



# Annual Report

**2015-16**



**WFCP**  
World Federation of  
Colleges and Polytechnics



**World Federation of Colleges and Polytechnics**

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# WFCP

## Annual Report

### 2015-16

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ABOUT THE WFCP .....	1
A WORD FROM THE CHAIR .....	2
STATUS OF MEMBERSHIP .....	3
GOVERNANCE .....	4
WORLD CONGRESSES .....	5
AFFINITY GROUPS .....	7
STRATEGIC PLAN .....	9
FINANCIAL REPORTING .....	10
ANNEX 1 - STRATEGIC PLAN UPDATE .....	11
ANNEX 2 - BEIJING DECLARATION .....	13



# WFCP

## World Federation of Colleges and Polytechnics

### **The World Federation of Colleges and Polytechnics (WFCP)**

is a member-based international network of colleges, polytechnics, university colleges, institutions and individuals of professional and technical education and training. The Federation provides leadership in delivering workforce education for the global economy.

The WFCP began as an informal network borne out of a desire to have a forum for the almost 4,000 professional and technical education and training institutions around the world to meet regularly, learn from each other, and share experiences. The first meeting was held in 1999 in Quebec City, Canada along with the first World Congress of the WFCP and officially formalized as a network in 2002 with the 2nd World Congress held in Melbourne, Australia.

Today, the Federation represents colleges, institutes, and polytechnics, united by the mandate to prepare students for complex professional roles in a changing society so that they can emerge as leaders and innovators in their chosen careers.

Acting as the united voice for its members, the Federation enables the:

- promotion of its members to their communities;
- influence on the development of policy;
- access to information and experiences that allow each to learn from each other;
- sharing best practices;
- offering of an online community;
- promotion of partnerships to improve staff and student mobility;
- development of partnerships to deliver international contracts; and,
- organization of the World Congress to enable knowledge exchange.

## A Word From the Chair

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Since we last met in Winnipeg for our Annual General Meeting AGM, the Federation has seen much growth. As directed by the members at the 2015 AGM, the Federation incorporated as an entity in Canada in October of 2015. This was preceded by a lengthy process that saw the WFCP's original bylaws updated by a hardworking team at TAFE Directors Australia. This update of the bylaws recognized the international nature of the Federation's governing structures and sought to make governing the Federation efficient and effective.

Our membership has also continuously grown since 2014 with 25 new members joining since the World Congress in Beijing. Despite the increases, the Federation has been touched by the decreasing budgets experienced worldwide, with a loss of several members in 2016 due to non-renewal. The Federation's members are found on every continent and as we move forward, we hope to see that grow to include every country.

The WFCP's Affinity Groups have grown into spaces that provide members a place to learn from each other, share their own lessons and collaborate on projects and research that is relevant to the field of professional and technical education and training. It has been exciting to see the work of the Groups as they grow and I cannot wait to see what they continue to accomplish.

It has been a busy two years. In 2014, the Board of Directors adopted, with endorsement from the members, a Strategic Workplan for 2014 - 2016. Our Board has been hard at work to accomplish all that we set out to do and I'm pleased to

say we have accomplished all that we had been charged with. You can see the strategic plan and the achievements in Appendix 2.

I am so pleased to have worked with this fantastic group of professional and technical education leaders from around the world as your Chair. I want to take this opportunity to thank the Board of Directors for their continued support.

I'm excited to see how the Federation will continue to grow and the impact we will have on the field of PTET for the years to come.

Regards,

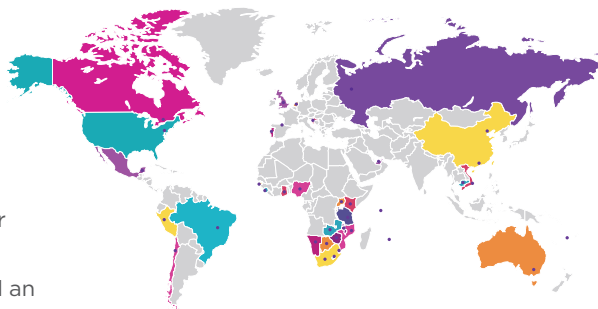


**Denise Amyot,**  
Chair of WFCP Board



## Status of Membership

WFCP members share cutting-edge strategies and best practices to increase workforce development around the world. The Federation now counts 39 members, in 39 countries, covering seven continents. Membership grew significantly since the last Congress with 25 new members since 2014, however due to smaller operating budgets worldwide, the membership is always in flux. The non-renewal of the membership of 11 members, which included an association in the Caribbean, meant the Federation has lost 12 countries of the Caribbean.



