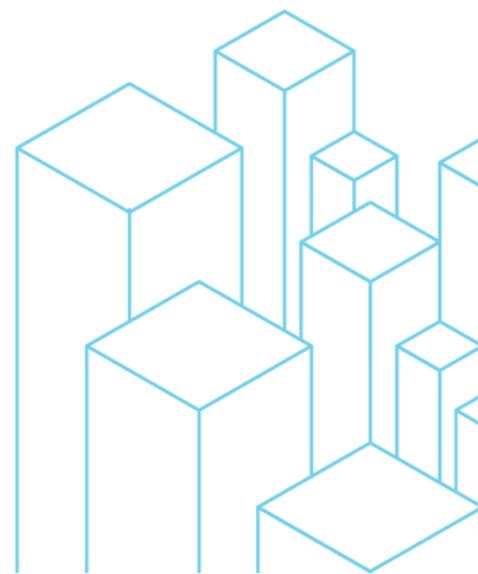
But WorldSkills Australia General Manager Brigitte Collins knows that not all young people regard skilled professions in the same way. She says, “Schools don't provide enough information about vocational training as a career choice. This is changing but there still is a perception, not just with students but with their parents, who consider VET to be secondary to university. We need the help of educators to show them skills are not a second choice.”

Brigitte and Trevor passionately believe that educators are vital to changing attitudes and standards around skills - from high school teachers and college lecturers to the leaders of educational organizations. That's why WorldSkills Australia has been investing time and energy into its local and regional competitions. Trevor says: "It all flows back to making sure we focus on those passionate people that come together at a regional level and in country towns that get the kids involved [in skills]. If we can focus on those people - experts, judges, mentors and teachers at all levels - then we can bring more competitors and students along on the journey."

During the last two years of the pandemic, WorldSkills Australia had to turn its National Championships, normally held under one roof, into separate satellite events, including online competitions. The result is that it's given Australia's young people an even bigger platform for their skills and allowed more teachers to get involved. In 2021, the team saw 24% more educators get involved in WorldSkills Australia events and competitions.

WorldSkills Australia is also building partnerships and high-level relationships with the CEOs of educational organizations and leaders within the training sector to try and embed skills further into the curriculum. Trevor notes, "Teachers are overwhelmed with their workload and can't spare time to attend weekend expos or Competitions. We're working with the educational sector to integrate skills into the curriculum making it easier for teachers to get involved. We've modified our competitions so they can be run in various modular formats or as part of in-class assessments. Teachers can map existing learning outcomes mapped to National Training packages against WorldSkills Competition criteria - making it easier for them to identify top students or benchmark their own skills training."

The benefits of this is that teachers become passionate about improving the standard of skills within schools and colleges; they increase the chances of WorldSkills Competitions running; and they help create more WorldSkills Champions. Trevor says, "If you're a leader of one of these organizations and your organization is building the expertise of its staff, raising the standards of skills, and going on to win national and international medals, then your organization is going to benefit from that."

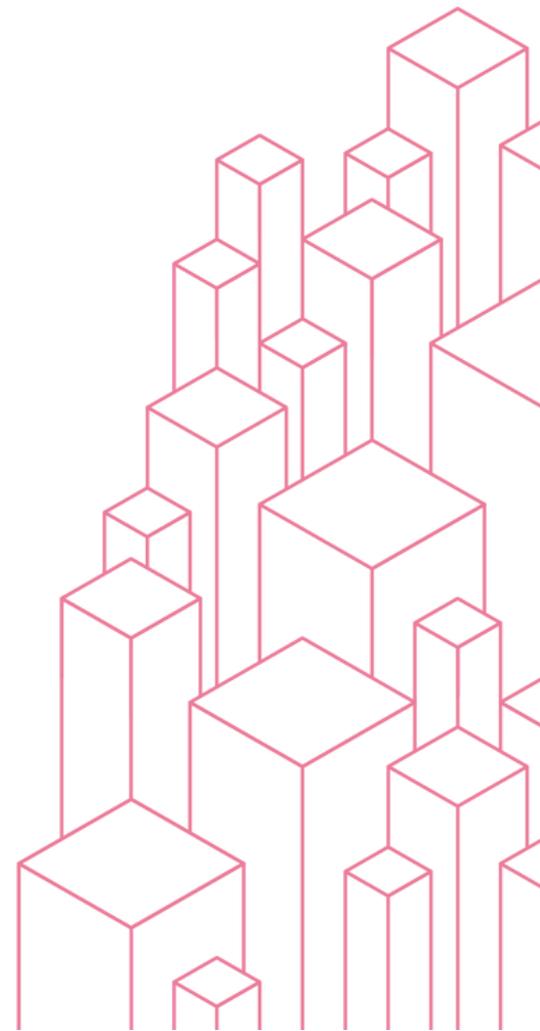


And it's these Champions who go on to create businesses, employ other people and power the skills economy. But it doesn't end there though. WorldSkills has a wonderful circular effect that Trevor and Brigitte can both relate to personally - the effect of the WorldSkills community. Time and again they see past WorldSkills Champions return to pass on their experience and expertise to the next generation. In fact, 50% of its judges at a national level were past Competitors.

Tyson Knight is one of those. His training with WorldSkills saw him win silver in Plumbing & Heating at WorldSkills Calgary 2009. He then became General Manager of Jones Doyle Plumbing and now uses the WorldSkills framework as a trainer himself. He says, "I want to stay involved with WorldSkills and continue to develop my skills and knowledge as a tradesman, and in the long term would like to run my own business."

Brigitte reflects,

*"Once you get inspired participants, they come back, and they give back as trainers or chief judges or mentors. WorldSkills just becomes part of your blood. Once you're in, you're in! It's a really exciting part of our story."*



**3.**  
**WORLDSKILLS**  
**PREPARES**  
**YOUNG PEOPLE**  
**FOR THEIR**  
**FUTURE CAREERS**



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# WorldSkills Members are raising the aspirations of young people

Stories shared through our Impact Survey 2021 have shown that WorldSkills training and Competitions are encouraging young people to become even more ambitious about their careers.



