



Message from the Chair

Dear Members,

Happy New Year and welcome to 2015! The World Federation of Colleges and Polytechnics had an exciting year in 2014 and we hope to maintain the momentum that we have been building on, in order to continue to grow and serve our members!

The WFCP has seen significant growth over the years. The Federation now counts 52 members, representing 62 countries, and spread over five continents. We are very lucky at the WFCP to have an active and engaged board. Our board members can be credited with much of the growth as they have been instrumental in recruiting new members from their geographical areas. In 2014, the WFCP added 14 new members, and since the Congress three more members have joined the organization, and we have some more in the pipeline. Our Federation is not only the global voice for higher professional and technical education and training facilitating the exchange of experience and learning between members, it also promotes international cooperation with colleges and polytechnics around the world and advocates for the applied higher education system globally. We expect membership to increase as more vocational institutions around the world learn about the unprecedented levels of cooperation and conversation that the WFCP nurtures amongst members.

The eighth World Congress, held in Beijing in October of last year, was a big success. It seemed the flow followed from the 7th congress in Halifax as members were given the opportunity to hear about the latest trends in the higher applied education sector. There was much dialogue, debate and discussion around the ties between applied education and job creation, economic growth and vibrant communities. The congress was also home

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to a series of firsts for the WFCP: the **first** Student Skills show, the **first** CEO/President of Institutions Workshop and the **first** International Student Leadership Camp. You can learn more about the youth camp on pages 8-9. We also had the **first** launch of six affinity groups (see page 2).

The congresses give us an opportunity to gauge the strength of the members of the Federation. This year in Beijing, we also had the opportunity to recognize the excellence in that strength with another **first**: the inaugural WFCP Awards of Excellence. Awards were handed out in five categories, with the gold recipients representative of the global nature of the WFCP, coming from five different countries. You can see more about the awards and the recipients on page 4. And finally, we also had the Beijing Declaration endorsed by the Board, reaffirming our commitment to relevancy and quality of professional and technical education through dialogue and cooperation.

Preparations are in full swing for the upcoming Annual General Meeting in Winnipeg this May. A new Board will be elected at this meeting. You can learn more about the election on page 2. I would like to take this opportunity to thank our Board Members for all of their hard work over the last two years. Thanks to your dedication to the organization, the WFCP is stronger and continues to grow.

I wish all of you a wonderful 2015 and look forward to the innovative ideas that will emerge from such a dedicated group of educators.

À très bientôt,

Denise Amyot



Courtesy of Flickr user Juhan Sonin

WFCP Launches Six Affinity Groups

On the heels of the World Congress 2014, WFCP is pleased to announce the launch of six affinity groups. Leading up to the Congress three, affinity groups were expected to be launched: “Green Colleges,” “Applied Research and Innovation” and “Access to Learning and Employment.” After a discussion between WFCP members and leadership at the Congress, three additional groups were launched: “Student Services,” “Leadership Development,” and “Higher Technical Skills.”

Affinity Groups are formed around shared interests or common goals. WFCP Affinity Groups give members a space to collaborate and exchange best practices in their areas of expertise. Each group consists of a lead and two co-lead organizations. Committees are rounded out by two colleges from each national association. WFCP considers Affinity Groups to be highly important as it allows members

to foster partnerships and learn from the organization’s vast global membership network.

The **Green Colleges Affinity Group** is led by Australia’s TAFE and supported by CEAIE and AoC. TKNIKA (Basque Country) is the head of the **Applied Research and Innovation Affinity Group**; TKNIKA will be supported by AACC and CIGan. CONIF heads the **Access to Learning and Employment Affinity Group** and is supported by CIGan and CCISP. The **Student Services Support Affinity Group** is led by China. The **Leadership Development** group is lead by George Andrews, VP at NAIT, in Canada. The **Higher Technical Skills Affinity Group** is led by TAFE. More details to come soon the WFCP [website](#).

Interested participants are invited to contact any member of the WFCP Board to request membership in a Group.

WFCP to elect new Board

Applications for the new WFCP Board have been steadily rolling in since the November 2014 request for nominations. A good number of candidates were nominated by the January 31st, 2015 deadline for the nine available positions.

