



May 2019

Message from the Chair

Dear WFCP Members,

Automation promises to transform industries and the way work is organised to generate value. Many process tasks will be done for us. It's the deployment of talent in new ways that will work for us. Businesses will be able to use technology more than staff, so we must ensure all can engage in enterprise, directly into the market or to navigate work mediated via an employer where that arrangement exists.

In a world where value will be based more on how we engage, with each other and technology, we must nurture talent in everyone.

This requires new dimensions to professional and technical education and training (PTET) – something more than can be expressed in competency.

We must also impress on our students that they are global citizens, and offer them global exposure in the programs we offer. Our task ultimately, despite the advances in technology and the changes it will bring, is to unearth and refine the talents of our students.

This is the background of many conversations about education and skills development educators, policy makers, and governments are having around the world. In October 2018, WFCP members gathered to engage in that conversation.

In this issue you can read more about how countries around the world are preparing for this disruption. In



USA, a focus on apprentices will lead to the creation of 16,000 training opportunities (pages 8-9). On the African continent, CAPA and the AU are working together to cultivate entrepreneurship and innovation amongst PTET students (page 10). The Canadian government has invested a Future Skills Council and Future Skills Centre to ensure skills development is future-focussed (page 6). Internationally, UNESCO-UNEVOC has launched ten hubs of technology to demonstrate ways which technology contributes to education (page 10).

In this issue you can also read about those who have contributed much to the sector. Dr. Michael Chipps, former long-term member of the WFCP board, will retire at the end of 2019 (page 2). Dr. Chipps was a committed member of the WFCP and significant in growing the Federation's strength and reach. Congratulations to Dr. Chipps on his 40 year long career!

As countries around the world deal with the challenge of technological disruption, international cooperation and knowledge sharing will be vital to how we adapt and ensure our students leave our institutions will the skills to succeed.

Regards,

Craig

IN THIS ISSUE

DR. MICHAEL CHIPPS RETIRES

CCCJ RECOGNIZES EXCELLENCE

CISCO DEVELOPS A FRAMEWORK TO EVALUATE DIGITAL READINESS

Dr. Michael Chipps retires after 40 years of service

Dr. Michael Chipps, who has served Nebraska's community colleges for 40 years, has announced that he will retire from his position as president of Northeast Community College later this year. Dr. Chipps' last day will be December 31, 2019.

Dr. Chipps served on the board of directors for the World Federation of Colleges and Polytechnics for five years, representing the American Association of Community Colleges. Dr. Chipps was central in helping the Federation grow, including playing an instrumental role in developing the relationship between the Postsecondary International Network and WFCP.

Dr. Chipps began at Northeast in February 2012. "Northeast is a special place for students to learn, faculty to teach, and for staff to support and promote student success," he said. "After several weeks of reflection on our major initiatives and my own desire to make sure the college is positioned well for the future, I have informed the board that I plan to retire later this year and write a new chapter in my



life."

Dr. Chipps also said he is grateful for the many accomplishments that Northeast has achieved and a number of initiatives that have been undertaken over the past seven years at the college.

This includes new extended campus facilities, and a renovated and expanded student center. Other highlights are the establishment of the Center for Global Engagement and the Center for Enterprise, the design and implementation of the Vision 2020 comprehensive strategic plan, a 10-year master site and facilities plan, a 10-year institutional reaccreditation by the Higher Learning Commission, and also, having Northeast be named as one of America's Top 10 community colleges by the Aspen Institute.

WFCP thanks Dr. Chipps for his contributions to and longstanding support of the Federation and wish him all the best in the next chapter of his life.



Dr. Chipps (centre-left) pictured with the WFCP Board in 2013.

Quarterly Quote

"With the changing economy, no one has lifetime employment. But community colleges provide lifetime employability."

— Barack Obama

New human rights obligations to provide public education

Three years of consultation and drafting have delivered the Abidjan Principles on the human rights obligations of States to provide public education and to regulate private involvement in education for Côte d'Ivoire. The Abidjan Principles were finalised on February 12 and 13 2019.

