

WORLD FEDERATION OF
COLLEGES AND POLYTECHNICS

2018-19 Annual Report



WFCP

Photographs provided by the photography students at RMIT University, Melbourne.

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MESSAGE FROM THE CHAIR



2018 was a banner year for the World Federation of Colleges and Polytechnics (WFCP). The Federation hosted its 9th World Congress and I was pleased to welcome 800 delegates to Melbourne to participate in discussions about the future of work, network with their peers in the professional and technical education and training (PTET) sector, and experience true Australian hospitality. I'm pleased

that the Congress was regarded as a great success. Partnerships with leading organizations, policy makers, and other actors in PTET were established and the Federation received the input of leading thinkers in the sector on our strategic direction going forward.

The Federation also continued the growth we have seen over the last few years. Membership continues to increase, as member support grows and the strength of the network increases.

Our task as professional educators is to unearth talent in our students. Sometimes that surfaces easily, at other times we need to dig. Let's be clear, *all* students have talents. Automation promises to transform industries and the way work is organised to generate value. Many process tasks will be done for us. It's the deployment of talent in new ways that will work for us. Businesses will be able to use technology more than staff, so we must ensure all can engage in enterprise, directly into the market or to navigate work mediated via an employer where that arrangement exists.

In a world where value will be based more on how we engage, with each other and technology, we must nurture talent in everyone.

This requires new dimensions to our professional and technical education and training - something more than can be expressed in competency. We must also impress on our students that they are global citizens, and offer them global exposure in the programs we offer.

The biggest change we, as educators, can bring to the world is to build a new sense of purpose in our students - one of hope of a bright future open to all, not just those lucky enough to have the skills of the moment. Our task ultimately, despite the advances in technology and the changes it will bring, is to unearth and refine the talents of our students.

I am pleased to report on the work of the WFCP for 2018-19. I extend my special thanks to members of the board who have helped guide the development of the Federation as it serves professional and technical education and training around the world. My special thanks is extended to WFCP's executive officer Tresanna Hassanally who is so central in the Federation meeting its objectives.

I trust that all members of the Federation will accompany me on our journey to further influence and impact the sector around the world and as we support our students through this changing global landscape

Regards,

Craig Robertson
Chair, WFCP

I - THE WFCP IN GENERAL

Vision

To be the Principal International Network for Colleges, Institutes, and Polytechnics.

Mission

Providing leadership in delivering workforce education for our global economy.

Values

WFCP's mission is based on the fundamental principles for which every member should stand:

- Students success and access to education are the members' core principles;
- Respect of divergent opinion and freedom from political interference;
- Colleges, Institutes and Polytechnics are dedicated to the well-development of individuals, communities and nations, and foster international cooperation;
- Colleges, institutes and polytechnics education reinforce citizenship;
- Colleges, institutes and polytechnics provide students with knowledge and competencies required to work, innovate and fully integrate society; and,
- Ecological conscience and respect for future generations.

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 (PTET). 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. The Federation officially formalized as a network in 2002 with the 2nd World Congress held in Melbourne, Australia.



The 2012 World Congress in Halifax, Canada. Photo provided by Colleges and Institutes Canada

Today, the Federation represents associations, colleges, institutes, and polytechnics, individuals and other actors in PTET. Members are united by the mandate to prepare students for complex professional roles in an evolving society so that they can emerge as leaders and innovators in their chosen careers, and global citizens resilient to a changing world.

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.

II - STATUS OF MEMBERSHIP

WFCP members share cutting-edge strategies and best practices to increase workforce development around the world. The Federation now counts 48 members, in 46 countries, covering six continents. This reflects an increase in membership from 35 members in 39 countries in 2018.

The increase in membership can partly be attributed to the June introduction of the Associates (Individual) category, which allows individuals active in professional and technical education and training (PTET) to engage with the Federation. Under the new category, eight individuals joined the Federation in 2018 (for the scope of the new category see Annex 1).

The Board also addressed delays in accepting new members at the same time, requiring only three Board members to approve for new members and introducing a new template to gather information on new members, which eases the Board's evaluation of each application.

This allowed ten new association and institutional members to join in 2018 with greater ease. In 2018, the Board noted that a gap existing in member growth as members from Australia/Asia, the Americas, and Africa were generally reflected in new member applications. The Board noted no new members had been recruited from Europe since 2015. In 2018, the Board addressed this gap and saw three new members from the continent join the Federation's membership ranks. The list of members who joined in 2018 can be found in Annex 2.

As in previous years, the Federation's membership fluctuates as existing members' priorities and resources adapt to evolving domestic demands. In 2018, ten members were lost due to resignations and lapsed fees.

The current list of members is as follows:

American Association of Community Colleges, *United States of America*
 Asociacion de Centros de Formacion Profesional "FPEMPRESA" - VET School National Association, *Spain*
 Association of Colleges, *United Kingdom*
 Beijing College of Finance & Commerce, *China*
 Bow Valley College, *Canada*
 Burton and South Derbyshire College, *United Kingdom*
 Carol-Anne Bleich, *Australia*
 China Education Association for International Exchange, *China*
 College of the North Atlantic - Qatar, *Qatar*
 Colleges & Institutes Canada, *Canada*
 CollegesWales/ColegauCymru Ltd, *United Kingdom*
 Commonwealth Association of Polytechnics in 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*