WFCP members will receive a summary of the candidates at the end of February to inform their voting choices at the May 27th Annual General Meeting (AGM) in Winnipeg, Canada where the new Board Members will be elected. For members who are not able to attend the AGM, an online or proxy

voting system will be implemented.

Once the vote is complete, the Board will take office immediately and serve until the next Annual General Meeting, in two years’ time. The newly elected board will elect a new Chair and officers, as appropriate, during their first meeting on May 27th in Winnipeg, following the AGM.

The WFCP would like to thank the outgoing board for their commitment to promoting applied education in their home countries and abroad.



WFCP Board Members introduced the Beijing Declaration at the World Congress 2014.

WFCP Sets its Strategic Direction

WFCP Chair, Denise Amyot, introduced the organization's new strategic direction to attendees at the October 26 member meeting in Beijing. Ms. Amyot informed gathered members that the strategy was developed and approved at the April 2014 Board meeting in Washington, D.C.

The strategic plan sets a new mission, vision statement and mandate for the WFCP.

The organization's mission and vision statement: "Improving dialogue and cooperation between the world's colleges, institutes and polytechnics" will be supported by the six agreed upon mandates. Those are:

1. Communication and exchanges of inspiring practices
2. Credential recognition and international mobility
3. Research, innovation and development (e.g. affinity groups)
4. International advocacy and promotion
5. Capacity development of CIPs
6. Federation sustainability and operation

The Beijing Declaration, adopted at the World Congress 2014, is the first public tool of the members' commitment to the new strategic plan.

A workplan to support the implementation of the strategic direction has been developed by Board Members and the WFCP Secretariat. The workplan includes activities and projects aligned with each of the six mandates. Responsibilities and deadlines for both national associations and Secretariat are an integral part of the workplan, ensuring the implementation of the strategic direction.

Quote of the Month

Have a mentor, develop a network no matter what your job is, be a leader making a difference from any chair you sit on and empower others around you to learn and grow.
— Denise Amyot
President/CEO
Colleges Institutes Canada

Outstanding Accomplishments in the Global Colleges and Polytechnics Sector gain Recognition

The World Federation of Colleges and Polytechnics handed out the organization's first Awards of Excellence at the World Congress in Beijing in October.

The WFCP Awards of Excellence sought to honour and support higher standards in applied education institutions. Eleven global members were recognized in five categories: International Collaboration, College - Industry Partnerships, Commitment to Social Development, Applied Research, and Governance. Each nominees' eligibility was based on their significant and sustained contribution to one of the five categories.

Denise Amyot, Chair of the WFCP Board, said: "It was very important that international best practices in the field of professional and technical education and training finally be recognized. We are very proud of the excellent nominations received from our member institutions, and selecting the winners was an enormously difficult task. The WFCP brought these awards to life, and we look forward to receiving more nominations on the occasion of the next WFCP Congress in Brazil in 2016."

In total, eleven awards covering five countries were presented on October 24th during the 8th Congress of the World Federation of Colleges and Polytechnics. The recipients are as follows:

International Collaboration

Gold: China – Tianjin Sino-German Vocational Technical College

Silver: Canada – Douglas College

Bronze: Canada – British Columbia Institute of Technology

College - Industry Partnerships

Gold: United Arab Emirates – Higher Colleges of Technology

Silver: Canada – Lakeland College

Bronze: China – Rizhao Polytechnic

Social Development

Gold: Australia – TAFE Queensland

Silver: Canada – College of the Rockies

Bronze: Canada – Red River College

Applied Research

Gold: UK – Mixed Economy Group of Colleges

Governance

Gold: Canada – Olds College



A group of students perform as part of the first Student Skills Show at the World Congress in Beijing

Barbados Launches Renewable Energy Program

The Samuel Jackman Prescod Polytechnic (SJPP) has introduced Barbados' first renewable energy program, focused on training participants in photovoltaic installation. Photovoltaic panels are commonly referred to as solar panels.

SJPP is considered the island's premier institution in technical and vocational education training (TVET). The program launched on January 20 and 16 students are expected to complete the first intake of the 45-hour Photovoltaic Installations 1 beginning in February. Since the program started accepting applications in early January, over 30 people have applied for the program that will not only train in installation, but also the maintenance and repair of solar panels.

