



# ANNUAL REPORT 2018

**World Federation of Colleges and Polytechnics**

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**WFCP**

World Federation of  
Colleges and Polytechnics

Ottawa, Canada

[wfcpc.org](http://wfcpc.org)

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# MESSAGE FROM THE CHAIR

The reach of the World Federation of Colleges and Polytechnics continues to grow. Bringing together the voices of colleges and polytechnics from around the globe, from developing and developed economies, remains a central mission for the Federation. The Federation's focus, through members, is to grow the opportunity for citizens to build their skills and capabilities, to assist them to be economically active and engage in their community.



Professional and Technical Education and Training (PTET) remains a critical input to the success of countries and regions, and for the well-being of communities and individuals. Colleges and polytechnics are key agents in dispersing these capabilities, within their country and communities, but also in acting in unison to ensure the best of education and training is delivered in all parts of the world.

The importance of this mission is growing. The changes in economic structures, reordering of centres of economic activity across the globe, and even within countries, is having a profound effect on the nature and spread of workforces. The much-heralded sweep of automation technologies across most areas of economic production and many aspects of our lives requires a change in how colleges and polytechnics prepare people for work, and to support businesses in their own innovation journey.

The Federation is an important vehicle to spread these new capabilities and priorities across the globe. Advanced operators can assist those institutes who reach out for help. Sharing of good practice and exchange of college leaders and staff can help build the capability of all colleges. Policy and program dialogue across the network

of members through the Federation's Affinity Groups allows colleges to keep abreast of development in key areas.

I took on the role of Chair of the WFCP in November 2017 in my capacity of the CEO of TAFE Directors Australia which is hosting the WFCP Congress in October 2018. I thank the previous Chair, Denise Amyot, President and CEO of Colleges and Institutes Canada. Denise has been the tireless pioneer of the WFCP and has been the federation's chief advocate across the globe. The WFCP is in this position now almost entirely due to her efforts.

As I look forward to the WFCP World Congress in October 2018 in Melbourne Australia I can only hope that I am able to build in some small way on Denise's legacy.

Our work is important. Our education and training changes people's lives. It helps communities grow and participate actively in the world. We must stand-up for the millions of students and stakeholders we represent. We must tell political and industry leaders across the globe that more attention and investment is needed in professional and technical education and training across the developed and developing world.

I trust that all members of the Federation can join with me on our mission in expanding the influence and impact we have in the world, starting by assembling with us in Melbourne, Australia in October 2018.

Craig Robertson  
Chair, WFCP

# I. THE WFCP IN GENERAL

<b>Vision</b>	To be the Principal International Network for Colleges, Institutes, and Polytechnics.
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<b>Mission</b>	Providing leadership in delivering workforce education for our global economy.
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<b>Values</b>	<p>WFCP's mission is based on the fundamental principles for which every member should stand:</p> <ul style="list-style-type: none"> <li>• Students success and access to education are the members' core principles;</li> <li>• Respect of divergent opinion and freedom from political interference;</li> <li>• Colleges, Institutes and Polytechnics are dedicated to the well-development of individuals, communities and nations, and foster international cooperation;</li> <li>• Colleges, institutes and polytechnics education reinforce citizenship;</li> <li>• Colleges, institutes and polytechnics provide students with knowledge and competencies required to work, innovate and fully integrate society; and,</li> <li>• Ecological conscience and respect for future generations.</li> </ul>
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The WFCP is a member-based international network of colleges, polytechnics, university colleges, institutions and individuals of 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 PTET 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 2<sup>nd</sup> World Congress held in Melbourne, Australia.

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 who can adapt and thrive in a a changing world.

