



September 2015

## Message from the Chair

Dear WFCP Members,

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

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

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



WFCP Board and Steering Committee members, from left to right, Rodrigo Núñez, Dr. Richard Masika, Stephen Conway, Tresanna Hassanally Denio R. Arantes, Denise Amyot, Dr. Micahel Chipps, Cláudia Shiedeck, Paul Brennan, José Luis Fernández Maure, Dr. Joaquim Mourato and Armando Pires. Missing from the photo are Martin Doel, Zong Wa, Li Yang, Wayne Wheeler and Ricardo Parades.

projects, research and advocacy on behalf of our membership will be enhanced by opening up new funding opportunities.

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

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

Regards,

Denise Amyot

### IN THIS ISSUE

**UK STUDENTS RATE THEIR SCHOOLS**

**WHY TVET'S REPUTATION REMAINS SO ANTIQUATED**

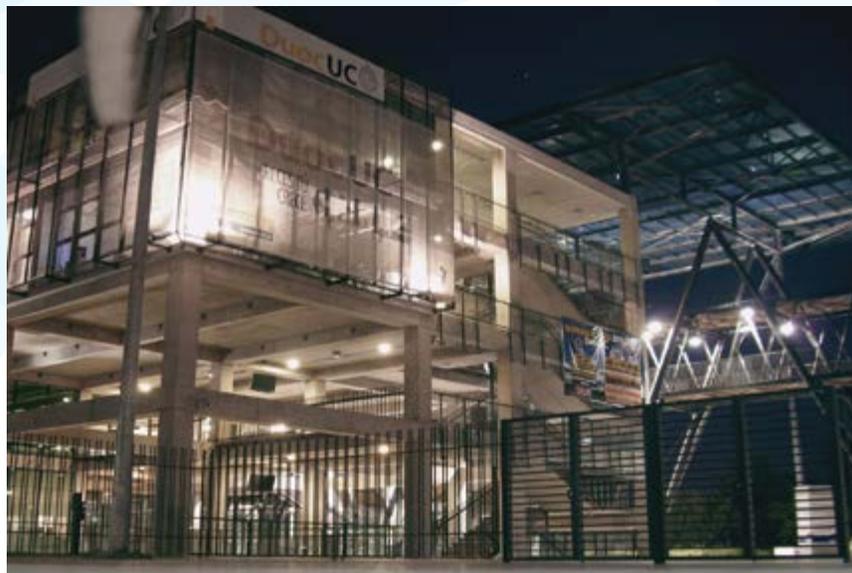
**AACC AND CEAIÉ SIGN MOU**

## Duoc UC Conference Ignites Conversation about Professional Education

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

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

Academic Vice President of Duoc UC, Andres Villela, noted that one of the strengths of the competency based approach found in professional and technical education and training is that the skills profile of graduates match with the needs of employers.



*Jorge Barrios Riquelme, Courtesy Wikimedia Commons via Creative Commons*

Curriculum is developed with industry (labour market) requirements in mind.

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

## Unleashing the Potential of PTET

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

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

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

Education on the Move is a series dedicated to analyzing trends in education, with the intent of stimulating dialogue among policy makers, educators or other key stakeholders on the challenges for the future education sector. The book is available in English and Portuguese. Hard copies can also be ordered through UNESCO Publishing ([http://publishing.unesco.org/details.aspx?Code\\_Livre=5086](http://publishing.unesco.org/details.aspx?Code_Livre=5086)).

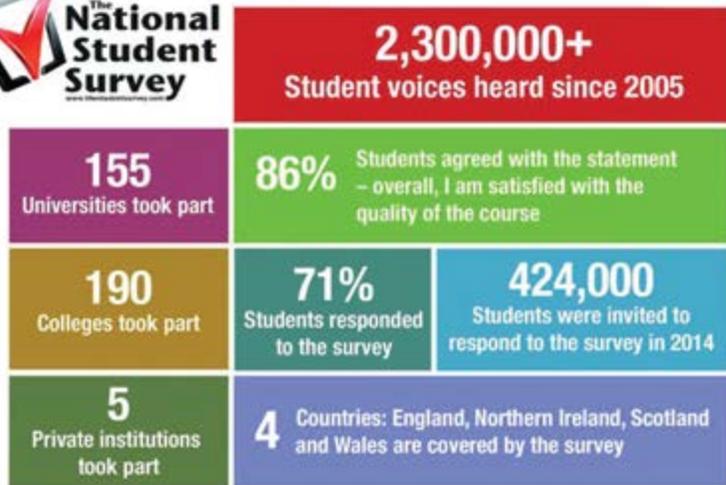
## UK Students Voice Their Opinion on Higher Ed

British students are overwhelmingly satisfied with the quality of education received at their colleges. The National Student Survey, conducted annually by the Higher Education Funding Council for England (HEFCE) revealed that 80% of respondents at Further Education Colleges were satisfied overall by their program of study.