The current list of members is as follows:

- Abu Dhabi Centre for Technical & Vocational Education & Training - United Arab Emirates
- American Association of Community Colleges - USA
- Arusha Technical College - Tanzania
- Association of Colleges - United Kingdom
- Beijing College of Finance & Commerce - China
- Burton & South Derbyshire College - United Kingdom
- Cape Coast Polytechnic - Ghana
- China Education Association for International Exchange - China
- Chinese Society of Technical & Vocational Education - China
- Colleges & Institutes Canada - Canada
- Commonwealth Association of Polytechnics of Africa - Uganda, Kenya, Mauritius, Seychelles, Tanzania, Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Zambia, Zimbabwe, Republic of South Africa, Ghana, Nigeria, Sierra Leone and The Gambia
- Conference of Rectors of Polytechnics - Ghana
- Conselho Coordenador dos Institutos Superiores Politecnicos - Portugal
- Contemporary Affairs Foundation - Zimbabwe
- Duoc UC - Chile
- Gewah Pre-University & Nursing College - Ghana
- Global Education Network - USA
- Hunan College of Foreign Studies - China
- Instituto Del Sur - Peru
- James Albright - Canada
- Kenya Association of Technical Training Institutions - Kenya
- LEIDO - Netherlands
- National Council for the Federal Network of Vocational, Scientific & Technological Education Institutions - Brazil
- Olds College - Canada
- Polytechnic Pula College of Applied Science - Croatia
- Postsecondary International Network - USA
- PSE Institute - Cambodia
- Qingdao Technical College - China
- Réseau Des Instituts Supérieurs D'Enseignement Professionnel Du Sénégal - Sénégal
- Seneca College - Canada
- Shaanxi Polytechnic Institute - China
- TAFE Directors Association - Australia
- Technology Platform Industry for the Future - Russia
- TKNIKA - Basque Country
- Universidad Technologica De Leon - Mexico
- Victorian TAFE Association - Australia
- Vietnam Association of Community Colleges - Vietnam
- Vocational Training Council - Hong Kong

The Board of Directors takes a proactive approach to recruitment of members, promoting the potential of the network for supporting a member's work. Through a focus on regional recruitment, the Directors have seen the fruit of their labour with a growing interest in membership. The greatest growth has been on the African continent (7 new members since 2014), which presents an opportunity for the Federation as the number of young people (aged 15 - 24) on the continent is expected to double from 200 million to 400 million by 2045, according to the United Nations.

# Governance

The Federation was initially formalized as a network through the constitution adopted in 2002 at the Melbourne World Congress. After the World Congress in Beijing, the Board decided to incorporate the Federation in an effort to diversify funding sources beyond membership fees. The WFCP Constitution was reviewed in 2014 - 2015 and the new constitution "By-law No. 1 of World Federation of Colleges and Polytechnics" was adopted by the membership at the May 2015 Annual General Meeting. The new bylaws laid the groundwork for incorporating the Federation, which was completed in October 2015. The WFCP is now an incorporated entity in Canada, led by an international Board of Directors.

The Board of Directors is an active board that makes all of the decisions and manages the Federation's operations. The Board of Directors is made up of at least three Directors up to fifteen Directors elected by the institutional and association members.

