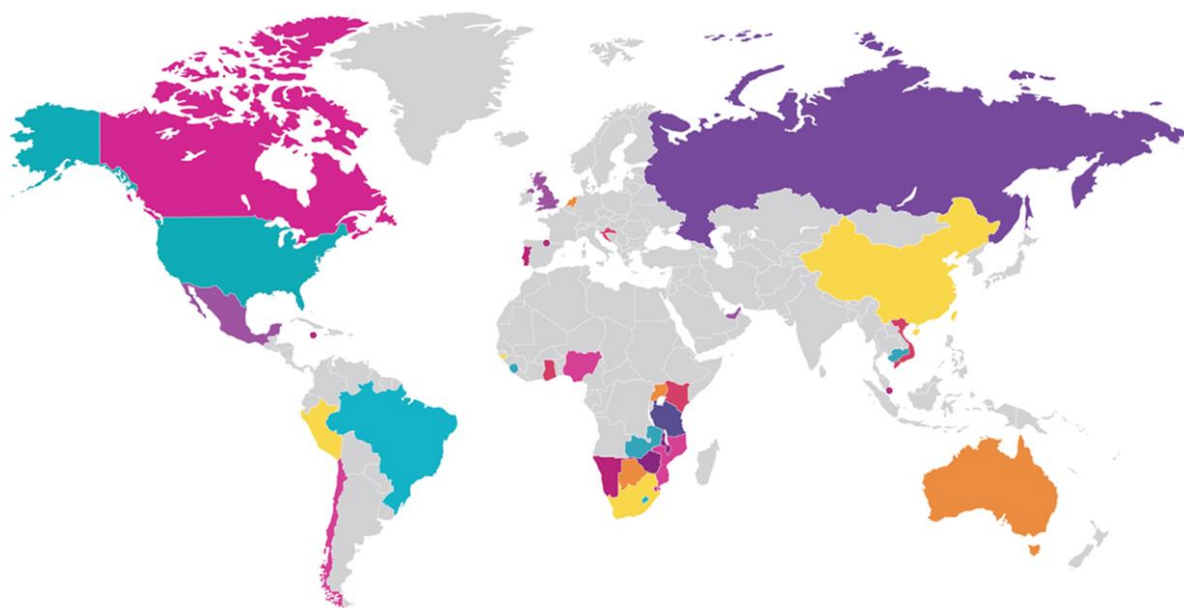




**WFCP**

World Federation of  
Colleges and Polytechnics

# 2018 MEMBERSHIP BOOK





## WORLD FEDERATION OF COLLEGES AND POLYTECHNICS

This is the first publication of the members of the World Federation of Colleges in Polytechnics (WFCP) prepared for the Congress of the Federation being held in Melbourne, Australia in October 2018.

The Federation is a family of associations, institutes and stakeholders engaged in the delivery across the globe of professional and technical education and training.

As you will see from this publication the Federation is the largest network of this type in the world. Members come together to be a global influence for the future of professional and technical education and training, particularly so all citizens have the opportunity for advancement through world class training and education.

The purpose of the Federation is to develop contemporary policy positions for consideration by governments and industry stakeholders across the globe for the development of deep technical knowledge and skills for work and entrepreneurship and innovation so that all citizens can contribute to economic activity and social cohesion. The WFCP also operates as a network so all members can share best practice. Whether we are from the developed world or the developing world each of us can learn off each other.

The rapid rate of technology change supported by ever-increasing telecommunications speed brings all players from around the world into global supply chains. The theme of the 2018 Congress - *Preparing for the Skills Future, Now* is examining this issue. How we can make sure all citizens around the globe are prepared for the sweeping change triggered by technology can continue to be meaningfully engaged in economic and social activity is central to the WFCP.

The federation operates Affinity Groups across 7 topic areas. This is an opportunity for you to be engaged in ongoing policy dialogue and capability development. Details of each Affinity Group is also included in this book.

If you are a friend or a stakeholder of the WFCP I trust that you will find this booklet of use. You can see the wide network of members. If you wish to engage with the Federation I encourage you to make contact with the secretariat of the WFCP so we can discuss how we could work with you on this important agenda.

I welcome you to join the Federation. We also welcome corporate affiliates. Please contact the secretariat for further information. If you are a member I trust that this book will allow you to see the benefit in being part of such a large network.

The need for professional and technical education has never been more paramount. Please join with the federation family to make sure we are the voice for change for all citizens.



Craig Robertson  
Chair WFCP  
[secretariat@wfc.org](mailto:secretariat@wfc.org)



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### The World Federation of Colleges and Polytechnics

The World Federation of Colleges and Polytechnics (WFCP) is a member-based international network of colleges, polytechnics, university colleges, institutions and individuals of professional and technical education and training. The Federation provides leadership in delivering workforce education for the global economy.

The WFCP began as an informal network borne out of a desire to have a forum for the almost 4,000 professional and technical education and training institutions around the world to meet regularly, learn from each other, and share experiences. The first meeting was held in 1999 in Quebec City, Canada along with the first World Congress of the WFCP and officially formalised as a network in 2002 with the 2nd World Congress held in Melbourne, Australia.

Today, WFCP's members cover the globe, with members on all continents (with the exception Antarctica). The Federation represents colleges, institutes, and polytechnics, united by the mandate to prepare students for complex professional roles in a changing society so they can emerge as leaders and innovators in their chosen careers. Additionally, a variety of policy and advocacy association members engage in research, capacity building, and programming for the sector.

The WFCP Board of Directors is an active Board that determines the direction of the Federation and sets its priorities, activities and goals. The international Board of Directors meets monthly to discuss WFCP business.

To learn more about the WFCP and how to become a member, please visit [wfcf.org](http://wfcf.org)

## MEMBER CATEGORIES

WFCP membership is open to associations, institutions, individuals, and other actors in the professional and technical education and training sector. No matter what your organisation, there is a WFCP member category for you.

### Institutional Membership

Full membership is open to post-secondary and further education institutions which have a primary mission at the professional and technical education and training level. Member fees are determined by institution size and location.

Institutional Membership includes the following benefits:

- Right to participate and vote at the WFCP Annual General Meeting (AGM)
- Right to stand for election as a member of the WFCP Board of Directors and as Chair,
- Participation in WFCP sponsored events at a discounted registration fee (ie WFCP World Congress, WFCP regional and specialised workshops)
- Opportunity to participate in WFCP Affinity Groups and Task Forces
- Opportunity to contribute and receive WFCP quarterly newsletter
- Member access to WFCP website to share information with other WFCP members
- Permission to use WFCP logo to demonstrate that you are a member to the World Federations of Colleges and Polytechnics and uphold the same values and principles of the Federation.

### Association Membership

Full membership is open associations or other member organisations who officially represent at either the national or regional level post-secondary and further professional and technical education and training institutions. Membership fees are determined by location.

Association Membership includes the following benefits:

- Right to participate and vote at the WFCP Annual General Meeting (AGM)
- Right to stand for election as a member of the WFCP Board of Directors and as Chair,
- Participation in WFCP sponsored events at a discounted registration fee (ie WFCP World Congress, WFCP regional and specialised workshops)
- Opportunity to participate in WFCP Affinity Groups and Task Forces
- Opportunity to contribute and receive WFCP Quarterly newsletter
- Member access to WFCP website to share information with other WFCP members
- Permission to use WFCP logo to demonstrate that you are a member to the World Federations of Colleges and Polytechnics and uphold the same values and principles of the Federation.

## Affiliates Membership

Affiliate membership is open to all non-government organisations and networks, national or international in nature, whose primary mandate is directly related and/or complimentary to the aims and objectives of the WFCP.

Affiliates Membership includes the following benefits:

- Right to participate at the WFCP Annual General Meeting (AGM)
- Participation in WFCP events at a discounted registration fee (ie WFCP World Congress, WFCP regional and specialised workshops)
- Opportunity to participate in WFCP Affinity Groups and Task Forces
- Opportunity to contribute and receive WFCP newsletter
- Member access to WFCP website to share information with other WFCP members
- Permission to use WFCP logo to demonstrate that you are a member to the World Federations of Colleges and Polytechnics and uphold the same values and principles of the Federation.

## Associates Membership

Associate membership is open to individuals whose past or present career has been devoted to professional and technical education and training, corresponding directly to the aims and objectives of the Federation and who held (or hold) positions of leadership in this domain.

Associates Membership includes the following benefits:

- Right to participate at the WFCP Annual General Meeting (AGM)
- Participation in WFCP events at the WFCP member discounted registration fees (ie WFCP World Congress, WFCP regional and specialised workshops)
- Opportunity to participate in WFCP Affinity Groups and Task Forces
- Opportunity to contribute and receive WFCP newsletter
- Member access to WFCP website to share information with other WFCP members
- Permission to use WFCP logo to demonstrate that you are a member to the World Federations of Colleges and Polytechnics and uphold the same values and principles of the Federation.

## Associate (Individual) Membership

Associate (Individual) membership is open to anyone actively engaged in the delivery of professional and technical education and training, either as training and faculty staff or in support organisations. Individual members form part of the network of practitioners and leaders committed to enhancing the standing and impact of professional and technical education and training across the globe.

Individual Membership operates from July to June and includes the following benefits:

- Participation in WFCP events at the WFCP member discounted registration fees (ie WFCP World Congress, WFCP regional and specialised workshops)
- Opportunity to participate in WFCP Affinity Groups and Task Forces
- Ability to nominate for WFCP Awards of Excellence
- Opportunity to contribute to and receive WFCP newsletter
- Member access to WFCP website to share information with other WFCP members
- Permission to use WFCP logo to demonstrate commitment to the mission and values of the WFCP
- Enter into exchange opportunities with other individual members of WFCP.

## AFFINITY GROUPS

The WFCP's Affinity Groups are formed around shared interests or common goals and are designed to give members a space to collaborate and exchange best practices in their areas of expertise. Each group is led by at least one organisation represented on the WFCP's Board of Directors. WFCP considers Affinity Groups to be highly important as it allows members to foster partnerships and learn from the organisation's vast global membership network.

The Federation's Affinity Groups offer unique opportunities to rapidly develop common innovative solutions by pulling together the best minds from our rich and diverse membership.

### Access to Learning and Employment

The Access to Learning and Employment Affinity Group focuses on support for disadvantaged groups or those who need upgrading before they can attend post-secondary institutions. The group achieves this by supporting the growth and evolution of institutes through an international community of practice.

The group facilitates knowledge sharing and promising practices that enable access to learning and employment for students, in particular those who come from traditionally marginalised communities. The Access to Learning and Employment group also fosters collaboration with industry and employers for work-based learning.

The Access to Learning and Employment group is led by Conif in Brazil.

### Applied Research and Innovation

The Applied Research and Innovation Affinity Group is an established international community of practice. Members share the results and outcomes of applied research projects undertaken by their institutions, as well as exemplary practices related to applied research and innovation.

In the past the group has focused projects on mechatronics, drone technology, additive manufacturing, 3D printing applications, composites, in addition to sustainable water management. Today, to reflect changes of focus in the sector, the Applied Research and Innovation group is organising around some broad themes: the internet of things; application of 3D printing; use of big data by SMEs; sustainable food and water; and, helping SMEs meet the challenges of Industry 4.0.

The Applied Research and Innovation group is led by Tknika of Basque Country.

### Entrepreneurships

The Entrepreneurship Affinity Group was created in response to the growing need for students to develop entrepreneurial skills. The 2017 re-visit of the Shanghai Consensus enshrined the development of entrepreneurial skills in the international community's commitment to professional and technical education and training.

The group seeks to support members as they share best practices related to entrepreneurial content across curriculums and the institutions themselves, as they engage in entrepreneurial endeavours. As the Entrepreneurship group identifies opportunities for staff, instructional and exchanges, they hope to also encourage collaboration on entrepreneurial projects among members.

Colleges and Institutes Canada has the lead on the group, through Ann Marie Vaughan, President of Loyalist College.



## Education for Sustainability (former Green Colleges)

The Green Colleges Affinity Group was established as an international community of practice to aid institutions as they engaged in “greening” activities. As the professional and technical education and training community has responded to the changes in climate through building projects and establishing green policies the group has itself evolved.

The Green Colleges Affinity Group has been rebranded as “Education for Sustainability” with a focus on embedding sustainability into curriculums and program offerings at institutions.

The Education for Sustainability Affinity Group is led by TAFE Directors Australia.

## Higher Technical Skills

The Higher Technical Skills Affinity Group is an established international community of practice that shares knowledge and experience in the development of higher-level professional and technical qualifications to meet the demands of the workforce. The group also engages with employers to proactively respond to changing and emerging occupations.

The group’s institutional members all engage in degree-granting activities which deliver higher level professional and technical qualifications. Group members are engaged in international conferences, research projects, as well as dissemination of best practices.

England’s Association of Colleges leads the Higher Technical Skills group.

## Leadership Enrichment

The Leadership Enrichment group began as “Leadership Development” with the aim of creating an international space for collaboration and professional development for senior leaders in professional and technical education and training.

In 2018, Postsecondary International Network (PIN), a leading organisation of senior leaders in professional and technical education, assumed leadership of the group. With this renewed leadership, the group will focus on enriching the lives of leaders in education. The affinity group supports the growth and evolution of institutions by examining the critical issues affecting professional and technical education and training around the world.

The group is led by PIN board member and Otago Polytechnic CEO, Phil Ker.

## Student Support Services

The Student Support Services Affinity Group promotes international exchanges and cooperation in professional and technical education and training by using practical cases from student support services to learn, demonstrating the latest developments in student support services, and identifying trends related to services that support students. The group offers an outlet for sharing information and experiences, and hosting discussions.

In 2017, the group developed terms of reference that lay out the future plans. As the group continues to develop they will engage in research and professional exchanges. A planned virtual for exchange is also under development.

The Student Support Services Affinity Group is led by CEAI through Joe Li of Qingdao Technical College in China

## Global Skills and Labour Mobility

The Global Skills and Labour Mobility Group fosters global skills to ensure all graduates are ready to engage in global supply chain opportunities.

Despite some recent protectionist policies, different countries' economies are increasingly interconnected. Global trade means that supply chains and talent pools are international. The implications of these trends on education and skills are profound. While the focus for many years has been on the movement of labour, many production and service processes are being commodified and can therefore be produced at different points around the world. In combination with sophisticated internet and communications systems and technologies, this means that companies have a much broader talent pool to choose from. Global or regional codification systems and recognition arrangements are expected to grow in importance.

Globalisation of work means education and skills should be looked at through an international lens.

The group explores issues associated with professional and technical education training in a global context and the implications for institutes.

TAFE Directors Australia leads the group.

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## American Association of Community Colleges (AACC)



**DR. WALTER G. BUMPHUS**

President and CEO

Founded in 1920, AACC is the national voice and primary advocacy organization for the U.S. community colleges. AACC supports and promotes its member colleges through leadership development, policy initiatives, award-winning publications, innovative programs, research, and strategic outreach to business and industry and the national news media.

AACC proudly serves more than 1,100 of the nation's two-year, associate degree-granting institutions through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership development; economic and workforce development; and global and intercultural education. U.S. community colleges enroll nearly half of the country's undergraduates and serve the majority of underrepresented student populations in the United States. Responsive to their local community, community colleges provide innovative, high-quality curriculum for traditional degree programs and workforce education for more than 12-million students annually.

Headquartered in the National Center for Higher Education building in Washington, DC, our staff interacts with legislators and key federal departments and agencies including the U.S. Departments of State, Labor, Education, Energy, Homeland Security, and Commerce, and the National Science Foundation.

### Description

The U.S. community college model has existed for more than 100 years. When first developed, it changed the concept of U.S. higher education from one that served the elite who could afford to leave home and attend a university into one that provides access to affordable high-quality education and training in local communities.

