



May 2015

## Message from the Chair

Dear Federation Members,

Any time we have a chance to meet and collaborate is a great opportunity. Welcome to those of you in who have been able to join us in Winnipeg, either in person or virtually. Each member’s voice is important in shaping the Federation as it continues to grow and become a leader in professional education around the world.

Since our last gathering in Beijing, the Federation has continued to grow, adding four new members in the months following the Congress. If you turn to page 8 you can read about the newest members, including PSE Institute which began as a project to feed the most vulnerable in Cambodia and has grown into a school that will give them the skills to be successful in life.

This year’s AGM will establish the essential next steps for the WFCP and in deciding the leadership that will be part of the Board, you can help shape the agenda for the Federation. We have been very lucky with our past Boards who have been actively engaged in strengthening the organization and ensuring growth is steady and reasonable. Please take a minute to thank our former Board members when you encounter them. Many of our Board members are seeking re-election but I am also pleased that some of WFCP’s newest member institutions are seeking seats on the Board. The addition of new, global voices will allow us to learn more about how each of us can make our organizations or institutions the best they can be, by gleaning best practices. You can read all about our impressive Board nominees on pages 6-7.



Volume #003

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Issue 002

I assumed the Chairmanship of the Federation when I joined Colleges and Institutes Canada in 2013. In my two years as the Chair of the WFCP, I have had the privilege to guide the Federation as it strives to become the global voice for professional and technical education around the world. The membership has grown steadily, now encompassing over 34 institutions or organizations representing over 60 countries around the world. We were able to sign the Federation’s first unanimously approved declaration at the 2014 Congress, the Beijing Declaration, which underlines the Federation’s commitment to excellence in post-secondary education. We have re-visited the organization’s by-laws and Constitution and implemented a workplan, all with the intent of expanding the Federation’s impact on international education.

I want to thank each of you for making my time as WFCP Chair such a fruitful one. I’m excited to remain on the Board and watch the Federation grow and help change the global conversation about professional and technical education.

Regards,

Denise Amyot

### IN THIS ISSUE

**NORTHEAST STUDENTS GAIN NEW PERSPECTIVE**

**WFCP ADDS SEVENTH AFFINITY GROUP**

**CAPA OFFERS INTERNATIONAL FELLOWSHIP**

## Employers at Heart of New Australian Training Model



*Courtesy Flickr user Stefano Lubiana*

Students from Northern Melbourne Institute of TAFE visit Stefano Lubiana Wines in 2011.

In April, the Government of Australia announced plans for a new model that will put employers at the centre of developing new training products. Under the proposed model, Industry Reference Committees will be the venue whereby industry recommendations will inform training requirements. Training products, in turn, determine the training outcomes expected by industry.

The Department of Education and Training is expected to invite Expressions of Interest to set up Skills Service Organizations that will support the Industry Reference Committees. Membership and oversight of the Committees will fall under the newly formed Australian Industry and Skills Committee.

The new model is based on demands from employers that the national training system be more responsive to industry needs. Assistant Minister of Education and Training, Senator Simon Birmingham said, the impetus for centring the model on employers is because employers are more aware of the skills and competencies needed now and in the future.

The Government's policy documents on New Arrangements for Training Product Development for Australian Industry indicate the move was made to

engage a disengaged industry, stating: "We need to revitalise industry engagement in the national training system. To do this we will put industry at the centre of the new arrangements and support a dynamic approach to industry engagement. This will ensure industry needs are met as they arise across all industry sectors."

The new model is expected to be fully implemented in January 2016.

### Quarterly Quote

***"The task of the modern educator is not to cut down jungles, but to irrigate deserts."***

**— C.S. Lewis**

## Northeast Instructor and students Gain a New Global Perspective Following Trip to England

Jim Curry, Director of Public Relations, Northeast Community College, USA

NORFOLK, NE – Dave Beaudette said a trip “across the pond” has given him and five of his students at Northeast Community College of the United States of America a better understanding of themselves and the world in which they live. “I think each of us came home with a greater appreciation of our program, our college and our country.”