One WorldSkills Sweden Competitor said, “The journey from being a student in TVET education, to being good in a skill, and to now compete with the best from all over the globe, is unbelievable.

**THE COMPETITION  
IS A MILESTONE  
IN LIFE AND A  
KICKSTART FOR  
THE NEXT STEP  
IN MY CAREER.”**

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# WorldSkills Members inspire young people to continue training after competitions

WorldSkills Members said that the training programmes and competitions are encouraging young people to continue their education and unlock even more learning opportunities.



WorldSkills Netherlands Competitor Pien Hoveling said, “I was inspired to follow higher professional education at an art academy in Holland. It was my ultimate dream.

**"WORLD SKILLS  
COMPETITIONS  
GAVE ME THE  
BOOST AND DRIVE  
TO MAKE THE  
IMPOSSIBLE,  
POSSIBLE. MY  
MESSAGE TO ALL  
YOUNG STUDENTS  
IS NOW, FOLLOW  
YOUR DREAMS."**

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# WorldSkills Members help young people secure employment

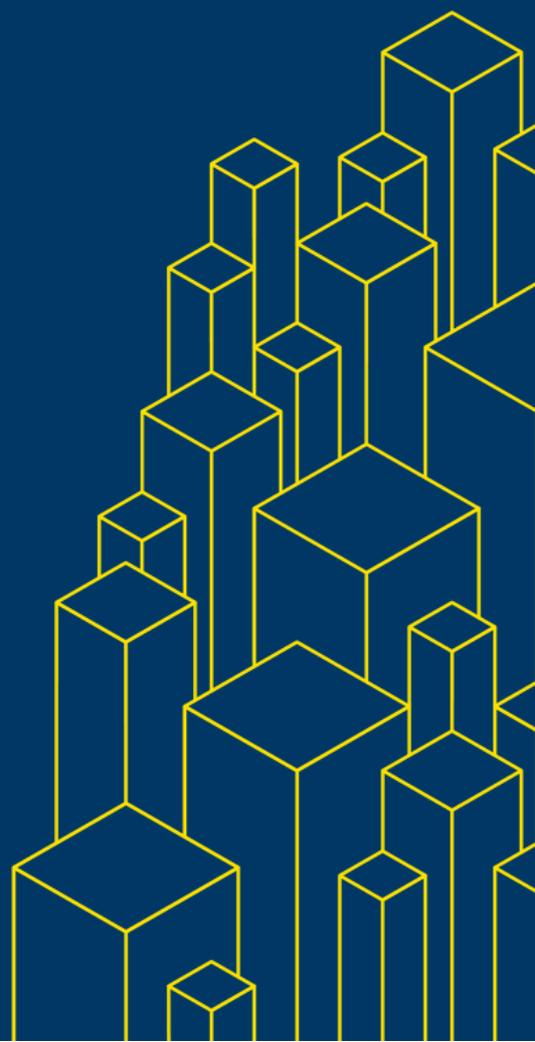
Members shared many examples of how the WorldSkills experience fast-tracked young people and helped them secure new and exciting job interviews or employment opportunities.



WorldSkills Malaysia shared how Competitors secured jobs more quickly. A Mechatronics Competitor at WorldSkills Shizuoka 2007 said,

“I just finished the Competition and [was able to]

**EASILY SECURE A  
JOB USING MY SKILLS  
CERTIFICATE AND  
SUPPORT IT WITH  
A COMPETITION  
CERTIFICATE. ”**



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# WorldSkills Members nurture 'soft skills' as well as technical skills

Members shared many inspiring examples of how young people have been able to develop 'soft' life and business skills, such as resilience, confidence, and communications, alongside their specialist technical skills.



Electrical Installations gold Medallist from WorldSkills Helsinki 2005, Thomas Zöschg from WorldSkills Italy, found that

## **THE MENTAL STRENGTH, ENDURANCE, AND TEAMWORK**

he developed during competitions has been indispensable while running his family-owned business.

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# WorldSkills Members share best practice through the global network

WorldSkills is a global community. Our Impact Survey has started to show the power of our network of Competitors and Experts. They formally and informally connect with each other for advice, inspiration, and career development.



WorldSkills Macao, China Bakery Expert David Charles Wiley Jr said, "The students we train are also becoming colleagues and friends because

**THE RELATIONSHIPS WE BUILD WITH THEM HAVE LASTING EFFECTS AND, OVER TIME, ADDS TO THE NETWORK OF PEOPLE INDUSTRY WIDE."**

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# WorldSkills Members bring out the entrepreneurial spirit of young people

WorldSkills has inspired young people to become business owners. During their training, they are surrounded by successful coaches and mentors from industry. It can awaken their entrepreneurial spirit and give them confidence to build a business themselves.



WorldSkills Iran shared the story of Maryam Ebrahimi who set up her own graphic design business after winning a medal at WorldSkills Shizuoka 2007, and

**NOW EMPLOYS  
OVER 40 PEOPLE  
ACROSS IRAN  
AND OMAN.**



Profile #3

# EUPHRASIA MULENGA

# Euphrasia Mulenga



*“WorldSkills has challenged me to see myself as a mountain climber. If you get to the peak, you don’t then go and climb a lower mountain. You’d want to go and climb a much higher mountain.”*

Euphrasia Mulenga,  
WorldSkills Champion

Euphrasia Mulenga admits she has always been a dreamer, but she didn’t know how far her ambitions could take her until she started training and competing with WorldSkills Zambia at a national and international level. Now, as a WorldSkills Champion and a representative on the Champions Trust, Euphrasia admits she continually sets her sights on new goals. She says, “Since I’ve represented WorldSkills Africa, I find myself taking up more challenges. I see that I am growing. I am going to keep looking for other challenges and keep learning as life goes on.”

Her dreams began as a young child sitting beside her dad, watching him fix things around the house or service their car. If things broke when her dad was out, she would try and repair them herself. But it was a school trip to the Kenneth Kaunda International Airport in Lusaka that made her want to be an aircraft engineer. She recalls, “We were lined up watching a plane take off. I saw the air hostesses get on. I saw the pilots smartly go in. But I was more interested in the guy on the ground giving the signs to the pilot to say, ‘OK now you can start up the engines and you’re good to go’.”

