



Message from the Chair

Dear WFCP members,

I would like to welcome all of you to the latest edition of the World Federation of Colleges and Polytechnics (WFCP) newsletter. As many of our members meet in China for the WFCP World Congress 2014, I thought it would be the perfect opportunity to launch the revamped WFCP newsletter, which will provide a space for our members to share news, events or ideas on a regular basis.

I am so pleased that many of you are able to join us in Beijing and I would like to thank our hosts, the China Education Association for International Exchange (CEAIE) and the organizers of the China Annual Conference for International Education, for facilitating this opportunity to continue to strengthen our network.

China is undergoing a very important transformation in the field of vocational and technical education. Earlier this year, the Government of China unveiled its plan to expand the number of vocational and technical schools in the country by converting 600 universities to vocational institutions in an effort to respond to the imbalance between the labour market and the expertise of graduates. This is a great time to discuss the impact of those changes and for our members and partners from around the world to learn how China is working to improve technical training in a number of fields. We are fortunate that our Congress will coincide with the CEAIE Annual Conference, giving us the perfect platform to build connections and exchange best practices.

The bi-annual World Congress allows international delegates and leaders of applied higher education to discuss the latest trends, topics and development in the field. This year's Congress will introduce a new era in WFCP's history as delegates will end the meeting with the signing of the Beijing Declaration: Building a



Better Future. As the first unanimously approved declaration of the WFCP, the Beijing Declaration will renew our commitment to excellence in post-secondary education.

Both the world and WFCP have seen many changes since we met in Halifax in 2012. Our organization continues to grow, with 14 new members in 2014, across ten nations and several continents, growing our organization to represent members in a total of sixty-six countries

In April 2014, WFCP Board Members gathered in Washington DC for a meeting of the Board and the Steering Committee. The meeting and subsequent retreat allowed directors to finalize plans for the WFCP World Congress and reflect on the organization's achievements. This was done with the intent of informing the organization's strategic direction, which I am pleased to say was accomplished as the Board came to a consensus on the strategic plan for the next four years.

Thank you again for joining us in Beijing! I hope you enjoy your time here and the exchange and flow of ideas. We also look forward to having you join us for our next World Congress in Vitória, Brazil in 2016!

Kindest regards,

Denise Amyot,
Chair of the WFCP Board





US Community Colleges: Building Links with Industry

In the United States (U.S.), community colleges have existed for over 100 years and comprise the largest and most diverse sector of U.S. higher education. Nearly half of all undergraduates in the U.S. begin their higher education at community colleges. The colleges' mission is multi-faceted. Community colleges provide the first two years of a university education, workforce preparation, developmental (remedial) education, and life-long learning programs. They are flexible and focused on the needs of their local communities, their service areas.

Throughout U.S. history, community colleges have played a vital role in tearing down social and economic barriers for millions of Americans, having a direct impact on the nation's economic development and growth of the U.S. middle class. Today's statistics indicate that community colleges prepare over half of the nation's registered nurses and the majority of healthcare workers, over 80% of first responders (paramedics, EMTs, firefighters, and police officers), and a growing percentage of the nation's technological workforce in everything from finance to the auto industry to healthcare.

In recent years, responding to local workforce and economic needs, some community colleges have advanced energy technology innovations through small business partnerships. Through the U.S. National Science Foundation (NSF) Advanced Technological Education (ATE) program — a US\$64 million per year program — community colleges lead projects that involve universities, secondary schools, and private sector business to prepare and strengthen the skills of the nation's technological workforce. Earlier this

year, the U.S. government announced plans to expand the Registered Apprenticeship College Consortium (RACC), in which community colleges can participate to further ensure their graduates can turn on-the-job and classroom training into credit toward college degrees.