Council of Community Colleges of Jamaica, *Jamaica*
 Duoc UC, *Chile*
 Dr. Edward J. Valeau, *United States of America*
 Ms. Francesca Beddie, *Australia*
 Global Education Network, *Australia, Canada, Singapore, and United States of America*
 Highbury College Portsmouth, *United Kingdom*
 Higher Colleges of Technology, *United Arab Emirates*
 Institute of Tourism & Hotel Management Faisalabad, *Pakistan*
 Kenya Association of Technical Training Institutions, *Kenya*
 LCI Education Network, *Australia, Canada, Colombia, Costa Rica, Indonesia, Mexico, Morocco, Spain, Tunisia, and Turkey*
 LEIDO, *Netherlands*
 Professor Leesa Wheelahan, *Canada*
 Dr. Makoji Robert Stephen, *Nigeria*
 Dr. Michael Brown, *Australia*
 National Council for the Federal Network of Vocational, Scientific & Technological Education Institutions (CONIF), *Brazil*
 New Zealand Institutes of Technology and Polytechnics, *New Zealand*
 Olds College, *Canada*
 Pacific Institute of Culinary Arts, *Canada*
 Pacific Technical & Further Education (TAFE), The University of the South Pacific, *Fiji*
 Dr. Patrick Donahoe, *Canada*
 Polytechnics Mauritius, *Mauritius*
 Postsecondary International Network, *Canada, New Zealand, South Korea, United States, and United Kingdom*
 Qingdao Technical College, *China*
 Réseau des Instituts Supérieurs d'Enseignement Professionnel du Sénégal, *Sénégal*
 Rete Fondazioni ITS Italia, *Italy*
 Dr. Ricardo Castro-Salazar, *United States of America*
 Seneca College, *Canada*
 Shaanxi Polytechnic Institute, *China*
 TAFE Directors Association, *Australia*
 TAFE Queensland, *Australia*
 Taishan Polytechnic, *China*
 TKNKA, *Basque Country*
 Universal College of Learning, *New Zealand*
 Vertebral Chile, *Chile*
 Victorian TAFE Association, *Australia*
 Vocational Training Council, *Hong Kong*
 Waikato Institute of Technology, *New Zealand*

The Board of Directors takes a proactive approach to recruitment of members, promoting the potential of the network for supporting a member's work. As the Federation prepares to host the 2020 World Congress in Europe, growing the Federation on the European continent will continue to be a priority.

III - GOVERNANCE

The Federation is a corporate entity governed, registered in Canada, and governed by the *Canada Not-for-Profit Act* and the Federation's own Constitution, *By-law No. 1 of World Federation of Colleges and Polytechnics*.

The Federation was initially formalized as a network through the constitution adopted in 2002 at the Melbourne World Congress. In 2015, the Board followed through on its previous year's decision to incorporate the organization in Ottawa, Canada. The process of incorporation saw the Federation's bylaws revisited. The current Constitution was adopted by the membership at the April 2015 Board meeting and again after incorporation by the Board, acting on behalf of the members.

The WFCP Board of Directors is an active board that manages the Federation's operations, as well as acting as its decision-making authority. The Board of Directors is made up of at least three Directors up to fifteen Directors elected by the Federation's institutional and association members to serve terms of three years.

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.

A Special Meeting of Members was held in conjunction with the 2018 World Congress to elect Directors to eight available seats on the Board, for those seats that were filled immediately after the Federation's 2015 incorporation or were filled by appointment. The vote saw the re-election of Craig Robertson (TDA, Australia), Dr. Wilson Conciani (Conif, Brazil), Denise Amyot (CICan, Canada), and Rodrigo Núñez G. (Duoc UC, Chile).

Mr. Jon Zarraga was elected as Tknika's representative on the Board and Prof. Waswa Juma Balunywa was elected as CAPA's representative. Ms. Xuesong Shen was elected to represent CEAIE.

The Board lost some important figures on the Board due to retirements and new posts. The Federation would like to extend its thanks to Mr. José Luis Fernández (Tknika), Dr. Richard Masika (CAPA), Mr. Zong Wa (CEAIE) and Ms. Yang Li (CEIAE) for their longstanding support of the Federation, fostering growth in their regions, and establishing and developing the Federation's affinity groups.

Following the Special Meeting of Members, the Board gathered for its retreat where officer positions were filled:

Chair: Craig Robertson

Past Chair: Denise Amyot

Vice-Chair, Americas: Wayne Wheeler

Vice-Chair, Asia: Xuesong Shen

Vice-Chairs, Europe: David Hughes and Jon Zarraga

Treasurer: John Henik

The position of Vice-Chair, Africa currently remains unfilled.

Board Meetings take place once a month, usually by video conference, given the geographical peculiarities of the Federation. The Federation would like to thank Kirkwood Community College for enabling the monthly meetings. A face-to-face Board meeting typically takes place annually or bi-annually, which is then followed by a retreat. The aims of the board retreats are to plan for the future of the Federation, advance its progress, think deeply on responses to societal changes, and determine how best to serve members



The WFCP Board of Directors, pictured in Melbourne.
Back row (left to right) Wayne Wheeler, Craig Robertson, Phil Ker, John Henik, David Hughes, Jon Zarraga and Dr. Wilson Conciani.
Front row (left to right) Xuesong Shen, Denise Amyot, Dr. Donna Powell-Wilson, and Rodrigo Núñez.
Not pictured are Dr. Larry Rosia, Mouhamed Fadel Niang and Prof. Waswa Juma Balunywa.

The Board is comprised of 14 Directors. Elections to the Board of Directors were held at the 2016 Annual General meeting in Vitória, Brazil, and at the 2017 Annual General Meeting in Ottawa. The following Directors comprise the WFCP Board.