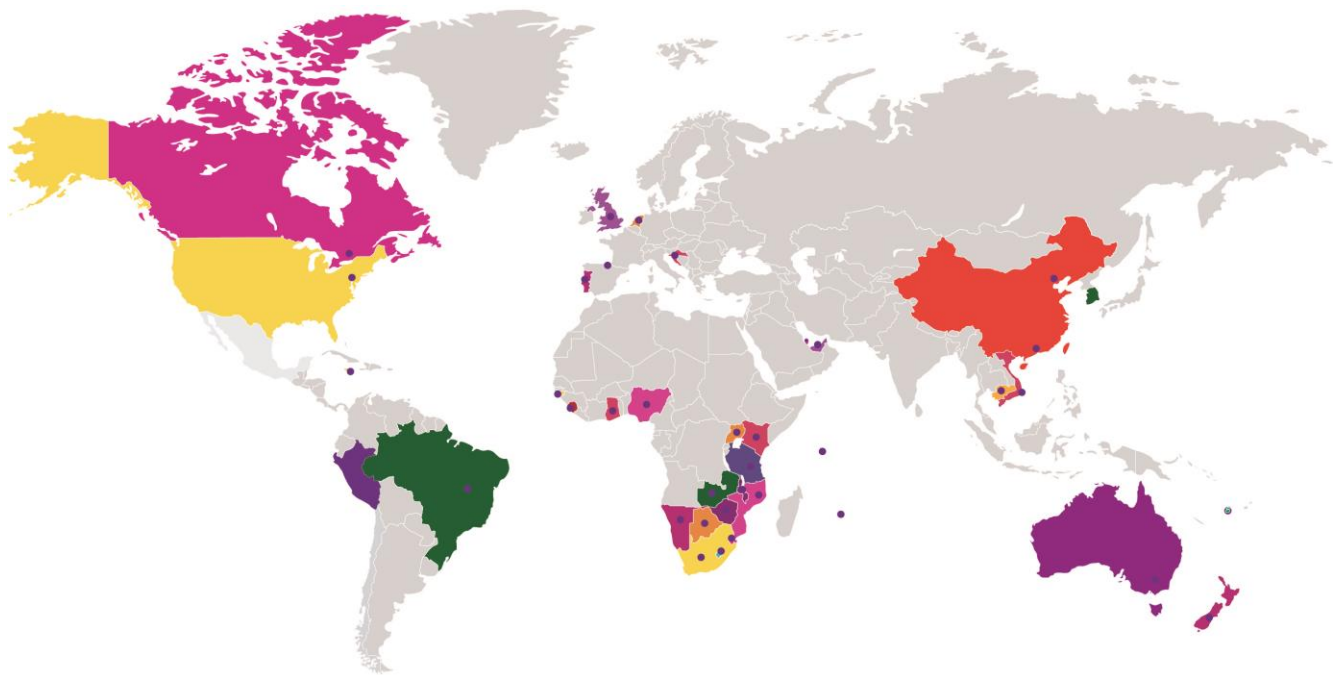
Acting as the united voice for its members, the Federation:

- promotes its members to their communities;
- influences policy development;
- shares information and experiences so members learn from each other;
- promotes best practices;
- offers access to an online community;
- promotes partnerships to improve staff and student mobility;
- establishes partnerships to deliver international contracts; and,
- organises the World Congress every two years to promote knowledge exchange and renew priorities for global PTET.

## II. STATUS OF MEMBERSHIP

WFCP members share cutting-edge strategies and best practices to increase workforce development around the world. The Federation now counts 35 members, in 39 countries, covering six continents.

Interest in the WFCP continues to grow around the world with 12 new members in 2017 and the first quarter of 2018, however due to smaller operating budgets worldwide, the membership is always in flux [See a list of new members since the 2017 meeting of members in Annex 1]. The Board attempted to mitigate this by introducing a new fee category at the 2017 Annual General Meeting, “lower-middle income” to differentiate between the levels of development not captured in the previous category structure. Still, 11 members were lost in 2017, through resignations and lapsed fees.





