



WORLD FEDERATION OF COLLEGES AND POLYTECHNICS

2019-2020 Annual Report



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

MESSAGE FROM THE CHAIR



The genesis of vocational education can be sheeted home to about 350BC and the critical thinking of Aristotle. He argued there were three types of knowledge - episteme: the abstract; scientific; and techne, the craft. Today they could be described as know why, know what and know how. In the intervening time, political systems have tended to divide labour into jobs which involve thinking and jobs which involve doing, and education systems around the world have tended to follow.

The new world we face, enlivened by automation, connected through communications technology, and enriched through the sharing of wealth, is a far cry from Aristotle's time. We all have a world view. We can exchange our views on global platforms, and we can trade with hitherto unknown markets. Our modern world calls on citizens to have deep knowledge and broad skills – not only to engage in the world but to drive our world to new frontiers.

In this global context, high quality technical vocational education and training plays a central role. Members of the family of the World Federation of Colleges and Polytechnics (WFCP) ensure that the highest quality education is delivered to empower students to be active players in the

economic transformation sweeping our globe.

The affective element of our education prepares students for citizenship and contribution to community.

These are not trivial outcomes. The WFCP takes the responsibility seriously.

This annual report reflects on the work of the Federation for the past 12 months. As the off-year for the Congress, the Federation has focused on building its communication channels and engaging and connecting with new members. We work toward building the voice for professional technical vocational education and training, and we aim for more members across countries.

In this past 12 months, we have said a temporary farewell to Tresanna Hassanally, who has been the secretariat for WFCP for over 4 years. We welcome Mariia Alekseevskaja to the role. Mariia has worked tirelessly these past few months to develop and grow *Dispatch*, our monthly bulletin to members.

Bringing together the know-what, know-why and know-how is key to innovation and inclusive growth. We need to continue to grow our membership and our influence to pursue this outcome. I trust that you enjoy reading the annual report.

Regards,

Craig Robertson
Chair, WFCP

I – WFCP'S VISION, MISSION AND VALUES

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 into 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 is a unified voice enabling members to:

- Promote their contributions to their communities
- Influence collectively the development of policy
- Access information and experience and learn from each other
- Share best practice
- Join WFCP online community
- Promote partnerships to improve staff and student mobility
- Develop partnerships to deliver international contracts
- Organize World Congresses to enable knowledge exchange

II – HISTORY OF WFCP

The history of the World Federation of Colleges and Polytechnics (WFCP) traces back to 1998. At that time, the Association of Canadian Community Colleges (ACCC), now known as Colleges and Institutes Canada (CICan), engaged in many international projects around the world. ACCC acknowledged that various educational organizations from different parts of the world faced similar issues and challenges and shared common approaches.



The 2016 WFCP Congress in Vitória, Brazil.

This gave ACCC a strong impulse to initiate a world federation to allow those organizations to share practices and experiences, learn from each other and create valuable networks. It was also envisioned that a united world federation would be better positioned to advocate globally for its members in areas that would promote technical education, workforce development and economic development for its respective countries.

With that vision in mind, ACCC convened the 1st World Congress in 1999. It was held in Quebec City as part of the ACCC conference, and its core agenda was to “test” the notion of a World Federation. Nearly 2000 participants attended from around the world. ACCC presented the vision and proceeded with workshops and presentations to fine-tune the vision. After the Quebec City Congress, there was overwhelming support to create the WFCP.

The founding members of WFCP are:

- Canada (ACCC (now CICan))
- UK (AoC)
- USA (AACC)
- Australia (TDA)
- Commonwealth Africa (CAPA)

Until 2002 the federation operated as an informal network. In 2002, the federation formed as a formal association with its constitution accepted by members at the 2nd World Congress held in Melbourne, Australia. Since its inception, the Federation’s membership has grown as it continues to offer members a forum to exchange best practices and promote professional and technical education and training across the globe.

III - STATUS OF MEMBERSHIP

WFCP members share cutting-edge strategies and best practices to increase workforce development around the world. The Federation now counts 43 members in 28 countries, covering six continents.