The Abidjan Principles were adopted in response to the growth of various forms of private involvement in education over the last 20 years, which the framers considered a threat to the right of education. UN agencies, courts, and human rights actors have increasingly addressed the issue, leading to a myriad of legal sources. The Abidjan Principles offer a single text, to clarify applicable legal standards.

The process was open, transparent, and broadly consultative. The Principles were developed using international human rights legal standards, with input from geographically diverse stakeholders with a variety of backgrounds: human rights lawyers, education specialists and practitioners, and affected communities. Efforts were made to ensure communities and individuals who have been affected by education policies, particularly through the growth of private actors in education, were included in consultations.

From 2016 to 2018 regional, national, and thematic consultations were convened around the world, concluding with an adoption conference in Abidjan, Côte d'Ivoire by a group of experts in February 2019. A secretariat made up of Amnesty International, the Equal Education Law Centre, the Global Initiative for Economic, Social, and Cultural Rights, the Initiative for Social and Economic Rights, and the Right to Education Initiative facilitated the consultative process.

The Ten Overarching Principles

The Abidjan Principles on the human rights obligations of States to provide public education and to regulate private involvement in education are made up of 97 Guiding Principles. In addition to these, 10 overarching Principles provide an overview and summary of the Guiding Principles. The 10 Principles should be read in conjunction with the Guiding Principles, and were adopted as a whole with the full Abidjan Principles.

Principle 1. States must respect, protect, and fulfil the right to education of everyone within their jurisdiction in accordance with the rights to equality and non-discrimination.

support, if they comply with applicable human rights law and standards and strictly observe all substantive, procedural, and operational requirements.

Principle 2. States must provide free, public education of the highest attainable quality to everyone within their jurisdiction as effectively and expeditiously as possible, to the maximum of their available resources.

Principle 6. International assistance and cooperation, where provided, must reinforce the building of free, quality, public education systems, and refrain from supporting, directly or indirectly, private educational institutions in a manner that is inconsistent with human rights.

Principle 3. States must respect the liberty of parents or legal guardians to choose for their children an educational institution other than a public educational institution, and the liberty of individuals and bodies to establish and direct private educational institutions, subject always to the requirement that such private educational institutions conform to standards established by the State in accordance with its obligations under international human rights law.

Principle 7. States must put in place adequate mechanisms to ensure they are accountable for their obligations to respect, protect, and fulfil the right to education, including their obligations in the context of the involvement of private actors in education.

Principle 4. States must take all effective measures, including particularly the adoption and enforcement of effective regulatory measures, to ensure the realisation of the right to education where private actors are involved in the provision of education.

Principle 8. States must regularly monitor compliance of public and private institutions with the right to education and ensure all public policies and practices related to this right comply with human rights principles.

Principle 5. States must prioritise the funding and provision of free, quality, public education, and may only fund eligible private instructional educational institutions, whether directly or indirectly, including through tax deductions, of land concessions, international assistance and cooperation, or other forms of indirect

Principle 9. States must ensure access to an effective remedy for violations of the right to education and for any human rights abuses by a private actor involved in education.

Principle 10. States should guarantee the effective implementation of these Guiding Principles by all appropriate means, including where necessary by adopting and enforcing the required legal and budgetary reforms.

Indonesia's 1st Vocational Summit supported by the WFCP

The Association of Polytechnics and Industry Indonesia (APII) will launch the 1st Indonesia Vocational Education and Training Summit (IVETS) 2019, scheduled to be held from 9th – 10th October 2019 at the Grand Mercure Harmoni Jakarta. This inaugural summit, will be supported by the World Federation of Colleges & Polytechnics (WFCP) and is Indonesia's 1st vocational education and training conference and exhibition. We are honoured to have Mr. Craig Robertson, the Chairman of WFCP presenting the international keynote address at this summit, and he will be joined by a distinguished list of high level international and Indonesian speakers. The focus for this event will be on transforming Indonesia's TVET system in line with the industry's needs and bridging the gap between education and employability.



