



WFCP

NEWSLETTER

August 2017

Message from the Chair

Dear WFCP Members,

With summer in full-swing here in North America, it is usually a time for educators to rest and refresh for the upcoming school year. Summers also offer a time for reflection on what works in the classroom and out, allowing administrators and educators to consider challenges ahead and how they can be met.

One of the World Federation's strengths is the sharing of ideas on common challenges. This year we were pleased to produce a concrete way to share best practices: The World Best Practices Guide in Professional and Technical Education. The guide features the stories of the 21 recipients of the 2016 WFCP Awards of Excellence and offers words of wisdom to other institutions who are embarking on similar journeys, such as greening their institution or mainstreaming entrepreneurship. To read more about the World Best Practices Guide, see the article on page 8.

Sharing promising practices and collaboration is at the heart of UNESCO's UNEVOC network. The network has extensive ties with World Federation members and this year the relationship was cemented even further as WFCP member Tknika, became Basque Country's first member of the UNEVOC network. You can read about Tknika's new designation on page 2.

The World Federation's affinity groups are another tool members can use to share best practices and collaborate on projects or tackle common challenges. At the World Congress in Brazil, the



Higher Technical Skills group held informative and interactive workshops where discussions were held on the importance of higher technical skills and how those qualifications are linked to the labour market. The UK's Mixed Economy Group was part of those discussions and released a paper shortly after looking at the importance of higher apprenticeships. You'll find excerpted on page 5, Part 4 of the paper that examines the issues that higher apprenticeships face. To read the paper in full, please visit the "[Relevant research and resources](#)" page of the World Federation website.

The Federation's Leadership Development Affinity Group has new leadership. A recently updated Memorandum of Understanding with Post-Secondary International Network, allows this formidable group of Presidents of colleges to guide the Leadership Development Affinity Group under Tom Thompson, most recently President of Olds College in Canada. The group is seeking feedback from World Federation members to determine how best to meet members' leadership development needs. You can read more on page 10 and send your feedback to the Secretariat.

I hope you enjoy your breaks – whether it's a longer summer vacation or a short in-between semesters vacation – and use the opportunity to take advantage of the World Federation tools for promising practices. Happy summer!

Regards,

Denise

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Tknika Joins UNESCO's UNEVOC Network

WFCP Basque Country member, Tknika, has become the state's first member of the United Nations Educational, Scientific and Cultural Organization's (UNESCO) UNEVOC network. Dr. Shyamal Majumdar, head of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, attended the May 2017 recognition ceremony.

The UNEVOC network is made up of 29 UNEVOC Centres based in 167

UNESCO Member states. UNEVOC Centres are chosen to capitalize on their domestic standing that allows the centres to be a place of collaboration with national and international professional education stakeholders. The network provides a global platform that aims to mainstream South-South and North-South cooperation in professional and technical education and training. The UNEVOC network is central to the UNESCO-UNEVOC International Centre's function of producing and disseminating research, case studies, databases, and publications.



Iñaki Mujika, Executive director of Tknika, Shyamal Majumdar, Head of UNESCO-UNEVOC, Nicolas Sagarzazu, Director of Professional and Technical Education Department in the Basque Government, and Rikardo Lamadrid, Director of Innovation and Applied Research Department in the education department of the Basque Government are pictured at the ceremony marking Tknika's new designation.

The May 29th event was coordinated by the Vocational Education and Training (VET) Deputy Ministry of the Ministry of Education of the Basque Government. Participants heard from official representatives of the Basque Country Foreign Office, leaders of professional training organizations, as well as officials from the network of Basque VET centres. At the final working table of the day, Dr. Majumdar shared about the opportunities available to Basque

Country as part of the network, including sharing its expertise on professional education with others around the world.

