



September 2019

Message from the Chair

Cycle or trend – both need professional and technical education

In May this year *The Economist* reported record levels of employment across the developed world, yet this month negative yield curves point to the world moving into economic decline, possibly recession.

The United States has been a stand-out for employment with record low unemployment of 3.7 per cent. Representatives from the National Governors Association told me back in May that while states are wringing the last piece of capacity from their labour markets, the lack of workers with the skills to bring higher order economic activity back to their jurisdiction is top of their agenda.

The Economist sheets the record employment levels to the effectiveness of policies in reducing the barriers for women to enter and stay in work – equal pay and access to publicly subsidised childcare, are just some of the examples. Also, across developed economies there's less workers to put into work, as it appears for the Governors of the US, so they are getting higher proportions into work. In the 1980s the rich world's working-age population represented 25 per cent of the world's working age population, now it's just 17.5 per cent.

At the same time, we are hearing messages about the impact of technology over the longer term. Observers of the technology revolution present different perspectives. The [World Economic Forum](#) says demand for new roles will offset those lost to automation and digitisation.



Displacement will have different size impacts across the globe. [McKinsey](#) in 2017 estimated that the US as a sample advanced economy is at risk of losing 23 per cent of jobs to automation based on the composition of their industries. Yet for emerging economies the impact is 13 per cent for Mexico and 9 per cent for India, for example. (This may account for some of the re-ordering of world trade we see some governments pursuing.)

The [IMF](#) signals caution. They have modelled the impact of robot technology into general equilibrium models of economic growth and estimate the impact of when technology could substitute for workers. Our cost of living may decline but we may not see the boost in wages we have seen before, as the authors summarise below.

“All this (robot substitution) is thus very good for output. It is also very bad for distribution. For the real wage, understanding the dynamics is critical; the short run—which can last for generations—is very different from the long run. At first, the real wage is likely to fall in absolute terms, even as the economy grows. Eventually, the real wage will rise above initial levels, but there are two distributional problems. First, “eventually” can take a long time, typically 20 to 50+ years in our baseline calibrations. Second, even in the long run, the labour share declines substantially and overall inequality rises.” (*Should We Fear the*

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Robot Revolution? (The Correct Answer is Yes), page 144)

The optimists quite rightly point to the evolution of work opportunities over the centuries --- agriculture workers shifted to manufacturing as technology changed agriculture's demand for labor; and manufacturing workers shifted to services as technology shifted demand for manufacturing workers.

The common theme is the evolution of the skills and capability of citizens, workers and entrepreneurs. We should expect no different in this wave of technology.

It's easy to get caught up in the here and now of economic cycles – of record unemployment or impending downturn - and all too easy to lose focus on the trend.

The march of technology into our production and service processes will be long as will the transition of work and workers.

We, as leaders of professional and technical education and training, therefore, have an important role more than ever to prepare citizens with new capabilities by which they can face the changing world. Most of all we must look out for those in our communities at risk of being left behind. For a world organisation, it's our job,

more than ever, to support our fellow members in countries at risk in the technological boom or the new trade order. It's critical they continue to offer advanced education as the pathway to success for their students and ultimately their communities.



Photo courtesy Flickr user Alison Pope

A trumpet-playing robot at the London Science Museum's 2017 robotics exhibition.

Negative yield curves show that those lending money (including governments) are not expecting high interest returns from short-term lending, which characterises most financial practices, due to their assessment of economic conditions. They are lending on higher returns over the longer term in the hope growth returns by then.

Our task as education leaders is to build the attributes and skills of our students so they continue to yield the best for themselves within the cycle and across the

trend. This task is more important than ever, in these turbulent times and in the face of technology driven trends, both of which demand new capabilities in workforces we help prepare.

Editors Note: this draws from a speech given by Craig Robertson, Chair of WFCP, at the Conference of Tknika, the Basque Country in May 2019. A copy of the presentation is available upon request.

Quarterly Quote

“I have been impressed with the urgency of doing. Knowing is not enough; we must apply. Being willing is not enough; we must do.”

— Leonardo da Vinci

OECD Campaign Looks to Build a Positive Future of Work

The Organisation for Economic Co-operation and Development (OECD) has launched an initiative to capture the voices of the workforce of today and tomorrow. The Future of Work campaign aims to contribute to a positive future of work by gathering people's perspectives and ideas about work and fostering solutions-oriented conversations across sectors and countries.

The campaign notes that digitization has led to radical changes in work with the use of technology to work efficiently, to job hunt, and to collaborate with others. However, the benefits of technology are not distributed equally, and many individuals experience the negatives associated with the changing nature of work, particularly a growing inequality in wages and opportunities.