The launch of the SJPP course is part of the Barbadian government's efforts to grow the nation's green economy. Senator Dr. Esther Byer, Minister of Labour, Social Security and Human Resource Development told *The Barbados Advocate*, "The issue of the green economy is of particular importance to the Government of Barbados given our national commitment to create a Barbados which is not only socially balanced and economically viable, but also environmentally sound."

The Photovoltaic Installations 1 course is expected to be followed by other renewable energy related courses.

Partnering with Sault College, from Canada, SJPP has determined that 200 Barbadians need to be trained in renewable energy related areas. Sault



U.S. Air Force photo/Airman 1st Class Nadine Y. Barclay via Wikicommons

College is one of Canada's most highly recognized training institutions in renewable energy. The partnership is also supported by the Technical Vocational and Educational Training (TVET) Council and the SJPP Advisory Committee for Renewable energy, which is comprised of educators, entrepreneurs and manufacturers in the industry.

Audrey Jones-Drayton, Acting Curriculum Development Industrial Liaison Officer at SJPP, said, "Through this partnership, the Polytechnic will strengthen the capacity of its staff to manage and deliver demand-driven, learner-centred, competency-based education towards the Caribbean Vocational Qualification (CVQ) in renewable energy, among other outcomes."

The partnership between SJPP and Sault College is one of 16 institutional partnerships operating under the CARICOM Education for Employment Program (C-EFE). C-EFE is a regional program implemented by CICan and funded through Canada's Department of Foreign Affairs, Trade and Development (DFATD).

World Bank Fellowship for PhD Candidates

The World Bank has issued a call for applications for the Robert S. McNamara Fellowship. Candidates from developing countries are eligible to receive up to \$25,000 to conduct innovative, development-related, PhD research. The research will be conducted over a 6 to 10 month period, beginning between July and December 2015, under the supervision of a research advisor at an overseas host institution.

Fellows will commit to returning to their home country at the end of the fellowship to complete their

PhD and work. Preference for the fellowship is given to lecturers and researchers who work in academic or research institutions in their home country and are enrolled in a PhD program.

Candidates will come from a World Bank designated developing nation and cannot be dual-citizens of a development country. The fellowship is only available to those 35 or younger. The application deadline is February 11, 2015. To see the full eligibility criteria and complete the application, visit the World Bank [website](#).

TVET Week – A First for the UAE

*Dr. William Radford,
ACTVET*

From January 18th to 22nd the Abu Dhabi Centre for Vocational Education and Training (ACTVET) hosted the inaugural TVET Week 2015. The week kicked off with a high-level Leaders Forum, led by HE, ACTVET Director General, Mubarak Said Al Shamsi, at which speakers from around the world, including Denise Amyot (CICan President and Chair of the WFCP Board), presented on a variety of topics related to the theme “TVET: A Reliable Route to Employment”. Amongst those attending were HE Eng. Hussain Ibrahim Al Hammadi, UAE Minister of Education, HE Sheikha Lubna Bint Khalid Al Qasimi, UAE Minister of International Cooperation and Development, and many senior government officials and industry representatives.

Following the Leaders Forum, schools, colleges, and polytechnics from across the Emirates mounted TVET Week 2015 activities, including opportunities for the general public, parents and students to engage with employers, hands-on experiential workshops and showcase sessions in which students could demonstrate their work. The events



received high-praise from the public and participants. They were also relayed in both traditional and social media.

ACTVET is actively engaged in leading an aggressive program to increase the uptake of citizens entering the labour market in areas that require applied technical education. The multi-pronged total quality management strategy includes initiatives to build institutions, increase the number of labour-market aligned qualifications, and develop a world class career and technical education system. The approach draws on best practices from around the world adapted for local conditions and aspirations and is unique in aiming for a laddered matrix that will allow student and learner pathways that begin with technical secondary schools and adult education programs and offer multiple terminal qualifications from diplomas through to applied and professional doctorates.

TVET Week 2016 will build on the success of this year’s inaugural event and have a larger reach and more ambitious program. We invite you to join us. Please contact tvetweek@actvet.ac.ae for more information.



IFES Research Seeks to Increase Oil Production

The Instituto Federal do Espírito Santo (IFES), a member of CONIF, in Brazil is undertaking a research project to investigate the use of microorganisms in oil recovery. The Microbial Enhanced Oil Recovery (MEOR) project will be conducted in partnership with the University of Oman and a local oil company, Columbia Tecnologia, from IFES's Vila Velha campus.