Like many WorldSkills Competitors, it wasn’t instantly clear what a career as an aircraft engineer looked like or, importantly, how she could get there. She remembers, “My community around me thought I was just being a dreamer again. They tried to talk me out of it saying I was too small and tiny to lift an aircraft engine. At least I knew how to correct them and explain that they have machines to do that!”

Further education in Zambia only receives 9% of the country’s total spending on education so it’s not easy for high school students to continue their studies unless they fund it themselves. Euphrasia’s parents were able to support her, and she went to Zambia Air Services Training Institute (ZASTI) in Lusaka. While waiting to start, she spent her time developing her computer skills and soaking up the engineering environment, sometimes walking to the airport next door to see the aircraft. “I would speak to senior students who would say negative things that could be demoralizing. But I didn’t have a second option in my head - this was the only thing I wanted to do.”

*“Everything was new at WorldSkills. I hadn’t traveled overseas on my own. On the first day I really panicked. All the tools and equipment were unfamiliar to me. I didn’t have enough time to get to know how to use everything and just had to improvise with my engineering skills. But the WorldSkills Experts were really helpful.”*

Even with this determination, the career path ahead wasn’t clear, and it was only when she was working in a company to get industry experience as part of her studies that she encountered WorldSkills, and her horizons were broadened. In 2014, WorldSkills Zambia added Aircraft Maintenance Engineering to its list of competition skills and went looking for young people to compete. Her company put her forward and she began training to represent Zambia at the international competition.

A new and unknown path of opportunity had opened, but it was followed by great loss. Just one month before WorldSkills Abu Dhabi 2017, Euphrasia lost her dad who had been her biggest cheerleader throughout her career so far. Her great sadness gave her even more determination to compete well in tribute to him. As if that wasn’t hard enough, at the very last minute WorldSkills Zambia said they didn’t have the budget to send Euphrasia to the international finals. “I had worked so hard only to be told I couldn’t go. I met with my Expert, and we knew we had to find sponsors. We went to the national airport and a few companies and luckily everyone just got on board. Zambia Airports Corporation Ltd (ZACL) offered to buy my ticket; Royal Air Charters offered to buy me the kit; Corporate Air Maintenance Ltd paid for my allowances to stay; and ZASTI paid for my visa.”

When Euphrasia looks back on that difficult and intense time, she remembers the incredible resilience that competing in WorldSkills gave her - resilience that has given her confidence to expand her training, go further in her qualifications, and keep growing professionally.



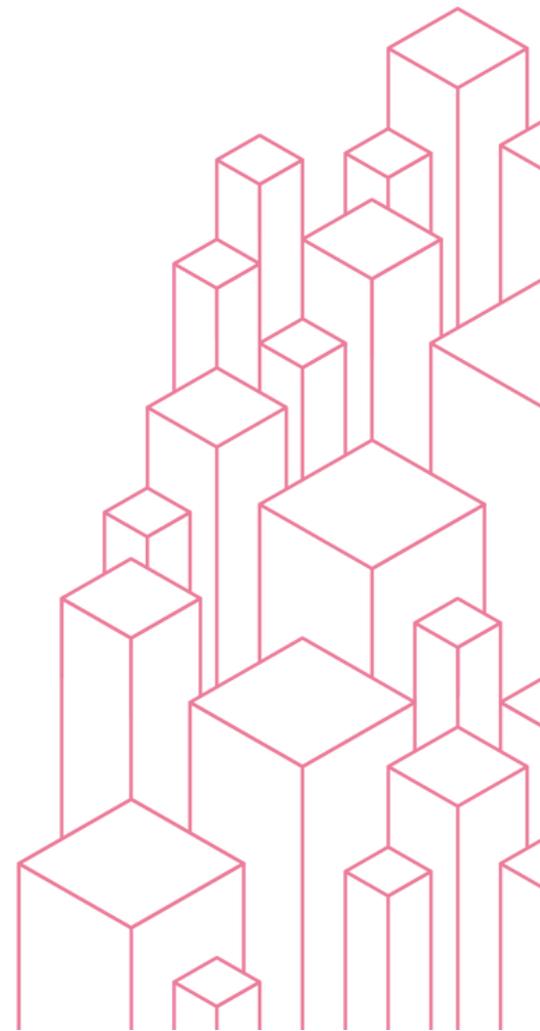
The thing that inspired Euphrasia the most about WorldSkills was meeting people from different parts of the world who were so experienced in their skill. She says, "If a young person my age can be licensed to work on an Airbus 340 or 380 then I can do the same. Sitting down and chatting with other Competitors, it really gave me hope because they also had their own challenges, but they have been able to go far. It meant I could also make it." Euphrasia has her Aircraft Maintenance Engineering (AME) license now and is rated to work on a Cessna 208.

When she reflects on what her career might have been like, Euphrasia believes that without WorldSkills she wouldn't have been so ambitious. She says, "I got motivated that there is more out there, and my dream shouldn't just be limited to what I can see around me."

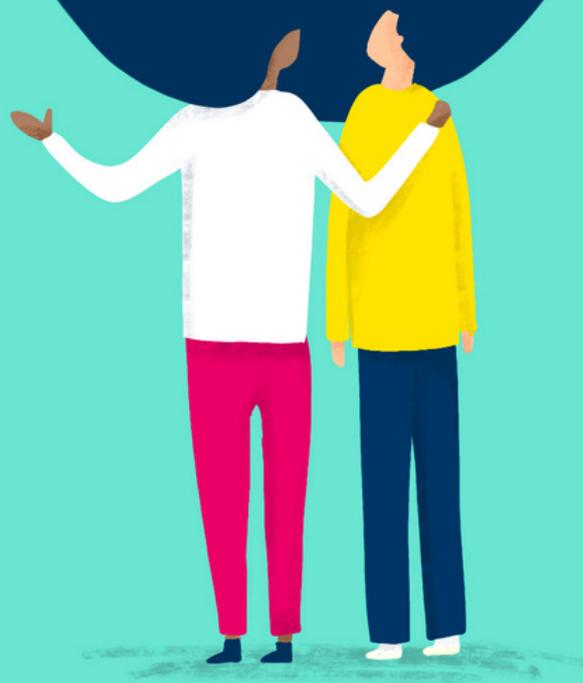
With new career goals and a growing set of skills, Euphrasia is now dreaming on behalf of other young people in Zambia who want to make a career out of engineering. As part of the WorldSkills Champions Trust, she is inspiring others to follow in her footsteps and think big.