Beaudette, an auto body instructor at Northeast, and the students travelled to North Lindsey College in Scunthorpe, England, for a ten-day visit as part of a student and faculty exchange program established between the two colleges in 2012.

Beaudette said the trip was a great learning experience for the group. He said it was interesting to experience daily life in another culture. “The people were very nice and the staff at North Lindsey gave us a great reception and did an amazing job of planning things for us to do. Each day was full of new and exciting things! We spent evenings at various staff members’ homes, eating home cooked meals, visiting and learning about life in England. However, the food was much different there and the students were missing their McDonalds.”

The students gained a wide range of perspectives from the trip. Kyle Ebel said he felt the trip reassured him that he has chosen the right career path, while Kellen Wells said he came to realize that other than an accent, the English people are really no different from Americans. Dustin Johansen, said, “I have a greater appreciation for what we do here. I thought going over there they would be more advanced in their



Northeast Community College auto body students prepare to work in a shop on the campus of North Lindsey College in Scunthorpe, England. Courtesy Dave Beaudette/Northeast Community College)

techniques, but I’m really proud with what we have here too. It’s fairly similar.”

Beaudette said he was proud of his students on this exchange.

“Our students conducted themselves very well and represented Northeast Community College and the United States in a very positive way. As a group, we found that this trip of a lifetime truly expanded our horizons and exposed us to a completely different and much older culture than we could have imagined. I believe all of us learned a lot about ourselves during this exchange and the trip has given us a better global perspective.”



Like thousands of others before them, Northeast Community College auto body students left a mark on the wall outside Abbey Road Studios in London. Pictured (from left) are Kyle Ebel, Kellen Wells, Dustin Johansen, William Weiland and Caleb Fowikes. (Courtesy Dave Beaudette/Northeast Community College)

## Wenhui Award Recognizes Innovation

Established by the National Commission of the People's Republic of China for UNESCO, the Wenhui Award for Educational Innovation is coordinated by the UNESCO Asia-Pacific Program of Educational Innovation Development (APEID). The award recognizes the contributions of educators and institutions that have optimized the potential of education and innovation to address issues facing the world.

The theme of the 2015 Awards is Innovations for Skills Development for the Future. This year's awards will recognize those approaches that have contributed to the variety of skills needed for the 21st century. These approaches must demonstrate effective re-skilling and contribute to productive and sustainable development.

In particular, the judges will be looking for innovations that have developed educational and training content to enhance skills, have brought about noticeable changes, and have promoted the principles of lifelong learning.

Award recipients will be chosen from the Asia and Pacific region by a jury of educators. Two winners will be chosen. Both individuals and institutions are eligible to win \$20,000 each as well as a Certificate of Excellence at the Wenhui Award event that will be held in Ningbo, China. Applications will be accepted until **July 29, 2015**.

To apply for the award, visit the website: <http://www.unescobkk.org/education/apeid/wenhuiaward/wenhui-award-2015>.



*Courtesy Creative Commons*

## CAPA Fellowship Encourages International Learning

The Commonwealth Association of Polytechnics in Africa (CAPA) Staff Fellowship Program has been designed to allow staff of CAPA member institutions to engage with the Association's international membership. Selected fellows spend three to six months at a member institution in another country in order to engage in research and development, knowledge and skills transfer and curriculum development. The program promotes partnerships and networking between CAPA members and strengthens the Association's capacity building initiatives.

In order to participate, fellows must come from a CAPA member institution, have a Master's degree in a relevant discipline, and a minimum of five years

teaching or conducting research at a Technical Vocational Education and Training (TVET) institution.

The areas of focus include: agriculture and agro-allied technology, engineering technology, information and computer technology, renewable energy, entrepreneurship and business management, among others.

The selected fellows receive grants that cover travel costs, accommodation, and living expenses. Applications are accepted on an ongoing basis. For more information, including a comprehensive list of disciplines of interest, visit the CAPA website or email the CAPA Secretariat at [info@capa-sec.org](mailto:info@capa-sec.org).