The current list of members is as follows:

American Association of Community Colleges – United States of America  
 Arusha Technical College - Tanzania  
 Association of Colleges – United Kingdom  
 Beijing College of Finance & Commerce – China  
 Bow Valley College - Canada  
 Burton & South Derbyshire College – United Kingdom  
 China Education Association for International Exchange - 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  
 Conselho Coordenador dos Institutos Superiores Politecnicos – Portugal  
 Council of Community Colleges of Jamaica - Jamaica  
 Duoc UC – Chile  
 Global Education Network – Australia, Canada, Singapore, and United States of America  
 Higher Colleges of Technology – United Arab Emirates  
 Hunan College of Foreign Studies - China  
 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  
 Pacific Technical & Further Education (TAFE), The University of the South Pacific - Fiji  
 Polytechnic Pula College of Applied Science - Croatia  
 Postsecondary International Network – Australia, Bahrain, Canada, New Zealand, South Korea, and United States of America  
 Qingdao Technical College - China  
 Réseau Des Instituts Supérieurs D'Enseignement Professionel Du Sénégal - Sénégal  
 Seneca College - Canada  
 Shaanxi Polytechic Institute - China  
 TAFE Directors Association – Australia  
 TAFE Queensland – Australia  
 Tengeru Institute of Community Development - Tanzania  
 TKNKA – Basque Country  
 Universal College of Learning – New Zealand  
 Vertebral Chile - Chile  
 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. The Federation's growth in membership has seen increases across most continents, including: Africa, Asia, Australia/Oceania, North America, and South America with Europe remaining an area for growth, as the Federation has had no new members from the region since 2015.



The WFCP display at the 2018 Colleges and Institutes Canada (CICan) Annual Conference.

### 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 in addition to 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 Board's responsibilities under the WFCP's bylaws are 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.

At the 2016 World Congress, the Board held a retreat where a decision was made to strengthen the planning of the World Congress by tying the officer position of Chair to

the host country of the World Congress. Thus, TAFE Directors Australia's Craig Robertson assumed the position of Chair on November 1<sup>st</sup>, 2017 as the Federation prepares for the Melbourne World Congress. Denise Amyot retains her position on the Board and holds the officer post of Past Chair. Mr. Robertson replaced Martin Riordan who retired from TDA in April 2017.

Other changes to officer positions since 2016 saw Wayne Wheeler (AACC) succeed Cláudia Schiedeck Soares de Souza (CONIF) as Vice-Chair, Americas. Ms. Soares de Souza herself was succeeded by Dr. Wilson Conciani in her seat on the Board after her departure from Federal Instituto Federal Sul Rio Grandense. José Luis Fernández Maure (Tknika) and David Hughes (AoC) both accepted the position of co-Vice-Chair, Europe, filling the vacancy left after Dr. Martin Doel, OBE left AoC. Zong Wa (Vice-Chair, Asia) and Dr. Richard Masika (Vice-Chair, Africa) retained their officer positions after the 2016 AGM.

Elections to the Board of Directors have taken place in December 2015 (after incorporation), 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.



The WFCP Board at their February 2018 meeting in Arizona. From left to right: John Henik, Jen Bahen (TDA), Denise Amyot (Past Chair), Dr. Larry Rosia, Phil Ker, Craig Robertson (Chair), Wayne Wheeler (Vice-Chair, Americas), Tresanna Hassanally (Secretariat), and Andrew Williamson (Victorian TAFE Association).