Tknika is the seventh WFCP member to become a UNESCO-UNEVOC centre. Others include: TAFE Directors Australia (Australia), National Council for the Federal Network of Vocational, Scientific and Technological Education Institutions (Brazil), Colleges and Institutes Canada (Canada, also coordinator of the North-American cluster), Duoc UC (Chile), Arusha Technical College (Tanzania), and Higher Colleges of Technology (UAE).

Quarterly Quote

“With the changing economy, no one has lifetime employment. But community colleges provide lifetime employability.”

— Barack Obama

American Students Show Off their Innovative Projects

Ten teams of American community college students gathered in Washington D.C. in June to participate in a bootcamp and pitch their STEM-based solutions to real-world problems in front of a panel of judges. The teams were the finalists for the Community College Innovation Challenge (CCIC), an annual competition sponsored by the American Association of Community Colleges (AACC) and the National Science Foundation.

This year's competition marks the third installment of the challenge where students use science, technology, engineering or mathematics (STEM) to submit projects in three categories: Maker to Manufacturer, Energy and Environment, and Security Technologies. In addition to the bootcamp and pitch session, teams also had a chance to display their projects to policy makers at a reception on Capitol Hill.

Del Mar College in Texas received the first-place prize for the development of a spray that slows the spread of antibiotic-resistant bacteria. Second-place went to the group from Red Rocks Community College in Colorado who created a cyber lab learning environment to expand their real-world skills. Other projects included:

- Corning Community College (New York) students turned recycled plastics into water;
- Bucks County Community College (Pennsylvania) representatives, Team FringeHead, created Simply Secure, to keep confidential materials secure;
- Students from El Paso Community College (Texas) and Forsyth Technical Community College (North Carolina) both worked on projects to improve solar technologies;
- The team from Laney College (California) created a prototype of an affordable, mobile shelter to address homelessness;
- Students at Henry Ford College (Michigan) created, Veteroil, an alternate biofuel using yard waste;
- Oakton Community College (Illinois) students developed an ethanol removal technology that will decrease ethanol pollution that comes from bakeries; and,
- Students at Frederick Community College (Maryland) used mud to generate power.

During remarks at the Capitol Hill event, AACC President and CEO Walter Bumphus, said community colleges offer a "game-changer possibility." With the hands-on research happening, community colleges are proving to be transformative for both students and the nation.



*Courtesy National Science Foundation, Flickr
Photo: Sandy Schaeffer for NSF*

Rep. Patrick Murphy, D-Fla. (center) meets with members of Team Lagoon from Indian River State College in Florida at the 2015 Community College Innovation Challenge competition. The team presented their novel approach to studying water pollution in the Indian River Lagoon, a resource vital to the area's ecosystem and economy. The students proposed testing and deploying a drone-based camera system that would scan hundreds of miles of lagoon and record water pollutant levels. Their method would provide real-time data on the lagoon's water quality.

CICan and Conif Strengthen Student Mobility



2016 scholarship recipient, Caio Eduardo Macedo, at his internship at Confederation College in Thunder Bay, Ontario, where he is also spending his year of study.



2016 scholarship recipients, from left to right: Lucas de Oliveira Rodrigues, Isadora Franco Oliveira, and Ruan Duarte Ramalho. All three students are studying at Fanshawe College in London, Ontario.

Colleges and Institutes Canada (CICan) and the National Council of the Federal Network of Vocational, Scientific and Technological Education (Conif) announced the expansion of the Canada-Brazil Scholarship Program, which initially launched in 2016.

The program will fund two scholarships, specifically designed for Brazilian students studying at institutions in the northern region of Brazil, who are looking to study in Canada. Marjorie Cerejo, Conif's international relations advisor, said the exclusivity of the scholarship was motivated by the lack of students from the northern region in the 2016 cohort. "Conif and CICan want to offer the exchange of knowledge and new experiences to representatives of all Brazilian regions. This is part of the internationalization process of the Federal Network, in addition to strengthening the ties between Brazilian and Canadian higher education systems," she said.