Since their inception, community colleges have played a historic and vital role in breaking down social and economic barriers for millions of Americans. They are innovative and agile institutions adept at meeting local and regional economic and workforce needs and in providing value and service both to individuals and communities. They do this with great expertise through collaboration and partnership with private sector business and industry.

Today's community colleges have evolved into comprehensive institutions that provide the first two years of a university education, workforce development and lifelong learning programs as well as developmental education within a network of more than 1,100 institutions across the nation, which serve more than 12 million students each year. They are non-profit higher education institutions that include public, independent and tribal colleges. The network of community colleges across the nation was originally created to be within commuting distance of every citizen. They vary greatly in size and location. Enrolling nearly half of the nation's undergraduates, community colleges are the largest and fastest growing sector of U.S. higher education. It is also the most diverse sector. Although the majority of students enroll at U.S. community colleges with the intent to transfer into the upper-division at universities, a growing number of community colleges now offer baccalaureate degrees in applied fields, teacher education, and nursing.

### Affiliates

AACC has approximately 27 Affiliated Councils that are independent non-profit organizations representing specific interests within the AACC membership (e.g., research, policy, institutional administration, programming, student success and equity), and that are determined by AACC to be committed to advancing the role of community colleges in serving society consistent with the policies and priorities of the AACC. This service is done through providing specialized services or engaging in activities for or in support of community colleges. Applications for AACC Affiliated Council status are approved by the AACC Board of Directors upon recommendation of the AACC Executive Committee.

In addition to their members attending the AACC Annual Convention, many AACC Affiliated Councils hold their own separate annual conferences. Visit the AACC website for more information about the AACC Affiliated Councils.

### Delivery

The U.S. higher education system is decentralized. Community colleges and 4-year colleges and universities are accredited by the same regional accreditation agencies that are recognized by the U.S. Department of Education. Regionally accredited community colleges offer a comprehensive array of academic 2-year degree programs and Career and Technical Education (CTE) certificate programs as well as life-long learning and developmental education including high school completion programs and, in some cases, joint high school diploma-associate degree programs

### Students

More than 12 million students are enrolled in U.S. community college.

### Staff

- 386,000 teaching staff
- 314,000 administrative support staff

**Contact** Wayne Wheeler, Director of International Programs and Services - [wwheeler@aacc.nche.edu](mailto:wwheeler@aacc.nche.edu)

**Website** [www.aacc.nche.edu/](http://www.aacc.nche.edu/)

### Conferences

The AACC Annual Convention is held in April each year. The next AACC Convention is scheduled for April 13-16, 2019, in Orlando, Florida (USA).

The annual AACC Workforce Development Institute (WDI) is held at the end of January each year. The next WDI is scheduled for January 30 - February 2, 2019, in San Diego, California (USA).

## Abu Dhabi Polytechnic (AD Poly)



**DR. ALI HILAL AL NAQBI**

**Director**

The vision of Abu Dhabi Polytechnic is to create skilled professional technologists and engineers capable of performing at the highest international standards to build a knowledge-based economy in the United Arab Emirates.

Abu Dhabi Polytechnic was established by the Institute of Applied Technology in 2010 to offer a dual educational-professional training system with multiple high-tech disciplines (specializations) to produce technologists and engineers to serve the UAE industrial workforce required for Abu Dhabi Economic Vision 2030.

The Abu Dhabi Economic Vision 2030 aims to achieve effective economic transformation of Abu Dhabi Emirate's economic base and bring about global integration and enduring benefits to all. It draws up the framework and content for the process of the development envisaged for the next two decades, and thus, represents a roadmap for economic development of the Emirate. In order to ensure greater focus and precision in the implementation of the policies and initiatives set out in the Economic Vision, a series of five-year economic plans and annual working plans will be developed. These detailed plans will allow for a regular assessment to measure progress against the goals and objectives embodied in the Vision.

### Description

The Institute of Applied Technology (IAT) was founded in 2005 through Royal decree of His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the United Arab Emirates, Ruler of Abu Dhabi, as a corporate body with full financial and administrative independence. The establishment of the IAT was an initiative of General Sheikh Mohamed Bin Zayed Al Nahyan, Crown Prince of Abu Dhabi. His Highness envisioned IAT as a world class Career-Technical Education system that would produce the scientists, engineers and technicians needed for the UAE to build a knowledge-based economy.

To achieve the objectives handed down to it by the Abu Dhabi Executive Council, the IAT relies on best practice teaching and learning processes underpinning a modern curriculum, conducted in state-of-the-art facilities. The aim of the IAT is to create the scientific and professional leaders of the future; therefore, the Institute, its facilities and its outcomes are continually expanding and evolving as the needs of the Emirate and the nation evolve.

The mission of Abu Dhabi Polytechnic is to graduate technologists and engineers with an accredited academic degree and industrially recognized skills and competencies. AD Poly accomplishes this mission through a dual educational-professional training system with multiple high-tech specializations to produce the workforce to serve the UAE, aligned with Abu Dhabi Economic Vision 2030.

A polytechnic is an educational organization that focuses on teaching applied technology rather than academic subjects. The preparation of qualified workforce who can support the Abu Dhabi Economic Vision 2030 requires an effective educational system that integrates academic instructions and a structured hands-on practical training at the workplace. Such integration is by no means an easy task. The Abu Dhabi Polytechnic is modeled after Germany's apprenticeship training programs, more commonly referred to as the dual educational system.

### Affiliates

Abu Dhabi Polytechnic is affiliated with and was established by the Institute of Applied Technology. Member of WFCP.

### Delivery

Abu Dhabi Polytechnic received its license to operate with the Ministry of Higher Education and Scientific Research for the following Course Offerings:

#### *Abu Dhabi Polytechnic - Main Campus*

1. Higher Diploma in Advanced Energy Engineering Technology
2. Applied Bachelor / Higher Diploma in Electromechanical Engineering Technology
3. Applied Bachelor / Higher Diploma in Information Security Engineering Technology
4. Applied Bachelor / Higher Diploma in Petroleum Engineering Technology

#### *Abu Dhabi Polytechnic - Al Ain Campus*

1. Higher Diploma in Aircraft Engineering Technology
2. Higher Diploma / Diploma in Aircraft Maintenance
3. Higher Diploma / Air Traffic Management (ATM)

### Students

1653 Students

### Staff

190

**Contact** Dr. Ali Hilal Al Naqbi: [ali.alnaqbi@adpoly.ac.ae](mailto:ali.alnaqbi@adpoly.ac.ae)

**Website** [www.aacc.nche.edu/](http://www.aacc.nche.edu/)

### Conferences

- TVET Week
- Engineering National Qualifications Symposium & Workshop
- Emirates Skills

## Association of Colleges (AoC)



**DAVID HUGHES**

Chief Executive

The Association of Colleges is the national voice for further education, sixth form, tertiary and specialist colleges in England. AoC is a not-for-profit membership organisation established in 1996 by colleges, for colleges. Our members make up almost 95% of the sector - transforming 2.2 million lives each year.

### Description

Acting as the collective voice, AoC represents and promotes the interests of colleges, and provides our members with high-quality professional support services, including training, events, and recruitment. AoC is the first port of call when seeking information about English colleges. We also work with colleges in Wales, Scotland and Northern Ireland.

*Our Vision* - great colleges transforming lives and communities and meeting employer needs through teaching and learning for student success.

*Our Mission* - champion and support the sector by enhancing colleges' reputation, leading policy thinking, influencing decision-makers and advising Working with members in developing policy and enhancing the profile and reputation of colleges.

### Affiliates

- AoC Create
- AoC Sport
- AoC Charitable Trust

### Delivery

AoC represents colleges nationally and influences Government and its agencies on policies affecting the sector and their students and staff at national and regional levels. We also provide members with professional support services, including expert advice lines for:

- Employment
- Communications
- Governance
- Teaching and Learning

**Students** 2.2 million

**Contact** [enquiries@aac.co.uk](mailto:enquiries@aac.co.uk)

2-5 Stedham Place  
Off New Oxford Street  
London WC1A 1HU

+44 20 7034 9900

**Website** [www.aoc.co.uk/](http://www.aoc.co.uk/)

### Conferences

AoC Annual Conference and year-round events and training for colleges:

- [www.aocannualconference.co.uk](http://www.aocannualconference.co.uk)
- [www.aoc.co.uk/events](http://www.aoc.co.uk/events)



## Bow College



**LAURA JO GUNTER**  
President and CEO

As Alberta's largest community college and a proud partner in Campus Alberta, Bow Valley College serves 15,000 learners each year in Calgary and throughout southern Alberta. We offer year-round career certificate, diploma, post-diploma and post-baccalaureate programs as well as high school upgrading and English language learning.

Bow Valley College is engaging in various research projects across several major disciplines, developing an innovative education-technology business accelerator, and helping to shape the future of education by implementing industry recognized micro-credential programs. We also offer a range of career services, and specialized services to support newcomers to Canada with securing viable careers and professional accreditation. Bow Valley College delivers programs and skills that make you think in new and creative ways, removing barriers to fulfilling and lasting employment, all in the pursuit of getting every learner 'work ready'. Fast, focused, and flexible – that's the reality of a Bow Valley College education.

### Description

#### *Vision:*

We open doors and open minds by creating opportunities for learners, employees, employers, and communities, and by shaping the future of college education.

#### *Mission:*

To include all learners. To challenge our thinking. To remove barriers. To provide opportunity. To make all learning count.

#### *Values:*

Respect, Inclusion, Creativity, Teamwork, Resilience

### Delivery

Bow Valley College offers year-round career certificate, diploma, post-diploma and post-baccalaureate programs as well as high school upgrading and English language learning. We also offer a range of career services, and specialized services to support newcomers to Canada with securing viable careers and professional accreditation.

**Students** 15,000

**Staff** 600

**Contacts** Tristan Cole  
International Development Officer  
[tcole@bowvalleycollege.ca](mailto:tcole@bowvalleycollege.ca)  
1-403-410-1715

**Website** [bowvalleycollege.ca/](http://bowvalleycollege.ca/)

### Conferences

Social Innovation Research in Alberta: Reports from the Field 2018 Symposium (October 26, 27, 2018)

## Burton and South Derbyshire College (BSDC)



### DAWN WARD CBE

Chief Executive and Principal

BSDC is a leading College based centrally within the UK. The College has an expansive curriculum ranging across many sectors and provides education and training from entry to post graduate levels. The College works with over 600 employers annually supporting the development of their workforce and securing tangible bottom line benefits through increased productivity.

The College has approximately 5,000 learners and recruits internationally from countries such as the USA, South Korea, Japan and China. BSDC is an equal shareholder in HSBA – a Saudi registered company managing the successful International Technical College (ITC) in Jeddah. The College has won many awards including the Greater Birmingham Chamber of Commerce award for International excellence and the World Federation of Colleges and Polytechnics (WFCP) Award for Higher Technical Skills.

### Description

The College's strategic objective is to Create the Skills of tomorrow. We do this by working hand in hand with industry and blue-chip employers to shape our curricula to meet the needs of tomorrow's economies. We effectively link technical education with the employability skills employers are looking for through the BSDC Skills Promise. This effective mix of skills, competence and attitudinal training gives BSDC learners an unrivalled opportunity to secure and sustain meaningful employment that provides future success and ensures an ongoing and beneficial contribution to the local economy.

### Affiliates

The College engages with all aspects of the UK and international vocational/technical education system. We are members of the Chartered Institution for Further Education (CIFE) and the Association of Colleges (AoC). We are effective in engaging with three Local Enterprise Partnerships in the UK and are members of the WFCP.

### Delivery

SDC delivers technical and vocational training in all areas other than land-based sectors. We offer provision from entry level to post graduate and professional courses. Our learners range from school leavers to adults and businesses seeking increased productivity through the skills development of their workforce.

### Students

5,000

### Staff

191 faculty staff and 209 admin staff

**Contact** John Beaty, Deputy Principal Corporate Relationships: [john.beaty@bsdc.ac.uk](mailto:john.beaty@bsdc.ac.uk)

**Website** [www.bsdc.ac.uk/](http://www.bsdc.ac.uk/)

### Conferences

BSDC holds many employer facing conferences ensuring businesses understand the skills landscape and engage within it for the benefit of their employees and business.



## Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA)



**ALH. MAS'UD ELELU**  
**Chairman, CAPA Executive Board**

The Commonwealth Association of Polytechnics in Africa was established in 1978, following a resolution of the 7<sup>th</sup> Conference of Commonwealth Education Ministers that was held in 1977 in Ghana. Its mandate is to support professional and skills development and to promote policy advocacy in favour of TVET.

The headquarters of CAPA is based in Nairobi under a diplomatic agreement with the Government of Kenya. In 2015, the name of the organisation was amended to Commonwealth Association of Technical Universities and Polytechnics in Africa, to emphasise the inclusiveness of a significant number of its members that were transformed to technical universities. Over the years, CAPA has grown to be a rallying point for educational institutions that have a focus and orientation towards technical / technological education and training.

### Description

CAPA's vision is to be an influential voice and driver of initiatives in Africa for technical education and skills development; while its mission is to provide a dynamic forum for (i) promotion of curriculum development to equip students with relevant employability skills (ii) promotion of capacity building initiatives through gathering and sharing of knowledge and ideas in TVET (iii) policy analysis and advocacy in favour of skills development for wealth creation and (iv) promotion of applied research and innovation for economic growth and development.

In pursuit of the vision and mission, CAPA is committed to working closely with similar organisations, governments and agencies, intergovernmental organisations, development partners, industry, employers of labour, NGOs and relevant stakeholders worldwide.

### Affiliates

CAPA's membership demonstrates a well-integrated association of about 200 institutions. The membership includes technical universities, polytechnics and technical colleges that are focused on sound practical training, to adequately prepare its graduates for employment through their impressive profile of engineering, technical and business programmes at degree, diploma and professional levels. The distribution of CAPA membership across the countries is as follows:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Gambia (1)</li><li>• Ghana (10)</li><li>• Kenya (66)</li><li>• Lesotho (1)</li><li>• Malawi (9)</li><li>• Mozambique (3)</li><li>• Namibia (1)</li></ul> | <ul style="list-style-type: none"><li>• Nigeria (68)</li><li>• Rwanda (1)</li><li>• Sierra Leone (3)</li><li>• South Africa (1)</li><li>• Tanzania (13)</li><li>• Uganda (1)</li><li>• Zambia (21)</li></ul> |
|--|--|

### Delivery

The services of CAPA to its members and stakeholders include:

- Capacity development through conferences, training workshops and seminars
- Curriculum review and development
- Benchmarking of curriculum and teaching facilities
- Staff exchange and fellowships
- Publication of Scientific Journal of Technical and Vocational Education
- Publication of book series on Issues in TVET

- Management and Leadership training for managers of TVET institutions
- Organisation of Youth in TVET
- Promotion of benchmarking and harmonisation of CBET
- Promotion of benchmarking and harmonisation of NVQF
- Facilitation of partnerships and collaboration among member institutions
- Advocacy in favour of TVET and CAPA member institutions

### Students

CAPA does not enrol students. This is done by individual CAPA member institutions and/or respective government placement agencies.