IFES instructor Ana Paula do Carmo, one of the teachers working on the project, explained that oil extraction occurs in three stages. The first two steps of the extraction process fail to retrieve all of the oil, with 30 to 40% remaining unrecovered. The introduction of microorganisms at the third stage reduces the viscosity of oil, which in turn, eases extraction.

MEOR will bio-prospect for microorganisms capable of performing oil extraction and create a collection of the microorganisms with biotechnology applications. The project will also award £81,000 in grants.

One of the partners, the University of Oman, is a



Courtesy of Flickr user Guillaume Millet

leading researcher in the use of microorganisms in oil recovery, with a pilot scale of crops in the biosurfactant optimization phase. Biosurfactants are compounds capable of reducing oil viscosity, thereby increasing oil production yields. Columbia Tecnologia, which conducts thermal and chemical oil extraction in the Espírito Santo region, initiated the project.

OECD Report Examines Growing Need for Skills Training

The OECD has released an exhaustive report detailing the worldwide response to the growing demand for vocational training. The report assesses the policy challenges involved in responding to the increased need and the steps that should be taken by vocational education and training policy practitioners and leaders. The report also sought to identify best practices and highlight countries that are making progress.

For Skills Beyond School, the OECD completed 20 country studies, which involved country visits, analysis and an examination of published reports. Full policy country policy reviews were conducted in Austria, Denmark, Egypt, Germany, Israel, Kazakhstan, South Korea, the Netherlands, South Africa, Switzerland and the United States. Belgium, Canada, Iceland, Romania, Spain and Sweden were the subjects of shorter, "commentary" reports.

The OECD found that around the world, higher level professional, managerial and technical skills are increasingly needed. By 2018 in the US alone, it is expected that one third of all job openings will require post-secondary education, but not necessarily a four-year degree, while Europe expects to see similar trends, with 2/3s of the employment growth projected in the technician and associate professional category.

The report identified a set of challenges facing vocational training around the world and in turn made responsive policy recommendations. One such challenge identified is the variety of branding for vocational training worldwide. "A clearly recognized international nomenclature would improve their status and make comparison easier," the report says. "Professional education and training," the term used in Switzerland is recommended by the report's authors as a global term for skills training.

The November 2014 Skills Beyond School Synthesis Report follows the OECD's Learning for Jobs, which looked at vocational education and training policy at upper secondary training. The current report uses the data and information gathered for both reports to inform a set of key characteristics of an effective vocational system. These include developing qualifications with input from the labour market; core academic skills, like numeracy and literacy, built into vocational training; integrated work-based learning; and instructors with both pedagogical and industry knowledge, amongst others.

The Skills Beyond School Synthesis Report is available on the OECD [website](#).



Youth Camp Testimonial

The International Youth Camp, organized by the Organizing Committee for the 2014 WFCP World Congress Beijing and China Education Association for International Exchange (CEAIE), was an amazing experience of exploring Chinese culture and the voice youth have in applied education.

The camp was a collection of 25 students, 11 from countries including Canada, Brazil, Portugal, The United Kingdom, Chad and Indonesia and 14 students from China. The International Youth Camp was a platform for current students or recent graduates of colleges or polytechnic institutions.

The experience started in Shanghai, where we were given a tour of the city and immersed in Chinese culture. Here we discussed in detail the qualities a youth leader needed in the context of cultural pluralism. We established that youth leaders need basic qualities such as organization, responsibility, creativity, optimism, and both academic and social success. In the context of cultural pluralism students would not only need these basic qualities, but a cultural sensitivity and openness that would allow them to gather ideas across many societies, unify those ideas and merge them into one voice for those around them. Together these qualities combined allow youth leaders to creatively and innovatively solve local and global challenges, while spreading that mindset to their peers.

We also discussed the importance of the youth voice in applied education. We concluded that students could succeed in meeting future challenges and global issues if they were given a platform to openly discuss and debate across cultures, disciplines, academic backgrounds and skill sets. Students coming together from a variety of those

backgrounds would have the creativity and ability to problem solve in an entirely new way. This platform would allow students to unite to solve global issues. We identified that this level of convergence and innovation would be needed to address problems in the future given the transformation of the world and subsequent emerging global responsibility.