On June 19th, two students were selected to receive the scholarships: Lyniker Bryan dos Santos Souza of the Federal Institute of Education, Science and Technology of Roraima (IFRR), located in Boa Vista, Brazil and Federal Institute of Education, Science and Technology of Tocantins (IFTO, located in Palmas, Brazil) student, Paulo Henrique Pinheiro Barbosa. The students will travel to Canada in the fall of 2017 to complete their 16-month scholarship, which includes language study, two academic semesters, and an internship or applied research project.

A student outbound mobility program will also award a minimum of 33 bursaries for a maximum of \$5,000 each to Canadian college students who wish to study in Brazil. This will allow Canadian students to benefit from an intercultural learning experience and further the partnerships between Canadian and Brazilian institutions. "Canadian colleges and institutes have a long and fruitful history of collaboration with their counterparts in Brazil and have hosted many Brazilian students and teachers over the years", said CICan president and CEO, Denise Amyot. "We are thrilled that Canadian students will now be able to benefit from this relationship to expand their horizons and gain valuable international experience."

The 2016 cohort of the Canada-Brazil Scholarship Program saw 19 students from Brazil study in Canada.

How to Build Successful Higher Apprenticeships

The UK's Mixed Economy Group (MEG), a group of 41 colleges that offer higher education in a further education setting, released a research paper earlier this year that examined the context required for successful higher apprenticeships.

"Higher Apprenticeships: a real alternative to full-time study?" follows the Higher Technical Skills affinity group discourse at the World Congress in Vitória, where the group discussed what higher technical skills should look like and how qualifications are linked to the labour market. A case study of the Higher Apprenticeships program in the UK was presented and discussed during the Congress workshop.



The Higher Technical Skills Affinity Group workshop at the World Congress.

Excerpted below is Part 4 of the MEG paper which identifies challenges to the delivery of higher apprenticeships. The full research paper is available on the World Federation [website](#).

Higher Apprenticeships: a real alternative to full-time study? Part 4: Issues and challenges

The delivery of Higher Apprenticeships has revealed a number of issues. These include:

- The need for impartial advice and guidance. There is a significant disparity between the level of information available to pupils and adults about apprenticeships as compared to traditional academic pathways such as GCE A level [General Certificate of Education Advanced Level].
- Perceptions of teachers (school), parents and students. The Commission on Apprenticeships has said that “just less than a third of parents think that an apprenticeship would be the best option for their son or daughter, compared to over a half of parents who think that university would be the best option for them.” (Demos 2015). The Sutton Trust found that 65% of teachers they contacted said that they would rarely or never advise a student to take an apprenticeship if they were likely to achieve the entry grades for university (Sutton Trust 2014).
- They exist within a culture which has traditionally valued academic achievement over the practical application of skills, unlike, e.g., Germany or Switzerland.
- Complex funding arrangements, which now include an employer payroll levy. Details of this were late to emerge, possibly influencing 2016-17 Apprenticeship numbers.
- An assumed, but in reality unknown, level of employer commitment to Higher Apprenticeships, including an awareness of their responsibilities as employers of apprentices.
- The need for new “non-traditional” apprenticeship disciplines such as housing management, logistics, etc.
- Different ways of teaching and learning: new skills have to be learned by academic staff.
- A commensurate need for “Industry standard” teachers and dual professionals.
- Maintaining standards and “brand value.” Agreement is needed on what constitutes a good apprenticeship – this should be more than something that meets a skills gap, and instead be broad enough to keep the path to HE open.
- Which organisations should deliver Higher Apprenticeships?

Greening Professional Education

In 2016, Colleges and Institutes Canada (CICan) commissioned Helen Knibb, a former college educator, to examine the position of Canadian college and polytechnics in the greening of professional education (referred to in the report as Technical and Vocational Education and Training [TVET]). The report, “Green Skills for Sustainable Economic Growth,” provides an overview of the growing global demand for transformation in education to address climate change. The following excerpt describes the role global policy makers envisioned for professional education institutions in drafting protocols to address climate change. The report is available in full on the [WFCP website](#).