## WFCP Adds Seventh Affinity Group on Entrepreneurship

In response to the growing demand for entrepreneurial skills around the world, the WFCP will launch a seventh Affinity Group, which will focus on Entrepreneurship. The new Affinity Group expands the opportunities for involvement from members and institutional staff.

The new group will allow members to share best practices around injecting entrepreneurial content into curricula and developing partnerships with entrepreneurs and others involved in the entrepreneurial eco-system. The group also hopes to develop partnerships with other global organizations that promote entrepreneurship in order for WFCP members to capitalize and position WFCP colleges, institutes and polytechnics as leaders in the entrepreneurial sector. Additionally, the group will give participants a space to share updates global trends, government policies, programs and resources to ensure WFCP members are on the cutting edge of entrepreneurship around the world.



*Courtesy Flickr user Steven Depolo*

Colleges and Institutes will lead the Entrepreneurship Affinity Group, with the Association of Colleges (AoC) and TKNIKA (Centre for Innovation in Vocational Training) as co-leads. Those wishing to join this group can contact any WFCP Board member or group lead, Ann Marie Vaughan at [annmarie.vaughan@cna.nl.ca](mailto:annmarie.vaughan@cna.nl.ca).

## Access to Learning and Employment Discussion Group

The WFCP Access to Learning and Employment Affinity Group has launched a Google group to facilitate discussion and identify best practices from around the world.

In the group's proposal for discussion, they note the implementation of actions related to public policies in the education field to the job market is not a simple task. The government, the education and productive sector could and should be promoters of proposals for action from their macro structural vision of the process. Considering that nowadays it is possible to identify a considerable diversity of positions with respect to the role of the promoters of these actions that would impact the theme of "Education for Work", the discussion group that aims to identify and discuss:

- a. What do we understand by "access to learning and employment"?
- b. The role of public authorities in promoting actions that would impact "Education for Work."
- c. The role of the education and productive section in promoting actions that could impact

"Education for Work."

- d. Developed and implemented actions in several countries that have contributed or plan to contribute to access to learning and employability.

The group leadership emphasize the importance of federal governing bodies in education, using the example of Brazil. In Brazil, integrating various government departments to create comprehensive programmes that benefit students has resulted in programs like Pronatec, which promotes vocations skills for short-term entry into the labour market, in sectors that are in need of employees. Since 2005, the Brazilian government has instituted a national policy that has expanded the number of seats for Professional education, now at over one million.

The group will discuss the policies other countries have adopted to ensure programs have high impact. To join the discussion group, visit <https://groups.google.com/a/ifrs.edu.br/forum/#!forum/affinitygroup>. If you would like to join the Affinity Group, you can email Cláudia Shiedeck, (CONIF) at [reitora@ifrs.edu.br](mailto:reitora@ifrs.edu.br).

At the May 27th, 2015 Annual General Meeting, the Federation will elect a new Board to serve for three years. The following are the nominees for the Board:

***Denise Amyot – President and CEO, Colleges and Institutes Canada (CICan)***

As current Chair of the WFCP, Denise Amyot brings her wealth of experience in leadership positions, including sitting on a variety of boards and heading committees. Ms. Amyot is the President and CEO of Colleges and Institutes Canada (CICan), the national and international voice of Canada's publicly supported colleges, institutes and polytechnics. Before joining CICan, Ms. Amyot was President and CEO of the Canada Science and Technology Museums Corporation, responsible for three national museums. Ms. Amyot holds a Master's degree in Education and three Bachelor degrees in Biology, Arts and Education. She also has a designation from the Institute of Corporate Directors, which promotes excellence and best practices in board management.

***Dr. Michael Chipps – President, Northeast Community College***

Dr. Michael Chipps has served as Area President of Northeast Community College in Nebraska since 2012. Dr. Chipps has over 35 years of experience in the education sector, first working in a variety of administrative capacities at North Platte Community College and Central Community College and then as Area President for Mid-Plains Community College from 2003 to 2012. He holds a Bachelor's degree in Education, a Master of Science degree in Counseling and a PhD in Educational Administration, Curriculum and Instruction, all from the University of Nebraska.