She says, "When I was competing, I knew I wanted to continue to be part of WorldSkills. I wanted the young people training in my school to feel what it's like to work on this kind of equipment." She continues, "Not everyone is going to have the chance to compete like I did. But if Zambia wants to play a role in the aviation industry and the world economy, then the new generation of aviation engineers need to be trained right."

"WorldSkills has made me more confident to stand up and be proud of what I have achieved - because no-one can tell my story better than I can. I realize now that sharing my story will encourage another person. I am an aircraft engineer. But I can also use this skill to do many other things. I can be a motivator for people. I can be a role model. These are things WorldSkills has made me think and feel."



4.  
**WORLDSKILLS**  
**CONTRIBUTES**  
**TO THE SUCCESS**  
**OF INDUSTRIES**



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# WorldSkills Members help industries raise their profile

WorldSkills Members help industries and corporations raise their profile through the global reputation of WorldSkills Competitions, WorldSkills Occupational Standards, and competition training.



WorldSkills Colombia said that its sponsors value the opportunities WorldSkills provides to promote their products and tools in different competition environments. The know-how and input they gain from the competitions [helps organizations]

**IMPROVE THEIR PRODUCTS AND SERVICES TO STAY ON TOP OF THE LATEST MARKET TRENDS.**

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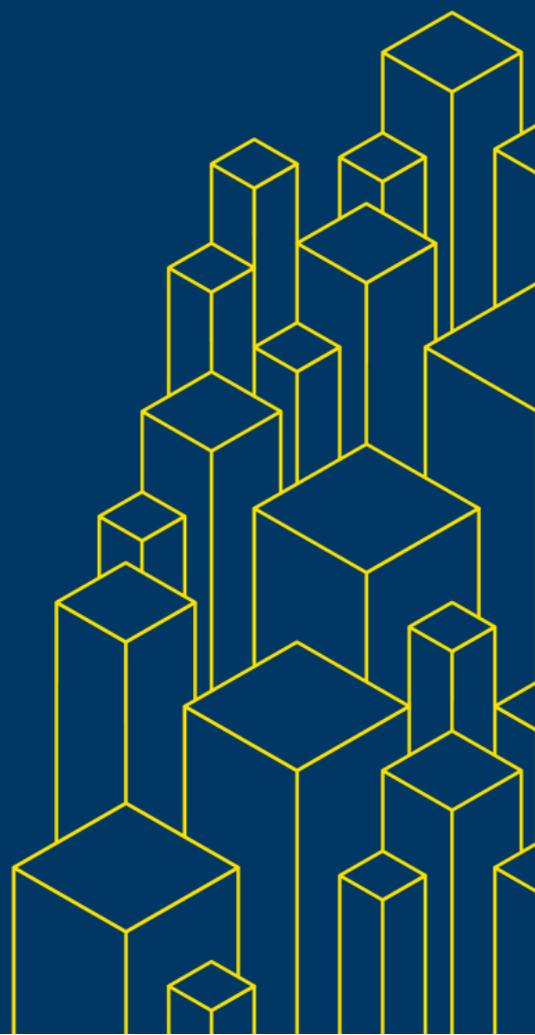
# WorldSkills Members help businesses nurture skills and find new talent

There is a valuable relationship between WorldSkills Members and industry sponsors. Partners supply training, expertise, and sponsorship. In return, Members help them spot, nurture, and recruit new talent for their workforce.



SkillsLatvia said that sponsors enjoy the opportunity of sharing their expertise with SkillsLatvia, EuroSkills, and WorldSkills participants. In exchange, they are

**HAPPY TO RECRUIT THEM AS INTERNS AND LATER AS FULL-TIME SPECIALISTS.**



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# WorldSkills Members help businesses close the skills gap

WorldSkills Members work with industry to understand the extent of the global skills gap and help close it. They create opportunities for young people looking for employment, and we help companies and organizations access a new, highly-skilled workforce.



WorldSkills Indonesia reports that its sponsors enjoy the opportunity to participate in WorldSkills Competitions and find them valuable in

**IMPROVING  
MOTIVATION,  
KNOWLEDGE,  
SKILLS AND  
HUMAN  
RESOURCES  
CAPABILITY.**

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# WorldSkills Members help businesses benchmark their own standard of skills

Being part of WorldSkills Competitions and training gives industry partners and sponsors a chance to measure the quality of the skills in their own workforce against WorldSkills global standards.



New Zealand employer Malcolm Bishop says, “WorldSkills is a measure of how we are performing against other companies.

**IT BOOSTS THE COMPETENCE AND CONFIDENCE OF OUR PARTICIPATING EMPLOYEES.**

It’s a massive gain for the company [as we see] improved teamwork and employees developing way above the norm.”

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# Participating in WorldSkills helps industry experts thrive

WorldSkills give industry experts a chance to develop their own technical and life skills by working with Competitors and by being part of the WorldSkills community.



Andreas Hochecker is a trained information electronics technician and an expert for WorldSkills Germany. He says he has gained so much personally from being involved in the Competitions.

**“BEING A WORKSHOP SUPERVISOR (WSS) HAS BEEN A VERY INSTRUCTIVE EXPERIENCE FOR ME, BOTH PERSONALLY AND PROFESSIONALLY**



I have many new international friendships and the constant contact with partners and sponsors is advantageous for my everyday professional life. My involvement in the Competitions has made me more diplomatic, and the expertise I have developed has kept me up to date with the latest technical developments.”