In line with WFCP's support and participation, the organisers have agreed to extend preferential benefits for WFCP members only, and these will include the following.

- A 30% discount on all full price sponsorship packages listed in the prospectus.
- Premium booth position reserved for WFCP members.
- A special delegate rate of USD795 per person exclusive for WFCP members only.
- VIP Breakfast tickets for all WFCP members attending.
- One2One meetings arranged for WFCP members sponsoring this event.

For a copy of the updated program and the IVETS prospectus, please contact the organisers:

Ms. Raudika Lestari
Tel: +62-21-3161914
Email: sales@avcongroup.com.au

CHAIN5 Meets in Lake Como

CHAIN5'S 2019 Annual Conference was held in in Como, Italy from March 14-15 March.

CHAIN5 is the community of practice for level 5' for those involved in the developments concerning level 5 of the European Qualifications Framework.

The event was a big success with almost 90 people from 14 CHAIN5 countries joined together in Italy and enjoyed the warm hospitality of Cometa and IATH.

On Wednesday before the conference launched, 55 delegates participated in the social programme, learning more about the role of the Higher Vocational Institutes in Italy, and getting an inside view of ComoNext, an innovation centre, being very important for the region.



On the Thursday and Friday the interactive program saw a number of workshops and sessions, combined with inspiring key-notes on various issues. Participants engaged in discussions on many of the themes of interest for the community of practice.

Click [here](#) to read more about the 2019 conference, see photos, and access presentations.

Next year's conference will be held in Tallinn, Estonia from March 12-13, 2020.

The Council of Community Colleges of Jamaica Awarding Excellence at all Levels

The Council of Community Colleges of Jamaica (CCCJ) recently concluded its 2019 International Conference themed, CCCJ: Forging Pathways for Future Empowerment. This annual event was held at the Hilton Rose Hall Resort and Spa, Montego Bay, St James on January 9-11, and hosted Jamaica's Minister of Education, Youth and Information, Senator the Honourable Ruel Reid, as Keynote Speaker. The CCCJ held an exceptional event with 31 presenters and close to 400 attendees comprising Lecturers, Students, Government Officials and Leaders of Higher Education Institutions were in attendance.

True to its theme, the CCCJ issued several awards to students and faculty of member institutions.

The Student Award for Academic Excellence was presented to Genesha Brown of Excelsior Community College, first place; Latania Henry, The Moneague College, second; and Aneisha Dobson, Montego Bay Community College, third.

First, second and third place recipients of Excellence in Student Leadership were Moesha Miller, Montego Bay Community College; Roselyn Facey, Excelsior Community College; and Marisa Parker, The Moneague College, respectively.

An Administrative Staff Award for Excellence was also distributed. First place in this category went to Kedeshia Dawes of Brown's Town Community College. Ann-Marie Johnson of Excelsior Community College and Kadia Smith Allwood of Portmore Community College copped second and third place, respectively.

The Ancillary Staff Award for Excellence was evidence that CCCJ fully appreciates all individuals in the Community College network. Terrence Lawrence of The Moneague College was awarded first place; and second and third were Marshall Philp, Excelsior Community College and Oswald Williams, Portmore Community College, respectively.

Lecturers not only teach, but mentor and foster the wholistic development of students. In that regard, they were rewarded for Excellence in Instructional Leadership. First place awardee was Kenene Senior, The Moneague College; second, Bevinton Coore, Brown's Town Community College; and third, Captain O'Niel Nelson, Montego Bay Community College. These three lecturers were also nominated for the John and Suanne Roueche Excellence Award for 2018, an international award issued by the League for Innovation in the Community College, which celebrates faculty members who exemplify exceptional teaching and leadership skills.