**Contact** The Secretary General  
Commonwealth Association of Technical Universities and Polytechnics in Africa  
c/o The Technical University of Kenya: Haile Selassie Avenue  
P. O. Box 52428 – 00200, Nairobi, KENYA  
Telephone: +254-20-3343672/251300; Cell phone: +254-792-688383  
E-mail: [info@capa-sec.org](mailto:info@capa-sec.org)

**Website** [www.capa.edu.au/](http://www.capa.edu.au/)

### Conferences

CAPA holds international conferences and series of regional and country-based workshops on various themes. The more recent conferences include:

- **Issues of Industrial Development** (Mombasa, May 2012)
- **Youth Unemployment** (Lusaka, November 2012)
- **Regional Cooperation in TVET** (Banjul, 2013)
- **Aligning Skills to meet the Labour Market Needs in Africa** (Arusha, November 2013)
- **Developing Competent Workforce for Agriculture and Manufacturing Industries** (Abuja, June 2014)
- **Competency-based Education and Training and Green Skills for Work and Life in Post-2015 Africa** (Entebbe, November, 2014)
- **Innovative Management in TVET Institutions** (Livingstone, June 2015)
- **Enhancing Partnerships between Training Institutions and Industry in Africa** (Kumasi, Dec 2015)
- **Strategic involvement of TVET institutions towards attaining post – 2015 sustainable development goals in Africa** (Mombasa, June 2016)
- **Evolving transformational leadership and innovative management in TVET for sustainable development in Africa** (Lilongwe, December 2016)
- **Issues and strategies for achieving accelerated industrialization in Africa: the role of TVET** (Cape Town, April 2017)
- The just concluded 40th Anniversary International Conference held in Abuja, August 2018 was on **Enhancing Technical capacity and Partnerships for Industrial and Sustainable Economic Development in Africa**.

## The Council of Community Colleges of Jamaica (CCCJ)



**DONNA POWELL WILSON**

**Executive Director**

The Council of Community Colleges of Jamaica (CCCJ) is a statutory agency under the Ministry of Education, Youth and Information, formed by an Act of Parliament to coordinate and supervise the work of Community Colleges in Jamaica. The CCCJ plays a crucial part in ensuring that quality higher education is affordable and accessible to all Jamaicans.

### Description

The Council comprises representatives of Community Colleges and other sectors of the tertiary and secondary education systems, as well as members of the business community. There are five Community Colleges, three Multidisciplinary Institutions and one Polytechnic College offering various types and levels of education and training. There are also established partnerships with Community Colleges outside of Jamaica, to include Anguilla, Turks and Caicos Islands and Bahamas.

We continue to make an invaluable contribution to national and regional development by ensuring the integrity of the range of certificates, associates, bachelor's and post graduate degree programmes offered at our institutions across the island.

### Affiliates

Our organisation engages stakeholders involved in the provision of tertiary education and vocational training in Jamaica. **Associate member institutions** are Bethlehem Moravian College, Brown's Town Community College, College of Agriculture, Science and Education, Excelsior Community College, Knox Community College, The Moneague College, Montego Bay Community College, Portmore Community College and Trench Town Polytechnic College. **Affiliate member institutions** include Anguilla Community College, Turks and Caicos Islands Community College and Bahamas Baptist Community College.

### Delivery

- i. Curriculum development and review at the professional certificate, Associate, Bachelor and Post Graduate degree levels.
- ii. Examinations and Assessment
- iii. Certification/Awards
- iv. Prior learning assessment

**Students** 8,000

**Contact** Donna Powell Wilson | [dpowellwilson@cccj.edu.jm](mailto:dpowellwilson@cccj.edu.jm)  
1 876-809-4667 or 1 876-948-6900-2

**Website** [cccj.edu.jm/](http://cccj.edu.jm/)

### Conferences

The CCCJ's International Academic Conference is held every January, with 2019 scheduled for Montego Bay, Jamaica, under the theme "CCCJ: Forging Pathways for Future Employment."

A Professional Development Workshop, held annually in June for faculty members and others in the education sector is geared towards keeping them abreast of changing trends in education, other seminars and workshops are conducted for personal growth of participants.

## CHAIN5 (Europe) / Leido (the Netherlands)



**HANS DAALÉ**

President

Leido is a (private) national network in the Netherlands that focuses on activities related to the design of 'lifelong learning'. The focus is on levels 4 and 5 of the European Qualifications Framework (EQF), and especially on what is important for VET and HE (professional).

The members of Leido (no membership fee, just paying in time by contributing to our activities) work at institutions for VET and HPE, and all kinds of organizations involved in vocational education in the Netherlands. Leido was founded in 1999 and, partly due to the independence of issues that are more politically and strategically treated, has managed to set things in motion. By using the experts in Leido, working in VET and HE, we were able to achieve many results in order to arrive at a well-functioning flexible system.

CHAIN5 was founded in 2013 on the initiative of Leido and is still managed in this way. Also, the administration of it is in the hands of Leido.

CHAIN5 is a community of practice for level 5 qualifications, part of the so-called European Level 5 Area. In this way this community is asked by other organisations, networks and associations to contribute to the strong dynamic discussions about the role of level 5 in a lot of countries. The upskilling of youngsters and adult learners, needed for the 'jobs of the future' is a hot topic and the permeability between VET and HE (and levels 4 and 6) is high on the agendas.

### Description

Leido has been involved in the introduction of the Short Cycle HE in the Netherlands (the Associate degree) in 2006, by starting the discussion about it. Since January 2018, it is a stand-alone and fully recognised 2-year study programme, making the Dutch system more flexible for a lot of learners. It is an alternative to the 4-year Bachelor's programme, knowing after having completed a Ad-programme there is a possibility for getting a Bachelor's degree in two years.

We have also been the driving force behind the discussion for having Regional Associate Colleges in the Netherlands, to be seen as Community Colleges European Style. The numbers of Ad-students are growing very fast now.

CHAIN5 will start in 2019 with a European wide process to gain more attention for the European Level 5 Area, with support of governments, European associations and other partners. This means also that member states of the EU can make use of the outcomes of this process, for their national systems.

### Affiliates

Leido is a member of the European Association of Higher Education Institutions (EURASHE), involved in the Bologna Process and the European Higher Education Area. We are contributing to the activities that are related to Lifelong Learning and flexibility of the systems.

Leido is a member of WFCP

We have around 1320 members in the Netherlands.

CHAIN5 is involved in European projects. For issues related to VET CHAIN5 is operating under the umbrella of EURASHE in the platform VET4EU2 (the four VET associations in Europe and two HE associations). This means that there are meetings with Directorate-General EAC

(Education, Youth, Sport and Culture) of the European Commission. We are also participating in the European Vocational Skills Week and all kind of events organised by the member states acting as the Presidency of the Council of the European Union.

CHAIN5 has around 275 members from 30 countries.

### Delivery

Leido delivers for its Dutch members support for topics that are important to make LLL better, more flexible and based on the demand of the world of work. There are also seminars, workshops and conferences for them.

CHAIN5 is doing the same, at the European level, more and more recognised by other stakeholders and organisations in Europe. We are also involved in international study trips to the US and China and for experts from those countries to Europe.

**Contact** [info@leido.nl](mailto:info@leido.nl)

**Websites** [www.leidoacademy.nl](http://www.leidoacademy.nl) and [www.chain5.net](http://www.chain5.net)

### Conferences

There is an annual conference, in Spring. See our website for other events and activities.

## China Education Association for International Exchange (CEAIE)



**ZHAO LINGSHAN**  
Secretary-General

Founded in July 1981 and registered at the Ministry of Civil Affairs (MOCA) in 1991, China Education Association for International Exchange (CEAIE) is committed to international educational exchanges and cooperation.

### Description

CEAIE has a full commitment to meeting the needs of China's modernization drive, developing exchanges and cooperation between the Chinese educational community and other parts of the world, promoting the advancement of education, culture, science and technology and strengthening understanding and friendship among the peoples of all countries and regions of the world.

### Affiliates

Sub-committees:

- Committee on Chinese-foreign Cooperation in Education
- Committee on Self-Funded Study Abroad Service
- Vocational Education Committee
- Volunteer Committee for Intercultural Education
- Committee for Teachers In-service Training
- Educational Equipment Committee
- Secondary Education Committee for International Exchange
- Non-State-Run Education Committee
- International Medical Education Committee
- Committee for Educational and Cultural Creative Industries
- Universities of Applied Science Committee

### Delivery

1. Partnership programs, such as Path-pro program
2. Capacity building/training programs, such as Vocational Education Leadership Training Program
3. Government-related programs and activities, such as China-US Vocational/Community Colleges Presidents Dialogue

**Contact** Yu Youngen: [yuyougen@ceaie.edu.cn](mailto:yuyougen@ceaie.edu.cn)

**Website** [www.en.ceaie.edu.cn/](http://www.en.ceaie.edu.cn/)

### Conferences

China Education Association for International Exchange (CEAIE) has been organizing China Annual Conference for International Education (CACIE) since the year 2000. Each year, the theme of CACIE is well designed according to hot topics and tendency related with education.

CACIE is a high-level platform of policy consultation, academic & information exchange, exhibition, networking and program development.



## Colleges and Institutes Canada (CICan)



**DENISE AMYOT**  
**President & CEO**

Founded in 1973, **Colleges and Institutes Canada (CICan)** is the national and international voice of Canada's publicly supported colleges, institutes, cégeps and polytechnics.

CICan and its members are committed to driving Canadian prosperity by being global leaders in applied education and partnered innovation. CICan is also the pan-Canadian UNESCO-UNEVOC centre and secretariat of the World Federation of Colleges and Polytechnics (WFCP).

Through its many national and international programs, CICan continues to champion the innovations, applied research, international development, and the employment/entrepreneurial opportunities that are created by its member institutions and partners all over the world.

The association is committed to quality education and skills development opportunities for all Canadians as a means to maximize labour market participation and support Canada's prosperity.

### Description

Canada's extensive network of colleges, institutes, cégeps and polytechnics serves communities across the entire country. They play an essential role in accelerating inclusive, broad-based growth and reducing economic and social disparities by ensuring Canadians have the skills they need to succeed and play an active role in the innovation ecosystem.

CICan advocates as the collective voice of colleges and institutes, working with governments, industry and stakeholders to ensure all Canadians have access to training opportunities that will prepare them for a fulfilling career in the field of their choice.

CICan also links member institutions to partners all around the world via our international programs in many countries, such as [Education for Employment](#). Our members' expertise contributes to reducing poverty and inequality, especially for women, youth, and disadvantaged populations, by transforming post-secondary education systems and providing employment-based training.

In addition to its large programs, such as [Career-Launcher Internships](#), CICan also runs a suite of internationally recognized [Leadership Institutes](#) that draw on the latest leadership concepts and experience to prepare participants to successfully lead in the college and institute system.

### Affiliates

CICan represents Canada's publicly funded colleges and institutes. A complete list of members is available at [www.collegesinstitutes.ca/our-members](http://www.collegesinstitutes.ca/our-members)

### Delivery

Canada's extensive network of colleges and institutes serves students in urban, rural, remote and northern communities all over the country thanks to more than 420 campuses and 80 additional learning, training or access centres. 95% of all Canadians and 86% of Indigenous people live within 50km of a college or institute location

They provide over **10,000 different education and training programs** to a broad range of students, from recent high school graduates and adult learners, to new Canadians and university graduates.

Colleges and institutes across Canada are also the primary access point to post-secondary education for First Nations, Inuit and Métis learners, and are deeply engaged in advancing reconciliation. They work in close partnership with local Indigenous communities to remove barriers to education for learners and promote a culture of respect and inclusion.

Thanks to strong ties within their communities, colleges and institutes also play an essential role in supporting local **economic growth** and **innovation** with their **applied research**. In 2016-2017, colleges and institutes reported almost 7,300 research partnerships with government, the private and non-profit sectors, creating 700 new products, 1400 prototypes, 500 processes and 350 services, all in less than one year.

### Students

CICan members serve approximately **730,000 students** in urban, rural, remote and northern communities across Canada

**Contact** [info@collegesinstitutes.ca](mailto:info@collegesinstitutes.ca)

**Website** [www.collegesinstitutes.ca/](http://www.collegesinstitutes.ca/)

### Conferences

CICan hosts its **Annual Conference** in April/May (with many international delegates among the roughly 950 attendees) as well as various fora and symposia throughout the year, including: **Leaders Forum**, **Applied Research Symposium**, and **Indigenous Education Symposium**.

All events can be found at [www.collegesinstitutes.ca/events/](http://www.collegesinstitutes.ca/events/)

## ColegauCymru / CollegesWales



**LESTYN DAVIES**  
Chief Executive

ColegauCymru is the post compulsory education charity that represents the 13 further education (FE) colleges and institutions in Wales. In 2014/15 more than 150,000 learners were enrolled at further education institutions in Wales.

### Description

Our mission is "Promoting world-class education, training and skills outcomes for all post-compulsory learners in Wales".

Through CollegesWales, colleges are represented on various committees, working parties and other groups that influence and shape policy in post-16 education and life-long learning. In the main, CollegesWales' senior staff serve as the representatives on these groups. Individual board members, principals, and senior staff from member colleges may also be nominated by the CollegesWales board, chief executive, or by a CollegesWales network to represent colleges on particular areas of policy or committees

### Affiliates

- Coleg Gwent
- St Davids Catholic College
- Cardiff and Vale College
- Coleg Cambria
- Coleg y Cymoedd
- Coleg Sir Gar
- Grwp Llandrillo Menai
- Coleg Ceredigion
- Pembrokeshire College
- Bridgend College
- NPTC Group of Colleges
- The College Merthyr Tydfil
- Addysg Oedolion Cymru / Adult Learning Wales

### Delivery

Committed to education, acting as the collective voice, we represent and promote the interests of colleges and FE institutions, and provide our members with high-quality professional support services.

CollegesWales / ColegauCymru influences and shapes government policy, including the allocation of public resources and the development and implementation of the post-compulsory education and training agenda.

Focussed support to the sector on areas including sport, international activity, ALN and Welsh language.

**Staff** 12

**Contact** Sian Holleran - [Sian.holleran@collegeswales.ac.uk](mailto:Sian.holleran@collegeswales.ac.uk)

**Website** [www.collegeswales.ac.uk/](http://www.collegeswales.ac.uk/)

### Conferences

- Annual Conference – June 2019
- 3 x Cross Party Group meetings per term – invitation only
- ALN Conference
- Sport Conference
- International seminars and conference
- Teaching and Learning conference

## CONIF (National Council for the Federal Network of Vocational, Scientific and Technological Education Institutions)



**ROBERTO GIL RODRIGUES ALMEIDA**

President

Created in 2009, the National Council for the Federal Network of Vocational, Scientific and Technological Education Institutions (Conif) assembles the group of federal institutions of Vocational, Scientific and Technological Education of Brazil, present in all federation units. It is a place for discussion, deliberation and promotion of development policies to professional and technological training, research and innovation

The appreciation, strengthening, defense and consolidation of vocational professional, scientific and technological institutions are the main goals of the Council as it participates in the debate and in the political and executive defense of the public perception of professional and technological education. As a representative entity of the Federal Network institutions, Conif acts with different societal organizations, Legislative Power and, frequently, helps the Ministry of Education (MEC, in Portuguese) in the planning of actions and projects designed to evolve Brazilian vocational education, effectively participating in the articulation to the creation of the Federal Institutes (Law n 11.892/2008).

Conif is responsible for leading and supporting the Network, besides working continuously for improvements in infrastructure and work conditions to public servants, with the objective of maintaining the recognized learning excellence attributed to the institutions, which offer free vocational education in several levels and modalities.

As an important driver of Brazil's vocational and technological education model, Conif works in cooperation with several countries and organizations, including the Community of Portuguese Language Countries (CPLP). It is a partner of the World Federation of Colleges and Polytechnics (WFCP), Organization of Ibero-American States (OEI), and one of the representatives of the International Center for Technical and Vocational Education and Training (Unesco-Unevoc) in Brazil.

Mission: To strengthen Federal Network institutions through political coordination and representation initiatives aimed at enhancing vocational, scientific and technological education that is public, free, high quality and socially approved

### Description

Conif's goals are to value, strengthen and consolidate its 41 member institutions – 38 Federal Institutes of Education, Science and Technology, two Federal Centers for Technological Education (Cefets), and the Pedro II School – spread over 568 municipalities in all Brazilian federative units. Together, these institutions total 644 campuses across rural and urban areas all over Brazil. They have around 1 million students and employ 70,000 people, including faculty members and technical-administrative staff.

The Federal Network of Vocational, Scientific and Technological Education offers state-of-the-art vocational training at different levels – from basic education to postgraduate studies. The focus on regional development and on citizenship awareness-raising is present in more than 9,000 courses aimed at meeting the needs of local productive arrangements and bringing together vocational education, applied research, innovation and technology transfer.