<b>Craig Robertson – Chair, Treasurer</b> TAFE Directors Australia AUSTRALIA Election date: December 10, 2015	<b>José Luis Fernández Maure, co-Vice-Chair, Europe</b> TKNIKA BASQUE COUNTRY Election date: December 10, 2015
<b>Dr. Wilson Conciani</b> Conselho Nacional das Instituições da Rede Federal de Educação Profissional, Científica e Tecnológica BRAZIL Election date: December 10, 2015	<b>Denise Amyot – Past Chair</b> Colleges and Institutes Canada CANADA Election date: December 10, 2015
<b>Dr. Larry Rosia</b> Saskatchewan Polytechnic, Post-Secondary International Network CANADA Election date: April 29, 2017	<b>Rodrigo Núñez G.</b> Duoc UC CHILE Election date: December 10, 2015
<b>Zong Wa – Vice-Chair, Asia</b> CEAIE CHINA Election date: December 10, 2015	<b>Dr. Donna Powell-Wilson</b> Council of Community Colleges of Jamaica JAMAICA Election date: April 29, 2017
<b>Phil Ker</b> Otago Polytechnic, New Zealand Institutes of Technology and Polytechnics NEW ZEALAND Election date: December 29, 2017	<b>Mouhamed Fadel Niang</b> Higher Institute for Vocational Training Thiès, Réseau des Instituts supérieurs d'Enseignement professionnel Network SÉNÉGAL Election date: September 23, 2016
<b>Dr. Richard Masika – Vice-Chair, Africa</b> Commonwealth Association of Polytechnics in Africa TANZANIA Election date: December 10, 2015	<b>David Hughes, co-Vice-Chair, Europe</b> Association of Colleges UNITED KINGDOM Election date: September 23, 2016
<b>Wayne Wheeler, Vice-Chair, Americas</b> American Association of Community Colleges UNITED STATES OF AMERICA Election date: September 23, 2016	<b>John L. Henik</b> Kirkwood Community College, Global Education Network UNITED STATES OF AMERICA Election date: September 23, 2016

Board Meetings take place once a month, usually by a video conference call 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 Board appoints Steering committees to support Federation activities, as necessary. A steering committee has been established to support TAFE Directors Australia (TDA) in preparation for the 2018 World Congress. The committee members are:

Craig Robertson (Chair)	TAFE Directors Australia
<b>Jen Bahen</b>	TAFE Directors Australia
<b>Denise Amyot</b>	Colleges and Institute Canada
<b>Emma Meredith</b>	Association of Colleges (UK)
<b>David Hughes</b>	Association of Colleges (UK)
<b>John Henik</b>	Kirkwood Community College, Global Education Network
<b>Wayne Wheeler</b>	American Association of Community Colleges
<b>Jose Luis Fernandez</b>	Tknika (Basque Country) Applied Research Affinity Group
<b>Zong Wa</b>	Chinese Education Association for International Exchange
<b>Yougen Yu</b>	Chinese Education Association for International Exchange
<b>He Pei</b>	Chinese Education Association for International Exchange
<b>Beatriz Toso</b>	IFEs (Brazil) Previous World Congress Host
<b>Nick Davy</b>	Higher Technical Skills Affinity Group
<b>Dr Arti Saraswat</b>	Higher Technical Skills Affinity Group
<b>Leesa Wheelahan</b>	Higher Technical Skills Affinity Group
<b>Ana Carolina Oliveira Batista</b>	Conselho Nacional das Instituições da Rede Federal de Educação Profissional, Científica e Tecnológica (CONIF)
<b>Tresanna Hassanally</b>	Secretariat, WFCP



## IV. WORLD CONGRESSES

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

Planning for the 2018 World Congress began before the 2016 Vitória World Congress even started. Led by TAFE Directors Australia's International Director, Jen Bahen, CEO Craig Robertson and the Federation Planning Committee, 2018 will see the WFCP return to Melbourne, Australia for the 9<sup>th</sup> World Congress, focused squarely on the challenges automation and technology presents for members and their students. In October 2018 the Federation will explore new challenges in PTET arising from advances in technologies and automation, and the impact on work, societies and peoples who may be displaced due to changing economic and global circumstances. The Congress themed *Preparing for the Skills Future, Now*, will feature the third iterations of the leadership institute, the youth camp, the Awards of Excellence, campus tours, and a Declaration of commitment by the WFCP.





The 2016 World Congress in Vitória, Brazil was held in conjunction with Reditec, an annual event that brings together leaders from the Brazilian applied education sector. The congress was 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 Congress was an opportunity to strengthen the Federation's affinity groups which, in turn, informed the program for the Congress, including breakout streams with workshops and seminars over the two days. The 2016 Congress unveiling the Federation's second Declaration, The Vitória Declaration, which speaks to the members commitment to inclusion in PTET (see Annex 3 to read the Declaration).