Profile #4

# WORLD SKILLS BELGIUM

# WorldSkills Belgium



*Like many of our WorldSkills Members, WorldSkills Belgium not only needs to reach more young people and attract them to technical skills to deliver on its government's TVET strategy, but it also needs to ensure that the skilled individuals emerging from competitions meet the current and future needs of businesses and society as a whole.*

To tackle this, in 2021 WorldSkills Belgium reshaped Les Startech's – its competition-based training process – to become a platform that could bring even more young people closer to the education and industry specialists involved in skills training development. In return, it would give industry partners even greater access to future talent.

Les Startech's was originally created as a 7-step skills training process for young people aged 17 to 25 years old. The most important steps are the semi-finals, the training and the national competition that takes place on Startech's Days. Les Startech's gives young people the chance to learn as much as they can about their respective technical skills as well as soft skills, such as communication, presentation training, and time management, which are equally important to succeed in a Competition or in a career.

Previously, only the international Belgian Team would benefit from this specialist training. But WorldSkills Belgium took the decision to widen the intake and invite the ten most promising participants in each skill from the semi-finals to join Les Startech's and be coached to a national level. It has meant that at least 300 more young people per year are benefitting from specialist training and access to industry experts that they would never have had before.

Les Startech's is all about bringing the right people together to deliver skills excellence. So as soon as the chosen Competitors are selected, they are put together to train in a Skills Team. They are equipped with a detailed development programme and assigned to a WorldSkills Belgium Training Center to improve their technical and soft skills as they work alongside education and industry experts.

Training through the Skills Teams has been designed to create short and long-term benefits for everyone involved. Young people get to hone their technical and soft skills as they access tutors and mentors and prepare for the competitions. It also brings them closer to industry experts so they can better understand their career pathway and see what's possible for them professionally.

For industry experts and trainers, they get to work with ten of the most promising young people in their skills area; they get to identify up and coming talent; and it helps them benchmark and improve their own skills and those of the people within their organization.

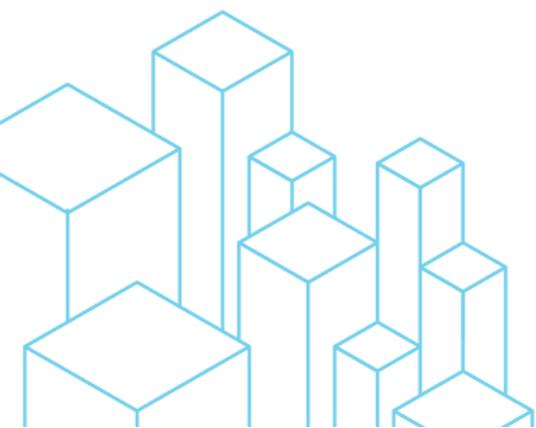
Raphael Colle, a WorldSkills Belgium trainer in Welding, understands that the success of Competitors is also a strong measure of his own expertise. “My personal competition takes place during training. My goal is for the Competitor to get a Medallion for Excellence. If he gets it, it also means that you, as a trainer, stay up to date.”

Industry and training partners also benefit from the unique access WorldSkills offers to international competitions. There they can share learnings with other businesses from around the world and tap into a wider network of institutions such as the United Nations, the United Nations Industrial Development Organization, the European Union, the Organization for Economic Co-operation and the United Nations Educational, Scientific and Cultural Organization.

It is something a lot of businesses want to be part of. Alina Fleaca, Senior Manager of Competitions & Training at WorldSkills Belgium, reflects, “Les Startech’s is a huge process, it’s very ambitious. It’s not easy, but I can say a lot of partners are interested in working with us. They even come and knock on our door and say they want to work with us - which has never happened before.”

She continues, “A lot of the time, our industry partners already have their own training centers and are eager to train our Competitors. Furthermore, our training partners need to meet an annual quota of people coming through their programmes, so we can help them do that too. They can work to our WorldSkills standards with confidence that the participants will be competition-ready, and they already have the equipment and expertise. It’s a win, win for us all.”

The increased interest by industry and TVET in Les Startech’s has led WorldSkills Belgium to organize itself into Skills Committees. Each Skills Committee has six or seven roles including things like Workshop Manager, Promotion Manager, and Sponsor Manager to share the responsibility of preparing young people for the competitions and to share any lessons learned and best practice.



Alina cannot stress how important these Skills Committees have become for WorldSkills Belgium. She says, “We cannot support our Skills Teams without these professionals willing to help us, and it’s all on a volunteer basis. So now we are recruiting across schools, training centers, businesses, freelancers, whoever wants to work with us on a specific skill. By 2023, we want to have Skills Committees for all the skills areas.”

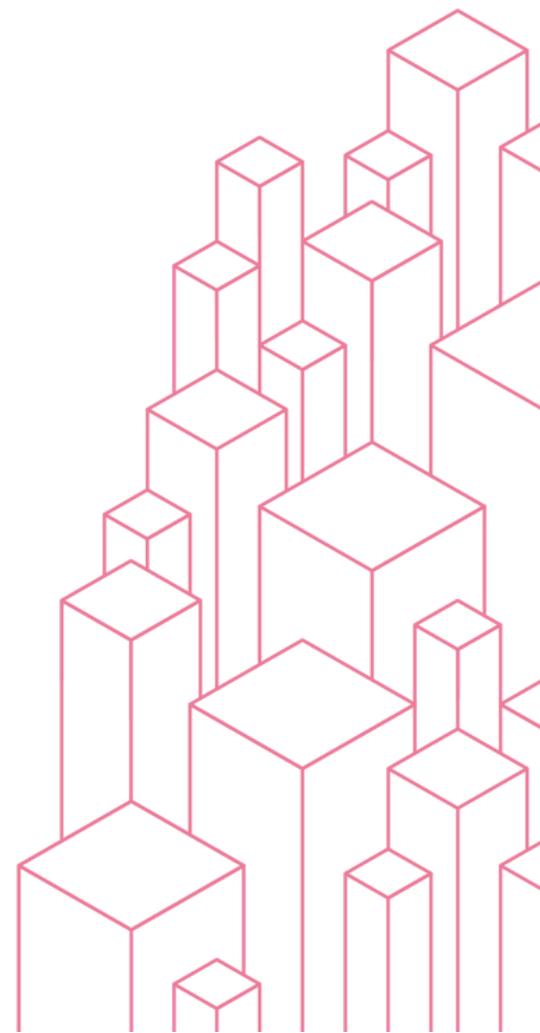
WorldSkills Belgium has seen its annual Startech’s Days become a great platform for educating people about the value of skills for their careers but also for the future of Belgium’s industries. The Startech’s Days not only host the national competitions, but give the 7,000 visitors a chance to visit a career guidance area, increase their skill know-how at information stations, and have a go for themselves in three ‘Try-a-Skill’ villages, two of which are Science, Technology, Engineering, and Mathematics (STEM) focused.