Following Shanghai we travelled to Ningbo, where we spent a few days touring Ningbo Polytechnic campus and the surrounding city. We were greeted with an amazing cultural ceremony, were able to see the campus through the eyes of the students, and visited old Ningbo and the cultural museum. We spent time on Culture Street on the Ningbo campus which was a great way to experience firsthand Chinese traditions including paper cutting, bamboo carving, calligraphy, and the famous green tea.

After leaving Ningbo we travelled to Beijing by high speed train - an amazing experience in itself. In Beijing we attended the opening and closing ceremony of the World Congress and experienced various parts of Beijing, including the Great Wall.

Experiencing Chinese culture firsthand changed the way I view the world and shaped the way I want to live my life in the future. I was able to learn a great deal about the Chinese culture, with the help of my Chinese partner, and it inspired me to dig deeper into understanding the needs and plans of China for the future. Being a part of the International Youth Camp gave me a new and better understanding of the importance of applied education in the development of a country. I want to take the knowledge gained from this experience and contribute to solving issues on a global front, specifically in connection with China.

- Devon Malcom

The Voice of the Youth

Emily Brekelmans of Niagara College addressed the World Congress on behalf of the students who attended the International Youth Camp. Below is her statement.

What direction will TVET [Technical Vocational Education and Training] take and where will TVET students be going after graduation? These are important questions that need to be answered as we take on bigger responsibilities. We understand that no matter how we use the lever of benefits, we must follow the rules of education. We also understand that knowledge has become the source of values that will lead us to a society of lifelong learning. As we move on, we know that diversity will impact our choice of values. How we set up the right values under modern circumstances has become a vital question in our life. At this moment, we want to shout out our voice, the voice of the youth, as we are excited, motivated and hopeful about our future.

We want to be extraordinary. As young TVET man and woman in the modern times, we will seek opportunity, take reasonable risks for our dream. We will innovate to succeed and admit and learn from failure.

It is our sincere wish that a system is put in place where TVET teachers receive practical experience in the front line of industry and professional experts and engineers from companies are invited to teach us in classroom. Programs should be established and improved based the needs of the market so as to produce personnel demanded by the industry.

We hope that the society will learn more about TVET, put away their stereotypes and encourage their own kids to receive TVET. When employers recognize us, we shall have better success in our job.

We hope the government will draw up laws to promote work-integrated learning and college-industry partnership, provide make-to-order training



and encourage students to develop in an all-round way.

We hope the Ministry of Education will create conditions for the pathways for us to further study so that we upgrade ourselves and learn more broadly and deeply.

It is our hope that the world will pay more attention to the development of TVET as a whole and set up a platform for dialogue and exchange between different countries. This platform will surely help them learn from each other and grow together.

Lastly, we promise to build ourselves into responsible and innovative highly-skilled personnel useful for the society. We will learn both the hands-on skills and generic skills.

We will study hard, be honest and return to our school the knowledge, skill, confidence and wealth bestowed upon us.

We will use our skills and wisdom to bring innovation and creativity to our work place.

We will watch with interest the society, the country and the whole world. We will combine our expertise with social needs, invent high-technology products and contribute to the social progress and economic development.

We will be open to different cultures and customs and ready to take on the responsibilities the society have entrusted to us.

We shall be aware that as masters of the world, we must consider the development of human well-being as our duty, be innovative and bring benefits to the whole human race.

Young TVET man and woman of all over the world, let's work together for a better tomorrow of our beautiful earth.

KPMG SECOR Examines Québec's CEGEPs



Cégep du Vieux-Montréal

Courtesy Flickr user abdallah

Québec's Cégep system is a unique one. Cégeps, "Collège d'enseignement général et professionnel," are publically funded post-secondary institutions that offer both vocational and technical training and preparatory programs for university-bound students. Quebec students under the age of 21 wishing to pursue university in the province must complete a Cégep preparatory program.

The province's 48 Cégeps serve 50,000 students a year. The government's strong support in the 50 years since the inception of the Cégep system, means that many Quebecers choose to pursue technical education. A 2013 study found the highest degree earned for 44% of Quebec residents aged 25-44 is a college, vocational or technical one. In neighbouring Ontario, that number is 35%, while in the United States it is 10%.