In recognition of their importance to American society, community colleges recently received a total of US \$450 million in government funding through Trade Adjustment Assistance Community College and Career Training (TAACCCT) job training grants, capping a program that has over three years disbursed nearly US\$1.5 billion to two-year institutions. Through the program millions of low-wage, low-skill workers gain access to internships, apprenticeships and job-relevant basic skills education and training in order to move up the career ladder into better-paying jobs that employers are looking to fill. These strategic partnerships with business and industry, including international corporations, help to ensure America's success in the 21st century global economy.

The proponent of the TAACCCT legislation, then the Honorable U.S. Senator Max Baucus from Montana, was recently appointed U.S. Ambassador to China and is a strong believer in the connection between community colleges and America's workforce and the national economy.

The American Association of Community Colleges (AACC) is the national association for U.S. colleges. It convenes several meetings each year to provide opportunities to network with and learn more about the programs and activities at U.S. community colleges.

Brazilian Delegation Attending the WFCP World Congress in China

With just a few days before the WFCP World Congress 2014, the CONIF (National Council for the Federal Network of Vocational, Scientific and Technological Education Institutions) delegation from Brazil will soon travel to Beijing. The 34 delegates are all very enthusiastic to join the Congress to discuss the trends, topics and developments in professional and technical education.

CONIF's Executive Board will attend the Congress: Prof. Luiz Augusto Caldas Pereira (President), Prof. Belchior de Oliveira Rocha (Vice President), Prof. Paulo Rogério Araújo Guimarães (Managing Director) and Prof. José Bispo Barbosa (Financial Director).

The Brazilian delegation includes 13 rectors of Brazilian Federal Institutes who will attend the congress (Federal Institutes of Sergipe, Rio Grande do Norte, Rio Grande do Sul, Espírito Santo, São Paulo, Maranhão, Sertão Pernambucano, Goiás, Mato

Grosso, Fluminense, Rio de Janeiro, Sudeste de Minas Gerais and Ceará). Pro-rectors, professors, managing directors, an international relations forum coordinator, an international affairs chamber coordinator and international relations advisers are also joining CONIF's delegation.

Prof. Cláudia Schiedeck (Coordinator of International Relations Chamber of CONIF), Prof. Magda Zanotto (Coordinator of International Relations Forum of CONIF), Prof. Gutenberg Albuquerque (International Relations Adviser) and Prof. Wagner Belo (International Relations Adviser) will be the session leaders during the Congress' information session on Readiness for Career Development where they will discuss Science without Borders, a Brazilian Federal government program, and the Thousand Women Program.

CONIF will have a booth showcasing the Brazilian Federal Network and will invite attendees to come to the next WFCP World Congress 2016 in Vitória, Brazil, where the Federal Institute of Espírito Santo will host the event.

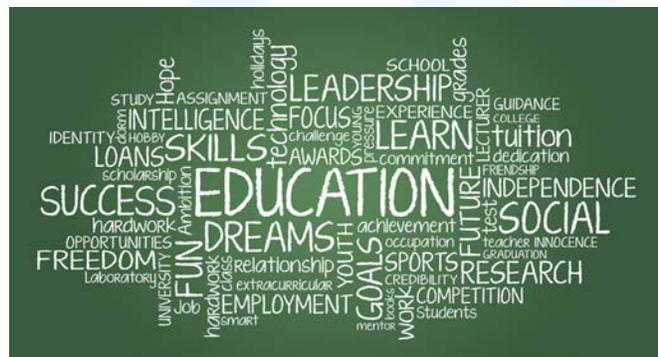
Breaking the Mould: Creating Higher Education Fit for the Future

Nick Davy, HE Manager - AoC

Higher Vocational Education and Training (HVET) is at a crossroads as governments across the world question the costs of traditional academic higher education (HE), and the perceived lack of work-ready skills graduates bring to the workplace. HVET in most countries has traditionally been under-funded in comparison to academic HE; and the costs of training and educating for many technical and professional occupations in numerous countries has been transferred from employers to the state.