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

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

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



from their students is a real testament to the high quality education and training that colleges provide.”

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

Questions		2014 NSS	2015 NSS
		*Satisfied	Satisfied
1-4	The teaching on my course	87%	87%
5-8	Assessment and feedback	72%	73%
9-12	Academic support	81%	82%
13-15	Organisation and management	78%	79%
16-18	Learning resources	85%	86%
19-21	Personal development	82%	83%
22	Overall satisfaction	86%	86%

Images courtesy Higher Education Funding Council for England

## Why do we Maintain an Antiquated Class

Paul Brennan, Vice-President, International Partnerships, Colleges and Institutes Canada (CICan)

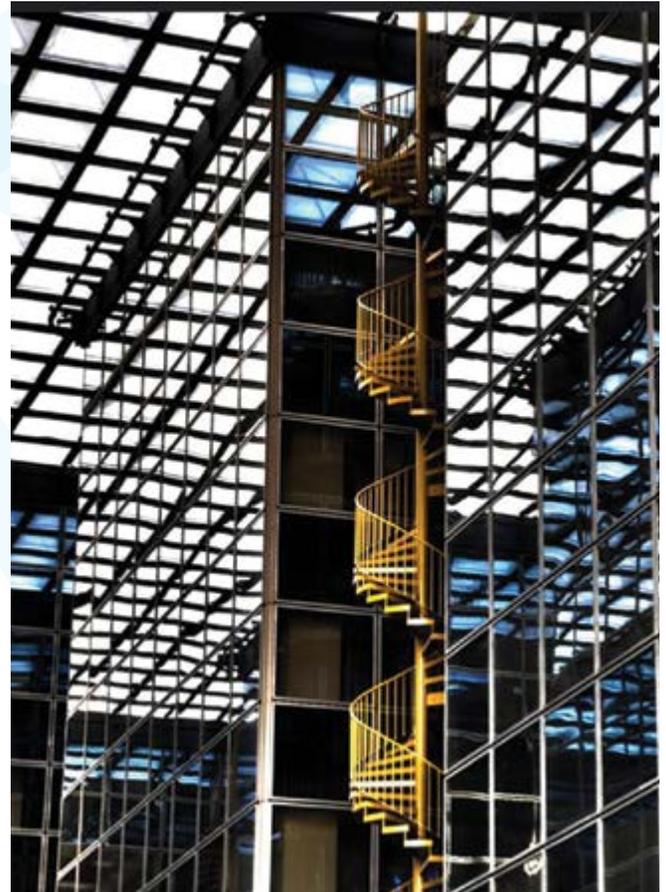
*The following is an excerpt from the author's version of "Raising the quality and image of TVET: Lower-level training or motor for inclusive and sustainable growth?". To read the full, published article please visit: <http://link.springer.com/article/10.1007/s11125-014-9312-3>*

At the recent Annual Conference of the ACCC, held in British Columbia in June 2013, two inspiring keynote speakers challenged the assembled presidents and staff from Canada's 130 colleges, institutes of technology, and polytechnics, as well as from sixteen visiting country delegations including those from India, Bangladesh, and China, to be more affirmative about the critical role that our system plays in providing Canadians with a dynamic and inclusive training system that can keep up with the incredible pace of change globally.

Gwyn Morgan (2013), Founding CEO of EnCana Corporation, one of the largest and most successful oil and gas corporations in Canada, explained that he relied heavily on the graduates of colleges, institutes, and polytechnics to develop and maintain his globally competitive corporation, and that, in his opinion, the college system was much more flexible and reflective of the modern world than the university one at this point in time.

