Message from the Chair

Dear WFCP Members,

Our last newsletter greeted you on the heels of our Annual General Meeting and Board Retreat in Winnipeg. It was such a pleasure to meet those of you who made it to Winnipeg to ensure your voice was heard in shaping the Federation as it continues to grow. We were pleased to have members from so many countries present in Winnipeg, including a large delegation from KATTI, representing Kenya at the meeting.

The membership used the AGM to make some significant decisions that will impact the future of the Federation. A new Board was elected and I was pleased to have the confidence of the Board in being re-elected your Chair. The membership approved incorporation for the Federation. This is a step that has been talked about for a number of years, through the great work of our Australia members, TAFE Directors Australia (TDA). TDA took the lead on this initiative, which included a re-writing of the Federation’s bylaws. I would like to take this opportunity to thank TDA, specifically Stephen Conway, Martin Riordan, Peter Holden and Malcolm White for the excellent work they did. Incorporation is a big project and TDA was able to lay the groundwork to ensure the incorporation process goes smoothly.

The decision to incorporate was not one that was taken lightly. It is an important step for the Federation to take in order to position us to achieve our objective of being the leading voice for professional and technical education and training around the globe. Incorporating will allow the Federation to diversify its funding, which would allow us to plan activities that will benefit our membership and industry beyond our current activities. Development projects, research and advocacy on behalf of our membership will be enhanced by opening up new funding opportunities.

The importance of professional and technical education and training is important for the world as the demands of employers and sectors require workers with hard and soft skills that colleges and polytechnics prepare them with. To see this in action, visit page 3 to see the results of a British survey which demonstrates students’ appreciation for applied education. On page 2 you can read about Duoc UC’s recent contribution to cementing the importance of the Professional and Technical Education and Training (PTET) sector, through hosting Chile’s first “Counterpoint: Technical Education and Vocational University” conference. In the middle spread you will find an excerpt from Paul Brennan about why views of PTET are so antiquated.

As we all prepare to return to our students, faculty and institutions after what I hope was a restful summer break, there is much for us to celebrate here at the WFCP and I hope at your institutions as well. I wish all of you a successful school year!

Regards,
Denise Amyot
Duoc UC hosted the first “Counterpoints: Higher Education and Vocational Technical” conference this past summer. Organized by Duoc UC’s Observatorio, the event allowed participants to engage in discussion on the similarities, differences and contributions of the various types of tertiary education in Chile.

Among the issues addressed at the conference were linking professional and technical education and training with the labour market; challenges in forming competency-based approaches and skills that new professionals should possess; systems and accreditation; federal legislation governing education institutions; and the social value of professional and technical education and training, amongst others.

Academic Vice President of Duoc UC, Andres Villela, noted that one of the strengths of the competency based approach found in professional and technical education and training is that the skills profile of graduates match with the needs of employers. Curriculum is developed with industry (labour market) requirements in mind.

Duoc UC Observatory is an online platform, where visitors can access studies, analysis and context, which is offered to preserve corporate memory and develop collaboration with the institution and country as a whole.

Unleashing the Potential of PTET

The latest edition of UNESCO’s Education on the Move series is dedicated entirely to issues related to the professional and technical education and training sector (PTET, also known as technical and vocational education and training – TVET). The book takes a look at the increasing demands and expectations of the PTET system globally and examines policy trends related to applied education.

The authors offer insight into how PTET can unleash its potential by integrating an analytical approach that considers factors such as economic growth, social equity and issues of sustainability. Through consideration of these themes, professional and technical education and training institutions can effectively contribute to ongoing global policy issues, like youth unemployment, gender disparity and climate change.

The publication calls for a transformation of the PTET sector that will enable institutions to respond to the demands on their expected functions. Through this transformation, the PTET sector will become adaptable and remain relevant in the ever changing world.

Education on the Move is a series dedicated to analyzing trends in education, with the intent of stimulating dialogue among policy makers, educators or other key stakeholders on the challenges for the future education sector. The book is available in English and Portuguese. Hard copies can also be ordered through UNESCO Publishing (http://publishing.unesco.org/details.aspx?Code_Livre=5086).
British students are overwhelmingly satisfied with the quality of education received at their colleges. The National Student Survey, conducted annually by the Higher Education Funding Council for England (HEFCE) revealed that 80% of respondents at Further Education Colleges were satisfied overall by their program of study.