All governments are now re-looking at how the costs for both technical and academic HE should be shared between the individual, the state and employers; with a particular focus on more efficient forms of delivery including blended offers or in institutions with lower costs than traditional universities.

This debate is particularly robust in England with a



recent OECD [Organisation for Economic Co-operation and Development] report criticising England's small post-secondary VET sector and an election in 2015. All parties are developing policies in this area such as more higher-level apprentices and incentivising colleges and universities to offer more technical education. AoC (Association of Colleges) is leading this debate, arguing for more autonomy for its member colleges to accredit technical education awards with employers and professional associations. The following discussion paper, Breaking the Mould <https://www.aoc.co.uk/news/better-college-higher-education-means-better-skills-says-aoc>, explores the key issues, and the role colleges could play in a revitalised technical education system in England.

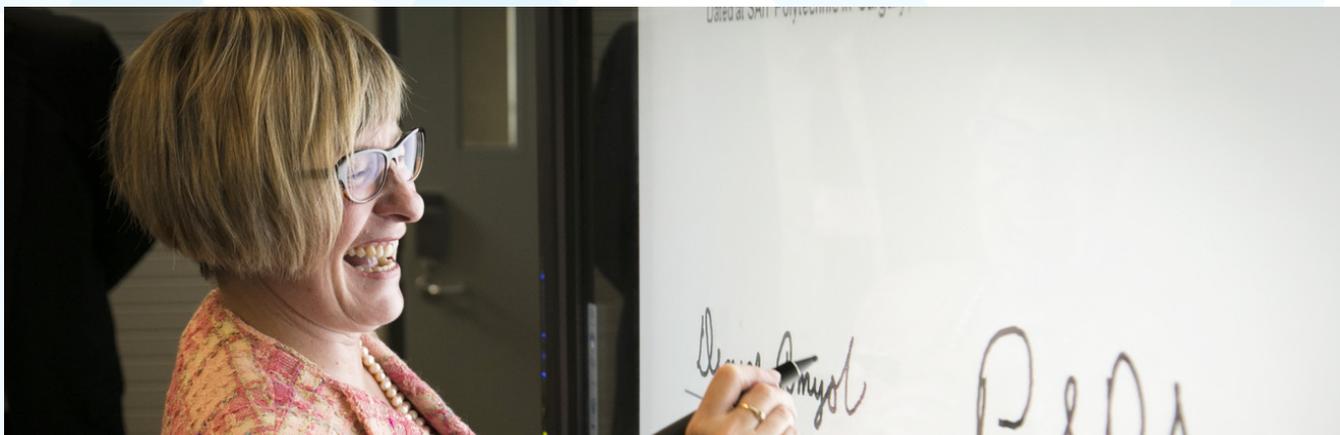
CEAIE Trains Teachers with new CTIT

In June 2014, educators from across China gathered in Beijing to attend the conference for the founding of CEAIE (China Education Association for International Exchange) Committee for Teachers In-service Training (CTIT).

CTIT is the result of CEAIE's planning for the Plenary Session of the 18th CPC Central Committee, the national education reform and development of long-term planning programs. CEAIE's mandate

includes the promotion of teachers' education development in Chinese tertiary and basic education. Mr. Qian Yicheng, Vice President of CEAIE, shared with the more than 80 attendees the scope of CTIT activities.

The conference also saw participants elect the first CTIT Council and Executive and approve the organization's first work-plan.



CICan President, Denise Amyot, signs the digital version of the Framework for Collaboration with AUCC President, Paul Davidson (not pictured).

Canada's Colleges and Universities Sign Historic Partnership Agreement

Colleges and Institutes Canada (CICan – formerly ACCC) has forged an important partnership with a Canadian national association for universities in a bid to serve Canadian students better. The Association of Universities and Colleges of Canada (AUCC) and CICan have established a framework for collaboration that will benefit their combined 228 post-secondary education institutions, which serve 2.5 million students a year.