In 2019, four new members joined WFCP. Among them are the following:

- College of Law, *Latvia*
- Guangxi Electrical Polytechnic Institute (GEPI), *China*
- Rete Fondazioni ITS Italia, *Italy*
- Nyamira Institute of Science and Technology, *Kenya*

In 2018, WFCP expanded Individual membership to include active professionals. While a few individuals were interested in joining WFCP, only one individual membership fee was covered by December 31, 2019.

The current list of members (2019) is as follows:

- American Association of Community Colleges (AACC), *United States of America*
- Asociacion de Centros de Formacion Profesional "FPEMPRESA" - VET School National Association, *Spain*
- Association of Colleges (AoC), *United Kingdom*
- Beijing College of Finance & Commerce, *China*
- Bow Valley College, *Canada*
- Burton and South Derbyshire College, *United Kingdom*
- China Education Association for International Exchange (CEAIE), *China*
- College of Law, *Latvia*
- College of the North Atlantic - Qatar, *Qatar*
- College Wales / ColegauCymru Ltd, *United Kingdom*
- Colleges and Institutes Canada, *Canada*
- Council of Community Colleges of Jamaica (CCCJ), *Jamaica*
- Duoc UC, *Chile*
- Global Education Network, *Australia, Canada, Singapore, and United States of America*
- Guangxi Electrical Polytechnic Institute (GEPI), *China*
- 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 (KATTI), *Kenya*
- LCI Education Network, *Australia, Canada, Colombia, Costa Rica, Indonesia, Mexico, Morocco, Spain, Tunisia, and Turkey*
- Leesa Wheelahan, professor, *Canada*
- LEIDO, *Netherlands*
- National Council for the Federal Network of Vocational, Scientific & Technological Education Institutions (CONIF), *Brazil*
- New Zealand Institutes of Technology and Polytechnics, *New Zealand*
- Nyamira Institute of Science and Technology, *Kenya*
- Olds College, *Canada*
- Pacific Technical & Further Education (TAFE), The University of the South Pacific, *Fiji*
- 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*
- Seneca College, *Canada*
- Shaanxi Polytechnic Institute, *China*
- TAFE Directors Association, *Australia*
- TAFE Queensland, *Australia*
- Taishan Polytechnic, *China*
- TKNKA, *Basque Country*
- Vertebral Chile, *Chile*
- Victorian TAFE Association, *Australia*
- Vocational Training Council, *Hong Kong SAR, China*
- Waikato Institute of Technology, *New Zealand*
- Xingtai Polytechnic College, *China*

The Board of Directors takes a proactive approach to recruitment of members and promoting the potential of the network for supporting a member's work.

IV - 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 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, and 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.

The 2019 Annual General Meeting was held virtually in May. One of the orders of business was to conduct a vote to elect five Directors to the Board. The vote saw the election of Dawn Ward CBE (the UK) and the re-election of Wayne Wheeler (the USA), John Henik (the USA), David Hughes (the UK), and Mouhamed Fadel Niang (Senegal).

The Federation would like to extend its thanks to Mr. Jon Zarraga Eguzkitza, Tknika (retired in August 2019), for his support of the Federation and fostering its growth. Iñigo Araiztegui Arraiz was nominated by Tknika to replace Mr. Zarraga, and his appointment was accepted to the Board.