The initiative focuses on four priority areas: digitalization, skills and learning, social protection, and job protection. Participants are asked to share:

- How can technology shape the future of work

in a positive way?

- How do we keep skills and learning relevant in the changing world of work?



Campaign participants share their thoughts on what work will look like in the future.

- How can we improve social protection so that everyone benefits?

- How can we make sure job quality is a top priority?

The campaign features the stories of 16 individuals from

around the world to build a portrait of the workforce of today and tomorrow. The portraits include Masanori Yonemura, a 75-year old bicycle parking lot attendant in Japan; Milena Glimbovski, a 28-year old German entrepreneur who started a zero disposable packaging supermarket; and Jason Sangana, a 15-year old French high school student.

The initiative is looking to capture as many perspectives as possible. OECD is inviting contributions to their campaign to help build a positive future of work.

EU Vocational Skills Week 2019



The fourth annual European Vocational Skills Week will take place from October 14-18, 2019, with Helsinki, Finland hosting the week's activities. Marianne Thyssen, European Commissioner for Employment, Social Affairs, Skills and Labour Mobility, stated in her video announcement that each year since the week's inception has grown in reach.

The theme of the 2019 European Vocational Skills Week is VET for All, Skills for Life. Commissioner Thyssen noted this was an intentional decision to promote professional and technical education and training (PTET) as a valid first choice for young people and adults. Skills week will act as a bullhorn to share that message loudly across the continent, she continued.

There are a number of ways to be involved in this week's Vocational Skills Week: register an event that will raise the attractiveness of PTET; share your story of how PTET has benefited you either as a student or employer; and apply for the Awards for VET Excellence.

Visit the [European Union's Vocational Weeks website](#) to keep up-to-date on the events happening in Helsinki and around the European continent.

China Education Association for International Exchange & CAPA holds 1st China-Africa TVET Cooperation Conference

The 1st China-Africa TVET Cooperation Conference by Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA) and China Education Association for International Exchange (CEAIE) was held in Nairobi on June 21st, 2019. The theme of the conference was China-Africa Win-Win Cooperation in Technical Vocation Education.

The Conference included CAPA member heads of institutions from Kenya and a delegation from China. Keynote speeches were by the newly appointed CAPA Secretary-General, Mrs. Jahou S Faal, and the CEAIE lead, Senior Project Officer, Ms. Zhang Junging. Among the Special Guests were: CAPA Executive Board members and KATTI Chairperson, Mrs. Glory Mutungi.

The conference included the signing of a Memorandum of Understanding between CAPA and CEAIE.

Some key discussions included: the need for more

collaborations to promote student and faculty mobility; promotion of school-industry cooperation to bridge the gap between training and industry; embracing and participating in the promotion of institution-to-institution cooperation; and, an overview of China's Vocational education system.

The Secretary General of CAPA emphasized the need for the world to have skills-ready workers, and encouraged improvement of skills to meet the challenges of a changing society, as knowledge and skills acquisition are shifting in anticipation of future job-markets.

There was an also exploration on how higher vocational education can serve industry development and encompass the full range of skills needed for the world.

It is expected coming out of the conference that more cooperation, of trainers from universities and institutions, will begin working with trainers from China in enhancement of a student exchange programme.

CollegesWales supports Welsh language development



Photo courtesy Flickr user siaronj
A Welsh sign directs passersby to a footpath.

ColegauCymru coordinates the Work Welsh Further Education project, with funding from the National Centre for Learning Welsh. The aim of the project is to develop the Welsh skills of lecturers in Further Education Colleges. The project aims to work with a minimum of 210 lecturers in further education across Wales, with every individual completing 120 hours of Welsh.

For the purpose of the project, and in order to achieve its larger objective of increasing Welsh medium provision in the sector, CollegesWales/ ColegauCymru's is targeting faculty, with a target of 80% of participants coming from to academic staff.

As part of a Cymraeg Gwaith project a pack of 9 dice has been developed in partnership between CollegesWales/ColegauCymru and the Coleg Cymraeg Cenedlaethol. The dice allow users to create useful everyday sentences for use in colleges and universities.

With the increase in Welsh speaking children in Wales, CollegesWales/ColegauCymru is concentrating on developing staff skills to enable learners to continue with their studies through the medium of Welsh or bilingually in the post-16 sector. This project is part of ColegauCymru's contribution to the Welsh Government's goal of 1 million Welsh speakers by 2050.

Read more about the [Work Welsh Further Education project](#).