The WFCP's bylaws define the Board's responsibility to:

- **champion and steer the aims and objects of the Federation as set out in the Articles and By-laws;**
- **enter arrangements necessary for the provision of suitable and cost effective secretarial and financial support services;**
- **employ staff on such terms and conditions as are appropriate;**
- **oversee the arrangements for the World Congress of Colleges and Polytechnics;**
- **approve the Federation's budget;**
- **control and manage the activities and affairs of the Federation;**
- **exercise all such functions as may be exercised by the Federation other than those functions that are required by the Articles and these By-laws to be exercised by the Federation in a Meeting of Members; and**
- **perform all such acts and do all such things as appear to the Board to be necessary or desirable for the proper management of the affairs of the Federation.**



Elections to the Board at the 2015 Annual General Meeting - Not pictured: Martin Doel and Wa Zong

Elections to the Board took place at the 2015 Annual General Meeting and the current composition of the Board is:

<b>Denise Amyot</b> Chair Colleges and Institutes Canada Canada	<b>Martin Doel</b> Treasurer, Vice-Chair Europe Association of Colleges United Kingdom	<b>José Luis Fernández Maure</b> TKNIKA Basque Country
<b>Dr. Richard Masika</b> Vice-Chair, Africa CAPA Tanzania	<b>Martin Riordan</b> TAFE Directors Australia	<b>Dr. Michael Chippis</b> American Association of Community Colleges United States of America
<b>Cláudia Schiedeck Soares de Souza</b> Vice-Chair, Americas CONIF, Brazil	<b>Vibol La</b> PSE Institute Cambodia	<b>Dr. Joaquim António Mourato</b> CCISP Portugal
<b>Wa Zong</b> Vice-Chair, Asia CEAIE, China	<b>Ricardo Paredes</b> DuoC UC Chile	

Board Meetings take place once a month, usually by conference call given the geographical peculiarities of the Federation. A face-to-face Board meeting usually takes place annually or bi-annually, which is then followed by a retreat whose aim is to plan for the future of the Federation and take it to a further stage.

## World Congresses

The hallmark activity of the WFCP is its biannual World Congress. The World Congress is one of the leading international events for colleges and institutes that are engaged in professional and technical education and training. Since the formation of the seven Affinity Groups, the Federation has sought to integrate the work of the Affinity Groups into the World Congress.

The **2016 World Congress in Vitória, Brazil** has used the seven groups to inform the program for the Congress. The intention is to build the Federation's activities and have both the Congress and Affinity Groups inform each other. The 2016 Congress will be hosted by the National Council for the Federal Network of Vocational, Scientific and Technological Education Institutions (CONIF) and Instituto Federal do Espírito Santo (IFES).

The **2014 World Congress in Beijing**, which was seen as a turning point for the Federation, was organised in partnership with the China Education Association for International Exchange (CEAIE) and held in conjunction with the China Annual Conference for International Education 2014. The Congress demonstrated that the WFCP is not only the global voice for higher professional and technical education training facilitating the exchange of experience and learning between members, it also promotes international cooperation with colleges and polytechnics around the world and advocates for the applied higher education system globally.

In Beijing, the Federation experienced a series of firsts including the first Declaration of the WFCP, The Beijing Declaration: Building a better future, entrenching the Federation's beliefs about education, affirming its members' commitment to shared principles and serving as a beacon as we pursue our respective journeys in the transformation of professional and technical education. Other firsts in Beijing included:

- **First International Awards of Excellence (11 awards were given to members from around the world)**
- **Six new affinity groups launched to share best practices and foster collaboration in key areas (Green Colleges, Applied Research and Innovation, Student Support Services, Leadership Development, Access to Learning and Employment, Higher Technical Skills)**
- **International Leadership Youth Camp and Call to Action (Youth Declaration) served as the platform for young international students**
- **Special Meeting of CEOs of institutions offered a place to learn about the WFCP and discuss common challenges and needs**
- **Campus tours for Congress participants were arranged to visit vocational institutions**
- **Artistic Performance from students of professional/technical programs showcasing different industry sectors (e.g. construction, fashion, arts)**



WFCP World Congress 2014 in Beijing, China

The **2012 World Congress was held in Halifax, Nova Scotia, Canada** and hosted by Association of Canadian Community Colleges (ACCC), now Colleges and Institutes Canada (CICan). The 2012 Congress provided members and delegates from all over the world with the opportunity to present the latest trends in the higher applied education sector, showcase the research, ideas and innovation that are strengthening applied education, present the realities of our sector in a global context, and bond with colleagues and partners who share an interest in the college and polytechnics sector.