The framework establishes the principles that will inform collaborative academic programs, joint research activities, credit transfers, articulation agreements and foreign credential recognition. Both organizations are seeking to offer students in Canada a continuum that will lead to success.

The high degree of mobility and pathways between postsecondary institutions in Canada is one of the nation's recognized strengths, as noted in the OECD 2014 *Education at a Glance* report. The new framework seeks to build on that foundation and renews the commitment between universities and colleges to enhance innovative programs and partnerships. The new framework will also facilitate communication

between both associations, in addition to member initiatives and policy dialogue.

"Ensuring students have diverse options and pathways to education through enhanced collaboration between colleges, institutes, polytechnics and universities is what this agreement is all about," says Denise Amyot, CICan President. "Improved transferability will also benefit learners by affording them more chances to participate in college/university partnerships, such as applied research, which delivers the skills needed by employers and communities."

AUCC President, Paul Davidson joined Ms. Amyot to sign the agreement at SAIT Polytechnic in Calgary, Canada. SAIT's President, David Ross is one of the co-chairs of a university-college presidents' working group that developed the framework.

"We must continue producing an educated workforce to support industry across the country," says Mr. Ross. "This historic agreement recognizes that connections between post-secondaries must be strong in order to support Canada's ever-changing needs for diverse, advanced skills."

WFCP and Getenergy Sign Unique Partnership



WFCP and Getenergy have signed a unique partnership agreement to foster technical and vocational education and training (TVET) for the oil and gas industry.

As a specialist organization,

Getenergy focuses on events that create and develop links between education and the needs of the oil and gas industry. Since the organization's inception in 2004, Getenergy has brought together educators and training institutions with upstream oil and gas companies, governments and service providers.

Through this three-year partnership agreement, WFCP and Getenergy will develop opportunities for WFCP members currently involved and those exploring the opportunity to engage in skill development of the oil and gas sector. The partnerships will give WFCP members the opening to build partnerships with the oil and gas industry and network with professionals in this area.

"We are delighted to engage WFCP as Getenergy VTEC's Global Education Partner for our global vocational education and technical training for the oil and gas sector series of meetings, and look to involving WFCP member colleges, institutes and polytechnics with the international oil and gas industry" said Jack Pegram, VTEC Portfolio Director, Getenergy.

As the world's only provider of global meetings to bridge the gap between providers of vocational and technician education and training with the oil and gas industry, the Getenergy VTEC Series of events are of special relevance to WFCP member institutions involved in this sector.

"As the oil and gas industry is a global one, their human resource challenges are global ones as well. With over 50 countries as members of the WFCP, we will be able to cooperate with Getenergy to train the right people with the right skills more rapidly and efficiently" said Denise Amyot, WFCP Chair.

For upcoming Getenergy training events, see Upcoming events on page 8 of this newsletter.

Brazil Celebrates 105 Years of Technological Education

On September 23rd, 2014 the Conselho Nacional das Instituições da Rede Federal de Educação Profissional, Científica e Tecnológica [National Council of the Federal Network of Professional Education, Scientific and Technological Institutions] (CONIF) celebrated the 1909 decree that established Brazilian vocational training. The decree established 19 Apprentice Craftsman schools to offer free vocational education.

The 105th anniversary was honoured by the Network's member institutions and CONIF in a number of ways. Exhibitions, concerts and congratulatory messages were some ways that Brazilian institutions marked the occasion. In addition to each institution's own celebrations, at 5:00 p.m. on the 23rd, all of the institutions connected virtually to watch a video celebrating the network's history. More than 35,000 people watched the video, which is still available on social media and the institutions' websites.



REDE FEDERAL
DE EDUCAÇÃO
PROFISSIONAL
E TECNOLÓGICA

1909-2014

CONIF marked the occasion by issuing a commemorative stamp that will be used until the Network's next birthday in 2015.

Celebrations will take place at select institutions until December 2014.