Craig Robertson - Chair

TAFE Directors Australia
AUSTRALIA

Election date: December 10, 2015; re-elected October 10, 2018

Dr. Wilson Conciani

Conselho Nacional das Instituições da Rede Federal de Educação Profissional, Científica e Tecnológica
BRAZIL

Election date: December 10, 2015; re-elected October 10, 2018

Dr. Larry Rosia

Saskatchewan Polytechnic, Post-Secondary International Network
CANADA

Election date: April 29, 2017

Xuesong Shen - Vice-Chair, Asia

CEAIE
CHINA

Election date: October 10, 2018

Phil Ker

Otago Polytechnic, New Zealand Institutes of Technology and Polytechnics
NEW ZEALAND

Election date: December 29, 2017

Prof. Waswa Juma Balunywa

Commonwealth Association of Polytechnics in Africa
UGANDA

Election date: October 10, 2018

Wayne Wheeler, Vice-Chair, Americas

American Association of Community Colleges
UNITED STATES OF AMERICA

Election date: September 23, 2016

Jon Zarraga, co-Vice-Chair, Europe

TKNIKA
BASQUE COUNTRY

Election date: October 10, 2018

Denise Amyot - Past Chair

Colleges and Institutes Canada
CANADA

Election date: December 10, 2015; re-elected October 10, 2018

Rodrigo Núñez G.

Duoc UC
CHILE

Election date: December 10, 2015; re-elected October 10, 2018

Dr. Donna Powell-Wilson

Council of Community Colleges of Jamaica
JAMAICA

Election date: April 29, 2017

Mouhamed Fadel Niang

Higher Institute for Vocational Training Thiès, Réseau des Instituts supérieurs d'Enseignement professionnel Network
SÉNÉGAL

Election date: September 23, 2016

David Hughes, co-Vice-Chair, Europe

Association of Colleges
UNITED KINGDOM

Election date: September 23, 2016

John L. Henik, Treasurer

Kirkwood Community College, Global Education Network
UNITED STATES OF AMERICA

Election date: September 23, 2016

IV - WORLD CONGRESSES

The biannual World Congress is the Federation's hallmark activity. Viewed as one of the leading international events for actors in PTET, the Congress has seen the Federation use the platform to introduce its commitment to students (Beijing Declaration) and inclusion (Vitória Declaration).

The 2018 World Congress was held in Melbourne, Australia from October 8-10. Pre-Congress activities included the Young Leaders Camp, Leadership Institute, Affinity Group workshops, and campus tours.

The Congress explored the theme of *Preparing for the Skills Future, Now* with close to 800 delegates, 250 of who travelled from all corners of the world, in attendance.

The three-day World Congress was one of the Federation's largest with almost 140 speakers and 44 concurrent sessions. Speakers and presenters explored the changing nature of work, with particular focus on the impact of advances in technologies and automation on PTET. The World Congress focussed on solutions to these challenges and provided an opportunity for international delegates to look at their own PTET systems from the outside and compare their readiness to that of other countries.

Leadership Institute participants heard from labour and education experts from around the world and engaged in active group discussions about the implications of trends on the sector and the greatest challenges to PTET. Participants were engaged in setting the direction of the WFCP as it embarks on a new strategic plan.

Students from Australia, Chile, Brazil, USA, Canada, New Zealand, Malaysia, Singapore, China and Hong Kong took part in the four-day Young Leaders Camp, held at the Lilydale Campus of Box Hill Institute. In the WFCP's first accredited youth camp, the young leaders considered the challenges to PTET sector and counselled leaders of PTET to #breakthebox in education.



The 2018 Young Leaders pictured in Melbourne.

Melbourne-area TAFEs opened their doors to delegates with tours of their campuses and facilities. Shorter site visits enabled Affinity Group workshop attendees to visit a campus before their workshop. Eight affinity group workshops were held across the city allowing participants to delve into the topics of the existing affinity groups and herald the launch of the Federation's newest group: Global Skills and Mobility.

At the closing ceremonies, the announcement was made for the 10th World Congress to be held in San Sebastián a resort town on the Bay of Biscay in Spain's mountainous Basque Country. Europe 2020 will explore the theme of *TVET Excellence for All* from October 14-16.

2020 is a crucial date for Europe. It will be an opportunity to check compliance for the targets defined by Europe for the period 2010-2020. It will also mark the launch of a strategy to support platforms of excellence in the PTET sector, which will involve cooperation with centres from all over the world. It will be an opportunity to hear changes adopted for the 2021-2027 Erasmus + and other education programs. Finally, it will offer an opportunity to take stock of the level of compliance with the Sustainability Development Goals (SDGs), which were defined for the period 2015-2030. Under the SDGs, the global PTET sector has greater responsibility in building a sustainable, inclusive world. Europe 2020 will be hosted by Tknika (Basque Country) and the Association of Colleges (UK).

The 2020 Congress will mark the 10th 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))

2018 World Congress: Melbourne, Australia (TDA)

2020 World Congress: San Sebastián, Basque Country (Tknika and AoC)

V – INTERNATIONAL AWARDS OF EXCELLENCE AND WORLD'S BEST PRACTICE GUIDE

The International Awards of Excellence were reframed leading up to the Vitória World Congress to be in line with the Federation's affinity groups. Awards are handed out in seven categories: Access to Learning and Employment, Applied Research and Innovation, Entrepreneurship, Green colleges, Higher Technical Skills, Leadership Development, and Student Support Services. As the Awards have grown and evolved, so has interest in its recognition. For the 2018



Awards of Excellence, 83 nominations were submitted for consideration - more than double the amount received in 2016 and almost six times more than the first Awards in 2014.

Recipients continue to demonstrate the international strength of PTET, coming from all corners of the globe. 2014's recipients recognized institutions from China, Australia, Canada, United Arab Emirates and United Kingdom. 2016's recipients represented institutions, associations, and individuals in Basque Country, Canada, China, United Kingdom, and United States of America. The most popular category for 2018 was the Access to Learning and Employment with 25 nominations received. This demonstrates the commitment to inclusion by WFCP's members around the world. Nominations were received from Australia, Basque Country, Brazil, Canada, China, New Zealand, United Kingdom and the United States. A list of the 2018 recipients is available in Annex 3.