The **2010 World Congress was held in Birmingham, United Kingdom** and was hosted by Association of Colleges – AoC. The Congress allowed participants the opportunity to develop international partnerships, hear from international speakers, participate in special interest groups, and visit UK colleges.

The 2016 Congress will mark the 8th meeting of the Federation; the full list of World Congresses and the host organizations:

- **1999 World Congress: Québec, Canada (Colleges and Institutes Canada (CICan) formerly Association of Canadian Community Colleges)**
- **2003 World Congress: Melbourne, Australia (TAFE Directors Australia (TDA))**
- **2005 World Congress: Dubai, United Arab Emirates**
- **2008 World Congress: New York City, USA (American Association of Community Colleges (AACC))**
- **2010 World Congress: Birmingham, UK (Association of Colleges (AoC))**
- **2012 World Congress: Halifax, Canada (CICan)**
- **2014 World Congress: Beijing, China (China Education International Exchange Association (CEAIE))**
- **2016 World Congress: Vitória, Brazil (Conselho Nacional das Instituições da Rede Federal de Educação Profissional, Científica e Tecnológica (Conif))**

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## International Awards of Excellence

The International Awards of Excellence were introduced in 2014 for the first time. Among the winners were institutions from China, Australia, Canada, United Arab Emirates and United Kingdom. Eleven vocational education institutions were recognized for their accomplishments in five categories: **International Collaboration, College-Industry Partnerships, Commitment to Social Development, Applied Research, and Governance.**

For the second International Awards of Excellence, to be handed out in Vitória, the Board of Directors decided to highlight the accomplishments of the memberships in line with the themes of the Affinity Groups. Seven categories recognized institutions from all around the globe: **Access to Learning and Employment, Applied Research and Innovation, Entrepreneurship, Green Colleges, Higher Technical Skills, Leadership Development, and Student Support Services.** The second installment of the Awards saw greater involvement from the membership, with an increased number of nominations received from 4 continents, representing the reach and depth of members.



# Affinity Groups

The 2014 World Congress in Beijing saw six affinity groups launched during various workshops and meetings. A seventh group was added in May, 2015 to focus on Entrepreneurship.

The objectives of the affinity groups are to share knowledge and exchange best practices in key areas as well as foster collaboration and development of partnerships among WFCP members.

The affinity groups are:

- **Green Colleges and Sustainability**
- **Applied Research and Innovation**
- **Student Support Services**
- **Leadership Development**
- **Access to Learning and Employment**
- **Higher Technical skills**
- **Entrepreneurship**

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In the two years following the launch, the Affinity Group leads and co-leads have been active in recruiting members to start conversations around their chosen topics. While some of the groups have not seen very much activity or faced hurdles, many of the groups have taken active steps to engage members and develop an effective network.

**Green Colleges and Sustainability** builds on the Federation's historical affinity group; at the 2008 World Congress in New York City, the WFCP Affinity Group on Environmental Sustainability and Renewable Resources was established. The recent incarnation of that group, Green Colleges and Sustainability, is led by TDA and AoC with active participation from CEAIE. The Green Colleges and Sustainability Affinity Group took part in the APEC/China Green Skills Symposium in 2015, aligned with the TDA 2015 National Conference. More than 100 participants attended; the workshop saw 10 specialities groups and one comprehensive group formed.

The **Applied Research and Innovation** group, under the leadership of Tknika (Basque Country) and the American Association of Community Colleges (AACC) through Northeast Community College, has focussed on advanced manufacturing and sustainable water management. The group is always actively recruiting members and have engaged in international partnerships. Northeast Community College, Norfolk, Nebraska, and Fleming College, Lindsay, Ontario, joined forces on the water quantity affinity project, CROP-IT (Conserving Resources: Optimizing Practices using Innovative Technologies). The goal of the project is to demonstrate the effectiveness of using a soil moisture monitoring system (probes) to influence irrigation methods. Lead organization, Tknika, has begun its own project related to additive manufacturing and have introduced 3D printing technology to 6 – 10 colleges in Basque Country, tested the technology at Tknika's labs and conducted tests using different materials to master the new technology. Finally, Northern Regional College in Northern Ireland has begun a project focused on the use of robotics in manufacturing companies. The institution has identified industry partners and developed ideas for collaborative robot automation, developing the concepts and assembling demonstration models. Practical demonstrations were held of the demo models in March of 2016.