John Ralston Saul, an award-winning essayist and novelist and one of Canada's preeminent intellectuals, congratulated us for our work in making post-secondary education accessible to more and more Canadians. At the same time, he challenged us to elevate our discourse and proclaim that our approach to skills education is an alternate and more successful pathway to personal and societal development that matches the current needs of our world.

To return to my opening comment, not long ago Canadians saw the TVET system as second-class, for those not bright enough to make it into university, for those who would work with their hands in menial and dirty jobs. I remember the poster in the guidance counselor's office at my secondary school. It read "Work Smart, not Hard." A whiteshirted office worker stood in front of a computer on the left, and a blue-collared assembly line worker stood on the right. The advice from



Courtesy Flickr user Wajahat Mahmood via Creative Commons

the counselor was that university was the only route to advancement and a fulfilled life.

I did follow that route, attended three universities (Concordia, McGill, and Beijing) and have had an exciting and fulfilling professional life. However, I take issue with the fact that this was presented as the only route, and moreover, the superior one. As a historian, well-educated by those universities, I would argue that this view of the world, in which theoretical and hands-off education thrived, was well-adapted to the needs of the medieval and industrial ages that required an educated elite, but that it is no longer sufficient to meet the needs of a knowledge society in a globalized age.

Moreover, most parents and policy makers around the world today still maintain the belief that university education is the only pathway to success, and hence that it deserves the largest portion of government attention and investment. I would argue that this fact is a remnant of a previous class structure and elitist society, and, dare I say, of a transplanted colonial world view

## and Colonial View of TVET?

which wanted to prepare the local elite to take over after independence.

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

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

In Canada, respected research groups agree that 70% to 75% of our citizens must have some post-secondary education by the end of this decade if we are to remain competitive globally (Lapointe et al. 2006). We currently have surpassed the 50% mark, and stand as the best in this field among OECD countries, and yet it is still not enough (OECD 2013). In summary, we need strong universities that become more relevant, and we need strong formal and non-formal skill acquisition systems, be they called colleges, institutes, polytechnics, university colleges, or training centres. And we need them to collaborate to meet this challenge.

## AACC and CEAIE Forge Partnership

The American Association of Community Colleges and China Education Association for International Exchange (CEAIE) have entrenched their partnership with the signing of a new Memorandum of Understanding in June.

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

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





Courtesy Flickr user MIKI Yoshihito via Creative Commons

## WFCP.org Message Board

The WFCP website is where members can go to read the latest news, get updates on member events and engage with each other to discuss issues that affect professional and technical education and training around the world. Visitors can carry on these discussions through the WFCP forum.

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

If you would like an account for the message board, please email: [secretariat@wfc.org](mailto:secretariat@wfc.org)

## Quarterly Quote

***“The great aim of education is not knowledge but action”***

**— Herbert Spencer**



**World Federation of  
Colleges and Polytechnics**

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

# WFCP Member Application

## About the Organization

\*Name of the Organization: \_\_\_\_\_

Name of President or CEO: \_\_\_\_\_

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

Please name accrediting body: \_\_\_\_\_

Organization Annual Budget (optional): \_\_\_\_\_

Number of Students Enrolled in your institution: \_\_\_\_\_

Reasons for joining WFCP: \_\_\_\_\_

Were you recommended by a WFCP member? Yes \_\_\_\_\_ No \_\_\_\_\_

## About You

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

\*Contact Name: \_\_\_\_\_

Contact Title: \_\_\_\_\_

\*Contact Email: \_\_\_\_\_

\*Contact Telephone and Fax: \_\_\_\_\_

Website: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_

State/Province/Region: \_\_\_\_\_

ZIP/Postal Code: \_\_\_\_\_

Country/Region: \_\_\_\_\_

Type of membership requested:

\_\_\_ Association membership     \_\_\_ Institutional membership

\_\_\_ Affiliates membership     \_\_\_ Associates membership (individual)

*\*Required fields*

***If you are interested in becoming a WFCP member, please submit this completed form to the WFCP.  
For membership rates see [wfc.org](http://wfc.org).***

# Upcoming Events

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## September 2015

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

## October 2015

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

## VTEC Americas

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

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

## November 2015

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

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

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

## VTEC Mena

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

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

## December 2015

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



## March 2016

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

## June 2016

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

## September 2016

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

## July 2017

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

## Fall 2018

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

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