Redesigning PISA

Since 2000, the Programme for International Student Assessment (PISA), conducted by the Organization for Economic Co-operation and Development (OECD), has enabled countries to make cross-national comparisons of student achievement using a standard metric. The benchmark measures student outcomes by testing 15-year-olds through global testing every three years, in what some have deemed the “Olympics of education.” PISA has impacted global education systems with research indicating its influence is growing around the world, with some countries developing assessment systems that mirror the PISA test.



PISA has not been without its critics, though; a [2014 open letter](#) to the OECD noted that PISA has led to an escalation and reliance on quantitative measures in global education systems, and its three year cycles for testing leads to short-term fixes designed to have countries climb PISA rankings quickly. The letter’s authors also note that PISA emphasized a narrow range of measurable aspects of education, taking away from less measurable or immeasurable objectives like civic, moral, physical and artistic development. The authors also point out that as OECD does not have a clear mandate to improve education and the lives of children, there were not any mechanisms of democratic participation in its education decision-making process.

The OECD responded to criticism, amending the test to cover new areas including collaborative problem solving, financial literacy and global competence. Recently, PISA director, [Andreas Schleicher](#) has indicated that PISA will undergo significant changes to reflect students’ ability to also apply knowledge. For the 2021 test, PISA is development methods to test creative thinking, particularly having students assess flexibility in thinking and habits of creativity, such as inquisitiveness and persistence.

The redesign comes on the heels of Singapore’s education minister announcing despite leading PISA’s rankings, testing would be scaled back in the country to find a balance between testing and the “joy of learning.”

International Pathway for Students at Polytechnics Mauritius



Photo courtesy Facebook

Students from Polytechnics Mauritius can now complete a Bachelor of Nursing through La Trobe University in Melbourne, Australia. The July 2019 announcement was preceded by six months of discussion between the both institutions, which signed a Memorandum of Understanding (MOU) in December 2018. The MOU aimed to open up articulation avenues for students from Polytechnics Mauritius to access degree programs at La Trobe.

The announcement followed two days of activities with La Trobe’s School of Nursing and Midwifery to Polytechnics Mauritius. The activities included workshops, high-level strategic meetings, as well s the launch of the Bachelor of Nursing program.

Polytechnics Mauritius and La Trobe University will continue their collaboration, currently developing an articulation agreement for IT students.

Learn more about the partnership on [Polytechnics Mauritius website](#).

Progressing Inclusive and Equitable Quality Education

A third of the way to the 2030 deadline, a number of initiatives have been launched to track the progress of the Sustainable Development Goals (SDGs)

In July, the high-level political forum on sustainable development gathered together for a review on six of the Sustainable Development Goals, including SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The high-level political forums have been designated by United Nations Member States to carry out regular voluntary reviews of the 2030 goals. The Forum meets annually for eight days, including a three-day ministerial segment and every four years at the level of Heads of State and Government for two days. At the July meetings, 47 countries volunteered to present their national voluntary reviews to the Forum.

A UNESCO publication prepared for the Forum made clear that without rapid acceleration of progress, the world will fail to reach the commitments made under SDG 4.

If current trends hold, by 2030 learning rates are

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expected to stagnate in middle-income countries and Latin America, and drop by almost a third in Francophone African countries. Without greater efforts to reach the goals, globally, 20% of young people and 30% of adults will still be unable to read by 2030.

“Leaving no-one behind” is at the heart of the SDGs and SDG 4, yet only 4% of the poorest 20% of the population complete upper secondary school in low-income countries, compared to 36% of those countries’ wealthiest citizens. The

gap is even wider in lower-middle-income countries.

The 2015 Global Education Monitoring Report calculated a finance gap of \$39 billion annually to achieve the SDG 4 and yet aid to education has stagnated since 2010.

[Click here](#) to read the UNESCO report, “Meeting Commitments: Are Countries on Track to Achieve SDG 4.”

The UN also released a comprehensive progress report on all seventeen goals that confirmed the need for greater acceleration to meet the 2030 agenda. [Click here](#) to read the UN’s report.

How cities are implementing the SDGs

Though cities around the world are not parties to the United Nations’ (UN) Sustainable Development Goals (SDGs), a [growing movement](#) has seen municipalities preparing their own local-level SDG reviews.

New York City led the movement with its 2018 Voluntary Local Review (VLR) to the UN, which presented its city-specific review based on the Voluntary Nation Reviews that countries submit to the UN. Other cities around the globe have also begun to adapt the SDGs, undertaking activities like mapping their city strategies to the goals, identify key data and metrics to measure progress, and creating priority initiatives and programs. The VLR used by New York City provided a universally accessible tool that cities could use to demonstrate their commitments to the SDGs and progress made. So far Helsinki, Los Angeles, Bristol, Buenos Aires, Orlando, Kitakyushu, and Santana de Parnaiba have undertaken or completed their own VLR.