Modern, connected and interactive, the Network invests in the internationalization of vocational education. In the last years, partnerships with learning institutions in more than 30 countries – Mozambique, Uruguay, Canada, USA, United Kingdom, Finland, France, etc. – have opened opportunities in mobility and in scientific and academic interchange, offering new experiences to students and teachers and staff, besides participating actively in projects of technical cooperation which promote the institutional enhancement and the interchange of good practices with countries like Cape Verde, Benin and Portugal.

Committed to Brazil's development, the Network has been effective in the implementation of governmental policies, which objective is to intensify the work qualification process, contributing to a more fair and equalitarian country, by means of social inclusion, via professional qualification.

In order to increase national industrial competitiveness and productivity, the Federal Network has nine Innovation Hubs that base their actions on the development of applied research. These units are formed by laboratories operated in partnership with the Brazilian Agency for Industrial Research and Innovation (Embrapii). Projects are carried out by students, teachers, industry professionals and researchers in Brazil and around the world.

## Affiliates

Acre: [www.ifac.edu.br](http://www.ifac.edu.br)  
Alagoas: [www.ifal.edu.br](http://www.ifal.edu.br)  
Amapá: [www.ifap.edu.br](http://www.ifap.edu.br)  
Amazonas: [www.ifam.edu.br](http://www.ifam.edu.br)  
Bahia: [www.ifba.edu.br](http://www.ifba.edu.br)  
Baiano: [www.ifbaiano.edu.br](http://www.ifbaiano.edu.br)  
Brasília: [www.ifb.edu.br](http://www.ifb.edu.br)  
Catarinense: [www.ifc.edu.br](http://www.ifc.edu.br)  
Ceará: [www.ifce.edu.br](http://www.ifce.edu.br)  
Cefet – Minas Gerais: [www.cefetmg.br](http://www.cefetmg.br)  
Cefet – Rio de Janeiro: [www.cefet-rj.br](http://www.cefet-rj.br)  
Colégio Pedro II (RJ): [www.cp2.g12.br](http://www.cp2.g12.br)  
Espírito Santo: [www.ifes.edu.br](http://www.ifes.edu.br)  
Farroupilha: [www.iffarroupilha.edu.br](http://www.iffarroupilha.edu.br)  
Fluminense: [www.iff.edu.br](http://www.iff.edu.br)  
Goiano: [www.ifgoiano.edu.br](http://www.ifgoiano.edu.br)  
Goiás: [www.ifg.edu.br](http://www.ifg.edu.br)  
Mato Grosso: [www.ifmt.edu.br](http://www.ifmt.edu.br)  
Mato Grosso do Sul: [www.ifms.edu.br](http://www.ifms.edu.br)  
Maranhão: [www.ifma.edu.br](http://www.ifma.edu.br)

Minas Gerais: [www.ifmg.edu.br](http://www.ifmg.edu.br)  
Norte de Minas: [www.ifnmg.edu.br](http://www.ifnmg.edu.br)  
Pará: [www.ifpa.edu.br](http://www.ifpa.edu.br)  
Paraíba: [www.ifpb.edu.br](http://www.ifpb.edu.br)  
Paraná: [www.ifpr.edu.br](http://www.ifpr.edu.br)  
Pernambuco: [www.ifpe.edu.br](http://www.ifpe.edu.br)  
Piauí: [www.ifpi.edu.br](http://www.ifpi.edu.br)  
Rio de Janeiro: [www.ifrj.edu.br](http://www.ifrj.edu.br)  
Rio Grande do Norte: [www.ifrn.edu.br](http://www.ifrn.edu.br)  
Rio Grande do Sul: [www.ifrs.edu.br](http://www.ifrs.edu.br)  
Rondônia: [www.ifro.edu.br](http://www.ifro.edu.br)  
Roraima: [www.ifrr.edu.br](http://www.ifrr.edu.br)  
Santa Catarina: [www.ifsc.edu.br](http://www.ifsc.edu.br)  
São Paulo: [www.ifsp.edu.br](http://www.ifsp.edu.br)  
Sergipe: [www.ifs.edu.br](http://www.ifs.edu.br)  
Sertão Pernambucano: [www.ifsertao-pe.edu.br](http://www.ifsertao-pe.edu.br)  
Sudeste de Minas Gerais: [www.ifsudestemg.edu.br](http://www.ifsudestemg.edu.br)  
Sul de Minas Gerais: [www.ifsuldeminas.edu.br](http://www.ifsuldeminas.edu.br)  
Sul-rio-grandense: [www.ifsul.edu.br](http://www.ifsul.edu.br)  
Tocantins: [www.ifto.edu.br](http://www.ifto.edu.br)  
Triângulo Mineiro: [www.iftm.edu.br](http://www.iftm.edu.br)

## Delivery

Innovative and unique vocational and technological education model

- Inclusive potential
- Incentives to creativity, innovation and a vision of the future
- High levels of technology transfer applied to products and processes through technological extension programs
- Courses focused on the needs of local productive arrangements
- Training professionals of excellence through citizenship awareness
- Encouraging capacity building for staff
- Policies that are consistent with promoting applied research, innovation and capacity building
- Present at all vocational and technological education levels
- Fifty per cent of all places reserved for secondary level technical students
- At least 20% of all places allocated to teacher training
- Around 30% of all places reserved for technology, bachelor's and engineering undergraduates, and for graduate students (master's and doctorates)

**Students** 1,925,412 students - [www.plataformanilopecanha.org](http://www.plataformanilopecanha.org)

**Staff** Federal Network: 34 863 staff - 43 932 teachers | [www.plataformanilopecanha.org/](http://www.plataformanilopecanha.org/)

**Contact** Roberto Gil Rodrigues Almeida, President: [presidencia@conif.org.br](mailto:presidencia@conif.org.br)  
Wilson Conciani – Conif's representative at WFCP: [wilson.conciani@ifb.edu.br](mailto:wilson.conciani@ifb.edu.br); [internacional@conif.org.br](mailto:internacional@conif.org.br)  
Ana Carolina Oliveira – international advisor: [internacional@conif.org.br](mailto:internacional@conif.org.br)

**Website** [portal.conif.org.br/br/](http://portal.conif.org.br/br/)

## Conferences

- Annual Meeting of Leaders of the Federal Institutions of Vocational, Scientific and Technical Education (Reditec)
- Brazilian Games of the Federal Institutions of Professional and Technological Education (JIF)
- Workshop on Teaching, Research, Extension and Innovation
- North-East Congress of Research, Innovation and Post-Graduation
- Conecta IF



**WFCP**  
World Federation of  
Colleges and Polytechnics

## Duoc UC



**RICARDO PAREDES**

**Rector**

The objective of Duoc UC is to provide a quality technical and comprehensive education that responds to the industry needs in a globalized world as well as to contribute both to the development of the country and to extend access to higher education.

### *Mission/Vision*

**Mission:** To form people in technical and professional fields with a solid ethical based inspired by Christian Values, capable of acting with success in the world of work and engaged to the development of society.

### *Vision*

To be recognized as a category itself in the field of higher professional technical education.

### *Description*

Duoc UC is a private, professional, nonprofit institute, founded in 1968 by the Pontificia Universidad Catolica de Chile. It is one of the biggest and more important institutions of higher education in Chile, with more than 97,000 students, 9 schools and 82 programs. Its 17 campuses are located in the 3 more developed regions of the country.

Duoc UC is focused on the model of “learn by doing,” aligning study programs with the industry needs and providing the students with the most modern facilities. Its educational programs facilitate the inductive methodology and emphasize the practical aspects of the learning process. Duoc UC academic project seeks excellence in quality, which implies the provision of social, labor and cultural education to all students.

For Duoc UC, the value of its graduates is measured by their productivity, and thus by their competences. For this reason, the development of the curriculum is based on information provided by the industry, with whom Duoc UC maintains a close relationship. To ensure that the curriculum stays up to date with the labor market needs, the schools have business councils comprised of industry representatives.

In 2017, Duoc UC granted for the second time the accreditation for 7 out of 7 years by the Comisión Nacional de Acreditación CNA (National Accreditation Agency), which certifies the quality of the educational project and its relevance among the rest of the Chilean institutions of higher education. Duoc UC is the only TVET institution in Chile that is accredited in the area of Community Engagement

In 2016, Duoc UC received the ICARE Award. ICARE is a private non-profit corporation that seeks to foster Chilean entrepreneurship. This award—one of the most remarkable of the country—was given to Duoc UC for its long and significant contribution to the development and progress of Chile, delivering technical and professional education of excellence to thousands of people, thus being an effective tool for social mobility

## Delivery

### Regular Tasks

- To form people in professional and technical fields through an educational model that complements both theoretical and hands-on learning activities.
- To keep an updated curriculum as well as teaching methods in order to be aligned with the needs of the labor market through an intense work of partnership with the industry.
- To design strategies and actions for a strong community engagement.
- To manage national and international professional practices and internships programs for students
- To provide soft skills (employment skills) to the students that complements the disciplinary competences of the specific working positions.
- To strengthen the development of a technical and professional Chilean education through an active participation in the national discussion about TVET.
- To provide Continuing Education to all of those who need to be updated in their working positions. Duoc UC has recently opened a specific campus for just offering life-long learning courses.

### Periodicals

- Annual report
- Revista "Somos Duoc" ("We are Duoc" magazine)
- Daily newsletter

### National and international activities

The 9 schools and 17 campuses of Duoc UC carry out more than 170 activities each year, which cover a wide range of contents. In these activities participate teachers and students and are mainly engaged both with the industry and the community.

**Students** 102,000

**Staff** Teachers: 2,500  
Staff: 4,000

**Contact** Rodrigo Nunez: [rnunez@duoc.cl](mailto:rnunez@duoc.cl)

**Website** [www.duoc.cl/sedes/sede-san-carlos-de-apoquindo](http://www.duoc.cl/sedes/sede-san-carlos-de-apoquindo)

**Conferences** Summit of International Education

International Conference organized along with the Catholic University of Chile

## Global Education Network (GEN)

### Introduction

The **Global Education Network** is a collaboration of premier post-secondary education institutions providing students with a unique international learning experience. Currently the Network has 4 member colleges: Kirkwood Community College in Cedar Rapids, Iowa USA; Box Hill Institute in Melbourne Australia; Institute of Technical Education (ITE) in Singapore; and Southern Alberta Institute Technology in Calgary, Canada.

The Mission of the Global Education Network is to enhance innovative global learning and collaborative opportunities for students and member institutions in line with the GEN Strategic Plan Key Result Areas (KRA):

- Develop GEN Students to be internationally-aware and inter-culturally competent.
- Enhance professional and pedagogical capabilities of GEN faculty/staff to support learning in a global society.
- Develop GEN as a premier network of post-secondary institutions.

### Member Colleges

**Box Hill Institute** is a leading Victorian vocational and higher education provider known for its collaborative and creative approach to education in Australia and overseas. It offers courses from secondary school level to certificates, bachelor's degrees, and postgraduate qualifications. Classes are led by industry experts in state-of-the-art dedicated facilities, providing students with a rare combination of practical and theoretical expertise in preparation for employment. Box Hill Institute, Melbourne, AU [www.bhtafe.edu.au](http://www.bhtafe.edu.au)

The **Institute of Technical Education (ITE)** is a post-secondary education institution established in 1992 under the Ministry of Education, Singapore. As a principal provider of career and technical education, and a key developer of national occupational skills certification and standard, ITE's Mission is to create opportunities for students and adult learners to acquire skills, knowledge and values for employability and lifelong learning. ITE is organized under a 'One ITE System, Three Colleges' Governance Model. It comprises the ITE Headquarters and three ITE Colleges - College Central, College East and College West. Institute of Technical Education (ITE) Singapore [www.ite.edu.sg](http://www.ite.edu.sg)

Since its founding in 1966, **Kirkwood Community College** has been dedicated to providing lifelong learning opportunities in eastern Iowa. Kirkwood is a comprehensive community college, with over 110 college credit programs in arts, sciences and career preparation fields. Many of these programs transfer to four-year colleges and universities. Kirkwood also completed over 70,000 course registrations in our Continuing Education programs in the past year, providing practical knowledge and life-enriching experiences for all ages. Kirkwood Community College, Cedar Rapids, IA USA [www.kirkwood.edu](http://www.kirkwood.edu)

**Southern Alberta Institute of Technology (SAIT)** is Canada's premier polytechnic. This publicly funded institute of advanced technology based in Calgary provides relevant, skill-oriented education to foster the career ambitions of our students and to support the nation's economy. Programming areas include business and tourism, construction, energy, health and public safety, information and communications technologies, manufacturing and automation, and transportation. Southern Alberta Institute of Technology (SAIT), Calgary, CA [www.sait.ca](http://www.sait.ca)



### Students

- Box Hill: 30,000
- ITE: 29,000 Full-time and 26,000 Continuing Education and Training
- Kirkwood: 21,916 credit & 41,881 non-credit
- SAIT: 45,664 total students, 15,226 full time equivalent students

### Staff

- Box Hill: 1200,
- ITE: 2,600
- Kirkwood: 1779 full & part-time
- SAIT: 2700

**Contact** John Henik, Associate Vice President, Academic Affairs - [john.henik@kirkwood.edu](mailto:john.henik@kirkwood.edu)

**Website** [www.boxhill.edu.au/for-students/study-abroad/global-education-network-gen/](http://www.boxhill.edu.au/for-students/study-abroad/global-education-network-gen/)

**Conferences** <http://www.globaledunetwork.org/>

## Higher Colleges of Technology (HCT)



**DR ABDULLATIF ALSHAMSI**  
**President & CEO**

The system of the Higher Colleges of Technology (HCT) is the largest federally funded Higher Education Institution of UAE with 16 modern, technology-enhanced campuses in Abu Dhabi, Al Ain, Dubai, Fujairah, Madinat Zayed, Ras Al Khaimah, Ruwais and Sharjah. HCT provides unique work-ready qualifications at the Diploma, Higher Diploma and Bachelor level in the faculties of Applied Media, Engineering Technology, Education, Computer and Information Sciences and Health Sciences.

### Description

HCT offers unique blended learning experience in terms of providing professional certifications imbedded within the curricula enabling students meeting the needs and demands of industry and providing opportunity for professional growth even before graduation. Strong ties to business and industry result in large numbers of HCT graduates finding rewarding employment.

### Vision, Mission and Strategic Goals of HCT

#### *Vision*

The Higher Colleges of Technology is the leading applied higher education institution in empowering generations to contribute to the shaping of the future of the UAE.

#### *Mission*

Provide applied higher education to equip generations with knowledge, skills and competencies that meet international standards and the future needs of the UAE industry and society.

#### *Strategic Goals*

As a strategy driven organization, HCT has developed the following five key strategic goals which reflect HCT's strategic directions. These are:

- Empowering students with 21st century skills in a vibrant campus environment engaged with their local communities
- Continuous improvement of academic programs, faculty and scholarship activities to meet high quality standards and industry requirements
- Engagement of strategic partnerships to foster strong connections with industry, higher education institutions, alumni and high schools
- Provision of quality and efficient administrative services with effective governance

Embedding of innovation culture in the institutional environment

The Centre of Excellence for Applied Research & Training (CERT) is the commercial, research and training arm of the Higher Colleges of Technology.

Since its creation in 1996, CERT has grown to be one of the largest private education providers in the Middle East and has become synonymous with quality in education, training, research, and socioeconomic progress.

The CERT Group of Companies, which includes CERTSoft and CERT Info Track Telematics, leverages unique relationships with global leaders in education and business to provide a wide range of educational, applied research, training and consulting services to government, private sector institutions and businesses in the UAE and the region at large.