The **Student Support Services** group is led by Qingdao Technical College in China and comprised of members from China, Canada, New Zealand, and South Korea. The group has organized meetings and workshops to exchange experiences to discuss not only preparing students with professional skills, but also life skills. The group has initiated discussions on the WFCP member forum using case studies to examine how faculty and administration can engage with students, the importance of international education, and the relevance of the human element in professional education. Internationalization is a priority of the Student Support Services group. The group uses their case studies and discussions to explore different means of international cooperation and exchange including curriculum sharing, academic exchanges, faculty exchanges, cooperative education, and international internships, amongst others.

The **Leadership Development** group is under the leadership of Canada. Despite disparate participants the group has launched a LinkedIn group, “World Federation of Colleges and Polytechnics Higher Education Leadership Affinity Group” to give members an online venue to communicate. The 35 member group uses the space to share new trends in Leadership and opportunities to develop leadership skills through workshops. Though, the momentum of the group has slowed down, it is expected that the group will flourish after the World Congress in Brazil.

The **Access to Learning and Employment Affinity Group** is led by the Portuguese Polytechnics Coordinating Council (Conselho Coordenador dos Institutos Superiores Politecnicos (CCISP)) and Conif of Brazil. In 2015, the group launched a Google group to facilitate discussion and identify best practices from around the world. In the group’s proposal for discussion, they noted the activities necessary to implement policies in the education field that lead to the job market is not a simple task. The government, the education and the industrial sectors could and should be promoters of proposals for action from their macro structural vision of the process. This informed the group’s discussion with questions designed to define access to learning and employment, determine the role of public officials in “Education for Work,” and identify the role of educators and business in “Education for Work.” The group’s leadership emphasizes the importance of federal governing bodies in education.

The **Higher Technical Skills Affinity Group** has been extremely active under the leadership of Australia, UK and Canada. The group’s members cover six continents: North America (Canada/USA), Asia (China and Russia), South America (Brazil), Africa (South Africa), Europe (England and EU countries) and Australia. This represents an expansion from the original three continents that formed the Affinity Group in 2014 with further interest coming from Korea and New Zealand. Group members have participated in the Journal of VET Conferences at Oxford in 2015 and 2016, including presenting on pathways and permeability between academic and technical education. The group’s activities include: participation in international visits to study each other’s professional education systems on the ground; development of projects to improve employer engagement in curriculum design; hosting a roundtable on innovation and applied research; conducting an international study of higher apprenticeships; and, leading a research project on benchmarking higher technical skills policy in six countries in Europe, North America and Asia. The Higher Technical Skills group meets on a regular basis through teleconferences to discuss issues related to the delivery of higher technical skills in a non-university setting and develop joint project work. In addition, the regular bi-monthly or tri-monthly meetings and sharing of research allows the group to identify common themes and issues across borders including massification of higher education, privatisation and the growth of private/not-profit technical institutes/universities, qualification reform, accreditation and external quality assurance and the relationship between the supply and demand for higher technical skills. With an increase in membership, the group plans to undertake a series of projects to benchmark quality practice and promote student and staff exchange.

The newest Affinity Group, **Entrepreneurship** is led by Canada, Basque Country and the UK. The group was developed in response to the growing demand for entrepreneurial skills around the world. The group will allow members to share best practices around injecting entrepreneurial content into curricula and developing partnerships with entrepreneurs and others involved in the entrepreneurial eco-system. The group hopes to develop partnerships with other global organizations that promote entrepreneurship in order for WFCP members to capitalize and position WFCP colleges, institutes and polytechnics as leaders in the entrepreneurial sector. Additionally, the group will give participants a space to share updates global trends, government policies, programs and resources to ensure WFCP members are on the cutting edge of entrepreneurship around the world.