News from Northeast Community College

WFCP Launches Three Affinity Groups

The WFCP is pleased to announce the creation of three new Affinity Groups, to be launched at the World Congress Beijing 2014. The groups: "Green Colleges," "Applied Research and Innovation" and "Access to Learning and Employment" will encourage knowledge sharing and discussion of common issues or interests.

The launch of these new Affinity Groups will give members of the network the opportunity to collaborate and exchange best practices in their area of expertise, whether in keeping campus emissions low or developing partnerships with industry. Each Group will consist of a lead and co-lead organization. The committee will be rounded out by two colleges from each national association.

These three groups mark the second time WFCP has launched Affinity Groups. The first, The WFCP Affinity Group on Environmental Sustainability and Renewable Resources, was established in 1998 at the World Congress in New York City. The Environmental Sustainability Group created a resolution, supported by the Board of Directors, committing the WFCP to action on environmental sustainability and a platform, through a listserv, for members to share information.

Affinity Groups are important to the WFCP as they provide a forum where Group members can share best practices and foster partnerships with fellow members. If you are interested in joining the Green Colleges Group, the Applied Research and Innovation Group or the Access to Learning and Employment Group, please attend the corresponding workshop to learn more or contact the WFCP Secretariat at secretariat@wfc.org.

As Northeast Community College enters the final year of its 2010-15 strategic plan, its board, administration, faculty and staff are presently redesigning a new comprehensive plan to better fit the needs of its 21st Century students and society.

The plan will be primarily based on the American Association of Community Colleges' Empowering Community Colleges to Build the Nation's Future document, which challenges the nation's 1,167 community colleges to reimagine what it will take to meet the needs of not only the 21st century student, but also the national economy.

One enterprise can be seen through a partnership Northeast has established with high schools, economic development officials, and businesses to create a "Manufacturing Boot Camp" to address a middle-skilled workforce shortage. Boot Camp participants are provided workforce readiness skills, customer service and safety, and information about evolving manufacturing career pathways that are necessary in a variety of manufacturing positions.

Students who complete the non-credit boot camp experience can bridge the programming into Northeast's credit Diversified Manufacturing Technology Certificate. The Certificate will prepare students to earn a Certified Production Technician Certificate from the Manufacturing Skills Standards Council, which is recognized at the state and national levels.

Northeast has also joined the National Coalition of Certification Centers (NC3) initiative — a national priority calling for industry-driven credentials. NC3 participants are working to integrate certifications into their curriculum as a better means to equip students to enter today's marketplace.

Dr. Michael Chipps, Northeast President, said: "We are pleased to be a member of NC3 and partner with industry leaders such as Snap-On tools and Trane® heating and cooling as we begin to work on providing specific certifications with industry leaders. This partnership has the potential to reset the teaching and learning landscape of Northeast's automotive and heating, ventilation and air conditioning programs."



China's College Reforms

Graduates of Chinese colleges and vocational schools have an employment rate of above 90%, says the Chinese Ministry of Education. The employment rate for university graduates in China is about 65%. These contrasting statistics have directed the Chinese push for more vocational training for students.

Earlier this year, the Government announced its intention to convert 600 universities into vocational institutes. The Ministry of Education is seeking to increase the number of students in practical training institutions from 29 million to 38.2 million in 2020. Currently, universities are home to 40 million students. As part of this effort, the Government has

also directed local governments to allocate more of their education budgets to institutes and colleges.

The Government's reform plan is in swing as local governments have been directed to "professionalize" their vocational schools. Vocational institutions are successful at connecting graduates to the labour market, with the Ministry of Education estimating 70% of graduates connect to their employer through their school. Enabling vocational institutions to better accommodate the demands for high quality, skilled workers is a priority for Chinese higher education leaders.



WFCP Board Members gather for their annual meeting in Washington, D.C., USA.