Startech’s Days give WorldSkills Belgium a chance to bring representatives from the world of business, education, and WorldSkills Europe together with the Office of the Minister of Labor and Training. The team has used the event in the past to host a roundtable on combating the skills shortage, discussing ways to incentivize and promote skilled professions and encourage more young people to pursue technical careers.

Ultimately, WorldSkills Belgium believes Les Startech’s improved training process and Startech’s Days leave industry partners even more invested in WorldSkills. Professional experts get to know the young people over the course of the programme and want to see the competitors do well for themselves. Importantly, they want to be part of shaping and improving the quality of their own industry’s future workforce.

Max Pinilla of Sani-Heating is one of those trainers and is inspired by the commitment of the young people he trains. He says,

*“We’re very happy to have candidates who have the courage to come to competitions. Hat’s off to them!”*



**5.**  
**WORLDSKILLS**  
**IMPROVES**  
**ECONOMIC GROWTH**  
**AND HUMAN**  
**DEVELOPMENT**



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# WorldSkills Members are setting skills-based strategies for their countries

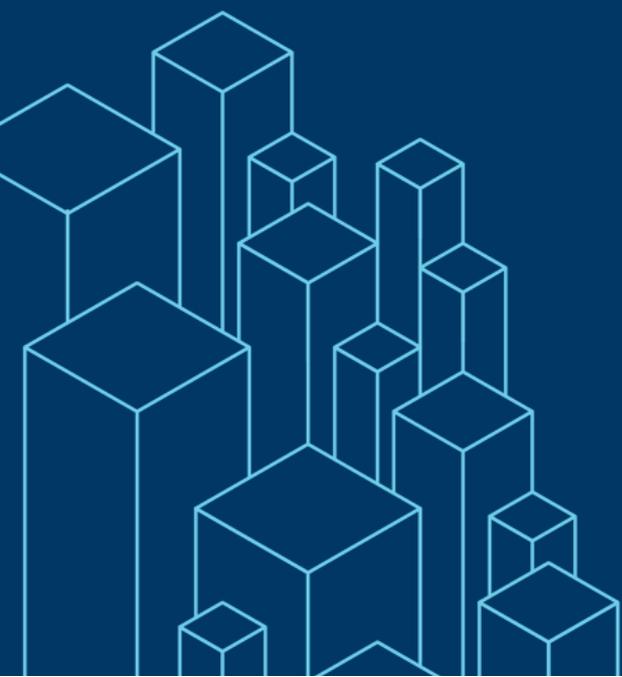
In our Impact Survey 2021, some of our Members showed how they are working with governments to embed skills into national strategies for economic progress.



WorldSkills Kenya has increased collaborations between government agencies and private sector partners.

## **IT HAS JUSTIFIED MORE FUNDING IN TVET, WHICH IS EVIDENT IN KENYA'S VISION 2030 STRATEGY**

that emphasizes the role of skills in addressing its 'Big Four Agenda' around food security, affordable housing, universal healthcare, manufacturing, and jobs creation.



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# WorldSkills Members are contributing towards economic growth

It's early days in our assessment of impact, but we are encouraged to see evidence of how investment in skills can deliver economic return.



WorldSkills UK commissioned an economic review with Frontier Economics to calculate a financial return on investment for its competition-based training. It found that

**FOR EVERY  
1 GBP INVESTED,  
WORLD SKILLS UK  
RETURNED AT  
LEAST 2.4 GBP -  
AND AS MUCH  
AS 4.5 GBP.**

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# Investment in skills is helping the economic growth of industries

Skills are not only helping industries grow but adapt and transition so they can respond to new challenges and opportunities, such as the COVID pandemic, climate breakdown, and an accelerated digital transformation.



WorldSkills Hong Kong, China shared an analysis by PricewaterhouseCoopers in 2021 that showed

**THE IMPORTANT ROLE SKILLS HAVE PLAYED IN THE GROWTH OF 23 TRADES AND INDUSTRIES.**

In particular, TVET has made a significant contribution to: Design & Creative; Information Technology; Engineering; Business & Marketing; Construction; Tourism & Hospitality; Healthcare & Sciences; and Education & Community Services.

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# WorldSkills is helping young people feel good about themselves

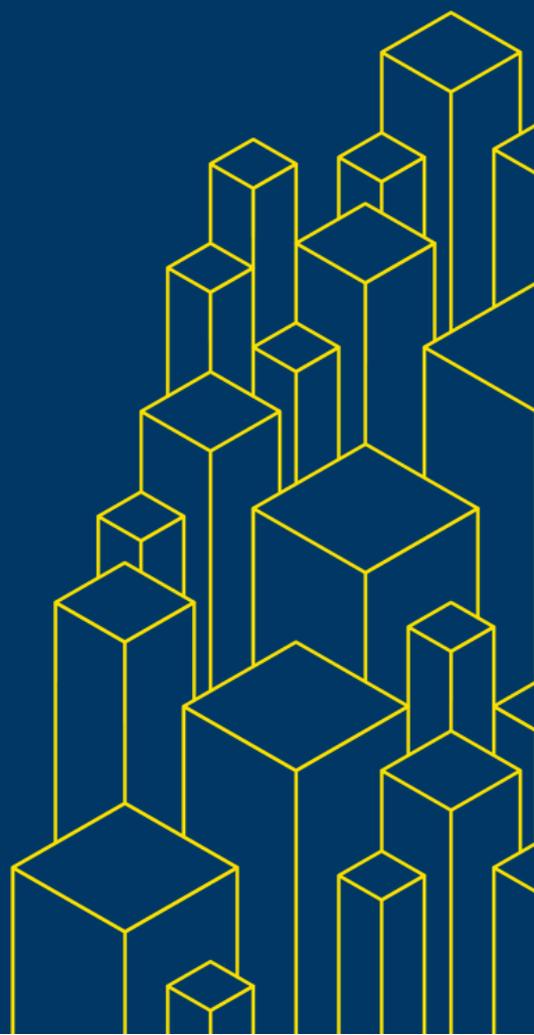
We are dependent on young people as our future workforce. Our Members shared many stories about how young people who, as a result of getting involved in WorldSkills, feel good about themselves, their careers and their future.