A team of students from Pittsburgh’s Carnegie Mellon University have developed a [prototype handbook](#) for municipalities interested in completing a VLR. The handbook provides guidance, while allowing cities flexibility in their approach to implementing the SDGs. The handbook is one of a number of guidance documents being produced to help cities, states and nations implement SDGs, including the ongoing development by the Institute for Global Environmental Strategies of a standardized VLR approach for Japan and Malaysia, and the Joint Centre of the European Commission’s VLR handbook for the EU, which will be launched in 2020.



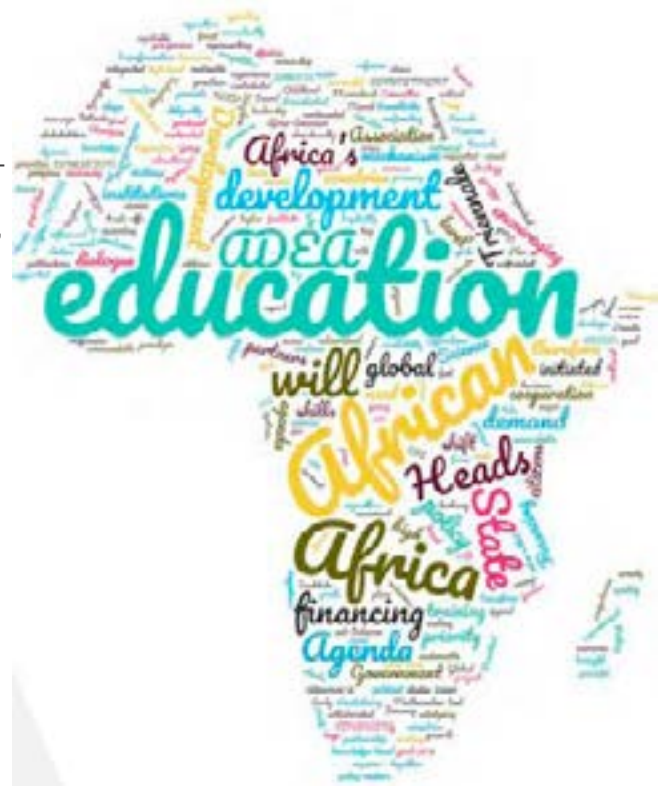
African Education Fund

The African Development Bank, the Association for the Development of Education in Africa, and the African Union have recommended the establishment of an African Education Fund. The fund will be “a unique, Africa-initiated, continental strategy and mechanism for confronting the mammoth challenge of financing education.” A joint declaration supporting the African Education Fund was produced following a workshop in Abidjan, Côte d’Ivoire this past July, with 50 delegates representing 12 African governments.

Discussions for the fund began in 2017. “The African Education Fund is a vision many education stakeholders in Africa have had but could not put into practice. It is no longer just a vision – it is a reality,” Oley Dibba Wadda, the African Development Bank’s Director of human capital, youth and skills development told delegates. The fund is not intended to substitute current funding mechanisms, but complement and collaborate with tools at the national and international levels.

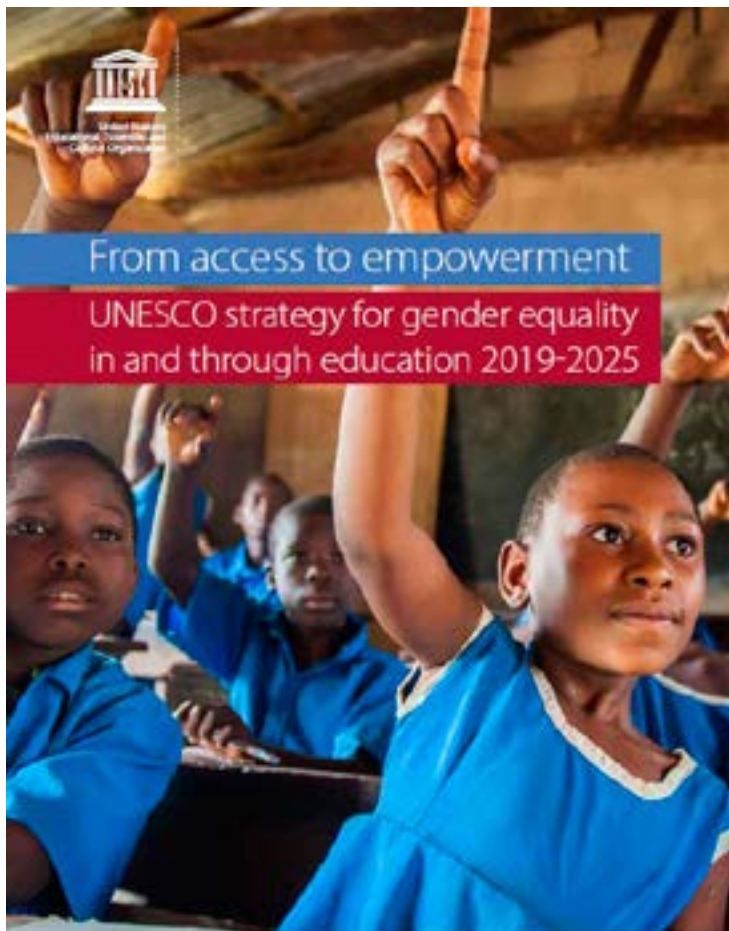
The workshop organizers sought input from regional member countries on the structure of the fund, and highlighted the need to strengthen its position as a go-to resource for education funding on the continent. “The AEF is a unique, Africa-initiated and continental mechanism for resourcing post-secondary education in Africa. Africa now has a major opportunity to take the lead through the AEF initiative,” said Albert Nsengiyumva, Executive Secretary of the Association for the Development of Education in Africa.