Multinationals Contribute to Education for Employment

Marie-Josée Lavoie, Executive Coordinator, WFCP

Ericsson of Sweden and Samsung Electronics of South Korea are two of several global technology companies that actively contribute to education for employment around the world. Because of their expertise, both Ericsson and Samsung have developed best practices in this area.

Ericsson, the Swedish communications technology and services company, has structured entry level career development programs to attract, develop and retain young talent globally. According to its founder, Ericsson sees the potential of mobility and technology, and broadband in particular, in addressing some of the world's most urgent issues, including education and training.

Samsung Electronics, the South Korean information technology company, has an Engineering Academy to support skills development and training in South Africa, Kenya and Nigeria, aimed at addressing the critical

technical and engineering skills shortage in Africa. It is the company's broader goal to develop 10,000 Electronics Engineers across the continent by 2015. The company also supports product innovation through the Samsung "Built for Africa" approach, which designs products for use in regions with high temperatures and humidity or where power and water are limited.

Both Ericsson and Samsung Electronics are members of the Global Apprenticeships Network (GAN).

GAN is a coalition of committed companies and employers' federations that are dedicated to work-based training with the ultimate goal of creating job opportunities for youth and a skills base that matches labour demand. GAN showcases best-in-class practices around the world in the design and implementation of quality on-the-job training, whether apprenticeships, internships, traineeships, or learnerships.

WFCP Adds 14 New Members

WFCP continues to grow with the addition of 14 new members in 2014. The new members, representing ten nations, vary from representatives of educational institutes to colleges themselves. Here's a look at our new members:

Bow Valley College – Canada

A Calgary-based college, Bow Valley College's (BVC) programs focus ranges from business to health to design technologies. The publicly funded institution is known for its applied research and development of assessment and training tools to enhance essential skills in adults.

The Chinese Society of Technical and Vocational Education- China

Established in 1990, The Chinese Society of Technical and Vocational Education has a government mandate to perform academic exchange, theoretical research, professional training, issue publications and engage in international cooperation, among other activities. The society is a national level organization that aims to bring together the academic community.

Conference of Rectors of Polytechnics – Ghana

The main objective of the Conference of Rectors of Polytechnics (CORP) is to ensure Ghanaian campuses are safe for the country's youth to grow their skills and develop practically. CORP promotes relationship building amongst Ghanaian polytechnic institutions and advocates on behalf of their membership.

Deymond Hoyte, Valencia College – United States of America

Deymond Hoyte is a Lead Instructor in the Computer Engineering Technology department of Valencia College in Florida. An educator for over 20 years, in addition to teaching Business and Computer Engineering classes at Valencia, Mr. Hoyte is also involved with the TROIKA program in China. TROIKA is a short-term study abroad program.

The Federal Polytechnic Ado - Nigeria

A federally-funded institution, founded in 1977, the Federal Polytechnic Ado in Ekiti, Ekiti State has

seen tremendous growth over the years, from the initial student class of 350 full time students to close to 10,000 students today. Students can choose from four faculties: the School of Business, the School of Engineering, the School of Environmental Studies or the School of Science and Computer Studies.

Higher Colleges of Technology – United Arab Emirates

The Higher Colleges of Technology (HCT) offers a great variety of professional programs, taught in English at the largest educational institution in the UAE. The approximately 20,000 students can take courses from Education to Applied Communication at one of 17 campuses. The institutions' programs have been designed with input from business leaders to ensure students learn job-relevant skills.

International Institute of Fashion Technology – India

International Institute of Fashion Technology (IIFT) students come from India, Nepal, Bhutan, Bangladesh, Mauritius and other African nations to be trained in fashion and interior design. IIFT acts as a consultant for a variety of nations and industries worldwide. IIFT has conducted projects for governments in Europe, the Middle East, Asia and Africa as well as working with entertainment professionals to organize events for Bollywood, beauty contests and fashion shows.