WorldSkills Korea shared the story of Seongjae Park, a former Mechatronics Competitor. He was fascinated by technologies that could shape our world. After his training with WorldSkills, he is now

**GETTING SATISFACTION FROM COACHING FUTURE WORLDSKILLS COMPETITORS**

as well as enjoying his current job.





Profile #5

# WORLD SKILLS UK

# WorldSkills UK



*“We believe the real value of our work should be proven in the ways we elevate skills excellence for all young people.”*

Neil Bentley-Gockmann OBE,  
WorldSkills UK CEO

“WorldSkills really propelled me into what I want to be. It taught me there’s no limits or borders with what you can do with your life.”

These are the words of Jon Cleave who, ten years ago, accelerated his graphic design career through the competition-based training that WorldSkills UK offers. Since then, he has had an impressive career in advertising agencies and has launched an agency that uses creative storytelling to protect our natural world. “I’ve taken everything I’ve learnt from my WorldSkills UK experience to develop my career and my new business.”

WorldSkills UK has long believed that true impact of WorldSkills lies beyond the competitions, which is why it has advocated broader competitions-based training for all young people. To quantify this, the UK team, led by CEO Neil Bentley-Gockmann OBE, has been conducting its own research into the value that technically skilled young people have to UK industries and the economy.

He says, “Our national and international competitions are incredibly important to us, and to the young people and the educators that work so hard to participate. There is so much to celebrate within the competition arena. But we believe the real value of our work should be proven in the ways we elevate skills excellence for all young people. That is why we have carried out research to find out whether, by upskilling young people this way, we are also improving standards of skills education and contributing to a productive, competitive, more sustainable economy.”

The WorldSkills UK team turned their attention first to quantifying economic benefits. They wanted to know if it was possible to calculate a financial return on UK investment in raising skills to a world-class standard. In 2021, WorldSkills UK commissioned Frontier Economics to carry out an economic study and concluded that investment in skills excellence can, literally, pay off. The report offered exciting new evidence to show that technically skilled young people are reaping a greater financial return on their time, energy, and passion. They are finding themselves more employable and more valuable to employers - those with the highest levels of technical skills can earn on average £14,000 more than their less-skilled peers.

*“The Centre of Excellence is our way of bringing together the best teaching and training practices from across the WorldSkills international network and applying these in the UK. It’s our aim to create a world class tier of teachers who are not only able to raise the standards of skills but improve the performance and achievements of all the young people they teach.”*

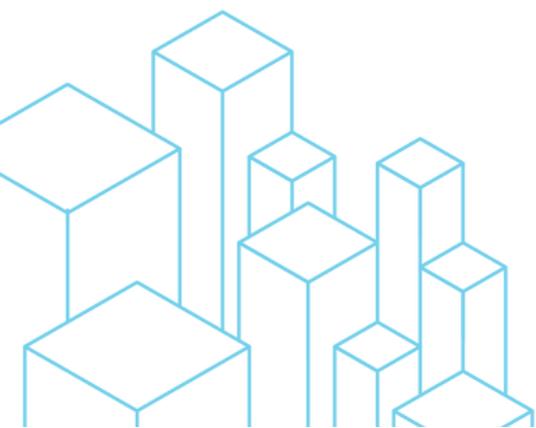
WorldSkills UK had over 200,000 young people engage with their organization between 2018 to 2020, either through competition-based training, careers inspiration activities, or educational content. These young people are motivated, in part, by the improved career progression and earning potential that high-level technical skills offer. The study also found that these young people are also able to meet an increasingly tougher jobs market with skills and confidence fit for the future. For the UK, encouraging more young people to follow this route could mean a more motivated workforce, the closing of the technical skills gap, and economic growth.

Most significantly, the study was able to prove there is a financial return on investment in WorldSkills UK for the UK taxpayer. The report concluded that this emerging skills economy could represent as much as a GBP 4.50 return on every GBP 1 of investment made by the Department for Education, through future earnings and industry growth.

Neil reflects, “This data indicates the economic potential of the WorldSkills movement in the UK. Being able to quantify our work as a financial return has helped us to attract more funders and investment. And it has also motivated our investment in a broader programme around a Centre of Excellence which is designed to help teachers raise standards of skills for any young person thinking about developing technical or vocational skills - not just those involved in WorldSkills UK programmes.”

The Centre of Excellence is in the second of its three-year pilot. It is managed and delivered by WorldSkills UK and funded by NCFE. It is a skills and knowledge transfer programme which aims to improve standards in technical and vocational education and training (TVET) by helping educators embed competitions-based training methods, and international best practice and tools into everyday training and assessment.

Neil explains, “The Centre of Excellence is our way of bringing together the best teaching and training practices from across the WorldSkills international network and applying these in the UK. It’s our aim to create a world class tier of teachers who are not only able to raise the standards of skills but improve the performance and achievements of all the young people they teach.”



The evaluation of the first year focused primarily on assessing WorldSkills UK's Train the Trainer programme where five educators in 20 providers (100 in year one) learn new ways to develop TVET skills and knowledge in their learners. Each person then delivered this training to a further ten educators in their organization in each of the following three academic years, creating a cascade-effect.