***Martin Doel, OBE – Chief Executive, Association of Colleges (AoC)***

In 2008, Martin Doel started his appointment as Chief Executive of the Association of Colleges (AoC) in the UK. AoC represents and supports the interests of Further Education, Sixth Form and Specialist Colleges, providing them with a range of support services. Before joining AoC, Mr. Doel served in the Royal Air Force in various operational roles, leading to his appointment at the Ministry of Defence as the Director of Training and Education for all three Armed Services. In 1998, Mr. Doel was appointed to the Order of the British Empire (OBE) for his work in support of operations in the Balkans and his contribution to Anglo-German relations.

***José Luis Fernandez Maure - Head of International Department, Institute of Innovation for Vocational Education and Training (TKNIKA)***

José Luis Fernández Maure has been the Head of TKNIKA's International Department since 2008. In his role, he is responsible for the mobility of teachers working on the agency's innovation projects. Mr. Maure leads the internationalization of the Basque Technical and Vocational Education and Training (TVET) system project, ERAGIN and the international project for innovation in TVET, RAINOVA. Before joining TKNIKA, Mr. Maure spent much of his career with the Basque government, starting as a teacher before being appointed as the Coordinator of the International Network of European Learning Account Project in 2005. Mr. Maure completed his Bachelor's degree in Linguistics, History, English, German, American and English Literature.

***Vibol La – Director, PSE Institute***

Vibol La has spent the majority of his career in the Technical and Vocational Education and Training (TVET) sector. Mr. La has been vital in developing and integrating the TVET system in Cambodia to the standards of the Association of Southeast Asian Nations (ASEAN). His goal is to strengthen the TVET system in Cambodia. Mr. La believes will benefit the poor and marginalized by helping them secure meaningful skilled work and continue as lifelong learners. Mr. La completed both a Bachelor's and Master's degree at the Royal University of Laws and Economics in Phnom Penh.

***Dr. Richard Masika – Rector, Arusha Technical College***

Dr. Richard Masika has been the Rector of the Arusha Technical College in Tanzania since 2009. He is also a member of the Commonwealth Association of Polytechnics in Africa (CAPA) Executive Board, which is in charge of CAPA's Projects Committee. He is a registered educator and a qualified structural engineer, graduating from the Technical University of Budapest with a PhD. He also sits on the boards of the Mount Everest Schools and Kibo Palace Hotels Ltd. Dr. Masika has previously been a board member of the Tanzania Engineers Registration Board and National Council for Technical Education in Tanzania, among others. Before joining Arusha, he was Director of Studies at the Dar es Salaam Institute of Technology.

***Dr. Joaquim António Belchior Mourato – President, Portuguese Polytechnics Coordinating Council (PT: Conselho Coordenador dos Institutos Superiores Politécnicos (CCISP))***

Dr. Joaquim Mourato is serving his second term as the President of the Portuguese Polytechnics Coordinating Council. First elected in January 2013, his second term began December 2014. Dr. Mourato's education includes

# Nominees



a Bachelor's degree in Business Organization and Management from Instituto Superior Novas Profissões, a PhD in Economic and Business Sciences and a postgraduate degree in Strategic Management of Higher Education Institutions from the Universitat Politècnica de Catalunya in Barcelona. He began his career with the Municipality of Monforte in 1985. In 1996, he joined the teaching faculty at the Elvas Higher School of Agronomy of the Portalegre Polytechnic Institute. Following his teaching career, he became the Administrator of the Portalegre Polytechnic Institute. In 2009, he was appointed President of the institution, where he remains today.

## **Dr. Ricardo D. Paredes – President, Duoc Universidad de Chile**

Dr. Ricardo Paredes received his PhD in Economics from the University of California in 1995. After receiving the Grand Prize for Science and Humanities from Universidad de Chile in 1992, he rejoined the school in 1998 as the Dean of the School of Economics and Business. While finishing his PhD and beginning as Dean, he was a visiting professor at the Harvard Institute for International Development. Since 2002 he has been a Full Professor at the School of Engineering of Universidad Católica de Chile, while accepting many roles in Chilean civil society. Dr. Paredes was name President of Duoc UC in 2015. He has extensive experience working with governments and international financial institutions, including the IDB and World Bank.