The Board currently consists of 15 Directors, some of them hold officer positions:

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 (until August 2019) / Iñigo Araiztegui Arraiz (since September 2019)

Treasurer: John Henik

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

The following Directors comprise the WFCP Board by May 2020:

Craig Robertson – Chair

TAFE Directors Australia
AUSTRALIA

Election date: December 10, 2015

Re-elected October 10, 2018

Jon Zarraga Eguzkitza - co-Vice-Chair, Europe

Tknika

BASQUE COUNTRY

Election date: October 10, 2018

Resigned August 15, 2019

Dawn Ward CBE

Chief Executive and Principal of Burton and South
Derbyshire College

Iñigo Araiztegui Arraiz - co-Vice-Chair, Europe

Tknika

UNITED KINGDOM Election date: May 16, 2019	BASQUE COUNTRY Appointed on September 12, 2019
Dr. Wilson Conciani Conselho Nacional das Instituições da Rede Federal de Educação Profissional, Científica e Tecnológica (Conif) BRAZIL Election date: December 10, 2015 Re-elected October 10, 2018	Denise Amyot – Past Chair Colleges and Institutes Canada CANADA Election date: December 10, 2015 Re-elected October 10, 2018
Dr. Larry Rosia Saskatchewan Polytechnic, Post-Secondary International Network (PIN) CANADA Election date: April 29, 2017	Rodrigo Núñez G. Duoc UC CHILE Election date: December 10, 2015 Re-elected October 10, 2018
Xuesong Shen – Vice-Chair, Asia China Education Association for International Exchange (CEAIE) CHINA Election date: October 10, 2018	Dr. Donna Powell-Wilson Council of Community Colleges of Jamaica (CCCJ) JAMAICA Election date: April 29, 2017
Phil Ker Otago Polytechnic, New Zealand Institutes of Technology and Polytechnics NEW ZEALAND Election date: December 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 Re-elected May 16, 2019
Prof. Waswa Juma Balunywa Commonwealth Association of Polytechnics in Africa (CAPA) UGANDA Election date: October 10, 2018	David Hughes, co-Vice-Chair, Europe Association of Colleges UNITED KINGDOM Election date: September 23, 2016 Re-elected May 16, 2019
Wayne Wheeler, Vice-Chair, Americas American Association of Community Colleges UNITED STATES OF AMERICA Election date: September 23, 2016 Re-elected May 16, 2019	John L. Henik, Treasurer Kirkwood Community College, Global Education Network UNITED STATES OF AMERICA Election date: September 23, 2016 Re-elected May 16, 2019

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 virtual meetings. A face-to-face Board meeting typically takes place annually or biennially, which is then followed by a retreat. The board retreats aim to plan for the future of the Federation, advance its progress, think deeply on responses to societal changes, and determine how best to serve the members.

In 2019, in-person Meeting took place in San Sebastián, the Basque Country.



The WFCP Board members pictured in San Sebastián, the Basque Country.

Back row (left to right): Inge Gorostiaga, Emma Meredith, Miren Canellada, Wayne Wheeler, Rodrigo Núñez, David Hughes, José Luis Fernández Maure.

Front row (left to right): Beñat Konde Untzilla, Dr. Wilson Conciani, Craig Robertson, Tresanna Hassanally, Jon Zarraga.

The WFCP Board of Directors attended Basque Country's IX International Conference on Vocational Training in June 2019, as guests of the Basque government. The conference on the theme of "4th Industrial Revolution: Technology, Sustainability and Values," featured a plenary address by WFCP Board Chair, Craig Robertson, reflecting on trends in professional and technical education and training around the world.

The conference also recognized the contribution of key figures in Basque vocational education, including former WFCP Board member José Luis Fernández Maure, who was awarded for his work on bringing international attention and cooperation to Basque Country's vocational education system.

While in Basque Country, the Board of Directors met with the 2020 World Congress planning committee, which was led by Tknika and AoC. The Board toured venue locations for the Congress and met with the planning committee to hear an update on the Congress' organization and inform program decisions.

The Board received a tour of Tknika's research facilities and heard updates on some of the ongoing experiments from Tknika's researchers.

The Federation thanks the Basque Government and Tknika for hosting the Board of Directors.

In 2019, WFCP Secretariat faced some changes. The Board approved a permanent increase to Secretariat hours from two days a week to three days a week. This allows the Secretariat staff to support the Federation's journey to be a collaborative force, as it increases the resources available to seek out other tools to grow member collaboration, coordinate the Affinity Groups and develop partnerships with leading international organizations. By developing tools, such as a monthly newsletter, the Federation can increase its expertise and, in turn, become the global voice for TVET around the world. An additional day will also allow the Secretariat to focus on global policy development to achieve the Federation's vision to be the global voice for PTET/TVET around the world.