Students from 190 colleges responded to the survey, in addition to 155 universities and 5 private institutions. The questions were divided into six categories which allowed students to answer questions on the quality of teaching, assessment and feedback received, academic support, organization and management, learning resources, and personal development, in addition to asking students to evaluate their overall satisfaction.

Responding to the results of the survey, Nick Davy, Higher Education Policy Manager at the Association of Colleges (AoC), said:

“Higher education is a big part of what colleges offer and it is fantastic to see such recognition of this provision from the students themselves. The fact that a number of colleges received a 100% satisfaction rate from their students is a real testament to the high quality education and training that colleges provide.”

A summary of results, including the data from universities and private institutions, is replicated below. To see the detailed data and learn more about how the survey was conducted, please visit: http://www.hefce.ac.uk/lt/nss/results/2015/.

<table>
<thead>
<tr>
<th>Questions</th>
<th>2014 NSS</th>
<th>2015 NSS</th>
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<tbody>
<tr>
<td>1-4 The teaching on my course</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>5-8 Assessment and feedback</td>
<td>72%</td>
<td>73%</td>
</tr>
<tr>
<td>9-12 Academic support</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>13-15 Organisation and management</td>
<td>76%</td>
<td>79%</td>
</tr>
<tr>
<td>16-18 Learning resources</td>
<td>85%</td>
<td>86%</td>
</tr>
<tr>
<td>19-21 Personal development</td>
<td>82%</td>
<td>83%</td>
</tr>
<tr>
<td>22 Overall satisfaction</td>
<td>86%</td>
<td>86%</td>
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Agricultural and Food Research Council (AFRC) of the University of Reading and the Royal Agricultural Society of England awarded the SSA grant to develop the kinetic model of a soil-plant system. The grant will support research on the role of soil organic matter (SOM) in the nutrient cycling and fluxes of a soil-plant system. The objectives of the project are to: 1. Develop a comprehensive kinetic model of the soil-plant system. 2. Test the model against field observations. 3. Use the model to predict the effects of management practices on nutrient cycling and fluxes. The project will be led by Dr. John Smith (University of Reading) and Dr. Jane Doe (Royal Agricultural Society of England). The project will start in January 2015 and will last for 3 years. The project will be funded by the USDA-NRCS and the Royal Agricultural Society of England. The project will be carried out at the University of Reading and the Royal Agricultural Society of England. The project will involve collaboration with other researchers and institutions.
The American Association of Community Colleges and China Education Association for International Exchange (CEAIE) have entrenched their partnership with the signing of a new Memorandum of Understanding in June.

The agreement will further professional and technical education and training in both nations by advancing course and curriculum development, student and faculty exchange and lifelong learning opportunities, amongst others. The MOU will also establish a regular U.S.-China Community/Vocational Presidents’ Dialogues to be held at AACC’s annual convention and CEIAE’s Annual Conference for International Education. The dialogue will act as a platform for high level discussions between Chinese and American community colleges.

The MOU was signed at the sixth round of China-US Consultation on People-to-People Exchange in Washington, D.C.

AACC and CEAIE Forge Partnership

In the current age, we need the vast majority of our citizens and professionals to have access to the knowledge, skills, and attitudes or approaches that will allow them to understand complex processes, and globalized organizations and sectors, and to be innovative and effective in this context. We need the vast majority of our people to have the knowledge, applied skills, and attitudes that will allow them to find work, to keep their employment, and to create new ideas and enterprises that can adapt and prosper.

This can only occur if our secondary school systems provide strong fundamental skills that will form the basis for successful employment, and if a growing majority of graduates also have access to relevant post-secondary education of some form, at a time of their choosing. This must be supported by a culture of lifelong learning and sufficient funding to make this a reality; UNESCO (2010–2013) and UNEVOC (1994–2014) have developed policies in this area. It must also be supported by a culture that views all avenues of study as equally valid, different but equal, depending on the interests of the learner and informed by an evidence-based career orientation system.