The 2016 recipients were featured the first to be highlighted in Federation's first publication: *The World's Best Practice Guide in Professional and Technical Education and Training*. 2018 recipients were also invited to submit a profile of their winning project, describe its outcomes, and most importantly for their peers, lessons learned to produce *Volume II* of the Guide. The publication also fulfills the Federation's goal of connecting members, as the Guide provides the necessary information for those wishing to learn from a recipient to contact the institution or individual. The second volume of the Guide reflects the 2018 World Congress theme, including recipients that are embracing cutting-edge technology in the classroom, offering skills development through practical applied research projects, and offering supports for apprentices to ensure they maintain their studies, among others.

VI – AFFINITY GROUPS

The Federation's eight affinity groups share knowledge and exchange best practices in key areas as well as foster collaboration and development of partnerships among WFCP members and other actors in professional and technical education and training. Six of the eight groups were launched in October 2014 at the Beijing World Congress, while the seventh was added in May 2015, and the 8th launched at the 2018 Melbourne Congress. Groups are organized around topics of interest to those in the sectors:

Access to Learning and Employment
 Applied Research and Innovation
 Entrepreneurship
 Education for Sustainability (formerly Green Colleges)
 Global Labour and Skills Mobility
 Higher Technical Skills
 Leadership Enrichment (formerly
 Leadership Development
 Student Support Services.

Each group is matched with an organization represented on the Board of Directors, either as lead or to provide support for the group. Leading up to the 2018 World Congress, TDA assumed coordination of the groups to prepare for the World Congress. Under their leadership, the groups have developed online shared resources and tools to

enhance their discussions and sharing. Seven of the eight affinity groups held workshops in Melbourne that were well attended and kept participants engaged. The Leadership Development group held a truncated workshop after the Leadership Institute.



The Affinity Groups continue to mature as new members are engaged and recruited. Some groups remain more active than others, however all leads and co-leads are actively working to create a meaning network around each theme.

The **Access to Learning and Employment** Affinity Group is led by Conselho Nacional das Instituições da Rede Federal de Educação Profissional, Científica e Tecnológica (Conif) of Brazil. In early 2018, Professor Gutenberg Albuquerque of Instituto Federal do Ceará (IFCE) took over leadership of the group with support from Dr. Wilson Conciani Conif's representative on the board. In Melbourne, the group found a common sense of alignment and perspective among the presenters, despite working independently in various parts of the world. The workshop's presenters discussed the need to balance social inclusion with a

technical curriculum that is complimented by a humanistic approach. The group intends to use its online space to continue to cultivate a forum for discussion and build a path to empower professionals as they integrate humanistic issues, technical knowledge and creativity into curricula that enable learners as they prepare for the workforce in an age of automation.



The **Applied Research and Innovation** group is led by Tknika (Basque Country). The group's focus has expanded from sustainable water management and advanced manufacturing to include research projects related to Industry 4.0: mechatronics, drone technology, 3D printing applications, composites, internet of things, and robotics, in addition to the two previous areas. The Applied Research group not only shares best

practices but shares results and outcomes of applied research projects undertaken by member institutes. The group provides a forum for the development of institutional and jurisdictional policies that support institutions' involvement in applied research and innovation. At the 2018 World Congress, the group looked at applied research projects at three different phases and discussed best practices at all three stages with institutions conducting applied research around the world. The group also discussed the need for greater collaboration and sharing of outcomes and best practices. The group noted, as the world adapts to a labour market dominated by technology, applied research will enable students to acquire the skills necessary, now.

Education for Sustainability (formerly Green Colleges and Sustainability) shares knowledge and practices in the area of sustainability, at both the curriculum and institute levels. The group is led by Australia's TDA. At the 2018 World Congress, the group reached a broad consensus on what sustainable skills encompasses and how those skills can be integrated more broadly into curricula. The group also explore joint, transnational applied research projects focused on green activities. Looking forward and based on the premise that 'every worker is a green worker' the group saw sustainability skills as part of the broader set of skills learners will need for employability in the future. The continuation of the group is under consideration as the Board determines whether demand for a community of practice focussed on Education for Sustainability remains strong.

The **Entrepreneurship** Affinity Group is led by Canada, under the leadership of Ann Marie Vaughan, President of Loyalist College. The group is supported by Board organization, CICan. Since assuming leadership of the group in 2017, Ms. Vaughan has taken many steps to revive the group, recruiting members from around the globe. At the 2018 World Congress, The Entrepreneurship group considered the question are entrepreneurs born or made. Three presenters helped frame this discussion by focusing on the ecosystem required to support entrepreneurs and the value proposition for colleges; how purposeful space can facilitate entrepreneurial activity; and three approaches to student entrepreneurship focusing on

student competitions, fostering student interest, and networking. A group discussion considered the contributions of speakers and discussed key strategies to work on over the next two years. The imperative to develop entrepreneurial skills was identified by participants as was the need to recognize these skills globally.

In 2018, the Board of Directors explored the appetite for an affinity group focussed on **Global Labour and Skills Mobility**. A workshop was held along with the other affinity group workshops at the 2018 Melbourne Congress. Interest in the group was widespread with eight presentations during the three-hour workshop. The group engaged in a wide canvassing of views through the presentations and a roundtable brainstorming session to determine the objectives and activities of the group. Led by TDA, the group intends heading towards 2020, to create a network of committed and engaged members, with wide representation from interested groups, that will be built around a diverse steering group. The areas of focus for the Affinity Group to explore is the theoretical and practice approach to global skills and to labour mobility by working through the exploring of frameworks for occupational standards and recognition and of labour mobility, tested against practical experience of lessons learnt and of case studies. The group intends to work together to narrow their focus and develop a workplan. In the long-term, the affinity group envisions becoming a place to share information that informs the debate of ideas, tested through theoretical frameworks and case study approaches, that involves all stakeholders.