In September 2019, the Board was informed that Mariia Alekseevskaja (CICan) would be temporarily replacing Tresanna Hassanally, because Tresanna gained a temporary full-time assignment with Colleges and Institutes Canada (CICan).

V – MONTHLY NEWSLETTER *DISPATCH*



In August 2019, WFCP launched its first monthly newsletter called *Dispatch*. Since that time, it has been produced monthly using Mailchimp software, distributed by email to members, and acted as an aggregator of news worldwide and in member countries. All volumes of *Dispatch* are also [available](#) on the WFCP website.

The WFCP *Dispatch* delivers global news about education, issues affecting professional and technical education and training, and updates about the Federation and members' activities. The monthly newsletter also includes an introductory article that is a commentary piece by one of the Board members, speaking to an issue of relevance in their countries, with a twist to contextualizing it globally. Due to *Dispatch*, WFCP engages in regular contact with its members and provides a value add for their membership. This newsletter also fulfills the Federations' goal of providing a platform for members to learn from each other.

From August 2019 to April 2020, *Dispatch* gathered 209 [subscribers](#). A table below shows an increase of subscribers over the months of the newsletters' existence and a number of total opens, which probably gives a rough idea about how many times volumes of *Dispatch* have been forwarded.

Dispatch is currently distributed for free. The active readers are in the UK, the USA, Brazil, Australia, Canada, Italy, Chile, China, Jamaica, and Spain.

Title	Total Recipients	Successful Deliveries	Open Rate	Total Opens
WFCP Dispatch - August Issue	73	67	68.66%	454
WFCP Dispatch - September Issue	89	85	57.65%	221
WFCP Dispatch - October Issue	96	90	55.56%	228
WFCP Dispatch - November Issue	176	163	42.94%	431
WFCP Dispatch - December Issue	182	174	39.66%	392
WFCP Dispatch - January Issue	185	179	29.05%	453
WFCP Dispatch - February Issue	199	186	48.92%	342
WFCP Dispatch - March-April Issue	204	195	42.05%	701

Mailchimp Report, April 2020

VI – WORLD CONGRESSES & DECLARATIONS



Panel at the 2018 Congress in Melbourne, Australia.

The World Congress is the hallmark of the World Federation of Colleges and Polytechnics. Every two years education professionals gather in a member country to hear the latest trends, best practices, and network with their peers in the professional and technical education and training field. Each congress program is informed by the Federation's Affinity Groups and a theme relevant at the time. Awards of Excellence aligned with Affinity Group themes are announced at each congress.

The previous World Congresses and the host organizations are:

- 2018 World Congress: Melbourne, Australia (Technical and Further Education (TAFE) Directors Australia)
- 2016 World Congress: Vitória, Brazil (Conselho Nacional das Instituições da Rede Federal de Educação Profissional, Científica e Tecnológica (Conif))
- 2014 World Congress: Beijing, China (China Education International Exchange Association (CEAIE))
- 2012 World Congress: Halifax, Canada (CICan)
- 2010 World Congress: Birmingham, UK (Association of Colleges (AoC))
- 2008 World Congress: New York City, USA (American Association of Community Colleges (AACC))
- 2005 World Congress: Dubai, United Arab Emirates
- 2003 World Congress: Melbourne, Australia (TAFE Directors Australia (TDA))
- 1999 World Congress: Québec, Canada (Colleges and Institutes Canada (CICan) [previously known as Association of Canadian Community Colleges])

The Congress allows the Federation the opportunity to add to its legacy. Each Congress finishes with a [Declaration](#) being signed by WFCP members. With the Beijing Declaration in China, the Federation committed to its values in professional and technical education and training. In Brazil, the Vitória Declaration speaks to the Federation's commitment to inclusion in education. The Melbourne Declaration, released in 2019, focuses on lifelong learning

opportunities and empowering learners to face future uncertainties. Find the Melbourne Declaration in *Annex 1*.