### Delivery

HCT delivers a variety of qualifications in the form of Bachelor degrees with the option of exiting at year 2 (Diploma) and year 3 (Higher Diploma level). Regardless of the level of qualification, the HCT Learning Model is a frame of reference for designing a program, writing a course outline, developing and implementing a specific teaching, learning and assessment activity or helping an individual student succeed. Central to the HCT Learning Model is a set of graduate characteristics that HCT aspires to inculcate in graduates of its various programs. HCT delivers applied and work ready programs across various disciplines and promotes applied research.

**Students** 22,307

**Staff** 2,150

**Contact** Dr. Nadeem Khan - [Nadeem.khan@hct.ac.ae](mailto:Nadeem.khan@hct.ac.ae)

**Website** [www.hct.ac.ae/en/](http://www.hct.ac.ae/en/)

### Conferences

The Colleges organise and host a number of international conferences and forums across a variety of fields, which are relevant to the HCT's core programme areas. HCT also sends students to different countries for work experience, language training and cultural visits.

*Examples include:*

- Advances in Science & Engineering Technology Conference [www.aset.hct.ac.ae/](http://www.aset.hct.ac.ae/)
- HCT Information Technology Trends [itt.hct.ac.ae/](http://itt.hct.ac.ae/)

## Kenya Association of Technical Training Institutions (KATTI)



**GLORY K. MUTUNGI**  
**National Chairperson**

The Kenya Association of Technical Training Institutions (KATTI) is the body that co-ordinates the activities of Technical Training Institutions all over the country by, providing a platform that champions globally competitive, inclusive, responsive and quality TVET skills through networking, policy advocacy and research in Kenya.

### Description

- Promote value-based membership & engagement – A strong and supportive lobby group and association
- Entrench policy, advocacy & research – A comprehensive TVET knowledge and advocacy centre
- Optimize visibility, partnerships, linkages and stakeholder engagement
- Enhance resource mobilization and financial sustainability –Leverage strategic partnerships, grants and LVC Models
- Enhance KATTI's institutional capacity – Establish an optimal delivery framework

### Affiliates

- Ministry of Education in Kenya
- Technical and Vocational Education and Training Authority(TVETA)
- Commonwealth Association of Technical Universities & Polytechnics in Africa (CAPA)
- TVET Curriculum Development Assessment and Certification Council(CDACC)
- World Federation of Colleges and Polytechnics
- Commonwealth of Learning (COL)
- Kenya Education for Employment Project (KEFEP)
- Kenya Vocational Education and Training Partnership (KeVET)
- Kenya National Qualification Authority (KNQA)
- Kenya Universities and Colleges Central Placement Service (KUCCPS)
- Higher Education Loans Board (HELB)

### Delivery

- Sensitization and information dissemination on TVET Policy
- Representation and participation in public and private relevant TVET bodies and Associations
- Advising the authorities responsible for formulation, development and implementation of technical and vocational training policy on professional issues.
- Facilitating exchanges of experience and idea by encouraging and supporting seminars, Workshops, Symposia, Conferences, Publications, Meetings and Professional Associations for staff of member institutions.
- Collaborate with both local and international organizations that are involved in TVET on matters related to the maintenance improvement of the quality of technical education and training.
- Establishing and maintain an effective linkage and co-operation with industry and commerce on matters concerned with the provision and maintenance of quality training.
- Disseminate information about matters of common interest to members.
- Advising the relevant authority on matters related to the welfare of personnel responsible for the administration and management of technical education and training.
- Promoting the participation of member institutions in research and co-curricular activities

### KATTI Member Institutions

KATTI has 121 Member Institutions

### Staff

KATTI is run through elected officials who are Principals from member institutions. The elected official forms both leadership organs and specialised committees tasked with various activities. Their work is coordinated by the KATTI Governing Council assisted by a full-time officer based at the Association's office. The council is composed of the KATTI National Chairperson and Vice Chairman, Secretary General and Vice-Secretary General, National Treasurer and Vice Treasurer.

Katti Specialised Committees include:

- Committee on sports
- Publicity, Education and Training
- Research & Development
- Welfare

**Contact** Kenya Association of Technical Training Institutions (KATTI)

PO Box 23445-00100, NAIROBI

Email: [info@katti.co.ke](mailto:info@katti.co.ke) | [katti.tvet@gmail.com](mailto:katti.tvet@gmail.com)

**Website** [www.katti.co.ke](http://www.katti.co.ke)

### Conferences

- KATTI International Research Conference after every two (2) years
- Senior top management of TVET Institutions conference held after every quarter

## LCI Education



**CLAUDE MARCHAND**  
President & CEO

Present today on five continents, the LCI Education network consists of 23 select higher education institutions, and some 2,500 employees offering instruction to over 15,000 students throughout the world each year. From one country to the next, LCI Education favours the harmonization of its programs, which makes for greater flexibility, better control over the quality of its services, and deeper respect towards the various cultures it works with.

LCI Education is committed to growing our global presence with recent additions to our network over the past two years that include LaSalle College Vancouver and Universidad VERITAS in Costa Rica.

### Description

LCI Education traces its origins back to LaSalle College Montréal which was founded in 1959. Its international-level activities were launched when it exported its Québec know-how by opening its first LaSalle College campus in Morocco in 1989. Over the past 25 years, they have expanded their global presence to diverse cities such as Vancouver, Melbourne, Barcelona, Bogota, Istanbul, and more.

Additionally, LCI Education is known as the leader in online training in Canada. Our mission is connecting our people to opportunity through quality education. We accomplish this through our shared values of quality, initiative, creativity, mutual consideration, commitment and sharing.

### Affiliates

- LaSalle College | Montréal
- Inter-Dec College | Montréal
- Inter-Dec College | Laval
- LaSalle College Vancouver
- LCI Melbourne
- LCI Barcelona
- LCI Bogotá
- LCI Barranquilla
- Universidad VERITAS | Costa Rica
- LCI Monterrey
- Collège LaSalle | Casablanca
- Collège LaSalle | Rabat
- Collège LaSalle | Marrakech
- Collège LaSalle | Tanger
- Collège LaSalle | Tunis
- LaSalle College | Istanbul
- LaSalle College | Jakarta
- LaSalle College | Surabaya
- Languages Across Borders | Vancouver
- Languages Across Borders | Montreal
- Languages Across Borders | Melbourne
- LCI Education Foundation
- Ellicom

### Delivery

LCI Education has a mission to connect our people to opportunity through quality education. We provide students with comprehensive learning experiences in a warm, inclusive and dynamic environment. We constantly push students to develop their skills in entrepreneurship and encourage them to innovate by fully assuming their place in society, as global citizens.

**Students** 15,000

**Staff** 2000 (50% administrative & 50% faculty)

**Contact** Dr. Jason Dewling, President of LaSalle College Vancouver  
(Point of contact for WFCP engagement on behalf of the network)  
[jdewling@lasallegevancouver.com](mailto:jdewling@lasallegevancouver.com) 1-604-683-2006

**Website** [www.lcieducation.com/](http://www.lcieducation.com/)

**Conferences** We choose to sponsor key events like C2 Montreal, C2 Melbourne and ICEF events.



## New Zealand Institutes of Technology and Polytechnics (NZITP)

### Introduction

New Zealand Institutes of Technology and Polytechnics (NZITP) is the lead organisation for the polytechnic sector in New Zealand. The sector currently comprises 16 institutions:

- NorthTec, CEO Mark Ewen
- Unitec Institute of Technology (Unitec), Acting CEO Merran Davis
- Manukau Institute of Technology (MIT), CEO Gus Gilmore
- Waikato Institute of Technology (Wintec), CEO Mark Flowers
- Toi Ohomai Institute of Technology, CEO Leon Fleury
- Eastern Institute of Technology (EIT), CEO Chris Collins
- Western Institute of Technology at Taranaki (WITT), CEO Barbara George
- Open Polytechnic, CEO Caroline Seelig
- Universal College of Learning (UCOL), CEO Leeza Boyce
- Whitireia Community Polytechnic (WCP), CEO Chris Gosling
- Wellington Institute of Technology (WelTec), CEO Chris Gosling
- Nelson Marlborough Institute of Technology (NMIT), CEO Liam Sloane
- Tai Poutini Polytechnic (TPP), Acting CEO Alex Cabrera
- Ara Institute of Canterbury (Ara), CEO Tony Gray
- Otago Polytechnic, CEO Phil Ker
- Southern Institute of Technology (SIT), CEO Penny Simmons

### Description

NZITP, as the lead institution for polytechnics and institutes of technology in New Zealand, provides advocacy for the sector both to government and central tertiary education agencies; New Zealand Qualifications Authority (NZQA); Tertiary Education Commission (TEC); Ministry of Education (MoE).

### Affiliates

- NorthTec, CEO Mark Ewen
- Unitec Institute of Technology (Unitec), Acting CEO Merran Davis
- Manukau Institute of Technology (MIT), CEO Gus Gilmore
- Waikato Institute of Technology (Wintec), CEO Mark Flowers
- Toi Ohomai Institute of Technology, CEO Leon Fleury
- Eastern Institute of Technology (EIT), CEO Chris Collins
- Western Institute of Technology at Taranaki (WITT), CEO Barbara George
- Open Polytechnic, CEO Caroline Seelig
- Universal College of Learning (UCOL), CEO Leeza Boyce
- Whitireia Community Polytechnic (WCP), CEO Chris Gosling
- Wellington Institute of Technology (WelTec), CEO Chris Gosling
- Nelson Marlborough Institute of Technology (NMIT), CEO Liam Sloane
- Tai Poutini Polytechnic (TPP), Acting CEO Alex Cabrera
- Ara Institute of Canterbury (Ara), CEO Tony Gray
- Otago Polytechnic, CEO Phil Ker
- Southern Institute of Technology (SIT), CEO Penny Simmons

### Delivery

NZITP provides advocacy services (as above) and has representatives on a range of government and agency working parties and standing committees. NZITP is also the vehicle through which government and agencies communicate matters of sector wide interest or importance

### Students

The total number of students in the ITP sector in New Zealand is approximately 80,000 Equivalent Fulltime Students (EFTS) in the ITP sector.

### Staff

Approximately 8,000 equivalent full-time staff

**Contact** Charles Finny - [charles@sul.co.nz](mailto:charles@sul.co.nz)

**Website** [www.nzqa.govt.nz/providers-partners/about-education-organisations/itps-in-new-zealand/](http://www.nzqa.govt.nz/providers-partners/about-education-organisations/itps-in-new-zealand/)



## Olds College



**STUART CULLUM**  
President

Founded in 1913, Olds College has been offering quality hands-on education for over a century. We are a distinct, provincially focused institution that supports the teaching and learning of all Albertans.

Through our regular programming, continued education, and online and blended programming, we provide accessible educational opportunities within Alberta and beyond. We are passionate about the Agriculture industry. Through our applied research and integrated learning, we are proud to be Canada's Smart Agriculture College, specializing in agriculture, horticulture, land and environmental stewardship. We work closely with industry to advance and adapt our programming to ensure our graduates have the skills to succeed.

### Description

Olds College strives to be the premier integrated learning and applied research community specializing in agriculture, horticulture, land and environmental stewardship.

At Olds College we value:

- Empowerment of Learners
- Rural Community Development
- Teamwork
- Continuous Improvement

### Affiliates

We offer our Brewmaster and Brewery Management Operations program in partnership with Centennial College.

### Delivery

Olds College offers a variety of certificate, diploma and applied degree options in Agriculture, Animal Sciences, Business, Equine, Fashion, Horticulture, Land and Environment, Trades and Apprenticeships, Food Production, and Service Industry. With a blend of online learning and in class learning, we ensure that our courses are accessible to everyone, regardless of the obstacles they may face.

**Students** 3,200

### Staff

- Total Staff – 405
- Administration and Grounds - 318
- Faculty - 87

**Contact** Heather Steckly, - [hsteckly@oldscollege.ca](mailto:hsteckly@oldscollege.ca)

**Website** [www.oldscollege.ca/](http://www.oldscollege.ca/)

## Otago Polytechnic



**PHIL KER**  
CEO

Otago Polytechnic is a medium sized New Zealand institution which enrolls approximately 8,000 students (5,000 EFTS) each year in a range of programmes from Level 2 foundation certificates to a Level 10 professional doctorate. The Polytechnic has its headquarters in Dunedin with campuses in Central Otago and Auckland (international students only) but is also active in open and distance learning – 18% of EFTS.

Otago Polytechnic has a strong presence in work-based learning and is acknowledged as New Zealand's leading practitioner in Assessment for Prior Learning.

The Polytechnic is amongst New Zealand's strongest performers across all performance metrics including finances, student outcomes and applied research. The Polytechnic enjoys the highest possible quality rating from the New Zealand Qualifications Authority (NZQA).

### Description

Otago Polytechnic's vision is "Our people make a better world" and our Mission is "Build capability, realise potential".

We build the capabilities of individuals, organisations and communities, helping each to realise their potential. Our people are our learners and staff as well as the organisations and communities which we serve. We build the capability of our people, so they have the skills, knowledge, aspiration and confidence to make a better world through positive impacts on families, organisations and communities – nationally and globally.

### Affiliates

Otago Polytechnic is an active member of New Zealand's longest standing tertiary education collaboration, the Tertiary Accord of New Zealand (TANZ). TANZ comprises 7 polytechnics spread from the far north of New Zealand to the far south where Otago Polytechnic is located.

Otago Polytechnic is a member of the Polytechnic sector lead organisation – NZITP and of the Postsecondary International Network (PIN), CCID, ICDE and OERu.

### Delivery

Otago Polytechnic offers over 150 programmes including certificates, diploma, bachelor's degrees, graduate diplomas, postgraduate diplomas, master's degrees and a professional doctorate.

Approximately 50% of enrolments are in degree and postgraduate programmes with 30% in certificates and 20% in diplomas.

Otago Polytechnic offers learning on campus, in the workplace and on-line through our affiliate TANZ eCampus.

In addition to delivering programmes leading to nationally recognised qualifications the Polytechnic offers a wide range of micro-credentials (EduBits) and provides applied research and knowledge transfer solutions through staff and student projects.

**Students** 8,000 headcount (5,000 EFTS)

**Staff** 800 headcount (450 FTEs)

**Contact** Phil Ker - [phil.ker@op.ac.nz](mailto:phil.ker@op.ac.nz)

**Website** [www.op.ac.nz/](http://www.op.ac.nz/)

### Conferences

Otago Polytechnic runs a food design conference every second year and other educational conferences on an ad hoc basis.

## Pacific Institute of Culinary Arts (PICA)



**YVES POTVIN**  
**President**

Ranked as Vancouver's Best Professional Culinary School 2018, Pacific Institute of Culinary Arts is located at the entrance to Granville Island and at the heart of the city for food and culture. Offering professional diploma programs in the Culinary Arts and Baking & Pastry Arts, the academy features 90% expert hands on training, small class sizes and personalized attention from its international faculty.

The 12,000 square foot campus houses eight commercial kitchens along with a student operated restaurant and bakery.

### Affiliates

- Chefs' Table Society
- Green Table Network
- Industry Training Authority
- Vancouver Aquarium Oceanwise
- Wine & Spirit Education Trust

### Delivery

Apart from professional training, cooking classes for the home enthusiast, WSET wine education, tutored beer classes, summer cooking camps for teens, corporate team building programs and offsite catering are also offered. Since 1997, Pacific Institute of Culinary Arts has inspired over 3000 graduates to follow their passions in the finest restaurants, hotel and resorts, bakeries, catering companies and food and beverage related companies around the globe.