Award recipients pose with their gifts from e-Learning Jamaica, a sponsor of CCCJ's International Conference
From left: Dr Donna Powell Wilson- Executive Director (CCCJ), Kenene Senior (Moneague College), Terrence Lawrence (Moneague College), Kedeshia Dawes (Brown's Town Community College), Moesha Miller (Montego Bay Community College) and Mr. Keith Smith, CEO (e-Learning Jamaica)
Missing: Genesha Brown of Excelsior Community College

Canada Looks to Become Future Ready

With governments around the world facing a challenging global skills market, the Canadian government has launched two initiatives to ensure its investments in skills are fit for the future. A Future Skills Council and Future Skills Centre will bring together stakeholders in skills development to address the disruptive change happening at an unprecedented pace and scope.



Photo courtesy the Government of Canada

Denise Amyot (centre) with other members of Canada's Future Skills Council at the February 2019 launch.

Both initiatives will seek to bring together actors in Canada's decentralized skills ecosystem. Skills development is an area of shared jurisdiction between the federal government and thirteen provincial and territorial governments. Businesses, labour, educational and training institutions and not-for-profit organizations are also involved in Canada's skills development.

The Future Skills Council is comprised of members chosen for their access to networks, knowledge, experience and expertise from the public, private and non-profit sector. The Council will advise the federal Minister of Employment, Workforce Development and Labour. The group will offer advice on emerging skills and workforce trends to identify and promote priority action areas with national significance.

The Future Skills Centre will act as a arms-length government research and development centre. Housed in Toronto's Ryerson University, the Centre will encourage and support collaboration across all sectors to develop, test and evaluate innovative approaches to skills assessment and development. The Future Skills Centre will also share knowledge widely on emerging,

in-demand skills and effective, evidence-based approaches to skills development. The Centre will target at least 50% of its funding to addressing the needs of disadvantaged and underrepresented groups.

Both the Future Skills Council and Future Skills Centre will play a role in mobilizing knowledge for action across sectors. The lessons learned will be shared with the federal and provincial governments to influence the adoption of evidence into policies and programs.

WFCP Past Chair, Denise Amyot has been selected as a member of the Future Skills Council. "I am very proud to have been selected to sit on the Council and look forward to working with colleagues from multiple sectors of the economy to develop a shared vision on the future of skills, work, and training in Canada", she said. "Though disruptive technologies may pose a challenge, they also offer new opportunities to train the workforce of the future and ensure that Canadians have the skills they need to succeed for years to come and that no one is left behind."



WFCP

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

Evaluating Country Digital Readiness

Cisco with leading research and advisory company, Gartner released its framework and model to evaluate digital readiness around the world.

The framework and model, released in May 2019, defines digital readiness, measures countries' readiness, and identifies key interventions that would progress a country's digital readiness.

The Chair of WFCP, Craig Robertson of TAFE Directors Australia said "in the face of digitisation and automation sweeping across our economies, this report serves to highlight the challenge facing countries leverage technology in an inclusive way."

The framework evaluates digital readiness using a holistic model to ensure all the factors that impact readiness were captured. The seven components forming the model include technology infrastructure, human capital development, basic human needs, and the start-up environment

Data was obtained from reputable data sets such as the World Bank, the World Economic Forum, Gartner, and the United Nations to ensure country scores were standardised.

Three stages of digital readiness were developed.

Activate includes countries with the lowest stage of digital readiness, that are just beginning to adopt policies

to stimulate digital readiness. Countries in this category are primarily from the African continent, the Middle East and Asia.

Accelerate identifies countries that have room for improvement, scoring in the middle range of some component scores. Many Latin American, Eastern European, and some Asian categories populated this stage.

Amplify includes countries at the highest stage and included the United States, Western European countries, and some Asian nations.

The study revealed that targeted policies are necessary, depending on a country's stage of digital readiness. However, the study found at all stages human capital development was an important intervention, ensuring appropriate skills are acquired for each digital space.

"The challenge to governments to assist professional and technical education sectors prepare workers for the new world are clear, and WFCP members are keen to step up for the challenge" Mr Robertson concluded.