James Albright, British Columbia Institute of Technology - Canada

James Albright is the Director of Applied Research Liaison Office (ALRO) at the British Columbia Institute of Technology (BCIT). The ARLO liaises with external partners, identifies sources of funding and provides an interface for researchers, amongst other tasks, aimed to support BCIT's applied research. These are undertaken with the primary goal of enhancing the student learning experience and contributing to BCIT's programs.

Kenya Association of Technical Training Institutions – Kenya

As the organization that coordinates the activities of all the technical training institutions in Kenya, the Kenya Association of Technical Training Institutions (KATTI) represents close to 100 institutions. Through provision of a forum where training institutions across the country can gather to determine common interests and plan strategies in response, KATTI seeks to improve the quality of technical education in Kenya.



Makoji Robert Stephen, Federal Polytechnic Idah, - Nigeria

A principal lecturer at the Kogi State's Federal Polytechnic Idah, Makoji Robert Stephen, has 12 years lecturing experience, in addition to his work as a management consultant. He is continuing his own studies, completing his doctorate in Human Resource Management at the University of Salford Business School. Mr. Makoji is a volunteer with the Christian Aid Foundation, a member of the Society of Human Resource Management and a student representative at the Salford Business School.

Osun State Polytechnic – Nigeria

Formerly a satellite of Ibadan Polytechnic, Osun State Polytechnic, IREE (OSPOLY) became independent in October 1992 when the Governor of Osun State established the institution alongside the Osun State College of Technology. Today, OSPOLY has 38 departments where students can study subjects from mass communication to science laboratory technology. In 2011 and 2012, 4UIC Nigeria ranked OSPOLY the 10th best polytechnic of Nigeria's 100 plus polytechnics.

Olds College – Canada

Initially established as the Olds School of Agriculture and Home Economics in 1913, the Alberta college has evolved while maintaining the school's commitment to practical, hands-on training. As the largest agricultural college in Canada, Olds trains 25% of the nation's English-speaking agricultural graduates. In 2006, the college established its first satellite campus in the province's economic capital, Calgary, in partnership with the Calgary Stampede Board.

Réseau ISET – Tunisia

As the network for Higher Institutes of Technological Studies (ISET), Réseau ISET represents 25 Tunisian institutes. ISET offers degree programs, business-centred continuing education programs, technological resource centres and skills centres. ISET is authorized by the Ministry of Higher Education to train middle managers and senior technicians to meet the needs of business.

Universidad Tecnológica de Leon – Mexico

Universidad Tecnológica de Leon (UTL) was founded to respond directly to the needs of the local business community. In 1993 the head of the Ministry of Education, Ernesto Zedillo Ponce de León, determined that a school that would specialize in training middle management and put in motion the school's opening in September of 1995. Today some of the school's offerings include training in manufacturing, logistics, IT and HR, amongst others.

Vocational Training Council – Hong Kong

Vocational Training Council (VTC) gathers together 13 member institutions to create the largest vocational training and professional development group in Hong Kong. Representing member institutions provide a broad variety of programs to 250 000 students annually. VTC institutes practices hands-on, practical training that is outcome based. The "think and do" approach of VTC institutions allows students to develop the necessary skills and know-how to succeed.

CARICOM Regional TVET Strategy Launched



Left, Robert Gregory, Consultant and Strategy Developer (Jamaican) and Elphege Joseph, Chair of CANTA at the May 2013 COHSOD for Education where the strategy was presented and approved for implementation.

The Caribbean Community (CARICOM) and the Caribbean Association of National Training Agencies (CANTA) has formally launched the CARICOM Regional TVET (Technical Vocational Education and Training) Strategy for Workforce Development and Economic Competitiveness on September 22, 2014, at the Hilton Hotel, Trinidad and Tobago.

With funding from the Government of Canada, the Strategy was developed after extensive consultations with more than 350 stakeholders in CARICOM Member States. The Strategy is now guiding action plans in member states as they implement the Caribbean Vocational Qualification (CVQ) and strengthen delivery of TVET. Identified among the areas for priority focus over the next five years are the accelerated implementation of the Caribbean Single Market and Economy (CSME), building competitiveness and unleashing key

economic drivers to transition to growth, and to generate employment and the development of human capital.

