



IFEES

INTERNATIONAL FEDERATION OF ENGINEERING EDUCATION SOCIETIES

IFEES Members Value Propositions

1. Engineering Education Associations

There is clear evidence that engineering education must quickly and effectively embrace a global perspective. Engineering education societies throughout the world are acutely aware of this need and are committed to delivering the highest quality education in science and technology to meet the needs of the 3rd millennium. Due to the rapid change in technology and the complexity of the world's problems, there has been an increase in the demand for engineering graduates throughout the world.

IFEES brings together a global collection of educational, industrial, and other organizations interested in engineering education who are committed to educating engineers who are committed to positively impacting global development and socio-economic growth. To ensure success will require a team whose roots are based in all regions of the world and will enable IFEES to think globally and act locally. The impact will be significant if the collective energy and resources of the IFEES membership addresses those challenges its members could not address individually. Together IFEES will have a major impact on changing the world.

“Oct. 9th 2005 may enter in the annals as a truly historical day for the higher education in science & Technology: about 35 organizations of major stakeholders in engineering education decided to join together, in order to ensure a suitable higher education for the future of well-trained and culturally-sensitive engineers. The key-question posed by the 21st century global economy to engineering educators and engineering education stakeholders is: “How can Education in science and technology help to reduce poverty, to boost socio-economic development and to make the right decisions for a sustainable and environmental compatible development?” Claudio Borri, Immediate Past President of SEFI, President of IFEES

“Collaboration between societies from around the world can improve engineering education and help meet growing demands for “a global supply of well- prepared engineering graduates... There are pragmatic things that IFEES can do, including ensuring best practices go from country to country. This is especially important for societies from developed countries to help those in developing nations ” Frank Huband, Executive Director, ASEE

2. Industry

Even though industry and academia represent different institutional cultures and dynamics, both seek the same goals: knowledge creation and human development. Industry particularly is interested in an engineer/technology professional that will effectively integrate and contribute to corporate goals.

Industry is also interested in research and technology partnerships that advance the state of knowledge faster, bringing together top minds in technology areas. Companies that have realized the potential of industry-university collaboration – seeking the same goals, best practices, resources and talent to enhance the capacity of each other – have discovered that they can achieve their goals easier while at the same time, contributing to a greater good. Industry-university collaborations take many dimensions, from research and development to technology adoption, catalyzing sales opportunities, internship opportunities for faculty and students, and talent recruiting.

IFEES provides the platform and venue for corporate members and engineering education leaders around the world (chancellors, engineering deans, faculty and students) to develop win-win industry – university collaborations across a wide spectrum of activities and contributing to institutional and leadership capacity building.

“It makes eminent sense especially for companies who have transnational presence and aspirations to be part of IFEES. It will help them win their talent wars more successfully... IFEES forum provides a great opportunity for everyone concerned with quality and quality of engineering education happening in the world and is a great way to learn the steps to finding the answers to creating global perspective in every student who pursues engineering education across the world.” Dr. M P Ravindra, Advisor, Education and Research Infosys Technologies limited; Former SVP and Head E & R of Infosys Technologies limited.

“For Dassault Systèmes as provider of 3D and product Lifecycle Management Technology, there has been no hesitation in contributing to the emergence of IFEES, with funding, with manpower and with all the creative energy of a global innovation company.” Xavier Fouger, IFEES Vice-President and Director of the PLM Academy at Dassault Systèmes

“An increasingly competitive world demands the talents of the world’s best and brightest and Autodesk is more dedicated than ever to inspiring and preparing the next generation of designers. In order to compete in tomorrow’s global workplace, today’s students must be fluent in the technologies used by professionals in the real world, and be able to collaborate effectively across disciplines, time zones, and cultures. Autodesk provides powerful 2D and 3D design software, innovative programs and resources to help schools and institutions of higher learning prepare their students for academic and career success. We’re a proud sponsor of IFEES programs and events...” Alan Jacobs, Senior Manager, University Programs, Autodesk