In line with the objective of implementing 'firsts' at each Congress, the firsts featured in Brazil were:

1. the first paperless conference
2. the first conference app
3. the first innovative use of technology: totems to charge devices, RFID for badges
4. the first Best Practice session by award winners
5. the first time in South America.



The 2016 Congress was 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 2018 Congress will mark the 9<sup>th</sup> 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 (TAFE Directors Australia (TDA))



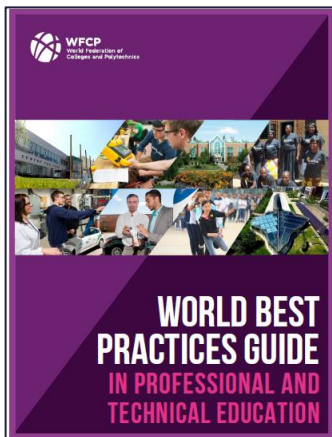
## V. INTERNATIONAL AWARDS OF EXCELLENCE & WORLD'S BEST PRACTICE GUIDE

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 presented for the 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, over 80 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 of the 2016 Awards of Excellence at the Awards Ceremony, pictured with members of the WFCP Board of Directors.

Recipients continue to demonstrate the international strength of professional and technical education and training, 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 the 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.



The 2016 recipients were featured in the Federation's first publication: *The World's Best Practice Guide in Professional and Technical Education and Training*. Recipients were invited to submit a profile of their winning project, describe its outcomes, and most importantly for their peers, lessons learned. 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 best practice guide will see the second volume released in time for the 2018 World Congress, again highlighting the promising practices learned from award-winning institutions.

## VI. AFFINITY GROUPS

The Federation's seven 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 seven groups were launched in October 2014 at the Beijing World Congress, while the seventh was added in May 2015. Groups are organized around topics of interest to those in the sectors:

- Access to Learning and Employment
- Applied Research and Innovation
- Entrepreneurship
- Green Colleges
- Higher Technical Skills
- 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.

The Affinity Groups were key to the 2016 World Congress in Vitória. The Congress program was built around the workshops and the roundtables the groups organized help build the effectiveness of the groups. The Congress allowed the groups to increase membership and build their community of practice. All seven groups held fruitful discussions and their outcomes were presented at Closing Ceremony for the World Congress.



Andre Diez de Aux of TDA coordinates the groups as 2018. Under his leadership, the groups have developed online shared resources and tools to enhance their

discussions and sharing. 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. At the 2016 World Congress, the group was matched with the Student Support Services Affinity Group for its workshops and roundtables. Discussion were held on counselling and success without borders, giving students an opportunity to shine, working with industry, and investing in internationalization. The group is currently actively pursuing new members.

The **Applied Research and Innovation** group is led by Tknika (Basque Country) under the leadership of José Luis Fernández Maure. 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. Leading up to the 2018 World Congress, the group intends to host a series of webinars highlighting the projects that will be presented.

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. In 2018, CICan held a webinar, *Exploring Entrepreneurship Innovation in*



*International Education Cooperation* in both English and French. The webinar is available on the Entrepreneurship Affinity Group page on the WFCP's website. Looking forward to the Congress, the group will be exploring how institutions can foster and support entrepreneurial skills in students to ensure they can respond to the changing economy and how institutions can also support local enterprises. They also plan to explore how entrepreneurship can be integrated across curricula and structural changes necessary for an institution to embed entrepreneurship in serving students and the community.

**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. After careful consideration, the decision was made in 2017-18 to shift the focus of the group from greening institutions to embedding sustainability into education. The group, then, has been re-named to be in line with its new focus, **Education for Sustainability**.