## Strategic Plan

The WFCP Board of Directors drafted and initiated the 2014 – 2016 an ambitious strategic plan in April 2014. The strategic plan focused on developing a mission statement and vision for the WFCP and vision statement. The main aim of the Federation is to improve dialogue and cooperation between the world's colleges, institutes and polytechnics

The plan adopted 6 areas of focus with objectives to achieve in each of the following categories:

- **Communication and exchanges of inspiring practices**
- **Credential recognition and international mobility**
- **Research, innovation and development (affinity groups are a very important component of this)**
- **International advocacy and promotion**
- **Capacity development of CIPs**
- **Federation sustainability and operation**

The Federation was successful in meeting its objectives set forth in the strategic plan (see Appendix for a detailed look at the objectives and achievements).

As seen in section V, the Affinity Groups have steadily grown and become a hallmark of the Federation's commitment to improve dialogue and cooperation between the world's colleges, institutes and polytechnics. The groups have been effective at exchanging and discussing best practices, engaging in research and innovative developments. As noted above, two of the groups have started to engage in discussions about international mobility and exchanges between faculty and students and accreditation.



Annual General Meeting - 2015

The Federation made in-roads to building greater ties with international education organizations, signing Memorandums of Understanding with the Post-Secondary International Network (PIN) and EURASHE, a European organization of higher education. These ties were built upon and cemented by the invitation to speak at both PIN and EURAHSE's annual conferences. The partnership promises the exchange of practices and promotion and support of each other's activities. Through speaking engagements at attendance by prominent members of the Federation at international fora for professional and technical education, the Federation is being promoted and engaging in advocacy of the field.

On the governance side, the Federation has taken practical steps towards its sustainability by registering as an incorporated entity in Canada. Incorporating is the first step that was necessary towards diversifying the funding sources available to the organization. In order to incorporate, the Federation's constitution was re-visited over 2014 and a new constitution adopted at the Annual General Meeting in 2015.

The Board of Directors continues to actively recruit new members to ensure the sustainability of the Federation. This has led to an increase in membership, with 25 new members since 2014.

## Financial Reporting

### World Federation of Colleges and Polytechnics Statement of Financial Position - As at 31st December 2015

Current Assets		\$
Debtors	0.00	
Cash in Hand	70,391.94	
<b>Total</b>	<b>70,391.94</b>	
Current Liabilities		
Creditors & Accruals	19,242.47	
<b>Total</b>	<b>19,242.47</b>	
Net Assets		51,149.47
Balance on P&L	36,137.99	
Reserves	15,011.48	
<b>Total</b>	<b>51,149.47</b>	

### World Federation of Colleges and Polytechnics Statement of Profit or Loss - For the period ending 31st July 2016

Income		\$
Subscriptions	69,100.00	
Other	0.00	
Interest	65.13	
<b>Total</b>	<b>69,165.13</b>	
Expenditure:		
Staff Costs	10,062.95	
Consultants	0.00	
Website	913.98	
Conferences	0.00	
Printing/Stationery	504.99	
Bank Charges	226.11	
Travel Expenses	1,515.33	
Legal Costs	1,251.43	
Insurance	0.00	
<b>Total</b>	<b>14,474.79</b>	
<b>Surplus/(Deficit)</b>	<b>54,690.34</b>	

## Strategic Plan Update

### 1. Communication and exchanges of inspiring practices

#### a) Website and networking opportunities for associations and their CIPs and affinity groups

- the 7 affinity groups have grown steadily and members use a variety of methods to network
- The WFCP website is updated regularly with news and events of interest and relevance to the members
- The WFCP forum offers members a space to hold discussion

#### b) Digital newsletter serving as an information sharing platform for the members

- 7 newsletters published since its re-launch in 2014, semi-quarterly

#### b) Digital newsletter serving as an information sharing platform for the members

- 7 Affinity Groups to facilitate exchanges and greater mutual understanding between its member associations and institutions:
- Green Colleges, led by TDA, supported by AoC
- Applied Research and Innovation, led by TKNIKA (Basque), supported by AACC and CICan
- Student Services, led by Qingdao Technical College, supported by AoC and CEAIE
- Leadership Development, led by CICan, supported by AoC and CEAIE
- Higher Technical Skills, led by AoC, TDA and Canada (individual)
- Access to Learning and Employment, led by CONIF, supported by CICan and CCISP
- Entrepreneurship, led by CICan, supported by Tknika and AoC
- See an update of the Affinity Groups activities in the Annual Report