The **Higher Technical Skills** group is led by AoC's Senior Policy Manager - Higher Education, Dr. Arti Saraswat supported by Ili Pelletier of TAFE Directors Australia. The group has built an international network of practitioners and researchers which has enriched member associations and institutions. For example, AoC offered a webinar on the scholarship of teaching and learning which was well attended internationally. At the 2018 World Congress, the group shared important insights from different systems and considered their implications for broadly for higher technical skills and qualifications. This began a debate on issues of system design, and the extent to which hierarchical or parallel systems support the development of higher technical skills. Beyond the congresses, the group meets regularly through phone conversations. They intend to host a webinar (or webinars) to share and disseminate research on the development of higher technical skills and the kinds of

qualifications needed to support those skills. The group will also contribute to various conferences, including the Journal of Vocational Education and Training biennial conference in Oxford in June of this year, and continue to build links with the international pathways research colloquium.

The **Leadership Enrichment Affinity Group** is led by Phil Ker of Otago Polytechnic and New Zealand Institutes of Technology and Polytechnics, with Denise Amyot, WFCP Past Chair and CEO of Colleges Institutes Canada, as co-lead. Mr. Ker sits on the Executive Committee of the Postsecondary International Network (PIN), a network of leaders in PTET, with an annual conference that focuses on leadership development. This

connection ties the group to PIN's leadership and allows the WFCP to work with PIN to develop PTET's leaders of tomorrow. The group's focus is examining the critical issues affecting PTET today and canvassing responses to these issues from both within and outside the group. The group was involved in the 2018 Executive Leadership Institute at the 2018 World Congress, which was the first of its activities under its new orientation of enriching leaders in PTET with a community of practice. Post-Leadership Institute, the group held an informal workshop with interested delegates and participants to discuss the future direction of the group. At the 2020 World Congress, the Leadership Enrichment group will be responsible for hosting and planning the pre-Congress Leadership Institute. On non-Congress years, leaders of WFCP member associations or institutions are encouraged to attend the Post-Secondary Network's conference, where senior executives are engaged through high quality relationships to bring international understanding and cooperation to improve learner outcomes.

The **Student Support Services** group's Chairman is Qingdao Technical College, led by Zhen (Joe) Li. The workshop held at the Melbourne Congress was amongst the best attended in 2018. Interest in the group remains strong.



VII - STRATEGIC PLAN

The 2016-18 Workplan followed up on the ambitious 2014-16 plan, narrowing the previous 6 areas of focus to 3: Federation Sustainability; Member Engagement; and Stakeholder Engagement. To see the workplan, please see Annex 4. The strategic plan expired at the end of 2018; the Board met in retreat following the World Congress to determine the Federation's direction for the coming years. Discussions and planning are still in progress as the Board builds on the previous workplan, an outside evaluation that was conducted of the Board, the Federation, and its operations, as well as the 2018 Leadership Institute, where participants produced a Communiqué to inform the Federation's strategic direction (see Annex 5 for the Communiqué).

The 2016-18 workplan had three priorities: Federation Sustainability, focussed on growing membership and increasing revenue; Member engagement, focussed on joint projects or working groups and the Federation's affinity groups; and, Stakeholder Engagement, focussed on partnership development with international organizations and establishing collaboration with sectorial and regional organizations.

Over the life of the strategic plan, Federation membership has grown. Membership growth seems most fertile in countries where a member already exists, demonstrating that members see value of the network and foster an environment in their communities for further collaboration and engagement. The introduction of a member category to target active, individual PTET professionals has contributed to membership growth, as professionals capitalize on the Federation to network with others in the sector. The Federation also saw an increase in revenue in 2018. This is due to a higher rate of return of member fees. The Federation also saw a return from the World Congress. This is due to a number of factors, but particularly TDA's pursuit of corporate sponsors for the World Congress which allowed the Congress team to reach its target for sponsorship four months out from the Congress.

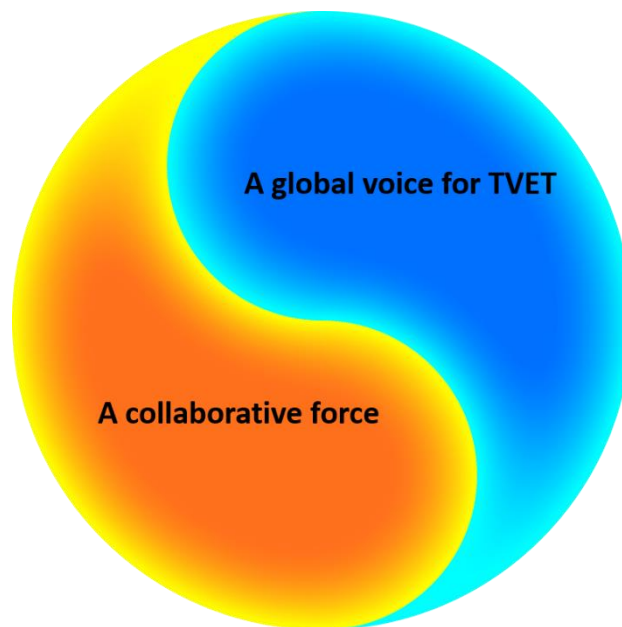
The workplan priorities for Member Engagement were joint projects or working groups and the Federation's Affinity Groups. Leading up to the World Congress, TDA coordinated the affinity groups and facilitated communication for the groups by developing tools for sharing. To date, the groups have operated mostly independently of the Federation. Having active and involved support from the Federation will give the groups a solid foundation to build upon. The groups continue to maintain their relevance by shifting focus as necessary and addressing issues of global concern, such as the launch of the Global Labour and Skills group at the 2018 World Congress. The redesigned WFCP website highlights each group with individualized pages for each and an online application form to ease joining the process of joining the groups. While some of the groups have cultivated learning and sharing opportunities outside of the World Congress, the activity that emerged under TDA's skilful coordination of the groups speaks to a need for greater coordination from the Secretariat to maintain the groups' level of activity.