The year of 2019 was busy with the preparations for the 10th WFCP World Congress that was scheduled to be held in October 2020 in San Sebastián, a resort town on the Bay of Biscay in Spain's mountainous Basque Country. The theme of the Congress was set to be *TVET Excellence for All*. The event organisation committee was made up of Tknika (TVET Investigation centre dependent on the Department of Education of the Basque Government) and the Association of Colleges (AoC), the UK.

The Tknika Congress committee, with the leadership of Inge Gorostiaga and support of WFCP Board and Secretariat, had developed a diverse and topical Congress Program, launched and collected call for proposals for breakout sessions and Affinity Groups workshops, and set up congress registration. The group also had collaborated with communication agency and launched a Congress [website](#), an advertising Congress video and several social media campaigns to attract participants to the 2020 Congress. A lot of significant work has been completed towards the 2020 Congress. The WFCP expresses its gratitude to the event organisation committee team and all involved over the last two years in preparing for San Sebastian.

In March 2020, due to the exceptional situation around the world arising from COVID-19, the event organisation committee, together with the WFCP Board, made the decision to cancel the 2020 Congress. The Board agreed that because of the expected economic impact in addition to the population health consequences of COVID-19, WFCP would hold over the Congress till 2022.

VII – 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.



The 2018 Congress in Melbourne, Australia.

Groups are organized around topics of interest to those in the sectors; they are:

- 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.

The development of the Federation's Affinity Groups since 2014 has articulated the groups' goals: to add value to WFCP members and to foster collaboration and exchange between members. The groups were set up with one lead and two co-leads with responsibilities to coordinate activities for one year, and Board members were encouraged to recommend two colleges or institutions per affinity group. While some groups have engaged in activities outside the scope of the World Congress, most of the groups re-assemble solely for World Congress workshops.

"Communities of practice" have not emerged from the affinity groups; however, the groups have opened a space for networking opportunities around a particular area of interest. Members have forged relationships with their peers in the international arena and borrowed ideas learnt from other jurisdictions. Though, the success stories are few and far between.

In 2019, the Board expressed the concern that the Federation's Affinity Groups have not evolved as intended. Therefore, the Board felt that significant changes to the Affinity Groups were needed, and raised the questions about which groups should be maintained and how to encourage more active participation of these groups to facilitate the growth of communities of practice. It was suggested that while moving forward, the groups should be in line with the Federation's objectives.

The 2020 Congress was supposed to become the opportunity to revitalize the Affinity Groups and determine their future. Because the Congress was cancelled, the discussion about the new direction for the Affinity Groups is to be at the WFCP Board Meetings throughout 2020.

Currently, the largest success connected to the Affinity Groups has been the Awards of Excellence and the [*World's Best Practice Guide*](#). The awards categories and guide entries correspond with the existing seven Affinity Groups.

VIII – AWARDS OF EXCELLENCE

The International Awards of Excellence are in line with the Federation's seven Affinity Groups. In 2019, the Board provided suggestions with respect to existing nominations for the Awards of Excellence. The Board advised to:

- Rename the "Green Colleges" nomination to "Sustainable Development".
- Add the eighth category, "Partnership with Industry" (and use the description of "Higher Technical Skills" nomination).
- Request the Higher Technical Skills Affinity Group develop a new description of the category to focus on degree-granting.



Gala dinner at the 2018 Congress in Melbourne, Australia.