To read the full report or see how your country fared. visit <https://www.cisco.com/c/dam/assets/csr/pdf/Country-Digital-Readiness-White-Paper-US.pdf>

Calculating a Country's Score How It Adds Up - Criteria for the Components



= A Country's Digital Readiness Score
(Ranged from 5.9 - 20.1 on a scale of 0 to 25)

USA: Rolling up the sleeves for apprenticeships

This article first appeared in AACC's Community College Daily on April 14, 2019.
By Matthew Dembicki

ORLANDO, Fla. — The American Association of Community Colleges (AACC) is moving forward with its game plan to create 16,000 new apprenticeships over three years in partnership with the U.S. Department of Labor (DOL).

The four strands of activities to develop the Expanding Community College Apprenticeships (ECCA) initiative include: discussions around definitions; ensuring that participating colleges are providing clear information to students and employers about apprenticeships; providing technical support to colleges selected to participate in the \$20 million partnership with DOL; and working with industry partners.

AACC President Walter Bumphus noted that ECCA will dovetail with other AACC programs, including workforce development, in general, and the association's career pathways program.

"It has to be aligned if it's going to make a difference," Bumphus said.

He also noted AACC's developing Unfinished Business initiative, which will look at student success in terms of equity for all students. The effort will include a series of meetings in Washington, D.C., over the next few months to hear from member colleges about their challenges in this area as well as their successes. The association will hold the second meeting later this month.

"We're going to be laser-focused on closing the achievement gaps and equity gaps, and trying to prepare our graduates to earn family-sustaining wages," Bumphus said.

Groundwork for apprenticeships

The ECCA initiative, as well as the increasing use of apprenticeships in general in the community college sector, was the centerpiece of a session at the AACC annual convention. It also highlighted several promising practices across the U.S. as college leaders look to meet the goals for ECCA.

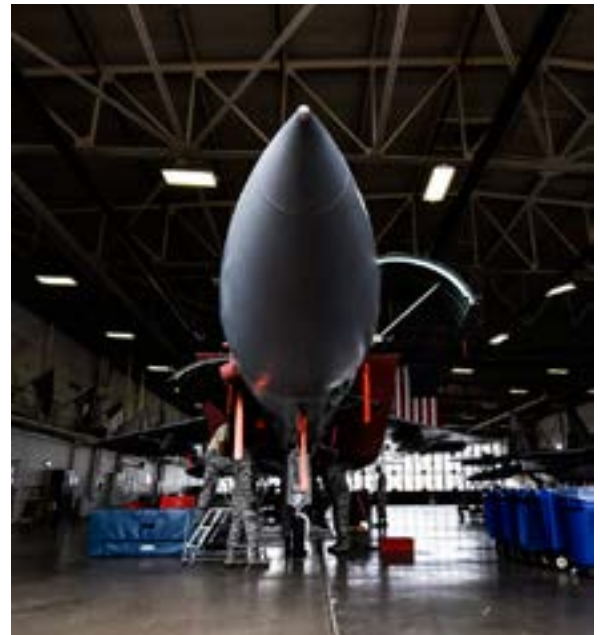
"The idea is not just to train individuals directly but also to build a framework for a national system that's never been done before," said Jennifer Worth, AACC's senior vice president for workforce and economic development.

The first strand of the initiative will focus on definitions, Worth said. The definition and requirements for formal, federally recognized registered apprenticeships are well known, but other workforce-related activities, such as internships and cooperative agreements, could also come under the umbrella of apprenticeships, she said.

"We believe you all currently are doing apprenticeships, you're just not necessarily calling it that," she told community college leaders.

A 55-member task force created by AACC, which met for the first time at the AACC convention, will tackle that, among other tasks.

The second strand focuses on developing a consistent message around apprenticeships. Some community colleges have clear, robust information publicly available about their apprenticeship programs, while others have



Courtesy Flickr user aeroman3

Trainees participate in the American Air Education and Training Command's Electrical and Environmental Apprentice course

Continued on page 9

Apprenticeships continued

little, if any, information on their programs, Worth said. The idea is to ensure information is consistent and available across participating colleges, she said. AACC will identify five to 10 components of apprenticeships that will serve as a framework for colleges.