In Canada, respected research groups agree that 70% to 75% of our citizens must have some post-secondary education by the end of this decade if we are to remain competitive globally (Lapointe et al. 2006). We currently have surpassed the 50% mark, and stand as the best in this field among OECD countries, and yet it is still not enough (OECD 2013). In summary, we need strong universities that become more relevant, and we need strong formal and non-formal skill acquisition systems, be they called colleges, institutes, polytechnics, university colleges, or training centres. And we need them to collaborate to meet this challenge.
WFCP.org Message Board
The WFCP website is where members can go to read the latest news, get updates on member events and engage with each other to discuss issues that affect professional and technical education and training around the world. Visitors can carry on these discussions through the WFCP forum.

The forum is only accessible to members of the Federation. It has been designed a platform for Affinity Groups to discuss the ideas around their topic. You can visit the forum today to engage in a conversation about Student Support Services, initiated by the lead of the related Affinity Group. The forum also gives members a platform to meet colleagues from around the world, form relationships, and participate in active and lively discussions of PTET similarities and differences globally.

If you would like an account for the message board, please email: secretariat@wfcp.org

Quarterly Quote
“The great aim of education is not knowledge but action”
— Herbert Spencer

World Federation of Colleges and Polytechnics
For more information about the WFCP, visit www.wfcp.org
WFCP Member Application

About the Organization

*Name of the Organization: ____________________________________________________________
Name of President or CEO: __________________________________________________________

*Are you a: Public institution ___ Private institution ___  *Are you accredited?  Yes ___ No ___

Please name accrediting body: __________________________________________________________________

Organization Annual Budget (optional): __________________________________________________________________

Number of Students Enrolled in your institution: __________________________________________

Reasons for joining WFCP: __________________________________________________________________

Were you recommended by a WFCP member?  Yes ___ No ___

About You

Please provide some information about you, or the contact person for the organization.

*Contact Name: __________________________________________________________
Contact Title: __________________________________________________________

*Contact Email: __________________________________________________________
*Contact Telephone and Fax: ________________________________________________

Website: __________________________________________________________________
Street Address: __________________________________________________________
City: ____________________________________________________________________
State/Province/Region: _____________________________________________________
ZIP/Postal Code: __________________________________________________________
Country/Region: __________________________________________________________

Type of membership requested:

___ Association membership  ___ Institutional membership
___ Affiliates membership  ___ Associates membership (individual)

*Required fields

If you are interested in becoming a WFCP member, please submit this completed form to the WFCP. For membership rates see wfcp.org.
Upcoming Events

September 2015
2015 TDA National Conference: Inspire
September 10 – 11, 2015
Hotel Grand Chancellor – Tasmania, Australia

October 2015
Getenergy National Workshop
October 12, 2015
Palacio de Minería (UNAM), Mexico City, Mexico

VTEC Americas
October 13 – 15, 2015
Lone Star College Conference Center, Houston, USA

China Annual Conference for International Education 2015 (CACIE 2015) – Going Green: Schools, Businesses and Communities
October 23 – 25, 2015
China National Convention Centre, Beijing, China

November 2015
CICan Energy Symposium
November 5 – 7, 2015
Medicine Hat College, Medicine Hat, Canada

AoC Annual Conference and Exhibition: Powering the Economy
November 17 – 19, 2015
International Convention Centre, Birmingham, UK

2015 CAPA International Conference: Enhancing Partnerships between Training Institutions and Industry for Accelerated Development in Africa
November 23 – 25, 2015
Ghana

VTEC Mena
November 23 – 25, 2015
Sheikh Khalifa Energy Complex, Abu Dhabi

1st International Conference: Exploring Technological Advancement Through Innovative Engineering Ideas
November 24 - 26, 2015
Yaba, Lagos, Nigeria

December 2015
Learning Providers and the Competitiveness Challenge: Promoting Quality in Education and Training Delivery at EU Level
December 10 - 11, 2015
Thessaloniki, Greece

March 2016
CICan 2016 Applied Research Symposium
March 7 – 8, 2016
Winnipeg, Canada

June 2016
2nd International Congress on Vocational and Professional Education and Training: From Skills to Prosperity – Sharing Elements of Success
June 20 - 22, 2016
Winterthur Theatre and ZHAW Campus, Winterthur, Switzerland

September 2016
WFCP World Congress 2016
September 23 - 25, 2016
Vitória, Brazil

July 2017
World Indigenous Peoples Conference on Education
July 24 - 29, 2017
Toronto, Canada

Fall 2018
WFCP World Congress 2018
Accepting proposals to host the 2018 WFCP World Congress

If you have news or events to share, please contact:
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