The final strategic direction articulated under the old plan was Stakeholder Engagement. The workplan prioritised partnership development namely with international organizations and working and establishing collaborations with sectorial and regional organizations. In 2018, the WFCP further strengthened its partnership with the Post-Secondary International Network (PIN). The two organizations met face-to-face in 2018 to discuss how the goals articulated in the 2015 and revised 2017 Memorandums of Understanding could be achieved. The end result was a stronger working relationship between both Boards and plan for PIN to assume responsibility for the Federation's Leadership Institute and Leadership Enrichment group, which allows PIN to expand on their expertise and offer their members WFCP member offerings. Through the World Congress, the Federation established working relationships with a number of industry actors, including D2L and technology companies such as Cisco and Microsoft.

In 2018, a consultant was engaged to review the Board, the Federation and its operations. Meeting individually with each Board member, the consultant was able to articulate the Board's desire that their role move into a more strategic rather than operational one. Going forward, the Board identified their vision for the Federation (see Annex 6), which would require the Federation to increase resources, both monetary and staffing.

Finally, participants at the 2018 Leadership Institute considered the Federation's strategic future and made recommendations for the Federation to inform that strategy. The communiqué produced three areas for the Federation to focus on: developing a grand vision for TVET, building the capability of individuals for lifelong learning, and enhancing the perception of TVET.

The Board continues its review of the above as it sets direction going forward. The Chair has articulated his grand vision for the Federation: to be a collaborative force and a global voice for TVET. As the Federation prepares for its 10th bi-annual gathering of members, it is well positioned to achieve both those goals.



VIII – FINANCIAL STATEMENTS

Statement of Revenue and Expenses Year ended December 31, 2018

	2018 US\$	2017 US\$
Revenue		
Subscription	85,074	49,935
Other	1,875	177
	<u>86,949</u>	<u>49,112</u>
Expenses		
Bank charges	248	387
Printing and stationery	1,065	4,746
Professional fees	5,395	6,996
Staff costs	33,989	25,822
Travel	10,250	916
Website	3,462	5,037
	<u>54,409</u>	<u>43,904</u>
Excess of revenue over expenses	<u>32,540</u>	<u>5,208</u>

Balance Sheet

As at December 31, 2018

	2018 US\$	2017 US\$
Assets		
Current assets		
Cash	98,276	76,276
Accounts receivable	19,734	9,194
	<u>118,010</u>	<u>85,470</u>
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	2,500	2,500
Net assets	<u>115,510</u>	<u>82,970</u>
	<u>118,010</u>	<u>85,470</u>

Statement of changes in net assets

Year ended December 31, 2018

	2018 US\$	2017 US\$
Net assets, beginning of year	82,970	77,762
Excess of revenue over expenses	32,540	5,208
Net assets, end of year	<u>115,510</u>	<u>82,970</u>

ANNEX 1: Associate (Individual) Membership

Individual membership is open to anyone who is engaged in the delivery of Applied Education and Technical Education and Training, either as training and faculty staff or in support organisations. Individual members form part of the network of practitioners and leaders committed to enhancing the standing and impact of professional and technical education and training across the globe. Members join the largest global network of colleges and polytechnics.

Individual Membership operates from July to June and includes the following benefits:

- Participation in WFCP events at the WFCP member discounted registration fees (i.e. WFCP World Congress, WFCP regional and specialized workshops)
- Opportunity to participate in WFCP Affinity Groups and Task Forces
- Ability to nominate for WFCP Awards of Excellence
- Opportunity to contribute to and receive WFCP newsletter
- Member access to WFCP website to share information with other WFCP members
- Permission to use WFCP logo to demonstrate commitment to the mission and values of the WFCP
- Enter into exchange opportunities with other individual members of WFCP.

Annual Fees (in \$US): \$300

Membership is granted by the decision of the WFCP Board of Directors upon thorough review of requested information. The fee schedule represents an annual rate (July to June); membership fees not prorated.

ANNEX 2: New members in 2018

Asociacion de Centros de Formacion Profesional "FPEMPRESA" - VET School
 National Association, Spain
 Carol-Anne Blecich, Project Partnership Pty Ltd, Specialist Pacific TVET
 Adviser, Australia
 College of the North Atlantic - Qatar, Qatar
 CollegesWales/ColegauCymru Ltd, United Kingdom
 Dr. Edward J. Valeau, Valeau International and Associates, CEO Emeritus,
 Hartnell Community College district, United States of America
 Francesca Beddie, Make Your Point, Director, Australia
 Highbury College Portsmouth, United Kingdom
 Institute of Tourism & Hotel Management Faisalabad, Pakistan
 Professor Leesa Wheelahan, Ontario Institute for Studies in Education,
 University of Toronto, William G. Davis Chair of Community College Leadership,
 Canada
 Dr. Michael Brown, La Trobe University, Senior lecturer, Australia
 Pacific Institute of Culinary Arts, Canada
 Pacific Technical & Further Education (TAFE), The University of the South
 Pacific, Fiji
 Dr. Patrick Donahoe, Kwantlen Polytechnic University, Dean, Faculty of
 Academic and Career Advancement, Canada
 Polytechnics Mauritius, Mauritius
 Rete Fondazioni ITS Italia, Italy
 Dr. Ricardo Castro-Salazar, Pima Community College, Vice President for
 International Development, United States of America
 Vertebral Chile, Chile
 Waikato Institute of Technology, New Zealand