## **Denio Rebello Arantes – Rector, IFES; President, National Council for the Federal Network of Vocational, Scientific and Technological Education Institutions CONIF**

In 1998, Denio Rebello Arantes joined the staff of EFET-ES as a professor and two years later was elected as the Coordinator of Metallurgy and Materials. He holds a Bachelor's degree in Physics and Mathematics, a Master's degree in Physics, and a PhD

in Materials Science. Mr. Arantes was nominated as Director of the Educational Department at CEFET-ES in 2001. Upon the creation of the Federal Institute of Espírito Santo, he was nominated as Teaching Provost and was elected as Rector of IFES in 2009; a position he maintained after his re-election in 2012. He coordinated the Chamber of Education for CONIF when it was founded in 2009 and in 2010 was elected Vice President.

## **Martin Riordan – CEO, TAFE**

### **Directors Australia**

Martin Riordan spent most of his professional career as a senior executive with Australian and UK-listed public companies managing investor relations and counselling on regulation. While in Singapore on an extended posting, he established a vocational education and research industry for industry benchmarking. Upon his return to Australia in 2002, he was recruited to the federal Education Department. In 2006 he joined TAFE Directors Australia (TDA) after being recruited as the CEO. Mr. Riordan has represented TDA on the WFCP Board since 2006 and is the current sitting Board's Deputy Chair. Currently, Mr. Riordan is on a sabbatical leave from TDA, attending Shanghai Second Polytechnic University as a recipient of a Prime Minister's 2014 Postgraduate Asia Scholarship.

### **Zong Wa – Deputy Secretary General, China Education Association for International Exchange (CEAIE)**

As Deputy Secretary-General of CEAIE, Zong Wa uses his vast knowledge and experience in international education to inform the international programming of CEAIE, an essential part of his portfolio. Mr. Wa's experience with international education has been a significant part of his career. He began his career with the Department of Foreign Affairs of Ministry of Education in the People's Republic of China. From 1988 to 1991 he was assigned to the Education Office of the Chinese Embassy to Canada as the Third Secretary. He completed his Master's degree in Education from New York University as a Fulbright Scholar and was the founding Executive Director of the China Center for International Education Exchange (CCIEE). Since joining CEAIE in 1995, Mr. Wa has been Deputy Director of the External Liaison Office and the Director of the Department of Cooperation Projects of CEAIE.

## WFCP Adds Four New Members

The Federation continues to grow, adding four new members since November of 2014. The new members span the globe, coming from North America, Europe and Asia. Here's a look at the new members.

### Hunan College of Foreign Studies – China

Hunan College of Foreign Studies (HCFS) offers 26 specialities in six subsidiary schools for over 8,000 on-campus students. HCFS is the only independent full-time college that specializes in foreign languages in the central south China. Truly international in nature, the school has 56 foreign instructors from 11 countries. HCFS's policy of "language skills + professional skills + comprehensive skills" is intended to ensure each student is prepared for the workforce with theoretical and professional knowledge as well as practical ability. The school has seen its graduate employment rates reach 95%, earning HCFS the title "Excellent Unit in Employment for Graduates in Schools of Higher Learning in Hunan Province."

### Polytechnic Pula – College of Applied Sciences – Croatia

Responding to the demand from the local labour market, where industry and production are the backbone of economic development, the Region of Istria established the Polytechnic Pula in 2000. The school's mission is the promotion of ideas and knowledge so students will graduate well-rounded and ready for the workforce. The promotion of creativity and maintaining a creative atmosphere so students and staff can develop a balanced work-life ethic, which is integral to the school's mission. The school aims to educate engineers who will graduate with high quality technical knowledge as well as an understanding of the economy and business, management and computer science.