“IFEES gives not only the opportunity to network with engineering deans, students, science and technology officials and other organizations from around the world who are interested in enhancing and innovating engineering education as a critical foundation to develop and enhance economic development, but also partner with them to implement innovative ideas and projects that benefit all stakeholders. This is unique and powerful. There’s no other association like IFEES in the world.” Lueny Morell, Director, Engineering Education Innovation, Hewlett Packard Laboratories, Hewlett Packard

3. Student Associations

Industry and academia both stand to benefit from collaboration with student organizations, which represent an important but often overlooked stakeholder group. Students provide a unique opportunity for IFEES and its members to stay abreast of new trends within the very environment that they aspire to influence. These “engineers in the making” bring fresh ideas and the impetus not only to improve their own professional development, but to push the field of engineering within industry and academia in new and innovative directions.

Through collaboration with local student unions and international student organizations, IFEES and its constituents have the advantage of connecting with the future of engineering in its infancy. In cooperation with student organizations, IFEES can reach out to students from a variety of socioeconomic, cultural, and geographic backgrounds to inspire new talents and design programs that deliver effective engineering education while still responding to local needs.

IFEES provides a valuable conduit by which students can channel their feedback on educational trends and study conditions to interested and relevant stakeholders. The cross-institutional, collaborative dialogue that exists within IFEES will benefit from visionary ideas of enterprising student organizations and foster multilateral action to address these issues and to combine the expertise of each sector to work towards common solutions.

Through IFEES, student organizations have the chance to work in partnership with policymakers, discussing urgent local and global educational, socio-political and economical issues and giving voice to central players in the learning process. The novel collaboration channels offered through IFEES can help push the development of engineering education in a direction amenable to all of the field’s stakeholders - industry, academia, government AND the student body.

Student bodies recognize the mutual benefit that emerges from global partnerships like IFEES, and they applaud such initiatives that bring all stakeholders into closer contact to share best practices. Students can collaborate as partners in the work of IFEES on the development of the global knowledge economy, taking an active role in the improvement of their own training while at the same time cementing the quality of engineering education for future generations.

“The role of BEST in IFEES is to be the exponent of European students in the process of building a worldwide knowledge economy by providing ideas, feedback, example of good practice and help for other student initiatives around the world. Since 1989, through its sustainable activity in the field of non-formal education, educational involvement and career support, BEST reaches almost 1 million European students each year. Spread among 79 top European universities, BEST is supporting IFEES with organizational know-how, dissemination power and a diverse pool of resources.” Adriana Garboan, Former Vice President of BEST (Board of European Students of Technology)

“SPEED, student counterpart of IFEES, has for the past 2 years moved in parallel with its bigger sister organization and worked on linking students into a global interdisciplinary network of engineering students and providing them with set of skills necessary to become engineers with global mindset and ability to give local impact. Through IFEES and collaboration with academia, industry, society and governments SPEED acquires a unique opportunity for students to become a factor of change in Engineering Education development. Therefore, students in SPEED recognise IFEES as

an important partner and are willing to engage in common projects.” Julia Ivanova, Co-founder of [SPEED \(Student Platform for Engineering Education Development\)](#)

4. Science, Technology, Education Policy Makers and other stakeholders (Written by the World Bank Institute)

IFEES is a unique organization that works on the issue of enhancing global science and engineering education. The World Bank can benefit from being part of such a network of professionals, academic institutions, as well as the corporate world from all over the world that are working on supporting programs to enhance student learning in science and engineering to develop them into global engineers, as well as providing professional opportunities for engineering faculty members to get better acquainted with the new curricula and teaching methods. This is an area of importance for the World Bank, especially on its work on the knowledge economy (KE). The KE demands a skilled and highly educated technical workforce, and education, especially higher education, is the fundamental enabler of the KE. In order to be able to access, create and use knowledge effectively, countries must focus on investing in increasing the number and quality of highly-skilled workers such as scientists and engineers.

Through its collaboration with IFEES, the World Bank seeks to share best practices from around the world on engineering education, especially in highlighting initiatives that have been taken by developing countries and development partners to bridge the gap not only in terms of increasing the number of graduates, but to also to educate scientists and engineers for the global workplace, in terms of them having broad skills and know-how, being flexible and mobile, and being able to work internationally.

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