ANNEX 3: 2018 Awards of Excellence Recipients

Access to learning and employment

Level	Institution / Individual / Project	Country
<i>Gold</i>	Australia Pacific Training Coalition, Australia-Pacific Technical College	Australia
<i>Silver</i>	Northern College	Canada
<i>Bronze</i>	Tie: Dr. Lee Lambert & Dr. Ricardo Castro Salazar, Pima County Community College AND Qingdao Technical College	United States of America China

Applied Research and Innovation

Level	Institution / Individual / Project	Country
<i>Gold</i>	Niagara College	Canada
<i>Silver</i>	Red River College	Canada
<i>Bronze</i>	mHealth and eHealth Development and Innovation Centre (MEDIC), Mohawk College	Canada

Entrepreneurship

Level	Institution / Individual / Project	Country
<i>Gold</i>	Craig Elias, Bow Valley College	Canada
<i>Silver</i>	Rizhao Polytechnic	China
<i>Bronze</i>	Taishan Polytechnic	China

Green Colleges

Level	Institution / Individual / Project	Country
<i>Gold</i>	ENEGUR, Usurbilgo Lanbide Eskola	Basque Country
<i>Silver</i>	TAFE NSW National Environment Centre	Australia
<i>Bronze</i>	Box Hill Institute	Australia

Higher Technical Skills

Level	Institution / Individual / Project	Country
<i>Gold</i>	Zhejiang Institute of Mechanical and Electrical Engineering	China
<i>Silver</i>	Wuhan Railway Vocational College of Technology	China
<i>Bronze</i>	Chengdu Aeronautic Polytechnic	China

Leadership Development

Level	Institution / Individual / Project	Country
<i>Gold</i>	Centennial College	Canada
<i>Silver</i>	Naqi Hyder, Durham College	Canada
<i>Bronze</i>	Anne Sado, George Brown College	Canada

Student Support Services

Level	Institution / Individual / Project	Country
<i>Gold</i>	Apprentice Support Centre, Holmesglen Institute	Australia
<i>Silver</i>	Wuhan Polytechnic	China
<i>Bronze</i>	Qingdao Vocational and Technical College of Hotel Management	China

ANNEX 4: WFCP Strategic Workplan: 2016 – 2018

Vision	To be the Principal International Network for Colleges, Institutes, and Polytechnics.
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Mission	Providing leadership in delivering workforce education for our global economy.
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Values	<p>WFCP's mission is based on the fundamental principles for which every member should stand:</p> <ul style="list-style-type: none"> • Students success and access to education are the members' core principles; • Respect of divergent opinion and freedom from political interference; • Colleges, Institutes and Polytechnics are dedicated to the well-development of individuals, communities and nations, and foster international cooperation; • Colleges, institutes and polytechnics education reinforce citizenship; • Colleges, institutes and polytechnics provide students with knowledge and competencies required to work, innovate and fully integrate society; and, • Ecological conscience and respect for future generations.
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Cross-cutting theme	Inclusion and accessibility
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Lines of business	Federation sustainability	Member engagement	Stakeholder engagement
Lead	TDA (Australia)	CEAIE (China)	CICan (Canada)
Goals	Ensure Federation sustainability by actively expanding the membership to regions and countries not currently represented.	Ensure value for members by developing and encouraging projects and programmes that enhances professional and technical education and training.	Strengthen and develop the Federation's partnerships to provide opportunities for members and benefit the field of professional and technical education and training.
Workplan priorities 2016 - 2018	Grow membership Increase revenue	Joint projects or working groups and Affinity Groups	Partnership development international organizations working and establishing collaborations with sectorial and regional organizations

ANNEX 5: WFCP Leadership Institute Official Communiqué

7 and 8 October 2018
Melbourne, Australia

WFCP Leadership Institute

Official Communiqué



WFCP Leadership Institute

The World Federation of Colleges and Polytechnics (WFCP) and TAFE Directors Australia (TDA) partnered with PwC's Skills for Australia to deliver a Leadership Institute for world leaders in technical and vocational education and training (TVET). (The delegates acknowledged that "TVET" is not universally used and is known in many jurisdictions as professional and technical education and training). The Institute's purpose was to seek positive, implementable change on a global scale. This landmark event was held in conjunction with the WFCP 2018 World Congress in Melbourne, Australia.

Why is TVET important?

Delegates were asked to consider the importance and impact of TVET in their countries. Specifically, they were asked to consider the challenges facing TVET and identify a long list of topics that the WFCP should focus on over the next two years.

Following further discussion, the Leadership Institute agreed three topics for deeper consideration. The topics were:

- developing a grand vision for TVET in partnership with communities, industry and government;
- building the capability of individuals for lifelong learning; and
- enhancing the perception of TVET globally.

Developing a grand vision for TVET

Delegates identified that the potential and value of member institutions is not fully recognised. Consequently, there is a need to develop a grand vision for TVET that recognises the partnership with communities, industry and government. The vision should reflect the concept of a society with resilient, skilled and adaptable people.

Specific actions identified for the WFCP's consideration included:

- creating a declaration of lifelong learning that highlights the role of education institutions;
- quantifying the social impact of TVET and providing WFCP members with this information; and
- encouraging international delegates to advocate for the declaration.