### PSE Institute – Cambodia

Started in 1995, PSE Institute began as a meal service to youngsters in Phnom-Penh, Cambodia in response to seeing children eating in a dump-site. The program evolved into a school, and eventually added a vocational training institute. Today 4,000 children attend "Pour un Sourire d'Enfant" (for a child's smile) with 1500 moving on vocational training. PSE Vocational Training Centre, named PSE Institute, includes three schools that trains students for 28 possible careers, including hospitality, personal services, auto repair and gardening. Since 2011, diplomas issued by PSE Institute are recognized by the Cambodian Ministry of Labor and Vocational Training.

### Seneca College – Canada

Seneca College of Applied Arts and Technology is a public polytechnic in Toronto, Canada. Established in 1967 Seneca has 145 full-time programs and 135 part-time programs, including 14 Bachelor's degrees and 30 graduate certificates to serve 25,000 students. In 1999, Seneca established the first college campus to be on a Canadian university grounds, with Seneca@York. Seneca uses a variety of training techniques: in-class lectures, online learning, co-ops and field placements. Students can choose to study in applied arts, business, financial services and technology. The school seeks to make learning accessible and flexible for students.





## A New Approach to Global Rankings

Several years ago, the Centre for Higher Education, a German think tank, began envisioning a new way to rank post-secondary institutions. Global rankings are often not comprehensive enough and leave readers dissatisfied. U-Multirank was launched as an international open source response to that dissatisfaction.

The reason for combining open source with performance data was threefold. First, it showcases performance in a multi-dimensional way, moving away from simple league tables. Second, it makes the system user-driven – allowing users to choose the indicators they are interested in viewing. And finally, it covers all aspects of institutional performance: teaching, research, knowledge transfer, international orientation and regional engagement. U-Multirank draws from a number of sources, including the institutions' international bibliometric and patent databases as well as student surveys.



## AACC's Workforce Development Workshops

The American Association of Community Colleges (AACC) just completed its annual Workforce Development Institute (WDI), which was held on January 28-31, 2015, in Newport Beach, California.

WDI is held at the end of January each year and is a pre-eminent opportunity for in-depth exchanges and networking opportunities among a targeted audience of workforce professionals and their partners. Attendees include representatives from private sector business and industry as well as the U.S. government and various sectors of higher education. WDI is organized by the AACC Center for Workforce and Economic Development.

To view the event, visit the AACC website: <http://www.aacc.nche.edu/newsevents/Events/wdi/Pages/default.aspx>

For more information on the Center or WDI, visit the AACC website: <http://www.aacc.nche.edu/Resources/aaccprograms/cwed/Pages/default.aspx>

This approach has been adopted by many in the European post-secondary sector. The first year's rankings, in 2014, included 850 educational institutions, 1,000 faculties and 5,000 study program from 74 countries. In 2015, the number of participating institutions climbed to 1,200; however, only 10% of these institutions represent the professional and technical education sector. U-Multirank is hoping to expand the number of non-university institutions in its rankings data. Dr. Frank Ziegele, CHE Executive Director, said that in time the rankings of all non-university HEIs (higher education institutions) will appear in global performance comparisons,

Applications are currently being accepted for the 2016 rankings. Visit [www.umultirank.org](http://www.umultirank.org) for more information.

## CCISP and KRPUT Develop Partnership with International Forum

CCISP and KRPUT, the Polish Conference of Rectors of Polish Universities of Technology, recently gathered in Poland to prepare for the third International Forum CCISP/KRPUT. KRPUT represents the interests of technical and engineering education in Poland.

The Forum will be held in Bialystok, Poland from June 13-17, 2015. It will give both organizations an opportunity to strengthen their existing partnership. As partners, they have made progress on a variety of issues, such as student mobility, teaching, and the development of projects stemming from scientific and technological research among CCISP and KRPUT members.

This year's Forum will focus on examples of cooperation in research and development, concentrating on engineering and energy. Both organizations are exploring the prospect of creating an international *Poliemprende* project with Polish technological universities; the project will be formalized at the Forum. The *Poliemprende Contest* is an annual entrepreneurship contest, open to all polytechnic institutions in Portugal.