The **Higher Technical Skills** group saw new leadership in 2017-18 under AoC's Senior Policy Manager – Higher Education, Dr. Arti Saraswat. The group continues to be the most active and independent of the Federation's affinity groups, engaging in activities outside the WFCP umbrella, such as joint research projects and

presentations at conferences. In the fall of 2017, the group held a webinar on how scholarship can operate in the professional and technical education and training sector informed by the work of the AoC/HEFCE Scholarship Project. The group continues to build its internal expertise, with group members evaluating draft tools and measures aimed at improving scholarship and enhancing learning. The group is spending the rest of 2018 preparing for its workshop at the World Congress, titled

*“Sub-Bachelor and Applied Higher Education: policies, practice and student experience.”*

The **Leadership Development** Affinity Group has undergone the greatest change in the last year. The group is now led by Phil Ker of Otago Polytechnic and New Zealand Institutes of Technology and Polytechnics, with support from CICan. Mr. Ker also 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 will focus less on professional development and as such, has been renamed **Leadership Enrichment**. Under this re-orientation, the affinity group will focus on examining the critical issues affecting PTET today and canvass responses to these issues from both within and outside the group. The group will be involved in the 2018 Executive Leadership Institute at the 2018 World Congress, which will be the first of its activities under the new orientation. The institute will host a policy discussion amongst leaders in PTET on the issue of the future of work. In years that the World Congress is not held, WFCP members are invited to attend the PIN conference and leadership training.

The **Student Support Services** group is led by Qingdao Technical College under the leadership of Zhen (Joe) Li. In 2017 interest in the group as it geared up for the 2017 CACIE Conference in Beijing, which would host a workshop for the group. Despite the event's postponement, the group's activity did not slow down. In 2017, the Student Support Services group developed a Terms of Reference for the Group and a Member Application form, with an accompanying recruitment note; you will find the latter on the WFCP website. The group is actively preparing for the 2018 World Congress.



## 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.

Under Federation Sustainability, the workplan priorities were to grow membership and increase revenue.

There has been no net growth in membership, despite nine new members since the members last met in April 2017. However, since the beginning of 2018, interest in membership is growing leading up to the World Congress and the Board continues to actively promote Federation membership. The overall goal of Federation Sustainability is to spread membership to new regions and countries; 2018 saw the Federation welcome its first member from Fiji.

A new, albeit small, revenue stream was opened in 2017 with the Federation's first publication, which was available for sale. Two Association members of the Federation purchased the publication for their members, in addition to some one-time purchases, resulting in a total sales count of 141.

The World Congress is intended to be a revenue generating operation for the Federation. The 2018 World Congress team have actively been working to ensure financial targets are met, including pursuing sponsorships, with sponsorship levels strong. The Board and the Secretariat are also part of the effort, promoting the World Congress to their networks and attending events to shore up interest in Melbourne 2018.



The workplan priorities for Member Engagement were joint projects or working groups and the Federation's Affinity Groups.

Allocating a coordinator to the manage the affinity groups has

already facilitated communication for the groups and worked to develop 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, as seen with the formerly named Green Colleges (now Education for Sustainability) and Leadership Development (now Leadership Enrichment) groups. 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.

The goal of Member Engagement is to ensure value for members by developing and encouraging projects and programmes that enhances PTET. In 2017, the WFCP launched its redesigned website. As part of the website, a member section has been created to facilitate networking between the members. This section will continue to be developed and enhanced to offer members a space to interact and network.

Lastly, under stakeholder engagement, the workplan priorities is Partnership development namely with international organizations and working and establishing collaborations with sectorial and regional organizations.

In 2017-18, the Federation grew its engagement with stakeholders in PTET. Most notably, the Board met in Arizona in February 2018 at the Community Colleges for International Development (CCID) Annual Conference.



This gave the Board the opportunity to network with institutions, and other actors in PTET, who are heavily involved in or focussed on internationalization. Four members of the WFCP Board also gave a joint presentation on trends in PTET and spoke of the effectiveness of the network formed by the Federation. Through promoting the World Congress at events such as World Skills in Abu Dhabi and the Annual Conference for the League of Innovation, the Federation is working to develop relationships with key individuals and organizations in PTET.

The 2016-18 workplan will be replaced with a new strategic direction when the Board meets in retreat following the 2018 World Congress.