The third strand will address direct technical support. To reach the bulk of the 16,000 new registered apprenticeships, AACC will select 80 locations to participate in ECCA, with each one creating 150 apprenticeships over three years, Worth said.

The final strand relies on industry partners to create apprenticeships. AACC will soon announce four major companies that will create 1,000 apprenticeships each to reach the 16,000 goal, Worth said.

Models from the field

Attendees of the session heard from leaders of Austin Community College (ACC) in Texas, Mississippi Gulf Coast Community College, Harper College in Illinois and the Dallas County Community College District. For ACC, which serves an area that has a 2.5 percent unemployment rate, the goal is to raise skills, wages and productivity. Over the next five years, the college aims to educate and train 10,000 people who live in poverty so they can earn a living wage, said President Richard Rhodes.

“That’s a big commitment and undertaking for us,” he said.

But ACC already has a framework internally through efforts such as guided pathways and externally through partnerships with companies such as Samsung. The relationship started when the college asked the company to serve on its program advisory committee, especially in advanced manufacturing. That resulted in \$7 million of contract training for Samsung over five years, specifically in advanced manufacturing, robotics and electronics, Rhodes said.

The college also is looking toward the future. ACC and Samsung joined to open a P-tech program at a local high school focused on advanced manufacturing. The company provides mentors for the students, job shadowing opportunities and paid internships, as well as an opportunity to work for Samsung. The college also has created pre-apprenticeship programs, which currently serves 35 low-income students.

Close communications

Mississippi Gulf Coast Community College has well-regarded maritime apprenticeship programs that serve local industry. Faculty members meet with companies several times a year to ensure that the college’s programming is current and relevant, said President Mary Graham. But she noted that it’s important understand from the beginning what companies expect as well as their commitment.

“It’s important to have deep and crucial conversations with the industries you’re trying to serve,” she said.

That’s a point emphasized by Rebecca Lake, dean of workforce and economic development at Harper College, which has experience in developing registered apprenticeships in nontraditional industries, such as insurance. Lake provided tips on how to start successful apprenticeships, which include finding faculty that want to participate in apprenticeship efforts as well as a champion of the effort who will be persistent.

She also recommended hiring a team, even if they are part-time workers, who can canvass the community and talk directly with companies about apprenticeships. If there is skepticism about apprenticeships, she recommended creating a pilot program to test how it could work.

When asked if labor unions — which are traditionally associated with registered apprenticeships — are pushing back against community colleges providing such training, Lake said that hasn’t been her experience. It works as long as colleges are having transparent conversations with companies and unions, which often provide mentors for such apprenticeships.

African Youth Pitch Innovation and Entrepreneurism

CAPA's Pitch Africa is opening opportunities for young African TVET students to pitch business and social impact ideas. The Pan-African Forum For Youth In TVET Pitch Africa Talent & Innovation Competition 2019 is open to TVET Students, sponsored by the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA).

Pitch Africa is a real-world business concept competition with an educational purpose. Participating students work in teams to conceive and test new ideas for new businesses and social enterprises. It provides Africa's young entrepreneurs with the opportunity to make connections and collect feedback on their ideas while competing for startup cash and prizes. Students also prepare and deliver a 7-minute pitch and answer questions about their concept. Top national teams advance to a Pitch Africa Continental Competition to compete for funding that can be used to launch their proposed business.

Building on the positive experience of the past few years, StartUpAfrica is rolling out an Africa-wide programme in partnership with the African Union (AU) and CAPA to promote leadership and entrepreneurship among Technical and Vocational Education and Training (TVET) students. African entrepreneurs and innovators in TVET institutions have submitted to showcase their business or social impact ideas.

Pitch Africa was developed by a broad coalition of partners to provide high school and college students with an outstanding opportunity to acquire valuable entrepreneurship knowledge and skills.

Pitch Africa for TVET students offers two competitive tracks:

Business concept Track: ideas, innovations and initiatives that solve a customer's problem, and in the process, generate revenue and profit.