3.4 THE CHANGING ROLE OF TVET IN THE CONTEXT OF CLIMATE CHANGE AND ESD

This section investigates the shift to greening TVET, green economy learning and the ways in which TVET is a central actor in the growing literature on education and climate change and ESD. It illustrates the ways in which the roles of Education for Sustainable Development (ESD), GTVET and learning for an inclusive green economy are increasingly aligned.

Greening TVET (GTVET)

Greening TVET or *GTVET* has entered common usage. It is a holistic, dynamic, approach that also goes far beyond the conventional definition of technical and vocational education and training. In 2010, UNESCO defined it as follows: “Greening TVET aims to promote creativity, innovation, critical thinking and the ability to recognize opportunity and stimulate social awareness around the central issue of environmental protection. It helps learners acquire skills, knowledge and attitudes needed to address environmental issues as these issues relate to their field of work.”

Later, in 2015, at the UNESCO-UNEVOC forum on Skills for Work and Life post-2015, the emphasis on environmental sustainability was broadened. GTVET was described as: “A continuous process towards a sustainable future. It responds to the technical, economical, societal and environmental changes induced by the challenges of the 21st century such as climate change, degradation of ecosystems and social inequities.”

Green Economy Learning

Building on the definition of the Inclusive Green

Economy (IGE), the 2015 *First Global Forum on Green Economy Learning* produced a working definition of ‘Learning for an Inclusive Green Economy’ and why it is worth investing in. It is a way of looking at the world that aligns with formal and informal learning and goes beyond technical skill development. It:

- i. promotes interdisciplinary, multi-sectoral and multi-level approaches to empower individuals, communities and societies towards the achievement of the SDGs;
- ii. puts sustainability at the heart of economic policies and practices and is founded on concepts such as green growth, ecological civilization or low carbon and climate resilient growth;
- iii. focusses on changing attitudes, mindsets and behaviour to support a reframing of the current economic growth paradigm;
- iv. seeks to inform the earliest stages of educational development in ways that are constructive, positive and solution-oriented, and;
- v. makes learning and knowledge available to all in society, through open access methods and approaches and by seeking to “reach the furthest first” and “leave no one behind”.

The role of TVET and Climate Change Education

As far back as 1992, *Agenda 21 (the Rio Declaration)* spoke to the value of training as not only having a “job specific focus” and being “critical for promoting sustainable development” but of “improving the capacity of people to address environment and development issues.” In 2013, the German study *TVET for a Green Economy* emphasized that Agenda 21 urged that “integrating sustainability into TVET cannot be reduced to individual vocational subjects or occupations,” but that nevertheless technical skill development had increasingly become isolated from the more far reaching and ambitious concept of “education for sustainability,” of which technical skills are a subset. The report emphasizes that both are important if GTVET is to produce graduates with the capacity to respond to the social, cultural and environmental impacts of the greening economy. Bringing together these two important aspects of GTVET is critical if GTVET is to develop the capacity to graduate the kind of “thinking practitioner” that the post-2015 world needs.

The 2010 UNESCO report, *Climate Change Education for Sustainable Development*, acknowledged that TVET not only plays a critical role in developing skills required for the “world of work and human wellbeing” but an

Greening Professional Education continued

essential role in a country's economic growth. It also recognized its impact in helping young people to "develop competences and skills that can help them contribute to the mitigation of climate change" as well as those "affected by climate change, to adapt to the changing environments through skills training." The report committed to two action areas critical to the functionality of TVET:



Courtesy Flickr user Ian D. Keating via Creative Commons
Sawyer Glacier in Alaska shows signs of its 2.3 kilometre glacial retreat, observed over the last 50 years.

Preparation of guidelines for the incorporation of elements of climate change adaptation and mitigation into TVET programs that will contribute to reductions in energy consumption and CO2 emissions, create opportunities for marginalized and vulnerable groups, and enhance the cognitive and life-skills needed in socio-economic contexts affected by climate change.