### Students

200

### Staff

30

**Contact** Kim Kokotylo, [kim@picachef.com](mailto:kim@picachef.com)

**Website** [www.capa.edu.au/](http://www.capa.edu.au/)

## Postsecondary International Network (PIN)



**LARRY ROSIA**  
President

Our senior executives engage through high quality relationships to bring international understanding and cooperation to improve outcomes for learners

### Description

There are obvious commonalities of purpose, programs, curriculum and instruction technical/community/further education institutions in Australia\*, Bahrain\*, Canada\*, New Zealand\*, the United Kingdom\*, United States\*, and other countries in the world. These commonalities notwithstanding, there have not yet developed a close interaction among the technical/community further education colleges in these countries. A better understanding of educational programs and developments could be mutually beneficial to institutions of each country, and cooperative activities could both improve and extend present educational offerings. Therefore, an alliance of technical/community further education colleges known as a Postsecondary International Network (PIN) has been established. (\*PIN partners in the year 2009). PIN also has cooperating associations/ partnerships with Community Colleges for International Development (CCID) and WFCP.

The objectives of PIN are to:

- Provide an international forum for studying critical issues that affect postsecondary education to improve learning practices;
- Improve curricula to prepare students to live in a more just and knowledgeable global society;
- Facilitate communications among areas of administration, curriculum, instructional methods, faculty, staff and student services;
- Provide an opportunity for networking and exchange for staff members; and to cooperate in arrangements for international visits;
- Share information about international contacts among PIN members and other agencies and associations that have similar interests; and
- Work in partnership with other PIN members in the delivery of programs and to involve the private sector.

### Affiliates

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Ara Institute of Canterbury</li><li>• Bahrain Polytechnic</li><li>• Bellevue College</li><li>• Central Community College (CCC)</li><li>• College of Lake County</li><li>• Future Skills Academy</li><li>• Georgian College</li><li>• Lambton College, Saskatchewan Polytechnic</li><li>• Medicine Hat College</li><li>• NAIT (Northern Alberta Institute of Technology)</li></ul> | <ul style="list-style-type: none"><li>• NMIT (Marlborough Institute of Technology)</li><li>• Northeast Community College</li><li>• Northeast Higher Education District</li><li>• Olds College</li><li>• Otago Polytechnic</li><li>• SAIT (Southern Alberta Institute of Technology)</li><li>• Saskatchewan Polytechnic</li><li>• UCOL (Universal College of Learning)</li><li>• Ulsan College</li><li>• University of Hawaii-Maui College</li><li>• Wayne Community College</li><li>• Yavapai College</li></ul> |
|---|---|

### Delivery

PIN strives to create a membership size in which members can develop a personal relationship with each other. Typically, 25-40 institutions from 6-8 countries around the world constitute the PIN membership. The 12-member PIN Executive Committee serves the functions of an organizational Board. Executive Committee members are drawn in a representative fashion from the countries where PIN members are located.

**Contacts** Larry Rosia [larry.rosia@saskpolytech.ca](mailto:larry.rosia@saskpolytech.ca)  
Phil Ker [phil.ker@op.ac.nz](mailto:phil.ker@op.ac.nz)

**Website** [wfcg.org/eventitem/postsecondary-international-networks-pin-2018-executive-leadership-conference/](http://wfcg.org/eventitem/postsecondary-international-networks-pin-2018-executive-leadership-conference/)

### Conferences

Yearly PIN Conferences

## Qingdao Technical College (QTC)



**QIN CHUAN**  
President

QTC is a provincial and municipal controlled full-time general university, of which the main campus locates in Qingdao West-coast Economic New Area (Huangdao District) with another 2 campuses in Shinan and Shibei Districts respectively. It consists of 7 schools, namely Haier (Mechanical and Electrical Engineering), Information (Software and Service Outsourcing), Biological and Chemical Engineering (Blue Engineering), Tourism, Education, and Arts.

It has 768 highly-qualified staff members and 11,174 full-time students. QTC graduates have kept an employment rate of more than 96%.

### Philosophies

*Motto:* Learning for Doing

*Education Philosophy:* Teaching and Learning for Application

*Education Pattern:* Real World Interaction

*College Spirit:* Being Outstanding, Sticking to Truth, Working in Coordination and Learning Forever

### Description

QTC always focuses on the ability to serve economic and social developments by cultivating high quality skilled professionals. QTC supports students' development of comprehensive quality and professional skills with its seven Community Schools, ten national training bases, 20 overseas training bases, more than 200 students' communities, and 211 cooperative enterprises.

QTC explores cooperation and exchange modes in student and teacher exchanges and overseas training, academic communication, and curriculum construction, and finds a characteristic way to develop the college's education level.

QTC builds partnerships with 83 institutes and organizations in 25 countries or regions. 20 overseas training bases and nine overseas teachers' training bases have been established in these partner institutions. QTC has sent 570 students to overseas training bases and enrolls about 1,800 international students from overseas friendly institutions for Chinese training programs, study tour programs, and credit transfer exchange programs. QTC has brought in advanced vocational education practices and curriculum standards. It collaborates with seven international institutions in courses construction. QTC won the Gold, Student Support Services in WFCP's 2016 Awards of Excellence of WFCP.

### Affiliates

QTC has three campuses in Huangdao District, Shinan District and Shibei Districts respectively in Qingdao, China.

### Delivery

QTC consists of 64 programs in 11 disciplines of higher vocational education, among which nine have been listed as national key program: Integrated Mechanical and Electrical Engineering, Business Management, Logistics Management, Tourism Management, Software Technology, Fashion Design, Marketing, Applied Electronic Technology, and Applied Chemical Technology

**Students** 11,174

**Staff** 764 (faculty staff 562 | administrative staff 202)

**Contact** [gjc@qtc.edu.cn](mailto:gjc@qtc.edu.cn)

**Website** [www.unipage.net/en/16242/qingdao\\_technical\\_college](http://www.unipage.net/en/16242/qingdao_technical_college)

### Conferences

The Sino-NZ Higher Vocational Education Conference is held each year, with 2019 scheduled for the Qingdao, China

## Réseau des Instituts Supérieurs d'Enseignement Professionnel (RISEP)



**PROF. MOUHAMED FADEL NIANG**

**National Coordinator**

RISEP is the national organization representing the network of tertiary public & private vocational training institutes of Senegal. It was created in 2015 with the aim of reaching in 2022 at least 50 institutes and at least 200,000 students per year in face-to-face training and much more in distance training.

### Description

#### *Mission Statement*

RISEP has the mission to provide increasing access to tertiary vocational education for all young people who want to acquire a hands-on training for professional excellence.

RISEP has also the mission to support innovations in vocational training, applied developments for companies & industries, and the entrepreneurial and/or employment opportunities that are created by its members and partners.

#### *Vision Statement*

The vision of RISEP is to be the leading organization in Senegal that allows its members to offer high quality career-oriented vocational education for the development of the country.

Our member institutions share strategies and best practices to increase workforce employability in Senegal. RISEP is the voice of the tertiary vocational training in Senegal and would like to champion the concept in all the francophone countries in Africa.

### Affiliates

20 tertiary public & private vocational training institutes of Senegal

### Delivery

RISEP would like to impact positively the growth and development of TVET institutions with the support of all our partners. The main areas of interest are:

- "Innovations for employability", mainly the development of entrepreneurship education in the curricula of the institutions;
- Online learning;
- Improvement of access to women in vocational education; and,
- Management and leadership training courses for managers.

**Students** 1,000 students (2018) up to 200,000 students (2022)

**Staff** 50 administrative | 100 faculty

**Contact** niang\_fadel@yahoo.fr +221 77 332 91 10

**Website** [www.mesr.gouv.sn/reseau-des-instituts-superieurs-denseignement-professionnel-risep/](http://www.mesr.gouv.sn/reseau-des-instituts-superieurs-denseignement-professionnel-risep/)

### Conferences

- National conference on TVET in tertiary education in Senegal
- International workshop on work experience valuation

## Seneca College (International)



**DAVID AGNEW**  
**President**

Seneca College of Applied Arts and Technology is a multiple-campus public college located in the Greater Toronto Area of Ontario, Canada. It offers full-time and part-time programs at the baccalaureate, diploma, certificate and graduate levels.

With more than 5,300 current international students from 130 countries, Seneca has a proud history of welcoming the world through its doors.

Founded in 1967, Seneca is Canada's largest government funded college. Our 10 campuses across the Greater Toronto Area (GTA), York Region and Peterborough provide students with contemporary learning facilities in a variety of settings.

Seneca's reputation for excellence is supported by more than 60 partnerships with universities in Canada and around the world. To our domestic and international students, these partnerships represent exciting pathways to further education and opportunities. Seneca students also have the chance to gain valuable work experience through our work integrated learning programs.

### Delivery

We implement and have implemented capacity building projects funded by GAC and administered by CIGCan in Colombia, St Lucia, Mozambique, Tanzania and Kenya during the past 4 years, as well as projects funded by GAC and administered by the Aga Khan Development Network in Kyrgyzstan and Egypt. We have direct contract work with a variety of client organizations in Italy, India, China, the Philippines, Vietnam, Panama and Aruba. It keeps us busy and constantly further "internationalized"

### Students

Currently we host about 7,000 international students at Seneca (roughly 25% of our FT student population).

**Contact** Jos Nolle - [jos.nolle@senecacollege.ca](mailto:jos.nolle@senecacollege.ca)

**Website** [www.senecacollege.ca/](http://www.senecacollege.ca/)



## Shaanxi Polytechnic Institute (SXPI)



**ZHANG XIAOYUN**  
President

Shaanxi Polytechnic Institute (SXPI) is located in Xianyang, western China. Since it was founded in 1950, SXPI has been earnestly run as a pioneer within China's TVET sector and has contributed towards cultivating in excess of 130,000 applied talents and technicians to the social and economic development of China. Because of its quality TVET delivery and well-developed specialties, SXPI has been identified as a top-level TVET institution by the Ministry of Education.

SXPI offers three-year TVET diploma programmes for Chinese youths aged between 17 and 22 years. Most are from poor farming families and rural areas. After three years study of theory and practice, combined with classroom education and onsite training, the majority are employed in the cities and have a decent career and life. The employment rate for graduates remains at 97% since 2000.

SXPI also offers platforms and training to its students to develop the ability of Entrepreneurship during their study in the college. Nearly 5% of its graduates start their own business within three years after graduation. Hundreds of thousands of Chinese youths benefited from SXPI's excellent TVET programs. The spirit of creativity, innovation and entrepreneurship they learnt from SXPI not only helps them make a decent life and career, but also benefits the country to be more advanced.

### Description

SXPI provides 65 academic specialties including Equipment Manufacturing, Electronic and Electric Engineering, Mechanical Engineering, Information Technology, Business, Public Service, Logistics Management, Civil Engineering, Textile Dyeing and Clothing Art. This indicates a pattern that takes engineering as its mainstay while allowing balanced development in academic areas such as economics, administration, liberal arts, foreign language learning, and fine arts.

SXPI cooperates with industry to offer students excellent TVET programs. In 2017, SXPI established a school-enterprises consortium, giving students more opportunities to undertake training and practice both on campus and in enterprises. E-business giants like Taobao, Jingdong and many other emerging enterprises, have established outlets on SXPI campus. SXPI students work with the enterprises staffs to undertake marketing and product development. This model of TVET practice exposes SXPI students to real industry and business environment and greatly benefits students.

### Affiliates

Mechanical Engineering School  
CNC Engineering School  
Electrical Engineering School  
Material Engineering School

Information Engineering School  
Business Management School  
Automotive Engineering School  
Logistics Management School  
Chemical Engineering and Textile School  
Civil Engineering School

**Delivery** Three-year diploma TVET programs, adult and continuing education

**Students** 19,980

**Staff** 1,089

**Contact** [standly02@aliyun.com](mailto:standly02@aliyun.com)

**Website** [en.sxpi.edu.cn/](http://en.sxpi.edu.cn/)

**Conferences** SXPI holds many provincial and national conferences on different TVET topics each year.

## Taishan Polytechnic



**YUMIN BI**  
President

TP is a leading vocational college in Tai'an and an excellent grade technical college with its own characteristics in Shandong Province, China. TP has been awarded the National Model College of Employment Competence of China's Vocational Colleges, National Model College of Innovation and Entrepreneurship in higher Vocational Colleges, and the National Characteristic College of National Defense Education.

TP successfully entered the Pilot Schools of National Teaching Work Diagnosis and Improvement, and became a pilot college for direct recruitment of non-commissioned officers.

TP is a test college of National Vocational Colleges Digital Campus Construction and a pilot College of Shandong Province "3+2" education model for the bachelor's degree. Tai'an Entrepreneurial University, the first public training center of Tai'an city, was also established in the TP

The history of TP dates back to 1955. Taishan Academy, a millennium academy founded in the Song Dynasty, is located on the campus. The education model "college + academy" is the unique one in the Chinese vocational institutes.

### Description

TP is responsible to the Tai'an Municipal People's Government, as approved by the Shandong Provincial People's Government, officially registered by China Ministry of Education.

TP is an assistant department level college and carries out the president's responsibility system under the leadership of the Party Committee. The college management team has 12 leaders. Under it are 29 county-level administrations, including 11 comprehensive management institutions, nine teaching institutions, three teaching auxiliary institutions and six party organizations. There are 18 party branches at the grass-roots level, 39 administrative sections, and 460 faculty.

### Affiliates

TP participates with all stakeholders engaged in vocational education and training in China. It is the member of WFCP and also a member of China Education Associations for International Exchange.

### Delivery

TP delivers qualified education and training from entry-level certificates and further education courses to college diplomas.

**Students** 13,000

**Staff** 460

**Contact** [yinlingyan2004@163.com](mailto:yinlingyan2004@163.com)

**Website** [www.applysquare.com/institute-en/cn.mtetc/](http://www.applysquare.com/institute-en/cn.mtetc/)

### Conferences

Symposium on College Quality Education Research of China in August, 2018

## TAFE Directors Australia (TDA)



**CRAIG ROBERTSON**  
CEO

TAFE Directors Australia (TDA) represents all institutes of Technical and Further Education (TAFE) across Australia plus the TAFE divisions within six dual-sector universities.

TAFEs play a vital role in ensuring the supply of skilled workers across a large range of occupations in the Australian economy and is central to helping people catch up on learning or prepare for higher education. Many TAFEs also deliver higher education programs which focus on strong applied learning to support priority industries.

TAFEs have operated in the last six years in very turbulent times dominated by open funding systems which has resulted in rapid rise in alternative providers, resulting in declines in student numbers.

Signs show that policy and funding is stabilising as the public is acutely aware of the risk to the lives of many Australians if TAFEs are not strong.

The changes sweeping across our economy and jobs due to technology means that TAFEs are an even more crucial agent to governments to ensure citizens are skills and can be retrained for new types of work.

TAFEs in Australia are on the brink of a bright new future.

### Description

TAFEs form a crucial part of the linked education system in Australia. Policies, embedded in the Australian Qualifications Framework, supports transitions between school and TAFE and universities.

TAFE delivery focuses on preparing people for technical and mid-level jobs in the Australian, catch up learning for those who missed out on schooling and strong pathways courses for entry to universities. TAFE have very strong links with industries and local businesses to ensure training is targeted to their need.

Many international students choose Australia as a study destination, including in TAFEs. Many TAFEs, however, have stronger focus on supporting workforce development overseas through targeted training in off-shore countries. This means TAFEs have well developed views of the skills development needs of countries.

TDA supports the operation of TAFEs through policy development and advocacy to the national government, acting as the channel for stakeholders and overseas countries to engage with all TAFEs and providing support to TAFEs in analysis, policy development and professional development of staff.

### Affiliates

TDA works with all stakeholders engaged in vocational education and training in Australia. The Victorian TAFE Association and TAFE Queensland are members of TDA as well as WFCP.

### Delivery

TAFEs deliver accredited education and training from entry level certificates and further education courses up to bachelor and masters levels. This equates to Levels 1 to 8 in the AQF.

**Students** approximately 1.2 million

**Contact** [memberservices@tda.edu.au](mailto:memberservices@tda.edu.au)

**Website** [www.tda.edu.au](http://www.tda.edu.au)

### Conferences

The TDA Convention is held annually in September, with 2019 scheduled for the Gold Coast, Queensland.

