

WFCP - Beijing Declaration

“Building a better future”

October 26, 2014, Beijing

Gathered on the occasion of the Congress of the World Federation of Colleges and Polytechnics(WFCP) in Beijing,as member delegates from institutions of 55 countries on 5 continents, we are determined to contribute to following up on the Congress with the first unanimously approved WFCP declaration since its founding. We intend to submit it to our respective national authorities and to international organizations.

We believe that:

1. Colleges, institutes and polytechnics (hereinafter referred to as “institutes”) are dedicated to the development of people and of their communities by offering the possibility to acquire knowledge, develop skills and attitudes needed to work and to grow all life, to innovate and to act as global citizens committed to their societies.
2. Institutes consider education and skills development as a basis for a harmonious development of their communities. Technical and professional education and training are means of preparing students for occupational fields that contribute to their effective participation in the global skills and labour market, enabling them to gain access to quality of life at all levels.
3. The future success of nations, communities and individuals increasingly depends on the ability of societies and their educational and training providers to work together with governments, institutions and businesses to augment the capacity of a skilled workforce with transferable and renewable skills and knowledge.

4. Education and skills development shall be accessible to everyone and subsequently be part of a process of continuous improvement. This must be the priority of every country's government and international development agencies.
5. Applied education and capacity building are essential to ensuring a productive and sustainable future workforce for economic, social and environmental sustainability.
6. Human development shall be done with a concern towards equitably meeting prosperity and environmental needs of present and future generations.
7. Knowledgeable and globally-connected institutional leaders are crucial to the high performance of institutes and the success of their graduates, who will live and work in a 21st century global economy.

We reaffirm our commitment:

8. To increased access: institutes will maintain and develop training programs and services that give more people access to the needed qualification, along with improvement thereafter. With continuous renewal in mind, these programs and services will be developed and regularly reviewed in collaboration with the relevant organizations and companies.
9. To academic and service quality: the offer of products and services will rely on a continuous drive to improvement and excellence aiming at student success. Applied learning institutions will also remain responsive to industry trends by developing new skills and training initiatives to set the stage for the success and the happiness of tomorrow's labour force.
10. To responsible development: institutes will further ensure that skills acquired by students and that the research done are always balanced by environment and biodiversity. Scientific and human resources always have environmental sustainability in mind.

11. To professional development of institutional leadership: institutional leaders strive to promote the success of all students. They seek and engage in domestic and international opportunities to network, collaborate and share best practices, knowledge and resources.
12. To responsive human resource and skills development by better aligning education and training providers with the demands of today's rapidly changing economic landscape. Institutes are ideally positioned to spearhead flexible and adaptive learning approaches to ensure they graduate readily-employable and skilled individuals who can adjust to the reality of increased career mobility at the national and international level.

We are determined to:

13. Deepen partnerships: institutes want to build more partnerships with the industry and other organizations in view of undertaking applied research and driving innovation in their environments. The training provided at these institutes will be cutting-edge, and companies will benefit from a modern workforce, thus improving processes and quality of products and service.
14. To increase the relevance of learning and traineeships to the labour market: institutes will promote a close collaboration with the local labour market so as to better align curricula and emerging skills needs of the local and global economy.
15. Raise the innovative capacity of individuals and institutions and generate a broadening of competence profiles and development to ensure better employability and international competitiveness with more adaptable skills for graduates.
16. Promote international partnerships to strengthen applied, technical and vocational education: institutes agree to emphasize the internationalization of education in all its dimensions, including the transfer of technical knowledge through country-partnerships. They intend to not only strengthen their links with institutions abroad through their

federations, but also foster strategic alliances with international agencies and international development organizations at home.

17. Foster global citizenship: in an increasingly open and internationalized world, institutes will intensify efforts to further develop international co-operation and to allow their students to prepare for an international citizenship that entails social responsibility, a global vision, professional skills and innovative solutions.
18. Support professional development of institutional leaders: institutes will share information and create opportunities to support and grow the professional development of leaders within our sector of higher education. Leaders must be able to continuously develop and recalibrate their own skills, helping lead and inspire their teams, ensuring their institutes are fluid and responsive in providing employers with a skilled citizenry, and transform their institutions to ensure the needs of their country.

For institutes, this desire to build a better world, to train skilled workers and responsible citizens has never been more relevant. We call upon our respective governments, organizations and companies whose workforces we educate, members of our communities and also international agencies to continue providing support.

We are confident that with our joint efforts, the Federation will contribute to building a better future through the power of vocational education.

Denise Amyot, Chair of WFCE Board, October 26, 2014

Document signed by the representatives of the associations of colleges or institutions of the 55 member countries of the World Federation of Colleges and Polytechnics, gathered at the World Congress on October 26, 2014 in Beijing.