The delegates highlighted that institutes should be challenged to extend their capabilities in order to innovate. Therefore, the WFCP members should be empowered to build on the vision through innovative trials in their communities and share their learnings with the WFCP.

Building the capability of individuals for lifelong learning

Delegates recognised an important role of TVET is to develop in learners the building blocks of skills, knowledge, aptitude and attitudes they will require in their lifetimes.

Delegates identified an obstacle to achieving this is the current disconnect between employer expectations of job readiness and worker capabilities. To address this challenge, delegates suggested the WFCP should take steps to develop a personal capability framework to enable a meaningful and lifelong contribution to society. This process would include:

- establishing an overarching framework through consultation;
- developing progress measures for students and workers;
- creating a WFCP personal capabilities certification considering the ability to customise the certification to individual learners and embedding cross cutting skills in technical training;
- establishing communities of practice to develop institute capability;
- promoting the return on investment locally and globally to all stakeholders, especially governments; and
- securing corporate sponsorship to facilitate development and execution.

The group identified a number of detailed actions for WFCP consideration including having UNESCO-UNEVOC included in conversations and implementation where appropriate.

Enhancing the perception of TVET

Delegates recognised the need to drive a positive perception of TVET globally. Specifically, delegates identified the lack of a clear and differentiated value statement as a factor leading to misconceptions about TVET's role as a valuable education option.

To address this challenge, delegates suggested a comprehensive global TVET campaign, targeted to students, parents and the broader community that highlights the relevance of TVET outcomes to future careers. This campaign would:

- be tailored to suit the target audience in member countries;
- allow members to focus on priority industries, in particular those heavily disrupted by automation, robotics and artificial intelligence;
- highlight the role of TVET outcomes in skilling the careers of the future; and
- highlight the multitude of pathways available for TVET graduates.

Delegates also highlighted the need for the strategy to include the schooling system, with a focus on exposing students to TVET early in their educational journey. To achieve this, the WFCP should identify appropriate ambassadors, supporters or change agents in schooling systems and industry.

Our next steps

The delegates of the WFCP Leadership Institute commend this communiqué to the WFCP and its Board. It is envisaged that the Board will consider this communiqué later in the 2018 World Congress and determine further actions. The delegates undertook to take the discussions and learnings back to their home country.

Thank you to our guest speakers:

Jim Stanford – Centre for Future Work

Denise Amyot – Colleges and Institutes Canada

Rodrigo Nuñez – Duoc UC

Gill Callister – Department of Education and Training Victoria

David Coltman – Swinburne University

Megan Lilly – Australian Industry Group

Peter Noonan – Mitchell Institute

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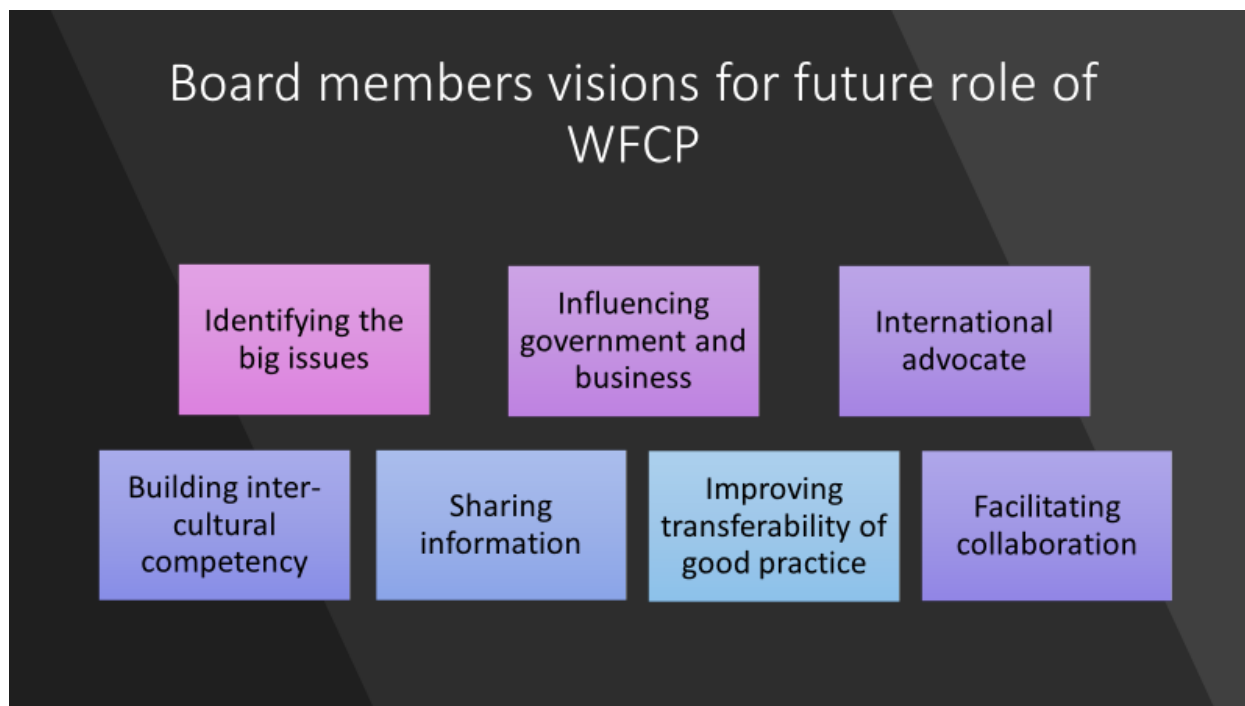
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ANNEX 6: Board Members Vision for the WFCP





WFCP

World Federation of
Colleges and Polytechnics

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