Nominations were submitted in the following eight categories:

- **Access to Learning and Employment** – To be awarded to an individual, institution or institutional association that has developed effective channels to increase access to learning and employment for students.
- **Applied Research** – To be awarded to an individual, institution or institutional association that has demonstrated excellence in addressing real-world challenges through applied research.
- **Entrepreneurship** – To be awarded to an individual, institution or institutional association that has demonstrated excellence in integrating entrepreneurship into the academic curriculum and/or implemented innovative entrepreneurial activities.
- **Sustainable Development** – To be awarded to an individual, institution or institutional association that has demonstrated excellence in advancing environmental sustainability through knowledge, tools, practices and technologies.
- **Leadership Development** – To be awarded to an individual, institution or institutional association that has demonstrated excellence in developing the next generation of college leaders.
- **Higher Technical Skills** – To be awarded to an individual, institution or institutional association that has demonstrated excellence in programs accredited as higher education leading to an applied bachelor's degree and leadership in recognition of the ground-breaking approach to degree-granting in professional and technical education and training.
- **Student Support Services** – To be awarded to an individual, institution or institutional association that has demonstrated excellence provision of services that support students throughout their college experience.
- **Partnership with Industry** – To be awarded to an individual, institution or institutional association that has demonstrated excellence in partnering with industry to improve access to jobs and meet the skills needs of the 21st-century workforce.

2020 Nominations by Category

Access to Learning and Employment	18
Applied Research	16
Entrepreneurship	18
Higher Technical Skills	8
Leadership Development	7
Partnership with Industry	22
Student Support Services	13
Sustainable Development	11
TOTAL	113

As the WFCP Awards of Excellence have grown and evolved, so has an interest in its recognition. In comparison to 2018, when 83 nominations were submitted for consideration, there were 113 nominations for the 2020 Awards of Excellence. Nominees came from across the world, including Australia, Brazil, Canada, China, Fiji, Kenya, Spain, the United Arab Emirates, the United Kingdom and the United States.

IX – STRATEGIC PLAN

Throughout the year of 2019 the Board was developing a three-year Strategic Plan that would provide a clear goal and a sustained direction.

The draft Strategic Plan 2019-2021 (*Annex 2*) was based on the input of the 2018 Leadership Institute. The 2019-2021 plan has three priorities; they are developing a grand vision for PTET/TVET, building the capability of individuals for lifelong learning, and enhancing the perception of PTET/TVET.

While the priorities in the 2016-2018 workplan included federation sustainability, member engagement, and stakeholder engagement, the previous workplan was looking internal at how the Federation operates. The three new priorities are outward-looking.

The Board also suggested a greater emphasis on collective promotion to governments. Many of the Federation members engage with companies, including multi-national corporations; the Board could explore ways to promote and share the work of colleges, and use that to position PTET/TVET in member countries; the Federation can develop a collective voice and leverage the connection members have with multi-nationals to achieve this promotion.

In the spring of 2020, because of the COVID-19 pandemic, the Board agreed that the current draft version of the Strategic Plan needs updating given the impacts expected on PTET/TVET globally and locally from the coronavirus. The Board is planning to develop the 2020-2021 Strategic Plan that would respond to the post-COVID era.



Exhibition at the 2018 Congress, Melbourne, Australia.

X – FINANCIAL STATEMENTS

Statement of changes in net assets Year ended December 31, 2019

	2019 US\$	2018 US\$
Net assets, beginning of year	115,510	82,970
Excess of revenue over expenses	42,818	32,540
Net assets, end of year	158,328	115,510

Statement of Revenue and Expenses

Year ended December 31, 2019


	2019 US\$	2018 US\$
Revenue		
Subscription	95,040	85,074
Other	-	1,875
	95,040	86,949
Expenses		
Bad debts	15,199	-
Bank charges	530	248
Printing and stationery	980	1,065
Professional fees	3,663	5,395
Staff costs	26,422	33,989
Travel	3,279	10,250
Website	2,149	3,462
	52,222	54,409
Excess of revenue over expenses	42,818	32,540

Balance Sheet

As at December 31, 2019

	2019 US\$	2018 US\$
Assets		
Current assets		
Cash	152,795	98,276
Accounts receivable	8,033	19,734
	160,828	118,010
Liabilities		
Current liabilities		
Accounts payable and accrued liabilities	2,500	2,500
Net assets	158,328	115,510
	160,828	118,010