KPMG SECOR looked at the benefits of the Cégep system in a November 2014 report, The Economic Contribution of Colleges and College Technology Transfer. The report came at the behest of the Federation of Cégeps and the Trans-tech Network, who wanted to examine the economic impact of the public college network. The KPMG SECOR report found that the benefits of the system far outweigh the cost. The report looked at the impact of the Cégep system on students,

taxpayers, the province and the economy.

The Economic Contribution report found that the temporary loss of income and costs related to attending school is a good return on investment for students. The report found that workers who attended Cégep and received a DEC (diplôme d'études collégiales) have an income 31% higher than workers who did not pursue post-secondary education. The report concluded that holders of a DEC receive a 16.6 % return on investment of the cost related to attending Cégep.

The report also found that though the cost of a publicly funded diploma is on average \$47,000, that diploma holder will contribute \$200,000 in taxes over the cost of their career. This is a 6.3% yield, according to KPMG SECOR.

Another benefit to the Quebec economy identified in the report is the college sector's contribution to applied research. Quebec's public colleges have 49 college centres for technology transfer (CCTT), which conduct applied research to support corporate and organizational innovation. In 2012-2013 when colleges supported 46 CCTT, approximately 4,000 companies and organizations benefited directly from the support of one of these centres. The study found that the impact on corporate profitability by the CCTT are estimated to be \$210 million for 2012-13 alone. For every dollar invested in a CCTT by the government, \$4.30 is gained, KPMG SECOR concludes. The tax revenue gained by the provincial government is \$18 million and \$7 million federally from CCTT expenses.

The KPMG SECOR study also found that Cégeps contributed more than \$2 billion to Quebec's GDP. This figure is comprised of the contribution Cégep graduates make to Quebec and the benefit of applied research through CCTT. The public expense also supports over 27,000 jobs.

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 visit the [Membership Categories and Fee Structure](#) page on wfc.org.

Upcoming Events

February 2015

24th Annual ACTI Conference 2015
Repositioning Tertiary Education: Meet the Needs of a Knowledge Economy
February 6 - 8 , Bermuda College, Bermuda

March 2015

Getenergy VTEC Africa
Getenergy are returning to Tanzania to run an event addressing vocational and technical skills across Sub-Saharan Africa, and how these can be supported by the upstream oil and gas sector.
March 10 -12, Tanzania

April 2015

EURASHE (European Association of Institutions in Higher Education) 25th Annual Conference (with CCISP)
Chair of WFCP's Board and CIGan's President and CEO, Denise Amyot, will be a keynote speaker at the conference.
April 16 -17, Lisbon

AACC Annual Convention
The Next Big Things
April 18 – 21, San Antonio, TX, USA

May 2015

Colleges and Institutes Canada 2015 Conference
Leading Change
May 25 – 26, Winnipeg, Manitoba, Canada

World Federation of Colleges and Polytechnics Annual General Meeting
May 27, Winnipeg, Manitoba, Canada

World Forum of Vocational and Technical Education
The event is part of a movement for citizenship and the universal right to education, bringing together institutions, organizations and associations all over the planet.
May 26-29, Pernambuco
Convention Center - Recife, Brazil

June 2015

Getenergy Global
The 11th annual event to bring together universities, institutes and polytechnics from across the world to raise standards and support staff student exchanges and curriculum sharing.
June 14 -16, London, UK



August 2015

WorldSkills Competition São Paulo 2015
With competitors from over 60 countries and regions, the bi-annual WorldSkills Competition is the world's largest professional education event.
August 11 - 16, Anhembi, Parque Anhembi São Paulo - SP, Sao Paulo, Brazil

September 2015

2015 TAFE Directors Australia National Conference
Inspire
September 9-11, Hobart

October 2015

VTEC Americas
The event addresses the vocational, blue collar skills for the oil and gas industry across the Americas.
October 12 - 14, Lone Star College - Houston, TX, USA and Mexico

November 2015

AoC Annual Conference and Exhibition 2015
Discuss and debate the future of the sector – play a role in shaping policy. Learn, develop and improve your skills; have your voice heard.
November 17 - 19, The ICC, Birmingham

September 2016

WFCP World Congress 2016
September 2 - 4, 2016, Vitória, Brazil

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

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