The results from the evaluation suggest that the programme is engaging with a mix of providers - and so reaching educators from economically deprived areas or with a higher proportion of ethnic minority learners who might not traditionally have had access to WorldSkills activities. It also shows that educators believe the programme, the teaching and the advice from the international Skills Coaches was of very high quality and key to the success of the training.

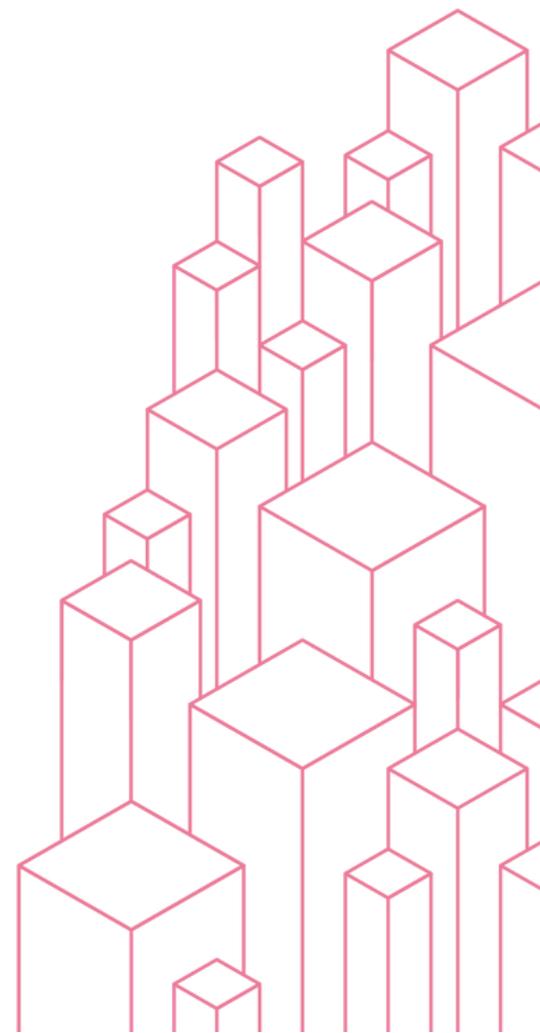
And if the Centre of Excellence programme is really going to achieve its ambition of raising national standards for TVET then there needs to be a noticeable shift in training and assessment techniques and behaviours.

In the first year, there already appears to be. 80% of educators agreed that their knowledge increased and three quarters thought that the programme had given them more confidence in teaching their subject or skill. 88% said the programme had already had some impact on their teaching practice, and most were already sharing their learnings with colleagues through 'quick wins' that are easy to embed within teaching. Learners are gaining too. 79% of those in sessions led by an educator trained through the Centre agreed that the activity had improved their technical skills and over 70% said that it had a major or substantial impact on their aspirations for their future education and career.

Neil and his team are incredibly motivated by the findings. "We always believed in our impact. But now we are starting to prove that we are reaching even more young people and educators through our training and development programmes, and through our Centre of Excellence. Greater participation will change perceptions around vocational skills, raise the standards of skills training, increase our skilled workforce, and ultimately deliver greater economic return for our country."

He concludes, "At a time of economic recovery, after the financial fallout from COVID and Brexit, our research and insights make clear that higher standards of skills and renewed investment in a skills economy is vital if we want to boost inward investment, create jobs, grow industries, and mobilise young people to be the future workforce we need."

*"At a time of economic recovery, after the financial fallout from COVID and Brexit, our research and insights make clear that higher standards of skills and renewed investment in a skills economy is vital if we want to boost inward investment, create jobs, grow industries, and mobilise young people to be the future workforce we need."*



# So what's next?

At WorldSkills, we often talk about journeys. Journeys through the competition stages; journeys of development for our young people; professional journeys that WorldSkills Competitors go on to take.

Measurement of our impact is a journey as well.

This report represents our exciting first steps. Thank you to all our Members who have shared data and stories of the incredible impact their work has had so far.

The next stage of our journey will see us continue to capture, share, and learn from others. There is so much best practice within the WorldSkills community, especially those who are adapting to our post-pandemic world and delivering training in new ways to reach our learners and engage the support of our partners and sponsors.

We will also help shape and design new ways to measure success so that we can come back to you a year from now with even more stories of impact and even greater evidence of the impact that incredible young people are making.

Because their skills change worlds.

Thank you.



# Global partners

GLOBAL PREMIUM PARTNERS OF WORLDSKILLS INTERNATIONAL

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GLOBAL INDUSTRY PARTNERS OF WORLDSKILLS INTERNATIONAL

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**JIEAN HI-TECH** 

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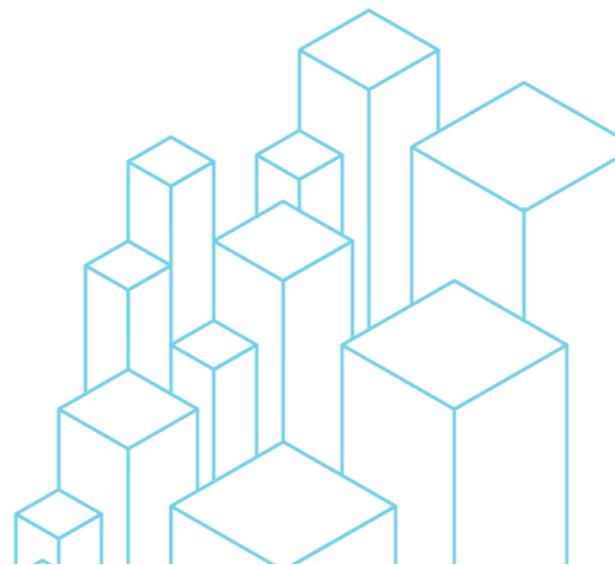
**SATA**  
German Engineering

**SIEMENS**

**Studica**



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For more information on the impact of  
WorldSkills, and the Skills Change Worlds  
Campaign please visit:

[www.worldskills.org/impact](http://www.worldskills.org/impact)