Social and Africa Impact Track: idea, innovations and initiatives that are contributing to a better and more equitable world in general, and, Africa in particular.

The finals of the Pitch Africa will be the highlight of CAPA's Pan-African TVET Youth Forum on August 26 –29, 2019 in Kigali.

UNESCO-UNEVOC Launches Skills for Innovations Hubs

UNESCO-UNEVOC its Skills for Innovations Hubs project this past March in Bonn. Representatives from the 10 pilot institutions, including WFCP's Tknika, met to exchange experiences and participate in the official launch. The i-hubs will demonstrate the different ways through which technology contributes to the development of professional and technical education and training (PTET).

The pilot institutions were selected from the UNEVOC network based on their demonstrated experience and commitment to innovation, specifically in entrepreneurship, digitalization, and greening. The institutions' previous experience is fundamental to the project's implementation, which relies on pooling expertise, knowledge sharing and peer review to develop innovative practices and learning materials.

The i-hubs project derives from the understanding

of major ongoing global disruptions in work and society. National professional and technical education and training policy makers and systems' developers face challenges in anticipating and providing the innovative skills needed by business, society, and learners to succeed in the uncertain labour market of the future. The i-hubs project will affirm that innovation in applied learning is about more than delivering skills. PTET contributes to innovation by being an active part of the innovation process in businesses, communities, and schools.

The Pilot Institutions for UNEVOV's i-hubs are: Rift Valley Technical Training Institute (Kenya), Seychelles Institute of Technology (Seychelles), Yaba College of Technology (Nigeria), Shenzhen Polytechnic (China), Technical Education and Skills Development Authority (Philippines), University of Vocational Technology (Sri Lanka), Omnia - The Joint Authority of Education in the Espoo Region (Finland), Malta College of Arts, Science and Technology (Malta), TKNIKA (Basque Country), and BKAL - Berufskolleg an der Lindenstraße (Germany).

WFCP Member Application

About the Organization

*Name of the Organization: _____

Name of President or CEO: _____

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

Please name accrediting body: _____

Organization Annual Budget (optional): _____

Number of Students Enrolled in your institution: _____

Reasons for joining WFCP: _____

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

About You

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

*Contact Name: _____

Contact Title: _____

*Contact Email: _____

*Contact Telephone and Fax: _____

Website: _____

Street Address: _____

City: _____

State/Province/Region: _____

ZIP/Postal Code: _____

Country/Region: _____

Type of membership requested:

____ Association membership ____ Institutional membership

____ Affiliates membership ____ Associates membership (individual)

**Required fields*

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

Upcoming Events

Volume #007

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Issue 001



2019 NISOD Annual International Conference on Teaching and Leadership Excellence

May 25-28, 2019
Austin, USA

NAFSA 2019 Annual Conference & Expo: Global Leadership, Learning, and Change

May 26-31, 2019
Washington, D.C., USA

Basque Government TVET Congress

June 4-5, 2019
San Sebastian

CAPA 2019 International Conference: Building Partnerships for the Promotion of TVET for Innovation, Entrepreneurship and Youth Employment in Africa

August 25-31, 2019
Kigali, Rwanda

CONNECTAIF 2019

August 26-30, 2019
Brasilia, Brazil

REDITEC 2019: Hands that Make, Minds that Transform: Celebrating the 110th Anniversary of the Federal Network

September 9-13, 2019
Florianópolis, Brazil

Postsecondary International Network (PIN) Leadership Summit

September 22-27, 2019
Bellevue College, Washington, USA

Aoc Annual Conference and Exhibition

November 19-20, 2019
The ICC, Birmingham

Chain5: Exploring the Challenges of Permeability: EQF-5 and Higher Levels – A Partner's Conference

December 9-10, 2019
MCAST, Malta

BaselEduCa Expo 2020 - 4th International Education and Career Exhibition

March 25-26, 2020
Basel, Switzerland

WFCP & PIN Executive Leadership Workshop

October 11-16, 2020
San Sebastián

World Congress 2020

October 14-16, 2020
San Sebastián

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