Development of a framework for skills needed in communities affected by climate change (e.g. climate refugees) to help affected youth adapt to their changing environment.

Intended outcomes include 'operational TVET programs with climate change and sustainability integrated, and aligned with new trends in skills development' and a 'functional TVET strategy focusing on skill development for adaptation to climate change.' There appear to have been few concrete outcomes, tools, frameworks or processes from these priority action areas, a pattern that does not seem atypical. A 2011 ILO–Cedefop study concluded: 'the skills response component in most of the documentation for adaptation and mitigation measures, policies, strategies, action plans and programs initiated in response to climate is either limited or nonexistent.'

Similar initiatives have brought together state actors at the regional level. For example, the 2012 Arusha Declaration by Africa's environment ministers pledged as part of the African strategy for sustainable development to enact measures to strengthen environmental education and training across all education sectors. The ministers followed up with the Africa Environmental Education and Training Action Plan, a ten-year plan to 2024. A GTVET strategy is proposed and identifies priorities such as: "demonstration learning environments for green TVET, competency based models for GTVET, career guidance and pathing support,

teacher training, and training for decision makers.

TVET could be the education provider with the greatest capacity to support the 2030 SDG agenda due to its strengths in developing localized, technical and vocational education, formal and informal learning, continuous and work place learning,

and pathways to more advanced credentials. By design, TVET has a responsiveness and flexibility in its approach to development of timely, relevant, and useful curriculum for specific learner needs; it has a proven record in responsiveness to and partnering with industry and small-to-medium sized enterprises (SMEs) to meet emerging work force needs and a developing track record in applied and community based research.

Global Action Programme (GAP) on Education for Sustainable Development

The 2013 Global Action Plan (GAP) is intended as a follow-up to the *United Nations Decade of Education for Sustainable Development (2005-2014)*. Endorsed in 2013, at the 37th session of the General Conference of UNESCO, and launched in 2014, it 'seeks to generate and scale-up concrete actions in ESD' with a focus on the post 2015 education agenda. Its two primary objectives are:

Objective 1: "to reorient education and learning so that everyone has the opportunity to acquire the knowledge, skills, values and attitudes that empower them to contribute to sustainable development."

Objective 2: "to strengthen education and learning in all agendas, programs and activities that promote sustainable development."

The GAP is accompanied by the more detailed 2014, *Roadmap for Implementing the Global Action Programme on Education for Sustainable Development*, designed for stakeholders, and with suggestions for implementation. It is an important publication because it shifts to the operational, and in practical terms draws connections between ESD and GTVET.

WFCP Releases 1st World Best Practices Guide in Professional and Technical Education



2016 Awards of Excellence recipients pictured with members of the WFCP Board at the awards ceremony in Brazil. The 2016 recipients contributed their stories to the World Federation's first best practice guide.

The World Federation of Colleges and Polytechnics (WFCP) has gathered leading institutions and individuals to share their stories and lessons learned in its first World Best Practices Guide in Professional and Technical Education. The Guide highlights the stories of the WFCP Awards of Excellence, which recognize leadership and innovation in professional and technical education and training.

The Guide features 21 entries from 20 recipients of the Awards. Seven areas of professional and technical education are explored by the colleges, polytechnics and individuals featured, providing best practices in the areas of access to learning and employment, applied research and innovation, entrepreneurship, green colleges, higher technical

skills, leadership development, and student support services. These seven categories are also the themes of the Federation's affinity groups.

The World Best Practices Guide in Professional and Technical Education is available electronically on the World Federation website, here. To request a hard copy, please contact the Secretariat; a fee of \$15 will be charged to cover the cost.

The next WFCP Awards of Excellence will be presented in conjunction with the 2018 World Congress in Australia, from October 8-10. The nominations for the Awards will open in the fall of 2017; keep an eye on the wfcf.org for the call. The Awards of Excellence are open to all members of the WFCP and all their members.