## OECD Educational Policy Outlook for 2015

Jeffrey Cherubin, Senior Policy Analyst,  
Colleges and Institutes Canada

In today's knowledge-driven economies, education systems need to prepare students to meet future challenges and goals. It is important that students have the skills to enter the labour market or to further their education. Research by the Organization for Economic Cooperation and Development (OECD) has found that despite the global financial crisis, spending on education around the world has increased. However, there is considerable variation in terms of how funds are spent and the outcomes produced.

The OECD recently launched its first edition of the Education Policy Outlook 2015: Making Reforms Happen. This report states that almost one in five 15-year old students in OECD countries fail to acquire the minimum skills necessary to participate fully in society. The strategies discussed in the report aim to better prepare students for the future. For instance, many countries have focused on improving the quality of their Vocational Education and Training (VET) programs, work-based training and apprenticeship systems.

The report also states that many countries have introduced widespread reforms with the aim of developing positive learning environments and attracting and retaining quality staff. The reforms vary across countries as they are influenced by context, traditions and regional issues. To this end, education reform can only be effective if policies are well implemented.

## AACC Celebrates 20 Years of ATE

The American Association of Community Colleges (AACC) recently celebrated the 20th anniversary of the Advanced Technical Education (ATE) Program, created by the U.S. National Science Foundation. ATE was designed to improve and expand educational programs for technicians to work in high-tech, STEM (science, technology, engineering, and mathematics) fields that drive the U.S. economy. The program is Congressionally mandated and focuses on both the undergraduate and the secondary school levels.

Community colleges are at the heart of the program. As community-based institutions, community colleges are uniquely positioned to provide workforce development and technician training in response to growing industry needs. By offering affordable and accessible entry points into higher education, community colleges represent a significant national pathway to meeting the growing and diverse needs of a global workforce critical to the nation's competitiveness and future.

The U.S. National Science Foundation (NSF) produced an anniversary report on the program, which can be downloaded from the ATE website: [https://atecentral.net/local/misc/ATE\\_at\\_20.pdf](https://atecentral.net/local/misc/ATE_at_20.pdf)

A list of all the ATE Centers and a description of their impact can be found in the following publication: <http://www.atecenters.org/impact2014/>



Courtesy  
MATE -  
Marine  
Advanced  
Technology  
Education



**World Federation of  
Colleges and Polytechnics**

**For more  
information about  
the WFCP, visit  
[www.wfcpl.org](http://www.wfcpl.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 [wfcf.org](http://wfcf.org).***

# Upcoming Events

Volume #003

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Issue 002



## May 2015

*World Forum of Vocational and Technical Education*  
May 26 – 29, 2015  
Pernambuco Convention Center - Recife, Brazil

## June 2015

*EduTECH®*  
June 2 – 3, 2015  
Brisbane, Australia

*AoC International Conference 2015*  
June 11, 2015  
London, UK

*CCISP/KRPUT Forum*  
June 13 – 17, 2015  
Bialystock, Poland

*Getenergy Global*  
London, UK  
June 14-16, 2015

*AACC Leadership Suite: John E. Roueche Future Leaders Institute*  
Las Vegas, USA  
June 21 – 25, 2015

## July 2015

*High Impact Technology Exchange Conference (HI-TEC)*  
Portland, USA  
July 27 – 30, 2015

## August 2015

*WorldSkills Competition São Paulo 2015*  
Anhembi, Parque Anhembi São Paulo - SP, São Paulo, Brazil  
August 11 – August 16, 2015

## September 2015

*TAFE Directors Australia 2015 Conference*  
September 10 – 11, 2015  
Hobart, Tasmania, Australia

## October 2015

*CICan Energy Symposium: Energy Partnerships: Plug In. Innovation. Skills. Efficiency. Research.*  
October 1 - 2, 2015  
Medicine Hat, Canada

*VTEC Americas*  
October 12 – 14 2015  
Lone Star College - Houston, TX, USA and Mexico

## November 2015

*AoC Annual Conference and Exhibition 2015*  
November 17, 2015 – November 19, 2015  
Birmingham, UK

## September 2016

*World Congress - Brazil*  
September 23 - 25, 2016  
Rio de Janeiro, Brazil

If you have news or events to share, please contact:  
World Federation of Colleges and Polytechnics (WFCP)

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