ANNEX 1: Melbourne Declaration (2018)



Melbourne Declaration

October 10, 2018, Melbourne

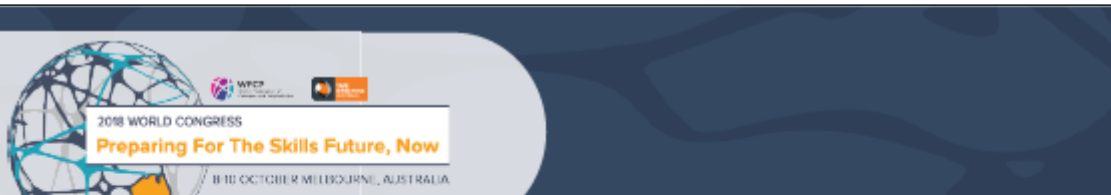
As member delegates, following the discussions and engagement at the ninth Congress of the World Federation of Colleges and Polytechnics (WFCP) in Melbourne, Australia focussed on the future of work, we approve the following WFCP Melbourne Declaration. We intend to submit the Declaration to our respective national authorities and to international organizations.

Our global and national economies are in a period of unprecedented change and stand to be disrupted by new and emerging technologies, new industries, as well as globalised markets and workers. In this context, the institutes training our citizens and future workers and retraining our current ones face major challenges, both to ensure learners are empowered with the knowledge and skills that will serve them over the course of their careers, and to ensure that institutes are able to make meaningful use of emerging technologies and innovations.

In this context the signatories of this declaration are committed to ensuring that learners are empowered to face future uncertainties.

Signatories:

1. Recognise the empowering effect of work and the dignity it instils in all workers, but especially in those from disengaged or disempowered groups.
2. Commit to supporting skills of the future, recognising that this entails flexibility, innovation and engagement with industry and employers, and with communities.
3. Commit to ensuring no one is left behind, by supporting all learners to fulfil their potential and by retraining displaced workers in ways that support the skills of the future and retain the dignity of the worker.
4. Commit to preparing all learners for the labour market, by building a strong foundation in learners, and leveraging the existing foundation of displaced workers involved in retraining.
5. Support quality learning and teaching that responds to the needs of society and students by providing learning and development opportunities to teaching staff, and using:
 - a. New methods of delivery and assessment, and
 - b. New ways of designing qualifications to support future-proof skills and new ways of learning.
6. Support the development of qualifications that enable learners to navigate a fluid economy, prepare learners for lifelong learning, and recognise the inter- and multi-




disciplinary nature of learning required for an increasingly interconnected and globalised economy.

7. Build and support the building of pathways for learners, both into and out of the labour market and into higher qualifications.
8. Commit to establish and use international communities of practice – made up of WFCP members and international leaders in technical and professional education and training – to share knowledge and collaborate, to address the issues facing our sector, as well as the global economy.

Craig Robertson, Chair of WFCP Board, October 10, 2018

Document signed by the representatives of the associations of colleges or institutions of the 16 member countries of the World Federation of Colleges and Polytechnics, gathered at the World Congress on October 10, 2018 in Melbourne.



ANNEX 2: WFCP Strategic Workplan: 2019 – 2022

Vision	To be the Principal International Network for Colleges, Institutes and Polytechnics.
Mission	Providing leadership in professional and technical education and training for the global economy.
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-being and development of individuals, communities and nations, and fostering international cooperation; • Colleges, institutes and polytechnics education reinforce citizenship or citizens; • Colleges, institutes and polytechnics provide students with knowledge and competencies required to work, innovate and fully integrate into society; and • Ecological conscience and respect for future generations.

A Grand Vision

At the Leadership Institute of the 2018 WFCP Congress, delegates identified that the potential and value of TVET through member institutions is not fully recognised. There was agreement 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 WFCP's consideration included:

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



WFCP

World Federation of
Colleges and Polytechnics

1 Rideau Street, Suite 701, Ottawa, Ontario, Canada, K1N 8S7