CARICOM Secretariat Assistant Secretary General for Human and Social Development, Dr. Douglas Slater says that "the new Strategy establishes the pivotal importance of this Region's human capital as we seek to forge a viable CSME, with the free movement of skilled and certified citizens - workers within the market place. It provides a framework for guiding Member States in the development of the critical skills needed to attract and sustain decent job-creation from foreign and domestic investments, given the imperative of developing a highly skilled workforce."

Both the development of the Strategy and the launch were supported by the CARICOM Education for Employment Program (C-EFE), launched in March 2012, and delivered in partnership with CANTA and the Association of Caribbean Tertiary Institutions (ACTI).

Key C-EFE activities to date have included sponsoring the development of the Strategy, working with ACTI to develop a leadership program for managers of institutions delivering skills training, and the establishment of 16 institutional partnerships between Canadian and Caribbean institutions. The program is active in twelve countries: Antigua and Barbuda, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, and Trinidad and Tobago. The C-EFE is a CAD \$20-million program sponsored by Canada's Department of Foreign Affairs Trade and Development (DFATD), and implemented by Colleges and Institutes Canada (CICan).



**World Federation of
Colleges and Polytechnics**

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

WFCP Member Application

About the Organization

*Name of the Organization: _____

Name of President or CEO: _____

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

Please name accrediting body: _____

Organization Annual Budget (optional): _____

Number of Students Enrolled in your institution: _____

Reasons for joining WFCP: _____

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

About You

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

*Contact Name: _____

Contact Title: _____

*Contact Email: _____

*Contact Telephone and Fax: _____

Website: _____

Street Address: _____

City: _____

State/Province/Region: _____

ZIP/Postal Code: _____

Country/Region: _____

Type of membership requested:

___ Association membership ___ Institutional membership

___ Affiliates membership ___ Associates membership (individual)

**Required fields*

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

Prof. Carlos Hinrichsen honoured with a Professional Achievement Award

WFCP Board Member and International Council of Societies of Industrial Design (ICSID) Senator, Prof. Carlos Hinrichsen was awarded with a Professional Achievement Award at a special ceremony hosted at the Universidad Mayor's School of Design. The *Premio Diseñador Mayor*, as it is known in Spanish, recognises outstanding Chilean professionals and projects in architecture, design and construction that serve as a model or benchmark for its students.

Prof. Hinrichsen was awarded this prize for his significant contribution to developing the discipline of design and his efforts to strengthen the ties between the local and international design world. He has a long history of advocating for the Latin American design community and in the early 1990s was instrumental in the development of the successful industrial design program at the Universidad de Los Andes in Colombia. Prof. Hinrichsen was also recognized in 2007 by the Universidad Anahuac in Mexico with the Anahuac Medal for Design for his work to develop the academic and professional world of design in Latin America. From 2007-2009 he was the first Latin American President of ICSID.

The awards were handed out before an audience of 150 design professionals in December 2013. Prof. Carlos Hinrichsen is currently the International Director of International Relations at Duoc UC.

Upcoming Events

November 2014

UNESCO World Conference on Education for Sustainable Development
November 10 – 12, Aichi-Nagoya, Japan

AoC Annual Conference and Exhibition 2014
November 18 – 20 ICC Birmingham, Birmingham, United Kingdom

December 2014

Getenergy VTEC MENA (Middle East/North Africa)
December 8 - 10 2014, ADMA-OPCO, Abu Dhabi

April 2015

AACC 2015 Annual Convention
April 18 - 21 in San Antonio, Texas, USA

May 2015

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

August 2015

WorldSkills Competition São Paulo 2015
August 11, 2015 - August 16, 2015, São Paulo,

September 2016

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



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