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INTERNATIONAL FEDERATION OF ENGINEERING EDUCATION SOCIETIES

IFEES Vision and Strategic Plan

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Only a Dream?

Halving Poverty by 2015: We Can Actually Make It Happen

(Text of the 2003 Commonwealth Lecture - 12 March 2003)



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How to release the chains?

- (a) widening the concept of employment
- (b) ensuring financial services even to the poorest person
- (c) recognising every single human being as a potential entrepreneur
- (d) recognising social entrepreneurs as potential agents for creating a world with peace, harmony, and progress
- (e) recognising the role of globalisation and (education in) technology in reducing poverty (information technology, etc.)**



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Prof. Muhammad Yunus



Nobel Price for Peace 2007
Founder of Grameen Bank



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The birth of IFEES

... a World-wide network of engineering educators and EE stakeholders

Rio de Janeiro, October 9th 2006



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The motivation behind IFEES

“How can education in Science and Technology help to reduce poverty, to boost socio-economic development and to take the right decisions for a sustainable and environmentally compatible development ?”





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IFEES contribution

- Rise the target and the horizon of activity: joined forces is more than the sum of the forces;
- Mobilising best human resources: corporate, professional's & student's support;
- IFEES Action Plan: the very heart of our activities



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IFEES Action Plan

Line A: Engineering Education Infrastructure: Create a Global Engineering Deans Council and an Inst. for Global EE Innovation, promote a “Quality culture” and globally recognised accreditation, also looking to the international impact of the Bologna follow-up process;

Line B: R&D and Entrepreneurship: new/enhanced doctoral studies towards excellence, role of research activities in education, research oriented projects, status of Ph. D. students, integration of research experiences and entrepreneurship;



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IFES Action Plan

Line C: Student Attraction and Success: increase visibility and appeal of engineering profession, improve retention, attracting secondary school graduates, women in engineering education, ethical issues, overseas students, joined graduate and undergraduate degrees, recognition of titles, mobility of students and professionals,

Line D: Lifelong Learning: promote EE opportunities, facilitate academic-industry-government interface for EE; develop and promote continuing education and ODL, develop/enhance e_learning.



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Credits





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Thank you!



Société Européenne pour la Formation des Ingénieurs

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