## TAFE Queensland



**MARY CAMPBELL**  
CEO

TAFE Queensland is the state's largest, most experienced training provider. The organisation delivers practical, industry-relevant training across a range of industries from entry-level certificates to bachelor degrees, at more than 50 locations in Queensland.

In 2017-18, TAFE Queensland delivered education and training services to approximately 121,000 students, including 7,511 international students from over 110 countries, through a variety of delivery modes including face-to-face, online, blended delivery and in the workplace.

### Description

TAFE Queensland's mission is to deliver quality education and training that enables the careers of its students and the development of the industries and communities it serves.

For over 135 years, TAFE Queensland has played a critical role in building a robust and adaptable workforce within Queensland. TAFE Queensland contributes to the Queensland Government's objectives for the community through industry engagement and skills development, aligning to industry requirements and job opportunities, student growth and community presence.

### Affiliates

TAFE Queensland is a Queensland Government agency, established by the *TAFE Queensland Act 2013* as a statutory body on 1 July 2014.

### Delivery

TAFE Queensland offers practical, industry relevant training in over 530 qualifications, from foundation skills and entry level workforce qualifications to higher education degrees, across more than 50 locations in Queensland.

### Students

More than 120,000 students annually

### Staff

Approximately 4,000 (full-time equivalent) staff

**Contact** [tafe.communication@tafeqld.edu.au](mailto:tafe.communication@tafeqld.edu.au)

**Website** <https://tafeqld.edu.au/>

## Tengeru Institute of Community Development (TICD)



**DR BAKARI GEORGE**  
**Ag. Rector**

The TICD (formerly known as the Community Development Training Institute; CDTI-Tengeru) was legally established in Tanzania in 1963 and later re-established in the 2013 under the name Tengeru Institute of Community Development (TICD), under the Tengeru Institute of Community Development Establishment order, 2013.

The Institute was formally managed under the Ministry responsible for Community Development since its establishment. In 2013, the URT parliamentary resolutions endorsed official operationalization of the TICD establishment order, 2013 that granted the TICD an autonomous status.

The earlier operations of the Institute (1960s) were focused on offering orientation programmes to extension officers to equip them with skills necessary for catalysing communities' actions. Simultaneously, the Institute offered further formal trainings for the Certificate in community development award and in the early 1980's advanced diploma programmes were introduced.

In the year 1995, Advanced Diploma in Community Development and later (2003) Gender and Development and Participatory Project Planning and Management programmes were introduced with the intention of producing experts with advanced skills in respective fields. In response to the labour market needs, in the 2008 the Institute phased-out the advanced diploma programmes and introduced degree programmes which are currently offered.

### Description

#### *Mission of TICD*

To train technically and socially competent development professionals who will effectively advocate and use participatory approaches to help institutions and communities overcome development challenges through identification, planning and implementation of development activities according to the priorities of the communities.

#### *Vision of TICD*

To become centre of excellence for sustainable social and economic development by advocating and promoting communities' participation in the development process through quality training of community development professionals, undertaking critical research, and providing consultancy services.

### Affiliates

Tengeru Institute of Community Development engages with all stakeholders engaged in Community Development issues, gender issues as well as community projects.

### Delivery

The Institute offers courses in Basic Technician, Technician Certificate in Community Development, Ordinary Diploma in Community Development, Bachelor of Community Development, Bachelor of Gender and Community Development, Bachelor of Participatory Project Planning and Management and Postgraduate Diploma in Community Development.

**Students** Currently the Institute has 1,169 students

**Staff** 64 staff (34 academic staffs | 30 administrative staffs)

**Contact** Juma Almasi Mhina [almasi.juma@cdti.ac.tz](mailto:almasi.juma@cdti.ac.tz) or [info@cdti.ac.tz](mailto:info@cdti.ac.tz)

**Website** [www.cdti.ac.tz/](http://www.cdti.ac.tz/)

### Conferences

The Institute hold various conferences in various commemoration of International day for example Women day, Child day, etc



**IÑAKI MUÑIKA AIZPURUA**

**Executive Director**

TKNIKA is a centre of Applied Innovation and Research created in 2005 by the Deputy Ministry of Vocational Education and Training and Lifelong Learning of the Department of Education, Universities and Research of the Basque Government

### Description

TKNIKA works together with 64 Technical and Vocational Education and Training centres and businesses, specially SMEs, from the Basque Country, in the development of innovation projects in the fields of **Innovation in Technology, Teachers' Training, Innovation and Improvement, Entrepreneurship and Internationalization**. The main target of these projects is to reduce the competence gap between when a new technology or innovation appears at the University or at a Technological centre and the society takes advantage of it. It is coordinating projects with 64 colleges, with more than 35.000 VET students

The process the project's development is based on takes into account four main steps:

- Technological Awareness System. It allows being updated in technological aspects
- Capture and analysis of ideas and design of the Project
- Project Development Four or five teachers working half time with TKNika in the Project and half time at their colleges for no more than two years
- Transfer of results

To carry out these projects TKNika collaborates with different agents at local, national and international levels. Universities, development agencies, technological centres, clusters, businesses, mainly SMEs, and institutions are the partner organisations in the process to become **the European reference** in the field of Innovation and Applied Research in Technical Education and Vocational Education and Training.

The development of these projects requires the design of different strategies adopted by TKNika during the last years:

- Promote and support the **technological innovation processes** in Vocational Education and Training centres and companies to achieve a more competitive and dynamic Vocational and Training system
- Collaborate with Vocational Training centres and SMEs in the development of the Information Society Technologies and the Information and Communication Technologies.
- Promote innovation processes to create more **flexible, participatory and dynamic** structures based on collaboration, trust in people, in the autonomy and the ability to manage teams.
- Work with the centres in the development of an **entrepreneurial culture** and in the creation of new companies sorted by VET students.
- Design **new learning environments** and new methodologies to acquire competences and skills to answer to the needs of the industrial and service sector as well as of the primary sector
- Design, develop and evaluate **international projects** that will have a strong impact in the daily activity of the colleges and offer different countries the possibility to carry out training processes addressed to trainers, trainees and employees in our centres or in the country of origin.
- Develop and use of a **technological awareness system** that allows TKNika to be updated about changes in innovation anywhere in the world.
- Ensure the efficient and effective transference of the results of the projects to the Vocational and Training system and to the SME.

## Affiliates

TKNIKA coordinates 64 professional and Technical colleges from the Basque Country and covers the whole system including public and private colleges

### *Partnership in International Networks*

- EFVET (European Forum for Technical and Vocational Education and Training) More than 200 organizations working in the field of VET from 22 countries
- TA3 (Transatlantic, Technology and Training Alliance). 16 organizations from USA and 9 from Europe
- WFCP (World Federation of Colleges and Polytechnics). 31 organizations worldwide, representing millions of VET students. TKNKA is a board member and leads an affinity group on Applied Research with organizations from USA, UK, CANADA, CHINA, BRAZIL, and TKNKA from the Basque Country
- CHAIN5 (Five level support in Europe) More than 25 organizations all over Europe
- UNESCO UNEVOC. UNESCO network for VET sector all over the world

## Delivery

Delivering coordination tasks in all the areas developed at our organization: Applied Research, Methodological approach based on "Challenge Based Collaborative Learning, Entrepreneurship, Sustainability, Continuous Improvement, Internationalization

## Students

Coordinate colleges with 35,000 students

## Staff

42 permanent staff and 222 teachers from colleges working half time in their colleges and half time in TKNKA working in innovation regarding to the priority areas developed in TKNKA

**Contact** Jon Zarraga - [jzarraga@tnika.eus](mailto:jzarraga@tnika.eus)

**Website** [www.tknika.eus/en/#](http://www.tknika.eus/en/#)

## Conferences

Every year in June VET International Conference

## Universal College of Learning (UCOL)



**DR ARTHUR CHIN**  
**Executive Director (Business Development)**

Vocational learning plays a key role as micro and macro economies take shape in the 21<sup>st</sup> century. While research and advanced study push the boundaries of discovery, the engine room of many sectors that form the foundations of our economies are increasingly supported by polytechnic graduates.

Applied education has been demonstrated in recent years to equip students with innovative thinking, combining different disciplines to provide new solutions

### Description

Founded in 1902, UCOL is a government funded Institute of Technology and Polytechnic that covers a large geographical area of the lower North Island. UCOL has campuses in Auckland, Whanganui, Palmerston North, Masterton and in July 2017 New Zealand opened a fourth campus in Levin. Additionally, programmes are also delivered in Taumarunui, Dannevirke and Otaki.

UCOL's continuous improvement was acknowledged by the New Zealand Qualifications Authority (NZQA) where its most recent External Evaluation and Review (EER) indicated that UCOL is a high performing tertiary provider, with a Highly Confident rating in capability in self-assessment and Confident rating in educational performance.

UCOL's mission is to develop great graduates who make a difference wherever they work in the world.

### Affiliates

UCOL is part of the Tertiary Accord of New Zealand (TANZ), an alliance between several of New Zealand's major tertiary education providers. Additionally, UCOL is a member of WFCP and IAU.

### Delivery

UCOL delivers accredited educational programmes from languages, to foundation, diplomas, bachelors and postgraduate qualifications. This equates to the New Zealand Qualification Authority's framework of Level 1 to Level 9.

### Students

4,945

### Staff

376

**Contact**     [a.chin@ucol.ac.nz](mailto:a.chin@ucol.ac.nz)

**Website**     [www.ucol.ac.nz/](http://www.ucol.ac.nz/)



## Université des Métiers



**FRANÇOISE RIBEREAU AGUIRRE**  
Executive Director

Founded in 1938, "Université des Métiers", located in Pau and Bayonne, South-West of France belongs to the Chambre des Métiers network. It offers 30 different Apprenticeships in vocational and professional areas such as: Hairdressing, Beauty, Motor Vehicle/Motorcycle (car painting and body work), and Catering (pastry, bakery, butchery, handmade chocolate).

Around 1200 apprentices, professional training participants, job seekers are registered each year in our program.

72 skilled teachers are involved in our apprenticeship schedule

We work with a network of over 14,300 local employers across the south west and over, looking to offer Apprenticeships.

Université des Métiers's Apprenticeship program stands out as one of the best in the country winning numerous awards for Apprenticeship training and delivery.

### Affiliates

Apprentices (before and after A level), vocational/professional training participants, employees, entrepreneurs, job seekers.

### Delivery

Vocational training, professional training, training courses, vocational diplomas/degrees.

It offers 30 different Apprenticeships in vocational and professional areas such as:

- Hairdressing
- Beauty
- Motor Vehicle/Motorcycle, car painting and body work
- Catering: pastry, bakery, butchery, handmade chocolate
- Sewing

**Students** 1,200

**Staff** 150

**Website** [www.cma64.fr/contact/universite-des-metiers](http://www.cma64.fr/contact/universite-des-metiers)

### Conferences

- Work skills
- Cross borders events
- Job dating

## The University of the South Pacific (USP Pacific TAFE)



**HASMUKH LAL**  
**CEO**

Hasmukh Lal, CEO, USP Pacific TAFE & Project Director - Pacific Centre for Flexible and Open Distance Learning for Development (PACFOLD)

He is the pioneer Director, Executive Director and CEO of USP's Pacific TAFE and has grown the business from 1 approved qualification to 34 and from 7 staff to over 350 in last 5 years.

Pacific Technical and Further Education (Pacific TAFE) is one of the learning and teaching sections of the University which offers Foundation & Preliminary (Pre-Degree) and Skills-Based (Sub-Degree) programmes. There are over 11,000 students studying at Pacific TAFE across 12 Pacific Island Countries.

### Description

Foundation studies provide direct pathways into relevant higher education programmes while Preliminary studies provide options to Foundation or sub-degree programmes. Qualifications from Certificate III to Diploma level 5, which are classified as sub-degree qualifications, provide entrances into the workforce at entry or paraprofessional levels or an alternative pathway to higher studies, if the student optimizes further studies.

USP Pacific TAFE is the fastest growing integrated learning and teaching section of the University. Its internal validation of quality through international recognitions and accredited accreditations of qualifications is a unique selling proposition in the Pacific. Pacific TAFE currently has twenty (20) CPD accredited short courses and twenty international accreditations/ recognitions. Nineteen of its programmes are also accredited with Fiji Higher Education with more in progress.

USP's Pacific TAFE endures to support its students to progress from secondary schools to obtain higher level qualifications. Pacific TAFE also engages with its industry stakeholders to provide placements for students to gain practical experience through their curriculum.

USP Pacific TAFE also works alongside member countries, consults with the industry's and the various stakeholders in the region, in responding to their needs and government policies.

### Affiliates

USP'S Pacific TAFE is a Registered Training Organisation (RTO) with Australian Skills Quality Authority (ASQA), and is affiliated with a number of industry peak bodies and professional associations. Pacific TAFE also works closely with the following partners and accreditation agencies:

- Australia Pacific Training Coalition (APTC)
- TAFE Queensland
- Australian Skills Quality Authority (ASQA)
- International Centre of Excellence in Tourism & Hospitality Education (THE-ICE)
- Australian Children's Education & Care Quality Authority (ACECQA),
- Australian Community Workers Association (ACWA)
- Skills International New Zealand
- Small Business Association of Australia (SBAA)
- Universities NZ
- Tertiary Education Quality and Standards Agency( TEQSA)
- Asia Pacific Accreditation and Certification Commission (APACC)
- Fiji Higher Education Commission (FHEC)
- CPD UK (United Kingdom's Continuing Professional Development)

### Delivery

USP Pacific TAFE delivers sub-degree and pre-degree programmes via Print, Online, Blended, Face to Face and on Cohort delivery modes through its three Colleges namely, College of Business, Tourism and Hospitality, College of Arts and Humanities, College of Science, Technology and Environment.

The Short courses under Workforce Development Training Unit are delivered mostly via Face-to-Face, Online, Cohort as well as via blended modes.

The courses are from entry level up to Diploma Level 5 in the Fiji Qualifications Framework (FQF).

### Students

10,014 Students in 2016 & 11,506 in 2017

### Staff

- 150 Full Time Positions
- 185 Part Timers (Consultant Facilitators, Markers & Interns)
- 335 Total Staff

**Contact** [pacifictafe@usp.ac](mailto:pacifictafe@usp.ac)

**Website** [www.usp.ac.fj/](http://www.usp.ac.fj/)

## Vertebral Chile



### JUAN PABLO GUZMÁN ALDUNATE

#### President

Vertebral, the Council of Accredited Professional Institutes and Technical Training Centers, is the most important and largest Chilean education association, with 19 associate members and more than 420,000 students enrolled at its member institutions, which are present in 30 cities around the country. The institutions associated with Vertebral are all accredited by the CNA, the Chilean National Commission for Accreditation.

Students of Vertebral's associated institutions represent 83% of the enrollment in Chilean Vocational Education and Training, and 34% of the total enrollment of the Chilean higher education (considering Universities).

#### Description

The main objective of Vertebral is to achieve a more equitable, sustainable and productive country through the development of Technical and Vocational Education. This aim is addressed through: Contribution to related public policies, promotion of quality improvement of associated institutions, and position the importance of professional and technical education in society.

Professional and technical education is key for Chile's competitiveness and economic development. 65% of VET students in Chile, come from the two lowest quintiles of income, and 71% of them are the first generation to access Higher Education. Almost half of the students in the system study and work at the same time.