#### d) World Congresses

- bi-annual World Congresses organized by WFCP : 2014 – China, 2016 – Brazil, 2018 - Australia

#### e) Thematic Conferences (Applied Research, Access, Green Colleges)

- Green Colleges AG – APEC/China Green Skills Symposium 2015

#### f) Professional Exchange programs for staff, managers, teachers, researchers and technicians

- Being explored by several affinity groups – see Annual Report Affinity Group update

#### g) Sharing of research resources and best practices

- Active engagement in 7 Affinity Groups to share resources and best practices
- World Congress offers space for in-person networking and sharing of resources and best practices

### 2. Credential recognition and international mobility

#### a) Sharing best practices as it relates to International credential recognition and benchmarking

- Affinity groups exploring international benchmarking – see HTS update

### 3. Research, Innovation and Development

#### Refer to 1. c) Affinity Groups: Virtual communities of practices organized by themes and sectors

- see 1.c) above

### 4. International Advocacy

#### a) Representation of WFCP before international agencies, such as UNESCO, UNEVOC, World Bank, Asian Development Bank, OECD on public policy, funding, project design,..)

- Chair at The Inaugural OECD Higher Education Stakeholder Forum in Paris – June 2016
- Chair guest speaker at CEDEFOP conference – December 2015
- Chair guest speaker at EURASHE annual conference – May 2015

**b) WFCP presence and links with international sector councils, sectorial organizations, multinational companies, and with media**

- story on the WFCP and new board member, Dr. Richard Masika in the Tanzania Daily News – June 2015
- profile of Chair in “Directors on the Move” section of Institute of Corporate Directors (ICD) Journal – June 2015
- Federation profile in Yearbook of International Organizations published by the Union of International Associations – 2015
- ongoing partnership with Getenergy

**c) Release of an International declaration of excellence in (technical education) for national associations of colleges, institutes and polytechnics, with focus on technical education, applied research, international development, access to education, education for employment, and contribution to the developments of international.**

- The Beijing Declaration: Building a better future signed by Board and members – October 2014

**d) International awards program to promote CIPs best programs and initiatives**

- 1st Awards of Excellence in 2014
- 2nd Awards of excellence in 2016

**e) Facilitating International partnership between member organizations (Such as the Post-Secondary International Network, World Skills, Eurashe, etc)**

- Memorandums of Understanding signed with Post-secondary International Network (PIN) and EURASHE
- Presentation by Dr. Michael Chipps of WFCP Board at PIN 2016 Conference in Bahrain

**f) Document and promote impact of working together between member institutions**

- international partnerships of Federation highlighted in newsletter

## 5. Capacity Development of CIPs and Associations

**a) Joint development of programs for improving access for under- educated people to education and employment**

- Focus on inclusion and access through the Federation’s Inclusion Protocol to be signed in Vitoria Brazil

**b) Leadership Development**

- Executive leadership workshop held in Beijing and Brazil as pre-World Congress activity
- Leadership Development affinity group formed in 2014

**c) Professional development of CIP faculty in key subjects, such as competency-based programs and new types of pedagogies, KPL, etc.**

- leadership development workshops
- Affinity groups sharing of best practices and pedagogical discussions

## 6. Federation Sustainability and Operation

**Federation Sustainability and Operation**

- incorporation – 2015
- rewriting of bylaws – 2015

**Increase membership**

- 25 new members 2014 - 2016

## Beijing Declaration

### “Building a better future”

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:**

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.

Institutes consider education and skills development as a basis for a harmonious development of their communities. Technical and vocational 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.

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.

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.

Applied education and capacity building are essential to ensuring a productive and sustainable future workforce for economic, social and environmental sustainability.

Human development shall be done with a concern towards equitably meeting prosperity and environmental needs of present and future generations.

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:**

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.

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.

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.

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.

To responsive human resource and skills development by better aligning education and training providers with the demands of today’s rapidly changing economic landscape.





## ANNEX 2

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:**

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.

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. 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.

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.

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.



Board of Directors at the World Congress 2014 in Beijing

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.

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 WFCP Board,  
October 26, 2014, Beijing

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*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.*



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