Read more about the workshop and the African Education Fund.



Group photo with the Hon. Kandia K. Camara, Minister of Education and TVET of Côte d’Ivoire (in the center) during the consultative workshop on the African Education Fund (AEF) on 16th – 17th July 2019 at CCIA Building, Abidjan, Côte d’Ivoire | Photo credit: ADEA

UNESCO releases its Gender Equality Strategy



Education
2030

This July UNESCO released *From Access to Empowerment: UNESCO strategy for gender equality in and through education 2019-2025*. The strategy was developed to articulate UNESCO's contribution to reaching SDG 5: Achieve gender equality and empower all women and girls.

Gender equality is also embedded in SDG 4 (Quality Education) which includes commitments to ensuring equality access to quality education for boys and girls throughout the goal's many indicators. In the strategy's introduction, the authors note, "The 2030 Agenda envisions a world 'of universal respect for human rights and human dignity... and of equal opportunity, permitting the full realization of human potential,'¹ a world where all countries adopt approaches that ensure that 'girls and boys, women and men, not only gain access to and complete education cycles, but are empowered equally in and through education."

The strategy was developed through wide consultation. It focuses on system-wide transformation, that would benefit all learners, as well as targeted interventions to support women and girls. Three lines of action are identified: better data to inform gender equality in and through education, better legal policy and planning frameworks to advance rights, and better teaching and learning practices to empower.

[Read UNESCO's gender strategy.](#)



WFCP

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

WFCP Member Application

About the Organization

*Name of the Organization: _____

Name of President or CEO: _____

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

Please name accrediting body: _____

Organization Annual Budget (optional): _____

Number of Students Enrolled in your institution: _____

Reasons for joining WFCP: _____

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

About You

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

*Contact Name: _____

Contact Title: _____

*Contact Email: _____

*Contact Telephone and Fax: _____

Website: _____

Street Address: _____

City: _____

State/Province/Region: _____

ZIP/Postal Code: _____

Country/Region: _____

Type of membership requested:

____ Association membership ____ Institutional membership

____ Affiliates membership ____ Associates membership (individual)

**Required fields*

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

Upcoming Events

Volume #007

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Issue 002



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 2019 Conference: Digital Alliances & International Partnerships

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

AACC John E. Roueche Future Leaders Institute

October 7-9, 2019
Washington, D.C., USA

CACIE 2019 - Education 2035: A Dialogue with the Future of the World

October 17-20, 2019
Beijing, China

7th Annual National Community College Peacebuilding Seminar

October 31-November 3, 2019
Arlington, USA

Conference EduFurura – Jyväskylä, Finland

November 14-16, 2019
Jyväskylä, Central Finland

Aoc Annual Conference and Exhibition

November 19-20, 2019
The ICC, Birmingham, UK

AACC 100th Annual Convention: Celebrating 100 Years of the American Association of Community Colleges

March 28-30, 2020
National Harbor, Maryland, USA

CICan 2020 Conference: Connection – Collective Intelligence

May 3-5, 2020
Montreal, Quebec, Canada

WFCP Youth Camp

October 11 – 17, 2020
San Sebastián, Basque Country (Spain)

WFCP & PIN 2020 Leadership Institute

October 13-14, 2020
San Sebastián, Basque Country (Spain)

World Congress 2020

October 14 – 16, 2020
San Sebastián, Basque Country (Spain)

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