#### Affiliates

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• CFT San Agustín</li> <li>• IP Instituto Guillermo Subercaseaux</li> <li>• CFT ENAC</li> <li>• IP CIISA</li> <li>• CFT Escuela de Comercio Cámara Comercio de Santiago</li> <li>• IP Santo Tomás</li> <li>• CFT Santo Tomás</li> <li>• IP Chile</li> <li>• 9. IP Escuela Contadores Auditores de Santiago</li> </ul> | <ul style="list-style-type: none"> <li>• IP AIEP</li> <li>• IP INACAP</li> <li>• CFT INACAP</li> <li>• IP Esucomex</li> <li>• CFT CEDUC UCN</li> <li>• CFT Juan Bohon</li> <li>• IP IPG</li> <li>• IP DUOC UC</li> <li>• IP LA ARAUCANA</li> <li>• 19. IP IPLACEX</li> </ul> |
|--|--|

*IP = Instituto Profesional (Professional Institute)*

*CFT = Centro de Formación Técnica (Technical Training Center)*

#### Delivery

Vertebral aims to spotlight Professional-Technical Higher Education, influencing public policies to consider their special requirements and reality. Vertebral develops studies, seminars, workshops, work groups with their associates, and technical meetings.

**Students** 423,764 students enrolled (2018).

**Contact** [info@vertebralchile.cl](mailto:info@vertebralchile.cl)

**Website** [vertebralchile.cl/](http://vertebralchile.cl/)

**Conferences** One annual congress attended by 300 people

## Vocational Training Council (VTC)



**CARRIE YAU**  
**Executive Director**

Established in 1982, the Vocational Training Council (VTC) is a leading vocational and professional education and training provider in Hong Kong. VTC provides valuable credentials for some 200,000 students each year through a full range of pre-employment and in-service programmes with internationally recognised qualifications.

VTC draws strength from the number of Member Institutions, breadth of programmes and variety of accredited qualifications to provide a new world of OPPORTUNITIES to learners of all ages and abilities. Championing a teaching and learning approach that is practical, hands-on and outcome-based, our ultimate aim does not only centre on the acquisition of knowledge and skills, but equally on ACTION itself.

Our "think and do" approach cultivates the passions for learning while imparting the necessary skills and know-how for SUCCESS.

### Description

#### *Vision*

To be the leading provider of vocational and professional education and training in the region.

#### *Mission*

To provide a valued choice to school leavers and working adults to acquire values, knowledge and skills for lifelong learning and enhanced employability.

To provide valued support to industries for their manpower development.

### Core Values

- Integrity
- Client-focused
- Excellence
- Entrepreneurship
- Partnerships

### Affiliates

VTC's 13 member institutions provide a broad spectrum of programmes, covering a wide range of industries and catering for students with different backgrounds and abilities. The member institutions are:

- Technological and Higher Education Institute of Hong Kong (THEi)
- Institute of Professional Education and Knowledge (PEAK)
- School for Higher and Professional Education (SHAPE)
- Hong Kong Institute of Vocational Education (IVE)
- Hong Kong Design Institute (HKDI)
- Hotel and Tourism Institute (HTI)
- Chinese Cuisine Institute (CCI)
- International Culinary Institute (ICI)
- Maritime Services Training Institute (MSTI)
- Youth College
- Pro-Act by VTC
- Integrated Vocational Development Centre (IVDC)
- Shine Skills Centre

## Delivery

### *Pre-employment Programmes*

- Bachelor Degree (Provided by THEi)
- Higher Diploma (IVE, IVE)
- Others: Top-up Degree (SHAPE), Master's Degree (awarded by WMG), Diploma of Foundation Studies (IVE, IVE), Diploma of Vocational Education (YC), Vocational Baccalaureate (YC), Applied Learning Courses and Yi Jin Diploma, etc.

### *In-service Training Programmes*

## Students

Some 200,000 which includes 50,000 full-time students

## Staff

About 5,900 (Teaching staff: About 2 800; Administrative staff: About 3,100)

**Contact** International Development Office - [ido@vtc.edu.hk](mailto:ido@vtc.edu.hk)

**Website** [www.vtc.edu.hk](http://www.vtc.edu.hk)

## Conferences

Co-organised Vocational and Professional Education and Training International Conference 2017 in Hong Kong

## Victorian TAFE Association



**ANDREW WILLIAMSON**  
**Executive Director**

The Victorian TAFE Association (VTA) is the peak body for Victorian TAFE Network, which comprises Victoria's 12 TAFE institutes and four dual sector universities. The VTA was established in 1999 as a result of a merger between its antecedents, whose histories date back into the 1980s. The VTA represents the sector in dealings with government, industry and community stakeholders; harnesses and develops the collective capacity of the network; and facilitates collaboration between members.

### Description

Victoria has the most devolved public VET sector in Australia. The twelve TAFEs and four dual sector universities each serve their respective communities and – as a collaborative network – Victoria as a whole. As the peak body, the VTA facilitates collaborative efforts of the network and provides stakeholders with a portal for engagement with the sector.

VTA provides policy advice and advocates to the Victorian Government, on behalf of the membership.

### Affiliates

All of Victoria's public VET providers (twelve TAFE institutes and four dual sector universities) are VTA members. VTA works closely with the national peak body, TAFE Directors Australia.

### Delivery

Together our members have over 100 campuses offering almost 700 different courses, from senior secondary to VET to higher education.

### Students

Members deliver to over 150,000 local students and 40,000 international students (onshore and abroad).

### Staff

The sector employs over 9,000 staff. VTA has 14 staff.

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**Website**    [www.vta.vic.edu.au/](http://www.vta.vic.edu.au/)

### Conferences

The VTA Annual State Conference is in July/August each year.

## Waikato Institute of Technology (Wintec)



**BARRY HARRIS**  
Chair Wintec Council

**MARK FLOWERS**  
Chief Executive



Wintec is a government owned Institute of technology (ITP), founded in 1924. It is located in Hamilton which is the Waikato region's largest city. Wintec has 7 campuses across the region. Wintec is one of the largest ITPs in New Zealand and it has an audit status of category 1 "highly confident" meaning the government show confidence in our institute.

Wintec offers 150+ programmes in 11 disciplines; Certificates, Diplomas, Bachelors, post graduate and Masters level programmes. We have a wide international footprint and its internationalisation strategy means it not only focusses on attracting international students but also offers training off-shore and encourages its domestic students to get engaged internationally.

### Description

Wintec, one of New Zealand's leading institutes of technology, helps drive the development of a skilled workforce not only in New Zealand, but around the world. We are a modern institute of technology with a reputation for providing quality education. Our graduates are work ready and in demand by employers.

Our students learn professional and vocational skills in stimulating and supportive environments. We offer training in engineering, trades, science, information technology, agriculture, sport, health and social services, education, business, tourism, hospitality, events, English language, media and the creative industries. Our qualifications range from certificates and diplomas to degrees and postgraduate qualifications.

We employ staff with industry knowledge, often practicing professionals in their given fields of expertise. Their knowledge is passed on to our students through effective teaching, combined with state-of-the-art technology and modern campus facilities.

To ensure we meet the needs of the job market, we work closely with employers, industry and community organisations to understand and respond to the skills which are required.

We are an integral part of our community. Through our graduates, students and staff we contribute positively to the regional and national economy, and continue to play a role in its ongoing prosperity. We are part of a national network of institutes of technology and polytechnics (ITPs).

Our students come from the Waikato, around New Zealand and the world. We are globally-connected through partnerships with international institutions and many of our programmes are delivered off-shore. We are committed to internationalisation.

### Our Goals

Wintec's strategic goals describe the opportunities and challenges ahead. These goals underpin our planning process and guide our direction and decision-making.

#### *Our graduates are highly sought after by employers*

Our aim is to ensure our students are successful because they learn industry- relevant skills in innovative ways, in educational settings that reflect 'the real world'.

#### *We help build the economy and strengthen communities*

Providers to improve the economic and social wellbeing of our region.

#### *We are a leader in international education, onshore and offshore*

Our aim is to develop our expertise in export education and our local and global alliances to enable us to deliver internationally-relevant, quality education services wherever they are needed in the world. This includes extending our capability beyond the delivery of international quality-assured programmes here and abroad, to the successful management of major off-shore consultancy and joint venture activities.



### *We are a modern organisation*

Our aim is to be recognised as a financially well-performing, modern organisation, which delivers financial, social and environmental benefits for our customers and the wider communities.

### *Our research and commercialisation deliver real-world solutions*

Our aim is to ensure that our research and commercialisation activity drives productivity in our region. Our strong reputation for providing practical solutions to industry-identified problems, for leading knowledge and technology transfer between ourselves and industry, and our high-quality research facilities, enable us to attract commercial and industry partners. Our applied research strengthens our reputation for quality, research-informed vocational teaching.

### **Affiliates** - *Wintec has a number of areas of partners:*

- New Zealand Industry Training Organisations - *To ensure we deliver what industry needs*
- SODA Inc - *Incubator for our graduates and the community to grow ideas*
- Waikato Chamber of Commerce
- Employer and Manufacturer Association (EMA) and others - *For relevance and employment of our graduates*
- Wintec Foundation - *To benefit Wintec students*
- Tainui - *Local indigenous partners*
- Overseas Partners - *Wintec has pathway agreements with a number of tertiary providers worldwide*

### **Delivery**

Wintec provides programmes from level 1 certificates up to and including Masters programmes in the programme areas of:

- Applied Management
- Applied Science & Primary industries
- Education
- Engineering an Built environment
- English Language
- Health and Social practice
- Hospitality
- Information Technology
- Media Arts
- Sports Science and Human Performance

[www.wintec.ac.nz/study-at-wintec](http://www.wintec.ac.nz/study-at-wintec)

Wintec provides a large number of customised short courses for professional development both domestically and internationally.

Wintec delivers a number of programmes and projects off-shore (China, Saudi Arabia, Thailand, Indonesia, Thailand, Solomon Islands, Kiribati)

Wintec finally also operates a number of joint off-shore campuses. (China and Saudi Arabia)

**Students** 15,000 students (full-time and part-time) | 1,700+ international students from over 60 countries

**Staff** Wintec employs over 950 staff

**Contact** Mr Tony O'Brien, Director SINO NZ Model Programme - [Tony.obrien@wintec.ac.nz](mailto:Tony.obrien@wintec.ac.nz)  
International Office | Wintec | Hamilton | New Zealand

**Website** [www.wintec.ac.nz/](http://www.wintec.ac.nz/)

### **Conferences**

- ITPNZ Research Conference
- Annual SINO – NZ Model Programme Conference
- Innes48 Annual Event
- Innovations that Transform Societies Symposium 2017
- Innovation in Health Conference 2018

## Wuxi Institute of Technology (WXIT)



**DR GONG FANG HONG**  
**President**

Wuxi Institute of Technology (WXIT) is a full-time public higher vocational institute, located in Wuxi, a beautiful city near Tai Lake. WXIT, founded in 1959, was originally formed as Wuxi agricultural Mechanical School and established by the Ministry of Agriculture. In 1999, it was approved by the Ministry of Education and changed its name to Wuxi Institute of Technology (WXIT). In 2012, WXIT was approved to offer bachelor's programs to develop high skilled talents.

### Description

WXIT has two campuses: Zhong qiao and Taihu. It occupies an area of 370,000 square meters and its total assets are worth about 11 billion. The teaching instruments are worth nearly 2 billion, and the library collection is 960,000. Today, WXIT has 13 academic schools ranging from School of Mechanical Technology, School of Automatic Control Technology, School of Internet of Things Technology, School of Automobile and Transportation Technology, School of Management, School of Finance and Economics, and School of Foreign Languages and Tourism. WXIT has about 13,800 full-time students (including 300 International students) living and studying on campus and has a faculty of more than 800.

### Delivery

WXIT focused on developing Applied Talents and established practice bases with characteristics of "function-multiple, open-minded, and opinion-shared". At present, WXIT has two national-level training bases, eight professional training bases, and five provincial-level training bases. WXIT also has "National Professional Essay Offices" and an "Educational Center in Mechanical Education of Jiang su Province", among others. Based on those, WXIT has set up 63 professional skill appraisals, established more than 200 training bases outside the college and 90 Internship companies.

WXIT emphasizes improving students' comprehensive quality. Since 2011, WXIT has taken the lead in constructing the cultural-quality educational system. WXIT has opened nearly hundred times of cultural-quality educational courses and more than ten high-quality cultural educational courses; also, WXIT has established more than 20 educational practical bases for developing students' professional and creative abilities. In the past five years, more than 800 students have won awards in various competitions above the provincial level. Among them, there were 16 first prizes and 15 second prizes at national-level technical competitions. WXIT has won 54 awards for college outstanding graduation design, of which 12 were first prizes. The number and quality of prizes were ranked first among vocational colleges of Jiang su Province in consecutive years.

Meanwhile, WXIT is committed to serve students and established a one-stop service center for students. Besides, WXIT has created a reasonable financial assistance system for students based on state-subsidized student loan.

The employment rate of WXIT graduates remains above 98% and, therefore, WXIT has been awarded as "Advanced Collective for Employment of Graduates in Jiang su" for many years.

WXIT has been continuously forging ahead on the way of internationalization in the field of higher vocational education. WXIT has established friendly relationship with 100 universities from 40 countries, including the affiliate member of the American Association Community Colleges for International Development (CCID), China-Indonesia Research Center in Tourism and Hospitality Management, and China-ASEAN Teacher Training Base. WXIT has seven Joint-Education Programs with Australia, America, Denmark and Japan; two of which are listed as high-level demonstrative programs in Jiang Su Province. WXIT supported the development of "The Belt and Road" and recruited around 700 International students, which builds the Brand program "Study in WXIT". In addition, WXIT has joint-education bachelor and graduate programs with University of Mohammed, Trishaq educational group, Sa Malinda National Institute of Technology and Malaysia Management and Science University (MSU). In the past, WXIT organized 80 student delegations to America, France, Denmark and Holland for academic and cultural exchange every year. In 2016, WXIT had the largest number, among all the higher vocational colleges of Jiang Su Province, and has won the "Advanced Collectives of International Students Education." Besides, WXIT has held International Conferences as follow: The Third Cross-Strait Presidents' Conference in Higher Technical and Vocational Education, and The Fourth International Academic Conference of Tourism and Hospitality. WXIT has been awarded as "Advanced College of International Exchange and Cooperation in Jiang Su Province" and has been awarded as "the top 50 International Influence in National Colleges".

### Students

13,800 full-time students (including 300 International students) living and studying on campus

### Staff

More than 800 faculty

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**Website**     [www.applysquare.com/institute-en/cn.mtetc/](http://www.applysquare.com/institute-en/cn.mtetc/)

### Conferences

The fourth International Conference on Tourism and Hospitality

Hosted by the Association of Indonesia Tourism Territory Education Institution in October 2017



## Xingtai Polytechnic College



**LIU CAIQIN**  
Head

Xingtai Polytechnic College is located in Xingtai, Hebei. It is a engineering college founded in August 1979. It is a public college dedicated to training high quality practical technical talents for field work in manufacturing, construction, management and service areas.

It has 10 teaching departments and three teaching divisions, including the departments of Automobile engineering, Fashion engineering, Mechatronics engineering, Electric engineering, Information engineering, Architectural engineering, Business and Management, Art and Communicative Media, Resource and Environment engineering and Accounting.

The college covers an area of 761 Mu (507,336 square meters) with 420,000 square meters construction area. Fixed assets of the college are valued at 111.363 million Yuan. The library has more than 1.1 million books. Xingtai Polytechnic College also has stadium, standard sport ground, and Gigabyte Campus Network. It has 13 on-campus filed training centers, including an automobile technology center, fashion industry technology center, shoe industry technology center, numerical technology center, electrical technology center, information technology center, art and media center and building project technology center. Those centers have 226 professional teaching classrooms, training rooms and labs. The college also has 629 field training bases in industry partners.

Xingtai Polytechnic College prides itself in taking the lead in areas of talent training quality, vocational education research, reform and innovation, college-enterprise cooperation, and general management

### Description

We hope to expand international cooperation with the world from the following aspects: students' exchange programs, teachers' training programs, students' overseas internship, cooperation with enterprises all over the world and other international cooperation

### Students

There are 16,000 students in our College

### Staff

We have a staff of 800 members

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## OTHER WFCP MEMBERS

Arusha Technical College

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