# FINANCIAL STATEMENTS

## Statement of revenue and expenses

	2017 \$	2016 \$
<b>Revenue</b>		
Subscription	48,935	69,100
Other	177	102
	49,112	69,202
<b>Expenses</b>		
Bank charges	386	-
Printing and stationery	4,746	1,645
Professional fees	6,996	1,173
Staff costs	25,822	30,269
Travel	916	5,524
Website	5,037	1,478
	43,903	40,089
<b>Excess of revenue over expenses</b>	<b>5,209</b>	<b>29,113</b>

## Statement of changes in net assets

	2017 \$	2016 \$
Net assets, beginning of year	77,762	48,649
Excess of revenue over expenses	5,208	29,113
Net assets, end of year	82,970	77,762

## Balance sheet

	2017	2016
	\$	\$
<b>Assets</b>		
Current assets		
Cash	76, 276	78, 543
Accounts receivable	9,195	23,016
	85,471	101,559
<b>Liabilities</b>		
Current liabilities		
Accounts payable and accrued liabilities	2,500	23,796
<b>Net assets</b>	82,971	77,763
	85,471	101,559

# ANNEXES

## ANNEX 1 NEW MEMBERS

New members since the last meeting of members:

- Bow Valley College - Canada
- LCI Education Network - Canada
- Pacific Technical & Further Education (TAFE), The University of the South Pacific - Fiji
- TAFE Queensland - Australia
- Taishan Polytechnic - China
- Tengeru Institute of Community Development - Tanzania
- Universal College of Learning - New Zealand
- Vertebral - Chile
- Xingtai Polytechnic College - China

## ANNEX 2 – BEIJING DECLARATION

### “Building a better future”

October 26, 2014, Beijing

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

#### *We believe that:*

1. Colleges, institutes and polytechnics (hereinafter referred to as “institutes”) are dedicated to the development of people and of their communities by offering the possibility to acquire knowledge, develop skills and attitudes needed to work and to grow all life, to innovate and to act as global citizens committed to their societies.
2. Institutes consider education and skills development as a basis for a harmonious development of their communities. Technical and professional education and training are means of preparing students for occupational fields that contribute to their effective participation in the global skills and labour market, enabling them to gain access to quality of life at all levels.
3. The future success of nations, communities and individuals increasingly depends on the ability of societies and their educational and training providers to work together with governments, institutions and businesses to augment the capacity of a skilled workforce with transferable and renewable skills and knowledge.
4. Education and skills development shall be accessible to everyone and subsequently be part of a process of continuous improvement. This must be the priority of every country’s government and international development agencies.
5. Applied education and capacity building are essential to ensuring a productive and sustainable future workforce for economic, social and environmental sustainability.
6. Human development shall be done with a concern towards equitably meeting prosperity and environmental needs of present and future generations.



7. Knowledgeable and globally-connected institutional leaders are crucial to the high performance of institutes and the success of their graduates, who will live and work in a 21st century global economy.

*We reaffirm our commitment:*

8. To increased access: institutes will maintain and develop training programs and services that give more people access to the needed qualification, along with improvement thereafter. With continuous renewal in mind, these programs and services will be developed and regularly reviewed in collaboration with the relevant organizations and companies.
9. To academic and service quality: the offer of products and services will rely on a continuous drive to improvement and excellence aiming at student success. Applied learning institutions will also remain responsive to industry trends by developing new skills and training initiatives to set the stage for the success and the happiness of tomorrow's labour force.
10. To responsible development: institutes will further ensure that skills acquired by students and that the research done are always balanced by environment and biodiversity. Scientific and human resources always have environmental sustainability in mind.
11. To professional development of institutional leadership: institutional leaders strive to promote the success of all students. They seek and engage in domestic and international opportunities to network, collaborate and share best practices, knowledge and resources.
12. To responsive human resource and skills development by better aligning education and training providers with the demands of today's rapidly changing economic landscape. Institutes are ideally positioned to spearhead flexible and adaptive learning approaches to ensure they graduate readily-employable and skilled individuals who can adjust to the reality of increased career mobility at the national and international level.