WFCP

**For more
information about
the WFCP, visit
www.wfcf.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 wfc.org.***

Leadership Development Groups seeks Feedback

The WFCP Leadership Development Affinity Group is seeking input from WFCP members to determine how best to meet members' leadership needs. The Leadership Development group was one of seven affinity groups created in conjunction with the World Congress in Beijing in 2014. Canada leads the group with support from the United Kingdom and China.

Tom Thompson, former President of Olds College in Alberta, Canada has recently assumed leadership of the affinity group. The group will work with Post-Secondary International Network, a network representing Presidents from colleges around the world, to develop the World Federation's leadership capacity both through the Affinity Group and hosting the Executive Leadership Workshop that precedes the bi-annual World Congress.



Participants at the Executive Leadership Workshop in Brazil.

To submit your feedback, please send an email to the Secretariat with answers to the following:

1. What types of leadership development training do you currently participate in?
2. What are your objectives when seeking out leadership training opportunities?
3. What common challenges do leaders of professional and technical education institutions face? What challenges are uniquely local?
4. What is currently missing in terms of leadership development at the national level? At the international level?
5. What kind of leadership development activities would you be interested in?
6. How can the WFCP provide ongoing support for leadership development, outside of the Executive Leadership workshops?

Please submit your feedback to the Secretariat by August 31, 2017. If you are interested in becoming a member of the Leadership Development group, please indicate so in your email.

WFCP Declarations Available in Portuguese

The WFCP declarations, The Beijing Declaration and The Vitória Declaration have been translated into Portuguese. Both translations are available on the World Federation website.

The Beijing Declaration articulates the WFCP's beliefs about education, affirms its members' commitment to shared principles, and serves as a guide as organizations pursue their own journey in the transformation of professional and technical education and training. The declaration, *Building a Better Future*, was unanimously approved by the WFCP at the 2014 World Congress in Beijing, China.

The Vitória Declaration articulates the WFCP's commitment to achieving the goal of inclusive and equitable education for all. Inclusion and access to education is part of global leaders' commitment to universal development, articulated in the Sustainable Development Goals (SDGs). The 2015 SDGs set the development agenda for the coming 15 years and firmly entrenches a commitment to inclusive and equitable education. The Vitória Declaration is the World Federation's pledge to domestic diversity in member institutions and organizations. The Vitória Declaration was unveiled at the 2016 World Congress in Vitória, Brazil.

Conselho Nacional das Instituições da Rede Federal de Educação Profissional, Científica e Tecnológica (Conif) has translated both declarations into Portuguese. Thanks to the work by Marjorie Cerejo of Conif and her colleagues in Brazil for the translation.

New Directors Join the WFCP Board

At the 2017 Annual General Meeting, held in Ottawa, Canada, three new directors were elected to the World Federation of Colleges and Polytechnics (WFCP) Board: Dr. Donna Powell Wilson (Council of Community Colleges of Jamaica), Phil Ker (New Zealand Institutes of Technology and Polytechnics), and Dr. Larry Rosia (Post-Secondary International Network). Also joining the Board is Craig Robertson, the recently appointed CEO of TAFE Directors Australia (TDA), replacing former TDA CEO, Martin Riordan.

Dr. Donna Powell Wilson



Dr. Powell Wilson began her career as a mathematics teacher before rising to the role of Executive Director of the Council of Community Colleges of Jamaica (CCCJ). CCCJ is a government agency that is responsible for five community colleges and three multidisciplinary colleges in Jamaica. Dr. Powell Wilson has earned special awards from iEARN, Harvard University Graduate School of Education, and the Joint Board of Teacher Education/E-Learning. She is the co-founder and President of EdTech Jamaica a team that develops training resources for the integration of technology in Jamaican classrooms. Dr. Powell Wilson was also a member of Shortwood Teachers' College ICT Committee, including serving as chair from 2007-2009 and 2012-2014.

Phil Ker



Mr. Phil Ker has been CEO of Otago Polytechnic in New Zealand since 2004. His 40-year long education career includes serving a secondary school teacher and polytechnic lecturer. He has held a variety of academic and administrative roles in New Zealand's university and polytechnics, including a three-year stint as president of the New Zealand polytechnic teachers' union. Mr. Ker brings a depth of governance experience to the Board having served as past president to the Post-Secondary International Network (PIN) Board and currently serving on the board of The Malcam Trust, a charitable trust for at-risk youth.

Dr. Larry Rosia



Dr. Larry Rosia is President and CEO of Saskatchewan Polytechnic and serves as President to the Board of the Post-Secondary International Network (PIN). Dr. Rosia's career in education spans more than 35 years and includes posts as Instructor, Program Chair, Revenue Generating Coordinator, Marketing Manager, and Dean. His career includes 20 years of leadership experience in education administration as well as advisory roles to community, provincial, and municipal committees. Dr. Rosia's governance experience includes serving as a Director for the Canadian Council of Chief Executives Business, and the Higher Education Roundtable Committee, Polytechnics Canada, the International Mineral Innovation Institute (IMII), Skills Canada Saskatchewan, the Chair Academy International Leadership Board, the Saskatchewan Post-Secondary International Education Council, the Saskatchewan Labour Market Task Force, and as a member of the University of Regina Senate.

Craig Robertson



Mr. Robertson assumed the position of CEO of TDA in April 2017. Mr. Robertson joins the organization after a long career in government, with his most recent position with the Victorian Government in 2015-16 putting him in charge of the operation of professional education and working with Victorian universities. Mr. Robertson spent over 30 years with the Australian federal government, with responsibilities in national policy and program delivery related to employment services, funding for schools, and most aspects of professional and technical education and training. He has represented the Australian government in multilateral and bilateral summits. Mr. Robertson holds an Executive Masters in Public Administration and a Bachelor of Education (Primary).

Upcoming Events

Volume #005

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Issue 001



Education Beyond Borders Sofia
November 19-21, 2017
NPC Sofia, Bulgaria

REDITEC
November 21-23, 2017
João Pessoa Convention Center, João
Pessoa, Brazil

2nd European Vocational Skills Week
November 20-24, 2017
Brussels, Belgium and various other
European locales

*Assessing Learning: An Important
Conference for the Tertiary Sector*
November 29-December 1, 2017
Otago Polytechnic – Dunedin Campus,
Dunedin, New Zealand

September 2017

*Networked TAFE - TAFE Directors Australia
Convention 2017*
September 7-8, 2017
Hilton Adelaide, South Australia

*International Vocational Education and Training
Association (IVETA) World TVET Conference*
September 13-14, 2017
Queenstown, New Zealand

October 2017

*1st Annual International Conference on Linking
Research, Science, Technology and Innovation
with Development in Africa*
October 11-13, 2017
The Kabete National Polytechnic, Nairobi, Kenya

WorldSkills Abu Dhabi 2017
October 14-19, 2017
Abu Dhabi National Exhibition Centre, UAE

*The 18th China Annual Conference for International
Education & Expo*
October 19-22, 2017
Beijing International Convention Centre

November 2017

*AoC Annual Conference & Exhibition: Colleges
Mean Business*
November 14-15, 2017
International Convention Centre (ICC) Birmingham,
Birmingham, United Kingdom

April 2018

EURASHE 28th Annual Conference
April 19-20, 2018
Tallinn, Estonia

98th AACC Annual Convention
April 28 - May 1, 2018
Dallas, USA

CICan 2018 Conference
April 28 - May 1, 2018
Victoria, Canada

September 2018

PIN 2018 Conference
September 2018
Arizona, USA

October 2018

WFCP World Congress
October 8-10, 2018
Melbourne Convention and Exhibition Centre, Melbourne,
Australia

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