*We are determined to:*

13. Deepen partnerships: institutes want to build more partnerships with the industry and other organizations in view of undertaking applied research and driving innovation in their environments. The training provided at these institutes will be cutting-edge, and companies will benefit from a modern workforce, thus improving processes and quality of products and service.
14. To increase the relevance of learning and traineeships to the labour market: institutes will promote a close collaboration with the local labour market so as to better align curricula and emerging skills needs of the local and global economy.

15. Raise the innovative capacity of individuals and institutions and generate a broadening of competence profiles and development to ensure better employability and international competitiveness with more adaptable skills for graduates.
16. Promote international partnerships to strengthen applied, technical and professional education and training: institutes agree to emphasize the internationalization of education in all its dimensions, including the transfer of technical knowledge through country-partnerships. They intend to not only strengthen their links with institutions abroad through their federations, but also foster strategic alliances with international agencies and international development organizations at home.
17. Foster global citizenship: in an increasingly open and internationalized world, institutes will intensify efforts to further develop international co-operation and to allow their students to prepare for an international citizenship that entails social responsibility, a global vision, professional skills and innovative solutions.
18. Support professional development of institutional leaders: institutes will share information and create opportunities to support and grow the professional development of leaders within our sector of higher education. Leaders must be able to continuously develop and recalibrate their own skills, helping lead and inspire their teams, ensuring their institutes are fluid and responsive in providing employers with a skilled citizenry, and transform their institutions to ensure the needs of their country.

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

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

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

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

## ANNEX 3 - VITÓRIA DECLARATION

The signatory institutions to this protocol recognize and affirm their responsibility and obligation to inclusion in education. Colleges and polytechnics respect and recognize that people have distinct cultures, language, histories and contemporary perspectives. Inclusion in education emanates from the intellectual and cultural traditions of peoples around the world. Inclusion in education will strengthen colleges' and polytechnics' contribution to improving the lives of learners and communities.

Signatory institutions agree to:

1. Commit to making inclusion in education a priority.
2. Ensure governance structures recognize and respect all peoples.
3. Implement various intellectual and cultural traditions through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among traditionally marginalized groups.
5. Commit to increasing the number of individuals belonging to traditionally marginalized groups with ongoing appointments throughout the institution, including senior administrators.
6. Establish inclusive holistic services and learning environments for learner success.
7. Build relationships and be accountable to traditionally marginalized communities in support of integration and inclusion through education, training and applied research.

## ANNEX 4 – STRATEGIC PLAN

### WFCP Strategic Workplan: 2016 – 2018

<b>Vision</b>	<b>To be the Principal International Network for Colleges, Institutes, and Polytechnics.</b>
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<b>Mission</b>	<b>Providing leadership in delivering workforce education for our global economy.</b>
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<b>Values</b>	<p>WFCP's mission is based on the fundamental principles for which every member should stand:</p> <ul style="list-style-type: none"> <li>• Students success and access to education are the members' core principles;</li> <li>• Respect of divergent opinion and freedom from political interference;</li> <li>• Colleges, Institutes and Polytechnics are dedicated to the well-development of individuals, communities and nations, and foster international cooperation;</li> <li>• Colleges, institutes and polytechnics education reinforce citizenship;</li> <li>• Colleges, institutes and polytechnics provide students with knowledge and competencies required to work, innovate and fully integrate society; and,</li> <li>• Ecological conscience and respect for future generations.</li> </ul>
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<b>Cross-cutting theme</b>	<b>Inclusion and accessibility</b>
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<b>Lines of business</b>	<b>Federation sustainability</b>	<b>Member engagement</b>	<b>Stakeholder engagement</b>
<b>Lead</b>	TDA (Australia)	CEAIE (China)	CICan (Canada)
<b>Goals</b>	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.
<b>Workplan priorities 2016 - 2018</b>	Grow membership Increase revenue	Joint projects or working groups and Affinity Groups	Partnership development 1. international organizations 2. working and establishing collaborations with sectorial and regional organizations



**WFCP**  
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